

EDUCATIONAL FACILITIES MASTER PLAN 2022-2031



June 8, 2022

*Carroll County Public Schools
Westminster, Maryland 21157*

FACILITIES MASTER PLAN 2022-2031

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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 2022-2023 to 2031-2032 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, 2021 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 FY23-28 Capital Improvement Program Budget request, and contribution from staff, citizens and Carroll County Government are considered as the 2022-31 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
- Public Hearing on Recommended EFMP May/June
- Approval of EFMP by BOE June
- Submission of approved EFMP to Maryland Department of Planning July
- Preparation of Draft CIP request by Facilities staff July-August
- Presentation of Recommended CIP request to BOE September
- Public Hearing on Recommended CIP request September
- Approval of CIP request by BOE October
- Submission of CIP request to Carroll County Dept. of Management & Budget, and to Maryland Public School Construction Program October

SECTION 2

COMMUNITY ANALYSIS

COMMUNITY ANALYSIS

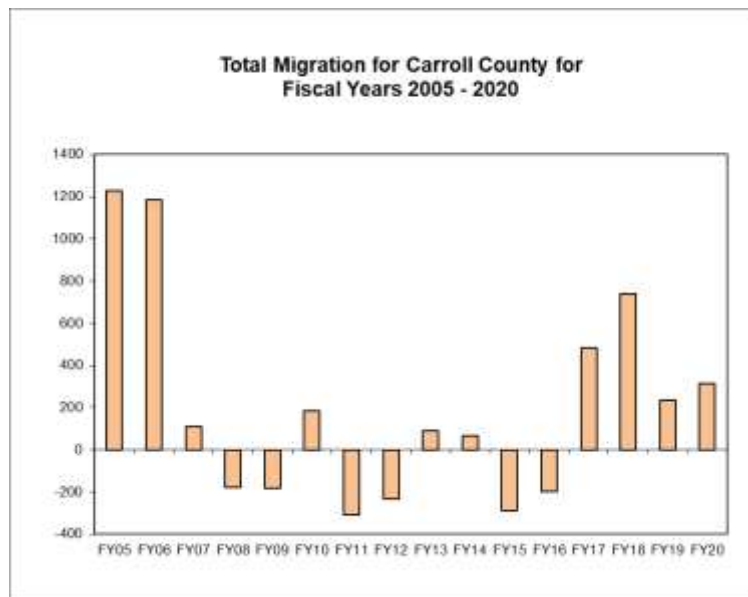
One of the central purposes of this plan is to ensure that there are adequate school facilities to accommodate the public-school enrollment for Carroll County. Public School enrollments are influenced by the County's demographic trends over time. As the County's population experienced rapid expansion in past decades, public school enrollment also experienced rapid growth. Due to this rapid increase in enrollments, fourteen new schools and several school additions were constructed between 1990 and 2010. As the County's population growth has slowed dramatically since 2005, public school enrollment has declined due to fewer new students entering the school system. Due to this decline, three schools were closed in 2015. Although there are signs that the rate of population growth may be starting to grow again, it is very unlikely that growth in the next ten years will be as rapid as it was in previous decades. It is more likely that county population growth, and subsequently public-school enrollment growth, will gradually increase over the coming decade.

POPULATION

According to the 2010 Census, there were 167,134 people and 59,786 households in Carroll County. This was a 10.8% increase in population from the 2000 Census. This represents the smallest percentage growth since the 8.5% growth experienced from 1930 to 1940. This is dramatically different from the high rates of growth experienced over the last four decades. The 2020 Census population estimate for Carroll was 172,891. This represents a 3.4% increase from the 2010 Census population of 167,134.

Population by Decade		
Year	Carroll County	Percent Growth
1930	35,978	
1940	39,054	8.5%
1950	44,907	15.0%
1960	52,785	17.5%
1970	69,006	30.7%
1980	96,356	39.6%
1990	123,372	28.0%
2000	150,897	22.3%
2010	167,134	10.8%

Domestic migration has historically been the driving force behind Carroll County's rapid population growth. However, the influx of new residents from other parts of Maryland has slowed dramatically over the past decade. According to the Maryland Department of Planning, the net total migration for the County since 2010 has averaged a gain of 90 residents per year.



This slowdown in domestic migration began back in 2005/2006 due to several Statewide regulatory changes which impacted public water availability for several of the municipalities in the county. These changes have made it challenging for municipalities to identify sufficient water capacity to support planned growth. In addition to the regulatory changes, the 2008 housing market crash and subsequent recession also severely impacted the migration patterns into the county in the early part of the past decade. Although migration numbers have been trending higher over the past several years due to the improving housing market, the impact of the recent Covid 19 pandemic on migration patterns is yet to be determined.

In addition to the changing rate of population growth occurring in the county, the composition of the population is also changing. According to the 2010 Census, the median age of Carroll County is now 41.1 years old. This is the seventh highest median age in Maryland, and is the highest of all of the counties in Central Maryland. Only Worcester, Kent, and Garrett counties experienced a greater increase than Carroll's 4.2 increase in median age over the last decade. The aging in place of the population and the out migration of younger population are both key components to the rising median age for Carroll County. According to the 2010 Census, persons over 60 now represent 19% of the population (an increase of 4.5% compared to 2000 Census numbers) and persons 20 to 39, which are the prime years for starting a family, make up 21% of the population (a decrease of almost 5% compared to 2000 Census numbers).

Population by Age Group, 2000 and 2010

Age Group	2000	% of Population	2010	% of Population	% Change, 1990 - 2000
80+	4,317	2.9%	6,208	3.7%	44%
70 to 79	7,544	5.0%	8,494	5.1%	13%
60 to 69	9,909	6.6%	16,859	10.1%	70%
50 to 59	18,585	12.3%	25,624	15.3%	38%
40 to 49	26,050	17.3%	29,270	17.5%	12%
30 to 39	25,010	16.6%	17,691	10.6%	-29%
20 to 29	13,859	9.2%	17,234	10.3%	24%
10 to 19	23,298	15.4%	25,290	15.1%	9%
0 to 9	22,325	14.8%	20,464	12.2%	-8%
Total	150,897	-	167,134	-	11%

Along with the aging of the population, there is also a trend toward smaller household sizes. The average household size in Carroll County has been declining steadily over the past several decades. The average household size went from 2.81 in 2000, down to 2.74 in 2010. This decline in household size can be attributed to the fact that families are having fewer children, there are more single-parent families, there are more single-person households, and people are living longer thus creating more single and two-person elderly households. Although the average household size in the county is declining, it should be noted that the county's average household size of 2.74 persons per household was the highest of all the Central Maryland counties. A major reason for this is that Carroll has one of the highest percentages (27.3%) of households that are married-couple families with children, and the lowest percentage (19.7%) of single parent households in the State.

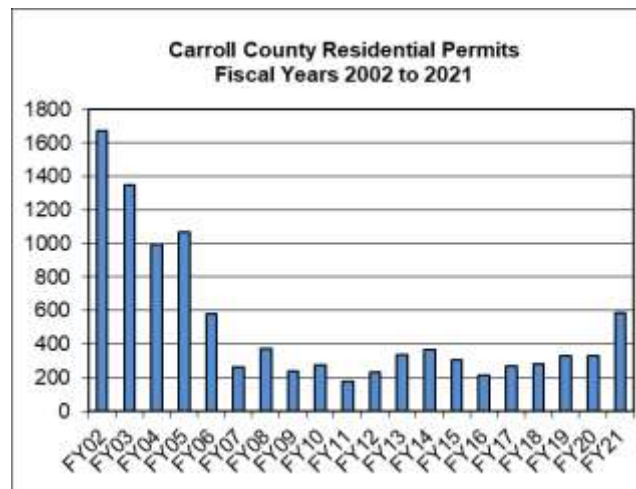
Based on the 2010 Census, Carroll County still has a very homogeneous population. However, the share of the total population consisting of minority races is increasing. The percent of total population consisting of minority races has gone from 4.3% in 2000 to 7.1% in 2010.

Carroll County Population by Race, 1970 -2010

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

HOUSING

The rapid population growth experienced by Carroll County over the last several decades was largely due to people moving out of more urban jurisdictions in a wave of suburban expansion. This wave of growth was driven by cheaper residentially zoned land. Due to Carroll County's rural landscape, low crime rates, and reputation for good schools the demand for new housing in Carroll County was high. However, two events occurred between 2005 and 2010 to restrict residential growth in the County. The first event was that the Maryland Department of the Environment changing the way it calculated how much water could be appropriated for public ground water permits. Since most of the municipalities in Carroll County rely on ground water wells for their water supply, this change has limited their ability to accommodate planned growth. The second event was the collapse of the residential housing market. Driven by historically low interest rates, the early part of the last decade saw a rapid escalation of home values. This created an artificially high demand for new homes. However, due to rising mortgage defaults and foreclosures in 2008 this housing market bubble burst. Both of these events were major factors in the dramatic slowdown in building permits since 2005.



Although countywide new home construction numbers remain relatively low, recent real estate data indicates that the housing market is strong and housing demand is high. As a result, most of the current volume in Carroll is being driven by existing home sales. Since most of the past population growth was driven by new home sales, it is still unclear if increases in existing home sales will translate into increased population growth or not.

Real Estate Trend Indicators 2018 - 2021				
	2018	2019	2020	2021
Total Sold Dollar Value	\$820,481,230	\$847,136,760	\$1,064,193,636	\$1,155,176,345
Average Sold Price	\$337,925	\$347,469	\$380,253	\$416,577
Median Sold Price	\$319,000	\$325,000	\$355,000	\$390,000
Total Units Sold	2,428	2,423	2,800	2,821
Average Days on Market	71	43	35	14
Average List Price	342,700	351,072	381,230	410,234
Avg. Sales Price as a Percentage of Avg. List Price	97.6%	97.2%	99.0%	101.4%

EMPLOYMENT

According to the Maryland Department of Labor, Licensing, and Regulations (MDLLR), Carroll County's December 2021 total labor force of 89,902 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 2020 Employment and Payrolls report from MDLLR, private sector jobs in the county accounted for 86% of the total employment for Carroll County, while government sector jobs made up the remaining 14%. Jobs in the Service Providing industry group made up the largest percentage of total employment for both Carroll County (66.7%), and the State of Maryland (69.9%).

Employment Distribution by Industry Group 2020				
Industry Group	Carroll County	Percent of Total Employment	Maryland	Percent of Total Employment
<i>Goods-Producing</i>	<i>10,375</i>	<i>19.0%</i>	<i>277,605</i>	<i>11.0%</i>
Natural Resources and Mining	442	0.8%	7,127	0.3%
Construction	6,023	11.1%	161,959	6.4%
Manufacturing	3,910	7.2%	108,519	4.3%
<i>Service Providing</i>	<i>36,365</i>	<i>66.7%</i>	<i>1,758,555</i>	<i>69.9%</i>
Trade, Transportation, and Utilities	11,488	21.1%	442,361	17.6%
Information	280	0.5%	33,033	1.3%
Financial Activities	1,501	2.8%	129,594	5.1%
Professional and Business Services	5,754	10.6%	443,642	17.6%
Education and Health Services	9,846	18.1%	420,060	16.7%
Leisure and Hospitality	5,602	10.3%	211,399	8.4%
Other Services	1,892	3.5%	78,464	3.1%
<i>Unclassified</i>	<i>0</i>	<i>0.0%</i>	<i>190</i>	<i>0.0%</i>
Private Sector Total - All Industries	46,740	85.8%	2,036,351	80.9%
<i>Federal Government</i>	<i>361</i>	<i>0.7%</i>	<i>149,350</i>	<i>5.9%</i>
<i>State Government</i>	<i>1,191</i>	<i>2.2%</i>	<i>97,336</i>	<i>3.9%</i>
<i>Local Government</i>	<i>6,204</i>	<i>11.4%</i>	<i>233,698</i>	<i>9.3%</i>
Government Sector - Total	7,756	14.2%	480,385	19.1%
Total Employment	54,496	100.0%	2,516,736	100.0%

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

CARROLL COUNTY MASTER PLAN

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

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

County Adopted Community Plans

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

Municipal Adopted Community Plans

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

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

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

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

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

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

CONCURRENCY MANAGEMENT AND ADEQUATE PUBLIC FACILITIES

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

This ordinance has been rewritten several times as the rapid growth often overwhelmed the county's public infrastructure. The current ordinance was rewritten in 2004 during a development deferral enacted by the County Commissioners. Since this new ordinance has been in place, growth in the county has dramatically declined. This slow down in new growth has reduced the number of schools which are considered inadequate based on the Concurrency Management and Adequate Public Facilities Ordinance.

Using the 2022-2023 to 2031-2032 Enrollment Projections and the criteria contained in the Concurrency Management and Adequate Public Facilities Ordinance the following schools are, or will be considered inadequate or approaching inadequate at some point within the next six fiscal years:

Inadequate (120% and greater of Capacity)

Freedom Elementary	2024-2028
Sykesville Middle	2028

Approaching Inadequate (110% to 119% of Capacity)

Freedom Elementary	2022-2023
Linton Springs Elementary	2025-2028
Sykesville Middle	2027

SECTION 3
GOALS, STANDARDS, AND
GUIDELINES

PHILOSOPHY OF EDUCATION

MISSION, SCHOOL IMPROVEMENT BELIEFS, AND GOALS

CORE STATEMENT

Carroll County Public Schools: Building the Future

CORE VALUES

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

CORE BELIEFS

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

The greater Carroll County community:

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

All central office staff:

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

All school staff:

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

All students:

- Enroll in coursework that prepares them to be career – college ready
- Obtain the skills to thrive as independent 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

CARROLL COUNTY PUBLIC SCHOOLS
STRATEGIC PLANNING PILLARS

I. PROVIDE MULTIPLE PATHWAY OPPORTUNITIES FOR STUDENT SUCCESS

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

II. STRENGTHEN PRODUCTIVE FAMILY AND COMMUNITY PARTNERSHIPS

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

III. DEVELOP AND SUPPORT A SUCCESSFUL WORKFORCE

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

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

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

INSTRUCTIONAL PROGRAM

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

The Elementary School Program is described as a "developmental program" beginning with kindergarten, and continuing through grade 5. Current grade level alignment is K-5 for all elementary schools with the exception of Parr's Ridge (K-grade 2) and Mt. Airy (grades 3-5). Prekindergarten is offered at 20 of our elementary schools. This model includes either a half-day or full-day model. An extensive course of study with prescribed goals for each grade level is published by the school system. Students are regularly assessed on their progress through the Carroll County Public Schools reporting system.

Although students are grouped and regrouped according to their achievement level, the basic class activities involve one teacher and about 23 pupils in a flexible classroom setting. Special instructors provide direct instruction in art, music, media, physical education, health, reading, English for Speakers of Other Languages (ESOL), advanced academics, and special education services.

The Middle School Program for students in grades 6-8 is often described as a "transitional program" between elementary and high school. Students are instructed in interdisciplinary teams composed of four or five teachers each teaching a specific discipline. Students are exposed to a progressively more rigorous program of studies instructed by teachers who specialize in science, social studies, language arts, reading and mathematics. Students participate in exploratory programs in fine and practical arts. Appropriate support programs are available to identified students in the area of their specific needs. Advance academic programs are provided at each grade level for students who demonstrate an ability to be successful in a more rigorous program.

The High School Program for students in grades 9-12 is comprehensive; each student has the opportunity to supplement the basic core of courses that constitute the Maryland High School Diploma graduation requirements. As a part of the diploma requirement (25 credits in a balance of pre-determined fields of study), students must satisfy assessment requirements in Algebra, English, Government and Biology and also demonstrate competence in areas of human activity as defined by the Maryland State Department of Education. Students in the fields of the arts and physical education, the World of Work, and Survival Skills, must participate in an approved program. They must also either meet the credit entrance requirements for the University of Maryland, and/or successfully finish a state-approved career completer program. Within each high school, intervention and support programs for diverse learners are also available.

Career and 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	Computer Science	Interactive Media Production
Administrative Services	Digital Fabrication and Manufacturing	Marketing
Agricultural Sciences - Animal (Curriculum for Agricultural Science Education)	Early Childhood Education	Print Production*
Agricultural Sciences - Natural Resources (Curriculum for Agricultural Science Education)	Education - Middle and High School** (Teacher Academy of MD)	Textiles and Fashion Careers*
Agricultural Sciences - Plant (Curriculum for Agricultural Science Education)	Financial Services** (Academy of Finance)	Video Production*
Business Administration & Management	Food Service and Hospitality Management (ProStart)	
* Introductory classes of these programs are offered at comprehensive high schools. Students who wish to continue in the program go to higher level classes offered at a centralized location.		
** Offered at Westminster HS as a regional program		
Carroll County Career and Technology Center Programs		
Academy of Health Professions	Collision Repair Technology	Heavy Equipment and Truck Technology
Applied Mechanical Engineering	Cosmetology Careers	Homeland Security: Criminal Justice
Auto Service Technology	Culinary Arts: Baking and Pastry	Homeland Security: Geographic Information Systems and Technology
Biomedical Sciences (Project Lead the Way)	Culinary Arts: Professional Cooking	Masonry
Building Maintenance	Drafting	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

Special Education Services

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

Early Childhood Services - In order to meet the needs of children who are not old enough to attend Kindergarten in Carroll County Public Schools, there are two early intervention programs offered for children in need of special education services. These programs are:

Infants and toddlers: Ages 0-3: Children and their families receive services in their natural environments within a twelve-month programming cycle based upon an approved Individual Family Service Plan. The domains of health, cognition, communication, and mobility are addressed.

Preschool: Ages 3-5: Children with disabilities receive services in the least restrictive environment in which their Individual Education Plans (IEP) can be implemented. Some students continue to receive supports through an Extended 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 are provided services at one of the five elementary special education regional centers or Carroll Springs School.

School Age Services - Once a child is old enough to attend Kindergarten, special education services are typically delivered in that student's geographic home school. Special Education and related services include specially designed instruction in areas like academics, communication, behavior, gross motor, fine motor, sensory, vision, hearing, and counseling. These services are provided across a continuum of environments. Special education services are always provided in the least restrictive environment possible. Examples of these environments include the general education classroom, a combination of the general education classroom and the special education classroom, and the special education classroom. For some students whose needs cannot be met in the home school, regional programs like the Autism Program, BEST Program, and the Learning for Independence Program are available. The Learning for Independence Program is regionalized at the elementary level and is available at each middle school (with the exception of East Middle) and each high school. More restrictive placements, like non-public placements, are available to students.

Elementary age students whose needs and IEP require extensive services outside of general education may receive special education services in a Structured Learning Environment or Learning for Independence classroom. In order to maximize both staff and classroom resources, these students may receive services at one of the five elementary special education regional centers. The following elementary schools are the regional centers for these services: Carrolltowne, Hampstead, Robert Moton, Runnymede, and Winfield.

Elementary age students that require specialized behavioral and counseling services as detailed in an IEP may participate in the countywide Behavioral Educational Support Team (BEST) program which is located at Robert Moton Elementary school.

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

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

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

Students with Autism whose needs cannot be met in their home schools may participate in the Autism Program. Eligible three and four year olds may attend the Preschool Autism Program at Carroll Springs School. Eligible elementary students may attend the Autism Programs at Hampstead and Winfield Elementary. Eligible middle school students may attend the Autism Program at Shiloh Middle School. Eligible high school students may attend the Autism Program at Winters Mill High School.

Carroll Springs School is the public separate day school within Carroll County for students with profound disabilities for whom the IEP Team has determined that services must be provided in this education environment.

For students with needs that no combination of services and supplementary aids can meet in the home school or in a regional program, services may be provided within a full day non-public setting.

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

Post-Secondary Services – 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, members of the Carroll business community, as well as local government and law enforcement agencies. 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 complete program.

Gateway School – Gateway School is an alternative educational setting designed to help high school students to develop socially, personally, and intellectually, while assisting them in reaching behavioral and academic success. The goal is to enable students to transition back to their home schools. While enrolled at Gateway School, students are eligible to earn credits that apply toward promotion and graduation. Classrooms are staffed by certified teachers who develop specific assignments, assistance, and requirements for students. Instructional assistants and other support staff are also on duty and may be assigned to assist students on specific lessons or to help manage and improve behavior.

Positive Response to Issues of Discipline with Elementary Students (PRIDE) Program – PRIDE is an elementary behavioral intervention program; part of the CCPS general education continuum of supports. PRIDE is designed to help students gain self-control and insight into their behavior in order to reduce disruptive behaviors and increase positive school behavior/adjustment and achievement. PRIDE is also designed to provide parents with the supports needed to initiate and maintain productive changes in their homes. The goal of the PRIDE program is to equip students and families with the skillset to return to their comprehensive home schools. Students receive instruction aligned with CCPS curriculum at their instructional level. Students also receive instruction in behavior management through a structured behavior support system and direct teaching of social skills. PRIDE is supported by CCPS teachers, assistants, a school psychologist,

and an intervention specialist at a ratio of approximately 3:1. The program is located in a portable classroom building at Friendship Valley Elementary.

Supplemental Educational Services

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

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

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

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 2021-2022 school year, Elmer Wolfe Elementary School, Robert Moton Elementary School, and Taneytown Elementary School are identified as Title I schools based on the percentage of students who qualify for free and reduced meals. Each school provides a Schoolwide Title I Program.

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

Gifted and Talented Education Program – Effective July 1, 2012, COMAR requires that each school system provide specific gifted and talented (GT) services to identified students in grades K – 12. In Carroll County, students are identified as gifted and talented beginning in the third grade and services are provided by a GT Resource Teacher. Students in grades K – 2 who exhibit GT behaviors may also receive supplemental services from the GT resource teacher. Middle school students who are identified as gifted and talented participate in supplemental learning activities during a “flex mod” class scheduled during the school day. High school GT students have the opportunity to tailor a four year learning plan to specific needs and talents. This plan may include advanced placement courses which will lead them to advanced post-secondary career and college opportunities.

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

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

SCHOOL CAMPUS CONCEPT

Several school systems throughout the State of Maryland have taken advantage of the School Campus Concept as they have built new schools to accommodate their student populations. The School Campus Concept refers to the situation where an elementary and middle school; or a middle school and high school; or even an elementary, middle, and high school might be physically contiguous.

School systems in Maryland utilizing the School Campus Concept include, but are not limited to Anne Arundel, Howard, Montgomery, Frederick, and Washington County. In some of these systems, different levels of schools (e.g., elementary and middle in Howard County) may actually be housed within the same facility.

Advantages to School Campus Concept arrangements include:

- a. Improved articulation and transition between school levels.
- b. Advanced study opportunities.
- c. Cafeteria proximity fosters satelliting.
- d. Sharing facilities (e.g., larger high school gym and/or auditorium) for special program needs.
- e. Department chairpersons and faculties work closely in coordinated program and curricular offerings.
- f. Use of athletic fields and facilities.
- g. Older students may be used as tutors and mentors.
- h. Enhances opportunities for cultural programs.
- i. Improves efficiency of support services such as transportation and itinerant staff.
- j. Generally enhances communication and benefits to the students and community.
- k. Land acquisition costs should be reduced.

Disadvantages to this arrangement often relate to the mixing of age groups during non-school hours particularly where high school students may venture onto a middle or elementary campus and/or where students are driving and additional safety/parking problems might arise.

The continuation of the school campus concept, where more than one school is located on a campus, should be viewed as an acceptable practice as we address the need for planning new facilities and the procurement of future school sites in the next decade.

4/18/88

SCHOOL COMMUNITY CONCEPT

In addition to, and in direct correlation with, the feeder school concept is the community based school concept. In years past, each town had its own school because growth in Carroll County centered around the various municipalities. As population has increased, school sites have been acquired in areas of current and projected growth. In some cases, this has meant a new community school while, in other cases, the older community school has been abandoned or modified.

Currently, the Carroll County Master Plan calls for controlled growth limiting major development to those areas of the county with available water and sewer. As a result, increases in population will continue to center around those municipalities and planned growth environs having public water and sewer.

Plans for the placement of new or replacement schools throughout the county should take into consideration the Carroll County Master Plan objectives. Although the desire for community schools exists, the driving forces behind the selection of school sites should be the Master Plan, projected school enrollment and recommended grade organization. The majority of the municipalities in Carroll County which have historically had schools within their community will continue to have schools because they are in planned growth areas with water and sewer.

4/6/88

SCHOOL SITE STANDARDS

The selection criteria for school sites in Carroll County includes generally accepted standards for the size of each school campus. Older facilities throughout the county do not enjoy the benefit of the current standards and in some cases; campuses are significantly smaller than currently desired.

Extensive use of school facilities and grounds by the Department of Recreation and Parks contributes significantly to the justification for these standards. Additionally, it must be stressed that these size guidelines are defined as usable acreage for buildings, roadways, parking, and playfields. Recent environmental mandates and policies, including afforestation, reforestation, wetland delineation, and stormwater management, and the widely variable topography and geology in Carroll County, may increase the total size of the required acreage substantially.

Elementary School Sites: Until 1953, the guideline for elementary school sites was five (5) acres plus an additional acre for each hundred students to be accommodated (i.e., a 300-student elementary school required eight (8) acres). By current national guidelines an elementary site requirement should be calculated at 15 acres plus an additional acre for each 100 students to be ultimately accommodated, plus additional space for recreational use by the community, if such use is desired.

Middle School Sites: The guideline for middle school sites is twenty (20) acres plus an additional acre per hundred students. At 750 students, a middle school site should include at least 28 usable acres for buildings and fields.

High School Sites: The guideline for high schools is 40 acres plus an additional acre for each hundred students; at 1,200 students, the site needed for a senior high school would be 52 acres.

Physical features such as wetlands, and man-made features such as stormwater management facilities, while not part of the usable acreage, may be considered for use as environmental education tools on the school campus.

6/6/94

**Board Policies and Administrative Regulations Incorporated in the
Educational Facilities Master Plan**

Policy FA – Development of Educational Facilities Master Plan and Six Year Capital Improvement Program (<https://www.carrollk12.org/boe/Pages/Policies.aspx>)

Policy FB- Adequate Facilities (<https://www.carrollk12.org/boe/Pages/Policies.aspx>)

Policy JCAA – Boundary Adjustments (<https://www.carrollk12.org/boe/Pages/Policies.aspx>)

Policy EEA – Eligibility for School Bus Transportation
(<https://www.carrollk12.org/boe/Pages/Policies.aspx>)

SECTION 4

EXISTING SCHOOL FACILITIES

ELEMENTARY STATE RATED CAPACITY

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

6/30/97

rev: 7/1/2000

rev: 7/1/2002

rev. 7/1/2004

[illegible]

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

[illegible]

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

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

6/23/94

Rev. 7/1/00,

Rev. 8/30/02

Rev. 7/1/12

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

SCHOOL NAME & ADDRESS	GRADES	SRC	2022		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Career & Technology Center 1229 Washington Road Westminster, MD 21157	10-12	380 (1/2 Day)	NA	NA	8	16.3	1970 1987	Original Addition Total	96,400 15,790 112,190	0.751	Renovation/Addition - Under Construction
Carroll Springs 495 South Center Street Westminster, MD 21157	Special Education	80	28	35%	2	6.02	1981 1986	Original Addition Total	31,100 320 31,420	0.377	HVAC - FY26
Carrolltowne Elementary 6542 Ridge Road Sykesville, MD 21784	PreK - 5 Special Ed. Regional Ctr.	588	582	99%	4	30	1976 2006 2006 2009	Original Demolition Addition Renovation Total	76,700 1,480 6,356 23,537 81,576	0.499	HVAC - FY28
Century High 355 Ronsdale Road Sykesville, MD 21784	9-12	1362	1135	83%	0	67	2001	Original	217,945	0.292	Roof - FY27
Cranberry Station Elementary 505 North Center Street Westminster, MD 21157	PreK - 5	570	537	94%	0	24.96	1999	Original	61,346	0.210	K Addition Planning - FY24
Ebb Valley Elementary 3100 Swiper Road Manchester, MD 21102	Prek - 5	568	519	91%	0	20	2008	Original	72,106	0.039	
Eldersburg Elementary 1021 Johnsville Road Sykesville, MD 21784	PreK - 5	568	454	80%	2	30	1970 2006 2014 2014	Original Addition Addition Renovation Total	63,000 4,823 111 24,500 67,934	0.393	HVAC - FY33
Elmer Wolfe Elementary 119 North Main Street Union Bridge, MD 21791	PreK - 5	546	408	75%	2	9.93	1998	Original	65,273	0.183	HVAC-FY31
Francis Scott Key High 3825 Bark Hill Road Union Bridge, MD 21791	9 - 12	1254	885	71%	0	45.12	1958 1970 1980 1999 1999	Original Addition Addition Modern. Addition Total	89,733 16,974 34,524 141,231 43,269 184,500	0.183	
Freedom Elementary 5626 Sykesville Road Sykesville, MD 21784	K - 5	502	544	108%	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	0.318	

SCHOOL NAME & ADDRESS	GRADES	SRC	2021		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIS CORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Friendship Valley Elementary 1100 Gist Road Westminster, MD 21157	K - 5	527	414	79%	4	49	1992	Original	57,200	0.483	K Addition - Planning FY24 HVAC-FY29
Gateway School 225 Kate Wagner Road Westminster, MD 21157	6 - 12 Alternative Ed.	150	51	34%	2	9.34	2003	Original	27,048	0.038	Roof-FY29
Hampstead Elementary 3737 Shiloh Road Hampstead, MD 21074	PreK - 5 Special Ed. Regional Ctr.	514	375	73%	0	19.51	1986 2007	Original Addition Total	54100 5,100 59,200	0.376	
Liberty High 5855 Bartholow Road Sykesville, MD 21784	9 - 12	1138	993	87%	8	50	1980 2018	Original Renovation Total	156,000 6,300 156,000	0.811	HVAC - FY27
Linton Springs Elementary 375 Ronsdale Road Sykesville, MD 21784	PreK - 5	705	667	95%	0	28.14	1998 2006 2006	Original Renovation Addition Total	72,227 2,218 3,262 77,707	0.201	
Manchester Elementary 3224 York Street Manchester, MD 21102	PreK - 5	682	595	87%	0	18.7	1932 1949 1953 1989 1989 1989 2007	Original Addition Addition Demolition Renovation Addition Addition Total	27,884 10,756 14,760 28,624 24,776 44,901 5,739 75,416	0.380	
Manchester Valley High Maple Grove Road Manchester, MD 21102	9-12	1383	1321	96%	0	98	2009	Original	217,500	0.039	
Mechanicsville Elementary 3838 Sykesville Road Sykesville, MD 21784	PreK - 5	591	419	71%	0	24.35	1948 1967 1974 1994 1994 2007	Original Addition Addition Renovation Addition Addition Total	21,353 17,401 9,469 48,223 21,603 4,700 74,526	0.462	HVAC-FY30
Mount Airy Elementary 405 North Main Street Mount Airy, MD 21771	3 - 5	552	436	79%	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	0.665	HVAC - FY26
Mount Airy Middle 102 Watersville Road Mount Airy, MD 21771	6 - 8	SRC = 870 Local = 770	690	79% 90%	0	13.77	2013	Original Total	111,043 111,043	0.000	

SCHOOL NAME & ADDRESS	GRADES	SRC	2021		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIS CORE	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	628	72% 82%	0	33.4	1956 1962 1991 2005 2005	Original Addition Addition Renovation Addition Total	60,358 34,442 4,738 99,538 5,060 104,598	0.076	Roof - FY24
Northwest Middle 99 Kings Drive Taneytown, MD 21787	6 - 8	SRC = 849 Local = 770	645	76% 84%	0	46.6	1976 2010	Original Renovation Total	113,600 34,320 113,600	0.565	HVAC - FY28
Oklahoma Road Middle 6300 Oklahoma Road Sykesville, MD 21784	6 - 8	SRC = 870 Local = 795	721	83% 91%	0	32.91	1997	Original	108,640	0.260	HVAC - FY25 Roof - FY26
Parr's Ridge Elementary 202 Watersville Road Mount Airy, MD 21771	PreK - 2	610	380	62%	0	23.77	2005	Original	73,271	0.076	
Piney Ridge Elementary 6315 Freedom Avenue Sykesville, MD 21784	K - 5	548	532	97%	4	13.47	1991 2006	Original Addition Total	62,000 3,137 65,137	0.064	HVAC-FY29
Robert Moton Elementary 1413 Washington Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	536	376	70%	0	21.6	1976 2011 2011 2013	Original Renovation Addition Renovation Total	75,200 1,609 10,543 24,853 85,743	0.342	
Runnymede Elementary 3000 Langdon Drive Westminster, MD 21158	PreK - 5 Special Ed. Regional Ctr.	657	555	84%	0	31	1994 2007	Original Addition Total	66,600 5,104 71,704	0.448	HVAC - FY30
Sandymount Elementary 2222 Old Westminster Pike Finksburg, MD 21048	PreK-5	524	474	90%	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	0.344	K Addition Planning - FY25
Shiloh Middle 3675 Willow Street Hampstead, MD 21074	6 - 8	SRC = 815 Local = 725	623	76% 86%	0	32.3	2000	Original	108,640	0.249	Roof - FY28

SCHOOL NAME & ADDRESS	GRADES	SRC	2021		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIS CORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
South Carroll High 1300 West Old Liberty Road Sykesville, MD 21784	9 - 12	1339	984	73%	0	40	1967 1972 1986 1997 1997 2001 2010 2010 2018	Original Addition Addition Addition Renovation Renovation Renovation Addition Renovation Total	177,673 28,424 8,080 1,649 3,760 3,300 26,500 42,500 5,733 258,326	0.413	Window Replacement - FY23 HVAC - FY32
Spring Garden Elementary 700 Boxwood Drive Hampstead, MD 21074	PreK - 5	545	421	77%	0	19.95	1991 2006	Original Addition Total	57,200 5,229 62,429	0.646	HVAC - FY23 Roof - FY24
Sykesville Middle 7301 Springfield Avenue Sykesville, MD 21784	6 - 8	SRC = 806 Local = 720	762	95% 106%	4	17.6	1932 1949 1957 1957 1984 1984 2000	Original Addition Addition Demolition Renovation Addition Addition Total	22,270 58,185 8,000 8,500 79,957 12,440 8,502 100,899	0.355	
Taneytown Elemenary 100 Kings Drive Taneytown, MD 21787	PreK - 5	524	365	70%	0	9.6	1956 1962 1982 1995 1995 1995	Original Addition Addition Addition Demolition Renovation Addition Total	22,283 9,920 1,100 1,100 1,100 32,203 31,047	0.493	K Addition Planning - FY25 HVAC - FY31
Westminster Elementary 811 Uniontown Road Westminster, MD 21157	PreK-5	568	529	93%	2	20	1976 2006 2011	Original Addition Renovation Total	64,800 4,848 24,937 69,648	0.344	
Westminster East Middle 121 Longwell Avenue Westminster, MD 21157	6 - 8	SRC = 869 Local = 790	730	84% 92%	0	21	1936 1950 1964 1976	Original Addition Addition Renovation Total	87,386 18,658 14,356 120,400 120,400	0.782	Replacement - Under construction

SCHOOL NAME & ADDRESS	GRADES	SRC	2021		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIS CORE	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
Westminster High 1225 Washington Road Westminster, MD 21157	9 - 12	1838	1515	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	0.530	Window Replacement - FY23
Westminster West Middle 60 Monroe Street Westminster, MD 21157	6 - 8	SRC = 1135 Local = 1055	904	80% 86%	2	21.5	1958 1964 1996	Original Addition Addition Total	103,893 17,640 14,200 135,733	0.351	
William Winchester Elementary 70 Monroe Street Westminster, MD 21157	PreK - 5	545	477	88%	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	0.488	Modernization - Planning FY26
Winfield Elementary 4401 Salem Bottom Road Westminster, MD 21157	PreK - 5 Special Ed. Regional Ctr.	674	570	85%	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	0.447	
Winters Mill High 560 Gorsuch Road Westminster, MD 21157	9 - 12	1339	1080	81%	0	31.04	2002	Original	213,650	0.076	

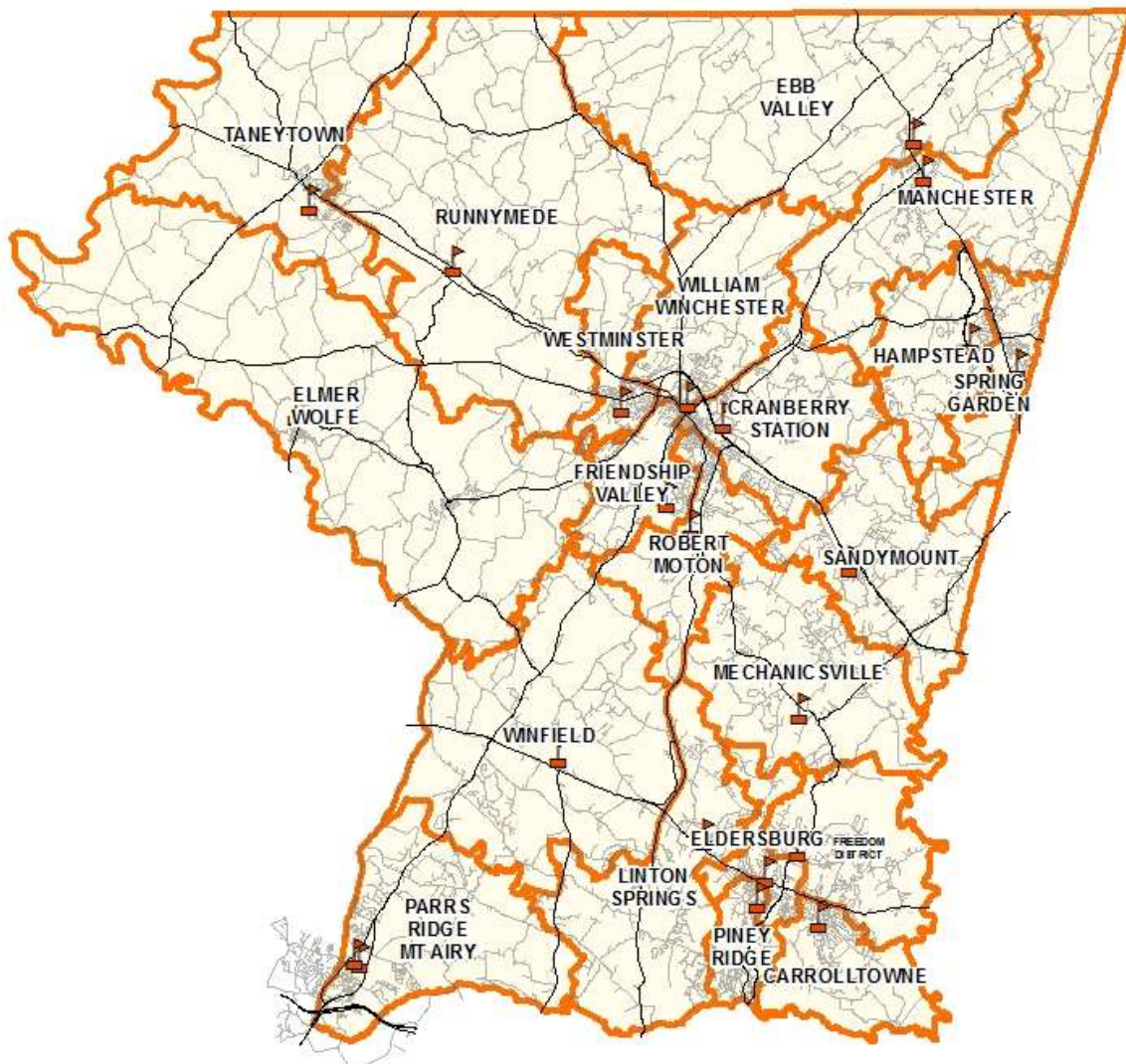
CARROLL COUNTY PUBLIC SCHOOLS



**RELOCATABLE CLASSROOM PLACEMENT
2021-22**

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

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

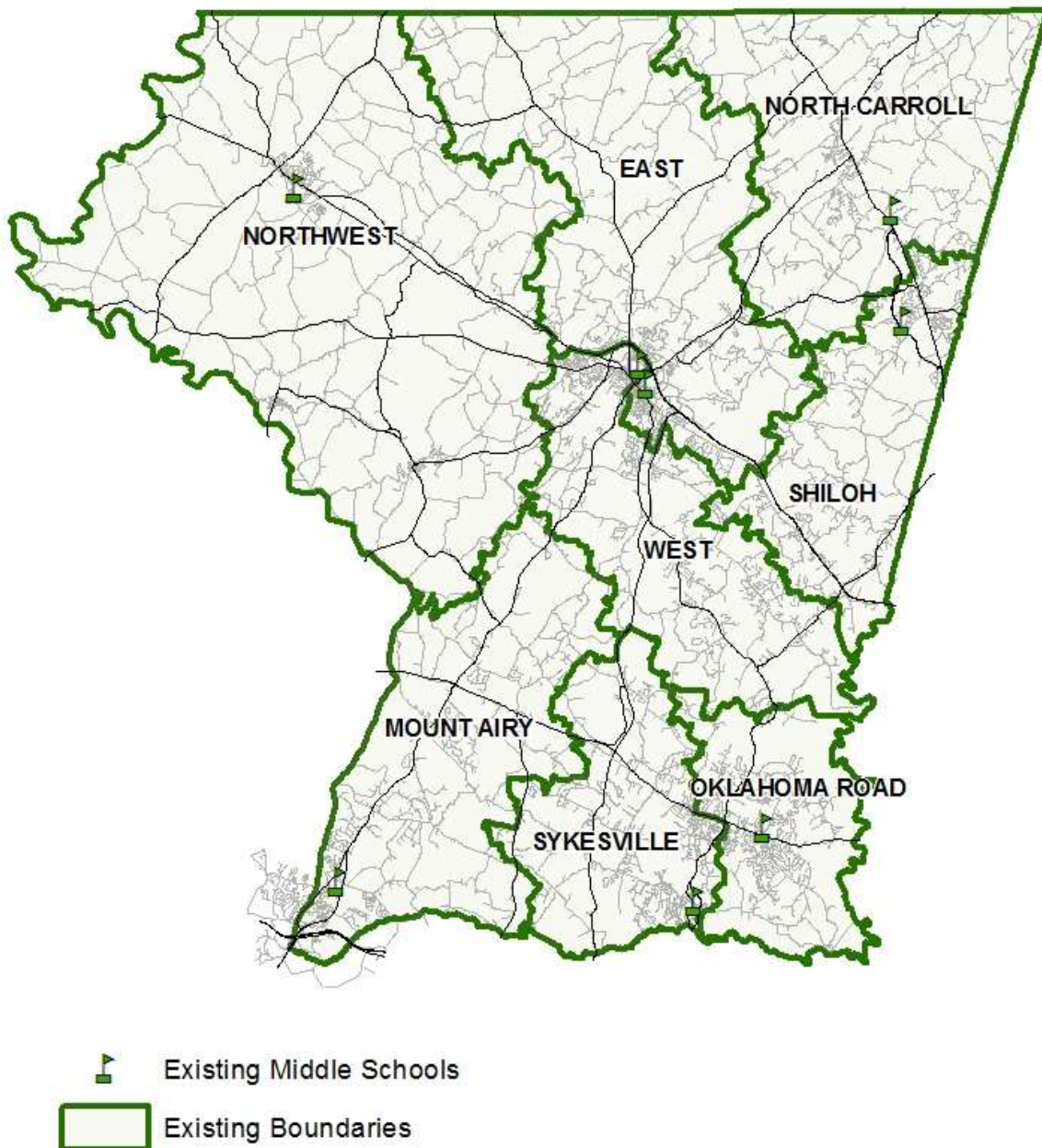
Carroll County Public Schools Elementary School Attendance Areas



-  ESLocations2016
-  Existing Boundaries

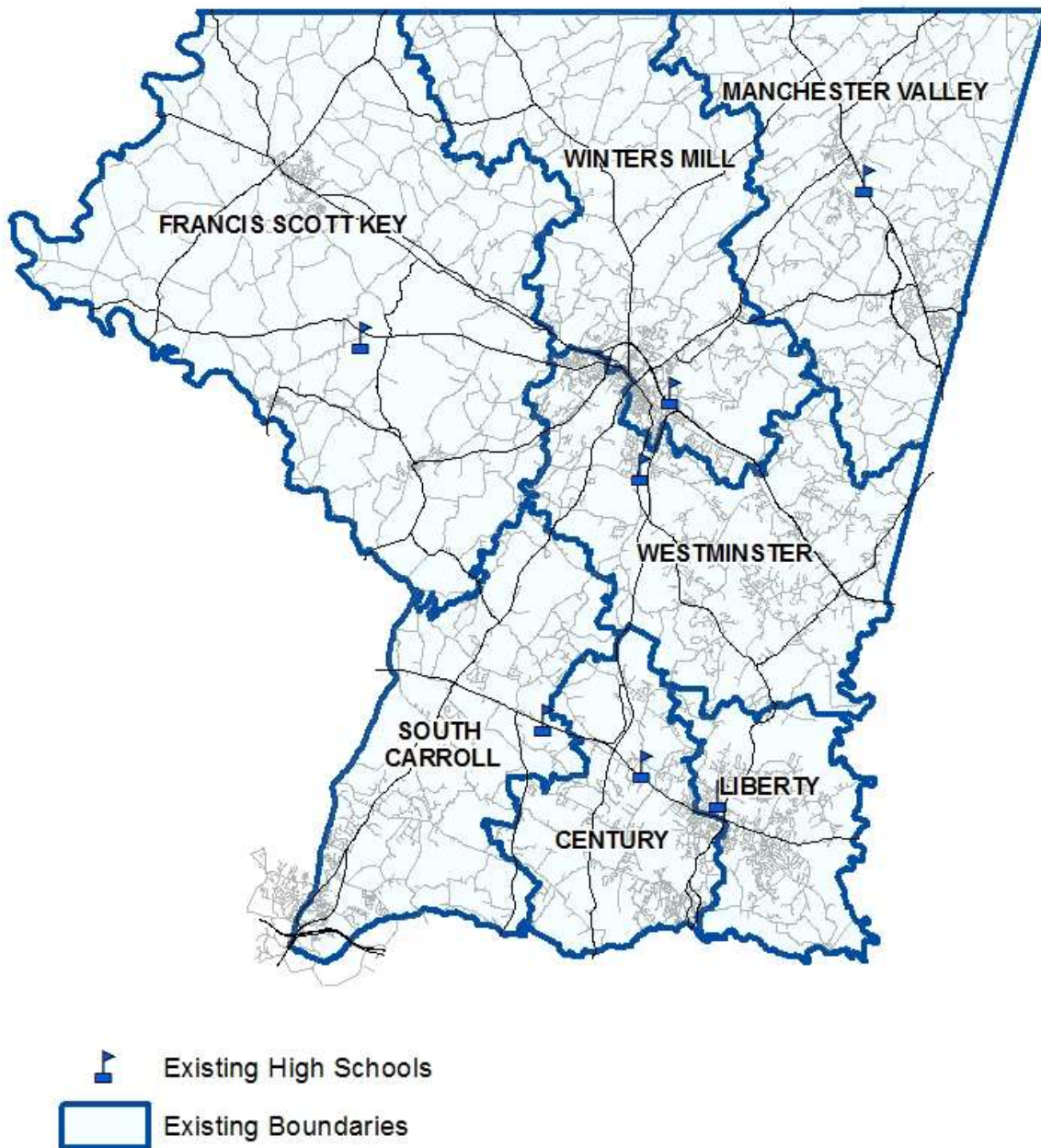
CCPS Transportation Services April 2016

Carroll County Public Schools Middle School Attendance Areas



CCPS Transportation Services April 2016

Carroll County Public Schools High School Attendance Areas



CCPS Transportation Services April 2016

Carroll County Public Schools – School and Community Analysis

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

Carroll County Public Schools – School and Community Analysis

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

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

Carroll County Public Schools – School and Community Analysis

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

SECTION 5

ENROLLMENT PROJECTIONS

2021-22 ACTUAL and 2022-23 THROUGH 2031-32 PROJECTIONS SUMMARY

YEAR	ELEMENTARY PreK TOTAL	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.
2021-22	411	10921	5680	7864	24465	24876	69	5	7	24	46	27	25054	24849	
2022-23	446	11034	5553	7830	24418	24864	69	5	7	24	46	27	25042	24819	-30
2023-24	446	11251	5620	7856	24727	25173	70	5	7	24	47	27	25353	25130	311
2024-25	446	11387	5649	7854	24890	25336	70	5	7	24	47	27	25517	25294	164
2025-26	446	11456	5798	7644	24899	25345	70	5	7	24	47	28	25526	25303	9
2026-27	446	11531	5894	7586	25011	25457	71	5	7	25	47	28	25639	25416	113
2027-28	446	11493	6117	7640	25250	25696	71	5	7	25	48	28	25880	25657	240
2028-29	446	11601	6082	7790	25473	25919	72	5	7	25	48	28	26105	25882	225
2029-30	446	11540	6222	7937	25700	26146	73	5	7	25	48	28	26333	26110	228
2030-31	446	11587	6136	8169	25893	26339	73	5	7	25	49	29	26527	26304	195
2031-32	446	11587	6248	8228	26063	26509	74	5	7	26	49	29	26699	26476	171

CARROLLTOWNE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	FTE	DIFF
17-18A	96	108.2%	105	98.7%	75	95.7%	89	102.5%	83	107.6%	85	533	23	556	545	
18-19A	87	95.8%	92	98.1%	103	90.7%	68	100.0%	89	97.6%	81	520	20	540	530	
19-20A	100	113.8%	99	104.3%	96	102.9%	106	98.5%	67	104.5%	93	561	30	591	576	46
20-21A	92	102.0%	102	96.0%	95	105.2%	101	99.1%	105	103.0%	69	564	35	599	582	6
21-22A	97	92.4%	85	100.0%	102	106.3%	101	101.0%	102	101.9%	107	594	29	623	609	33
22-23	92	102.4%	99	99.4%	85	100.2%	102	100.2%	101	102.9%	105	584	33	617	601	19
23-24	100	102.4%	94	99.4%	99	100.2%	85	100.2%	102	102.9%	104	584	33	617	601	-8
24-25	95	102.4%	102	99.4%	94	100.2%	99	100.2%	85	102.9%	105	580	33	613	597	-12
25-26	97	102.4%	97	99.4%	102	100.2%	94	100.2%	99	102.9%	87	576	33	609	593	-8
26-27	97	102.4%	99	99.4%	97	100.2%	102	100.2%	94	102.9%	102	591	33	624	608	7
27-28	97	102.4%	99	99.4%	99	100.2%	97	100.2%	102	102.9%	97	591	33	624	608	11
28-29	97	102.4%	99	99.4%	99	100.2%	99	100.2%	97	102.9%	105	596	33	629	613	20
29-30	97	102.4%	99	99.4%	99	100.2%	99	100.2%	99	102.9%	100	593	33	626	610	2
30-31	97	102.4%	99	99.4%	99	100.2%	99	100.2%	99	102.9%	102	595	33	628	612	4
31-32	97	102.4%	99	99.4%	99	100.2%	99	100.2%	99	102.9%	102	595	33	628	612	-1
3 yr Avg (17-19)		1.0593		1.0038		0.9644		1.0034		1.0323						
4 Yr. Avg. (17-20)		1.0495		0.9928		0.9863		1.0002		1.0317						
5 Yr. Avg.		1.0244		0.9942		1.0017		1.0022		1.0292						

CRANBERRY STATION EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	81	102.6%	79	103.4%	92	87.9%	80	94.8%	91	97.4%	76	499	20	519	509	
18-19A	82	97.5%	79	97.5%	77	94.6%	87	97.5%	78	102.2%	93	496	22	518	507	-2
19-20A	83	102.4%	84	113.9%	90	100.0%	77	108.0%	94	103.8%	81	509	19	528	519	12
20-21A	91	92.8%	77	107.1%	90	103.3%	93	103.9%	80	104.3%	98	529	15	544	537	18
21-22A	84	107.7%	98	109.1%	84	104.4%	94	106.5%	99	108.8%	87	546	16	562	562	26
22-23	83	100.6%	85	106.2%	104	98.0%	82	102.1%	96	103.3%	102	552	20	572	572	10
23-24	91	100.6%	84	106.2%	90	98.0%	102	102.1%	84	103.3%	99	550	20	570	570	-3
24-25	86	100.6%	92	106.2%	89	98.0%	88	102.1%	104	103.3%	87	545	20	565	565	-7
25-26	88	100.6%	87	106.2%	97	98.0%	87	102.1%	90	103.3%	108	556	20	576	576	7
26-27	88	100.6%	89	106.2%	92	98.0%	95	102.1%	89	103.3%	93	545	20	565	565	0
27-28	88	100.6%	89	106.2%	94	98.0%	90	102.1%	97	103.3%	92	550	20	570	570	-6
28-29	88	100.6%	89	106.2%	94	98.0%	92	102.1%	92	103.3%	101	555	20	575	575	10
29-30	88	100.6%	89	106.2%	94	98.0%	92	102.1%	94	103.3%	95	552	20	572	572	2
30-31	88	100.6%	89	106.2%	94	98.0%	92	102.1%	94	103.3%	97	554	20	574	574	-1
31-32	88	100.6%	89	106.2%	94	98.0%	92	102.1%	94	103.3%	97	554	20	574	574	2
3 yr Avg (17-19)		1.0086		1.0493		0.9416		1.0012		1.0115						
4 Yr. Avg. (17-20)		0.9884		1.0548		0.9645		1.0106		1.0192						
5 Yr. Avg.		1.0061		1.0621		0.9805		1.0214		1.0329						

Increased during COVID

EBB VALLEY EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	81	106.5%	82	114.8%	93	101.3%	80	106.3%	102	106.3%	102	540	10	550	545	
18-19A	72	102.5%	83	97.6%	80	100.0%	93	106.3%	85	96.1%	98	511	11	522	517	-29
19-20A	91	116.7%	84	104.8%	87	117.5%	94	103.2%	96	97.6%	83	535	13	548	542	25
20-21A	79	97.8%	89	98.8%	83	92.0%	80	93.6%	88	95.8%	92	511	16	527	519	-23
21-22A	86	101.3%	80	98.9%	88	98.8%	82	100.0%	80	100.0%	88	504	19	523	523	4
22-23	80	104.9%	90	103.0%	82	101.9%	90	101.9%	84	99.2%	79	505	20	525	525	2
23-24	87	104.9%	84	103.0%	93	101.9%	84	101.9%	91	99.2%	83	522	20	542	542	17
24-25	83	104.9%	91	103.0%	86	101.9%	95	101.9%	86	99.2%	91	532	20	552	552	10
25-26	85	104.9%	87	103.0%	94	101.9%	88	101.9%	96	99.2%	85	536	20	556	556	4
26-27	85	104.9%	89	103.0%	90	101.9%	96	101.9%	90	99.2%	96	545	20	565	565	10
27-28	85	104.9%	89	103.0%	92	101.9%	91	101.9%	98	99.2%	89	544	20	564	564	-1
28-29	85	104.9%	89	103.0%	92	101.9%	94	101.9%	93	99.2%	97	550	20	570	570	6
29-30	85	104.9%	89	103.0%	92	101.9%	94	101.9%	95	99.2%	92	547	20	567	567	-2
30-31	85	104.9%	89	103.0%	92	101.9%	94	101.9%	95	99.2%	95	550	20	570	570	2
31-32	85	104.9%	89	103.0%	92	101.9%	94	101.9%	95	99.2%	95	550	20	570	570	0
3 yr Avg (17-19)		1.0855		1.0573		1.0627		1.0526		1.0001						
4 Yr. Avg. (17-20)		1.0586		1.0400		1.0269		1.0235		0.9896						
5 Yr. Avg.		1.0494		1.0297		1.0191		1.0188		0.9917						

ELDERSBURG EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
17-18A	61	100.0%	79	98.7%	78	105.6%	75	101.4%	73	98.8%	81	447	13	460	454	
18-19A	65	100.0%	61	105.1%	83	93.6%	73	96.0%	72	97.3%	71	425	12	437	431	-23
19-20A	75	109.2%	71	111.5%	68	97.6%	81	105.5%	77	97.2%	70	442	7	449	446	15
20-21A	72	104.0%	78	95.8%	68	98.5%	67	103.7%	84	102.6%	79	448	11	459	454	8
21-22A	69	97.2%	70	107.7%	84	101.5%	69	103.0%	69	101.2%	85	446	18	464	455	2
22-23	69	102.1%	70	103.7%	73	99.4%	83	101.9%	70	99.4%	69	434	20	454	444	-11
23-24	75	102.1%	70	103.7%	73	99.4%	72	101.9%	85	99.4%	70	446	20	466	456	11
24-25	71	102.1%	77	103.7%	73	99.4%	73	101.9%	74	99.4%	85	451	20	471	461	17
25-26	73	102.1%	72	103.7%	79	99.4%	73	101.9%	74	99.4%	73	445	20	465	455	-1
26-27	73	102.1%	75	103.7%	75	99.4%	79	101.9%	74	99.4%	74	449	20	469	459	-2
27-28	73	102.1%	75	103.7%	77	99.4%	75	101.9%	80	99.4%	74	454	20	474	464	9
28-29	73	102.1%	75	103.7%	77	99.4%	77	101.9%	76	99.4%	80	458	20	478	468	9
29-30	73	102.1%	75	103.7%	77	99.4%	77	101.9%	78	99.4%	76	456	20	476	466	2
30-31	73	102.1%	75	103.7%	77	99.4%	77	101.9%	78	99.4%	78	458	20	478	468	0
31-32	73	102.1%	75	103.7%	77	99.4%	77	101.9%	78	99.4%	78	458	20	478	468	2
3 yr Avg (17-19)		1.0308		1.0508		0.9893		1.0096		0.9776						
4 Yr. Avg. (17-20)		1.0331		1.0275		0.9883		1.0165		0.9897						
5 Yr. Avg.		1.0209		1.0374		0.9936		1.0191		0.9941						

ELMER WOLFE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
17-18A	63	100.0%	65	95.4%	62	95.4%	62	109.1%	72	92.4%	73	397	19	416	407	
18-19A	69	98.4%	62	110.8%	72	95.2%	59	100.0%	62	97.2%	70	394	21	415	405	-2
19-20A	83	107.2%	74	101.6%	63	101.4%	73	96.6%	57	108.1%	67	417	20	437	427	23
20-21A	73	85.5%	71	100.0%	74	88.9%	56	95.9%	70	98.2%	56	400	16	416	408	-19
21-22A	71	113.7%	83	112.7%	80	109.5%	81	100.0%	56	98.6%	69	440	20	460	460	52
22-23	72	101.0%	72	104.1%	86	98.1%	78	100.3%	81	98.9%	55	445	20	465	465	5
23-24	79	101.0%	73	104.1%	75	98.1%	85	100.3%	79	98.9%	80	470	20	490	490	25
24-25	75	101.0%	80	104.1%	76	98.1%	73	100.3%	85	98.9%	78	466	20	486	486	-4
25-26	77	101.0%	76	104.1%	83	98.1%	74	100.3%	73	98.9%	84	467	20	487	487	1
26-27	77	101.0%	78	104.1%	79	98.1%	81	100.3%	74	98.9%	73	462	20	482	482	-5
27-28	77	101.0%	78	104.1%	81	98.1%	77	100.3%	82	98.9%	74	468	20	488	488	6
28-29	77	101.0%	78	104.1%	81	98.1%	79	100.3%	78	98.9%	81	473	20	493	493	5
29-30	77	101.0%	78	104.1%	81	98.1%	79	100.3%	80	98.9%	77	471	20	491	491	-2
30-31	77	101.0%	78	104.1%	81	98.1%	79	100.3%	80	98.9%	79	473	20	493	493	2
31-32	77	101.0%	78	104.1%	81	98.1%	79	100.3%	80	98.9%	79	473	20	493	493	0
3 yr Avg (17-19)		1.0189		1.0259		0.9732		1.0190		0.9923						
4 Yr. Avg. (17-20)		0.9780		1.0195		0.9521		1.0040		0.9898						
5 Yr. Avg.		1.0098		1.0409		0.9806		1.0032		0.9890						

FREEDOM EL

YEAR	K		1		2		3		4		5	TOTAL		BUDGET FTE	DIFF
17-18A	80	122.9%	86	103.8%	81	101.1%	95	107.2%	74	104.4%	95	511		511	511
18-19A	92	113.8%	91	111.6%	96	104.9%	85	102.1%	97	106.8%	79	540		540	540
19-20A	90	113.0%	104	104.4%	95	102.1%	98	98.8%	84	108.2%	105	576		576	576
20-21A	88	96.7%	87	97.1%	101	95.8%	91	96.9%	95	97.6%	82	544		544	544
21-22A	98	112.5%	99	109.2%	95	107.9%	109	105.5%	96	107.4%	102	599		599	599
22-23	90	111.8%	110	105.2%	104	102.4%	97	102.1%	111	104.9%	101	613		613	613
23-24	98	111.8%	101	105.2%	115	102.4%	107	102.1%	99	104.9%	117	637		637	637
24-25	93	111.8%	110	105.2%	106	102.4%	118	102.1%	109	104.9%	104	639		639	639
25-26	95	111.8%	104	105.2%	115	102.4%	108	102.1%	120	104.9%	114	657		657	657
26-27	95	111.8%	106	105.2%	109	102.4%	118	102.1%	111	104.9%	126	666		666	666
27-28	95	111.8%	106	105.2%	112	102.4%	112	102.1%	120	104.9%	116	661		661	661
28-29	95	111.8%	106	105.2%	112	102.4%	114	102.1%	114	104.9%	126	668		668	668
29-30	95	111.8%	106	105.2%	112	102.4%	114	102.1%	117	104.9%	120	664		664	664
30-31	95	111.8%	106	105.2%	112	102.4%	114	102.1%	117	104.9%	122	667		667	667
31-32	95	111.8%	106	105.2%	112	102.4%	114	102.1%	117	104.9%	122	667		667	667
3 yr Avg (17-19)		1.1656		1.0661		1.0271		1.0271		1.0647					
4 Yr. Avg. (17-20)		1.1159		1.0423		1.0098		1.0127		1.0426					
5 Yr. Avg.		1.1177		1.0523		1.0237		1.0211		1.0488					

FRIENDSHIP VALLEY EL

YEAR	K		1		2		3		4		5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
17-18A	76	112.5%	81	104.2%	74	105.1%	83	108.0%	95	98.9%	88	497			497	
18-19A	84	107.9%	82	90.1%	73	101.4%	75	103.6%	86	97.9%	93	493			493	-4
19-20A	72	100.0%	84	108.5%	89	112.3%	82	96.0%	72	103.5%	89	488			488	-5
20-21A	62	81.9%	59	79.8%	67	88.8%	79	91.5%	75	100.0%	72	414			414	-74
21-22A	86	109.7%	68	111.9%	66	111.9%	75	101.3%	80	104.0%	78	453	19	472	472	58
22-23	74	102.4%	88	98.9%	67	103.9%	69	100.1%	75	100.9%	81	454	20	474	474	2
23-24	81	102.4%	76	98.9%	87	103.9%	70	100.1%	69	100.9%	76	458	20	478	478	4
24-25	77	102.4%	83	98.9%	75	103.9%	90	100.1%	70	100.9%	69	465	20	485	485	6
25-26	79	102.4%	79	98.9%	82	103.9%	78	100.1%	91	100.9%	71	479	20	499	499	14
26-27	79	102.4%	81	98.9%	78	103.9%	85	100.1%	78	100.9%	91	492	20	512	512	14
27-28	79	102.4%	81	98.9%	80	103.9%	81	100.1%	85	100.9%	79	485	20	505	505	-8
28-29	79	102.4%	81	98.9%	80	103.9%	83	100.1%	81	100.9%	86	490	20	510	510	5
29-30	79	102.4%	81	98.9%	80	103.9%	83	100.1%	83	100.9%	82	488	20	508	508	-2
30-31	79	102.4%	81	98.9%	80	103.9%	83	100.1%	83	100.9%	84	490	20	510	510	2
31-32	79	102.4%	81	98.9%	80	103.9%	83	100.1%	83	100.9%	84	490	20	510	510	0
3 yr Avg (17-19)		1.0680		1.0095		1.0626		1.0254		1.0009						
4 Yr. Avg. (17-20)		1.0058		0.9566		1.0189		0.9977		1.0007						
5 Yr. Avg.		1.0240		0.9890		1.0390		1.0007		1.0086						

HAMPSTEAD EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
17-18A	61	101.7%	61	95.9%	47	104.8%	65	108.2%	53	110.0%	55	342	29	371	357	
18-19A	74	93.4%	57	104.9%	64	95.7%	45	93.8%	61	100.0%	53	354	32	386	370	14
19-20A	56	104.1%	77	103.5%	59	98.4%	63	111.1%	50	101.6%	62	367	26	393	380	10
20-21A	67	96.4%	54	97.4%	75	93.2%	55	98.4%	62	104.0%	52	365	20	385	375	-5
21-22A	57	104.5%	70	100.0%	54	94.7%	71	103.6%	57	95.2%	59	368	27	395	395	20
22-23	63	100.0%	57	100.3%	70	97.4%	53	103.0%	73	102.2%	58	374	30	404	404	9
23-24	68	100.0%	63	100.3%	57	97.4%	68	103.0%	54	102.2%	75	386	30	416	416	11
24-25	65	100.0%	68	100.3%	63	97.4%	56	103.0%	70	102.2%	55	378	30	408	408	-8
25-26	66	100.0%	65	100.3%	68	97.4%	62	103.0%	57	102.2%	72	390	30	420	420	12
26-27	66	100.0%	66	100.3%	65	97.4%	66	103.0%	63	102.2%	59	386	30	416	416	-4
27-28	66	100.0%	66	100.3%	66	97.4%	64	103.0%	68	102.2%	65	395	30	425	425	9
28-29	66	100.0%	66	100.3%	66	97.4%	65	103.0%	65	102.2%	70	398	30	428	428	3
29-30	66	100.0%	66	100.3%	66	97.4%	65	103.0%	66	102.2%	67	396	30	426	426	-2
30-31	66	100.0%	66	100.3%	66	97.4%	65	103.0%	66	102.2%	68	397	30	427	427	1
31-32	66	100.0%	66	100.3%	66	97.4%	65	103.0%	66	102.2%	68	397	30	427	427	0
3 yr Avg (17-19)		0.9973		1.0144		0.9966		1.0439		1.0388						
4 Yr. Avg. (17-20)		0.9891		1.0043		0.9805		1.0289		1.0391						
5 Yr. Avg.		1.0002		1.0035		0.9737		1.0304		1.0216						

LINTON SPRINGS EL

YEAR	K		1		2		3		4		5	TOTAL	PreK	PreK-5 TOTAL	BUDGET FTE	DIFF
17-18A	92	96.5%	82	112.0%	121	105.6%	94	108.2%	105	105.9%	126	620	16	636	628	
18-19A	93	109.8%	101	101.2%	83	101.7%	123	100.0%	94	106.7%	112	606	14	620	613	-15
19-20A	115	102.2%	95	104.0%	105	107.2%	89	103.3%	127	100.0%	94	625	13	638	632	19
20-21A	114	102.6%	118	101.1%	96	102.9%	108	98.9%	88	107.1%	136	660	14	674	667	36
21-22A	131	107.9%	123	105.9%	125	97.9%	94	106.5%	115	101.1%	89	677	16	693	685	18
22-23	111	103.8%	136	104.8%	129	103.1%	129	103.4%	97	104.2%	120	722	20	742	732	47
23-24	120	103.8%	115	104.8%	143	103.1%	133	103.4%	133	104.2%	101	745	20	765	755	23
24-25	114	103.8%	125	104.8%	121	103.1%	147	103.4%	137	104.2%	139	782	20	802	792	37
25-26	117	103.8%	118	104.8%	131	103.1%	124	103.4%	152	104.2%	143	785	20	805	795	3
26-27	117	103.8%	121	104.8%	124	103.1%	135	103.4%	129	104.2%	158	784	20	804	794	-1
27-28	117	103.8%	121	104.8%	127	103.1%	128	103.4%	139	104.2%	134	767	20	787	777	-17
28-29	117	103.8%	121	104.8%	127	103.1%	131	103.4%	132	104.2%	145	774	20	794	784	7
29-30	117	103.8%	121	104.8%	127	103.1%	131	103.4%	136	104.2%	138	770	20	790	780	-4
30-31	117	103.8%	121	104.8%	127	103.1%	131	103.4%	136	104.2%	141	774	20	794	784	4
31-32	117	103.8%	121	104.8%	127	103.1%	131	103.4%	136	104.2%	141	774	20	794	784	0
3 yr Avg (17-19)		1.0281		1.0573		1.0483		1.0382		1.0419						
4 Yr. Avg. (17-20)		1.0276		1.0456		1.0433		1.0258		1.0491						
5 Yr. Avg.		1.0379		1.0483		1.0305		1.0336		1.0416						

MANCHESTER ELEM

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	98	108.9%	98	97.5%	77	101.7%	123	99.1%	113	96.5%	110	619	14	633	626	
18-19A	90	108.2%	106	115.3%	113	106.5%	82	100.0%	123	100.9%	114	628	16	644	636	10
19-20A	101	106.7%	96	109.4%	116	101.8%	115	113.4%	93	102.4%	126	647	16	663	655	19
20-21A	87	95.0%	96	95.8%	92	98.3%	114	96.5%	111	96.8%	90	590	9	599	595	-61
21-22A	107	104.6%	91	109.4%	105	105.4%	97	101.8%	116	100.9%	112	628	14	642	635	41
22-23	94	104.7%	112	105.5%	96	102.7%	108	102.2%	99	99.5%	115	624	20	644	644	9
23-24	102	104.7%	98	105.5%	118	102.7%	99	102.2%	110	99.5%	99	626	20	646	646	2
24-25	97	104.7%	107	105.5%	104	102.7%	121	102.2%	101	99.5%	110	639	20	659	659	13
25-26	99	104.7%	102	105.5%	113	102.7%	107	102.2%	124	99.5%	100	644	20	664	664	5
26-27	99	104.7%	104	105.5%	107	102.7%	116	102.2%	109	99.5%	123	658	20	678	678	14
27-28	99	104.7%	104	105.5%	109	102.7%	110	102.2%	118	99.5%	108	649	20	669	669	-9
28-29	99	104.7%	104	105.5%	109	102.7%	112	102.2%	112	99.5%	118	654	20	674	674	6
29-30	99	104.7%	104	105.5%	109	102.7%	112	102.2%	115	99.5%	112	651	20	671	671	-3
30-31	99	104.7%	104	105.5%	109	102.7%	112	102.2%	115	99.5%	114	653	20	673	673	2
31-32	99	104.7%	104	105.5%	109	102.7%	112	102.2%	115	99.5%	114	653	20	673	673	0
3 yr Avg (17-19)		1.0791		1.0741		1.0332		1.0417		0.9994						
4 Yr. Avg. (17-20)		1.0469		1.0452		1.0206		1.0226		0.9915						
5 Yr. Avg.		1.0468		1.0549		1.0273		1.0216		0.9950						

MECHANICSVILLE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	80	96.2%	76	101.5%	66	109.7%	68	100.0%	88	110.3%	75	453	15	468	461	
18-19A	76	110.0%	88	103.9%	79	110.6%	73	110.3%	75	100.0%	88	479	16	495	487	27
19-20A	75	98.7%	75	100.0%	88	102.5%	81	100.0%	73	102.7%	77	469	14	483	476	-11
20-21A	61	82.7%	62	94.7%	71	85.2%	75	88.9%	72	95.9%	70	411	15	426	419	-58
21-22A	84	113.1%	69	121.0%	75	107.0%	76	113.3%	85	105.6%	76	465	17	482	474	55
22-23	72	100.1%	84	104.2%	72	103.0%	77	102.5%	78	102.9%	87	471	20	491	481	7
23-24	79	100.1%	72	104.2%	88	103.0%	74	102.5%	79	102.9%	80	472	20	492	482	2
24-25	75	100.1%	79	104.2%	75	103.0%	90	102.5%	76	102.9%	81	477	20	497	487	5
25-26	76	100.1%	75	104.2%	82	103.0%	77	102.5%	93	102.9%	78	482	20	502	492	5
26-27	76	100.1%	76	104.2%	78	103.0%	85	102.5%	79	102.9%	95	490	20	510	500	8
27-28	76	100.1%	76	104.2%	79	103.0%	81	102.5%	87	102.9%	82	481	20	501	491	-9
28-29	76	100.1%	76	104.2%	79	103.0%	82	102.5%	83	102.9%	90	485	20	505	495	5
29-30	76	100.1%	76	104.2%	79	103.0%	82	102.5%	84	102.9%	85	482	20	502	492	-3
30-31	76	100.1%	76	104.2%	79	103.0%	82	102.5%	84	102.9%	86	483	20	503	493	1
31-32	76	100.1%	76	104.2%	79	103.0%	82	102.5%	84	102.9%	86	483	20	503	493	0
3 yr Avg (17-19)		1.0163		1.0182		1.0761		1.0343		1.0432						
4 Yr. Avg. (17-20)		0.9689		1.0003		1.0202		0.9980		1.0221						
5 Yr. Avg.		1.0013		1.0422		1.0302		1.0250		1.0288						

MT. AIRY EL (3rd - 5th)

										BUDGET	
YEAR	2		3		4		5		TOTAL	FTE	DIFF
17-18A	153	102.1%	149	103.5%	148	102.2%	139	436	436	436	
18-19A	157	104.6%	160	102.0%	152	103.4%	153	465	465	465	29
19-20A	156	96.8%	152	99.4%	159	98.0%	149	460	460	460	-5
20-21A	140	94.9%	148	90.8%	138	94.3%	150	436	436	436	-24
21-22A	147	105.0%	147	102.0%	151	99.3%	137	435	435	435	-1
22-23	128	100.7%	148	99.5%	146	99.4%	150	444	444	444	9
23-24	150	100.7%	129	99.5%	147	99.4%	146	422	422	422	-23
24-25	139	100.7%	151	99.5%	128	99.4%	146	425	425	425	4
25-26	151	100.7%	140	99.5%	150	99.4%	127	417	417	417	-8
26-27	143	100.7%	152	99.5%	139	99.4%	149	440	440	440	23
27-28	146	100.7%	144	99.5%	151	99.4%	138	433	433	433	-6
28-29	146	100.7%	147	99.5%	143	99.4%	150	441	441	441	7
29-30	146	100.7%	147	99.5%	147	99.4%	143	437	437	437	-4
30-31	146	100.7%	147	99.5%	147	99.4%	146	440	440	440	3
31-32	146	100.7%	147	99.5%	147	99.4%	146	440	440	440	0
3 yr Avg (17-19)	1.0116		1.0163		1.0120						
4 Yr. Avg. (17-20)	0.9959		0.9892		0.9949						
5 Yr. Avg.	1.0067		0.9954		0.9944						

Parr's Ridge EL (K - 2nd)

YEAR	K		1		2		K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	151	101.4%	142	101.3%	153		446	18	464	455	
18-19A	140	107.3%	162	110.6%	157		459	16	475	467	12
19-20A	144	101.4%	142	96.3%	156		442	17	459	451	-17
20-21A	105	90.3%	130	98.6%	140		375	9	384	380	-71
21-22A	139	117.1%	123	113.1%	147		409	20	429	429	50
22-23	129	103.5%	144	104.0%	128		401	20	421	421	-8
23-24	140	103.5%	134	104.0%	150		423	20	443	443	22
24-25	133	103.5%	145	104.0%	139		417	20	437	437	-6
25-26	136	103.5%	138	104.0%	151		424	20	444	444	8
26-27	136	103.5%	141	104.0%	143		420	20	440	440	-4
27-28	136	103.5%	141	104.0%	146		423	20	443	443	3
28-29	136	103.5%	141	104.0%	146		423	20	443	443	0
29-30	136	103.5%	141	104.0%	146		423	20	443	443	0
30-31	136	103.5%	141	104.0%	146		423	20	443	443	0
31-32	136	103.5%	141	104.0%	146		423	20	443	443	0
3 yr Avg (17-19)	1.0337		1.0272								
4 Yr. Avg. (17-20)	1.0010		1.0169								
5 Yr. Avg.	1.0351		1.0397								

PINEY RIDGE EL

YEAR	K		1		2		3		4		5		K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	76	100.0%	75	99.0%	95	104.8%	87	100.0%	99	94.2%	98	530				530	
18-19A	82	96.1%	73	93.3%	70	103.2%	98	109.2%	95	98.0%	97	515				515	-15
19-20A	88	98.8%	81	104.1%	76	115.7%	81	103.1%	101	95.8%	91	518	17	535		527	12
20-21A	106	92.0%	81	109.9%	89	97.4%	74	92.6%	75	99.0%	100	525	13	538		532	5
21-22A	85	107.5%	114	104.9%	85	102.2%	91	97.3%	72	105.3%	79	526	20	546		536	5
22-23	89	98.9%	84	102.3%	117	104.7%	89	100.4%	91	98.5%	71	541	20	561		561	25
23-24	96	98.9%	88	102.3%	86	104.7%	122	100.4%	89	98.5%	90	571	20	591		591	30
24-25	91	98.9%	95	102.3%	90	104.7%	90	100.4%	123	98.5%	88	576	20	596		596	5
25-26	94	98.9%	90	102.3%	97	104.7%	94	100.4%	90	98.5%	121	586	20	606		606	10
26-27	94	98.9%	93	102.3%	92	104.7%	102	100.4%	95	98.5%	89	564	20	584		584	-22
27-28	94	98.9%	93	102.3%	95	104.7%	96	100.4%	102	98.5%	93	573	20	593		593	9
28-29	94	98.9%	93	102.3%	95	104.7%	99	100.4%	97	98.5%	100	579	20	599		599	5
29-30	94	98.9%	93	102.3%	95	104.7%	99	100.4%	100	98.5%	95	577	20	597		597	-2
30-31	94	98.9%	93	102.3%	95	104.7%	99	100.4%	100	98.5%	98	580	20	600		600	3
31-32	94	98.9%	93	102.3%	95	104.7%	99	100.4%	100	98.5%	98	580	20	600		600	0
3 yr Avg (17-19)	0.9828		0.9881		1.0789		1.0409		0.9599								
4 Yr. Avg. (17-20)	0.9672		1.0158		1.0526		1.0121		0.9674								
5 Yr. Avg.	0.9889		1.0225		1.0466		1.0043		0.9846								

ROBERT MOTON EL

YEAR	K		1		2		3		4		5		K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	55	104.6%	68	101.5%	69	100.0%	60	119.0%	69	118.5%	77	398	35	433		416	
18-19A	61	98.2%	54	100.0%	68	104.3%	72	83.3%	50	92.8%	64	369	34	403		386	-30
19-20A	61	118.0%	72	114.8%	62	102.9%	70	100.0%	72	112.0%	56	393	41	434		414	28
20-21A	49	106.6%	65	90.3%	65	88.7%	55	98.6%	69	86.1%	62	365	22	387		376	-38
21-22A	49	110.2%	54	112.3%	73	104.6%	68	100.0%	55	100.0%	69	368	33	401		401	25
22-23	54	107.5%	53	103.8%	56	100.1%	73	100.2%	68	101.9%	56	360	33	393		393	-8
23-24	59	107.5%	58	103.8%	55	100.1%	56	100.2%	73	101.9%	69	370	33	403		403	10
24-25	56	107.5%	63	103.8%	60	100.1%	55	100.2%	56	101.9%	75	365	33	398		398	-5
25-26	57	107.5%	60	103.8%	66	100.1%	60	100.2%	55	101.9%	57	355	33	388		388	-10
26-27	57	107.5%	61	103.8%	62	100.1%	66	100.2%	60	101.9%	56	363	33	396		396	8
27-28	57	107.5%	61	103.8%	64	100.1%	63	100.2%	66	101.9%	62	372	33	405		405	9
28-29	57	107.5%	61	103.8%	64	100.1%	64	100.2%	63	101.9%	67	376	33	409		409	3
29-30	57	107.5%	61	103.8%	64	100.1%	64	100.2%	64	101.9%	64	373	33	406		406	-2
30-31	57	107.5%	61	103.8%	64	100.1%	64	100.2%	64	101.9%	65	374	33	407		407	1
31-32	57	107.5%	61	103.8%	64	100.1%	64	100.2%	64	101.9%	65	374	33	407		407	0
3 yr Avg (17-19)	1.0694		1.0544		1.0243		1.0078		1.0775								
4 Yr. Avg. (17-20)	1.0684		1.0165		0.9900		1.0023		1.0234								
5 Yr. Avg.	1.0752		1.0378		1.0012		1.0018		1.0187								

*Pre-K Students include Special Education Prep students.

RUNNYMEDE EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	88	101.0%	98	110.0%	99	102.2%	94	105.4%	97	94.4%	102	578	21	599	589	
18-19A	90	109.1%	96	112.2%	110	109.1%	108	96.8%	91	107.2%	104	599	19	618	609	20
19-20A	96	97.8%	88	95.8%	92	97.3%	107	104.6%	113	102.2%	93	589	23	612	601	-8
20-21A	78	97.9%	94	92.0%	81	96.7%	89	89.7%	96	96.5%	109	547	15	562	555	-46
21-22A	107	96.2%	75	103.2%	97	101.2%	82	95.5%	85	100.0%	96	542	23	565	565	11
22-23	91	100.4%	107	102.7%	77	101.3%	98	98.4%	81	100.1%	85	539	25	564	564	-1
23-24	99	100.4%	91	102.7%	110	101.3%	78	98.4%	97	100.1%	81	556	25	581	581	17
24-25	93	100.4%	99	102.7%	94	101.3%	112	98.4%	77	100.1%	97	571	25	596	596	15
25-26	96	100.4%	93	102.7%	102	101.3%	95	98.4%	110	100.1%	77	573	25	598	598	2
26-27	96	100.4%	96	102.7%	96	101.3%	103	98.4%	94	100.1%	110	595	25	620	620	22
27-28	96	100.4%	96	102.7%	99	101.3%	97	98.4%	102	100.1%	94	584	25	609	609	-11
28-29	96	100.4%	96	102.7%	99	101.3%	100	98.4%	96	100.1%	102	589	25	614	614	5
29-30	96	100.4%	96	102.7%	99	101.3%	100	98.4%	99	100.1%	96	586	25	611	611	-3
30-31	96	100.4%	96	102.7%	99	101.3%	100	98.4%	99	100.1%	99	589	25	614	614	3
31-32	96	100.4%	96	102.7%	99	101.3%	100	98.4%	99	100.1%	99	589	25	614	614	0
3 yr Avg (17-19)		1.0262		1.0603		1.0285		1.0228		1.0127						
4 Yr. Avg. (17-20)		1.0145		1.0253		1.0133		0.9914		1.0007						
5 Yr. Avg.		1.0039		1.0266		1.0131		0.9841		1.0005						

SANDYMOUNT EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	81	98.6%	71	98.7%	77	116.1%	72	106.5%	66	104.0%	78	445	10	455	450	
18-19A	57	111.1%	90	108.5%	77	101.3%	78	102.8%	74	106.1%	70	446	13	459	453	3
19-20A	91	119.3%	68	101.1%	91	97.4%	75	101.3%	79	113.5%	84	488	9	497	493	40
20-21A	92	87.9%	80	91.2%	62	92.3%	84	96.0%	72	100.0%	79	469	9	478	474	-19
21-22A	78	105.4%	97	110.0%	88	109.7%	68	104.8%	88	105.6%	76	495	20	515	505	32
22-23	78	104.5%	81	101.9%	99	103.4%	91	102.3%	70	105.8%	93	512	20	532	522	17
23-24	85	104.5%	81	101.9%	83	103.4%	102	102.3%	93	105.8%	74	518	20	538	528	6
24-25	80	104.5%	89	101.9%	83	103.4%	86	102.3%	104	105.8%	98	541	20	561	551	22
25-26	82	104.5%	84	101.9%	90	103.4%	86	102.3%	88	105.8%	111	540	20	560	550	0
26-27	82	104.5%	86	101.9%	85	103.4%	94	102.3%	88	105.8%	93	527	20	547	537	-13
27-28	82	104.5%	86	101.9%	87	103.4%	88	102.3%	96	105.8%	93	531	20	551	541	5
28-29	82	104.5%	86	101.9%	87	103.4%	90	102.3%	90	105.8%	101	536	20	556	546	5
29-30	82	104.5%	86	101.9%	87	103.4%	90	102.3%	92	105.8%	95	533	20	553	543	-4
30-31	82	104.5%	86	101.9%	87	103.4%	90	102.3%	92	105.8%	98	535	20	555	545	2
31-32	82	104.5%	86	101.9%	87	103.4%	90	102.3%	92	105.8%	98	535	20	555	545	0
3 yr Avg (17-19)		1.0967		1.0275		1.0493		1.0352		1.0786						
4 Yr. Avg. (17-20)		1.0423		0.9986		1.0178		1.0164		1.0589						
5 Yr. Avg.		1.0447		1.0189		1.0336		1.0226		1.0583						

SPRING GARDEN EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	63	101.5%	67	98.7%	75	93.8%	60	100.0%	87	101.1%	91	443	15	458	451	
18-19A	59	106.3%	67	95.5%	64	109.3%	82	101.7%	61	100.0%	87	420	14	434	427	-24
19-20A	58	110.2%	65	104.5%	70	104.7%	67	103.7%	85	96.7%	59	404	12	416	410	-17
20-21A	65	112.1%	65	104.6%	68	97.1%	68	100.0%	67	94.1%	80	413	16	429	421	11
21-22A	64	101.5%	66	103.1%	67	97.1%	66	100.0%	68	107.5%	72	403	20	423	423	2
22-23	60	106.3%	68	101.3%	67	100.4%	67	101.1%	67	99.9%	68	397	20	417	417	-6
23-24	66	106.3%	64	101.3%	69	100.4%	67	101.1%	68	99.9%	67	400	20	420	420	4
24-25	62	106.3%	70	101.3%	65	100.4%	69	101.1%	68	99.9%	68	402	20	422	422	1
25-26	64	106.3%	66	101.3%	71	100.4%	65	101.1%	70	99.9%	68	404	20	424	424	2
26-27	64	106.3%	68	101.3%	67	100.4%	71	101.1%	66	99.9%	70	406	20	426	426	2
27-28	64	106.3%	68	101.3%	69	100.4%	67	101.1%	72	99.9%	65	406	20	426	426	0
28-29	64	106.3%	68	101.3%	69	100.4%	69	101.1%	68	99.9%	72	410	20	430	430	4
29-30	64	106.3%	68	101.3%	69	100.4%	69	101.1%	70	99.9%	68	408	20	428	428	-2
30-31	64	106.3%	68	101.3%	69	100.4%	69	101.1%	70	99.9%	70	410	20	430	430	2
31-32	64	106.3%	68	101.3%	69	100.4%	69	101.1%	70	99.9%	70	410	20	430	430	0
3 yr Avg (17-19)		1.0601		0.9957		1.0261		1.0178		0.9927						
4 Yr. Avg. (17-20)		1.0752		1.0083		1.0124		1.0133		0.9798						
5 Yr. Avg.		1.0633		1.0128		1.0040		1.0107		0.9988						

TANEYTOWN EL

YEAR	K		1	2		3	4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF	
17-18A	64	103.2%	65	107.7%	56	108.1%	67	98.5%	66	102.7%	77	395	21	416	406
18-19A	67	90.6%	58	87.7%	57	92.9%	52	95.5%	64	97.0%	64	362	23	385	374
19-20A	63	101.5%	68	110.3%	64	110.5%	63	113.5%	59	101.6%	65	382	19	401	392
20-21A	53	98.4%	62	94.1%	64	89.1%	57	96.8%	61	100.0%	59	356	18	374	365
21-22A	62	113.2%	60	114.5%	71	106.3%	68	110.5%	63	103.3%	63	387	21	408	408
22-23	60	101.4%	63	102.9%	62	101.4%	72	103.0%	70	100.9%	64	390	20	410	410
23-24	65	101.4%	61	102.9%	65	101.4%	63	103.0%	74	100.9%	71	398	20	418	418
24-25	62	101.4%	66	102.9%	63	101.4%	66	103.0%	64	100.9%	75	395	20	415	415
25-26	63	101.4%	63	102.9%	68	101.4%	63	103.0%	67	100.9%	65	390	20	410	410
26-27	63	101.4%	64	102.9%	65	101.4%	69	103.0%	65	100.9%	68	394	20	414	414
27-28	63	101.4%	64	102.9%	66	101.4%	66	103.0%	71	100.9%	66	395	20	415	415
28-29	63	101.4%	64	102.9%	66	101.4%	67	103.0%	67	100.9%	71	398	20	418	418
29-30	63	101.4%	64	102.9%	66	101.4%	67	103.0%	69	100.9%	68	396	20	416	416
30-31	63	101.4%	64	102.9%	66	101.4%	67	103.0%	69	100.9%	69	397	20	417	417
31-32	63	101.4%	64	102.9%	66	101.4%	67	103.0%	69	100.9%	69	397	20	417	417
3 yr Avg (17-19)	0.9844		1.0191		1.0383		1.0249		1.0041						
4 Yr. Avg. (17-20)	0.9843		0.9996		1.0014		1.0108		1.0031						
5 Yr. Avg.	1.0139		1.0287		1.0136		1.0297		1.0090						

WESTMINSTER EL

YEAR	K		1	2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF	
17-18A	97	105.5%	77	95.8%	92	106.5%	66	100.0%	92	109.8%	90	514	13	527	521	
18-19A	82	100.0%	97	97.4%	75	105.4%	97	104.5%	69	106.5%	98	518	17	535	527	6
19-20A	91	103.7%	85	99.0%	96	102.7%	77	101.0%	98	102.9%	71	518	20	538	528	2
20-21A	91	94.5%	86	90.6%	77	95.8%	92	101.3%	78	100.0%	98	522	13	535	529	1
21-22A	93	112.1%	102	103.5%	89	101.3%	78	91.3%	84	106.4%	83	529	15	544	544	16
22-23	87	103.2%	96	97.2%	99	102.3%	91	99.6%	78	105.1%	88	539	20	559	559	15
23-24	95	103.2%	90	97.2%	93	102.3%	102	99.6%	91	105.1%	82	552	20	572	572	13
24-25	90	103.2%	98	97.2%	87	102.3%	95	99.6%	101	105.1%	95	567	20	587	587	15
25-26	92	103.2%	93	97.2%	95	102.3%	89	99.6%	95	105.1%	106	571	20	591	591	4
26-27	92	103.2%	95	97.2%	90	102.3%	98	99.6%	89	105.1%	100	564	20	584	584	-7
27-28	92	103.2%	95	97.2%	92	102.3%	92	99.6%	97	105.1%	94	562	20	582	582	-1
28-29	92	103.2%	95	97.2%	92	102.3%	94	99.6%	92	105.1%	102	568	20	588	588	6
29-30	92	103.2%	95	97.2%	92	102.3%	94	99.6%	94	105.1%	97	565	20	585	585	-3
30-31	92	103.2%	95	97.2%	92	102.3%	94	99.6%	94	105.1%	99	567	20	587	587	2
31-32	92	103.2%	95	97.2%	92	102.3%	94	99.6%	94	105.1%	99	567	20	587	587	0
3 yr Avg (17-19)		1.0305		0.9739		1.0487		1.0186		1.0641						
4 Yr. Avg. (17-20)		1.0092		0.9569		1.0261		1.0172		1.0481						
5 Yr. Avg.		1.0315		0.9725		1.0235		0.9964		1.0513						

WILLIAM WINCHESTER EL

YEAR	K		1	2		3	4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF		
17-18A	77	95.3%	82	97.5%	79	102.2%	92	96.2%	101	97.3%	110	541	12	553	547	
18-19A	81	105.2%	81	108.5%	89	106.3%	84	92.4%	85	107.9%	109	529	17	546	538	-10
19-20A	83	104.9%	85	103.7%	84	95.5%	85	102.4%	86	94.1%	80	503	20	523	513	-25
20-21A	70	95.2%	79	87.1%	74	96.4%	81	94.1%	80	101.2%	87	471	12	483	477	-36
21-22A	84	114.3%	80	101.3%	80	112.2%	83	104.9%	85	100.0%	80	492	19	511	511	34
22-23	78	103.0%	87	99.6%	80	102.5%	82	98.0%	81	100.1%	85	493	20	513	513	2
23-24	85	103.0%	80	99.6%	86	102.5%	82	98.0%	80	100.1%	81	495	20	515	515	2
24-25	80	103.0%	88	99.6%	80	102.5%	88	98.0%	80	100.1%	80	496	20	516	516	1
25-26	82	103.0%	82	99.6%	87	102.5%	82	98.0%	87	100.1%	80	500	20	520	520	4
26-27	82	103.0%	84	99.6%	82	102.5%	89	98.0%	80	100.1%	87	505	20	525	525	5
27-28	82	103.0%	84	99.6%	84	102.5%	84	98.0%	88	100.1%	80	503	20	523	523	-2
28-29	82	103.0%	84	99.6%	84	102.5%	86	98.0%	82	100.1%	88	507	20	527	527	4
29-30	82	103.0%	84	99.6%	84	102.5%	86	98.0%	85	100.1%	83	504	20	524	524	-3
30-31	82	103.0%	84	99.6%	84	102.5%	86	98.0%	85	100.1%	85	506	20	526	526	2
31-32	82	103.0%	84	99.6%	84	102.5%	86	98.0%	85	100.1%	85	506	20	526	526	0
3 yr Avg (17-19)		1.0181	1.0325		1.0134		0.9699		0.9978							
4 Yr. Avg. (17-20)		1.0015	0.9920		1.0012		0.9627		1.0013							
5 Yr. Ava.		1.0298	0.9961		1.0253		0.9801		1.0010							

WINFIELD EL

YEAR	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET FTE	DIFF
17-18A	111	97.5%	79	116.0%	87	100.0%	81	97.9%	93	97.6%	80	531	17	548	540	
18-19A	86	109.0%	121	105.1%	83	109.2%	95	107.4%	87	98.9%	92	564	19	583	574	34
19-20A	112	101.2%	87	96.7%	117	103.6%	86	95.8%	91	106.9%	93	586	22	608	597	24
20-21A	83	97.3%	109	97.7%	85	98.3%	115	96.5%	83	90.1%	82	557	26	583	570	-27
21-22A	122	122.9%	102	100.9%	110	104.7%	89	93.0%	107	102.4%	85	615	25	640	628	58
22-23	98	105.6%	129	103.3%	105	103.2%	113	98.1%	87	99.2%	106	639	25	664	664	37
23-24	107	105.6%	103	103.3%	133	103.2%	109	98.1%	111	99.2%	87	650	25	675	675	11
24-25	101	105.6%	113	103.3%	107	103.2%	137	98.1%	107	99.2%	110	675	25	700	700	25
25-26	104	105.6%	107	103.3%	117	103.2%	110	98.1%	135	99.2%	106	678	25	703	703	3
26-27	104	105.6%	110	103.3%	110	103.2%	120	98.1%	108	99.2%	134	686	25	711	711	8
27-28	104	105.6%	110	103.3%	113	103.2%	114	98.1%	118	99.2%	107	666	25	691	691	-20
28-29	104	105.6%	110	103.3%	113	103.2%	117	98.1%	111	99.2%	117	673	25	698	698	7
29-30	104	105.6%	110	103.3%	113	103.2%	117	98.1%	115	99.2%	111	670	25	695	695	-3
30-31	104	105.6%	110	103.3%	113	103.2%	117	98.1%	115	99.2%	114	673	25	698	698	3
31-32	104	105.6%	110	103.3%	113	103.2%	117	98.1%	115	99.2%	114	673	25	698	698	0
3 yr Avg (17-19)	1.0256		1.0592		1.0427		1.0037		1.0114							
4 Yr. Avg. (17-20)	1.0125		1.0386		1.0278		0.9940		0.9838							
5 Yr. Avg.	1.0558		1.0328		1.0316		0.9813		0.9919							

GRADE TOTALS - ELEMENTARY

	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET TOTAL	DIFF
2021-22	1,853		1,809		1,865		1,789		1,813		1,792	10,921	411	11,332	11,253	
2022-23	1,724		1,915		1,858		1,894		1,805		1,839	11,034	446	11,480	11,424	171
2023-24	1,877		1,781		1,967		1,887		1,910		1,830	11,251	446	11,697	11,641	217
2024-25	1,779		1,939		1,829		1,999		1,905		1,937	11,387	446	11,833	11,776	136
2025-26	1,822		1,837		1,991		1,857		2,016		1,933	11,456	446	11,902	11,846	70
2026-27	1,822		1,882		1,887		2,022		1,874		2,045	11,531	446	11,977	11,921	75
2027-28	1,822		1,882		1,932		1,916		2,040		1,900	11,493	446	11,939	11,882	-38
2028-29	1,822		1,882		1,932		1,963		1,934		2,069	11,601	446	12,047	11,991	108
2029-30	1,822		1,882		1,932		1,963		1,980		1,961	11,540	446	11,986	11,930	-61
2030-31	1,822		1,882		1,932		1,963		1,980		2,008	11,587	446	12,033	11,977	47
2031-32	1,822		1,882		1,932		1,963		1,980		2,008	11,587	446	12,033	11,977	0

SECONDARY PROJECTIONS '22-'23 TO '31-'32, MIDDLE SCHOOLS

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

YEAR	5		6		7		8		TOTAL	DIFF
17-18A	208	98.2%	248	99.1%	222	98.5%	267		737	
18-19A	230	103.0%	214	104.8%	260	100.5%	223		697	-40
19-20A	227	103.8%	239	100.5%	242	100.0%	260		714	17
20-21A	219	103.5%	235	101.3%	215	99.1%	213		690	-24
21-22A	208	106.0%	232	104.7%	246	103.3%	250		728	38
22-23	240	102.9%	214	102.1%	237	100.3%	247		698	-30
23-24	219	102.9%	247	102.1%	219	100.3%	237		704	6
24-25	240	102.9%	225	102.1%	252	100.3%	219		697	-6
25-26	217	102.9%	247	102.1%	230	100.3%	253		731	33
26-27	263	102.9%	224	102.1%	252	100.3%	231		707	-24
27-28	230	102.9%	270	102.1%	228	100.3%	253		752	45
28-29	250	102.9%	236	102.1%	276	100.3%	229		741	-11
29-30	237	102.9%	257	102.1%	241	100.3%	276		774	34
30-31	243	102.9%	243	102.1%	262	100.3%	242		747	-27
31-32	243	102.9%	250	102.1%	248	100.3%	263		761	14
3 yr Avg (17-19)		1.0166		1.0147		0.9965				
4 Yr. Avg. (17-20)		1.0211		1.0142		0.9951				
5 Yr. Avg.		1.0289		1.0207		1.0027				

NORTH CARROLL MIDDLE		EBB VALLEY		80.00%
		HAMPSTEAD		18.00%
		MANCHESTER		100.00%

YEAR	5		6		7		8		TOTAL	DIFF
17-18A	198	115.1%	204	104.9%	213	101.5%	200		617	
18-19A	196	106.2%	210	102.5%	209	99.5%	212		631	14
19-20A	199	109.1%	214	99.5%	209	98.1%	205		628	-3
20-21A	168	107.0%	213	100.5%	215	95.7%	200		628	0
21-22A	188	108.6%	182	100.5%	214	100.5%	216		612	-16
22-23	189	109.2%	205	101.6%	185	99.1%	212		602	-10
23-24	178	109.2%	207	101.6%	209	99.1%	183		599	-4
24-25	192	109.2%	195	101.6%	210	99.1%	207		611	13
25-26	181	109.2%	210	101.6%	198	99.1%	208		616	4
26-27	210	109.2%	198	101.6%	213	99.1%	196		607	-9
27-28	191	109.2%	230	101.6%	201	99.1%	211		642	35
28-29	208	109.2%	209	101.6%	233	99.1%	199		641	0
29-30	198	109.2%	227	101.6%	212	99.1%	231		670	29
30-31	202	109.2%	216	101.6%	230	99.1%	210		657	-14
31-32	202	109.2%	221	101.6%	219	99.1%	228		668	12
3 yr Avg (17-19)		1.1015		1.0229		0.9971				
4 Yr. Avg. (17-20)		1.0937		1.0184		0.9870				
5 Yr. Avg.		1.0922		1.0156		0.9906				

NORTHWEST MIDDLE		ELMER WOLFE		100.00%
		RUNNYMEDE		79.00%
		TANEYTOWN		100.00%

YEAR	5		6		7		8		TOTAL	DIFF
17-18A	230	103.1%	225	100.5%	208	95.7%	220		653	
18-19A	215	109.3%	251	100.9%	227	101.4%	211		689	36
19-20A	205	98.5%	212	98.8%	248	97.8%	222		682	-7
20-21A	200	93.9%	192	100.0%	212	97.2%	241		645	-37
21-22A	207	102.5%	205	103.1%	198	102.4%	217		620	-25
22-23	186	101.5%	210	100.7%	206	98.9%	196		612	-8
23-24	215	101.5%	189	100.7%	211	98.9%	204		604	-8
24-25	229	101.5%	218	100.7%	190	98.9%	209		617	13
25-26	210	101.5%	232	100.7%	219	98.9%	188		640	23
26-27	228	101.5%	213	100.7%	234	98.9%	217		664	24
27-28	213	101.5%	231	100.7%	214	98.9%	231		677	13
28-29	233	101.5%	217	100.7%	232	98.9%	212		661	-16
29-30	220	101.5%	236	100.7%	218	98.9%	230		684	23
30-31	226	101.5%	224	100.7%	238	98.9%	216		677	-7
31-32	226	101.5%	229	100.7%	225	98.9%	235		689	12
3 yr Avg (17-19)		1.0366		1.0006		0.9831				
4 Yr. Avg. (17-20)		1.0121		1.0005		0.9803				
5 Yr. Avg.		1.0147		1.0066		0.9890				

OKLAHOMA ROAD MID	CARROLLTOWNE	100.00%
	ELDERSBURG	56.00%
	FREEDOM	100.00%

YEAR	5		6		7		8		TOTAL	DIFF
17-18A	229	104.7%	222	105.9%	269	102.4%	257		748	
18-19A	202	104.6%	240	104.1%	231	100.7%	271		742	-6
19-20A	239	107.5%	217	104.6%	251	98.3%	227		695	-47
20-21A	198	102.4%	245	101.4%	220	102.0%	256		721	26
21-22A	259	106.3%	210	102.0%	250	107.3%	236		696	-25
22-23	244	105.1%	272	103.6%	218	102.1%	255		745	49
23-24	260	105.1%	256	103.6%	282	102.1%	222		761	16
24-25	257	105.1%	273	103.6%	266	102.1%	288		827	66
25-26	242	105.1%	270	103.6%	283	102.1%	271		824	-3
26-27	270	105.1%	255	103.6%	280	102.1%	289		824	-1
27-28	254	105.1%	283	103.6%	264	102.1%	286		833	9
28-29	276	105.1%	267	103.6%	294	102.1%	270		830	-3
29-30	262	105.1%	290	103.6%	277	102.1%	300		867	37
30-31	268	105.1%	276	103.6%	301	102.1%	282		859	-8
31-32	268	105.1%	282	103.6%	286	102.1%	307		875	16
3 yr Avg (17-19)	1.0560		1.0485		1.0047					
4 Yr. Avg. (17-20)	1.0480		1.0398		1.0085					
5 Yr. Avg.	1.0509		1.0359		1.0214					

SHILOH MIDDLE	HAMPSTEAD	82.00%
	SANDYMOUNT	100.00%
	SPRING GARDEN	100.00%

YEAR	5		6		7		8		TOTAL	DIFF
17-18A	211	100.4%	212	105.0%	232	97.3%	217		661	
18-19A	199	102.9%	217	104.7%	222	94.8%	220		659	-2
19-20A	193	106.8%	213	98.6%	214	104.1%	231		658	-1
20-21A	201	97.1%	187	100.5%	214	103.7%	222		623	-35
21-22A	195	101.2%	203	108.0%	202	99.1%	212		617	-6
22-23	209	101.7%	198	103.4%	210	99.8%	202		610	-7
23-24	202	101.7%	212	103.4%	205	99.8%	209		627	17
24-25	212	101.7%	205	103.4%	219	99.8%	205		629	2
25-26	237	101.7%	215	103.4%	212	99.8%	219		646	17
26-27	211	101.7%	241	103.4%	223	99.8%	211		675	29
27-28	212	101.7%	214	103.4%	249	99.8%	222		686	11
28-29	231	101.7%	215	103.4%	222	99.8%	249		686	0
29-30	218	101.7%	234	103.4%	222	99.8%	221		678	-8
30-31	223	101.7%	221	103.4%	242	99.8%	222		686	8
31-32	223	101.7%	227	103.4%	229	99.8%	242		698	12
3 yr Avg (17-19)	1.0339		1.0278		0.9873					
4 Yr. Avg. (17-20)	1.0181		1.0220		0.9998					
5 Yr. Avg.	1.0169		1.0337		0.9980					

SYKESVILLE MIDDLE	ELDERSBURG	44.00%
	LINTON SPRINGS	100.00%
	PINEY RIDGE	100.00%
	WINFIELD	15.00%

YEAR	5		6		7		8	TOTAL	DIFF
17-18A	267	102.2%	245	101.6%	256	101.2%	260	761	
18-19A	252	100.8%	269	106.1%	260	102.7%	263	792	31
19-20A	228	103.9%	262	98.9%	266	98.5%	256	784	-8
20-21A	281	103.1%	235	97.7%	256	101.9%	271	762	-22
21-22A	216	99.7%	280	102.1%	240	101.6%	260	780	18
22-23	234	102.0%	220	101.3%	284	101.2%	243	746	-34
23-24	232	102.0%	239	101.3%	223	101.2%	287	748	2
24-25	277	102.0%	237	101.3%	242	101.2%	225	704	-45
25-26	309	102.0%	282	101.3%	240	101.2%	245	767	63
26-27	297	102.0%	315	101.3%	286	101.2%	243	844	77
27-28	273	102.0%	302	101.3%	319	101.2%	289	911	67
28-29	295	102.0%	278	101.3%	306	101.2%	323	907	-4
29-30	280	102.0%	301	101.3%	282	101.2%	310	892	-15
30-31	288	102.0%	285	101.3%	305	101.2%	285	875	-17
31-32	288	102.0%	293	101.3%	289	101.2%	308	890	16
3 yr Avg (17-19)	1.0232		1.0220		1.0080				
4 Yr. Avg. (17-20)	1.0252		1.0108		1.0107				
5 Yr. Avg.	1.0196		1.0129		1.0117				

WEST. EAST MIDDLE	CRANBERRY STATION		100.00%	RUNNYMEDE		21.00%
	EBB VALLEY		20.00%	WESTMINSTER		10.00%
	ROBERT MOTON		68.00%	WM WINCHESTER		73.00%

YEAR	5		6		7		8	TOTAL	DIFF
17-18A	256	96.1%	234	104.6%	229	103.8%	249	712	
18-19A	268	92.9%	238	106.8%	250	100.0%	229	717	5
19-20A	222	102.6%	275	97.5%	232	96.4%	241	748	31
20-21A	255	94.7%	210	103.6%	285	101.3%	235	730	-18
21-22A	236	101.4%	259	101.4%	213	100.0%	285	757	27
22-23	245	97.6%	230	102.8%	266	100.3%	214	710	-47
23-24	247	97.6%	239	102.8%	236	100.3%	267	742	33
24-25	244	97.6%	241	102.8%	246	100.3%	237	724	-18
25-26	249	97.6%	238	102.8%	248	100.3%	246	733	9
26-27	246	97.6%	243	102.8%	245	100.3%	249	737	4
27-28	239	97.6%	240	102.8%	250	100.3%	246	736	-1
28-29	261	97.6%	233	102.8%	247	100.3%	250	731	-5
29-30	247	97.6%	255	102.8%	240	100.3%	248	743	12
30-31	253	97.6%	241	102.8%	262	100.3%	241	743	1
31-32	253	97.6%	247	102.8%	248	100.3%	263	757	14
3 yr Avg (17-19)	0.9721		1.0297		1.0007				
4 Yr. Avg. (17-20)	0.9659		1.0314		1.0037				
5 Yr. Avg.	0.9755		1.0280		1.0030				

WEST. WEST MIDDLE	FRIENDSHIP VALLEY		100.00%	WESTMINSTER		90.00%
	MECHANICSVILLE		100.00%	WM WINCHESTER		27.00%
	ROBERT MOTON		32.00%			

YEAR	5		6		7		8	TOTAL	DIFF
17-18A	310	99.6%	287	102.5%	333	100.6%	342	962	
18-19A	326	103.6%	321	96.9%	278	98.5%	328	927	-35
19-20A	275	99.0%	323	99.4%	319	105.4%	293	935	8
20-21A	280	100.7%	277	98.1%	317	97.2%	310	904	-31
21-22A	279	95.9%	269	101.8%	282	100.6%	319	870	-34
22-23	289	99.8%	278	99.7%	268	100.5%	283	830	-40
23-24	274	99.8%	288	99.7%	278	100.5%	270	835	5
24-25	282	99.8%	273	99.7%	287	100.5%	279	839	4
25-26	284	99.8%	281	99.7%	272	100.5%	288	842	3
26-27	318	99.8%	284	99.7%	281	100.5%	273	838	-4
27-28	286	99.8%	317	99.7%	283	100.5%	282	882	44
28-29	313	99.8%	285	99.7%	316	100.5%	284	886	4
29-30	297	99.8%	312	99.7%	284	100.5%	318	914	29
30-31	303	99.8%	296	99.7%	311	100.5%	286	893	-21
31-32	303	99.8%	302	99.7%	295	100.5%	313	910	17
3 yr Avg (17-19)	1.0072		0.9958		1.0150				
4 Yr. Avg. (17-20)	1.0071		0.9922		1.0042				
5 Yr. Avg.	0.9975		0.9974		1.0046				

GRADE TOTALS - MIDDLE

	5	6	7	8	MID TOTAL	DIFF
2021-22	1788	1840	1845	1995	5680	
2022-23	1836	1829	1874	1851	5553	-127
2023-24	1827	1877	1863	1880	5620	66
2024-25	1934	1867	1912	1869	5649	29
2025-26	1930	1977	1902	1919	5798	150
2026-27	2042	1972	2014	1909	5894	96
2027-28	1897	2088	2008	2020	6117	223
2028-29	2066	1940	2126	2015	6082	-35
2029-30	1958	2112	1976	2134	6222	140
2030-31	2005	2002	2151	1983	6136	-86
2031-32	2005	2050	2039	2159	6248	112

SECONDARY PROJECTIONS '22-'23 TO '31-'32, HIGH SCHOOLS

CENTURY HIGH	SYKESVILLE MIDDLE	100.00%
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YEAR	8		9		10		11		12	TOTAL	DIFF
17-18A	260	104.4%	306	100.0%	280	105.2%	304	83.5%	243	1133	
18-19A	263	110.4%	287	96.4%	295	106.8%	299	81.3%	247	1128	-5
19-20A	256	107.6%	283	99.7%	286	104.1%	307	88.0%	263	1139	11
20-21A	271	107.4%	275	99.6%	282	100.3%	287	94.8%	291	1135	-4
21-22A	260	114.4%	310	100.7%	277	98.6%	278	95.8%	275	1140	5
22-23	243	108.8%	283	99.3%	308	103.0%	285	88.7%	246	1123	-17
23-24	287	108.8%	264	99.3%	281	103.0%	317	88.7%	253	1115	-7
24-25	225	108.8%	312	99.3%	262	103.0%	289	88.7%	281	1145	30
25-26	245	108.8%	245	99.3%	310	103.0%	270	88.7%	257	1082	-63
26-27	243	108.8%	266	99.3%	243	103.0%	319	88.7%	240	1069	-14
27-28	289	108.8%	264	99.3%	264	103.0%	251	88.7%	283	1062	-6
28-29	323	108.8%	315	99.3%	262	103.0%	272	88.7%	222	1072	10
29-30	310	108.8%	351	99.3%	313	103.0%	270	88.7%	241	1175	104
30-31	285	108.8%	337	99.3%	349	103.0%	322	88.7%	239	1247	72
31-32	308	108.8%	310	99.3%	335	103.0%	359	88.7%	286	1290	42
3 yr Avg (17-19)		1.075		0.987		1.054		0.842			
4 Yr. Avg. (17-20)		1.075		0.989		1.041		0.869			
5 Yr. Avg.		1.088		0.993		1.030		0.887			

FRANCIS SCOTT KEY HIGH	NORTHWEST MIDDLE	100.00%
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YEAR	8		9		10		11		12	TOTAL	DIFF
17-18A	220	110.8%	225	93.3%	265	107.2%	237	83.3%	194	921	
18-19A	211	109.1%	240	93.3%	210	107.9%	286	81.4%	193	929	8
19-20A	222	111.8%	236	89.2%	214	108.1%	227	85.7%	245	922	-7
20-21A	241	110.8%	246	93.6%	221	98.6%	211	91.2%	207	885	-37
21-22A	217	127.4%	307	87.4%	215	91.0%	201	95.3%	201	924	39
22-23	196	114.0%	247	91.4%	281	102.6%	220	87.4%	176	924	0
23-24	204	114.0%	223	91.4%	226	102.6%	288	87.4%	193	930	6
24-25	209	114.0%	233	91.4%	204	102.6%	232	87.4%	251	920	-10
25-26	188	114.0%	238	91.4%	213	102.6%	209	87.4%	202	862	-57
26-27	217	114.0%	214	91.4%	218	102.6%	218	87.4%	183	833	-30
27-28	231	114.0%	247	91.4%	196	102.6%	223	87.4%	190	857	24
28-29	212	114.0%	264	91.4%	226	102.6%	201	87.4%	195	886	29
29-30	230	114.0%	241	91.4%	241	102.6%	232	87.4%	175	890	4
30-31	216	114.0%	262	91.4%	221	102.6%	247	87.4%	202	932	43
31-32	235	114.0%	246	91.4%	239	102.6%	226	87.4%	216	927	-5
3 yr Avg (17-19)		1.106		0.919		1.077		0.835			
4 Yr. Avg. (17-20)		1.106		0.924		1.055		0.854			
5 Yr. Avg.		1.140		0.914		1.026		0.874			

LIBERTY HIGH	OKLAHOMA RD MIDDLE	100.00%
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YEAR	8		9		10		11		12	TOTAL	DIFF
17-18A	257	100.0%	247	98.6%	275	106.6%	289	91.5%	290	1101	
18-19A	271	98.1%	252	102.4%	253	103.6%	285	89.6%	259	1049	-52
19-20A	227	96.3%	261	100.4%	253	106.3%	269	91.6%	261	1044	-5
20-21A	256	104.4%	237	98.1%	256	101.2%	256	90.7%	244	993	-51
21-22A	236	103.5%	265	93.7%	222	101.6%	260	99.6%	255	1002	9
22-23	255	100.5%	237	98.6%	261	103.9%	231	92.6%	241	970	-32
23-24	222	100.5%	257	98.6%	234	103.9%	271	92.6%	214	975	6
24-25	288	100.5%	223	98.6%	253	103.9%	243	92.6%	251	970	-5
25-26	271	100.5%	289	98.6%	220	103.9%	263	92.6%	225	997	27
26-27	289	100.5%	273	98.6%	286	103.9%	229	92.6%	243	1030	33
27-28	286	100.5%	290	98.6%	269	103.9%	297	92.6%	212	1068	38
28-29	270	100.5%	287	98.6%	287	103.9%	279	92.6%	275	1127	60
29-30	300	100.5%	271	98.6%	283	103.9%	298	92.6%	259	1110	-17
30-31	282	100.5%	301	98.6%	267	103.9%	294	92.6%	276	1138	28
31-32	307	100.5%	284	98.6%	297	103.9%	277	92.6%	272	1130	-7
3 yr Avg (17-19)		0.981		1.005		1.055		0.909			
4 Yr. Avg. (17-20)		0.997		0.999		1.044		0.909			
5 Yr. Avg.		1.005		0.986		1.039		0.926			

MANCHESTER VALLEY HIGH					NORTH CARROLL MIDDLE			100.00%
					SHILOH MIDDLE			61.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
17-18A	341	99.8%	329	95.6%	350	111.0%	334	87.7%	328	1341	
18-19A	355	105.6%	360	94.8%	312	101.4%	355	82.9%	277	1304	-37
19-20A	355	101.7%	361	95.6%	344	104.2%	325	83.1%	295	1325	21
20-21A	344	102.8%	365	94.2%	340	95.9%	330	88.0%	286	1321	-4
21-22A	354	109.2%	376	94.0%	343	93.8%	319	92.1%	304	1342	21
22-23	335	103.8%	367	94.8%	357	101.3%	347	86.8%	277	1348	6
23-24	311	103.8%	348	94.8%	348	101.3%	361	86.8%	301	1358	10
24-25	332	103.8%	323	94.8%	330	101.3%	353	86.8%	313	1318	-40
25-26	342	103.8%	344	94.8%	306	101.3%	334	86.8%	306	1290	-28
26-27	325	103.8%	355	94.8%	326	101.3%	310	86.8%	290	1281	-9
27-28	347	103.8%	337	94.8%	336	101.3%	330	86.8%	269	1273	-8
28-29	351	103.8%	360	94.8%	320	101.3%	341	86.8%	287	1307	34
29-30	366	103.8%	364	94.8%	341	101.3%	324	86.8%	296	1325	18
30-31	345	103.8%	380	94.8%	345	101.3%	345	86.8%	281	1352	27
31-32	376	103.8%	359	94.8%	360	101.3%	350	86.8%	300	1369	17
3 yr Avg (17-19)		1.023		0.953		1.055		0.846			
4 Yr. Avg. (17-20)		1.025		0.950		1.031		0.854			
5 Yr. Avg.		1.038		0.948		1.013		0.868			

SOUTH CARROLL HIGH					MT AIRY MIDDLE			100.00%
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YEAR	8		9		10		11		12	TOTAL	DIFF
17-18A	267	103.0%	271	93.8%	270	100.8%	245	93.9%	262	1048	
18-19A	223	99.6%	266	95.9%	260	102.2%	276	93.5%	229	1031	-17
19-20A	260	107.6%	240	96.2%	256	102.7%	267	89.9%	248	1011	-20
20-21A	213	100.4%	261	95.8%	230	95.3%	244	93.3%	249	984	-27
21-22A	250	106.6%	227	90.8%	237	98.3%	226	95.1%	232	922	-62
22-23	247	103.4%	259	94.5%	215	99.9%	237	93.1%	210	920	-2
23-24	237	103.4%	255	94.5%	244	99.9%	214	93.1%	220	934	14
24-25	219	103.4%	246	94.5%	241	99.9%	244	93.1%	200	930	-4
25-26	253	103.4%	227	94.5%	232	99.9%	241	93.1%	227	927	-3
26-27	231	103.4%	262	94.5%	215	99.9%	232	93.1%	224	932	5
27-28	253	103.4%	239	94.5%	247	99.9%	214	93.1%	216	916	-16
28-29	229	103.4%	262	94.5%	226	99.9%	247	93.1%	199	934	18
29-30	276	103.4%	237	94.5%	247	99.9%	225	93.1%	230	940	6
30-31	242	103.4%	286	94.5%	224	99.9%	247	93.1%	210	967	27
31-32	263	103.4%	250	94.5%	270	99.9%	223	93.1%	230	974	7
3 yr Avg (17-19)		1.034		0.953		1.019		0.924			
4 Yr. Avg. (17-20)		1.027		0.955		1.003		0.926			
5 Yr. Avg.		1.034		0.945		0.999		0.931			

WESTMINSTER HIGH					SHILOH MIDDLE			39.00%
					WEST. WEST MIDDLE			93.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
17-18A	387	108.5%	441	89.9%	349	109.6%	411	84.8%	336	1537	
18-19A	375	103.3%	400	93.7%	413	111.5%	389	82.2%	338	1540	3
19-20A	347	103.1%	387	94.3%	377	109.4%	452	78.7%	306	1522	-18
20-21A	360	107.3%	373	94.3%	365	99.7%	376	88.7%	401	1515	-7
21-22A	364	115.9%	417	89.3%	333	92.6%	338	95.7%	360	1448	-67
22-23	342	107.6%	392	92.3%	385	104.6%	348	86.0%	291	1416	-32
23-24	332	107.6%	368	92.3%	362	104.6%	402	86.0%	300	1432	16
24-25	339	107.6%	358	92.3%	340	104.6%	379	86.0%	346	1422	-10
25-26	354	107.6%	365	92.3%	330	104.6%	355	86.0%	326	1376	-46
26-27	337	107.6%	381	92.3%	337	104.6%	345	86.0%	306	1368	-8
27-28	349	107.6%	362	92.3%	351	104.6%	352	86.0%	297	1363	-5
28-29	361	107.6%	375	92.3%	334	104.6%	367	86.0%	303	1380	17
29-30	382	107.6%	389	92.3%	346	104.6%	350	86.0%	316	1401	21
30-31	352	107.6%	411	92.3%	359	104.6%	362	86.0%	301	1433	32
31-32	385	107.6%	379	92.3%	379	104.6%	375	86.0%	312	1445	12
3 yr Avg (17-19)		1.050		0.926		1.102		0.819			
4 Yr. Avg. (17-20)		1.056		0.930		1.076		0.836			
5 Yr. Avg.		1.076		0.923		1.046		0.860			

WINTERS MILL HIGH	WESTMINSTER EAST MIDDLE	100.00%
	WEST. WEST MIDDLE	7.00%

YEAR	8		9		10		11		12	TOTAL	DIFF
17-18A	280	104.0%	285	99.3%	276	107.9%	313	83.0%	239	1113	
18-19A	259	106.2%	297	102.1%	291	101.8%	281	82.1%	257	1126	13
19-20A	267	109.5%	283	95.3%	283	101.4%	295	77.6%	218	1079	-47
20-21A	263	103.2%	276	93.3%	264	98.2%	278	88.8%	262	1080	1
21-22A	314	118.3%	311	93.8%	259	101.1%	267	89.6%	249	1086	6
22-23	233	108.2%	340	96.8%	301	102.1%	264	84.2%	225	1130	44
23-24	286	108.2%	253	96.8%	329	102.1%	307	84.2%	223	1111	-19
24-25	257	108.2%	309	96.8%	245	102.1%	335	84.2%	259	1148	37
25-26	267	108.2%	278	96.8%	299	102.1%	250	84.2%	282	1109	-39
26-27	268	108.2%	289	96.8%	269	102.1%	306	84.2%	210	1073	-36
27-28	265	108.2%	290	96.8%	279	102.1%	274	84.2%	257	1101	28
28-29	270	108.2%	287	96.8%	281	102.1%	285	84.2%	231	1084	-17
29-30	270	108.2%	292	96.8%	278	102.1%	287	84.2%	240	1097	13
30-31	261	108.2%	292	96.8%	283	102.1%	284	84.2%	241	1100	3
31-32	285	108.2%	282	96.8%	283	102.1%	289	84.2%	239	1093	-8
3 yr Avg (17-19)		1.065		0.989		1.037		0.809			
4 Yr. Avg. (17-20)		1.057		0.975		1.023		0.829			
5 Yr. Avg.		1.082		0.968		1.021		0.842			

GRADE TOTALS - HIGH		8	9	10	11	12	HIGH TOTAL	
2021-22	1995	2213	1886	1889	1876	7864		
2022-23	1851	2125	2107	1933	1666	7830	-34	
2023-24	1880	1968	2024	2161	1703	7856	26	
2024-25	1869	2003	1874	2075	1902	7854	-2	
2025-26	1919	1987	1910	1922	1825	7644	-210	
2026-27	1909	2039	1893	1958	1695	7586	-59	
2027-28	2020	2030	1943	1942	1724	7640	54	
2028-29	2015	2150	1935	1992	1712	7790	150	
2029-30	2134	2146	2050	1985	1757	7937	148	
2030-31	1983	2270	2047	2102	1750	8169	232	
2031-32	2159	2109	2164	2100	1854	8228	58	

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2022-2031

ELEMENTARY SCHOOLS

Comparisons are based on total State Rated capacity with FTE

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	Projected 2031	
Carrolltowne	548	20	20	588	609	601	601	597	593	608	608	613	610	612	612	
	Over (Under) State Rated Capacity				21	13	13	9	5	20	20	25	22	24	24	
	Percent of STATE Capacity				103.6%	102.2%	102.2%	101.5%	100.9%	103.4%	103.4%	104.3%	103.7%	104.1%	104.1%	
Cranberry Station	550	20	0	570	562	572	570	565	576	565	570	575	572	574	574	
	Over (Under) State Rated Capacity				(8)	2	-	(5)	6	(5)	-	5	2	4	4	
	Percent of STATE Capacity				98.6%	100.4%	100.0%	99.1%	101.1%	99.1%	100.0%	100.9%	100.4%	100.7%	100.7%	
Ebb Valley	548	20	0	568	523	525	542	552	556	565	564	570	567	570	570	
	Over (Under) State Rated Capacity				(45)	(43)	(26)	(16)	(12)	(3)	(4)	2	(1)	2	2	
	Percent of STATE Capacity				92.1%	92.4%	95.4%	97.2%	97.9%	99.5%	99.3%	100.4%	99.8%	100.4%	100.4%	
Eldersburg	548	20	0	568	455	444	456	461	455	459	464	468	466	468	468	
	Over (Under) State Rated Capacity				(113)	(124)	(112)	(107)	(113)	(109)	(104)	(100)	(102)	(100)	(100)	
	Percent of STATE Capacity				80.1%	78.2%	80.3%	81.2%	80.1%	80.8%	81.7%	82.4%	82.0%	82.4%	82.4%	
Elmer Wolfe	526	20	0	546	460	465	490	486	487	482	488	493	491	493	493	
	Over (Under) State Rated Capacity				(86)	(81)	(56)	(60)	(59)	(64)	(58)	(53)	(55)	(53)	(53)	
	Percent of STATE Capacity				84.2%	85.2%	89.7%	89.0%	89.2%	88.3%	89.4%	90.3%	89.9%	90.3%	90.3%	
Freedom	525	0	0	525	599	613	637	639	657	666	661	668	664	667	667	
	Over (Under) State Rated Capacity				74	88	112	114	132	141	136	143	139	142	142	
	Percent of STATE Capacity				114.1%	116.8%	121.3%	121.7%	125.1%	126.9%	125.9%	127.2%	126.5%	127.0%	127.0%	
Friendship Valley	527	0	0	527	472	474	478	485	499	512	505	510	508	510	510	
	Over (Under) State Rated Capacity				(55)	(53)	(49)	(42)	(28)	(15)	(22)	(17)	(19)	(17)	(17)	
	Percent of STATE Capacity				89.6%	89.9%	90.7%	92.0%	94.7%	97.2%	95.8%	96.8%	96.4%	96.8%	96.8%	
Hampstead	434	20	60	514	395	404	416	408	420	416	425	428	426	427	427	
	Over (Under) State Rated Capacity				(119)	(110)	(98)	(106)	(94)	(98)	(89)	(86)	(88)	(87)	(87)	
	Percent of STATE Capacity				76.8%	78.6%	80.9%	79.4%	81.7%	80.9%	82.7%	83.3%	82.9%	83.1%	83.1%	
Linton Springs	685	20	0	705	685	732	755	792	795	794	777	784	780	784	784	
	Over (Under) State Rated Capacity				(20)	27	50	87	90	89	72	79	75	79	79	
	Percent of STATE Capacity				97.2%	103.8%	107.1%	112.3%	112.8%	112.6%	110.2%	111.2%	110.6%	111.2%	111.2%	
Manchester	662	20	0	682	635	644	646	659	664	678	669	674	671	673	673	
	Over (Under) State Rated Capacity				(47)	(38)	(36)	(23)	(18)	(4)	(13)	(8)	(11)	(9)	(9)	
	Percent of STATE Capacity				93.1%	94.4%	94.7%	96.6%	97.4%	99.4%	98.1%	98.8%	98.4%	98.7%	98.7%	
Mechanicsville	571	20	0	591	474	481	482	487	492	500	491	495	492	493	493	
	Over (Under) State Rated Capacity				(117)	(110)	(109)	(104)	(99)	(91)	(100)	(96)	(99)	(98)	(98)	
	Percent of STATE Capacity				80.2%	81.4%	81.6%	82.4%	83.2%	84.6%	83.1%	83.8%	83.2%	83.4%	83.4%	

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	Projected 2031	
Mt. Airy (Grades 3-5)	552	0	0	552	435 (117)	444 (108)	422 (130)	425 (127)	417 (135)	440 (112)	433 (119)	441 (111)	437 (115)	440 (112)	440 (112)	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				78.8%	80.4%	76.4%	77.0%	75.5%	79.7%	78.4%	79.9%	79.2%	79.7%	79.7%	
Parr's Ridge (Grades K-2)	590	20	0	610	429 (181)	421 (189)	443 (167)	437 (173)	444 (166)	440 (170)	443 (167)	443 (167)	443 (167)	443 (167)	443 (167)	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				70.3%	69.0%	72.6%	71.6%	72.8%	72.1%	72.6%	72.6%	72.6%	72.6%	72.6%	
Piney Ridge	548	20	0	568	536 (32)	561 (7)	591 23	596 28	606 38	584 16	593 25	599 31	597 29	600 32	600 32	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				94.4%	98.8%	104.0%	104.9%	106.7%	102.8%	104.4%	105.5%	105.1%	105.6%	105.6%	
Robert Moton	456	20	60	536	401 (135)	393 (143)	403 (133)	398 (138)	388 (148)	396 (140)	405 (131)	409 (127)	406 (130)	407 (129)	407 (129)	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				74.8%	73.3%	75.2%	74.3%	72.4%	73.9%	75.6%	76.3%	75.7%	75.9%	75.9%	
Runnymede	617	20	20	657	565 (92)	564 (93)	581 (76)	596 (61)	598 (59)	620 (37)	609 (48)	614 (43)	611 (46)	614 (43)	614 (43)	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				86.0%	85.8%	88.4%	90.7%	91.0%	94.4%	92.7%	93.5%	93.0%	93.5%	93.5%	
Sandymount	504	20	0	524	505 (19)	522 (2)	528 4	551 27	550 26	537 13	541 17	546 22	543 19	545 21	545 21	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				96.4%	99.6%	100.8%	105.2%	105.0%	102.5%	103.2%	104.2%	103.6%	104.0%	104.0%	
Spring Garden	525	20	0	545	423 (122)	417 (128)	420 (125)	422 (123)	424 (121)	426 (119)	426 (119)	430 (115)	428 (117)	430 (115)	430 (115)	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				77.6%	76.5%	77.1%	77.4%	77.8%	78.2%	78.2%	78.9%	78.5%	78.9%	78.9%	
Taneytown	504	20	0	524	408 (116)	410 (114)	418 (106)	415 (109)	410 (114)	414 (110)	415 (109)	418 (106)	416 (108)	417 (107)	417 (107)	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				77.9%	78.2%	79.8%	79.2%	78.2%	79.0%	79.2%	79.8%	79.4%	79.6%	79.6%	
Westminster	548	20	0	568	544 (24)	559 (9)	572 4	587 19	591 23	584 16	582 14	588 20	585 17	587 19	587 19	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				95.8%	98.4%	100.7%	103.3%	104.0%	102.8%	102.5%	103.5%	103.0%	103.3%	103.3%	
Wm. Winchester	548	20	0	568	511 (57)	513 (55)	515 (53)	516 (52)	520 (48)	525 (43)	523 (45)	527 (41)	524 (44)	526 (42)	526 (42)	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				90.0%	90.3%	90.7%	90.8%	91.5%	92.4%	92.1%	92.8%	92.3%	92.6%	92.6%	
Winfield	594	20	70	684	628 (56)	664 (20)	675 (9)	700 16	703 19	711 27	691 7	698 14	695 11	698 14	698 14	
	Over (Under) State Rated Capacity															
	Percent of STATE Capacity				91.8%	97.1%	98.7%	102.3%	102.8%	103.9%	101.0%	102.0%	101.6%	102.0%	102.0%	
TOTALS	12110	380	230	12720	11254	11423	11641	11774	11845	11922	11883	11991	11932	11978	11978	
	Over (Under) State Rated Capacity				(1,466)	(1,297)	(1,079)	(946)	(875)	(798)	(837)	(729)	(788)	(742)	(742)	
	Percent of STATE Capacity				88.5%	89.8%	91.5%	92.6%	93.1%	93.7%	93.4%	94.3%	93.8%	94.2%	94.2%	

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2022-2031

ELEMENTARY SCHOOLS

Northeast Area Schools

School	State Rated Capacity				Enrollment		Enrollment								Enrollment	
	K-5	PreK	Spec. Ed.	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	Projected 2031	
Ebb Valley	548	20	0	568	523	525	542	552	556	565	564	570	567	570	570	
	Over (Under) State Rated Capacity				(45)	(43)	(26)	(16)	(12)	(3)	(4)	2	(1)	2	2	
	Percent of STATE Capacity				92.1%	92.4%	95.4%	97.2%	97.9%	99.5%	99.3%	100.4%	99.8%	100.4%	100.4%	
Hampstead	434	20	60	514	395	404	416	408	420	416	425	428	426	427	427	
	Over (Under) State Rated Capacity				(119)	(110)	(98)	(106)	(94)	(98)	(89)	(86)	(88)	(87)	(87)	
	Percent of STATE Capacity				76.8%	78.6%	80.9%	79.4%	81.7%	80.9%	82.7%	83.3%	82.9%	83.1%	83.1%	
Manchester	662	20	0	682	635	644	646	659	664	678	669	674	671	673	673	
	Over (Under) State Rated Capacity				(47)	(38)	(36)	(23)	(18)	(4)	(13)	(8)	(11)	(9)	(9)	
	Percent of STATE Capacity				93.1%	94.4%	94.7%	96.6%	97.4%	99.4%	98.1%	98.8%	98.4%	98.7%	98.7%	
Spring Garden	525	20	0	545	423	417	420	422	424	426	426	430	428	430	430	
	Over (Under) State Rated Capacity				(122)	(128)	(125)	(123)	(121)	(119)	(119)	(115)	(117)	(115)	(115)	
	Percent of STATE Capacity				77.6%	76.5%	77.1%	77.4%	77.8%	78.2%	78.2%	78.9%	78.5%	78.9%	78.9%	
TOTALS	2169	80	60	2309	1976	1990	2024	2041	2064	2085	2084	2102	2092	2100	2100	
	Over (Under) State Rated Capacity				(333)	(319)	(285)	(268)	(245)	(224)	(225)	(207)	(217)	(209)	(209)	
	Percent of STATE Capacity				85.6%	86.2%	87.7%	88.4%	89.4%	90.3%	90.3%	91.0%	90.6%	90.9%	90.9%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2022-2031

ELEMENTARY SCHOOLS

Northwest Area

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	Projected 2031	
Elmer Wolfe	526	20	0	546	460	465	490	486	487	482	488	493	491	493	493	
	Over (Under) State Rated Capacity				(86)	(81)	(56)	(60)	(59)	(64)	(58)	(53)	(55)	(53)	(53)	
	Percent of STATE Capacity				84.2%	85.2%	89.7%	89.0%	89.2%	88.3%	89.4%	90.3%	89.9%	90.3%	90.3%	
Runnymede	617	20	20	657	565	564	581	596	598	620	609	614	611	614	614	
	Over (Under) State Rated Capacity				(92)	(93)	(76)	(61)	(59)	(37)	(48)	(43)	(46)	(43)	(43)	
	Percent of STATE Capacity				86.0%	85.8%	88.4%	90.7%	91.0%	94.4%	92.7%	93.5%	93.0%	93.5%	93.5%	
Taneytown	504	20	0	524	408	410	418	415	410	414	415	418	416	417	417	
	Over (Under) State Rated Capacity				(116)	(114)	(106)	(109)	(114)	(110)	(109)	(106)	(108)	(107)	(107)	
	Percent of STATE Capacity				77.9%	78.2%	79.8%	79.2%	78.2%	79.0%	79.2%	79.8%	79.4%	79.6%	79.6%	
TOTALS	1647	60	20	1727	1433	1439	1489	1497	1495	1516	1512	1525	1518	1524	1524	
	Over (Under) State Rated Capacity				(294)	(288)	(238)	(230)	(232)	(211)	(215)	(202)	(209)	(203)	(203)	
	Percent of STATE Capacity				83.0%	83.3%	86.2%	86.7%	86.6%	87.8%	87.6%	88.3%	87.9%	88.2%	88.2%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2022-2031

ELEMENTARY SCHOOLS

Westminster Area Schools

School	State Rated Capacity				Enrollment	Enrollment										Enrollment	
	K-5	PreK	Spec. Ed.	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	Projected 2031		
Cranberry Station	550	20	0	570	562	572	570	565	576	565	570	575	572	574	574		
	Over (Under) State Rated Capacity				(8)	2	-	(5)	6	(5)	-	5	2	4	4		
	Percent of STATE Capacity				98.6%	100.4%	100.0%	99.1%	101.1%	99.1%	100.0%	100.9%	100.4%	100.7%	100.7%		
Friendship Valley	527	0	0	527	472	474	478	485	499	512	505	510	508	510	510		
	Over (Under) State Rated Capacity				(55)	(53)	(49)	(42)	(28)	(15)	(22)	(17)	(19)	(17)	(17)		
	Percent of STATE Capacity				89.6%	89.9%	90.7%	92.0%	94.7%	97.2%	95.8%	96.8%	96.4%	96.8%	96.8%		
Mechanicsville	571	20	0	591	474	481	482	487	492	500	491	495	492	493	493		
	Over (Under) State Rated Capacity				(117)	(110)	(109)	(104)	(99)	(91)	(100)	(96)	(99)	(98)	(98)		
	Percent of STATE Capacity				80.2%	81.4%	81.6%	82.4%	83.2%	84.6%	83.1%	83.8%	83.2%	83.4%	83.4%		
Robert Moton	456	20	60	536	401	393	403	398	388	396	405	409	406	407	407		
	Over (Under) State Rated Capacity				(135)	(143)	(133)	(138)	(148)	(140)	(131)	(127)	(130)	(129)	(129)		
	Percent of STATE Capacity				74.8%	73.3%	75.2%	74.3%	72.4%	73.9%	75.6%	76.3%	75.7%	75.9%	75.9%		
Sandymount	504	20	0	524	505	522	528	551	550	537	541	546	543	545	545		
	Over (Under) State Rated Capacity				(19)	(2)	4	27	26	13	17	22	19	21	21		
	Percent of STATE Capacity				96.4%	99.6%	100.8%	105.2%	105.0%	102.5%	103.2%	104.2%	103.6%	104.0%	104.0%		
Westminster	548	20	0	568	544	559	572	587	591	584	582	588	585	587	587		
	Over (Under) State Rated Capacity				(24)	(9)	4	19	23	16	14	20	17	19	19		
	Percent of STATE Capacity				95.8%	98.4%	100.7%	103.3%	104.0%	102.8%	102.5%	103.5%	103.0%	103.3%	103.3%		
Wm. Winchester	548	20	0	568	511	513	515	516	520	525	523	527	524	526	526		
	Over (Under) State Rated Capacity				(57)	(55)	(53)	(52)	(48)	(43)	(45)	(41)	(44)	(42)	(42)		
	Percent of STATE Capacity				90.0%	90.3%	90.7%	90.8%	91.5%	92.4%	92.1%	92.8%	92.3%	92.6%	92.6%		
TOTALS	3704	120	60	3884	3469	3514	3548	3589	3616	3619	3617	3650	3630	3642	3642		
	Over (Under) State Rated Capacity				(415)	(370)	(336)	(295)	(268)	(265)	(267)	(234)	(254)	(242)	(242)		
	Percent of STATE Capacity				89.3%	90.5%	91.3%	92.4%	93.1%	93.2%	93.1%	94.0%	93.5%	93.8%	93.8%		

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2022-2031

ELEMENTARY SCHOOLS

Southeast Area Schools

School	State Rated Capacity				Enrollment		Enrollment								Enrollment	
	K-5	PreK	Spec. Ed.	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	Projected 2031	
Carrolltowne	548	20	20	588	609	601	601	597	593	608	608	613	610	612	612	
	Over (Under) State Rated Capacity				21	13	13	9	5	20	20	25	22	24	24	
	Percent of STATE Capacity				103.6%	102.2%	102.2%	101.5%	100.9%	103.4%	103.4%	104.3%	103.7%	104.1%	104.1%	
Eldersburg	548	20	0	568	455	444	456	461	455	459	464	468	466	468	468	
	Over (Under) State Rated Capacity				(113)	(124)	(112)	(107)	(113)	(109)	(104)	(100)	(102)	(100)	(100)	
	Percent of STATE Capacity				80.1%	78.2%	80.3%	81.2%	80.1%	80.8%	81.7%	82.4%	82.0%	82.4%	82.4%	
Freedom	525	0	0	525	599	613	637	639	657	666	661	668	664	667	667	
	Over (Under) State Rated Capacity				74	88	112	114	132	141	136	143	139	142	142	
	Percent of STATE Capacity				114.1%	116.8%	121.3%	121.7%	125.1%	126.9%	125.9%	127.2%	126.5%	127.0%	127.0%	
Linton Springs	685	20	0	705	685	732	755	792	795	794	777	784	780	784	784	
	Over (Under) State Rated Capacity				(20)	27	50	87	90	89	72	79	75	79	79	
	Percent of STATE Capacity				97.2%	103.8%	107.1%	112.3%	112.8%	112.6%	110.2%	111.2%	110.6%	111.2%	111.2%	
Piney Ridge	548	20	0	568	536	561	591	596	606	584	593	599	597	600	600	
	Over (Under) State Rated Capacity				\$ (32)	(7)	23	28	38	16	25	31	29	32	32	
	Percent of STATE Capacity				94.4%	98.8%	104.0%	104.9%	106.7%	102.8%	104.4%	105.5%	105.1%	105.6%	105.6%	
TOTALS	2854	80	20	2954	2884	2951	3040	3085	3106	3111	3103	3132	3117	3131	3131	
	Over (Under) State Rated Capacity				(70)	(3)	86	131	152	157	149	178	163	177	177	
	Percent of STATE Capacity				97.6%	99.9%	102.9%	104.4%	105.1%	105.3%	105.0%	106.0%	105.5%	106.0%	106.0%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
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ELEMENTARY SCHOOLS

Southwest Area Schools

School	State Rated Capacity				Enrollment		Enrollment								Enrollment Projected	
	K-5	PreK	Spec. Ed.	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	
Mt. Airy	552	0	0	552	435	444	422	425	417	440	433	441	437	440	440	
	Over (Under) State Rated Capacity				(117)	(108)	(130)	(127)	(135)	(112)	(119)	(111)	(115)	(112)	(112)	
	Percent of STATE Capacity				78.8%	80.4%	76.4%	77.0%	75.5%	79.7%	78.4%	79.9%	79.2%	79.7%	79.7%	
Parr's Ridge	590	20	0	610	429	421	443	437	444	440	443	443	443	443	443	
	Over (Under) State Rated Capacity				(181)	(189)	(167)	(173)	(166)	(170)	(167)	(167)	(167)	(167)	(167)	
	Percent of STATE Capacity				70.3%	69.0%	72.6%	71.6%	72.8%	72.1%	72.6%	72.6%	72.6%	72.6%	72.6%	
Winfield	594	20	70	684	628	664	675	700	703	711	691	698	695	698	698	
	Over (Under) State Rated Capacity				(56)	(20)	(9)	16	19	27	7	14	11	14	14	
	Percent of STATE Capacity				91.8%	97.1%	98.7%	102.3%	102.8%	103.9%	101.0%	102.0%	101.6%	102.0%	102.0%	
TOTALS	1736	40	70	1846	1492	1529	1540	1562	1564	1591	1567	1582	1575	1581	1581	
	Over (Under) State Rated Capacity				(354)	(317)	(306)	(284)	(282)	(255)	(279)	(264)	(271)	(265)	(265)	
	Percent of STATE Capacity				80.8%	82.8%	83.4%	84.6%	84.7%	86.2%	84.9%	85.7%	85.3%	85.6%	85.6%	

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2022-2031
MIDDLE SCHOOLS

School	Capacity				Enrollment		Enrollment								Enrollment Projected	
	State Rated	Functional			Actual	Projected										
	6-8	Spec Ed	6-8	Spec Ed	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	
Mt. Airy	850	20	750	20	728	698	704	697	731	707	752	741	774	747	761	
	Over (Under) State Rated Capacity				(142)	(172)	(166)	(173)	(139)	(163)	(118)	(129)	(96)	(123)	(109)	
	Percent of STATE Capacity				83.7%	80.2%	80.9%	80.1%	84.0%	81.3%	86.4%	85.2%	89.0%	85.9%	87.5%	
	Over (Under) Functional Capacity				(42)	(72)	(66)	(73)	(39)	(63)	(18)	(29)	4	(23)	(9)	
	Percent of Functional Capacity				94.5%	90.6%	91.4%	90.5%	94.9%	91.8%	97.7%	96.2%	100.5%	97.0%	98.8%	
North Carroll	850	20	750	20	612	602	599	611	616	607	642	641	670	657	668	
	Over (Under) State Rated Capacity				(258)	(268)	(271)	(259)	(254)	(263)	(228)	(229)	(200)	(213)	(202)	
	Percent of STATE Capacity				70.3%	69.2%	68.9%	70.2%	70.8%	69.8%	73.8%	73.7%	77.0%	75.5%	76.8%	
	Over (Under) Functional Capacity				(158)	(168)	(171)	(159)	(154)	(163)	(128)	(129)	(100)	(113)	(102)	
	Percent of Functional Capacity				79.5%	78.2%	77.8%	79.4%	80.0%	78.8%	83.4%	83.2%	87.0%	85.3%	86.8%	
Northwest	829	20	750	20	620	612	604	617	640	664	677	661	684	677	689	
	Over (Under) State Rated Capacity				(229)	(237)	(245)	(232)	(209)	(185)	(172)	(188)	(165)	(172)	(160)	
	Percent of STATE Capacity				73.0%	72.1%	71.1%	72.7%	75.4%	78.2%	79.7%	77.9%	80.6%	79.7%	81.2%	
	Over (Under) Functional Capacity				(150)	(158)	(166)	(153)	(130)	(106)	(93)	(109)	(86)	(93)	(81)	
	Percent of Functional Capacity				80.5%	79.5%	78.4%	80.1%	83.1%	86.2%	87.9%	85.8%	88.8%	87.9%	89.5%	
Oklahoma Road	850	20	775	20	696	745	761	827	824	824	833	830	867	859	875	
	Over (Under) State Rated Capacity				(174)	(125)	(109)	(43)	(46)	(46)	(37)	(40)	(3)	(11)	5	
	Percent of STATE Capacity				80.0%	85.6%	87.5%	95.1%	94.7%	94.7%	95.7%	95.4%	99.7%	98.7%	100.6%	
	Over (Under) Functional Capacity				(99)	(50)	(34)	32	29	29	38	35	72	64	80	
	Percent of Functional Capacity				87.5%	93.7%	95.7%	104.0%	103.6%	103.6%	104.8%	104.4%	109.1%	108.1%	110.1%	
Shiloh	765	50	675	50	617	610	627	629	646	675	686	686	678	686	698	
	Over (Under) State Rated Capacity				(198)	(205)	(188)	(186)	(169)	(140)	(129)	(129)	(137)	(129)	(117)	
	Percent of STATE Capacity				75.7%	74.8%	76.9%	77.2%	79.3%	82.8%	84.2%	84.2%	83.2%	84.2%	85.6%	
	Over (Under) Functional Capacity				(108)	(115)	(98)	(96)	(79)	(50)	(39)	(39)	(47)	(39)	(27)	
	Percent of Functional Capacity				85.1%	84.1%	86.5%	86.8%	89.1%	93.1%	94.6%	94.6%	93.5%	94.6%	96.3%	
Sykesville	786	20	700	20	780	746	748	704	767	844	911	907	892	875	890	
	Over (Under) State Rated Capacity				(26)	(60)	(58)	(102)	(39)	38	105	101	86	69	84	
	Percent of STATE Capacity				96.8%	92.6%	92.8%	87.3%	95.2%	104.7%	113.0%	112.5%	110.7%	108.6%	110.4%	
	Over (Under) Functional Capacity				60	26	28	(16)	47	124	191	187	172	155	170	
	Percent of Functional Capacity				108.3%	103.6%	103.9%	97.8%	106.5%	117.2%	126.5%	126.0%	123.9%	121.5%	123.6%	

Carroll County Public Schools Actual & Projected Enrollment
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MIDDLE SCHOOLS

School	Capacity				Enrollment		Enrollment								Enrollment
	State Rated	Functional			Actual	Projected									Projected
	6-8	Spec Ed	6-8	Spec Ed	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Westminster East	829	40	750	40	757	710	742	724	733	737	736	731	743	743	757
Over (Under) State Rated Capacity					(112)	(159)	(127)	(145)	(136)	(132)	(133)	(138)	(126)	(126)	(112)
Percent of STATE Capacity					87.1%	81.7%	85.4%	83.3%	84.3%	84.8%	84.7%	84.1%	85.5%	85.5%	87.1%
Over (Under) Functional Capacity					(33)	(80)	(48)	(66)	(57)	(53)	(54)	(59)	(47)	(47)	(33)
Percent of Functional Capacity					95.8%	89.9%	93.9%	91.6%	92.8%	93.3%	93.2%	92.5%	94.1%	94.1%	95.8%
Westminster West	1105	30	1025	30	870	830	835	839	842	838	882	886	914	893	910
Over (Under) State Rated Capacity					(265)	(305)	(300)	(296)	(293)	(297)	(253)	(249)	(221)	(242)	(225)
Percent of STATE Capacity					76.7%	73.1%	73.6%	73.9%	74.2%	73.8%	77.7%	78.1%	80.5%	78.7%	80.2%
Over (Under) Functional Capacity					(185)	(225)	(220)	(216)	(213)	(217)	(173)	(169)	(141)	(162)	(145)
Percent of Functional Capacity					82.5%	78.7%	79.1%	79.5%	79.8%	79.4%	83.6%	84.0%	86.6%	84.6%	86.3%
TOTAL	6864	220	6175	220	5680	5553	5620	5648	5799	5896	6119	6083	6222	6137	6248
Over (Under) State Rated Capacity					(1,404)	(1,531)	(1,464)	(1,436)	(1,285)	(1,188)	(965)	(1,001)	(862)	(947)	(836)
Percent of STATE Capacity					80.2%	78.4%	79.3%	79.7%	81.9%	83.2%	86.4%	85.9%	87.8%	86.6%	88.2%
Over (Under) Functional Capacity					(715)	(842)	(775)	(747)	(596)	(499)	(276)	(312)	(173)	(258)	(147)
Percent of Functional Capacity					88.8%	86.8%	87.9%	88.3%	90.7%	92.2%	95.7%	95.1%	97.3%	96.0%	97.7%

Carroll County Public Schools Actual & Projected Enrollment
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MIDDLE SCHOOLS

Southern Area

School	Capacity				Enrollment		Enrollment									
	State Rated	Functional			Actual	Projected										
	6-8	Spec Ed	6-8	Spec Ed	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	
Mt. Airy	850	20	750	20	728	698	704	697	731	707	752	741	774	747	761	
	Over (Under) State Rated Capacity				(142)	(172)	(166)	(173)	(139)	(163)	(118)	(129)	(96)	(123)	(109)	
	Percent of STATE Capacity				83.7%	80.2%	80.9%	80.1%	84.0%	81.3%	86.4%	85.2%	89.0%	85.9%	87.5%	
	Over (Under) Functional Capacity				(42)	(72)	(66)	(73)	(39)	(63)	(18)	(29)	4	(23)	(9)	
	Percent of Functional Capacity				94.5%	90.6%	91.4%	90.5%	94.9%	91.8%	97.7%	96.2%	100.5%	97.0%	98.8%	
Oklahoma Road	850	20	775	20	696	745	761	827	824	824	833	830	867	859	875	
	Over (Under) State Rated Capacity				(174)	(125)	(109)	(43)	(46)	(46)	(37)	(40)	(3)	(11)	5	
	Percent of STATE Capacity				80.0%	85.6%	87.5%	95.1%	94.7%	94.7%	95.7%	95.4%	99.7%	98.7%	100.6%	
	Over (Under) Functional Capacity				(99)	(50)	(34)	32	29	29	38	35	72	64	80	
	Percent of Functional Capacity				87.5%	93.7%	95.7%	104.0%	103.6%	103.6%	104.8%	104.4%	109.1%	108.1%	110.1%	
Sykesville	786	20	700	20	780	746	748	704	767	844	911	907	892	875	890	
	Over (Under) State Rated Capacity				(26)	(60)	(58)	(102)	(39)	38	105	101	86	69	84	
	Percent of STATE Capacity				96.8%	92.6%	92.8%	87.3%	95.2%	104.7%	113.0%	112.5%	110.7%	108.6%	110.4%	
	Over (Under) Functional Capacity				60	26	28	(16)	47	124	191	187	172	155	170	
	Percent of Functional Capacity				108.3%	103.6%	103.9%	97.8%	106.5%	117.2%	126.5%	126.0%	123.9%	121.5%	123.6%	
TOTALS	2486	60	2225	60	2204	2189	2213	2228	2322	2375	2496	2478	2533	2481	2526	
	Over (Under) State Rated Capacity				(342)	(357)	(333)	(318)	(224)	(171)	(50)	(68)	(13)	(65)	(20)	
	Percent of STATE Capacity				86.6%	86.0%	86.9%	87.5%	91.2%	93.3%	98.0%	97.3%	99.5%	97.4%	99.2%	
	Over (Under) Functional Capacity				(81)	(96)	(72)	(57)	37	90	211	193	248	196	241	
	Percent of Functional Capacity				96.5%	95.8%	96.8%	97.5%	101.6%	103.9%	109.2%	108.4%	110.9%	108.6%	110.5%	

Carroll County Public Schools Actual & Projected Enrollment
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MIDDLE SCHOOLS

Westminster Area

School	Capacity				Enrollment		Enrollment								Enrollment	
	State Rated	Functional	6-8	Spec Ed	Actual	Projected	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Westminster East	829	40	750	40	757	710	742	724	733	737	736	731	743	743	743	757
Over (Under) State Rated Capacity					(112)	(159)	(127)	(145)	(136)	(132)	(133)	(138)	(126)	(126)	(126)	(112)
Percent of STATE Capacity					87.1%	81.7%	85.4%	83.3%	84.3%	84.8%	84.7%	84.1%	85.5%	85.5%	85.5%	87.1%
Over (Under) Functional Capacity					(33)	(80)	(48)	(66)	(57)	(53)	(54)	(59)	(47)	(47)	(47)	(33)
Percent of Functional Capacity					95.8%	89.9%	93.9%	91.6%	92.8%	93.3%	93.2%	92.5%	94.1%	94.1%	94.1%	95.8%
Westminster West	1105	30	1025	30	870	830	835	839	842	838	882	886	914	893	893	910
Over (Under) State Rated Capacity					(265)	(305)	(300)	(296)	(293)	(297)	(253)	(249)	(221)	(242)	(242)	(225)
Percent of STATE Capacity					76.7%	73.1%	73.6%	73.9%	74.2%	73.8%	77.7%	78.1%	80.5%	78.7%	78.7%	80.2%
Over (Under) Functional Capacity					(185)	(225)	(220)	(216)	(213)	(217)	(173)	(169)	(141)	(162)	(162)	(145)
Percent of Functional Capacity					82.5%	78.7%	79.1%	79.5%	79.8%	79.4%	83.6%	84.0%	86.6%	84.6%	84.6%	86.3%
TOTALS	1934	70	1775	70	1,627	1,540	1,577	1,563	1,575	1,575	1,618	1,617	1,657	1,636	1,636	1,667
Over (Under) State Rated Capacity					(377)	(464)	(427)	(441)	(429)	(429)	(386)	(387)	(347)	(368)	(368)	(337)
Percent of STATE Capacity					81.2%	76.8%	78.7%	78.0%	78.6%	78.6%	80.7%	80.7%	82.7%	81.6%	81.6%	83.2%
Over (Under) Functional Capacity					(218)	(305)	(268)	(282)	(270)	(270)	(227)	(228)	(188)	(209)	(209)	(178)
Percent of Functional Capacity					88.2%	83.5%	85.5%	84.7%	85.4%	85.4%	87.7%	87.6%	89.8%	88.7%	88.7%	90.4%

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2022-2031

MIDDLE SCHOOLS

Northeast

School	Capacity		Enrollment		Enrollment										Enrollment
	State Rated	Functional	Actual	Projected	Projected										Projected
	6-8	Spec Ed	6-8	Spec Ed	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
North Carroll	850	20	750	20	612	602	599	611	616	607	642	641	670	657	668
	Over (Under) State Rated Capacity				(258)	(268)	(271)	(259)	(254)	(263)	(228)	(229)	(200)	(213)	(202)
	Percent of STATE Capacity				70.3%	69.2%	68.9%	70.2%	70.8%	69.8%	73.8%	73.7%	77.0%	75.5%	76.8%
	Over (Under) Functional Capacity				(158)	(168)	(171)	(159)	(154)	(163)	(128)	(129)	(100)	(113)	(102)
	Percent of Functional Capacity				79.5%	78.2%	77.8%	79.4%	80.0%	78.8%	83.4%	83.2%	87.0%	85.3%	86.8%
Shiloh	765	50	675	50	617	610	627	629	646	675	686	686	678	686	698
	Over (Under) State Rated Capacity				(198)	(205)	(188)	(186)	(169)	(140)	(129)	(129)	(137)	(129)	(117)
	Percent of STATE Capacity				75.7%	74.8%	76.9%	77.2%	79.3%	82.8%	84.2%	84.2%	83.2%	84.2%	85.6%
	Over (Under) Functional Capacity				(108)	(115)	(98)	(96)	(79)	(50)	(39)	(39)	(47)	(39)	(27)
	Percent of Functional Capacity				85.1%	84.1%	86.5%	86.8%	89.1%	93.1%	94.6%	94.6%	93.5%	94.6%	96.3%
TOTALS	1615	70	1425	70	1,229	1,212	1,226	1,240	1,262	1,282	1,328	1,327	1,348	1,343	1,366
	Over (Under) State Rated Capacity				(456)	(473)	(459)	(445)	(423)	(403)	(357)	(358)	(337)	(342)	(319)
	Percent of STATE Capacity				72.9%	71.9%	72.8%	73.6%	74.9%	76.1%	78.8%	78.8%	80.0%	79.7%	81.1%
	Over (Under) Functional Capacity				(266)	(283)	(269)	(255)	(233)	(213)	(167)	(168)	(147)	(152)	(129)
	Percent of Functional Capacity				82.2%	81.1%	82.0%	82.9%	84.4%	85.8%	88.8%	88.8%	90.2%	89.8%	91.4%

Carroll County Public Schools Actual & Projected Enrollment
 Educational Facilities Master Plan - 2022-2031

MIDDLE SCHOOLS

Western Area

School	Capacity				Enrollment Actual 2021	Enrollment Projected 2022	Enrollment								Enrollment Projected	
	State Rated	Functional	6-8	Spec Ed			2023	2024	2025	2026	2027	2028	2029	2030	2031	
	6-8	Spec Ed														
Northwest	829	20	750	20	620	612	604	617	640	664	677	661	684	677	689	
	Over (Under) State Rated Capacity				(229)	(237)	(245)	(232)	(209)	(185)	(172)	(188)	(165)	(172)	(160)	
	Percent of STATE Capacity				73.0%	72.1%	71.1%	72.7%	75.4%	78.2%	79.7%	77.9%	80.6%	79.7%	81.2%	
	Over (Under) Functional Capacity				(150)	(158)	(166)	(153)	(130)	(106)	(93)	(109)	(86)	(93)	(81)	
	Percent of Functional Capacity				80.5%	79.5%	78.4%	80.1%	83.1%	86.2%	87.9%	85.8%	88.8%	87.9%	89.5%	
TOTALS	829	20	750	20	620	612	604	617	640	664	677	661	684	677	689	
	Over (Under) State Rated Capacity				(229)	(237)	(245)	(232)	(209)	(185)	(172)	(188)	(165)	(172)	(160)	
	Percent of STATE Capacity				73.0%	72.1%	71.1%	72.7%	75.4%	78.2%	79.7%	77.9%	80.6%	79.7%	81.2%	
	Over (Under) Functional Capacity				(150)	(158)	(166)	(153)	(130)	(106)	(93)	(109)	(86)	(93)	(81)	
	Percent of Functional Capacity				80.5%	79.5%	78.4%	80.1%	83.1%	86.2%	87.9%	85.8%	88.8%	87.9%	89.5%	

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2022-2031
HIGH SCHOOLS

School	Capacity State Rated			Enrollment Actual	Projected	Enrollment								Enrollment Projected
	9-12	Spec Ed	Total	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Century	1352	10	1362	1140	1123	1115	1145	1082	1069	1062	1072	1175	1247	1290
	Over (Under) State Rated Capacity			(222)	(239)	(247)	(217)	(280)	(293)	(300)	(290)	(187)	(115)	(72)
	Percent of STATE Capacity			83.7%	82.5%	81.9%	84.1%	79.4%	78.5%	78.0%	78.7%	86.3%	91.6%	94.7%
Francis Scott Key	1224	30	1254	924	924	930	920	862	833	857	886	890	932	927
	Over (Under) State Rated Capacity			(330)	(330)	(324)	(334)	(392)	(421)	(397)	(368)	(364)	(322)	(327)
	Percent of STATE Capacity			73.7%	73.7%	74.2%	73.4%	68.7%	66.4%	68.3%	70.7%	71.0%	74.3%	73.9%
Liberty	1118	20	1138	1002	970	975	970	997	1030	1068	1127	1110	1138	1130
	Over (Under) State Rated Capacity			(136)	(168)	(163)	(168)	(141)	(108)	(70)	(11)	(28)	-	(8)
	Percent of STATE Capacity			88.0%	85.2%	85.7%	85.2%	87.6%	90.5%	93.8%	99.0%	97.5%	100.0%	99.3%
Manchester Valley	1373	10	1383	1342	1348	1358	1318	1290	1281	1273	1307	1325	1352	1369
	Over (Under) State Rated Capacity			(41)	(35)	(25)	(65)	(93)	(102)	(110)	(76)	(58)	(31)	(14)
	Percent of STATE Capacity			97.0%	97.5%	98.2%	95.3%	93.3%	92.6%	92.0%	94.5%	95.8%	97.8%	99.0%
South Carroll	1309	30	1339	922	920	934	930	927	932	916	934	940	967	974
	Over (Under) State Rated Capacity			(417)	(419)	(405)	(409)	(412)	(407)	(423)	(405)	(399)	(372)	(365)
	Percent of STATE Capacity			68.9%	68.7%	69.8%	69.5%	69.2%	69.6%	68.4%	69.8%	70.2%	72.2%	72.7%
Westminster	1798	40	1838	1448	1416	1432	1422	1376	1368	1363	1380	1401	1433	1445
	Over (Under) State Rated Capacity			(390)	(422)	(406)	(416)	(462)	(470)	(475)	(458)	(437)	(405)	(393)
	Percent of STATE Capacity			78.8%	77.0%	77.9%	77.4%	74.9%	74.4%	74.2%	75.1%	76.2%	78.0%	78.6%
Winters Mill	1309	30	1339	1086	1130	1111	1148	1109	1073	1101	1084	1097	1100	1093
	Over (Under) State Rated Capacity			(253)	(209)	(228)	(191)	(230)	(266)	(238)	(255)	(242)	(239)	(246)
	Percent of STATE Capacity			81.1%	84.4%	83.0%	85.7%	82.8%	80.1%	82.2%	81.0%	81.9%	82.2%	81.6%
TOTALS	9,483	170	9,653	7,864	7,831	7,855	7,853	7,643	7,586	7,640	7,790	7,938	8,169	8,228
Over (Under) State Rated Capacity				(1,789)	(1,822)	(1,798)	(1,800)	(2,010)	(2,067)	(2,013)	(1,863)	(1,715)	(1,484)	(1,425)
Percent of STATE Capacity				81.5%	81.1%	81.4%	81.4%	79.2%	78.6%	79.1%	80.7%	82.2%	84.6%	85.2%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
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HIGH SCHOOLS

Southern Area

School	Capacity			Enrollment		Enrollment								Enrollment
	9-12	State Rated Spec Ed	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	Projected 2031
Century	1352	10	1362	1140	1123	1115	1145	1082	1069	1062	1072	1175	1247	1290
	Over (Under) State Rated Capacity			(222)	(239)	(247)	(217)	(280)	(293)	(300)	(290)	(187)	(115)	(72)
	Percent of STATE Capacity			83.7%	82.5%	81.9%	84.1%	79.4%	78.5%	78.0%	78.7%	86.3%	91.6%	94.7%
Liberty	1118	20	1138	1002	970	975	970	997	1030	1068	1127	1110	1138	1130
	Over (Under) State Rated Capacity			(136)	(168)	(163)	(168)	(141)	(108)	(70)	(11)	(28)	-	(8)
	Percent of STATE Capacity			88.0%	85.2%	85.7%	85.2%	87.6%	90.5%	93.8%	99.0%	97.5%	100.0%	99.3%
South Carroll	1309	30	1339	922	920	934	930	927	932	916	934	940	967	974
	Over (Under) State Rated Capacity			(417)	(419)	(405)	(409)	(412)	(407)	(423)	(405)	(399)	(372)	(365)
	Percent of STATE Capacity			68.9%	68.7%	69.8%	69.5%	69.2%	69.6%	68.4%	69.8%	70.2%	72.2%	72.7%
TOTALS	3779	60	3839	3064	3013	3024	3045	3006	3031	3046	3133	3225	3352	3394
	Over (Under) State Rated Capacity			(775)	(826)	(815)	(794)	(833)	(808)	(793)	(706)	(614)	(487)	(445)
	Percent of STATE Capacity			79.8%	78.5%	78.8%	79.3%	78.3%	79.0%	79.3%	81.6%	84.0%	87.3%	88.4%

Northwestern Area

School	Capacity			Enrollment		Enrollment								Enrollment
	9-12	State Rated Spec Ed	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	Projected 2031
Francis Scott Key	1224	30	1254	924	924	930	920	862	833	857	886	890	932	927
	Over (Under) State Rated Capacity			(330)	(330)	(324)	(334)	(392)	(421)	(397)	(368)	(364)	(322)	(327)
	Percent of STATE Capacity			73.7%	73.7%	74.2%	73.4%	68.7%	66.4%	68.3%	70.7%	71.0%	74.3%	73.9%

Comparisons are based on total State Rated capacity with FTE

Carroll County Public Schools Actual & Projected Enrollment
Educational Facilities Master Plan - 2022-2031
HIGH SCHOOLS

Northeastern Area

School	Capacity			Enrollment		Enrollment								Enrollment
	9-12	State Rated Spec Ed	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	Projected 2031
Manchester Valley	1373	10	1383	1342	1348	1358	1318	1290	1281	1273	1307	1325	1352	1369
	Over (Under) State Rated Capacity			(41)	(35)	(25)	(65)	(93)	(102)	(110)	(76)	(58)	(31)	(14)
	Percent of STATE Capacity			97.0%	97.5%	98.2%	95.3%	93.3%	92.6%	92.0%	94.5%	95.8%	97.8%	99.0%
TOTALS	1373	10	1383	1342	1348	1358	1318	1290	1281	1273	1307	1325	1352	1369
	Over (Under) State Rated Capacity			(41)	(35)	(25)	(65)	(93)	(102)	(110)	(76)	(58)	(31)	(14)
	Percent of STATE Capacity			97.0%	97.5%	98.2%	95.3%	93.3%	92.6%	92.0%	94.5%	95.8%	97.8%	99.0%

Westminster Area

School	Capacity			Enrollment		Enrollment								Enrollment
	9-12	State Rated Spec Ed	Total	Actual 2021	Projected 2022	2023	2024	2025	2026	2027	2028	2029	2030	Projected 2031
Westminster	1798	40	1838	1448	1416	1432	1422	1376	1368	1363	1380	1401	1433	1445
	Over (Under) State Rated Capacity			(390)	(422)	(406)	(416)	(462)	(470)	(475)	(458)	(437)	(405)	(393)
	Percent of STATE Capacity			78.8%	77.0%	77.9%	77.4%	74.9%	74.4%	74.2%	75.1%	76.2%	78.0%	78.6%
Winters Mill	1309	30	1339	1086	1130	1111	1148	1109	1073	1101	1084	1097	1100	1093
	Over (Under) State Rated Capacity			(253)	(209)	(228)	(191)	(230)	(266)	(238)	(255)	(242)	(239)	(246)
	Percent of STATE Capacity			81.1%	84.4%	83.0%	85.7%	82.8%	80.1%	82.2%	81.0%	81.9%	82.2%	81.6%
TOTALS	3107	70	3177	2534	2546	2543	2570	2485	2441	2464	2464	2498	2533	2538
	Over (Under) State Rated Capacity			(643)	(631)	(634)	(607)	(692)	(736)	(713)	(713)	(679)	(644)	(639)
	Percent of STATE Capacity			79.8%	80.1%	80.0%	80.9%	78.2%	76.8%	77.6%	77.6%	78.6%	79.7%	79.9%

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 2022 to 2031 period.

Capacity Analysis

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

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

*Functional Capacity is utilized when evaluating Middle School utilization percentages

System Wide Capacity Needs

Total enrollment increased by 486 students in 2021, to 24,568 students. This increase was mostly due to the return of students who withdrew from public schools in 2020 during the COVID-19 pandemic. Based on higher historical grade succession ratios, the projections indicate enrollment will increase to 26,476 students by end of the projection period.

Comparing the projected 2031 total enrollment (12,033 elementary, 6,248 middle, and 8,228 high) with existing school capacities (12,720 elementary, 6,395 middle, and 9,653 high) there is sufficient capacity systemwide to handle projected enrollments.

Elementary School Capacity Needs

Based on the current projections, overall elementary utilization is projected to increase from 89% to 94% in five years, and 94% by the tenth year. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected elementary enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have capacity concerns, elementary schools were grouped into five geographic clusters of schools. Utilizations for the 1st, 5th year, and 10th years of the projection period were examined to determine

areas of concern. Based on this analysis, the Southeast area is projected to be inadequate in 2026 and 2031.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2022	2026	2031
Northeast Area	86%	90%	91%
Northwest Area	83%	88%	88%
Westminster Area	91%	93%	94%
Southeast Area	100%	105%	106%
Southwest Area	83%	86%	86%

At the individual school level, Freedom Elementary is currently over 105% and projected to be over 120% utilization beginning in 2023. In addition to Freedom Elementary, the projections indicate that Linton Springs Elementary, Piney Ridge Elementary, and Sandymount Elementary will be over 105% sometime in the projection period.

The enrollment projection methodology uses historical enrollment trends to project future enrollment. Therefore, projections are more reliable when there is a consistent rate of growth. In order to identify areas where the growth rate is changing, a comparison of historical and projected permit activity is done for each elementary school. The table below compares the number of building permits issued for each school district over the past four years with the number of projected building permits for each school district for the next four years. Based on this analysis Elmer Wolfe, Hampstead, and Westminster Elementary Schools have the most potential for an increase in the number of permits over the next four years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY18	FY19	FY20	FY21	4 Yr. Total	FY22	FY23	FY24	FY25	4 Yr. Total	
Carrolltowne	3	1	8	0	12	0	1	0	0	1	-11
Cranberry Station	24	34	43	78	179	36	16	23	0	75	-104
Ebb Valley	13	7	14	14	48	6	20	8	0	34	-14
Eldersburg	1	3	4	3	11	1	0	5	0	6	-5
Elmer Wolfe	6	12	15	46	79	33	41	124	0	198	119
Freedom	26	38	12	5	81	1	7	57	32	97	16
Friendship Valley	12	1	4	3	20	1	10	0	0	11	-9
Hampstead	22	17	5	3	47	1	15	100	100	216	169
Linton Springs	12	6	3	5	26	10	9	26	25	70	44
Manchester	15	10	12	15	52	1	31	35	0	67	15
Mechanicsville	10	19	12	12	53	16	32	6	0	54	1
Mt. Airy*	3	11	15	47	76	14	19	0	0	33	-43
Piney Ridge	8	37	11	52	108	44	21	2	0	67	-41
Robert Moton	1	3	4	3	11	0	3	0	0	3	-8
Runnymede	31	22	24	46	123	19	45	2	0	66	-57
Sandymount	10	18	17	43	88	18	15	10	0	43	-45
Spring Garden	9	14	7	4	34	3	8	0	0	11	-23
Taneytown	5	35	89	152	281	81	74	68	0	223	-58
Westminster	2	1	5	37	45	35	1	189	0	225	180
William Winchester	53	29	13	5	100	14	12	36	31	93	-7
Winfield	17	11	10	14	52	25	29	14	0	68	16
TOTALS	283	329	327	587	1526	359	409	705	188	1661	135

Source: Carroll County Bureau of Development Review

Middle School Capacity Needs

Based on the current projections, overall middle utilization increases from 89% to 92% in five years, and then to 98% by the tenth year. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected middle enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have specific capacity concerns, middle schools were grouped into four geographic clusters of schools. Utilizations for the 1st, 5th year, and 10th years of the projection period were examined to determine areas of concern. Based on this analysis, the Southern Area is projected to be inadequate in 2031.

MIDDLE SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2022	2026	2031
Southern Area	96%	104%	111%
Westminster Area	84%	85%	90%
Northeast Area	81%	86%	91%
Northwest Area	80%	86%	90%

At the individual school level Sykesville Middle is projected to be inadequate in 2026, and Oklahoma Road Middle is projected to be inadequate in 2031.

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

SCHOOL						PROJECTED PERMITS					Difference
	FY18	FY19	FY20	FY21	4 Yr. Total	FY22	FY23	FY24	FY25	4 Yr. Total	
Mt. Airy	19	20	23	60	122	24	44	14	0	82	-40
North Carroll	28	17	22	21	88	4	49	43	0	96	8
Northwest	37	67	126	242	472	133	150	194	0	477	5
Oklahoma Road	30	41	24	8	103	2	8	62	32	104	1
Shiloh	38	49	29	49	165	20	35	110	100	265	100
Sykesville	20	46	16	58	140	70	34	28	25	157	17
Westminster East	82	67	68	96	313	54	41	248	31	374	61
Westminster West	29	22	19	53	123	52	48	6	0	106	-17
TOTALS	283	329	327	587	1526	359	409	705	188	1661	135

Source: Carroll County Bureau of Development Review

High School Capacity Needs

Based on the current projections, overall high utilization is projected to decline from 82% to 79% in the next five years, and then increase to 85% 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 all regions have adequate capacity to handle projected enrollments.

HIGH SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2022	2026	2031
Southern Area	79%	79%	88%
Northwest Area	74%	66%	74%
Northeast Area	98%	93%	99%
Westminster Area	80%	77%	80%

At the individual school level, all schools have adequate capacity to handle projected enrollments.

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, Manchester Valley High has the most potential for an increase in the number of permits over the next four years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY18	FY19	FY20	FY21	4 Year Total	FY22	FY23	FY24	FY25	4 Year Total	
Century	20	46	16	58	140	70	34	28	25	157	17
Francis Scott Key	37	67	125	242	471	133	150	194	0	477	6
Liberty	30	41	24	8	103	2	8	62	32	104	1
Manchester Valley	56	48	34	27	165	8	69	143	100	320	155
South Carroll	19	20	23	60	122	24	44	14	0	82	-40
Westminster	33	40	39	96	208	68	63	16	0	147	-61
Winters Mill	88	67	66	96	317	54	41	248	31	374	57
TOTALS	283	329	327	587	1526	359	409	705	188	1661	135

Source: Carroll County Bureau of Development Review

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

Elementary Schools

- Southeast Area Elementary schools (Carrolltowne, Eldersburg, Freedom, Linton Springs, and Piney Ridge) are projected to be inadequate by BOE policy in 2025. **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall of 2022.**

- Freedom Elementary is currently Inadequate by BOE Policy, and projected be Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance. **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.**
- Linton Springs Elementary is projected to be inadequate by Board of Education Policy in 2024. **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.**
- Piney Ridge Elementary is projected to be inadequate by Board of Education Policy in 2025. **The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.**
- Sandymount Elementary is projected to be inadequate by Board of Education Policy in 2024. **Continue to request the kindergarten addition for Sandymount to accommodate the move to full day kindergarten that occurred in 2007.**

Middle Schools

- Southern Area Middle schools (Mt. Airy, Oklahoma Road, and Sykesville) are projected to be inadequate by BOE policy in 2030
The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.
- Sykesville Middle is projected be inadequate by Board of Education Policy in 2026
The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.
- Oklahoma Road Middle is projected to be inadequate by Board of Education Policy in 2031.
The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall Of 2022.

Modernization Needs Analysis

In addition to providing school capacity to house student enrollments, another essential part of this Facilities Master Plan is to ensure that older facilities nearing the end of their useful life are meeting the demands of the current educational program, as well as county, state, and federal codes and requirements. Schools that are not meeting these standards are candidates for modernization, and are therefore scheduled for renovation or replacement in the Facilities Master Plan. Modernizations have historically taken a back seat to new schools due to the requirement to provide capacity relief to accommodate the enrollment growth. As a result, there are several schools that were constructed in fifties, sixties, and seventies which are at the end of their useful life and are in need of modernization.

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

In order to accurately assess a school buildings ability to meet today’s standards; both physical and functional educational evaluations are required.

Physical Assessment

In 2005 the Board of Education hired the firm of EMG to do building condition assessments of all school facilities in the system. EMG observed the major building components and assessed their physical condition. Estimated repair and replacement costs were developed and compared against the replacement value of the school to develop a Facilities Condition Index (FCI). The 2008 FCI number was then used to compare and rank the physical condition of school facilities. In order to update the physical assessment scores for these schools, a new FCI score is calculated every three years.

Although the work of EMG was valuable in helping to document the physical condition of our schools, the information is over ten years old. In order to provide more current facility condition information and link it with our maintenance work order system, CCPS contracted with Schooldude to provide a more comprehensive solution. Utilizing Schooldude’s Capital Forecast web application and its Life Cycle Modeling, FCI scores are updated annually for school facilities. The FCI scores for schools constructed prior to 1980 are converted to a 1,000 point scale and added to the functional scores to create a combined assessment score.

Functional Assessment

In 2008, Carroll County Public Schools staff conducted an Educational Assessment of all school facilities that were constructed prior to 1980. This assessment included evaluations done for specific program areas of the school buildings conducted by the appropriate Instructional Area Supervisors. In order to keep the functional assessment scores up to date, schools that receive capital improvements are reevaluated. The last update, which included a reevaluation of Eldersburg Elementary related to the Open Space Enclosure project, was completed in 2017.

Combined Assessment Score

In order to get a comprehensive view of how well a building is meeting the current building and instructional needs both the physical and functional scores are combined into one overall score. The combined scores for schools constructed prior to 1980 are included in the following table.

School	Physical Assessment Score	Functional Assessment Score	Total Score
Westminster East MS	177	579	756
William Winchester ES	513	524	1037
Westminster HS	470	654	1124
Northwest MS	419	723	1142
Westminster West MS	650	578	1228
Carrolltowne ES	504	747	1251
South Carroll HS	587	725	1312
Eldersburg ES	619	729	1348
Westminster ES	657	809	1466
Freedom ES	690	810	1500
Robert Moton ES	658	859	1517

According to the combined scores, the top two candidates for modernization are East Middle and William Winchester Elementary. A replacement school project is currently under construction to address East Middle School, therefore the next modernization project to be included in the plan is William Winchester Elementary.

Since the time of the original functional assessment, Liberty High School's FCI score has changed dramatically. Liberty High currently has the second highest FCI score (81.1%) behind East Middle (82.5%), but it is not currently a candidate for modernization because it was not included in the original assessment. In order to understand how Liberty High compares to the schools on the current list, a new functional assessment must be conducted. It has been almost 15 years since the original functional assessment was conducted, therefore it is time for a new functional assessment to evaluate the schools based on today's instructional requirements.

Capital Renewal Analysis

The average school building is expected to last a minimum of forty years before it receives a modernization. Although many of the systems that make up a school building may last for forty years, there are certain systems that must be replaced prior to modernization to keep the school in operation. Two of the larger systems that typically need replacing and are critical to the operation of a school are the roof and the heating, ventilation and air conditioning (HVAC) systems. Due to the size of these systems, the replacement costs are too large to be able to adequately fund them in the operating budget. Therefore these projects are prioritized annually based on age and condition and included in the annual capital budget requests to the County and State.

- **Roofs** - Replacement of aging roofs is necessary to protect building structure, and to preserve the learning environment. Without a roof replacement program, aging roofs will continue to deteriorate allowing water to infiltrate building envelopes. This water infiltration will damage the structural roof deck, interior ceilings, floor and wall finishes, and building contents. Water infiltration can also create conditions which could lead to air quality issues within the building. Additionally, persistent leaks disrupt learning areas and interfere with the learning environment in the school. The plan includes three single-ply roofs that need to be replaced over the next decade. These types of roofs have an expected useful life of 15- 20 years. This plan is based on replacing these roofs between 20-25 years, except in cases where there is a major HVAC project scheduled at a school. In those cases, the roof project is scheduled after the HVAC project to avoid damage to the new roof installations.

SCHOOL	ROOF TYPE	SQUARE FEET	DATE OF INSTALL	CURRENT AGE	EFMP SCHEDULED REPLACEMENT	AGE AT REPLACEMENT
North Carroll Middle	Shingle	68,000	2005	15	2023	18
Spring Garden Elementary	Single Ply	63,500	1991	29	2024	33
Oklahoma Road Middle	Single Ply	116,399	1997	23	2025	28
Century High	Single Ply	135,000	2000	20	2026	26
Shiloh Middle	TPO	116,250	2000	20	2027	27
Gateway	Shingle	30,300	2003	17	2028	25

- **HVAC** – Due to the significant impact of temperature and indoor air quality on the learning environment, the HVAC system plays a critical role in the daily operation of a school building. Replacement of aging systems and equipment is required to continue to provide a comfortable and healthy learning environment. The industry standard for the replacement of most HVAC system components is in the 20–25-year timeframe. Most of these systems have exceeded their useful lives by over 10 -20 years.

School	HVAC Scope	Date of Installation	Scheduled Replacement (Summer)	Age at Replacement
Spring Garden Elementary	System Replacement	1991	2023	32
Oklahoma Road Middle	System Replacement	1997	2024	27
Mt. Airy Elementary	System Replacement	1987	2025	38
Carroll Springs	System Replacement	1981	2025	44
Carrolltowne Elementary	System Replacement	1976	2025	49
Northwest Middle	System Replacement	1976	2025	49
Liberty High	System Replacement	1980	2026	46
Piney Ridge Elementary	System Replacement	1991	2027	36
Friendship Valley Elementary	System Replacement	1992	2027	35
Mechanicsville Elementary	System Replacement	1994	2028	34
Runnymede Elementary	System Replacement	1994	2028	34
Taneytown Elementary	System Replacement	1995	2029	34
Elmer Wolfe Elementary	System Replacement	1998	2029	31
South Carroll High	System Replacement	1998	2030	32
Eldersburg Elementary	System Replacement	1999	2031	32
Linton Springs	System Replacement	1998	2032	34

- **Electrical Systems** – The electrical systems in older schools are starting to have pieces of equipment that need to be replaced. At the same time, the dramatic increase of the use of technology equipment has created electrical demands that were not present when these older schools were designed. This increasing dependence on technology has also created certain emergency and stand-by power requirements that did not exist when these schools were constructed. The following schools have electrical systems that require a comprehensive solution beyond the scope of typical maintenance: East Middle, & Career & Technology Center.
- **Fire Alarm Systems** – As fire alarm systems age it becomes increasingly difficult to purchase replacement parts, make repairs and maintain communication between the components of the separate systems. The replacement of the system includes the central alarm panel, annunciator panel, pull stations, heat and duct detectors, signaling devices and other peripheral devices. The Maintenance Department has identified fire alarm systems in need of replacement at the following schools: Carrolltowne Elementary, Taneytown Elementary, Elmer Wolfe Elementary, Runnymede Elementary, Career & Technology Center, and East Middle.
- **Window Replacements** – Replacement of old single-pane windows is required to protect building structure and building components, to maintain good indoor air quality, and to improve the energy efficiency of these aging facilities. As these old windows fail, the exterior building envelop will continue to be compromised. Windows that have failed or are near failure are located at the following schools: Career & Technology Center, South Carroll High, East Middle, and Westminster High.
- **Paving** – Maintaining the paved areas at 40 school locations delays or eliminates more costly parking and driveway reconstruction projects. It also prevents damage to school buses; maintenance vehicles during snow removal activities; and prevents damage to staff and parent vehicles. Without proper funding to adequately maintain paved areas, the quality of the paved surface will continue to deteriorate and ultimately fail. Due to the lack of adequate capital funding to maintain these areas, several schools have large areas where the paving has failed and now require total reconstruction. These schools include: Liberty HS, Shiloh MS,

Northwest MS, Runnymede ES, Winfield ES, Mechanicsville ES, Manchester ES, Sykesville MS, and Mount Airy 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. Programs and services are provided on a continuum ranging from consultation with regular education teachers, up through residential placement seven days a week. These programs and services are designed to ensure that appropriate programs are available to all children with disabilities in the least restrictive environment for each child. This is determined based upon the child's unique needs and not program availability.

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

- **Elementary Regional Centers** - There are five regional special education centers at the elementary level which provide Learning for Independence (LFI) and PreKindergarten (PREP) services to students. These five schools serve a geographic area and receive students from feeder schools. These five regional centers are: Carrolltowne Elementary,

Hampstead Elementary, Robert Moton Elementary, Runnymede Elementary, and Winfield Elementary. **Based on the current special education projections, the current school facilities are sufficient.**

- **County-wide Autism** – There are currently two elementary school (Hampstead, Winfield) autism program centers, one middle school (Shiloh) autism program center, and one high school (Winters Mill) autism program center. These centers provide specialized resources for students identified along the Autism spectrum. **Based on the projected needs of the programs, the current school facilities are sufficient.**
- **Behavioral Educational Support Team (BEST) Program** – There is currently one elementary school (Robert Moton) BEST program center, one middle school (East) BEST program center, and one high school (Westminster) BEST program center. These centers provide specialized resources for students who require specialized behavioral supports not found in their home schools. **Based on the projected needs of the elementary school program, the current facility at Robert Moton needs to be expanded. Although the projected needs of the middle school program does not indicate that the size of the program should grow, the current facility does not adequately meet the needs of the program. The BEST classrooms should be located in the same building as the general education classrooms to promote mainstreaming of students as they progress along their IEP. Based on the projected needs of the high school program, the current location at Westminster high is sufficient.**
- **Central Intensive Behavior Unit (IBU)** – Special Education law requires each school system to have programs that are gradually more restrictive in nature for placements as required by individualized education plans. This program provides an additional placement for students who require behavioral support as part of their individualized education plan. There is currently an IBU program available for middle and high school students at East Middle, and Westminster High. However, there is no IBU that offers these services to elementary school students. **This program should be located next to the BEST program at Robert Moton Elementary, and be included as part of the BEST program expansion needed to serve elementary school students.**

Alternative Education

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

- **Positive Response to Issues of Discipline with Elementary Students (PRIDE) Program**
PRIDE is an elementary therapeutic intervention program; part of the CCPS general education continuum of supports. PRIDE is designed to help students gain self-control and insight into their behavior in order to reduce disruptive behaviors and increase positive school behavior/adjustment and achievement. PRIDE is also designed to provide parents

with the supports needed to initiate and maintain productive changes in their homes. Students receive instruction aligned with CCPS curriculum at their instructional level. Students also receive instruction in behavior management through a structured behavior support system and direct teaching of social skills. PRIDE is supported by CCPS teachers, assistants, a school psychologist, and an intervention specialist at a ratio of approximately 3:1. The program is currently located in a portable classroom building at Friendship Valley Elementary. **This current facility does not adequately meet the needs of the program. The PRIDE classrooms should be located inside of an elementary school to provide a safe environment, and to promote mainstreaming of students as they get closer to returning to their home school.**

- **Crossroads Program** – Crossroads Middle is an alternative educational setting designed to assist middle school students to have successful school experiences. Students receive academic instruction and counseling services to improve school achievement. Classrooms are staffed by certified teachers and instructional assistants, who deliver CCPS curriculum and provide academic assistance to the students. School counselors, a school psychologist, an intervention specialist, and other support staff are available and may be assigned to assist students on specific lessons or to help manage and improve behavior. The program is currently located at the Gateway School. **Based on the current increase in mental health needs in our community, additional space may be necessary in the future to continue to support students.**
- **Gateway School** – The Gateway School is an alternative educational setting designed to assist high school students to have successful school experiences. Students who are enrolled at the Gateway School are eligible to earn credits that apply toward promotion and graduation. Classrooms are staffed by certified teachers who develop specific assignments, assistance, and requirements for students. Instructional assistants and other support staff are also on duty and may be assigned to assist students on specific lessons or to help manage and improve behavior. The program is currently located at the Gateway School. **Based on the current increase in mental health needs in our community, additional space may be necessary in the future to continue to support students.**

Full Day Kindergarten

Full-day Kindergarten was mandated in the State of Maryland through the 2002 Bridge to Excellence Act. In order to address this mandate, Carroll County Public Schools made the decision to construct permanent classroom additions to provide the additional classrooms required. A total of fourteen elementary schools received these kindergarten additions. Some schools did not receive additions because they were a lower priority due to available classrooms in other grades. Although these schools have been able to accommodate the additional Kindergarten classes due to available capacity in other grades, there are a number of issues they deal with on a daily basis. These include: smaller classrooms that cannot accommodate the learning centers or provide room for young children to move; classrooms without restrooms; classrooms without sinks; and inability to have effective and continuous collaboration. The schools without an adequate number of early childhood classrooms are: Cranberry Station ES, Friendship Valley ES, Sandymount ES, and Taneytown ES.

Pre-Kindergarten Program

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

Carroll County Public Schools currently serves 362 prekindergarten students at 20 elementary schools. Current program eligibility is based on the Free and Reduced Meal (FARM) program requirements. The new eligibility criteria required by the Blueprint for Maryland's Future will result in additional children qualifying for prekindergarten services. However, since prekindergarten will remain voluntary, it is difficult to project how many additional students will need to be served. Another complicating factor is that the Blueprint for Maryland's Future envisions that both public and private prekindergarten programs will serve eligible families. Due to the complicated public/private partnership structure and voluntary nature of the program, it is currently not possible to accurately project how many additional students Carroll County Public Schools will need to serve. **However, since almost all of the current PreK locations are near their maximum capacity of 20 seats, it is reasonable to assume that additional prekindergarten classrooms will be necessary to serve any increase in students. Including a general project for Prekindergarten Expansion in this plan will allow time for planning to be completed ahead of the FY 2025 sliding scale implementation for families earning between 300% and 600% FPL.**

The table below lists the elementary schools that currently offer prekindergarten programs.

Pre-K (2021-2022)			
School	Capacity	Enrollment (9/30/21)	Program Type
Carrolltowne ES	20	17	Half Day (a.m.)
Cranberry Station ES	20	16	Full Day
Ebb Valley ES	20	19	Full Day
Eldersburg ES	20	18	Half Day (a.m.)
Elmer Wolfe ES	20	20	Full Day
Friendship Valley ES	20	19	Full Day
Hampstead ES	20	18	Full Day
Linton Springs ES	20	16	Half Day (a.m.)
Manchester ES	20	14	Half Day (a.m.)
Mechanicsville ES	20	17	Half Day (a.m.)
Parr's Ridge ES	20	20	Full Day
Piney Ridge ES	20	20	Half Day (a.m.)
Robert Moton ES	20	19	Full Day
Runnymede ES	20	15	Full Day
Sandymount ES	20	20	Half Day (a.m.)
Spring Garden ES	20	20	Full Day
Taneytown ES	20	21	Full Day
Westminster ES	20	15	Full Day
William Winchester ES	20	19	Full Day
Winfield ES	20	19	Half Day (a.m.)
Totals	400	362	

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

MODERNIZATIONS	COMPLETION DATE											NOTES
		23	24	25	26	27	28	29	30	31	32	
Career & Technology Center Modernization This project involves a 90,000 square foot addition to the current building, and the renovation of 90,000 square feet of the existing building.	Aug. 2024	C	C	O								
East Middle Replacement This project involves the design and construction of a new East Middle school to replace the aging facility.	Aug. 2023	C	O									
William Winchester ES Modernization This project involves the modernization of William Winchester Elementary. The original building was constructed in 1962. Additions were constructed in 1980, 1986, 1990, and 2010.	TBD			FS	P	P	C	C	O			

FS = Feasibility Study

P = Planning

C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		23	24	25	26	27	28	29	30	31	32	
Roof Replacement Projects												
North Carrol Middle	Aug. 2023	P	C									
Spring Garden Elementary	Aug. 2024		P	C								HVAC Project - 2023
Oklahoma Road Middle	Aug. 2025			P	C							HVAC Project - 2024
Century High	Aug. 2026				P	C						
Shiloh Middle	Aug. 2027					P	C					
Gate way	Aug. 2028						P	C				
HVAC Replacement Projects												
Spring Garden Elementary	Aug. 2023	C										Roof Project
Oklahoma Road Middle	Aug. 2024	P	C									Roof Project
Mt. Airy Elementary	Aug. 2025		P	C								
Carroll Springs	Aug. 2025		P	C								
Carrolltown Elementary	Aug. 2025		P	C								
Northwest Middle	Aug. 2025		P	C								
Liberty High	Aug. 2026			P	C							
Piney Ridge Elementary	Aug. 2027				P	C						
Friendship Valley Elementary	Aug. 2027				P	C						
Mechanicsville Elementary	Aug. 2028					P	C					
Runnymede Elementary	Aug. 2028					P	C					
Taneytown Elementary	Aug. 2029						P	C				
Elmer Wolfe Elementary	Aug. 2029						P	C				
South Carroll High	Aug. 2030							P	C			
Eldersburg Elementary	Aug. 2031								P	C		
Linton Springs Elemetnary	Aug. 2032									P	C	

P = Planning

C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		23	24	25	26	27	28	29	30	31	32	
Fire Alarm Replacement												
Carrolltowne Elementary	Aug. 2027		P	C								w/ HVAC Project
Runnymede Elementary	Aug. 2029					P	C					w/ HVAC Project
Elmer Wolfe Elementary	Aug. 2030						P	C				w/ HVAC Project
Taneytown Elementary	Aug. 2030						P	C				w/ HVAC Project
Window Replacement												
South Carroll High	2023	C										
Westminster High	2023	C										
Paving Replacement	On-going	C	C	C	C	C	C	C	C	C	C	
Technology Improvements	On-going	C	C	C	C	C	C	C	C	C	C	

P = Planning

C= Construction

CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

INSTRUCTIONAL PROGRAM	COMPLETION DATE											NOTES
		23	24	25	26	27	28	29	30	31	32	
Robert Moton BEST Addition This addition is needed to expand the BEST program	Aug. 2024		P	C								
Cranberry Station Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
Friendship Valley PRIDE Addition This addition is needed to accommodate the PRIDE program	Aug. 2024		P	C								
Friendship Valley Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
Sandymount Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
Taneytown Kindergarten Addition This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
Prekindergarten Additions at Multiple Schools The Blueprint for Maryland's Future requires an expansion of the PreK program. Exact size and locations of additions will be determined as more information becomes available regarding structure of private/public partnership	TBD		FS	P	C							

P = Planning
C = Construction

EXHIBITS



Maryland DEPARTMENT OF PLANNING

May 18, 2022

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

Dear Dr. Lockard:

Thank you for submitting your 2021 Actual Enrollment and enrollment projections for 2022-2031.

We have compared your data to the school enrollment projections generated by our department and have found the difference to be less than five percent for the years 2022 – 2031. Therefore, you may use the local projections as you prepare your 2022 Educational Facilities Master Plan (EFMP) and 2023 Capital Improvement Program (CIP) submissions.

Please make sure that the 2021 actual enrollment on your calculation worksheet is consistent with the official actual enrollment 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 actual enrollment for 2021.

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, please email me at michael.bayer1@maryland.gov.

Sincerely,

Michael Bayer, AICP
Manager of Infrastructure and Development

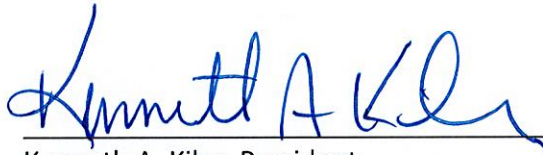
cc: Robert Gorrell, Public School Construction Program, Executive Director
Alfred Sundara, AICP, Manager, Projections and State Data Center
William Caine, CCPS
Ray Prokop, CCPS

Jurisdiction	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Carroll	24,465	24,418	24,727	24,890	24,899	25,011	25,250	25,473	25,700	25,893	26,063
Planning	24,635	24,690	24,910	25,060	25,120	25,300	25,600	25,870	26,190	26,450	26,670
Diff	-170	-272	-183	-170	-221	-289	-350	-397	-490	-557	-607
% Diff	-0.69%	-1.10%	-0.73%	-0.68%	-0.88%	-1.14%	-1.37%	-1.53%	-1.87%	-2.11%	-2.28%

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.



Kenneth A. Kiler, President
Board of Education of Carroll County



Dr. Steven A. Lockard
Superintendent of Schools



Jonathan O'Neal
Chief Operating Officer



Raymond Prokop
Director of Facilities Management

Jeffrey A. Wothers, Chair
Janice R. Kirkner, Vice Chair
Peter Lester
Matthew Hoff
Michael Kane
Steven Smith
Luke Klocek, Alternate
Stephen A. Wantz, Ex-officio
Lynda D. Eisenberg, Secretary



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

June 21, 2022

Kenneth J. Kiler, President
Carroll County Board of Education
125 N. Court Street
Westminster, MD 21157

RE: Carroll County Public Schools Educational Facilities Master Plan 2022-2031

Dear Mr. Kiler:

The Carroll County Planning & Zoning Commission (the Commission) was briefed on the Carroll County Public Schools Educational Facilities Master Plan 2022-2031 on May 17, 2022. The Planning Commission examined the data utilized in the Educational Facilities Master Plan including population forecasts. These forecasts are important for the Commission to review to understand their effect on the master plan and the development review process. School capacity numbers can have a huge impact in determining adequacies for future planning and development review projects. Page 2-9 of the plan identifies three schools (Freedom Elementary, Linton Springs Elementary, and Sykesville Middle) as approaching inadequate for the 2022 through 2028 school years and two schools as inadequate (Freedom Elementary and Sykesville Middle) in the years 2024-2028. Based on the capacity needs analysis as described on page 6-4 it is our understanding that the Southern Area Redistricting Committee is proposing options to address the region's adequacy issues and will alleviate the inadequacies these for the schools listed above. The plan states on pages 6-4 and 6-5 "*The Southern Area Redistricting Committee is scheduled to present capacity relief options to the Board of Education in the fall of 2022.*"

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

Thank you for the opportunity to review and comment on the 2022-2031 edition of the Carroll County Public Schools Educational Facilities Master Plan. Please let me know if I can be of any additional assistance.

Sincerely,

Jeffrey A. Wothers, Chair

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

Carroll County Planning & Zoning Commission

cc: Planning Commission Members
Lynda Eisenberg, Secretary
William Caine, Facilities Planner, CCPS

APPENDIX

A

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

“Building the Future”

March 2008

School Facilities

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The following individuals assessed or coordinated assessments of school buildings:

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

Introduction

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

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

Definition

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

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

Study Methodology

Physical Assessment

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

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

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

The facility conditions survey included the following property elements:

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

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

Functional Assessment – Instructional and Administrative Staff

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

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

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

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

The schools assessed are noted in Table 1.

Table 1 – Schools Assessed

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

Findings

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

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

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

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

Table 2 – Physical, Functional and Total Assessment Scores

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

Table 3 – Elementary Assessment Scores by Area

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

Overall Scores

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

- Administrative and Support Services

Table 4 – Middle School Scores by Area

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

Overall Scores

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

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

Table 5 – High School Scores by Area

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

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

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

Next Steps

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

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

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

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

APPENDIX

B

Agenda Item #:

ITEM TYPE: Report

BOARD AGENDA ITEM

TITLE: Staffing Analysis and Class Size Report

DATE: November 10, 2021

OVERVIEW:

Elementary Schools: Average academic kindergarten through fifth grade class size as of September 30, 2021 is 21.3 students per home base class. There were no classes with 30 or more students for 2021-2022.

2018	2019	2021
21.5	22.0	21.3

Middle Schools: Average academic class size as of September 30, 2021 is 22.5 students per class. The total number of academic classes with 30 or more students is 157 for 2021-2022.

2018	2019	2021
25.1	23.2	22.5

High Schools: Average academic class size as of September 30, 2021 is 23.2 students per class. The total number of academic classes with over 30 students is 217 for 2021-2022.

2018	2019	2021
23.4	23.2	23.2

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

RECOMMENDATION/FUTURE DIRECTION:

For Board Information

Submitted by:

Cynthia A. McCabe, Chief of Schools

Approve/Concur:

Steven A. Lockard
Superintendent of Schools

Executive Summary
Class Size/Classes Over 30
2021 – 2022

Elementary Schools: Average academic kindergarten through fifth grade class size as of September 30, 2021 is 21.3 students per home base class.

There were no classes with 30 or more students for 2021-2022.

Middle Schools: Average academic class size as of September 30, 2021 is 22.5 students per class.

The total number of academic classes with 30 or more students is 157 for 2021-2022.

High Schools: Average academic class size as of September 30, 2021 is 23.2 students per class.

The total number of academic classes with over 30 students is 217 for 2021-2022.

ELEMENTARY SCHOOL FTE TOTALS 2021-2022

School	See Notes below	K-5 Enrollment	Classroom Teachers (K-5)	Guidance	Math Resource	ELA Specialist	Art	Vocal Music	Instrumental Music	Health	PE	Media Specialist
Carrolltowne		594	28.0	1.0	0.6	1.0	1.2	1.2	0.6	1.2	1.6	1.0
Cranberry		548	25.0	1.0	0.5	1.0	1.2	1.2	0.6	1.0	1.6	1.0
Ebb Valley		504	25.0	1.0	0.5	1.0	1.2	1.2	0.6	1.2	1.8	1.0
Eldersburg		446	21.0	1.0	0.4	1.0	1.0	1.0	0.6	1.0	1.4	1.0
Elmer Wolfe	(*)	439	21.0	1.0	0.6	1.0	1.0	1.0	0.5	1.0	1.6	1.0
Freedom		599	26.0	1.0	0.5	1.0	1.2	1.2	0.8	1.2	1.8	1.0
Friendship Valley		456	21.0	1.0	0.7	1.0	1.0	1.0	0.8	1.0	1.6	1.0
Hampstead		370	19.0	1.0	0.5	1.0	1.0	1.0	0.4	1.0	1.2	1.0
Linton Springs		679	29.0	1.0	0.5	1.0	1.4	1.4	0.5	1.4	1.8	1.2
Manchester		629	28.0	1.0	0.5	1.0	1.4	1.4	0.6	1.4	2.0	1.2
Mechanicsville		466	21.0	1.0	0.6	1.0	1.0	1.0	0.7	1.0	1.4	1.0
Mt. Airy		435	19.0	1.0	0.5	1.0	1.0	1.0	1.0	1.0	1.5	1.0
Parr's Ridge		409	20.0	1.0	0.5	1.0	1.0	1.0	0.0	1.0	1.5	1.0
Piney Ridge		527	24.0	1.0	0.5	1.0	1.2	1.2	0.6	1.0	1.6	1.0
Robert Moton	(*)	372	19.0	1.0	0.6	1.0	1.2	1.2	0.6	1.0	1.6	1.0
Runnymede		542	27.0	1.0	0.5	1.0	1.4	1.4	0.8	1.2	2.0	1.2
Sandymount		495	23.0	1.0	0.6	1.0	1.0	1.0	0.6	1.0	1.4	1.0
Spring Garden		404	19.0	1.0	0.5	1.0	1.0	1.0	0.8	1.0	1.6	1.0
Taneytown	(*)	391	19.0	1.0	0.6	1.0	1.0	1.0	0.5	1.0	1.6	1.0
Westminster		529	25.0	1.0	0.5	1.0	1.2	1.2	0.8	1.0	1.8	1.0
Wm. Winchester		494	25.0	1.0	0.6	1.0	1.2	1.2	0.5	1.2	1.8	1.0
Winfield		616	29.0	1.0	0.5	1.0	1.4	1.4	0.5	1.2	2.0	1.2
Totals		10944	513.0	22.0	11.8	22.0	25.2	25.2	13.4	24.0	36.2	22.8
*Title I												
**Enrollments come from September 30, 2021												

II. Middle Schools 2021 - 2022

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	759	1	2	2	1	40.0	19.0
Mt. Airy	728	1	1	2	1	38.0	19.2
North Carroll	612	1	1	2	1	35.0	17.5
Northwest	624	1	1	3	1	39.0	16.0
Oklahoma Road	696	1	1	2	1	37.8	18.4
Shiloh	618	1	2	2	1	35.8	17.3
Sykesville	780	1	1	2	1	41.0	19.0
West	873	1	2	3	1	52.6	16.6
Totals	5690	8	11	18	8	319.2	17.8

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

Middle Schools	Total # of Students in Academic Classes	Total # of Academic Sections	Total # of Academic Classes	Academic Class Size Average	Total # of Academic Classes Over Thirty	Percentage Over 30	Total # of Academic Classes Over Thirty-Five	Percentage Over 35
East	759	30	150	25.3	20	13%	0	0%
Mt. Airy	728	33	160	22.1	50	31%	0	0%
North Carroll	612	27	110	22.7	5	5%	0	0%
Northwest	624	28	119	22.3	4	3%	0	0%
Oklahoma Road	696	38	144	18.3	11	8%	0	0%
Shiloh	618	29	101	21.3	9	9%	0	0%
Sykesville	780	30	120	26.0	28	23%	0	0%
West	873	38	157	23.0	30	19%	0	0%
Totals	5690	253	1061	22.5	157	15%	0	0%

2021-2022	5690	253	1061	22.5	157	15%	0	0%
2019-2020	5843	252	1009	23.2	207	21%	2	Less than 1%
2018-2019	5855	233	962	25.1	213	22%		
2017-2018	5851	240	1020	24.4	193	19%		
2016-2017	5931	243	1038	24.4	155	15%		

III. High Schools 2021-2022

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

High Schools	Enrollment	Principal	Assistant Principal	School Counselors	Media	Classroom Teachers *	Coordinator of Facilities	Facilitator of Student Support	Average # of Students Per Teacher
Century	1142	1	2	4	1	53.50	1	1	21.3
Francis Scott Key	927	1	2	4	1	45.50	1	1	20.4
Liberty	1003	1	2	4	1	53.83	1	1	18.6
Manchester Valley	1345	1	2	5	1	64.50	1	1	20.9
South Carroll	923	1	2	4	1	51.00	1	1	18.1
Westminster	1452	1	4	5	1	70.16	1	1	20.7
Winters Mill	1083	1	3	4	1	53.01	1	1	20.4
Totals	7875	7	17	30	7	391.5	7	7	20.1

* Totals do not include Special Education teachers

High Schools	Reading Specialists	HSA/PARCC Intervention Teachers	Career and Technology Teachers
Career & Technology Center	0	0	37.94
Century	1	0	.33
Francis Scott Key	1	0	0
Liberty	1	0	0
Manchester Valley	1	0	0
South Carroll	1	0	0
Westminster	1	0	1.17
Winters Mill	1	0	0
Totals	7	0	39.44

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	24.1	0	42	58
Francis Scott Key	23.6	0	43	58
Liberty	22.2	0	18	73
Manchester Valley	24.4	0	34	56
South Carroll	21.4	0	7	79
Westminster	22.4	0	38	98
Winters Mill	23.2	0	35	66
Totals	23.2	1.0	217	488

Totals	Average Class Size	Number of Classes over Thirty-five	Number of Classes Over Thirty	Over	Number of Classes Under Twenty
2021-2022	23.2		217		488
2019-2020	23.2	1	275		477
2018-2019	23.4		316		501
2017-2018	23.9		302		459
2016-2017	23.8		299		437
2015-2016	23.8		295		457
2014-2015	23.6		279		485
2013-2014	23.5		270		467
2012-2013	24.3		326		470
2011-2012	24.0		308		475
2010-2011	24.7		422		429
2009-2010	24.6		367		420

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	1174	48	24.5	0	0%	12	25%	14	29%
Francis Scott Key	1055	44	24.0	0	0%	10	23%	14	32%
Liberty	1071	51	21.0	0	0%	4	8%	21	41%
Manchester Valley	1615	70	23.1	0	0%	3	4%	17	24%
South Carroll	1160	55	21.1	0	0%	1	2%	21	38%
Westminster	1483	70	21.2	0	0%	3	4%	23	33%
Winters Mill	1129	49	23.0	0	0%	7	14%	14	29%
TOTALS	8687	387	22.4	0	0%	40	10%	124	32%

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	673	27	24.9	0	0%	5	19%	5	19%
Francis Scott Key	410	18	22.8	0	0%	5	28%	7	39%
Liberty	526	26	20.2	0	0%	2	8%	13	50%
Manchester Valley	607	24	25.3	0	0%	4	17%	5	21%
South Carroll	497	21	23.7	0	0%	1	5%	5	5%
Westminster	789	33	23.9	0	0%	4	12%	8	24%
Winters Mill	623	26	24.0	0	0%	8	31%	7	27%
TOTALS	4125	175	23.6	0	0%	29	17%	50	29%

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	5476	227	24.1	0	0%	42	19%	58	26%
Francis Scott Key	4527	192	23.6	0	0%	43	22%	58	30%
Liberty	4867	219	22.2	0	0%	18	8%	73	33%
Manchester Valley	6493	266	24.4	0	0%	34	13%	56	21%
South Carroll	4783	224	21.4	0	0%	7	3%	79	35%
Westminster	7258	324	22.4	0	0%	38	12%	98	30%
Winters Mill	5172	223	23.2	0	0%	35	16%	66	30%
TOTALS	38576	1675	23.0	0	0%	217	13%	488	29%

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	8	1	8.0	0	0%	1	100%
Francis Scott Key	9	1	9.0	0	0%	1	100%
Liberty	32	3	10.7	0	0%	3	100%
Manchester Valley	19	3	6.3	0	0%	3	100%
South Carroll	16	2	8.0	0	0%	2	100%
Westminster	33	5	6.6	0	0%	5	100%
Winters Mill	40	3	13.3	0	0%	3	100%
TOTALS	157	18	8.7	0	0%	18	100%

Business Education

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	393	14	28.1	8	57%	2	14%
Francis Scott Key	150	6	25.0	2	33%	1	17%
Liberty	292	11	26.5	3	27%	2	18%
Manchester Valley	392	16	24.5	0	0%	2	13%
South Carroll	297	13	22.8	2	15%	4	31%
Westminster	625	25	25.0	6	24%	6	24%
Winters Mill	282	10	28.2	3	30%	0	0%
TOTALS	2431	95	25.6	24	25%	17	18%

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	92	6	15.3	0	0%	5	83%
Francis Scott Key	90	5	18.0	0	0%	2	40%
Liberty	106	6	17.7	0	0%	5	83%
Manchester Valley	54	5	10.8	0	0%	5	100%
South Carroll	66	5	13.2	0	0%	4	80%
Westminster	52	4	13.0	0	0%	3	75%
Winters Mill	77	6	12.8	0	0%	4	67%
TOTALS	537	37	14.5	0	0%	28	76%

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	520	20	26.0	8	40%	4	20%
Francis Scott Key	517	20	25.9	8	40%	3	15%
Liberty	445	18	24.7	3	17%	5	28%
Manchester Valley	756	33	22.9	1	3%	12	36%
South Carroll	434	20	21.7	0	0%	7	35%
Westminster	623	27	23.1	10	37%	8	30%
Winters Mill	488	20	24.4	10	50%	5	25%
TOTALS	3783	158	23.9	40	25%	44	28%

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	213	10	21.3	4	40%	4	40%
Francis Scott Key	306	11	27.8	6	55%	1	9%
Liberty	384	18	21.3	5	28%	7	39%
Manchester Valley	324	14	23.1	6	43%	4	29%
South Carroll	256	11	23.3	0	0%	3	27%
Westminster	472	17	27.8	12	71%	2	12%
Winters Mill	439	19	23.1	9	47%	8	42%
TOTALS	2394	100	23.9	42	42%	29	29%

Music/Drama

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	378	19	19.9	4	21%	9	47%
Francis Scott Key	214	13	16.5	2	15%	7	54%
Liberty	375	21	17.9	1	5%	14	67%
Manchester Valley	412	19	21.7	0	0%	8	42%
South Carroll	179	11	16.3	0	0%	8	73%
Westminster	384	19	20.2	3	16%	10	53%
Winters Mill	253	16	15.8	0	0%	10	63%
TOTALS	2195	118	18.6	10	8%	66	56%

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	343	17	20.2	1	6%	7	41%
Francis Scott Key	492	21	23.4	3	14%	4	19%
Liberty	461	20	23.1	1	5%	6	30%
Manchester Valley	573	25	22.9	0	0%	5	20%
South Carroll	259	14	18.5	1	7%	5	36%
Westminster	554	25	22.2	2	8%	6	24%
Winters Mill	521	25	20.8	1	4%	10	40%
TOTALS	3203	147	21.8	9	6%	43	29%

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	861	30	28.7	13	43%	4	13%
Francis Scott Key	639	22	29.0	13	59%	1	5%
Liberty	858	29	29.6	16	55%	2	7%
Manchester Valley	1088	36	30.2	18	50%	1	3%
South Carroll	827	32	25.8	4	13%	4	13%
Westminster	1213	49	24.8	10	20%	10	20%
Winters Mill	726	28	25.9	10	36%	5	18%
TOTALS	6212	226	27.5	84	37%	27	12%

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	457	16	28.6	10	63%	1	6%
Francis Scott Key	323	11	29.4	6	55%	1	9%
Liberty	423	16	26.4	5	31%	2	13%
Manchester Valley	453	16	28.3	5	31%	1	6%
South Carroll	229	10	22.9	0	0%	3	30%
Westminster	560	25	22.4	2	8%	6	24%
Winters Mill	395	15	26.3	5	33%	3	20%
TOTALS	2840	109	26.1	33	30%	17	16%

E. The Gateway School (High School)
2021-2022

Academic Class Size Analysis* ESTIMATED

SEMESTER 1

COURSE	NUMBER OF STUDENTS	NUMBER OF SECTIONS	AVERAGE CLASS SIZE	CLASSES OVER THIRTY
English	83	15	5.5	0
Social Studies	58	10	5	0
Science	50	10	5	0
Spanish I & II	0	0	0	0
Distance Learning Lab – DLL	15	13	1	0
Math	53	9	5.9	0
TOTALS	259	57	22.4	0

Non Academic Class Size Analysis*

COURSE	NUMBER OF STUDENTS	NUMBER OF SECTIONS	AVERAGE CLASS SIZE	CLASSES OVER THIRTY
P. E.	48	11	4.36	0
CRD I,II,III	21	5	4.2	0
Financial Literacy	18	4	4.5	0
Princ. Bus. Admin/Mgmt.	0	0	0	0
Tech	30	5	6	0
Art	36	8	4.5	0
Experiential Ed.	4	1	4	0
Health	7	3	2.3	0
Intro to Foods	9	2	4.5	0
Seminar/Teen Leadership	10	2	5	0
	183	41	39.36	0

Carroll County Career and Technology Center

Class Enrollment for 2021-2022

As of September 2021

Program	Male	Female	Total Fall		Male	Female	Total Spring	Grand Total	Nonduplicated Total
*Academy of Health Professions	4	59	63		5	70	75	138	75
Applied Mechanical Engineering	15	1	16		11	1	12	28	28
Auto Service Technology	28	0	28		31	3	34	62	62
*Biomedical : PLTW I (Mod 1)	13	27	40		13	27	40	80	40
Biomedical : PLTW II (Mods 2&3)	15	28	43		15	30	44	87	87
*Building Maintenance	12	0	12		12	0	12	24	12
Carpentry	16	0	16		18	0	18	34	34
Cisco Cybersecurity	16	4	20		19	3	22	42	42
Collision Repair Technology	15	1	16		13	0	13	29	29
Cisco Operations	19	2	21		20	2	22	43	43
*Cosmetology	0	58	58		0	57	57	115	39
*Criminal Justice/Homeland Security (Mod 1)	17	27	44		17	27	44	88	44
Criminal Justice/Homeland Security (Mods 2&3)	15	29	44		11	37	48	92	92
Culinary Arts	11	6	17		16	4	20	37	37
Culinary Arts - Baking & Pastry	5	10	15		2	17	19	34	29
Drafting	11	4	15		10	4	14	29	29
Early Childhood Education	1	18	19		0	16	16	35	35
Electrical Construction	16	0	16		18	0	18	34	34
Heating, Ventilation and Air Conditioning	16	0	16		18	0	18	34	34
Heavy Equipment and Truck Technology	14	1	15		17	3	20	35	35
Homeland Sec./Geo Info Systems & Tech (Mod. 1)	5	3	8		5	3	8	16	8
Homeland Sec./Geo Info Systems & Tech (Mod. 2&3)	5	2	7		12	1	13	20	20
Masonry Technology	15	0	15		13	0	13	28	28
*Physical Rehabilitation	2	17	19		3	17	19	38	19
Print Production	8	10	18		2	15	17	35	35
*Project Lead the Way - Engineering I	36	7	43		37	6	43	86	65
Project Lead the Way - Engineering II	44	4	48		52	6	58	106	106
Textiles and Fashion Careers	0	15	15		3	17	20	35	35
Video Production	17	13	30		11	18	29	59	59
Welding Technology	18	1	19		15	4	19	38	38
Career Connections/Research and Development	6	5	11		6	6	12	23	23
Total Enrollment for SY 2021-2022	415	352	767		425	394	817	1584	1296

G. Finance Academy

HIGH SCHOOL	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Century High	41	2
Westminster High	31	2

H. Teacher Academy

TEACHING AS A PROFESSION	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Westminster High School*	22	2

FOUNDATIONS OF CURRICULUM & INSTRUCTION	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Westminster High School*	22	2

*Students from FSK, LHS, MVHS, and SCHS are transported to Westminster High

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2021 - 2022

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2021-2022

SCHOOL	LRE A *	LRE B *	LRE C *	LRE D *	LRE F *	LRE G *	LRE S *	LRE W *	LRE Y *	TOTAL STUDENTS	SP. ED. TCHRS	SPEECH THERAPISTS	ASST. F.T.E.	SSA F.T.E.	***SESP Hours
CSS	0	0	0	1	16	0	4	0	0	21	7.0	3.0	8.0	11.0	5.0
CT	49	6	2	1	0	0	10	0	0	68	6.0	3.0	5.6	8.0	5.0
CSE	54	8	0	1	0	0	0	1	0	64	3.0	1.0	1.5	4.0	4.0
EBB	48	1	0	1	0	0	0	1	0	51	3.0	1.0	2.0	6.0	4.0
ELDER	41	5	0	0	0	0	0	0	0	46	3.0	1.0	1.5	4.0	4.0
EWE	60	3	0	0	0	0	0	0	0	63	3.0	1.0	2.0	6.0	4.0
FREE	50	6	0	0	0	0	0	0	0	56	4.0	1.0	2.0	2.0	4.0
FVE	54	10	0	0	0	0	0	0	0	64	4.0	1.0	1.5	7.0	5.0
HAMP	34	11	19	1	0	0	6	0	0	71	8.0	2.6	8.0	28.0	5.0
LSE	51	4	0	0	0	0	0	1	0	56	4.0	1.0	2.0	5.0	4.0
MAN	63	15	0	0	0	0	1	3	0	82	4.0	2.0	2.0	8.0	4.0
MECH	53	0	0	0	0	0	0	0	0	53	3.0	1.0	2.0	4.0	4.0
MAE	62	4	0	0	0	0	0	0	0	66	4.0	1.0	2.0	2.0	4.0
PARRS	35	2	0	0	0	0	0	3	0	40	3.0	1.0	2.0	5.0	4.0
PRE	55	11	0	0	0	0	0	2	0	68	3.0	1.3	2.0	6.0	4.0
RME	57	2	28	1	0	0	9	1	0	98	14.0	3.0	9.0	38.0	5.0
RUNNY	63	8	1	0	0	0	8	0	0	80	6.0	2.0	3.5	13.0	5.0
SANDY	63	5	1	0	0	0	0	1	0	70	3.0	1.0	2.0	6.0	4.0
SGE	45	8	0	0	0	0	0	0	0	53	3.0	1.0	3.0	5.0	4.0
TANEY	47	2	1	0	0	0	0	1	0	51	4.0	.8	1.5	6.0	4.0
WES	64	1	0	1	0	0	0	3	0	69	4.0	1.2	2.0	2.0	4.0
WWE	47	1	0	0	0	0	3	0	0	51	3.0	1.0	2.0	3.0	4.0
WIN	60	20	18	1	0	0	6	1	0	106	11.0	3.0	10.6	27.0	5.0
TOTAL	1155	133	70	8	16	0	47	18	0	1447	110.0	34.9	77.7	206.0	99

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2021-2022

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	2	0	0	0	0	0	0	0	0	2	.4	0	1.0	0	0
EAST MDL	61	19	25	1	0	0	0	0	0	106	10.0	0	8.0	12.0	5
MAM	87	9	4	1	0	0	0	0	0	101	6.0	1.0	4.0	10.0	4
NCM	62	7	0	0	0	0	0	0	0	69	4.0	1.0	4.0	6.0	4
NWEST	81	10	0	0	0	0	0	0	0	91	6.0	.8	5.0	5.0	4
ORMS	57	4	1	0	0	0	0	0	0	62	4.0	1.0	4.0	4.0	4
SHILOH	64	3	8	1	0	0	0	0	0	76	7.0	1.8	7.6	14.0	5
SMS	72	1	3	0	0	0	0	0	0	76	5.0	1.0	4.0	4.0	4
WEST	90	14	3	0	0	0	0	0	0	107	6.6	1.2	7.0	9.0	4
TOTAL	576	67	44	3	0	0	0	0	0	690	49	7.8	44.6	64.0	34

SPECIAL EDUCATION
STAFF ANALYSIS AND CLASS SIZE REPORTS
2021-2022

SCHOOL	LRE A *	LRE B *	LRE C *	LRE D *	LRE F *	LRE G *	LRE S *	LRE W *	LRE Y *	TOTAL STUDENTS	SP. ED. TCHRS	SPEECH THERAPISTS	ASST. F.T.E.	SSA F.T.E.	***SESP Hours
CCCT-C											2.0	0	3.8	0	0
CHS	48	10	2	0	0	0	0	0	0	60	5.0	1.0	4.0	4.0	4
FSKHIGH	89	7	9	0	0	0	0	0	0	105	6.0	1.0	4.0	9.0	4
GATEWAY	11	1	0	0	0	0	0	0	0	12	2.0	0	2.0	0	0
LIBERTY	65	10	0	0	0	0	0	0	0	75	4.0	1.0	4.0	6.0	4
MVHS	97	18	7	1	0	0	0	0	0	123	7.0	1.4	9.0	15.0	4
SCHS	61	9	5	0	0	0	0	0	0	75	4.0	1.0	4.0	5.0	4
TCA	0	4	42	0	0	0	0	0	0	46	2.0	0	5.0	12.0	0
WHS	92	26	34	2	0	0	0	0	0	154	16.0	1.0	17.6	11.0	5
WMHS	74	1	23	0	0	0	0	0	0	98	9.0	2.0	8.8	18.0	5
TOTAL	537	86	122	3	0	0	0	0	0	748	57.0	8.4	62.2	80.0	30
Nonpublic										Case Manage 66					

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
2021-2022

RELATED SERVICE STAFF	F.T.E.	HOURLY/CONTRACTED
ADAPTED PHYSICAL EDUCATION	11.625	
ASSISTIVE TECHNOLOGY ASSISTANTS/TEACHER	4.0	
BEHAVIOR SUPPORT SPECIALIST – AUTISM	4.0	
FAMILY SUPPORT NETWORK	1.0	
HEARING RESOURCE*	2.0	
HOME SPEECH THERAPY	6.4	
INFANT & TODDLER LIAISONS	4.7	
INSTRUCTIONAL/PROGRAM CONSULTANTS	11.0	
MENTAL HEALTH THERAPISTS*	9.0	
OCCUPATIONAL THERAPIST*	12.8	84 hours
CERTIFIED OCCUPATIONAL THERAPY ASSISTANTS	1.6	
PHYSICAL THERAPISTS*	5.0	35 hours
PHYSICAL THERAPIST ASSISTANT	1.0	
PRESCHOOL LIAISONS	4.0	
PRESCHOOL SPEECH THERAPY	4.8	35 hours
SIGN LANGUAGE INTERPRETERS*	2.0	225 hours
SPEECH AND LANGUAGE SERVICES*	51.1	84 hours
SUPERVISORS/COORDINATORS	9.0	
VISION RESOURCE*	3.0	
TOTAL	148.025	463 hours

* Hourly/Contracted weekly

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	60	3	20.0	0	0%	2	67%
Francis Scott Key	0	0	0.0	0	0%	0	0%
Liberty	31	1	0.0	1	0%	0	0%
Manchester Valley	38	3	12.7	0	0%	3	100%
South Carroll	18	1	18.0	0	0%	1	100%
Westminster	17	1	17.0	0	0%	1	100%
Winters Mill	0	0	0.0	0	0%	1	0%
TOTALS	164	9	18.2	1	11%	8	89%

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	3325	136	24.4	48	35%	39	29%
Francis Scott Key	2740	110	24.9	40	36%	21	19%
Liberty	3407	143	23.8	35	24%	46	32%
Manchester Valley	4109	170	24.2	30	18%	44	26%
South Carroll	2581	119	21.7	7	6%	41	34%
Westminster	4533	197	23.0	45	23%	57	29%
Winters Mill	3221	142	22.7	25	18%	49	35%
TOTALS	23916	1017	23.5	230	23%	297	29%

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	296	10	29.6	6	60%	0	0%
Francis Scott Key	130	7	18.6	1	14%	3	43%
Liberty	13	1	13.0	0	0%	1	100%
Manchester Valley	234	9	26.0	0	0%	0	0%
South Carroll	0	0	0.0	0	0%	1	0%
Westminster	0	0	0.0	0	0%	0	0%
Winters Mill	0	0	0.0	0	0%	0	0%
TOTALS	673	27	24.9	7	26%	5	19%

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)