

# **EDUCATIONAL FACILITIES MASTER PLAN 2021-2030**



**June 9, 2021**

*Carroll County Public Schools  
Westminster, Maryland 21157*



# **FACILITIES MASTER PLAN 2021-2030**

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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 2020-2021 to 2029-2030 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, 2020 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 FY22-27 Capital Improvement Program Budget request, and contribution from staff, citizens and Carroll County Government are considered as the 2021-30 Educational Facilities Master Plan is developed.
- ▶ The Physical and Functional Assessment Report completed in 2008, and updated in 2017 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 October-November
- 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
- 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**

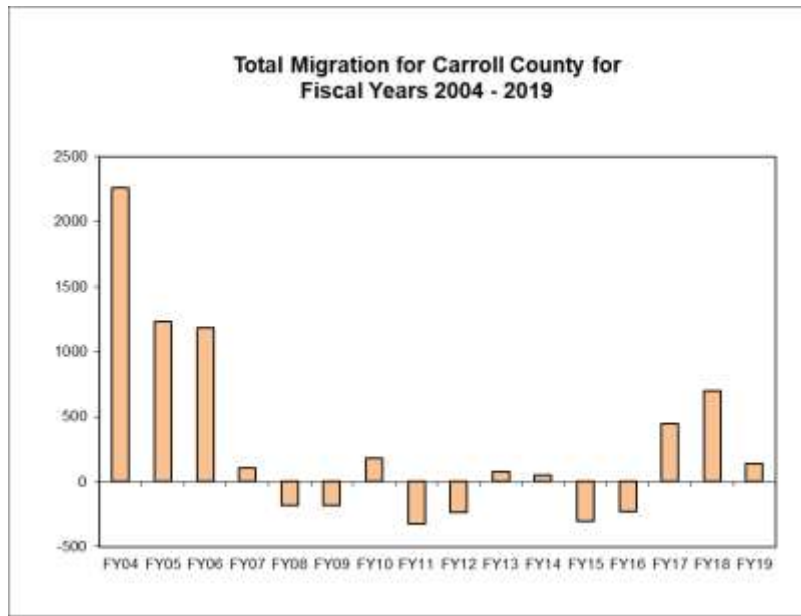
One of the central purposes of this plan is to ensure that there are adequate school facilities to accommodate the public school enrollment for Carroll County. Public School enrollments are influenced by the County's demographic trends over time. As the County's population experienced rapid expansion 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 2019 Census population estimate for Carroll was 168,447. This represents a 0.8% increase from the 2010 Census population of 167,134. This indicates that the population of Carroll since 2010 has experience little to no growth.

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 was historically been the driving force behind Carroll County's rapid population growth. However, domestic migration into the County has essentially stopped being a factor. According to the Maryland Department of Planning, the net domestic migration for the County since 2010 has averaged a gain of 35 residents per year.



Some of this slow down can be attributed to the 2008 housing market crash and the lack of demand for new housing. Another major factor behind the slowdown that began in 2006 has been the changing environmental requirements placed on County jurisdictions. Just prior to the housing market crash, the Maryland Department of Environment changed the formula for calculating public ground water appropriations. As a result, several municipalities have experienced challenges to find sufficient water capacity to support existing and planned growth. Since most municipalities within the county rely on groundwater to serve growth, these municipalities will continue to face challenges in order to grow at the rates historically seen prior to 2006.

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%
<b>Total</b>	<b>150,897</b>	-	<b>167,134</b>	-	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.

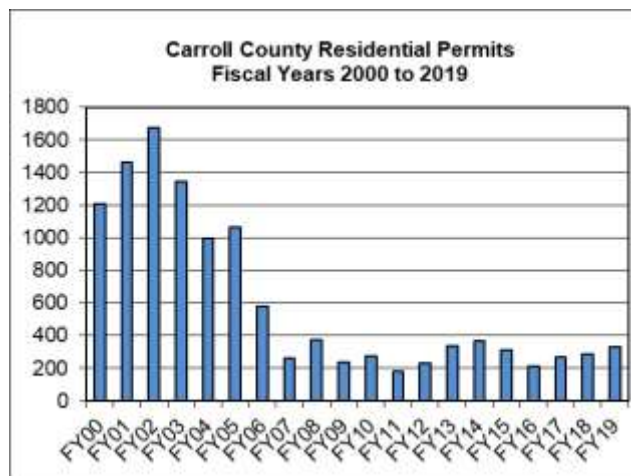
Based on the 2010 Census, Carroll County still has a very homogeneous population. However, the share of the total population consisting of minority races is increasing. The percent of total population consisting of minority races has gone from 4.3% in 2000 to 7.1% in 2010.

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.



Recent real estate data indicate that the housing market has recovered and housing demand is very strong. However, the lack of ground water supply available to growth areas in the County continues to present an obstacle to new residential growth. 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 2017 - 2020				
	2017	2018	2019	2020
Total Sold Dollar Value	\$810,234,187	\$820,481,230	\$847,136,760	\$1,064,193,636
Average Sold Price	\$326,707	\$337,925	\$347,469	\$380,253
Median Sold Price	\$308,250	\$319,000	\$325,000	\$355,000
Total Units Sold	2,480	2,428	2,423	2,800
Average Days on Market	82	71	43	35
Average List Price	330,681	342,700	351,072	381,230
Avg. Sales Price as a Percentage of Avg. List Price	97.2%	97.6%	97.2%	99.0%

## **EMPLOYMENT**

According to the Maryland Department of Labor, Licensing, and Regulations (MDLLR), Carroll County's December 2020 total labor force of 90,978 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 2019 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 (68.6%), and the State of Maryland (71.3%).

Employment Distribution by Industry Group 2019				
Industry Group	Carroll County	Percent of Total Employment	Maryland	Percent of Total Employment
<i>Goods-Producing</i>	<i>10,532</i>	<i>18.0%</i>	<i>285,341</i>	<i>10.6%</i>
Natural Resources and Mining	521	0.9%	7,189	0.3%
Construction	6,071	10.4%	165,865	6.1%
Manufacturing	3,939	6.7%	112,287	4.2%
<i>Service Providing</i>	<i>39,823</i>	<i>68.0%</i>	<i>1,924,929</i>	<i>71.3%</i>
Trade, Transportation, and Utilities	11,955	20.4%	463,519	17.2%
Information	262	0.4%	35,309	1.3%
Financial Activities	1,558	2.7%	135,150	5.0%
Professional and Business Services	5,993	10.2%	462,824	17.1%
Education and Health Services	10,522	18.0%	450,492	16.7%
Leisure and Hospitality	7,315	12.5%	52,853	2.0%
Other Services	2,216	3.8%	94,842	3.5%
<i>Unclassified</i>	<i>0</i>	<i>0.0%</i>	<i>30</i>	<i>0.0%</i>
<b>Private Sector Total - All Industries</b>	<b>50,356</b>	<b>86.0%</b>	<b>2,210,301</b>	<b>81.9%</b>
<i>Federal Government</i>	<i>345</i>	<i>0.6%</i>	<i>145,695</i>	<i>5.4%</i>
<i>State Government</i>	<i>1,255</i>	<i>2.1%</i>	<i>99,127</i>	<i>3.7%</i>
<i>Local Government</i>	<i>6,564</i>	<i>11.2%</i>	<i>245,253</i>	<i>9.1%</i>
<b>Government Sector - Total</b>	<b>8,164</b>	<b>14.0%</b>	<b>490,076</b>	<b>18.1%</b>
<b>Total Employment</b>	<b>58,521</b>	<b>100.0%</b>	<b>2,700,377</b>	<b>100.0%</b>

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

## **CARROLL COUNTY MASTER PLAN**

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

In order to provide more detailed plans for these designated growth areas, the County and/or municipality have developed community comprehensive plans. 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.

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

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

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

<b>FUTURE SCHOOL SITES</b>					
<b>Property Name</b>	<b>Acres</b>	<b>DGA</b>	<b>PFA</b>	<b>Water</b>	<b>Sewer</b>
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 2021-2022 to 2030-2031 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	2021-2026
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### **Approaching Inadequate (110% to 119% of Capacity)**

Carrolltowne Elementary	2024-2026
Oklahoma Road Middle	2026
Sykesville Middle	2025-2026



**SECTION 3**  
**GOALS, STANDARDS, AND**  
**GUIDELINES**



# **PHILOSOPHY OF EDUCATION**

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

### **CORE STATEMENT**

Carroll County Public Schools: Building the Future

### **CORE VALUES**

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

### **CORE BELIEFS**

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

The greater Carroll County community:

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

All central office staff:

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

All school staff:

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

All students:

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

**CARROLL COUNTY PUBLIC SCHOOLS**  
**STRATEGIC PLANNING PILLARS**

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

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

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

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

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

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

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

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

# **INSTRUCTIONAL PROGRAM**

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

**The Elementary School Program** is described as a "developmental program" beginning with kindergarten, and continuing through grade 5. Current grade level alignment is K-5 for all elementary schools with the exception of Parr's Ridge (K-grade 2) and Mt. Airy (grades 3-5). 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 completion program. Within each high school, intervention and support programs for diverse learners are also available.



## **Career and Technical Education**

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

<b>Career and Technical Education Courses offered at Comprehensive High Schools</b>		
Accounting	Computer Science	Marketing
Administrative Services	Digital Fabrication and Manufacturing	Print Production*
Agricultural Sciences - Animal (Curriculum for Agricultural Science Education)	Early Childhood Education	Textiles and Fashion Careers*
Agricultural Sciences - Natural Resources (Curriculum for Agricultural Science Education)	Education - Middle and High School** (Teacher Academy of MD)	Video Production*
Agricultural Sciences - Plant (Curriculum for Agricultural Science Education)	Financial Services** (Academy of Finance)	
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		
<b>Carroll County Career and Technology Center Programs</b>		
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 completion 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 nine elementary schools: Cranberry Station\*, Ebb Valley, Elmer Wolfe\*, 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 ten elementary schools: Carrolltowne, Eldersburg, Hampstead, Linton Springs, Manchester, Mechanicsville, Parr's Ridge, Piney Ridge, Sandymount and Winfield.

**Title I** - Title I is a federally funded program designed to help children succeed in the regular education program, attain and maintain grade level proficiency, and improve achievement in reading and math. Title I funds are used to provide supplementary educational services to students, professional development for staff, and opportunities that foster parental involvement. Carroll County Public Schools has Targeted Assistance Title I Programs at Cranberry Station and Elmer Wolfe. School-wide Title I programs were implemented in 2012-13 at Robert Moton, and Taneytown.

**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/or 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. The Judy Centers are partially funded by the Judith P. Hoyer

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

4/6/8

## **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

Elementary Schools	Regular Classrooms	Kindergarten	PreKindergarten	Total Regular Classrooms	Regular Education Capacity Sub-total	Special Education	Prep. Classroom	Special Education Capacity Sub-total	ART	Vocal Music	Instrumental Music	Health	Computer Lab	Total SRC
Carrolltowne	20	4	1	25	568	1	1	20	1	1	1	1	1	588
Cranberry Station	22	2	1	25	570			0	1	1	1	1		570
Ebb Valley	20	4	1	25	568			0	1	1	1	1	1	568
Eldersburg	20	4	1	25	568			0	1	1		1		568
Elmer Wolfe	20	3	1	24	546			0	1	1	1	1		546
Freedom District	18	4		22	502			0	1	1	1	1	1	502
Friendship Valley	21	2		23	527			0	1	1	1	1		527
Hampstead	16	3	1	20	454	5	1	60	1	1	1	1		514
Linton Springs	25	5	1	31	705			0	1	1	1	1	1	705
Manchester	24	5	1	30	682			0	1	1	1	1		682
Mechanicsville	21	4	1	26	591			0	1	1	1	1	1	591
Mt. Airy	24	0		24	552			0	1	1		1	1	552
Parrs Ridge	18	8	1	27	610			0	1	1	NA	1	1	610
Piney Ridge	20	4		24	548			0	1	1	1	1	1	548
Robert Moton	16	4	1	21	476	4	2	60	1	1	1	1	1	536
Runnymede	23	4	1	28	637	1	1	20	1	1	1	1		657
Sandymount	20	2	1	23	524			0	1	1	1	1	1	524
Spring Garden	19	4	1	24	545			0	1	1	1	1		545
Taneytown	20	2	1	23	524			0	1	1	1	1		524
Westminster	20	4	1	25	568			0	1	1		1	1	568
William Winchester	19	4	1	24	545			0	1	1	1	1	1	545
Winfield	22	4	1	27	614	5	1	60	1	1	1	1	1	674
					12424			220						12644
January 1, 2018														



## **ASSUMPTIONS: SECONDARY CAPACITY MIDDLE SCHOOLS - STATE CAPACITY**

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

## **MIDDLE SCHOOLS - FUNCTIONAL CAPACITY**

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

7/1/00

Rev. 8/30/02

Rev. 7/1/12



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

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

6/23/94

Rev. 7/1/00,

Rev. 8/30/02

Rev. 7/1/12

[illegible]

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

SCHOOL NAME & ADDRESS	GRADES	SRC	2021		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		380 (1/2 Day)	NA	NA	8	16.3	1970 1987	Original Addition Total	96,400 15,790 112,190	0.751	Renovation/Addition - FY21
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 - FY25
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 - FY27
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 - FY23
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 - FY32
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-FY30
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			FCIScore	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 FY23 HVAC-FY28
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	Original	156,000	0.811	HVAC - FY26
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-FY29
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 - FY25
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			FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
North Carroll Middle 2401 Hanover Pike Hampstead, MD 21074	6 - 8	SRC = 870 Local = 770	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 - FY27
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 - FY24 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-FY28
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 - FY29
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 - FY24
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 2010 2010	Original Addition Addition Addition Renovation Addition Total	177,673 28,424 8,080 1,649 26,500 42,500 258,326	0.413	Window Replacement - FY23 HVAC - FY31
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 - FY25
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 58,1857 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	1950 1962 1982 1995 1995 1995	Original Addition Addition Demolition Renovation Addition Total	22,283 9,920 1,100 1,100 32,203 31,047 63,250	0.493	K Addition Planning - FY24 HVAC - FY30
Westminster Elementary 811 Uniontown Road Westminster, MD 21157	PreK-5	568	529	93%	2	20	1976 2006 2010	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 1975	Original Addition Addition Renovation Total	87,386 18,658 14,356 120,400 120,400	0.782	Replacement FY22
Westminster High 1225 Washington Road Westminster, MD 21157	9 - 12	1838	1515	82%	4	72.7	1970 1985 2010	Original Addition Addition Total	333,700 3,350 18,710 355,760	0.530	Window Replacement - FY23
Westminster West Middle 60 Monroe Street Westminter, 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	

SCHOOL NAME & ADDRESS	GRADES	SRC	2021		RELOCATABLE CLASSROOMS	ACREAGE	BUILDING DATA			FCIScore	COMMENTS
			PRIOR FALL ENROLLMENT	PERCENT UTILIZED			DATE	TYPE	SQ. FT.		
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 FY28
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	Roof - FY22
Winters Mill High 560 Gorsuch Road Westminster, MD 21157	9 - 12	1339	1080	81%	0	31.04	2002	Original	213,650	0.076	

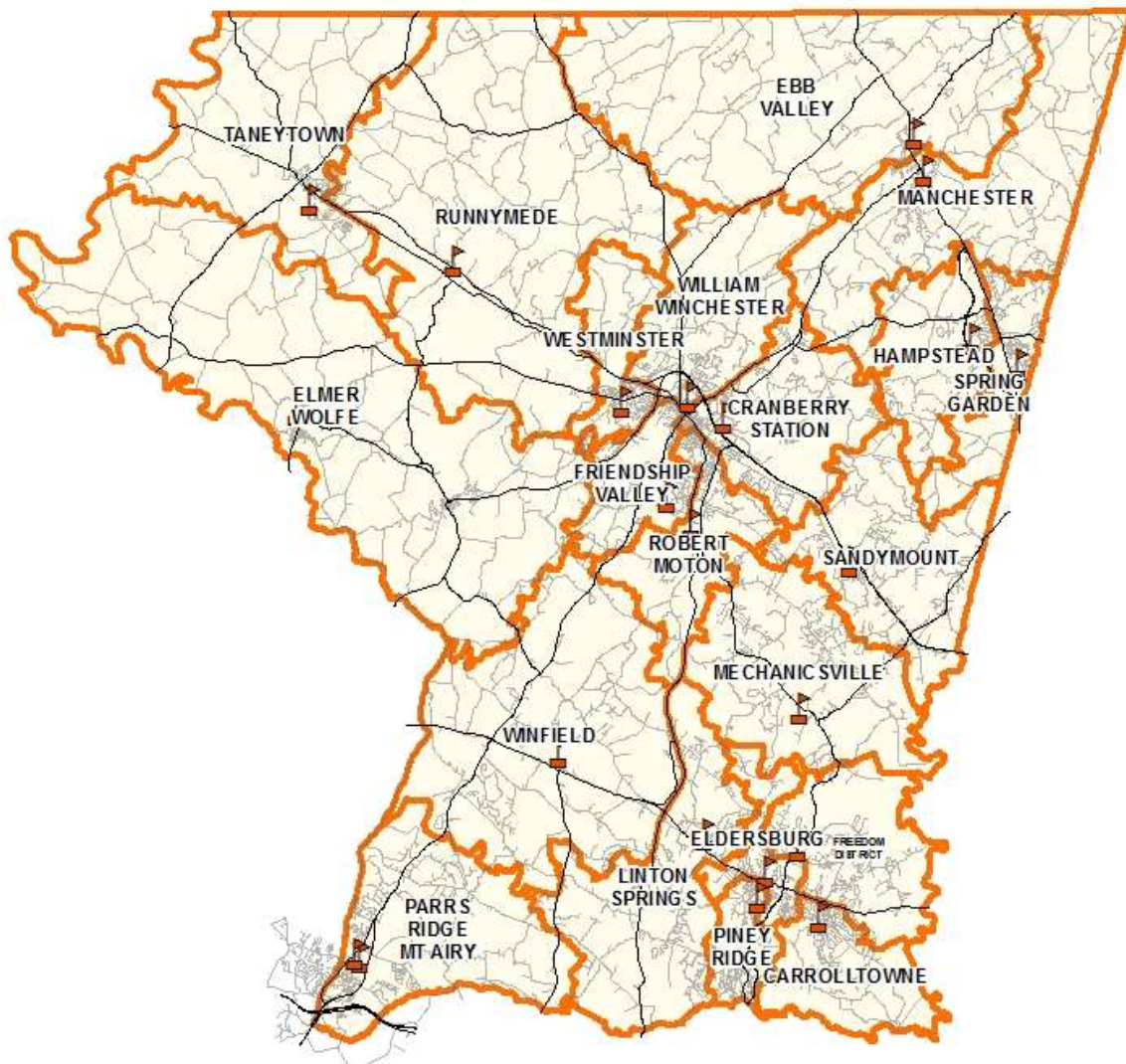
CARROLL COUNTY PUBLIC SCHOOLS



**RELOCATABLE CLASSROOM PLACEMENT  
2020-21**

School Type	School Name	Number of Classrooms	Type of Relocatable Unit
ES	Carrolltowne	4	1 quad
	Eldersburg	2	1 double
	Freedom	4	1 quad
	Friendship Valley	4	1 quad
	Mechanicsville	2	1 double
	Mt. Airy	2	1 double
	Piney Ridge	6	3 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.

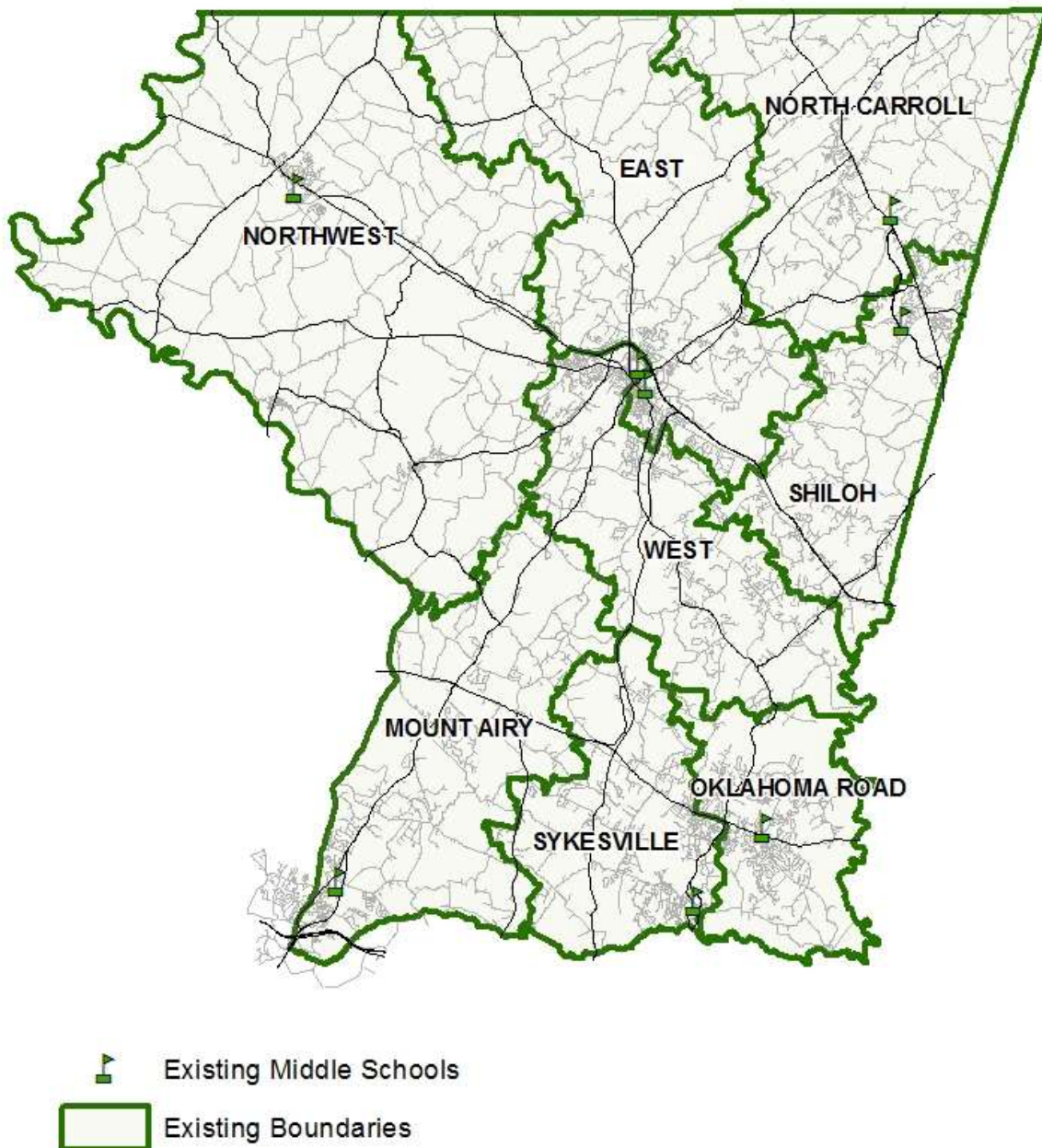
## Carroll County Public Schools Elementary School Attendance Areas



-  ESLocations2016
-  Existing Boundaries

CCPS Transportation Services April 2016

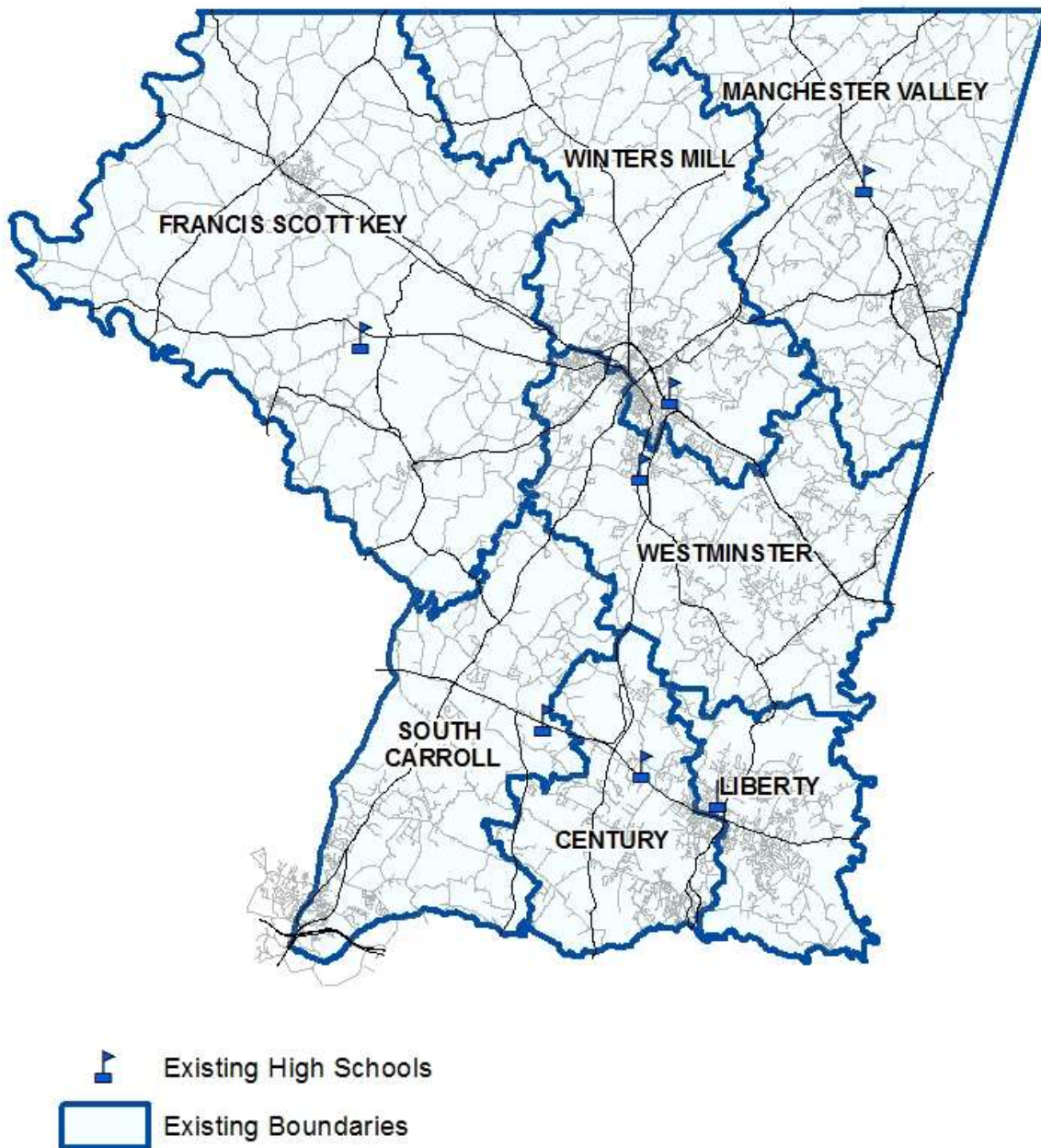
## Carroll County Public Schools Middle School Attendance Areas



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**



2020-21 ACTUAL and 2021-22 THROUGH 2030-31 PROJECTIONS SUMMARY
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YEAR	ELEMENTARY		MIDDLE	HIGH	K-12 TOTAL	PreK-12 TOTAL	GATEWAY	CROSS- ROADS	PRIDE	CARROLL SPRINGS	POST SECONDARY	FSS	GRAND TOTAL	FTE TOTAL	FTE Diff.
	PreK TOTAL	K-5 TOTAL	6-8 TOTAL	9-12 TOTAL											
2020-21ADJ	304	10896	5756	7937	24589	24893	51	7	8	28	32	32	25051	24899	
2021-22	338	11234	5713	7792	24740	25078	51	7	8	28	32	32	25237	25068	169
2022-23	338	11405	5653	7893	24951	25289	52	7	8	28	33	33	25450	25281	213
2023-24	338	11663	5792	7780	25234	25572	52	7	8	29	33	33	25735	25566	285
2024-25	338	11829	5863	7754	25446	25784	53	7	8	29	33	33	25948	25779	213
2025-26	338	11955	6025	7695	25675	26013	53	7	8	29	33	33	26178	26009	230
2026-27	338	12047	6151	7731	25929	26267	54	7	8	30	34	34	26434	26265	256
2027-28	338	11950	6472	7858	26280	26618	55	7	9	30	34	34	26787	26618	354
2028-29	338	12066	6491	8030	26586	26924	55	8	9	30	35	35	27095	26926	308
2029-30	338	11999	6651	8230	26880	27218	56	8	9	31	35	35	27391	27222	296
2030-31	338	12053	6499	8570	27122	27460	56	8	9	31	35	35	27634	27465	243

2020 ADJUSTED ACTUAL ENROLLMENT TO INCLUDE HOMESCHOOL WITHDRAWALS
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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	-15
19-20A	100	113.8%	99	104.3%	96	102.9%	106	98.5%	67	104.5%	93		561	30	591	576	46
20-21ADJ	97		103		98		103		108		69		578	35	613	596	20
21-22	105	107.8%	105	103.0%	106	98.6%	97	102.0%	105	103.9%	112		629	27	656	643	67
22-23	95	107.8%	113	103.0%	108	98.6%	105	102.0%	99	103.9%	109		628	27	655	642	46
23-24	104	107.8%	102	103.0%	117	98.6%	106	102.0%	107	103.9%	102		638	27	665	652	9
24-25	98	107.8%	112	103.0%	105	98.6%	115	102.0%	108	103.9%	111		650	27	677	663	20
25-26	101	107.8%	106	103.0%	115	98.6%	104	102.0%	117	103.9%	112		656	27	683	669	28
26-27	101	107.8%	109	103.0%	109	98.6%	114	102.0%	106	103.9%	122		660	27	687	674	22
27-28	101	107.8%	109	103.0%	112	98.6%	107	102.0%	116	103.9%	110		656	27	683	669	6
28-29	101	107.8%	109	103.0%	112	98.6%	111	102.0%	109	103.9%	121		663	27	690	676	7
29-30	101	107.8%	109	103.0%	112	98.6%	111	102.0%	113	103.9%	114		659	27	686	672	-1
30-31	101	107.8%	109	103.0%	112	98.6%	111	102.0%	113	103.9%	117		662	27	689	676	7
5-3-2		1.0730		1.0134		0.9780		0.9976		1.0304							
6-4		1.0661		1.0185		0.9801		0.9912		1.0173							
4 Yr. Avg. (2016-2019)		1.0782		1.0296		0.9862		1.0195		1.0387							

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
20-21ADJ	95		79		93		94		81		98		540	15	555	548	29
21-22	94	100.4%	95	104.8%	83	96.7%	90	101.4%	95	100.9%	82		539	19	558	549	1
22-23	85	100.4%	94	104.8%	100	96.7%	80	101.4%	91	100.9%	96		547	19	566	556	8
23-24	93	100.4%	85	104.8%	99	96.7%	97	101.4%	81	100.9%	92		547	19	566	557	0
24-25	88	100.4%	93	104.8%	89	96.7%	96	101.4%	98	100.9%	82		546	19	565	556	0
25-26	90	100.4%	88	104.8%	98	96.7%	86	101.4%	97	100.9%	99		559	19	578	568	11
26-27	90	100.4%	90	104.8%	93	96.7%	95	101.4%	88	100.9%	98		553	19	572	563	7
27-28	90	100.4%	90	104.8%	95	96.7%	90	101.4%	96	100.9%	88		549	19	568	559	-10
28-29	90	100.4%	90	104.8%	95	96.7%	92	101.4%	91	100.9%	97		554	19	573	564	1
29-30	90	100.4%	90	104.8%	95	96.7%	92	101.4%	93	100.9%	92		551	19	570	561	2
30-31	90	100.4%	90	104.8%	95	96.7%	92	101.4%	93	100.9%	94		553	19	572	563	-1
5-3-2		1.0100		1.0688		0.9595		1.0223		1.0206							
6-4		1.0048		1.0734		0.9783		1.0383		1.0319							
4 Yr. Avg. (2016-2019)		1.0037		1.0484		0.9669		1.0143		1.0087							

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
20-21ADJ	84		95		88		80		94		93		534	16	550	542	1
21-22	90	107.4%	90	107.5%	102	105.8%	93	104.5%	84	100.5%	94		553	13	566	560	18
22-23	82	107.4%	97	107.5%	97	105.8%	108	104.5%	97	100.5%	84		565	13	578	571	11
23-24	89	107.4%	88	107.5%	104	105.8%	103	104.5%	113	100.5%	98		594	13	607	601	29
24-25	84	107.4%	96	107.5%	95	105.8%	110	104.5%	107	100.5%	113		605	13	618	611	11
25-26	87	107.4%	90	107.5%	103	105.8%	100	104.5%	115	100.5%	108		602	13	615	609	-2
26-27	87	107.4%	93	107.5%	97	105.8%	109	104.5%	105	100.5%	115		606	13	619	612	3
27-28	87	107.4%	93	107.5%	100	105.8%	103	104.5%	114	100.5%	105		602	13	615	608	-4
28-29	87	107.4%	93	107.5%	100	105.8%	106	104.5%	107	100.5%	114		608	13	621	615	6
29-30	87	107.4%	93	107.5%	100	105.8%	106	104.5%	111	100.5%	108		606	13	619	612	-3
30-31	87	107.4%	93	107.5%	100	105.8%	106	104.5%	111	100.5%	112		610	13	623	616	4
5-3-2		1.1037		1.0464		1.0901		1.0475		0.9891							
6-4		1.1099		1.0192		1.1050		1.0444		0.9702							
4 Yr. Avg. (2016-2019)		1.0736		1.0752		1.0577		1.0446		1.0049							

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
20-21ADJ	78		79		70		68		87		81	463	11	474	469	23
21-22	77	104.0%	81	102.5%	81	98.9%	69	100.4%	68	98.6%	86	462	11	473	468	-1
22-23	70	104.0%	80	102.5%	83	98.9%	80	100.4%	69	98.6%	67	450	11	461	456	-12
23-24	76	104.0%	73	102.5%	82	98.9%	82	100.4%	80	98.6%	69	462	11	473	467	12
24-25	72	104.0%	79	102.5%	75	98.9%	81	100.4%	83	98.6%	79	469	11	480	474	19
25-26	74	104.0%	75	102.5%	81	98.9%	74	100.4%	81	98.6%	81	467	11	478	472	5
26-27	74	104.0%	77	102.5%	77	98.9%	80	100.4%	74	98.6%	80	462	11	473	468	-6
27-28	74	104.0%	77	102.5%	79	98.9%	76	100.4%	80	98.6%	73	459	11	470	465	-7
28-29	74	104.0%	77	102.5%	79	98.9%	78	100.4%	76	98.6%	79	463	11	474	469	1
29-30	74	104.0%	77	102.5%	79	98.9%	78	100.4%	78	98.6%	75	461	11	472	467	2
30-31	74	104.0%	77	102.5%	79	98.9%	78	100.4%	78	98.6%	77	463	11	474	469	0
5-3-2		1.0462		1.0700		0.9799		1.0182		0.9755						
6-4		1.0554		1.0891		0.9599		1.0169		0.9724						
4 Yr. Avg. (2016-2019)		1.0401		1.0249		0.9885		1.0042		0.9864						

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
20-21ADJ	77		80		76		59		74		56	422	16	438	430	3
21-22	81	101.0%	78	100.5%	80	95.6%	73	102.8%	61	97.1%	72	444	19	463	454	24
22-23	73	101.0%	82	100.5%	78	95.6%	77	102.8%	75	97.1%	59	443	19	462	453	-1
23-24	80	101.0%	74	100.5%	82	95.6%	75	102.8%	79	97.1%	72	462	19	481	472	19
24-25	75	101.0%	81	100.5%	74	95.6%	79	102.8%	77	97.1%	77	462	19	481	472	0
25-26	77	101.0%	76	100.5%	81	95.6%	71	102.8%	81	97.1%	75	460	19	479	470	-2
26-27	77	101.0%	78	100.5%	76	95.6%	78	102.8%	73	97.1%	78	460	19	479	469	0
27-28	77	101.0%	78	100.5%	78	95.6%	73	102.8%	80	97.1%	71	456	19	475	466	-4
28-29	77	101.0%	78	100.5%	78	95.6%	75	102.8%	75	97.1%	77	460	19	479	469	4
29-30	77	101.0%	78	100.5%	78	95.6%	75	102.8%	77	97.1%	73	457	19	476	467	-3
30-31	77	101.0%	78	100.5%	78	95.6%	75	102.8%	77	97.1%	75	459	19	478	469	2
5-3-2		1.0315		1.0312		0.9832		1.0013		1.0168						
6-4		1.0371		1.0528		0.9890		0.9797		1.0373						
4 Yr. Avg. (2016-2019)		1.0104		1.0049		0.9558		1.0275		0.9710						

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	
18-19A	92	113.8%	91	111.6%	96	104.9%	85	102.1%	97	106.8%	79	540		540	29
19-20A	90	113.0%	104	104.4%	95	102.1%	98	98.8%	84	108.2%	105	576		576	36
20-21ADJ	92		89		106		94		98		85	564		564	-12
21-22	98	116.5%	107	106.7%	95	105.3%	112	103.8%	98	104.2%	102	611		611	47
22-23	89	116.5%	114	106.7%	114	105.3%	100	103.8%	116	104.2%	102	635		635	24
23-24	97	116.5%	104	106.7%	122	105.3%	120	103.8%	104	104.2%	121	667		667	32
24-25	91	116.5%	113	106.7%	111	105.3%	128	103.8%	125	104.2%	108	676		676	9
25-26	94	116.5%	106	106.7%	121	105.3%	116	103.8%	133	104.2%	130	700		700	24
26-27	94	116.5%	110	106.7%	113	105.3%	127	103.8%	121	104.2%	139	703		703	3
27-28	94	116.5%	110	106.7%	117	105.3%	119	103.8%	132	104.2%	126	697		697	-6
28-29	94	116.5%	110	106.7%	117	105.3%	123	103.8%	124	104.2%	137	704		704	7
29-30	94	116.5%	110	106.7%	117	105.3%	123	103.8%	128	104.2%	129	700		700	-4
30-31	94	116.5%	110	106.7%	117	105.3%	123	103.8%	128	104.2%	133	704		704	4
5-3-2		1.1523		1.0645		1.0274		1.0148		1.0703					
6-4		1.1333		1.0729		1.0323		1.0014		1.0765					
4 Yr. Avg. (2016-2019)		1.1651		1.0667		1.0530		1.0382		1.0420					

FRIENDSHIP VALLEY EL

YEAR	K		1		2		3		4		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
20-21ADJ	68		64		77		80		77		73	439	439	-49
21-22	83	105.8%	72	100.4%	64	105.9%	82	101.3%	81	98.3%	76	458	458	19
22-23	75	105.8%	88	100.4%	72	105.9%	68	101.3%	83	98.3%	80	465	465	8
23-24	82	105.8%	79	100.4%	88	105.9%	77	101.3%	69	98.3%	81	476	476	11
24-25	78	105.8%	87	100.4%	80	105.9%	93	101.3%	78	98.3%	68	483	483	7
25-26	80	105.8%	83	100.4%	87	105.9%	84	101.3%	95	98.3%	76	505	505	22
26-27	80	105.8%	85	100.4%	83	105.9%	92	101.3%	86	98.3%	93	518	518	13
27-28	80	105.8%	85	100.4%	85	105.9%	88	101.3%	94	98.3%	84	515	515	-3
28-29	80	105.8%	85	100.4%	85	105.9%	90	101.3%	89	98.3%	92	521	521	6
29-30	80	105.8%	85	100.4%	85	105.9%	90	101.3%	91	98.3%	87	518	518	-2
30-31	80	105.8%	85	100.4%	85	105.9%	90	101.3%	91	98.3%	90	521	521	2
5-3-2		1.0487		1.0215		1.0759		1.0068		1.0089				
6-4		1.0316		1.0117		1.0794		0.9905		1.0125				
4 Yr. Avg. (2016-2019)		1.0582		1.0042		1.0589		1.0134		0.9831				

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
20-21ADJ	70		55		76		57		65		53	376	20	396	386	6
21-22	72	99.3%	70	103.3%	57	102.0%	78	104.3%	59	103.7%	67	403	27	430	416	30
22-23	66	99.3%	71	103.3%	72	102.0%	58	104.3%	81	103.7%	62	410	27	437	423	7
23-24	71	99.3%	66	103.3%	74	102.0%	73	104.3%	60	103.7%	84	428	27	455	441	18
24-25	68	99.3%	70	103.3%	68	102.0%	75	104.3%	76	103.7%	63	421	27	448	434	-7
25-26	69	99.3%	68	103.3%	73	102.0%	69	104.3%	79	103.7%	79	436	27	463	450	16
26-27	69	99.3%	69	103.3%	70	102.0%	74	104.3%	72	103.7%	81	435	27	462	449	-1
27-28	69	99.3%	69	103.3%	71	102.0%	71	104.3%	77	103.7%	75	432	27	459	445	-3
28-29	69	99.3%	69	103.3%	71	102.0%	72	104.3%	74	103.7%	80	435	27	462	449	3
29-30	69	99.3%	69	103.3%	71	102.0%	72	104.3%	75	103.7%	77	433	27	460	446	-2
30-31	69	99.3%	69	103.3%	71	102.0%	72	104.3%	75	103.7%	78	434	27	461	447	1
5-3-2		1.0040		1.0241		0.9890		1.0535		1.0282						
6-4		0.9981		1.0407		0.9736		1.0421		1.0098						
4 Yr. Avg. (2016-2019)		0.9929		1.0329		1.0198		1.0433		1.0373						

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
20-21ADJ	118		120		99		108		89		138	672	14	686	679	48
21-22	116	104.4%	123	104.9%	126	105.0%	104	104.7%	113	103.1%	92	674	14	688	681	2
22-23	105	104.4%	121	104.9%	129	105.0%	132	104.7%	109	103.1%	117	713	14	727	720	39
23-24	114	104.4%	110	104.9%	127	105.0%	136	104.7%	138	103.1%	112	737	14	751	744	24
24-25	108	104.4%	119	104.9%	115	105.0%	133	104.7%	142	103.1%	143	760	14	774	767	23
25-26	111	104.4%	113	104.9%	125	105.0%	121	104.7%	140	103.1%	146	755	14	769	762	-5
26-27	111	104.4%	116	104.9%	118	105.0%	131	104.7%	126	103.1%	144	746	14	760	753	-9
27-28	111	104.4%	116	104.9%	122	105.0%	124	104.7%	137	103.1%	130	740	14	754	747	-6
28-29	111	104.4%	116	104.9%	122	105.0%	128	104.7%	130	103.1%	141	747	14	761	754	7
29-30	111	104.4%	116	104.9%	122	105.0%	128	104.7%	134	103.1%	134	743	14	757	750	-4
30-31	111	104.4%	116	104.9%	122	105.0%	128	104.7%	134	103.1%	138	747	14	761	754	4
5-3-2		1.0331		1.0475		1.0523		1.0327		1.0318						
6-4		1.0520		1.0286		1.0500		1.0195		1.0267						
4 Yr. Avg. (2016-2019)		1.0438		1.0488		1.0497		1.0467		1.0314						



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
20-21ADJ	93		102		98		115		117		91	616	9	625	621	-35
21-22	106	105.3%	98	105.6%	108	103.6%	102	102.5%	118	99.1%	116	647	14	661	654	33
22-23	96	105.3%	112	105.6%	103	103.6%	112	102.5%	104	99.1%	117	643	14	657	650	-4
23-24	104	105.3%	101	105.6%	118	103.6%	107	102.5%	114	99.1%	103	647	14	661	654	4
24-25	99	105.3%	110	105.6%	107	103.6%	122	102.5%	110	99.1%	113	660	14	674	667	13
25-26	101	105.3%	104	105.6%	116	103.6%	111	102.5%	125	99.1%	109	665	14	679	672	5
26-27	101	105.3%	106	105.6%	110	103.6%	120	102.5%	113	99.1%	124	674	14	688	681	9
27-28	101	105.3%	106	105.6%	112	103.6%	114	102.5%	123	99.1%	112	669	14	683	676	-6
28-29	101	105.3%	106	105.6%	112	103.6%	116	102.5%	117	99.1%	122	674	14	688	681	6
29-30	101	105.3%	106	105.6%	112	103.6%	116	102.5%	119	99.1%	116	671	14	685	678	-3
30-31	101	105.3%	106	105.6%	112	103.6%	116	102.5%	119	99.1%	118	673	14	687	680	2
5-3-2		1.0756		1.0881		1.0317		1.0653		1.0078						
6-4		1.0727		1.1178		1.0366		1.0805		1.0182						
4 Yr. Avg. (2016-2019)		1.0530		1.0555		1.0363		1.0248		0.9910						

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
20-21ADJ	65		69		76		84		78		72	444	15	459	452	-25
21-22	82	102.4%	67	99.2%	68	107.5%	82	103.7%	87	103.5%	81	467	15	482	474	23
22-23	74	102.4%	84	99.2%	66	107.5%	74	103.7%	85	103.5%	90	473	15	488	480	6
23-24	81	102.4%	76	99.2%	83	107.5%	71	103.7%	76	103.5%	88	475	15	490	483	3
24-25	77	102.4%	83	99.2%	75	107.5%	90	103.7%	74	103.5%	79	477	15	492	485	2
25-26	78	102.4%	79	99.2%	82	107.5%	81	103.7%	93	103.5%	76	489	15	504	497	12
26-27	78	102.4%	80	99.2%	78	107.5%	88	103.7%	84	103.5%	96	505	15	520	512	15
27-28	78	102.4%	80	99.2%	79	107.5%	84	103.7%	92	103.5%	87	500	15	515	507	-5
28-29	78	102.4%	80	99.2%	79	107.5%	85	103.7%	87	103.5%	95	505	15	520	512	5
29-30	78	102.4%	80	99.2%	79	107.5%	85	103.7%	88	103.5%	90	501	15	516	508	-4
30-31	78	102.4%	80	99.2%	79	107.5%	85	103.7%	88	103.5%	91	502	15	517	510	1
5-3-2		1.0158		1.0148		1.0639		1.0309		1.0339						
6-4		1.0321		1.0158		1.0576		1.0412		1.0160						
4 Yr. Avg. (2016-2019)		1.0242		0.9917		1.0753		1.0372		1.0352						

MT. AIRY EL (3rd - 5th)

YEAR			2		3		4		5	TOTAL		BUDGET FTE	DIFF
17-18A			153	102.1%	149	103.5%	148	102.2%	139	436		436	
18-19A			157	104.6%	160	102.0%	152	103.4%	153	465		465	29
19-20A			156	96.8%	152	99.4%	159	98.0%	149	460		460	-5
20-21A			147		153		138		159	450		450	-10
21-22			139	100.0%	147	101.2%	155	100.5%	139	441		441	-9
22-23			120	100.0%	139	101.2%	149	100.5%	156	444		444	3
23-24			160	100.0%	120	101.2%	141	100.5%	150	411		411	-33
24-25			145	100.0%	160	101.2%	122	100.5%	142	424		424	13
25-26			158	100.0%	145	101.2%	162	100.5%	122	429		429	6
26-27			150	100.0%	158	101.2%	146	100.5%	163	468		468	38
27-28			153	100.0%	150	101.2%	160	100.5%	147	457		457	-11
28-29			153	100.0%	153	101.2%	152	100.5%	161	466		466	9
29-30			153	100.0%	153	101.2%	155	100.5%	152	460		460	-5
30-31			153	100.0%	153	101.2%	155	100.5%	156	464		464	3
5-3-2				1.0020		1.0099		1.0047					
6-4				0.9992		1.0043		1.0017					
4 Yr. Avg. (2016-2019)				1.0001		1.0122		1.0048					

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
20-21ADJ	114		135		147		396	9	405	401	-50
21-22	152	102.4%	117	103.1%	139		408	15	423	415	15
22-23	137	102.4%	156	103.1%	120		413	15	428	420	5
23-24	150	102.4%	140	103.1%	160		451	15	466	458	38
24-25	142	102.4%	154	103.1%	145		440	15	455	448	-11
25-26	145	102.4%	145	103.1%	158		449	15	464	456	9
26-27	145	102.4%	148	103.1%	150		443	15	458	451	-5
27-28	145	102.4%	148	103.1%	153		446	15	461	454	3
28-29	145	102.4%	148	103.1%	153		446	15	461	454	0
29-30	145	102.4%	148	103.1%	153		446	15	461	454	0
30-31	145	102.4%	148	103.1%	153		446	15	461	454	0
5-3-2	1.0318		1.0158								
6-4	1.0377		1.0200								
4 Yr. Avg. (2016-2019)	1.0236		1.0312								

PINEY RIDGE EL

												K-5	PreK	BUDGET		
YEAR	K		1		2		3		4		5	TOTAL	PreK	TOTAL	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
20-21ADJ	111		87		90		82		78		101	549	13	562	556	29
21-22	99	99.0%	110	99.7%	87	104.5%	94	101.3%	83	98.3%	77	549	15	564	557	1
22-23	90	99.0%	98	99.7%	110	104.5%	91	101.3%	95	98.3%	82	565	15	580	573	16
23-24	97	99.0%	89	99.7%	98	104.5%	115	101.3%	92	98.3%	94	584	15	599	591	19
24-25	92	99.0%	96	99.7%	89	104.5%	102	101.3%	116	98.3%	90	585	15	600	593	1
25-26	95	99.0%	91	99.7%	96	104.5%	93	101.3%	103	98.3%	114	592	15	607	600	7
26-27	95	99.0%	94	99.7%	91	104.5%	100	101.3%	94	98.3%	102	576	15	591	583	-16
27-28	95	99.0%	94	99.7%	94	104.5%	95	101.3%	101	98.3%	92	571	15	586	579	-4
28-29	95	99.0%	94	99.7%	94	104.5%	98	101.3%	96	98.3%	100	577	15	592	584	5
29-30	95	99.0%	94	99.7%	94	104.5%	98	101.3%	99	98.3%	94	575	15	590	582	-2
30-31	95	99.0%	94	99.7%	94	104.5%	98	101.3%	99	98.3%	98	578	15	593	585	3
5-3-2		0.9821		0.9985		1.0976		1.0429		0.9613						
6-4		0.9769		0.9980		1.1069		1.0551		0.9667						
4 Yr. Avg. (2016-2019)		0.9898		0.9973		1.0450		1.0129		0.9828						

ROBERT MOTON EL

												K-5	PreK	BUDGET		
YEAR	K		1		2		3		4		5	TOTAL	PreK	TOTAL	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
20-21ADJ	53		65		67		56		72		65	378	22	400	389	-25
21-22	63	108.5%	58	106.4%	69	103.2%	69	99.5%	56	104.4%	75	390	33	423	406	17
22-23	57	108.5%	68	106.4%	61	103.2%	71	99.5%	69	104.4%	58	385	33	418	401	-5
23-24	63	108.5%	62	106.4%	73	103.2%	63	99.5%	71	104.4%	72	403	33	436	420	19
24-25	59	108.5%	68	106.4%	66	103.2%	75	99.5%	63	104.4%	74	405	33	438	422	2
25-26	61	108.5%	64	106.4%	73	103.2%	68	99.5%	75	104.4%	66	406	33	439	422	1
26-27	61	108.5%	66	106.4%	68	103.2%	75	99.5%	68	104.4%	78	416	33	449	432	10
27-28	61	108.5%	66	106.4%	70	103.2%	70	99.5%	75	104.4%	71	413	33	446	430	-3
28-29	61	108.5%	66	106.4%	70	103.2%	73	99.5%	70	104.4%	78	418	33	451	435	5
29-30	61	108.5%	66	106.4%	70	103.2%	73	99.5%	72	104.4%	73	416	33	449	432	-3
30-31	61	108.5%	66	106.4%	70	103.2%	73	99.5%	72	104.4%	75	418	33	451	435	2
5-3-2		1.0939		1.0771		1.0277		0.9880		1.0753						
6-4		1.1009		1.0889		1.0350		0.9333		1.0430						
4 Yr. Avg. (2016-2019)		1.0853		1.0635		1.0320		0.9947		1.0440						

\*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
20-21ADJ	84		94		83		90		98		111	560	15	575	568	-33
21-22	99	105.5%	89	111.0%	104	104.8%	87	104.0%	94	106.6%	104	577	20	597	587	20
22-23	90	105.5%	104	111.0%	98	104.8%	109	104.0%	90	106.6%	100	592	20	612	602	15
23-24	98	105.5%	95	111.0%	116	104.8%	103	104.0%	114	106.6%	96	622	20	642	632	30
24-25	92	105.5%	103	111.0%	105	104.8%	121	104.0%	107	106.6%	121	651	20	671	661	29
25-26	95	105.5%	97	111.0%	115	104.8%	110	104.0%	126	106.6%	114	658	20	678	668	7
26-27	95	105.5%	100	111.0%	108	104.8%	120	104.0%	115	106.6%	135	673	20	693	683	15
27-28	95	105.5%	100	111.0%	111	104.8%	113	104.0%	125	106.6%	122	667	20	687	677	-6
28-29	95	105.5%	100	111.0%	111	104.8%	117	104.0%	117	106.6%	133	674	20	694	684	7
29-30	95	105.5%	100	111.0%	111	104.8%	117	104.0%	121	106.6%	125	669	20	689	679	-4
30-31	95	105.5%	100	111.0%	111	104.8%	117	104.0%	121	106.6%	129	673	20	693	683	4
5-3-2		1.0182		1.0359		1.0180		1.0244		1.0214						
6-4		1.0230		1.0240		1.0200		1.0150		1.0421						
4 Yr. Avg. (2016-2019)		1.0545		1.1102		1.0483		1.0399		1.0661						

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
20-21ADJ	96		87		69		92		78		80	502	9	511	507	14
21-22	90	107.3%	103	100.9%	88	101.8%	70	101.7%	94	106.3%	83	527	10	537	532	26
22-23	81	107.3%	97	100.9%	104	101.8%	89	101.7%	71	106.3%	99	542	10	552	547	14
23-24	89	107.3%	87	100.9%	97	101.8%	106	101.7%	91	106.3%	76	546	10	556	551	4
24-25	84	107.3%	95	100.9%	88	101.8%	99	101.7%	108	106.3%	97	571	10	581	576	25
25-26	86	107.3%	90	100.9%	96	101.8%	89	101.7%	101	106.3%	114	577	10	587	582	6
26-27	86	107.3%	92	100.9%	91	101.8%	98	101.7%	91	106.3%	107	565	10	575	570	-12
27-28	86	107.3%	92	100.9%	93	101.8%	93	101.7%	100	106.3%	96	560	10	570	565	-5
28-29	86	107.3%	92	100.9%	93	101.8%	95	101.7%	94	106.3%	106	566	10	576	571	6
29-30	86	107.3%	92	100.9%	93	101.8%	95	101.7%	96	106.3%	100	563	10	573	568	-4
30-31	86	107.3%	92	100.9%	93	101.8%	95	101.7%	96	106.3%	102	565	10	575	570	2
5-3-2		1.1270		1.0283		1.0231		1.0277		1.0937						
6-4		1.1602		1.0405		0.9896		1.0188		1.1053						
4 Yr. Avg. (2016-2019)		1.0726		1.0092		1.0183		1.0168		1.0627						

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
20-21ADJ	68		67		72		70		67		84	428	16	444	436	26
21-22	69	104.5%	71	96.6%	65	100.1%	72	99.8%	70	100.6%	67	414	14	428	421	-15
22-23	62	104.5%	72	96.6%	69	100.1%	65	99.8%	72	100.6%	70	410	14	424	417	-4
23-24	68	104.5%	65	96.6%	70	100.1%	69	99.8%	65	100.6%	72	408	14	422	415	-2
24-25	64	104.5%	71	96.6%	63	100.1%	70	99.8%	69	100.6%	65	401	14	415	408	-7
25-26	66	104.5%	67	96.6%	69	100.1%	63	99.8%	70	100.6%	69	403	14	417	410	2
26-27	66	104.5%	69	96.6%	65	100.1%	69	99.8%	63	100.6%	70	401	14	415	408	-2
27-28	66	104.5%	69	96.6%	67	100.1%	65	99.8%	69	100.6%	63	398	14	412	405	-3
28-29	66	104.5%	69	96.6%	67	100.1%	67	99.8%	65	100.6%	69	402	14	416	409	4
29-30	66	104.5%	69	96.6%	67	100.1%	67	99.8%	67	100.6%	65	400	14	414	407	-2
30-31	66	104.5%	69	96.6%	67	100.1%	67	99.8%	67	100.6%	67	402	14	416	409	2
5-3-2		1.0729		1.0064		1.0390		1.0233		0.9858						
6-4		1.0864		1.0090		1.0655		1.0286		0.9803						
4 Yr. Avg. (2016-2019)		1.0451		0.9660		1.0009		0.9978		1.0056						

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	-32
19-20A	63	101.5%	68	110.3%	64	110.5%	63	113.5%	59	101.6%	65	382	19	401	392	18
20-21ADJ	58		63		64		59		64		61	369	18	387	378	-14
21-22	70	93.0%	54	98.6%	62	104.0%	67	99.5%	59	99.0%	63	375	20	395	385	7
22-23	63	93.0%	65	98.6%	53	104.0%	65	99.5%	66	99.0%	58	370	20	390	380	-4
23-24	69	93.0%	59	98.6%	64	104.0%	55	99.5%	64	99.0%	66	377	20	397	387	7
24-25	65	93.0%	64	98.6%	58	104.0%	67	99.5%	55	99.0%	64	372	20	392	382	-5
25-26	67	93.0%	60	98.6%	63	104.0%	60	99.5%	66	99.0%	54	372	20	392	382	-1
26-27	67	93.0%	62	98.6%	60	104.0%	66	99.5%	60	99.0%	66	380	20	400	390	9
27-28	67	93.0%	62	98.6%	61	104.0%	62	99.5%	65	99.0%	59	377	20	397	387	-3
28-29	67	93.0%	62	98.6%	61	104.0%	64	99.5%	62	99.0%	65	381	20	401	391	4
29-30	67	93.0%	62	98.6%	61	104.0%	64	99.5%	64	99.0%	61	379	20	399	389	-2
30-31	67	93.0%	62	98.6%	61	104.0%	64	99.5%	64	99.0%	63	381	20	401	391	2
5-3-2		0.9857		1.0302		1.0474		1.0509		1.0041						
6-4		0.9715		1.0128		1.0346		1.0629		0.9973						
4 Yr. Avg. (2016-2019)		0.9295		0.9858		1.0404		0.9947		0.9897						

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
20-21ADJ	98		89		83		97		80		100	547	13	560	554	26
21-22	102	103.1%	101	100.7%	90	102.8%	85	101.4%	98	105.1%	84	560	16	576	568	15
22-23	92	103.1%	105	100.7%	102	102.8%	92	101.4%	87	105.1%	103	581	16	597	589	21
23-24	100	103.1%	95	100.7%	106	102.8%	105	101.4%	93	105.1%	91	590	16	606	598	9
24-25	95	103.1%	103	100.7%	96	102.8%	109	101.4%	106	105.1%	98	607	16	623	615	17
25-26	97	103.1%	98	100.7%	104	102.8%	98	101.4%	110	105.1%	112	619	16	635	627	12
26-27	97	103.1%	100	100.7%	99	102.8%	107	101.4%	100	105.1%	116	618	16	634	626	-1
27-28	97	103.1%	100	100.7%	101	102.8%	101	101.4%	108	105.1%	105	612	16	628	620	-6
28-29	97	103.1%	100	100.7%	101	102.8%	104	101.4%	103	105.1%	114	618	16	634	626	6
29-30	97	103.1%	100	100.7%	101	102.8%	104	101.4%	105	105.1%	108	614	16	630	622	-4
30-31	97	103.1%	100	100.7%	101	102.8%	104	101.4%	105	105.1%	110	617	16	633	625	2
5-3-2		1.0293		0.9787		1.0426		1.0188		1.0537						
6-4		1.0220		0.9834		1.0377		1.0244		1.0435						
4 Yr. Avg. (2016-2019)		1.0308		1.0073		1.0284		1.0139		1.0512						

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
20-21ADJ	73		82		76		83		83		88	485	12	497	491	-22
21-22	87	99.4%	73	103.0%	84	98.6%	75	99.4%	82	100.6%	84	485	15	500	492	1
22-23	79	99.4%	86	103.0%	75	98.6%	83	99.4%	75	100.6%	83	481	15	496	489	-4
23-24	86	99.4%	79	103.0%	89	98.6%	74	99.4%	83	100.6%	75	485	15	500	493	4
24-25	81	99.4%	85	103.0%	81	98.6%	88	99.4%	73	100.6%	83	492	15	507	499	7
25-26	83	99.4%	80	103.0%	88	98.6%	80	99.4%	87	100.6%	74	492	15	507	500	1
26-27	83	99.4%	82	103.0%	83	98.6%	87	99.4%	79	100.6%	88	502	15	517	510	10
27-28	83	99.4%	82	103.0%	85	98.6%	82	99.4%	86	100.6%	80	498	15	513	506	-4
28-29	83	99.4%	82	103.0%	85	98.6%	84	99.4%	81	100.6%	87	502	15	517	510	4
29-30	83	99.4%	82	103.0%	85	98.6%	84	99.4%	83	100.6%	82	499	15	514	507	-3
30-31	83	99.4%	82	103.0%	85	98.6%	84	99.4%	83	100.6%	84	501	15	516	509	2
5-3-2		1.0309		1.0391		1.0009		0.9815		0.9890						
6-4		1.0504		1.0564		0.9984		0.9839		0.9964						
4 Yr. Avg. (2016-2019)		0.9937		1.0302		0.9864		0.9939		1.0062						

Elementary Projections  
2021-'22 to 2030-'31

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
20-21ADJ	90	102.3%	115	102.4%	89	107.2%	119	100.3%	84	102.0%	87	584	26	610	597	0
21-22	110	102.3%	92	102.4%	118	107.2%	95	100.3%	119	102.0%	86	620	21	641	631	34
22-23	100	102.3%	113	102.4%	94	107.2%	126	100.3%	96	102.0%	122	650	21	671	661	30
23-24	109	102.3%	102	102.4%	115	107.2%	101	100.3%	127	102.0%	98	652	21	673	662	1
24-25	103	102.3%	111	102.4%	105	107.2%	124	100.3%	101	102.0%	129	673	21	694	684	22
25-26	105	102.3%	105	102.4%	114	107.2%	112	100.3%	124	102.0%	103	664	21	685	675	-9
26-27	105	102.3%	107	102.4%	108	107.2%	122	100.3%	113	102.0%	126	682	21	703	692	18
27-28	105	102.3%	107	102.4%	110	107.2%	116	100.3%	123	102.0%	115	676	21	697	686	-6
28-29	105	102.3%	107	102.4%	110	107.2%	118	100.3%	116	102.0%	125	681	21	702	692	6
29-30	105	102.3%	107	102.4%	110	107.2%	118	100.3%	118	102.0%	118	677	21	698	687	-5
30-31	105	102.3%	107	102.4%	110	107.2%	118	100.3%	118	102.0%	121	679	21	700	690	2
5-3-2		1.0278		1.0307		1.0457		0.9970				1.0265				
6-4		1.0430		1.0004		1.0585		1.0044				1.0371				
4 Yr. Avg. (2016-2019)		1.0228		1.0244		1.0718		1.0027				1.0200				

GRADE TOTALS - ELEMENTARY

	K		1		2		3		4		5	K-5 TOTAL	PreK	PreK TOTAL	BUDGET TOTAL	DIFF
2020-21	1,782		1,819		1,797		1,843		1,810		1,845	10,896	304	11,200	11,048	
2021-22	1,945		1,852		1,876		1,841		1,878		1,842	11,234	338	11,572	11,403	355
2022-23	1,761		2,020		1,909		1,924		1,878		1,913	11,405	338	11,743	11,574	171
2023-24	1,920		1,829		2,084		1,956		1,962		1,911	11,663	338	12,001	11,832	258
2024-25	1,815		1,995		1,887		2,137		1,997		1,999	11,829	338	12,167	11,998	166
2025-26	1,862		1,885		2,057		1,935		2,180		2,035	11,955	338	12,293	12,124	126
2026-27	1,862		1,934		1,945		2,110		1,974		2,222	12,047	338	12,385	12,216	92
2027-28	1,862		1,934		1,995		1,994		2,153		2,012	11,950	338	12,288	12,119	-97
2028-29	1,862		1,934		1,995		2,046		2,035		2,193	12,066	338	12,404	12,235	116
2029-30	1,862		1,934		1,995		2,046		2,088		2,073	11,999	338	12,337	12,168	-67
2030-31	1,862		1,934		1,995		2,046		2,088		2,127	12,053	338	12,391	12,222	54

SECONDARY PROJECTIONS '21-'22 TO '30-'31, MIDDLE SCHOOLS

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

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%	215	100.0%	260		714	17
20-21ADJ	232		236		246		216		698	-16
21-22	211	101.9%	237	102.0%	241	100.0%	246		723	25
22-23	258	101.9%	215	102.0%	241	100.0%	241		697	-27
23-24	231	101.9%	263	102.0%	219	100.0%	241		723	26
24-25	250	101.9%	236	102.0%	268	100.0%	219		723	0
25-26	209	101.9%	255	102.0%	241	100.0%	268		763	41
26-27	269	101.9%	213	102.0%	260	100.0%	241		714	-50
27-28	244	101.9%	275	102.0%	217	100.0%	260		752	38
28-29	266	101.9%	248	102.0%	280	100.0%	218		746	-6
29-30	252	101.9%	271	102.0%	253	100.0%	280		804	59
30-31	257	101.9%	257	102.0%	277	100.0%	253		787	-18
5-3-2		1.0243		1.0151		0.9984				
6-4		1.0347		1.0222		1.0018				
4yr avg (2016-2019)		1.0193		1.0195		1.0004				

NORTH CARROLL MIDDLE		EBB VALLEY		73.00%
		HAMPSTEAD		20.00%
		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
20-21ADJ	169		215		217		201		633	5
21-22	198	107.8%	183	102.1%	220	100.5%	218		620	-13
22-23	190	107.8%	214	102.1%	187	100.5%	221		621	1
23-24	191	107.8%	205	102.1%	218	100.5%	187		611	-10
24-25	209	107.8%	206	102.1%	210	100.5%	219		635	24
25-26	203	107.8%	225	102.1%	211	100.5%	211		646	11
26-27	224	107.8%	219	102.1%	230	100.5%	212		660	14
27-28	204	107.8%	242	102.1%	224	100.5%	231		697	36
28-29	221	107.8%	220	102.1%	247	100.5%	225		692	-5
29-30	210	107.8%	238	102.1%	225	100.5%	248		711	19
30-31	215	107.8%	226	102.1%	243	100.5%	226		695	-16
5-3-2		1.0945		1.0148		0.9920				
6-4		1.0796		1.0069		0.9866				
4yr avg (2016-2019)		1.0783		1.0210		1.0046				

NORTHWEST MIDDLE		ELMER WOLFE		100.00%
		RUNNYMEDE		78.00%
		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
20-21ADJ	204		196		213		241		650	-32
21-22	217	102.6%	209	98.5%	193	98.6%	210		612	-38
22-23	195	102.6%	222	98.5%	206	98.6%	190		619	7
23-24	213	102.6%	200	98.5%	219	98.6%	203		622	3
24-25	235	102.6%	219	98.5%	197	98.6%	216		632	10
25-26	218	102.6%	241	98.5%	216	98.6%	194		651	19
26-27	249	102.6%	224	98.5%	237	98.6%	213		674	23
27-28	225	102.6%	256	98.5%	221	98.6%	234		710	36
28-29	246	102.6%	231	98.5%	252	98.6%	217		701	-10
29-30	231	102.6%	253	98.5%	228	98.6%	248		729	28
30-31	238	102.6%	237	98.5%	249	98.6%	225		711	-18
5-3-2		1.0270		0.9977		0.9847				
6-4		1.0287		0.9964		0.9926				
4yr avg (2016-2019)		1.0262		0.9852		0.9860				

OKLAHOMA ROAD MID	CARROLLTOWNE		100.00%
	ELDERSBURG		59.00%
	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
20-21ADJ	202		247		223		260	730	35
21-22	265	106.5%	215	104.6%	258	100.6%	224	697	-33
22-23	251	106.5%	282	104.6%	225	100.6%	260	766	69
23-24	264	106.5%	267	104.6%	295	100.6%	226	788	21
24-25	266	106.5%	281	104.6%	279	100.6%	297	856	68
25-26	291	106.5%	283	104.6%	293	100.6%	280	857	1
26-27	308	106.5%	310	104.6%	296	100.6%	295	900	44
27-28	279	106.5%	328	104.6%	324	100.6%	297	949	49
28-29	305	106.5%	297	104.6%	343	100.6%	325	966	17
29-30	287	106.5%	324	104.6%	311	100.6%	345	980	14
30-31	296	106.5%	305	104.6%	339	100.6%	313	957	-23
5-3-2	1.0607		1.0469		0.9984				
6-4	1.0634		1.0437		0.9926				
4yr avg (2016-2019)	1.0648		1.0456		1.0055				

SHILOH MIDDLE	HAMPSTEAD		80.00%
	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
20-21ADJ	206		193		217		223	633	-25
21-22	204	103.3%	213	103.0%	199	98.6%	214	626	-7
22-23	219	103.3%	211	103.0%	220	98.6%	196	626	1
23-24	215	103.3%	226	103.0%	217	98.6%	216	660	33
24-25	212	103.3%	222	103.0%	233	98.6%	214	669	10
25-26	247	103.3%	219	103.0%	229	98.6%	230	677	8
26-27	242	103.3%	255	103.0%	225	98.6%	226	706	28
27-28	219	103.3%	250	103.0%	262	98.6%	222	735	29
28-29	239	103.3%	226	103.0%	258	98.6%	259	743	8
29-30	227	103.3%	247	103.0%	233	98.6%	254	734	-8
30-31	232	103.3%	234	103.0%	254	98.6%	230	718	-16
5-3-2	1.0437		1.0172		0.9994				
6-4	1.0527		1.0106		1.0036				
4yr avg (2016-2019)	1.0327		1.0300		0.9860				

SYKESVILLE MIDDLE	ELDERSBURG		41.00%
	LINTON SPRINGS		100.00%
	PINEY RIDGE		100.00%
	WINFIELD		16.00%

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
20-21ADJ	285		239		260		273	772	-12
21-22	216	100.1%	285	102.0%	244	101.3%	263	793	21
22-23	245	100.1%	217	102.0%	291	101.3%	247	754	-38
23-24	249	100.1%	245	102.0%	221	101.3%	295	760	6
24-25	285	100.1%	249	102.0%	250	101.3%	224	722	-38
25-26	309	100.1%	285	102.0%	254	101.3%	253	792	70
26-27	298	100.1%	310	102.0%	291	101.3%	257	858	66
27-28	270	100.1%	298	102.0%	316	101.3%	295	909	51
28-29	293	100.1%	270	102.0%	304	101.3%	320	894	-14
29-30	277	100.1%	293	102.0%	276	101.3%	308	877	-18
30-31	285	100.1%	278	102.0%	299	101.3%	279	856	-21
5-3-2	1.0265		1.0160		1.0029				
6-4	1.0268		1.0178		1.0017				
4yr avg (2016-2019)	1.0006		1.0195		1.0129				

WEST. EAST MIDDLE	CRANBERRY STATION		100.00%	RUNNYMEDE		22.00%
	EBB VALLEY		27.00%	WESTMINSTER		7.00%
	ROBERT MOTON		63.00%	WM WINCHESTER		72.00%

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
20-21ADJ	259		211		285		236		732	-16
21-22	240	97.9%	253	102.8%	217	98.9%	282		752	20
22-23	241	97.9%	235	102.8%	260	98.9%	214		710	-42
23-24	242	97.9%	236	102.8%	242	98.9%	257		735	25
24-25	249	97.9%	237	102.8%	243	98.9%	239		718	-17
25-26	252	97.9%	244	102.8%	243	98.9%	240		727	9
26-27	275	97.9%	247	102.8%	251	98.9%	241		738	11
27-28	250	97.9%	270	102.8%	253	98.9%	248		771	33
28-29	273	97.9%	244	102.8%	277	98.9%	251		772	1
29-30	257	97.9%	267	102.8%	251	98.9%	274		792	20
30-31	264	97.9%	252	102.8%	274	98.9%	248		774	-18
5-3-2	0.9840		1.0171		0.9896					
6-4	0.9874		1.0122		0.9784					
4yr avg (2016-2019)	0.9787		1.0275		0.9886					

WEST. WEST MIDDLE	FRIENDSHIP VALLEY		100.00%	WESTMINSTER		93.00%
	MECHANICSVILLE		100.00%	WM WINCHESTER		28.00%
	ROBERT MOTON		37.00%			

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
20-21ADJ	287		280		318		310		908	-27
21-22	286	100.7%	289	100.2%	281	100.9%	321		890	-18
22-23	311	100.7%	288	100.2%	289	100.9%	283		860	-30
23-24	301	100.7%	313	100.2%	288	100.9%	292		893	33
24-25	289	100.7%	303	100.2%	313	100.9%	291		907	15
25-26	301	100.7%	291	100.2%	304	100.9%	316		911	3
26-27	351	100.7%	303	100.2%	291	100.9%	306		901	-10
27-28	317	100.7%	353	100.2%	304	100.9%	294		950	50
28-29	346	100.7%	319	100.2%	354	100.9%	306		979	28
29-30	328	100.7%	348	100.2%	319	100.9%	357		1024	46
30-31	335	100.7%	330	100.2%	349	100.9%	322		1001	-23
5-3-2	1.0049		0.9925		1.0237					
6-4	1.0082		0.9837		1.0264					
4yr avg (2016-2019)	1.0065		1.0020		1.0085					

**GRADE TOTALS - MIDDLE**

	5	6	7	8	MID TOTAL	DIFF
2020-21	1844	1817	1979	1960	5756	
2021-22	1837	1884	1851	1978	5713	-43
2022-23	1909	1883	1918	1851	5653	-60
2023-24	1907	1955	1919	1918	5792	138
2024-25	1995	1953	1992	1918	5863	72
2025-26	2031	2043	1990	1992	6025	161
2026-27	2217	2080	2081	1990	6151	126
2027-28	2008	2271	2121	2081	6472	322
2028-29	2189	2057	2314	2120	6491	19
2029-30	2069	2242	2096	2314	6651	160
2030-31	2123	2119	2285	2095	6499	-152



SECONDARY PROJECTIONS '21-'22 TO '30-'31, 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
20-21ADJ	273		275		282		287		292		1136	-3
21-22	263	107.4%	293	99.0%	272	106.2%	299	84.4%	242		1107	-29
22-23	247	107.4%	283	99.0%	290	106.2%	289	84.4%	253		1115	8
23-24	295	107.4%	265	99.0%	280	106.2%	308	84.4%	244		1097	-18
24-25	224	107.4%	317	99.0%	262	106.2%	297	84.4%	260		1137	39
25-26	253	107.4%	240	99.0%	313	106.2%	279	84.4%	251		1083	-53
26-27	257	107.4%	271	99.0%	238	106.2%	333	84.4%	235		1077	-6
27-28	295	107.4%	276	99.0%	269	106.2%	253	84.4%	281		1078	1
28-29	320	107.4%	317	99.0%	273	106.2%	285	84.4%	213		1089	10
29-30	308	107.4%	343	99.0%	313	106.2%	290	84.4%	241		1188	100
30-31	279	107.4%	331	99.0%	340	106.2%	333	84.4%	245		1248	60
5-3-2		1.078		0.987		1.051		0.851				
6-4		1.087		0.984		1.052		0.853				
4yr avg (2016-2019)		1.074		0.990		1.062		0.844				

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
20-21ADJ	241		247		222		213		207		889	-33
21-22	210	108.9%	262	92.9%	229	106.9%	237	84.5%	180		909	20
22-23	190	108.9%	229	92.9%	244	106.9%	245	84.5%	201		918	9
23-24	203	108.9%	207	92.9%	212	106.9%	261	84.5%	207		888	-31
24-25	216	108.9%	221	92.9%	193	106.9%	227	84.5%	220		861	-27
25-26	194	108.9%	235	92.9%	205	106.9%	206	84.5%	192		838	-23
26-27	213	108.9%	211	92.9%	219	106.9%	219	84.5%	174		823	-15
27-28	234	108.9%	232	92.9%	196	106.9%	234	84.5%	185		847	24
28-29	217	108.9%	255	92.9%	215	106.9%	210	84.5%	197		877	30
29-30	248	108.9%	237	92.9%	237	106.9%	230	84.5%	177		881	4
30-31	225	108.9%	271	92.9%	220	106.9%	253	84.5%	194		938	57
5-3-2		1.108		0.912		1.079		0.839				
6-4		1.107		0.908		1.080		0.840				
4yr avg (2016-2019)		1.089		0.929		1.069		0.845				

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
20-21ADJ	260		237		259		257		244		997	-47
21-22	224	99.2%	258	99.7%	236	105.1%	272	92.3%	237		1004	7
22-23	260	99.2%	222	99.7%	257	105.1%	248	92.3%	251		979	-24
23-24	226	99.2%	258	99.7%	222	105.1%	270	92.3%	229		979	0
24-25	297	99.2%	224	99.7%	257	105.1%	233	92.3%	249		963	-15
25-26	280	99.2%	294	99.7%	223	105.1%	270	92.3%	215		1003	39
26-27	295	99.2%	278	99.7%	293	105.1%	235	92.3%	249		1055	53
27-28	297	99.2%	293	99.7%	277	105.1%	308	92.3%	217		1095	40
28-29	325	99.2%	295	99.7%	292	105.1%	291	92.3%	285		1163	68
29-30	345	99.2%	323	99.7%	294	105.1%	307	92.3%	269		1193	30
30-31	313	99.2%	342	99.7%	322	105.1%	309	92.3%	283		1256	63
5-3-2		0.976		1.006		1.056		0.910				
6-4		0.970		1.012		1.052		0.908				
4yr avg (2016-2019)		0.992		0.997		1.051		0.923				

MANCHESTER VALLEY HIGH					NORTH CARROLL MIDDLE				100.00%
					SHILOH MIDDLE				65.00%

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
20-21ADJ	346		368		340		330		286	1324	-1
21-22	357	101.9%	353	95.0%	350	103.9%	353	84.4%	279	1334	10
22-23	348	101.9%	364	95.0%	335	103.9%	363	84.4%	298	1360	26
23-24	328	101.9%	355	95.0%	346	103.9%	348	84.4%	307	1355	-5
24-25	359	101.9%	334	95.0%	337	103.9%	359	84.4%	294	1324	-31
25-26	360	101.9%	365	95.0%	318	103.9%	350	84.4%	303	1336	12
26-27	358	101.9%	367	95.0%	347	103.9%	330	84.4%	295	1339	3
27-28	375	101.9%	365	95.0%	348	103.9%	361	84.4%	279	1353	13
28-29	393	101.9%	382	95.0%	347	103.9%	362	84.4%	304	1396	43
29-30	414	101.9%	400	95.0%	363	103.9%	360	84.4%	306	1429	34
30-31	375	101.9%	421	95.0%	380	103.9%	377	84.4%	304	1483	54
5-3-2		1.025		0.953		1.047		0.840			
6-4		1.032		0.953		1.031		0.830			
4yr avg (2016-2019)		1.019		0.950		1.039		0.844			

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
20-21ADJ	216		263		231		245		249	988	-23
21-22	246	103.1%	223	95.2%	250	102.7%	237	91.9%	225	935	-53
22-23	241	103.1%	254	95.2%	212	102.7%	257	91.9%	218	941	5
23-24	241	103.1%	248	95.2%	242	102.7%	218	91.9%	236	944	3
24-25	219	103.1%	249	95.2%	236	102.7%	248	91.9%	200	933	-11
25-26	268	103.1%	226	95.2%	237	102.7%	243	91.9%	228	933	0
26-27	241	103.1%	276	95.2%	215	102.7%	243	91.9%	223	957	24
27-28	260	103.1%	248	95.2%	263	102.7%	221	91.9%	224	955	-2
28-29	218	103.1%	268	95.2%	236	102.7%	270	91.9%	203	977	22
29-30	280	103.1%	224	95.2%	255	102.7%	243	91.9%	248	970	-7
30-31	253	103.1%	289	95.2%	213	102.7%	262	91.9%	223	987	17
5-3-2		1.043		0.957		1.022		0.917			
6-4		1.044		0.961		1.025		0.913			
4yr avg (2016-2019)		1.031		0.952		1.027		0.919			

WESTMINSTER HIGH					SHILOH MIDDLE				35.00%
					WEST. WEST MIDDLE				91.00%

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
20-21ADJ	360		374		367		376		401	1518	-4
21-22	367	105.0%	378	92.7%	347	109.0%	400	83.5%	314	1439	-79
22-23	326	105.0%	385	92.7%	351	109.0%	378	83.5%	334	1448	9
23-24	341	105.0%	342	92.7%	357	109.0%	382	83.5%	316	1397	-51
24-25	340	105.0%	358	92.7%	317	109.0%	389	83.5%	319	1384	-13
25-26	368	105.0%	357	92.7%	332	109.0%	346	83.5%	325	1359	-24
26-27	358	105.0%	386	92.7%	330	109.0%	362	83.5%	289	1368	8
27-28	345	105.0%	376	92.7%	358	109.0%	360	83.5%	302	1396	29
28-29	369	105.0%	362	92.7%	348	109.0%	390	83.5%	301	1402	6
29-30	413	105.0%	388	92.7%	336	109.0%	380	83.5%	326	1429	27
30-31	374	105.0%	434	92.7%	359	109.0%	366	83.5%	317	1477	47
5-3-2		1.042		0.932		1.101		0.810			
6-4		1.032		0.940		1.103		0.801			
4yr avg (2016-2019)		1.050		0.927		1.090		0.835			

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

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
20-21ADJ	264		277		267		278		263	1085	6
21-22	311	108.4%	286	98.9%	274	104.5%	279	81.0%	225	1064	-21
22-23	240	108.4%	337	98.9%	283	104.5%	286	81.0%	226	1132	68
23-24	284	108.4%	260	98.9%	333	104.5%	296	81.0%	232	1120	-11
24-25	265	108.4%	307	98.9%	257	104.5%	348	81.0%	239	1152	31
25-26	268	108.4%	287	98.9%	304	104.5%	269	81.0%	282	1142	-10
26-27	268	108.4%	291	98.9%	284	104.5%	318	81.0%	218	1110	-32
27-28	274	108.4%	291	98.9%	288	104.5%	297	81.0%	257	1133	22
28-29	278	108.4%	297	98.9%	288	104.5%	300	81.0%	241	1126	-7
29-30	306	108.4%	301	98.9%	294	104.5%	300	81.0%	243	1140	14
30-31	277	108.4%	332	98.9%	298	104.5%	307	81.0%	243	1181	41
5-3-2		1.074		0.981		1.028		0.800			
6-4		1.081		0.980		1.015		0.794			
4yr avg (2016-2019)		1.084		0.989		1.045		0.810			

GRADE TOTALS - HIGH						HIGH	
	8	9	10	11	12	TOTAL	
2020-21	1960	2041	1968	1986	1942	7937	
2021-22	1978	2053	1959	2079	1702	7792	-145
2022-23	1851	2073	1972	2067	1781	7893	101
2023-24	1918	1935	1991	2083	1771	7780	-113
2024-25	1918	2010	1859	2102	1782	7754	-26
2025-26	1992	2005	1933	1962	1796	7695	-59
2026-27	1990	2081	1926	2040	1683	7731	36
2027-28	2081	2080	2000	2033	1745	7858	127
2028-29	2120	2177	1999	2110	1744	8030	172
2029-30	2314	2217	2093	2110	1811	8230	201
2030-31	2095	2419	2133	2208	1810	8570	340

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

Comparisons are based on total State Rated capacity with FTE

School	State Rated Capacity				Enrollment Adjusted	Enrollment										Enrollment Projected
	K-5	PreK	Spec. Ed.	Total	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2030
Carrolltowne	548	20	20	588	596	643	642	652	663	669	674	669	676	672	676	676
	Over (Under) State Rated Capacity				8	55	54	64	75	81	86	81	88	84	88	88
	Percent of STATE Capacity				101.4%	109.4%	109.2%	110.9%	112.8%	113.8%	114.6%	113.8%	115.0%	114.3%	115.0%	115.0%
Cranberry Station	550	20	0	570	548	549	556	557	556	568	563	559	564	561	563	563
	Over (Under) State Rated Capacity				(22)	(21)	(14)	(13)	(14)	(2)	(7)	(11)	(6)	(9)	(7)	(7)
	Percent of STATE Capacity				96.1%	96.3%	97.5%	97.7%	97.5%	99.6%	98.8%	98.1%	98.9%	98.4%	98.8%	98.8%
Ebb Valley	548	20	0	568	542	560	571	601	611	609	612	608	615	612	616	616
	Over (Under) State Rated Capacity				(26)	(8)	3	33	43	41	44	40	47	44	48	48
	Percent of STATE Capacity				95.4%	98.6%	100.5%	105.8%	107.6%	107.2%	107.7%	107.0%	108.3%	107.7%	108.5%	108.5%
Eldersburg	548	20	0	568	469	468	456	467	474	472	468	465	469	467	469	469
	Over (Under) State Rated Capacity				(99)	(100)	(112)	(101)	(94)	(96)	(100)	(103)	(99)	(101)	(99)	(99)
	Percent of STATE Capacity				82.6%	82.4%	80.3%	82.2%	83.5%	83.1%	82.4%	81.9%	82.6%	82.2%	82.6%	82.6%
Elmer Wolfe	526	20	0	546	430	454	453	472	472	470	469	466	469	467	469	469
	Over (Under) State Rated Capacity				(116)	(92)	(93)	(74)	(74)	(76)	(77)	(80)	(77)	(79)	(77)	(77)
	Percent of STATE Capacity				78.8%	83.2%	83.0%	86.4%	86.4%	86.1%	85.9%	85.3%	85.9%	85.5%	85.9%	85.9%
Freedom	502	0	0	502	564	611	635	667	676	700	703	697	704	700	704	704
	Over (Under) State Rated Capacity				62	109	133	165	174	198	201	195	202	198	202	202
	Percent of STATE Capacity				112.4%	121.7%	126.5%	132.9%	134.7%	139.4%	140.0%	138.8%	140.2%	139.4%	140.2%	140.2%
Friendship Valley	527	0	0	527	439	458	465	476	483	505	518	515	521	518	521	521
	Over (Under) State Rated Capacity				(88)	(69)	(62)	(51)	(44)	(22)	(9)	(12)	(6)	(9)	(6)	(6)
	Percent of STATE Capacity				83.3%	86.9%	88.2%	90.3%	91.7%	95.8%	98.3%	97.7%	98.9%	98.3%	98.9%	98.9%
Hampstead	434	20	60	514	386	416	423	441	434	450	449	445	449	446	447	447
	Over (Under) State Rated Capacity				(128)	(98)	(91)	(73)	(80)	(64)	(65)	(69)	(65)	(68)	(67)	(67)
	Percent of STATE Capacity				75.1%	80.9%	82.3%	85.8%	84.4%	87.5%	87.4%	86.6%	87.4%	86.8%	87.0%	87.0%
Linton Springs	685	20	0	705	679	681	720	744	767	762	753	747	754	750	754	754
	Over (Under) State Rated Capacity				(26)	(24)	15	39	62	57	48	42	49	45	49	49
	Percent of STATE Capacity				96.3%	96.6%	102.1%	105.5%	108.8%	108.1%	106.8%	106.0%	107.0%	106.4%	107.0%	107.0%
Manchester	662	20	0	682	621	654	650	654	667	672	681	676	681	678	680	680
	Over (Under) State Rated Capacity				(61)	(28)	(32)	(28)	(15)	(10)	(1)	(6)	(1)	(4)	(2)	(2)
	Percent of STATE Capacity				91.1%	95.9%	95.3%	95.9%	97.8%	98.5%	99.9%	99.1%	99.9%	99.4%	99.7%	99.7%
Mechanicsville	571	20	0	591	452	474	480	483	485	497	512	507	512	508	510	510
	Over (Under) State Rated Capacity				(139)	(117)	(111)	(108)	(106)	(94)	(79)	(84)	(79)	(83)	(81)	(81)
	Percent of STATE Capacity				76.5%	80.2%	81.2%	81.7%	82.1%	84.1%	86.6%	85.8%	86.6%	86.0%	86.3%	86.3%

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Adjusted 2020	Projected 2021	2022	2023	2024	2025	2026	2027	2028	2029	Projected 2030	
Mt. Airy (Grades 3-5)	552	0	0	552	450 (102) 81.5%	441 (111) 79.9%	444 (108) 80.4%	411 (141) 74.5%	424 (128) 76.8%	429 (123) 77.7%	468 (84) 84.8%	457 (95) 82.8%	466 (86) 84.4%	460 (92) 83.3%	464 (88) 84.1%	
Parr's Ridge (Grades K-2)	590	20	0	610	401 (209) 65.7%	415 (195) 68.0%	420 (190) 68.9%	458 (152) 75.1%	448 (162) 73.4%	456 (154) 74.8%	451 (159) 73.9%	454 (156) 74.4%	454 (156) 74.4%	454 (156) 74.4%	454 (156) 74.4%	
Piney Ridge	548	0	0	548	556 8 101.5%	557 9 101.6%	573 25 104.6%	591 43 107.8%	593 45 108.2%	600 52 109.5%	583 35 106.4%	579 31 105.7%	584 36 106.6%	582 34 106.2%	585 37 106.8%	
Robert Moton	456	20	60	536	389 (147) 72.6%	406 (130) 75.7%	401 (135) 74.8%	420 (116) 78.4%	422 (114) 78.7%	422 (114) 78.7%	432 (104) 80.6%	430 (106) 80.2%	435 (101) 81.2%	432 (104) 80.6%	435 (101) 81.2%	
Runnymede	617	20	20	657	568 (89) 86.5%	587 (70) 89.3%	602 (55) 91.6%	632 (25) 96.2%	661 4 100.6%	668 11 101.7%	683 26 104.0%	677 20 103.0%	684 27 104.1%	679 22 103.3%	683 26 104.0%	
Sandymount	504	20	0	524	507 (17) 96.8%	532 8 101.5%	547 23 104.4%	551 27 105.2%	576 52 109.9%	582 58 111.1%	570 46 108.8%	565 41 107.8%	571 47 109.0%	568 44 108.4%	570 46 108.8%	
Spring Garden	525	20	0	545	436 (109) 80.0%	421 (124) 77.2%	417 (128) 76.5%	415 (130) 76.1%	408 (137) 74.9%	410 (135) 75.2%	408 (137) 74.9%	405 (140) 74.3%	409 (136) 75.0%	407 (138) 74.7%	409 (136) 75.0%	
Taneytown	504	20	0	524	378 (146) 72.1%	385 (139) 73.5%	380 (144) 72.5%	387 (137) 73.9%	382 (142) 72.9%	382 (142) 72.9%	390 (134) 74.4%	387 (137) 73.9%	391 (133) 74.6%	389 (135) 74.2%	391 (133) 74.6%	
Westminster	548	20	0	568	554 (14) 97.5%	568 - 100.0%	589 21 103.7%	598 30 105.3%	615 47 108.3%	627 59 110.4%	626 58 110.2%	620 52 109.2%	626 58 110.2%	622 54 109.5%	625 57 110.0%	
Wm. Winchester	525	20	0	545	491 (54) 90.1%	492 (53) 90.3%	489 (56) 89.7%	493 (52) 90.5%	499 (46) 91.6%	500 (45) 91.7%	510 (35) 93.6%	506 (39) 92.8%	510 (35) 93.6%	507 (38) 93.0%	509 (36) 93.4%	
Winfield	594	20	60	674	597 (77) 88.6%	631 (43) 93.6%	661 (13) 98.1%	662 (12) 98.2%	684 10 101.5%	675 1 100.1%	692 18 102.7%	686 12 101.8%	692 18 102.7%	687 13 101.9%	690 16 102.4%	
TOTALS	12064	360	220	12644	11053	11403	11574	11832	12000	12125	12215	12120	12236	12166	12224	
	Over (Under) State Rated Capacity				(1,591)	(1,241)	(1,070)	(812)	(644)	(519)	(429)	(524)	(408)	(478)	(420)	
	Percent of STATE Capacity				87.4%	90.2%	91.5%	93.6%	94.9%	95.9%	96.6%	95.9%	96.8%	96.2%	96.7%	

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**ELEMENTARY SCHOOLS**  
**Northeast Area Schools**

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Adjusted 2020	Projected 2021	2022	2023	2024	2025	2026	2027	2028	2029	Projected 2030	
Ebb Valley	548	20	0	568	542	560	571	601	611	609	612	608	615	612	616	
	Over (Under) State Rated Capacity				(26)	(8)	3	33	43	41	44	40	47	44	48	
	Percent of STATE Capacity				95.4%	98.6%	100.5%	105.8%	107.6%	107.2%	107.7%	107.0%	108.3%	107.7%	108.5%	
Hampstead	434	20	60	514	386	416	423	441	434	450	449	445	449	446	447	
	Over (Under) State Rated Capacity				(128)	(98)	(91)	(73)	(80)	(64)	(65)	(69)	(65)	(68)	(67)	
	Percent of STATE Capacity				75.1%	80.9%	82.3%	85.8%	84.4%	87.5%	87.4%	86.6%	87.4%	86.8%	87.0%	
Manchester	662	20	0	682	621	654	650	654	667	672	681	676	681	678	680	
	Over (Under) State Rated Capacity				(61)	(28)	(32)	(28)	(15)	(10)	(1)	(6)	(1)	(4)	(2)	
	Percent of STATE Capacity				91.1%	95.9%	95.3%	95.9%	97.8%	98.5%	99.9%	99.1%	99.9%	99.4%	99.7%	
Spring Garden	525	20	0	545	436	421	417	415	408	410	408	405	409	407	409	
	Over (Under) State Rated Capacity				(109)	(124)	(128)	(130)	(137)	(135)	(137)	(140)	(136)	(138)	(136)	
	Percent of STATE Capacity				80.0%	77.2%	76.5%	76.1%	74.9%	75.2%	74.9%	74.3%	75.0%	74.7%	75.0%	
TOTALS	2169	80	60	2309	1985	2051	2061	2111	2120	2141	2150	2134	2154	2143	2152	
	Over (Under) State Rated Capacity				(324)	(258)	(248)	(198)	(189)	(168)	(159)	(175)	(155)	(166)	(157)	
	Percent of STATE Capacity				86.0%	88.8%	89.3%	91.4%	91.8%	92.7%	93.1%	92.4%	93.3%	92.8%	93.2%	

Comparisons are based on total State Rated capacity with FTE

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

**Northwest Area**

School	State Rated Capacity				Enrollment		Enrollment								Enrollment		
	K-5	PreK	Spec. Ed.	Total	Adjusted	Projected	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Projected
Elmer Wolfe	526	20	0	546	430	454	453	472	472	472	470	469	466	466	469	467	469
	Over (Under) State Rated Capacity				(116)	(92)	(93)	(74)	(74)	(74)	(76)	(77)	(80)	(77)	(79)	(77)	(77)
	Percent of STATE Capacity				78.8%	83.2%	83.0%	86.4%	86.4%	86.1%	85.9%	85.3%	85.9%	85.5%	85.9%	85.5%	85.9%
Runnymede	617	20	20	657	568	587	602	632	661	668	683	677	684	679	684	679	683
	Over (Under) State Rated Capacity				(89)	(70)	(55)	(25)	4	11	26	20	27	22	27	22	26
	Percent of STATE Capacity				86.5%	89.3%	91.6%	96.2%	100.6%	101.7%	104.0%	103.0%	104.1%	103.3%	104.0%	103.3%	104.0%
Taneytown	504	20	0	524	378	385	380	387	382	382	390	387	391	389	391	389	391
	Over (Under) State Rated Capacity				(146)	(139)	(144)	(137)	(142)	(142)	(134)	(137)	(133)	(135)	(133)	(135)	(133)
	Percent of STATE Capacity				72.1%	73.5%	72.5%	73.9%	72.9%	72.9%	74.4%	73.9%	74.6%	74.2%	74.6%	74.2%	74.6%
TOTALS	1647	60	20	1727	1376	1426	1435	1491	1515	1520	1542	1530	1544	1535	1544	1535	1543
	Over (Under) State Rated Capacity				(351)	(301)	(292)	(236)	(212)	(207)	(185)	(197)	(183)	(192)	(183)	(192)	(184)
	Percent of STATE Capacity				79.7%	82.6%	83.1%	86.3%	87.7%	88.0%	89.3%	88.6%	89.4%	88.9%	89.4%	88.9%	89.3%

Comparisons are based on total State Rated capacity with FTE

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**ELEMENTARY SCHOOLS**

**Westminster Area Schools**

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Adjusted 2020	Projected 2021	2022	2023	2024	2025	2026	2027	2028	2029	Projected 2030	
Cranberry Station	550	20	0	570	548	549	556	557	556	568	563	559	564	561	563	
	Over (Under) State Rated Capacity				(22)	(21)	(14)	(13)	(14)	(2)	(7)	(11)	(6)	(9)	(7)	
	Percent of STATE Capacity				96.1%	96.3%	97.5%	97.7%	97.5%	99.6%	98.8%	98.1%	98.9%	98.4%	98.8%	
Friendship Valley	527	0	0	527	439	458	465	476	483	505	518	515	521	518	521	
	Over (Under) State Rated Capacity				(88)	(69)	(62)	(51)	(44)	(22)	(9)	(12)	(6)	(9)	(6)	
	Percent of STATE Capacity				83.3%	86.9%	88.2%	90.3%	91.7%	95.8%	98.3%	97.7%	98.9%	98.3%	98.9%	
Mechanicsville	571	20	0	591	452	474	480	483	485	497	512	507	512	508	510	
	Over (Under) State Rated Capacity				(139)	(117)	(111)	(108)	(106)	(94)	(79)	(84)	(79)	(83)	(81)	
	Percent of STATE Capacity				76.5%	80.2%	81.2%	81.7%	82.1%	84.1%	86.6%	85.8%	86.6%	86.0%	86.3%	
Robert Moton	456	20	60	536	389	406	401	420	422	422	432	430	435	432	435	
	Over (Under) State Rated Capacity				(147)	(130)	(135)	(116)	(114)	(114)	(104)	(106)	(101)	(104)	(101)	
	Percent of STATE Capacity				72.6%	75.7%	74.8%	78.4%	78.7%	78.7%	80.6%	80.2%	81.2%	80.6%	81.2%	
Sandymount	504	20	0	524	507	532	547	551	576	582	570	565	571	568	570	
	Over (Under) State Rated Capacity				(17)	8	23	27	52	58	46	41	47	44	46	
	Percent of STATE Capacity				96.8%	101.5%	104.4%	105.2%	109.9%	111.1%	108.8%	107.8%	109.0%	108.4%	108.8%	
Westminster	548	20	0	568	554	568	589	598	615	627	626	620	626	622	625	
	Over (Under) State Rated Capacity				(14)	-	21	30	47	59	58	52	58	54	57	
	Percent of STATE Capacity				97.5%	100.0%	103.7%	105.3%	108.3%	110.4%	110.2%	109.2%	110.2%	109.5%	110.0%	
Wm. Winchester	525	20	0	545	491	492	489	493	499	500	510	506	510	507	509	
	Over (Under) State Rated Capacity				(54)	(53)	(56)	(52)	(46)	(45)	(35)	(39)	(35)	(38)	(36)	
	Percent of STATE Capacity				90.1%	90.3%	89.7%	90.5%	91.6%	91.7%	93.6%	92.8%	93.6%	93.0%	93.4%	
<b>TOTALS</b>	<b>3681</b>	<b>120</b>	<b>60</b>	<b>3861</b>	<b>3380</b>	<b>3479</b>	<b>3527</b>	<b>3578</b>	<b>3636</b>	<b>3701</b>	<b>3731</b>	<b>3702</b>	<b>3739</b>	<b>3716</b>	<b>3733</b>	
	Over (Under) State Rated Capacity				(481)	(382)	(334)	(283)	(225)	(160)	(130)	(159)	(122)	(145)	(128)	
	Percent of STATE Capacity				87.5%	90.1%	91.3%	92.7%	94.2%	95.9%	96.6%	95.9%	96.8%	96.2%	96.7%	

Comparisons are based on total State Rated capacity with FTE



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**ELEMENTARY SCHOOLS**

**Southeast Area Schools**

School	State Rated Capacity				Enrollment	Enrollment										Enrollment
	K-5	PreK	Spec. Ed.	Total	Adjusted 2020	Projected 2021	2022	2023	2024	2025	2026	2027	2028	2029	Projected 2030	
Carrolltowne	548	20	20	588	596	643	642	652	663	669	674	669	676	672	676	
	Over (Under) State Rated Capacity				8	55	54	64	75	81	86	81	88	84	88	
	Percent of STATE Capacity				101.4%	109.4%	109.2%	110.9%	112.8%	113.8%	114.6%	113.8%	115.0%	114.3%	115.0%	
Eldersburg	548	20	0	568	469	468	456	467	474	472	468	465	469	467	469	
	Over (Under) State Rated Capacity				(99)	(100)	(112)	(101)	(94)	(96)	(100)	(103)	(99)	(101)	(99)	
	Percent of STATE Capacity				82.6%	82.4%	80.3%	82.2%	83.5%	83.1%	82.4%	81.9%	82.6%	82.2%	82.6%	
Freedom	502	0	0	502	564	611	635	667	676	700	703	697	704	700	704	
	Over (Under) State Rated Capacity				62	109	133	165	174	198	201	195	202	198	202	
	Percent of STATE Capacity				112.4%	121.7%	126.5%	132.9%	134.7%	139.4%	140.0%	138.8%	140.2%	139.4%	140.2%	
Linton Springs	685	20	0	705	679	681	720	744	767	762	753	747	754	750	754	
	Over (Under) State Rated Capacity				(26)	(24)	15	39	62	57	48	42	49	45	49	
	Percent of STATE Capacity				96.3%	96.6%	102.1%	105.5%	108.8%	108.1%	106.8%	106.0%	107.0%	106.4%	107.0%	
Piney Ridge	548	0	0	548	556	557	573	591	593	600	583	579	584	582	585	
	Over (Under) State Rated Capacity				\$ 8	9	25	43	45	52	35	31	36	34	37	
	Percent of STATE Capacity				101.5%	101.6%	104.6%	107.8%	108.2%	109.5%	106.4%	105.7%	106.6%	106.2%	106.8%	
TOTALS	2831	60	20	2911	2864	2960	3026	3121	3173	3203	3181	3157	3187	3171	3188	
	Over (Under) State Rated Capacity				(47)	49	115	210	262	292	270	246	276	260	277	
	Percent of STATE Capacity				98.4%	101.7%	104.0%	107.2%	109.0%	110.0%	109.3%	108.5%	109.5%	108.9%	109.5%	

Comparisons are based on total State Rated capacity with FTE

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**ELEMENTARY SCHOOLS**

**Southwest Area Schools**

School	State Rated Capacity				Enrollment	Enrollment										Enrollment	
	K-5	PreK	Spec. Ed.	Total	Adjusted	Projected	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Projected
Mt. Airy	552	0	0	552	450	441	444	411	424	429	468	457	466	460	464		
	Over (Under) State Rated Capacity				(102)	(111)	(108)	(141)	(128)	(123)	(84)	(95)	(86)	(92)	(88)		
	Percent of STATE Capacity				81.5%	79.9%	80.4%	74.5%	76.8%	77.7%	84.8%	82.8%	84.4%	83.3%	84.1%		
Parr's Ridge	590	20	0	610	401	415	420	458	448	456	451	454	454	454	454		
	Over (Under) State Rated Capacity				(209)	(195)	(190)	(152)	(162)	(154)	(159)	(156)	(156)	(156)	(156)		
	Percent of STATE Capacity				65.7%	68.0%	68.9%	75.1%	73.4%	74.8%	73.9%	74.4%	74.4%	74.4%	74.4%		
Winfield	594	20	60	674	597	631	661	662	684	675	692	686	692	687	690		
	Over (Under) State Rated Capacity				(77)	(43)	(13)	(12)	10	1	18	12	18	13	16		
	Percent of STATE Capacity				88.6%	93.6%	98.1%	98.2%	101.5%	100.1%	102.7%	101.8%	102.7%	101.9%	102.4%		
TOTALS	1736	40	60	1836	1448	1487	1525	1531	1556	1560	1611	1597	1612	1601	1608		
	Over (Under) State Rated Capacity				(388)	(349)	(311)	(305)	(280)	(276)	(225)	(239)	(224)	(235)	(228)		
	Percent of STATE Capacity				78.9%	81.0%	83.1%	83.4%	84.7%	85.0%	87.7%	87.0%	87.8%	87.2%	87.6%		

Comparisons are based on total State Rated capacity with FTE

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

School	Capacity				Enrollment		Enrollment									
	State Rated	Functional	6-8	Spec Ed	Adjusted	Projected										
	6-8	Spec Ed			2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Mt. Airy	850	20	750	20	698	723	697	723	723	763	714	752	746	804	787	
	Over (Under) State Rated Capacity				(172)	(147)	(173)	(147)	(147)	(107)	(156)	(118)	(124)	(66)	(83)	
	Percent of STATE Capacity				80.2%	83.1%	80.1%	83.1%	83.1%	87.7%	82.1%	86.4%	85.7%	92.4%	90.5%	
	Over (Under) Functional Capacity				(72)	(47)	(73)	(47)	(47)	(7)	(56)	(18)	(24)	34	17	
	Percent of Functional Capacity				90.6%	93.9%	90.5%	93.9%	93.9%	99.1%	92.7%	97.7%	96.9%	104.4%	102.2%	
North Carroll	850	20	750	20	633	620	621	611	635	646	660	697	692	711	695	
	Over (Under) State Rated Capacity				(237)	(250)	(249)	(259)	(235)	(224)	(210)	(173)	(178)	(159)	(175)	
	Percent of STATE Capacity				72.8%	71.3%	71.4%	70.2%	73.0%	74.3%	75.9%	80.1%	79.5%	81.7%	79.9%	
	Over (Under) Functional Capacity				(137)	(150)	(149)	(159)	(135)	(124)	(110)	(73)	(78)	(59)	(75)	
	Percent of Functional Capacity				82.2%	80.5%	80.6%	79.4%	82.5%	83.9%	85.7%	90.5%	89.9%	92.3%	90.3%	
Northwest	829	20	750	20	650	612	619	622	632	651	674	710	701	729	711	
	Over (Under) State Rated Capacity				(199)	(237)	(230)	(227)	(217)	(198)	(175)	(139)	(148)	(120)	(138)	
	Percent of STATE Capacity				76.6%	72.1%	72.9%	73.3%	74.4%	76.7%	79.4%	83.6%	82.6%	85.9%	83.7%	
	Over (Under) Functional Capacity				(120)	(158)	(151)	(148)	(138)	(119)	(96)	(60)	(69)	(41)	(59)	
	Percent of Functional Capacity				84.4%	79.5%	80.4%	80.8%	82.1%	84.5%	87.5%	92.2%	91.0%	94.7%	92.3%	
Oklahoma Road	850	20	775	20	730	697	766	788	856	857	900	949	966	980	957	
	Over (Under) State Rated Capacity				(140)	(173)	(104)	(82)	(14)	(13)	30	79	96	110	87	
	Percent of STATE Capacity				83.9%	80.1%	88.0%	90.6%	98.4%	98.5%	103.4%	109.1%	111.0%	112.6%	110.0%	
	Over (Under) Functional Capacity				(65)	(98)	(29)	(7)	61	62	105	154	171	185	162	
	Percent of Functional Capacity				91.8%	87.7%	96.4%	99.1%	107.7%	107.8%	113.2%	119.4%	121.5%	123.3%	120.4%	
Shiloh	765	50	675	50	633	626	626	660	669	677	706	735	743	734	718	
	Over (Under) State Rated Capacity				(182)	(189)	(189)	(155)	(146)	(138)	(109)	(80)	(72)	(81)	(97)	
	Percent of STATE Capacity				77.7%	76.8%	76.8%	81.0%	82.1%	83.1%	86.6%	90.2%	91.2%	90.1%	88.1%	
	Over (Under) Functional Capacity				(92)	(99)	(99)	(65)	(56)	(48)	(19)	10	18	9	(7)	
	Percent of Functional Capacity				87.3%	86.3%	86.3%	91.0%	92.3%	93.4%	97.4%	101.4%	102.5%	101.2%	99.0%	
Sykesville	786	20	700	20	772	793	754	760	722	792	858	909	894	877	856	
	Over (Under) State Rated Capacity				(34)	(13)	(52)	(46)	(84)	(14)	52	103	88	71	50	
	Percent of STATE Capacity				95.8%	98.4%	93.5%	94.3%	89.6%	98.3%	106.5%	112.8%	110.9%	108.8%	106.2%	
	Over (Under) Functional Capacity				52	73	34	40	2	72	138	189	174	157	136	
	Percent of Functional Capacity				107.2%	110.1%	104.7%	105.6%	100.3%	110.0%	119.2%	126.3%	124.2%	121.8%	118.9%	

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**MIDDLE SCHOOLS**

School	Capacity				Enrollment		Enrollment								Enrollment	
	State Rated		Functional		Adjusted	Projected									Projected	
	6-8	Spec Ed	6-8	Spec Ed			2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Westminster East	829	40	750	40	732	752	710	735	718	727	738	771	772	792	774	
	Over (Under) State Rated Capacity				(137)	(117)	(159)	(134)	(151)	(142)	(131)	(98)	(97)	(77)	(95)	
	Percent of STATE Capacity				84.2%	86.5%	81.7%	84.6%	82.6%	83.7%	84.9%	88.7%	88.8%	91.1%	89.1%	
	Over (Under) Functional Capacity				(58)	(38)	(80)	(55)	(72)	(63)	(52)	(19)	(18)	2	(16)	
	Percent of Functional Capacity				92.7%	95.2%	89.9%	93.0%	90.9%	92.0%	93.4%	97.6%	97.7%	100.3%	98.0%	
Westminster West	1105	30	1025	30	908	890	860	893	907	911	901	950	979	1024	1001	
	Over (Under) State Rated Capacity				(227)	(245)	(275)	(242)	(228)	(224)	(234)	(185)	(156)	(111)	(134)	
	Percent of STATE Capacity				80.0%	78.4%	75.8%	78.7%	79.9%	80.3%	79.4%	83.7%	86.3%	90.2%	88.2%	
	Over (Under) Functional Capacity				(147)	(165)	(195)	(162)	(148)	(144)	(154)	(105)	(76)	(31)	(54)	
	Percent of Functional Capacity				86.1%	84.4%	81.5%	84.6%	86.0%	86.4%	85.4%	90.0%	92.8%	97.1%	94.9%	
TOTAL	6864	220	6175	220	5756	5713	5653	5792	5862	6024	6151	6473	6493	6651	6499	
	Over (Under) State Rated Capacity				(1,328)	(1,371)	(1,431)	(1,292)	(1,222)	(1,060)	(933)	(611)	(591)	(433)	(585)	
	Percent of STATE Capacity				81.3%	80.6%	79.8%	81.8%	82.7%	85.0%	86.8%	91.4%	91.7%	93.9%	91.7%	
	Over (Under) Functional Capacity				(639)	(682)	(742)	(603)	(533)	(371)	(244)	78	98	256	104	
	Percent of Functional Capacity				90.0%	89.3%	88.4%	90.6%	91.7%	94.2%	96.2%	101.2%	101.5%	104.0%	101.6%	

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**MIDDLE SCHOOLS**  
**Southern Area**

School	Capacity				Enrollment		Enrollment								Enrollment
	State Rated	Spec Ed	6-8	Functional	Adjusted	Projected	2022	2023	2024	2025	2026	2027	2028	2029	Projected
	6-8			Spec Ed	2020	2021									2030
Mt. Airy	850	20	750	20	698	723	697	723	723	763	714	752	746	804	787
	Over (Under) State Rated Capacity				(172)	(147)	(173)	(147)	(147)	(107)	(156)	(118)	(124)	(66)	(83)
	Percent of STATE Capacity				80.2%	83.1%	80.1%	83.1%	83.1%	87.7%	82.1%	86.4%	85.7%	92.4%	90.5%
	Over (Under) Functional Capacity				(72)	(47)	(73)	(47)	(47)	(7)	(56)	(18)	(24)	34	17
	Percent of Functional Capacity				90.6%	93.9%	90.5%	93.9%	93.9%	99.1%	92.7%	97.7%	96.9%	104.4%	102.2%
Oklahoma Road	850	20	775	20	730	697	766	788	856	857	900	949	966	980	957
	Over (Under) State Rated Capacity				(140)	(173)	(104)	(82)	(14)	(13)	30	79	96	110	87
	Percent of STATE Capacity				83.9%	80.1%	88.0%	90.6%	98.4%	98.5%	103.4%	109.1%	111.0%	112.6%	110.0%
	Over (Under) Functional Capacity				(65)	(98)	(29)	(7)	61	62	105	154	171	185	162
	Percent of Functional Capacity				91.8%	87.7%	96.4%	99.1%	107.7%	107.8%	113.2%	119.4%	121.5%	123.3%	120.4%
Sykesville	786	20	700	20	772	793	754	760	722	792	858	909	894	877	856
	Over (Under) State Rated Capacity				(34)	(13)	(52)	(46)	(84)	(14)	52	103	88	71	50
	Percent of STATE Capacity				95.8%	98.4%	93.5%	94.3%	89.6%	98.3%	106.5%	112.8%	110.9%	108.8%	106.2%
	Over (Under) Functional Capacity				52	73	34	40	2	72	138	189	174	157	136
	Percent of Functional Capacity				107.2%	110.1%	104.7%	105.6%	100.3%	110.0%	119.2%	126.3%	124.2%	121.8%	118.9%
TOTALS	2486	60	2225	60	2200	2213	2217	2271	2301	2412	2472	2610	2606	2661	2600
	Over (Under) State Rated Capacity				(346)	(333)	(329)	(275)	(245)	(134)	(74)	64	60	115	54
	Percent of STATE Capacity				86.4%	86.9%	87.1%	89.2%	90.4%	94.7%	97.1%	102.5%	102.4%	104.5%	102.1%
	Over (Under) Functional Capacity				(85)	(72)	(68)	(14)	16	127	187	325	321	376	315
	Percent of Functional Capacity				96.3%	96.8%	97.0%	99.4%	100.7%	105.6%	108.2%	114.2%	114.0%	116.5%	113.8%

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**MIDDLE SCHOOLS**

Westminster Area

School	Capacity				Enrollment Adjusted 2020	Enrollment									
	State Rated 6-8	Spec Ed	Functional 6-8	Spec Ed		Projected 2021	2022	2023	2024	2025	2026	2027	2028	Enrollment Projected 2029	2030
Westminster East	829	40	750	40	732	752	710	735	718	727	738	771	772	792	774
Over (Under) State Rated Capacity					(137)	(117)	(159)	(134)	(151)	(142)	(131)	(98)	(97)	(77)	(95)
Percent of STATE Capacity					84.2%	86.5%	81.7%	84.6%	82.6%	83.7%	84.9%	88.7%	88.8%	91.1%	89.1%
Over (Under) Functional Capacity					(58)	(38)	(80)	(55)	(72)	(63)	(52)	(19)	(18)	2	(16)
Percent of Functional Capacity					92.7%	95.2%	89.9%	93.0%	90.9%	92.0%	93.4%	97.6%	97.7%	100.3%	98.0%
Westminster West	1105	30	1025	30	908	890	860	893	907	911	901	950	979	1,024	1,001
Over (Under) State Rated Capacity					(227)	(245)	(275)	(242)	(228)	(224)	(234)	(185)	(156)	(111)	(134)
Percent of STATE Capacity					80.0%	78.4%	75.8%	78.7%	79.9%	80.3%	79.4%	83.7%	86.3%	90.2%	88.2%
Over (Under) Functional Capacity					(147)	(165)	(195)	(162)	(148)	(144)	(154)	(105)	(76)	(31)	(54)
Percent of Functional Capacity					86.1%	84.4%	81.5%	84.6%	86.0%	86.4%	85.4%	90.0%	92.8%	97.1%	94.9%
TOTALS	1934	70	1775	70	1,640	1,642	1,570	1,628	1,625	1,638	1,639	1,721	1,751	1,816	1,775
Over (Under) State Rated Capacity					(364)	(362)	(434)	(376)	(379)	(366)	(365)	(283)	(253)	(188)	(229)
Percent of STATE Capacity					81.8%	81.9%	78.3%	81.2%	81.1%	81.7%	81.8%	85.9%	87.4%	90.6%	88.6%
Over (Under) Functional Capacity					(205)	(203)	(275)	(217)	(220)	(207)	(206)	(124)	(94)	(29)	(70)
Percent of Functional Capacity					88.9%	89.0%	85.1%	88.2%	88.1%	88.8%	88.8%	93.3%	94.9%	98.4%	96.2%

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**MIDDLE SCHOOLS**

Northeast

School	Capacity				Enrollment		Enrollment									
	State Rated	Functional			Adjusted	Projected										
	6-8	Spec Ed	6-8	Spec Ed	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
North Carroll	850	20	750	20	633	620	621	611	635	646	660	697	692	711	695	
	Over (Under) State Rated Capacity				(237)	(250)	(249)	(259)	(235)	(224)	(210)	(173)	(178)	(159)	(175)	
	Percent of STATE Capacity				72.8%	71.3%	71.4%	70.2%	73.0%	74.3%	75.9%	80.1%	79.5%	81.7%	79.9%	
	Over (Under) Functional Capacity				(137)	(150)	(149)	(159)	(135)	(124)	(110)	(73)	(78)	(59)	(75)	
	Percent of Functional Capacity				82.2%	80.5%	80.6%	79.4%	82.5%	83.9%	85.7%	90.5%	89.9%	92.3%	90.3%	
Shiloh	765	50	675	50	633	626	626	660	669	677	706	735	743	734	718	
	Over (Under) State Rated Capacity				(182)	(189)	(189)	(155)	(146)	(138)	(109)	(80)	(72)	(81)	(97)	
	Percent of STATE Capacity				77.7%	76.8%	76.8%	81.0%	82.1%	83.1%	86.6%	90.2%	91.2%	90.1%	88.1%	
	Over (Under) Functional Capacity				(92)	(99)	(99)	(65)	(56)	(48)	(19)	10	18	9	(7)	
	Percent of Functional Capacity				87.3%	86.3%	86.3%	91.0%	92.3%	93.4%	97.4%	101.4%	102.5%	101.2%	99.0%	
TOTALS	1615	70	1425	70	1,266	1,246	1,247	1,271	1,304	1,323	1,366	1,432	1,435	1,445	1,413	
	Over (Under) State Rated Capacity				(419)	(439)	(438)	(414)	(381)	(362)	(319)	(253)	(250)	(240)	(272)	
	Percent of STATE Capacity				75.1%	73.9%	74.0%	75.4%	77.4%	78.5%	81.1%	85.0%	85.2%	85.8%	83.9%	
	Over (Under) Functional Capacity				(229)	(249)	(248)	(224)	(191)	(172)	(129)	(63)	(60)	(50)	(82)	
	Percent of Functional Capacity				84.7%	83.3%	83.4%	85.0%	87.2%	88.5%	91.4%	95.8%	96.0%	96.7%	94.5%	

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

School	Capacity				Enrollment Adjusted 2020	Projected 2021	2022	2023	Enrollment					Enrollment Projected	
	State Rated 6-8	Spec Ed	Functional 6-8	Spec Ed					2024	2025	2026	2027	2028	2029	2030
Northwest	829	20	750	20	650	612	619	622	632	651	674	710	701	729	711
Over (Under) State Rated Capacity					(199)	(237)	(230)	(227)	(217)	(198)	(175)	(139)	(148)	(120)	(138)
Percent of STATE Capacity					76.6%	72.1%	72.9%	73.3%	74.4%	76.7%	79.4%	83.6%	82.6%	85.9%	83.7%
Over (Under) Functional Capacity					(120)	(158)	(151)	(148)	(138)	(119)	(96)	(60)	(69)	(41)	(59)
Percent of Functional Capacity					84.4%	79.5%	80.4%	80.8%	82.1%	84.5%	87.5%	92.2%	91.0%	94.7%	92.3%
TOTALS	829	20	750	20	650	612	619	622	632	651	674	710	701	729	711
Over (Under) State Rated Capacity					(199)	(237)	(230)	(227)	(217)	(198)	(175)	(139)	(148)	(120)	(138)
Percent of STATE Capacity					76.6%	72.1%	72.9%	73.3%	74.4%	76.7%	79.4%	83.6%	82.6%	85.9%	83.7%
Over (Under) Functional Capacity					(120)	(158)	(151)	(148)	(138)	(119)	(96)	(60)	(69)	(41)	(59)
Percent of Functional Capacity					84.4%	79.5%	80.4%	80.8%	82.1%	84.5%	87.5%	92.2%	91.0%	94.7%	92.3%



Carroll County Public Schools Actual & Projected Enrollment  
Educational Facilities Master Plan - 2021-2030

**HIGH SCHOOLS**

School	Capacity State Rated			Enrollment Adjusted	Projected	Enrollment								Enrollment Projected
	9-12	Spec Ed	Total	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Century	1352	10	1362	1136	1107	1115	1097	1137	1083	1077	1078	1089	1188	1248
	Over (Under) State Rated Capacity			(226)	(255)	(247)	(265)	(225)	(279)	(285)	(284)	(273)	(174)	(114)
	Percent of STATE Capacity			83.4%	81.3%	81.9%	80.5%	83.5%	79.5%	79.1%	79.1%	80.0%	87.2%	91.6%
Francis Scott Key	1224	30	1254	889	909	918	888	861	838	823	847	877	881	938
	Over (Under) State Rated Capacity			(365)	(345)	(336)	(366)	(393)	(416)	(431)	(407)	(377)	(373)	(316)
	Percent of STATE Capacity			70.9%	72.5%	73.2%	70.8%	68.7%	66.8%	65.6%	67.5%	69.9%	70.3%	74.8%
Liberty	1118	20	1138	997	1004	979	979	963	1003	1055	1095	1163	1193	1256
	Over (Under) State Rated Capacity			(141)	(134)	(159)	(159)	(175)	(135)	(83)	(43)	25	55	118
	Percent of STATE Capacity			87.6%	88.2%	86.0%	86.0%	84.6%	88.1%	92.7%	96.2%	102.2%	104.8%	110.4%
Manchester Valley	1373	10	1383	1324	1334	1360	1355	1324	1336	1339	1353	1396	1429	1483
	Over (Under) State Rated Capacity			(59)	(49)	(23)	(28)	(59)	(47)	(44)	(30)	13	46	100
	Percent of STATE Capacity			95.7%	96.5%	98.3%	98.0%	95.7%	96.6%	96.8%	97.8%	100.9%	103.3%	107.2%
South Carroll	1309	30	1339	988	935	941	944	933	933	957	955	977	970	987
	Over (Under) State Rated Capacity			(351)	(404)	(398)	(395)	(406)	(406)	(382)	(384)	(362)	(369)	(352)
	Percent of STATE Capacity			73.8%	69.8%	70.3%	70.5%	69.7%	69.7%	71.5%	71.3%	73.0%	72.4%	73.7%
Westminster	1798	40	1838	1518	1439	1448	1397	1384	1359	1368	1396	1402	1429	1477
	Over (Under) State Rated Capacity			(320)	(399)	(390)	(441)	(454)	(479)	(470)	(442)	(436)	(409)	(361)
	Percent of STATE Capacity			82.6%	78.3%	78.8%	76.0%	75.3%	73.9%	74.4%	76.0%	76.3%	77.7%	80.4%
Winters Mill	1309	30	1339	1085	1064	1132	1120	1152	1142	1110	1133	1126	1140	1181
	Over (Under) State Rated Capacity			(254)	(275)	(207)	(219)	(187)	(197)	(229)	(206)	(213)	(199)	(158)
	Percent of STATE Capacity			81.0%	79.5%	84.5%	83.6%	86.0%	85.3%	82.9%	84.6%	84.1%	85.1%	88.2%
TOTALS	9,483	170	9,653	7,937	7,792	7,893	7,780	7,754	7,694	7,729	7,857	8,030	8,230	8,570
	Over (Under) State Rated Capacity			(1,716)	(1,861)	(1,760)	(1,873)	(1,899)	(1,959)	(1,924)	(1,796)	(1,623)	(1,423)	(1,083)
	Percent of STATE Capacity			82.2%	80.7%	81.8%	80.6%	80.3%	79.7%	80.1%	81.4%	83.2%	85.3%	88.8%

Comparisons are based on total State Rated capacity with FTE

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**HIGH SCHOOLS**

**Southern Area**

School	Capacity			Enrollment Adjusted	Enrollment										Enrollment Projected	
	9-12	State Rated Spec Ed	Total		2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Century	1352	10	1362	1136	1107	1115	1097	1137	1083	1077	1078	1089	1188	1248		
	Over (Under) State Rated Capacity			(226)	(255)	(247)	(265)	(225)	(279)	(285)	(284)	(273)	(174)	(114)		
	Percent of STATE Capacity			83.4%	81.3%	81.9%	80.5%	83.5%	79.5%	79.1%	79.1%	80.0%	87.2%	91.6%		
Liberty	1118	20	1138	997	1004	979	979	963	1003	1055	1095	1163	1193	1256		
	Over (Under) State Rated Capacity			(141)	(134)	(159)	(159)	(175)	(135)	(83)	(43)	25	55	118		
	Percent of STATE Capacity			87.6%	88.2%	86.0%	86.0%	84.6%	88.1%	92.7%	96.2%	102.2%	104.8%	110.4%		
South Carroll	1309	30	1339	988	935	941	944	933	933	957	955	977	970	987		
	Over (Under) State Rated Capacity			(351)	(404)	(398)	(395)	(406)	(406)	(382)	(384)	(362)	(369)	(352)		
	Percent of STATE Capacity			73.8%	69.8%	70.3%	70.5%	69.7%	69.7%	71.5%	71.3%	73.0%	72.4%	73.7%		
TOTALS	3779	60	3839	3121	3046	3035	3020	3033	3019	3089	3128	3229	3351	3491		
	Over (Under) State Rated Capacity			(718)	(793)	(804)	(819)	(806)	(820)	(750)	(711)	(610)	(488)	(348)		
	Percent of STATE Capacity			81.3%	79.3%	79.1%	78.7%	79.0%	78.6%	80.5%	81.5%	84.1%	87.3%	90.9%		

**Northwestern Area**

School	Capacity			Enrollment Adjusted 2020	Projected 2021	Enrollment								Enrollment Projected 2030	
	9-12	State Rated Spec Ed	Total			2022	2023	2024	2025	2026	2027	2028	2029	2030	
Francis Scott Key	1224	30	1254	889	909	918	888	861	838	823	847	877	881	938	
	Over (Under) State Rated Capacity			(365)	(345)	(336)	(366)	(393)	(416)	(431)	(407)	(377)	(373)	(316)	
	Percent of STATE Capacity			70.9%	72.5%	73.2%	70.8%	68.7%	66.8%	65.6%	67.5%	69.9%	70.3%	74.8%	

Comparisons are based on total State Rated capacity with FTE

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

**Northeastern Area**

School	Capacity State Rated		Enrollment Adjusted	Enrollment										Enrollment Projected
	9-12	Spec Ed		2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Manchester Valley	1373	10	1383	1324	1334	1360	1355	1324	1336	1339	1353	1396	1429	1483
	Over (Under) State Rated Capacity			(59)	(49)	(23)	(28)	(59)	(47)	(44)	(30)	13	46	100
	Percent of STATE Capacity			95.7%	96.5%	98.3%	98.0%	95.7%	96.6%	96.8%	97.8%	100.9%	103.3%	107.2%
TOTALS	1373	10	1383	1324	1334	1360	1355	1324	1336	1339	1353	1396	1429	1483
	Over (Under) State Rated Capacity			(59)	(49)	(23)	(28)	(59)	(47)	(44)	(30)	13	46	100
	Percent of STATE Capacity			95.7%	96.5%	98.3%	98.0%	95.7%	96.6%	96.8%	97.8%	100.9%	103.3%	107.2%

**Westminster Area**

School	Capacity State Rated		Enrollment Adjusted	Enrollment										Enrollment Projected
	9-12	Spec Ed		2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Westminster	1798	40	1838	1518	1439	1448	1397	1384	1359	1368	1396	1402	1429	1477
	Over (Under) State Rated Capacity			(320)	(399)	(390)	(441)	(454)	(479)	(470)	(442)	(436)	(409)	(361)
	Percent of STATE Capacity			82.6%	78.3%	78.8%	76.0%	75.3%	73.9%	74.4%	76.0%	76.3%	77.7%	80.4%
Winters Mill	1309	30	1339	1085	1064	1132	1120	1152	1142	1110	1133	1126	1140	1181
	Over (Under) State Rated Capacity			(254)	(275)	(207)	(219)	(187)	(197)	(229)	(206)	(213)	(199)	(158)
	Percent of STATE Capacity			81.0%	79.5%	84.5%	83.6%	86.0%	85.3%	82.9%	84.6%	84.1%	85.1%	88.2%
TOTALS	3107	70	3177	2603	2503	2580	2517	2536	2501	2478	2529	2528	2569	2658
	Over (Under) State Rated Capacity			(574)	(674)	(597)	(660)	(641)	(676)	(699)	(648)	(649)	(608)	(519)
	Percent of STATE Capacity			81.9%	78.8%	81.2%	79.2%	79.8%	78.7%	78.0%	79.6%	79.6%	80.9%	83.7%

Comparisons are based on total State Rated capacity with FTE



# **SECTION 6**

## **FACILITIES MASTER PLAN**



# FACILITY NEEDS ANALYSIS

The primary purpose of this Educational Facility Master Plan is to identify the present and future facility needs of Carroll County Public Schools. This plan addresses the need to provide capacity for projected student enrollments, the need to maintain and repair existing school buildings, and the need to provide a learning environment that meets the current instructional program of the school system. The following analysis will examine each of these factors to identify the facility needs for the 2021 to 2030 period.

## Capacity Analysis

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

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

\*Functional Capacity is utilized when evaluating Middle School utilization percentages

## System Wide Capacity Needs

Total enrollment decreased by 777 students in 2020, to 24,568 students. This drop was due to the impact of the COVID-19 pandemic. A total of 798 students withdrew from public schools for homeschooling or to attend private schools. Based on the plan to reopen schools in the fall of 2021, the projections anticipate a percentage of these students will be returning to public schools. Based on the assumption that approximately 50% of students will return, the projections indicate total enrollment will be 27,634 in 2030.

Based on the system wide breakdown of the projected 2030 total enrollment (12,224 elementary, 6,499 middle, and 8,570 high) and existing school capacities (12,644 elementary, 6,395 middle, and 9,653 high) there may be a need for additional middle school capacity in the future.

## Elementary School Capacity Needs

Based on the current projections, overall elementary utilization is projected to increase from 87% to 96% in five years, and 97% 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 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis, the Southeast area is projected to be inadequate in 2025 and 2030.

ELEMENTARY SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2021	2025	2030
Northeast Area	89%	93%	93%
Northwest Area	83%	88%	89%
Westminster Area	90%	96%	97%
Southeast Area	102%	110%	110%
Southwest Area	81%	85%	88%

At the individual school level, Freedom Elementary is currently over 105% and projected to be over 120% utilization beginning in 2021. In addition to Freedom Elementary, the projections indicate that Carrolltowne Elementary, Ebb Valley Elementary, Linton Springs Elementary, Piney Ridge Elementary, Sandymount Elementary, and Westminster Elementary will be over 105% sometime in the next five years.

The enrollment projection methodology uses historical enrollment trends to project future enrollment. Therefore, projections are more reliable when there is a consistent rate of growth. In order to identify areas where the growth rate is changing, a comparison of historical and projected permit activity is done for each elementary school. The table below compares the number of building permits issued for each school district over the past four years with the number of projected building permits for each school district for the next four years. Based on this analysis 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
	FY17	FY18	FY19	FY20	4 Yr. Total	FY21	FY22	FY23	FY24	4 Yr. Total	
Carrolltowne	6	3	1	8	18	0	1	0	0	1	-17
Cranberry Station	9	24	34	43	110	6	48	21	0	75	-35
Ebb Valley	11	13	7	14	45	3	29	0	0	32	-13
Eldersburg	0	1	3	4	8	5	0	0	0	5	-3
Elmer Wolfe	7	6	12	15	40	62	61	73	0	196	156
Freedom	24	26	38	12	100	14	25	32	25	96	-4
Friendship Valley	6	12	1	4	23	0	11	0	0	11	-12
Hampstead	10	22	17	5	54	1	115	100	55	271	217
Linton Springs	32	12	6	3	53	15	55	0	0	70	17
Manchester	27	15	10	12	64	0	67	0	0	67	3
Mechanicsville	11	10	19	12	52	16	38	0	0	54	2
Mt. Airy*	5	3	11	15	34	0	33	0	0	33	-1
Piney Ridge	5	8	37	11	61	20	47	0	0	67	6
Robert Moton	4	1	3	4	12	0	3	0	0	3	-9
Runnymede	22	31	22	24	99	1	62	2	0	65	-34
Sandymount	21	10	18	17	66	15	32	0	0	47	-19
Spring Garden	2	9	14	7	32	3	8	0	0	11	-21
Taneytown	6	5	35	89	135	37	33	50	50	170	35
Westminster	0	2	1	5	8	75	41	109	0	225	217
William Winchester	37	53	29	13	132	4	25	35	31	95	-37
Winfield	21	17	11	10	59	27	40	0	0	67	8
<b>TOTALS</b>	<b>266</b>	<b>283</b>	<b>329</b>	<b>327</b>	<b>1205</b>	<b>304</b>	<b>774</b>	<b>422</b>	<b>161</b>	<b>1661</b>	<b>456</b>

Source: Carroll County Bureau of Development Review



## Middle School Capacity Needs

Based on the current projections, overall middle utilization increases from 90% to 94% in five years, and then to 102% by the tenth year. These projections indicate that there may be a need for additional middle school capacity at the end of the projection period. In order to evaluate what areas of the County may have specific capacity concerns, middle schools were grouped into four geographic clusters of schools. Utilizations for the 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis, the Southern Area is projected to be inadequate in 2030.

MIDDLE SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2021	2025	2030
Southern Area	97%	106%	114%
Westminster Area	89%	89%	96%
Northeast Area	83%	89%	95%
Northwest Area	80%	85%	92%

At the individual school level Sykesville Middle is projected to be inadequate in 2025, and Oklahoma Road Middle is projected to be inadequate in 2026.

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, Northwest Middle and Shiloh Middle schools have the most potential for an increase in the number of permits over the next four years.

SCHOOL						PROJECTED PERMITS					Difference
	FY17	FY18	FY19	FY20	4 Yr. Total	FY21	FY22	FY23	FY24	4 Yr. Total	
Mt. Airy	26	19	20	23	88	14	67	0	0	81	-7
North Carroll	35	28	17	22	102	2	94	0	0	96	-6
Northwest	34	37	67	126	264	100	146	125	50	421	157
Oklahoma Road	30	30	41	24	125	19	27	32	25	103	-22
Shiloh	32	38	49	29	148	19	152	100	55	326	178
Sykesville	37	20	46	16	119	49	108	0	0	157	38
Westminster East	52	82	67	68	269	50	126	165	31	372	103
Westminster West	20	29	22	19	90	51	54	0	0	105	15
<b>TOTALS</b>	<b>266</b>	<b>283</b>	<b>329</b>	<b>327</b>	<b>1205</b>	<b>304</b>	<b>774</b>	<b>422</b>	<b>161</b>	<b>1661</b>	<b>456</b>

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 80% in the next five years, and then increase to 89% by the end of the period. Although the overall utilization percentages indicate that there is enough capacity countywide to handle projected high enrollments, it is possible some areas will have a local capacity concern. In order to evaluate what areas of the County may have capacity concerns, high schools were grouped into four geographic clusters of schools. Utilizations for the 1<sup>st</sup>, 5<sup>th</sup> year, and 10<sup>th</sup> years of the projection period were examined to determine areas of concern. Based on this analysis the Northeast area is projected to be approaching inadequate at the end of the projection period.

HIGH SCHOOL GEOGRAPHIC CLUSTER	UTILIZATION (1 YR, 5 YR, 10 YR)		
	2021	2025	2030
Southern Area	79%	79%	91%
Northwest Area	73%	67%	75%
Northeast Area	97%	97%	107%
Westminster Area	79%	79%	84%

At the individual school level, Manchester Valley High is approaching inadequate in 2030.

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, Francis Scott Key High and Manchester Valley High have the most potential for an increase in the number of permits over the next four years.

SCHOOL	HISTORICAL PERMITS ISSUED					PROJECTED PERMITS					Difference
	FY17	FY18	FY19	FY20	4 Year Total	FY21	FY22	FY23	FY24	4 Year Total	
Century	37	20	46	16	119	49	108	0	0	157	38
Francis Scott Key	35	37	67	125	264	100	146	125	50	421	157
Liberty	30	30	41	24	125	19	27	32	25	103	-22
Manchester Valley	46	56	48	34	184	6	214	100	55	375	191
South Carroll	24	19	20	23	86	14	67	0	0	81	-5
Westminster	41	33	40	39	153	66	86	0	0	152	-1
Winters Mill	53	88	67	66	274	50	126	165	31	372	98
TOTALS	266	283	329	327	1205	304	774	422	161	1661	456

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. **Recommendation – Re-evaluate enrollment projections based on the September 30, 2021 actual enrollments to verify that COVID related assumptions are accurate and make a recommendation at that time.**

-

- Freedom Elementary is currently Inadequate by BOE Policy, and projected be Inadequate based on the County's Concurrency Management and Adequate Public Facilities Ordinance. **Re-evaluate enrollment projections based on the September 30, 2021 actual enrollments to verify that COVID related assumptions are accurate and make a recommendation at that time.**
- Ebb Valley Elementary is projected to be inadequate by Board of Education Policy in 2023. **Recommendation – Continue to monitor enrollment to determine if future capacity relief options should be evaluated.**
- Sandymount Elementary is projected to be inadequate by Board of Education Policy in 2023. **Recommendation – Continue to monitor enrollment to determine if future capacity relief options should be evaluated.**
- Westminster Elementary is projected to be inadequate by Board of Education Policy in 2023. **Recommendation – Continue to monitor enrollment to determine if future capacity relief options should be evaluated.**

## **Middle Schools**

- Southern Area Middle schools (Mt. Airy, Oklahoma Road, and Sykesville) are projected to be inadequate by BOE policy in 2030  
**Recommendation – Due to the fact that countywide utilization for middle schools is projected to be 102% in 2030, options for adding middle school capacity in the future should be explored.**

## **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, new FCI scores were developed for school facilities. These 2017 FCI scores for schools constructed prior to 1980 were then converted to a 1,000 point scale so that they could be 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 2017 combined scores for schools constructed prior to 1980 are included in the following table.

<b>School</b>	<b>Physical Assessment Score</b>	<b>Functional Assessment Score</b>	<b>Total Score</b>
Westminster East MS	257	579	836
William Winchester ES	513	524	1037
Westminster HS	492	654	1146
Northwest MS	436	723	1159
Carrolltowne ES	480	747	1227
Westminster West MS	678	578	1256
South Carroll HS	678	725	1403
Eldersburg ES	695	729	1424
Freedom ES	650	810	1460
Westminster ES	657	809	1466
Robert Moton ES	658	859	1517

Based on the combined assessment, East Middle School is in the most need of modernization. Several of the building systems are well past their useful lives and are in critical need of replacement. Additionally, the building presents several functional obstacles to the current middle school instructional program. The best way to address both needs in a comprehensive way is for the school to go through the modernization process. The school with the second lowest combined score is William Winchester Elementary. William Winchester also has aging building systems and functional deficiencies that should be addressed with a modernization.

In the fall of 2019, the Board of Education decided to move ahead with the Replacement of the existing East Middle building on the existing site. This project has been designed and is scheduled to begin construction in the summer of 2021.

## 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. Due to the large number of roofs constructed and replaced during the 1990's, there is currently a backlog of roofing projects that need to be replaced. The plan includes a total of 5 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
Winfield Elementary	Single Ply	75,515	1992	28	2021	29
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 15-20 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
Winfield Elementary	System Replacement	1993	2019	26
Spring Garden Elementary	System Replacement	1991	2022	31
Oklahoma Road Middle	System Replacement	1997	2023	26
Mt. Airy Elementary	System Replacement	1987	2024	37
Carroll Springs	System Replacement	1981	2024	43
Liberty High	System Replacement	1980	2025	45
Carrolltowne Elementary	System Replacement	1976	2026	50
Northwest Middle	System Replacement	1976	2026	50
Piney Ridge Elementary	System Replacement	1991	2027	36
Friendship Valley Elementary	System Replacement	1992	2027	35
Mechanicsville Elementary	System Replacement	1994	2028	34
Runnymede Elementary	System Replacement	1994	2028	34
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

- 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: Robert Moton ES, Linton Springs

ES, Winfield ES, Liberty HS, Runnymede ES, Mechanicsville ES, Mt. Airy ES, Sykesville MS, Northwest MS, and Shiloh MS.

- **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**

Pre- Kindergarten services to all economically disadvantaged four year olds were also mandated in the State of Maryland through the 2002 Bridge to Excellence Act. Carroll County Public Schools was required to provide a minimum of fourteen half day sessions by the 2007-2008 school year to meet this mandate. Due to the fact that the population served by Pre-Kindergarten changes as the countywide demographics change, future Pre-Kindergarten needs will be evaluated on an annual basis. The table below lists the elementary schools that offered Pre-Kindergarten services in the 2020-2021 school year.

Pre-K Sessions for 2020 -2021 School Year	
<u>School</u>	<u>Program Type</u>
Carrolltowne ES	Half Day (a.m.)
Cranberry Station ES	Full Day
Ebb Valley ES	Full Day
Eldersburg ES	Half Day (a.m.)
Elmer Wolfe ES	Full Day
Hampstead ES	Half Day (a.m.)
Linton Springs ES	Half Day (a.m.)
Manchester ES	Half Day (a.m.)
Mechanicsville ES	Half Day (a.m.)
Parr's Ridge ES	Half Day (a.m.)
Piney Ridge ES	Half Day (a.m.)
Robert Moton ES	Full Day
Runnymede ES	Full Day
Sandymount ES	Half Day (a.m.)
Spring Garden ES	Full Day
Taneytown ES	Full Day
Westminster ES	Full Day
William Winchester ES	Full Day
Winfield ES	Half Day (a.m.)

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

MODERNIZATIONS	COMPLETION DATE											NOTES
		22	23	24	25	26	27	28	29	30	31	
<b>Career &amp; Technology Center Modernization</b> 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	C	O							
<b>East Middle Replacement</b> This project involves the design and construction of a new East Middle school to replace the aging facility.	Aug. 2023	C	C	O								
<b>William Winchester ES Modernization</b> 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	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
		22	23	24	25	26	27	28	29	30	31	
Roof Replacement Projects												
Winfield Elementary	Aug. 2021	C										
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							
Liberty High	Aug. 2026				P	C						
Carrolltown Elementary	Aug. 2027					P	C					
Northwest Middle	Aug. 2027					P	C					
Piney Ridge Elementary	Aug. 2028						P	C				
Friendship Valley Elementary	Aug. 2028						P	C				
Mechanicsville Elementary	Aug. 2029							P	C			
Runnymede Elementary	Aug. 2029							P	C			
Taneytown Elementary	Aug. 2030								P	C		
Elmer Wolfe Elementary	Aug. 2030								P	C		
South Carroll High	Aug. 2031									P	C	
Eldersburg Elementary	Aug. 2032										P	

P = Planning  
C= Construction

# CARROLL COUNTY PUBLIC SCHOOLS TEN YEAR FACILITIES MASTER PLAN CALENDAR

CAPITAL RENEWAL PROJECTS	COMPLETION DATE											NOTES
		22	23	24	25	26	27	28	29	30	31	
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	2022		C									
Westminster High	2022		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
		22	23	24	25	26	27	28	29	30	31	
<b>Robert Moton BEST Addition</b> This addition is needed to expand the BEST program	Aug. 2024		P	C								
<b>Friendship Valley PRIDE Addition</b> This addition is needed to accommodate the PRIDE program	Aug. 2024		P	C								
<b>Friendship Valley Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
<b>Cranberry Station Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2024		P	C								
<b>Taneytown Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2025			P	C							
<b>Sandymount Kindergarten Addition</b> This addition is needed to accommodate full day Kindergarten	Aug. 2025			P	C							

P = Planning  
C = Construction





# EXHIBITS





## Maryland DEPARTMENT OF PLANNING

June 11, 2021

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

Dear Dr. Lockard,

Thank you for submitting your 2020 Actual Enrollment and enrollment projections for 2021-2030.

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 2021 – 2030. Therefore, you may use the local projections as you prepare your 2021 Educational Facilities Master Plan (EFMP) and 2022 Capital Improvement Program (CIP) submissions.

Please make sure that the 2020 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 2020.

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](mailto:michael.bayer1@maryland.gov).

Sincerely,

Michael Bayer, AICP  
Manager of Infrastructure and Development

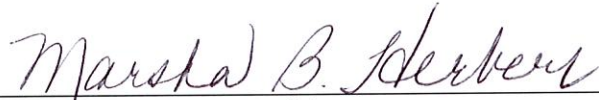
cc: Robert Gorrell, Public School Construction Program, Executive Director  
Alfred Sundara, AICP, Manager, Projections and State Data Center  
William Caine, CCPS Facilities Management

<b>Jurisdiction</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>
<b>Carroll</b>	<b>24,252</b>	<b>24,885</b>	<b>25,100</b>	<b>25,385</b>	<b>25,596</b>	<b>25,826</b>	<b>26,084</b>	<b>26,437</b>	<b>26,747</b>	<b>27,042</b>	<b>27,284</b>
<b>Planning</b>	24,252	24,820	24,940	25,010	25,070	25,160	25,220	25,430	25,550	25,740	25,860
<b>Diff</b>	0	65	160	375	526	666	864	1,007	1,197	1,302	1,424
% Diff	0.00%	0.26%	0.64%	1.50%	2.10%	2.65%	3.43%	3.96%	4.68%	5.06%	5.51%

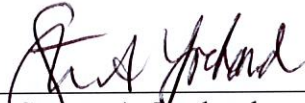
## STATEMENT OF NON-DISCRIMINATION

The Board of Education of Carroll County does not engage in discrimination that is unlawful or contrary to Maryland State Department of Education guidance on the basis of age, color, genetic information, marital status, mental or physical disability, ancestry or national origin, race, religion, sex, sexual orientation, gender identity, or gender expression.

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



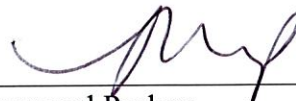
Marsha B. Herbert, President  
Board of Education of Carroll County



Dr. Steven A. Lockard  
Superintendent of Schools



Jonathan O'Neal  
Chief Operating Officer



Raymond Prokop  
Director of Facilities Management



**Cynthia L. Cheatwood, Chair**

Eugene A. Canale  
Jeffrey A. Wothers  
Janice R. Kirkner  
Peter Lester  
Michael D. Gosnell, 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  
MD Relay service 7-1-1/800-735-2258

June 2, 2021

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

RE: Carroll County Public Schools Educational Facilities Master Plan 2021-2030

Dear Ms. Herbert:

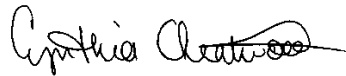
The Carroll County Planning & Zoning Commission (the Commission) was briefed on the Carroll County Public Schools Educational Facilities Master Plan 2021-2030 on May 18, 2021. The Planning Commission examined the data utilized in the Educational Facilities Master Plan including population forecasts. 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 (Carrolltowne Elementary, Freedom Elementary and Oklahoma Road Middle) approaching inadequate for the 2024, 2025 and 2026 school years and one as inadequate (Freedom Elementary) in the 2021-2026 years. Based on a capacity needs analysis as described on page 6-4 we believe that the recommendation to reconvene the Freedom Area Redistricting Committee to evaluate options to address the region's overcrowding be changed to an action item. We understand the current health crisis forced the Freedom Area Redistricting Committee activities to be suspended but with mask mandates and social distancing requirements lifted we are confident you will reconvene this committee as soon as possible. The Commission is also interested in understanding the options for relief at Ebb Valley, Sandymount and Westminster Elementary Schools. We also understand that there are several South County middle schools that need options for adding school capacity for future relief. In the meantime, the Commission will continue to monitor the situation in its future planning, phasing and approvals of residential development in these districts.

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 2021-2030 edition of the Carroll County Public Schools Educational Facilities Master Plan. Please let me know if I can be of any additional assistance.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Cynthia Cheatwood". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

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

**Overall Scores**

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

- Administrative and Support Services

Table 4 – Middle School Scores by Area

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

**Overall Scores**

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

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

Table 5 – High School Scores by Area

School	General Area	A&SS Score <sup>1</sup>	General Classroom Score	School Summary							F&C S <sup>3</sup>	Agri. Sci. <sup>4</sup>	Business Ed	Tech Ed	Food Serv.
				Sci	Visual Arts	Music	TAD <sup>2</sup>	Media Center	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	
				75											
Avg %	76%	68%	72%	%	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 13, 2019**OVERVIEW:**

**Elementary Schools:** Average academic kindergarten through fifth grade class size as of September 30, 2019 is 22.0 students per home base class. There were no classes with 30 or more students for 2019-2020.

2017	2018	2019
21.2	21.2	22.0

**Middle Schools:** Average academic class size as of September 30, 2019 is 23.2 students per class. The total number of academic classes with 30 or more students is 208 for 2019-2020.

2017	2018	2019
24.4	25.1	23.2

**High Schools:** Average academic class size as of September 30, 2019 is 23.2 students per class. The total number of academic classes with over 30 students is 275 for 2019-2020.

2017	2018	2019
23.9	23.4	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, Ph.D., Superintendent of Schools

**Executive Summary**  
**Class Size/Classes Over 30**  
**2019 – 2020**

**Elementary Schools:** Average academic kindergarten through fifth grade class size as of September 30, 2019 is 22.0 students per home base class. The average for 2018-2019 was reported at 21.5 for grades K-5.

There were no classes with 30 or more students for 2019-2020.

**Middle Schools:** Average academic class size as of September 30, 2019 is 23.2 students per class. The total number of academic classes with 30 or more students is 208 for 2019-2020.

**High Schools:** Average academic class size as of September 30, 2019 is 23.2 students per class, down from 23.5 in 2018-2019. The total number of academic classes with over 30 students is 275 for 2019-2020.

Class Size Report 2019-2020

School	FD-K Students	FD- K Staff	FD-K Ratio	1st Students	1st Staff	1st Ratio	2nd Students	2nd Staff	2nd Ratio	3rd Students	3rd Staff	3rd Ratio	4th Students	4th Staff	4th Ratio	5th Students	5th Staff	5th Ratio	Total Students	Total Staff	Total Ratio
Carrolltowne	100	5.0	20.0	99	4.0	24.8	96	4.0	24.0	106	5.0	21.2	67	3.0	22.3	93	4.0	23.3	561	25.0	22.4
Cranberry	83	4.0	20.8	84	4.0	21.0	90	4.0	22.5	77	4.0	19.3	94	4.0	23.5	81	3.0	27.0	509	23.0	22.1
Ebb Valley	91	4.0	22.8	84	4.0	21.0	87	4.0	21.8	94	4.0	23.5	96	4.0	24.0	83	3.0	27.7	535	23.0	23.3
Eldersburg	75	4.0	18.8	71	3.0	23.7	68	3.0	22.7	81	4.0	20.3	77	3.0	25.7	70	3.0	23.3	442	20.0	22.1
Elmer Wolfe*	83	4.0	20.8	74	4.0	18.5	63	3.0	21.0	73	3.0	24.3	57	3.0	19.0	67	3.0	22.3	417	20.0	20.9
Freedom	90	4.0	22.5	104	4.0	26.0	95	4.0	23.8	98	4.0	24.5	84	4.0	21.0	105	4.0	26.3	576	24.0	24.0
Friendship Valley	72	4.0	18.0	84	4.0	21.0	88	4.0	22.0	82	3.0	27.3	72	3.0	24.0	89	4.0	22.3	487	22.0	22.1
Hampstead	56	3.0	18.7	77	4.0	19.3	59	3.0	19.7	63	3.0	21.0	50	2.0	25.0	62	3.0	20.7	367	18.0	20.4
Linton Springs	115	6.0	19.2	95	4.0	23.8	105	5.0	21.0	89	4.0	22.3	127	5.0	25.4	94	4.0	23.5	625	28.0	22.3
Manchester	101	5.0	20.2	96	4.0	24.0	116	5.0	23.2	115	5.0	23.0	93	4.0	23.3	126	5.0	25.2	647	28.0	23.1
Mechanicsville	74	4.0	18.5	75	4.0	18.8	88	4.0	22.0	81	4.0	20.3	73	3.0	24.3	77	3.0	25.7	468	22.0	21.3
Mt. Airy										152	7.0	21.7	159	6.0	26.5	149	6.0	24.8	460	19.0	24.2
Parr's Ridge	144	7.0	20.6	142	7.0	20.3	156	7.0	22.3										442	21.0	21.0
Piney Ridge	88	4.0	22.0	81	4.0	20.3	76	3.0	25.3	81	3.0	27.0	101	4.0	25.3	91	4.0	22.8	518	22.0	23.5
Robert Moton*	61	4.0	15.3	72	3.0	24.0	62	3.0	20.7	70	3.0	23.3	72	3.0	24.0	56	3.0	18.7	393	19.0	20.7
Runnymede	96	5.0	19.2	88	4.0	22.0	92	5.0	18.4	107	5.0	21.4	113	5.0	22.6	93	4.0	23.3	589	28.0	21.0
Sandymount	91	4.0	22.8	68	3.0	22.7	91	4.0	22.8	75	3.0	25.0	79	3.0	26.3	84	3.0	28.0	488	20.0	24.4
Spring Garden	58	3.0	19.3	65	3.0	21.7	70	3.0	23.3	67	3.0	22.3	85	4.0	21.3	59	3.0	19.7	404	19.0	21.3
Taneytown*	63	4.0	15.8	68	3.0	22.7	64	3.0	21.3	63	3.0	21.0	59	3.0	19.7	65	3.0	21.7	382	19.0	20.1
Westminster	91	5.0	18.2	85	4.0	21.3	96	5.0	19.2	77	3.0	25.7	98	4.0	24.5	72	3.0	24.0	519	24.0	21.6
Wm. Winchester	83	4.0	20.8	85	4.0	21.3	84	4.0	21.0	85	4.0	21.3	86	4.0	21.5	80	4.0	20.0	503	24.0	21.0
Winfield	112	6.0	18.7	87	4.0	21.8	117	5.0	23.4	86	4.0	21.5	91	4.0	22.8	93	4.0	23.3	586	27.0	21.7
Totals	1,827	93.0	19.6	1,784	82.0	21.8	1,863	85.0	21.9	1,822	81.0	22.5	1,833	78.0	23.5	1,789	76.0	23.5	10,918	495.0	22.1
	Average		19.6	Average		21.9	Average		22.0	Average		22.7	Average		23.4	Average		23.5	Average		22.0
	High		22.8	High		26.0	High		25.3	High		27.3	High		26.5	High		28.0	High		24.4
	Low		15.3	Low		18.5	Low		18.4	Low		19.3	Low		19.0	Low		18.7	Low		20.1
~Class sizes in all grades are influenced throughout the day by the mainstreaming of special education students																					



## II. Middle Schools 2019 - 2020

### 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	748	1	2	2	1	40.0	18.7
Mt. Airy	714	1	1	2	1	37.0	19.3
North Carroll	628	1	1	2	1	34.0	18.5
Northwest	682	1	1	3	1	38.0	17.9
Oklahoma Road	695	1	1	2	1	36.7	18.9
Shiloh	658	1	2	2	1	34.8	18.9
Sykesville	784	1	1	2	1	40.0	19.6
West	934	1	2	3	1	51.6	18.1
<b>Totals</b>	<b>5843</b>	<b>8</b>	<b>11</b>	<b>18</b>	<b>8</b>	<b>312.1</b>	<b>18.7</b>

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

Middle Schools	Total # of Students in Academic Classes	Total # of Academic Sections	Total # of Academic Classes	Academic Class Size Average	Total # of Academic Classes Over Thirty	Percentage Over 30	Total # of Academic Classes Over Thirty-Five	Percentage Over 35
East	748	30	120	24.9	13	11%	0	0%
Mt. Airy	714	31	155	23.0	49	32%	2	1%
North Carroll	628	25	105	25.1	19	18%	0	0%
Northwest	682	29	121	23.5	13	11%	0	0%
Oklahoma Road	695	40	133	17.4	24	18%	0	0%
Shiloh	658	24	96	27.4	25	26%	0	0%
Sykesville	784	30	120	26.1	29	24%	0	0%
West	934	43	159	21.7	36	23%	0	0%
<b>Totals</b>	<b>5843</b>	<b>252</b>	<b>1009</b>	<b>23.2</b>	<b>208</b>	<b>21%</b>	<b>2</b>	<b>Less than 1%</b>

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 2019-2020

#### 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	1139	1	2	4	1	53.50	1	1	21.3
Francis Scott Key	922	1	2	4	1	45.50	1	1	20.3
Liberty	1044	1	2	4	1	54.00	1	1	19.3
Manchester Valley	1326	1	2	5	1	64.50	1	1	20.6
South Carroll	1011	1	2	4	1	51.00	1	1	19.8
Westminster	1522	1	4	5	1	70.17	1	1	21.7
Winters Mill	1079	1	3	4	1	51.50	1	1	21.0
<b>Totals</b>	<b>8043</b>	<b>7</b>	<b>17</b>	<b>30</b>	<b>7</b>	<b>390.17</b>	<b>7</b>	<b>7</b>	<b>20.6</b>

\* Totals do not include Special Education teachers

High Schools	Reading Specialists	HSA/PARCC Intervention Teachers	Career and Technology Teachers
Career & Technology Center	0	0	37.94
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
<b>Totals</b>	<b>7</b>	<b>0</b>	<b>39.44</b>

#### B. Academic Class Size

High Schools	Average Class Size	Number of Classes over Thirty-five	Number of Classes Over Thirty	Number of Classes Under Twenty
Century	24.9	0	42	42
Francis Scott Key	22.3	0	29	61
Liberty	23.2	0	29	62
Manchester Valley	23.5	0	32	73
South Carroll	22.9	0	32	65
Westminster	22.7	0	78	105
Winters Mill	22.8	1	33	69
<b>Totals</b>	<b>23.2</b>	<b>1.0</b>	<b>275</b>	<b>477</b>

	Average Class Size	Number of Classes over Thirty-five	Number of Classes Over Thirty	Over	Number of Classes Under Twenty
<b>Totals</b>					
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
2008-2009	24.5		314		424



## C. High School Academic Class Analysis

### English

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes over Thirty-five	% of Classes over Thirty-five	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes under Twenty
Century	1211	51	23.7	0	0%	8	16%	12	24%
Francis Scott Key	989	44	22.5	0	0%	11	25%	15	34%
Liberty	1076	50	21.5	0	0%	5	10%	17	34%
Manchester Valley	1408	63	22.3	0	0%	6	10%	21	33%
South Carroll	1054	46	22.9	0	0%	8	17%	14	30%
Westminster	1541	73	21.1	0	0%	13	18%	26	36%
Winters Mill	1100	49	22.4	1	2%	8	16%	15	31%
<b>TOTALS</b>	<b>8379</b>	<b>376</b>	<b>22.3</b>	<b>1</b>	Less than 1%	<b>59</b>	<b>16%</b>	<b>120</b>	<b>32%</b>

### Social Studies

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes over Thirty-five	% of Classes over Thirty-five	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	1226	49	25.0	0	0%	7	14%	8	16%
Francis Scott Key	1001	45	22.2	0	0%	5	11%	12	27%
Liberty	1345	54	24.9	0	0%	5	9%	9	17%
Manchester Valley	1414	56	25.3	0	0%	8	14%	13	23%
South Carroll	1284	52	24.7	0	0%	9	17%	9	17%
Westminster	1789	76	23.5	0	0%	18	24%	20	26%
Winters Mill	1170	48	24.4	0	0%	11	23%	11	23%
<b>TOTALS</b>	<b>9229</b>	<b>380</b>	<b>24.3</b>	<b>0</b>	<b>0%</b>	<b>63</b>	<b>17%</b>	<b>82</b>	<b>22%</b>

### Math

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes over Thirty-five	% of Classes over Thirty-five	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	1207	47	25.7	0	0%	13	28%	10	21%
Francis Scott Key	948	42	22.6	0	0%	5	12%	14	33%
Liberty	1232	51	24.2	0	0%	11	22%	13	25%
Manchester Valley	1348	59	22.8	0	0%	3	5%	16	27%
South Carroll	1094	49	22.3	0	0%	9	18%	16	33%
Westminster	1645	70	23.5	0	0%	13	19%	20	29%
Winters Mill	1069	51	21.0	0	0%	4	8%	21	41%
<b>TOTALS</b>	<b>8543</b>	<b>369</b>	<b>23.2</b>	<b>0</b>	<b>0%</b>	<b>58</b>	<b>16%</b>	<b>110</b>	<b>30%</b>

## D. High School Non-Academic Class Size Analysis

### Literacy

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	22	3	7.3	0	0%	3	100%
Francis Scott Key	30	2	15.0	0	0%	2	100%
Liberty	24	2	12.0	0	0%	2	100%
Manchester Valley	24	3	8.0	0	0%	3	100%
South Carroll	21	2	10.5	0	0%	2	100%
Westminster	52	6	8.7	0	0%	6	100%
Winters Mill	11	1	11.0	0	0%	1	100%
<b>TOTALS</b>	<b>184</b>	<b>19</b>	<b>9.7</b>	<b>0</b>	<b>0%</b>	<b>19</b>	<b>100%</b>

### Business Education

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	354	14	25.3	0	0%	2	14%
Francis Scott Key	88	5	17.6	0	0%	2	40%
Liberty	277	11	25.2	0	0%	1	9%
Manchester Valley	333	13	25.6	1	8%	3	23%
South Carroll	253	11	23.0	2	18%	3	27%
Westminster	609	24	25.4	3	13%	5	21%
Winters Mill	195	8	24.4	1	13%	2	25%
<b>TOTALS</b>	<b>2109</b>	<b>86</b>	<b>24.5</b>	<b>7</b>	<b>8%</b>	<b>18</b>	<b>21%</b>

### Agriscience

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	145	7	20.7	1	14%	5	71%
Francis Scott Key	142	9	15.8	0	0%	8	89%
Liberty	143	8	17.9	0	0%	6	75%
Manchester Valley	114	8	14.3	0	0%	5	63%
South Carroll	92	7	13.1	0	0%	6	86%
Westminster	120	9	13.3	0	0%	8	89%
Winters Mill	112	7	16.0	1	14%	5	71%
<b>TOTALS</b>	<b>868</b>	<b>55</b>	<b>15.8</b>	<b>2</b>	<b>4%</b>	<b>43</b>	<b>78%</b>



## Technology

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	531	19	27.9	0	0%	0	0%
Francis Scott Key	395	16	24.7	5	31%	5	31%
Liberty	321	13	24.7	1	8%	2	15%
Manchester Valley	611	24	25.5	6	25%	5	21%
South Carroll	385	15	25.7	0	0%	2	13%
Westminster	529	21	25.2	10	48%	4	19%
Winters Mill	447	17	26.3	4	24%	2	12%
<b>TOTALS</b>	<b>3219</b>	<b>125</b>	<b>25.8</b>	<b>26</b>	<b>21%</b>	<b>20</b>	<b>16%</b>

## Art

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	220	10	22.0	4	40%	4	40%
Francis Scott Key	317	12	26.4	1	8%	1	8%
Liberty	369	17	21.7	2	12%	6	35%
Manchester Valley	285	12	23.8	3	25%	3	25%
South Carroll	225	12	18.8	3	25%	8	67%
Westminster	335	16	20.9	4	25%	8	50%
Winters Mill	363	18	20.2	6	33%	9	50%
<b>TOTALS</b>	<b>2114</b>	<b>97</b>	<b>21.8</b>	<b>23</b>	<b>24%</b>	<b>39</b>	<b>40%</b>

## 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	379	17	22.3	5	29%	7	41%
Francis Scott Key	229	13	17.6	0	0%	8	62%
Liberty	419	24	17.5	2	8%	13	54%
Manchester Valley	553	22	25.1	6	27%	6	27%
South Carroll	297	14	21.2	2	0%	7	50%
Westminster	605	24	25.2	7	29%	9	38%
Winters Mill	335	20	16.8	1	5%	9	45%
<b>TOTALS</b>	<b>2817</b>	<b>134</b>	<b>21.0</b>	<b>23</b>	<b>17%</b>	<b>59</b>	<b>44%</b>



## Family & Consumer Sciences

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	352	17	20.7	2	12%	7	41%
Francis Scott Key	527	24	22.0	2	8%	6	25%
Liberty	439	20	22.0	2	10%	7	35%
Manchester Valley	661	28	23.6	4	14%	7	25%
South Carroll	378	18	21.0	0	0%	7	39%
Westminster	554	24	23.1	1	4%	4	17%
Winters Mill	513	26	19.7	0	0%	13	50%
<b>TOTALS</b>	<b>3424</b>	<b>157</b>	<b>21.8</b>	<b>11</b>	<b>7%</b>	<b>51</b>	<b>32%</b>

## Physical Education

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	813	31	26.2	13	42%	2	6%
Francis Scott Key	645	24	26.9	10	42%	5	21%
Liberty	809	31	26.1	8	26%	5	16%
Manchester Valley	1009	33	30.6	20	61%	1	3%
South Carroll	872	32	27.3	11	34%	2	6%
Westminster	1279	52	24.6	23	44%	13	25%
Winters Mill	777	28	27.8	9	32%	3	11%
<b>TOTALS</b>	<b>6204</b>	<b>231</b>	<b>26.9</b>	<b>94</b>	<b>41%</b>	<b>31</b>	<b>13%</b>

## Health

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	463	17	27.2	7	41%	2	12%
Francis Scott Key	235	8	29.4	6	75%	1	13%
Liberty	425	16	26.6	2	13%	3	19%
Manchester Valley	366	13	28.2	9	69%	2	15%
South Carroll	261	9	29.0	5	56%	0	0%
Westminster	591	23	25.7	11	48%	5	22%
Winters Mill	427	17	25.1	3	18%	3	18%
<b>TOTALS</b>	<b>2768</b>	<b>103</b>	<b>26.9</b>	<b>43</b>	<b>42%</b>	<b>16</b>	<b>16%</b>

### Marketing

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	36	2	18.0	0	0%	1	50%
Francis Scott Key	0	0	0.0	0	0%	0	0%
Liberty	25	1	0.0	0	0%	0	0%
Manchester Valley	37	2	18.5	0	0%	1	50%
South Carroll	26	2	13.0	0	0%	2	100%
Westminster	34	2	17.0	0	0%	1	50%
Winters Mill	8	1	8.0	0	0%	1	100%
<b>TOTALS</b>	<b>166</b>	<b>10</b>	<b>16.6</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>60%</b>

### NON ACADEMIC TOTALS

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	3315	137	24.2	32	23%	33	24%
Francis Scott Key	2608	113	23.1	24	21%	38	34%
Liberty	3251	143	22.7	17	12%	45	31%
Manchester Valley	3993	158	25.3	49	31%	36	23%
South Carroll	2810	122	23.0	23	19%	39	32%
Westminster	4708	201	23.4	59	29%	63	31%
Winters Mill	3188	143	22.3	25	17%	48	34%
<b>TOTALS</b>	<b>23873</b>	<b>1017</b>	<b>23.5</b>	<b>229</b>	<b>23%</b>	<b>302</b>	<b>30%</b>

### 9th Grade Transition Courses Freshman Seminar/Teen Leadership

High Schools	Number of Students	Number of Classes	Average Class Size	Number of Classes Over Thirty	% of Classes Over Thirty	Number of Classes Under Twenty	% of Classes Under Twenty
Century	273	10	27.3	3	30%	0	0%
Francis Scott Key	162	7	23.1	0	0%	1	14%
Liberty	7	1	7.0	0	0%	1	0%
Manchester Valley	250	10	25.0	1	10%	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%
<b>TOTALS</b>	<b>692</b>	<b>28</b>	<b>24.7</b>	<b>4</b>	<b>14%</b>	<b>3</b>	<b>11%</b>



**E. The Gateway School (High School)**  
**2019-2020**

**Academic Class Size Analysis\* ESTIMATED**

**SEMESTER 1**

<b>COURSE</b>	<b>NUMBER OF STUDENTS</b>	<b>NUMBER OF SECTIONS</b>	<b>AVERAGE CLASS SIZE</b>	<b>CLASSES OVER THIRTY</b>
English	81	16	4.9	0
Social Studies	51	10	5.1	0
Science	53	8	6.6	0
Spanish I & II	4	4	1	0
Distance Learning Lab – DLL	3	4	1.3	0
Math	48	9	5.3	0
<b>TOTALS</b>	<b>192</b>	<b>51</b>	<b>24.2</b>	<b>0</b>

**Non Academic Class Size Analysis\***

<b>COURSE</b>	<b>NUMBER OF STUDENTS</b>	<b>NUMBER OF SECTIONS</b>	<b>AVERAGE CLASS SIZE</b>	<b>CLASSES OVER THIRTY</b>
P. E.	55	9	6.1	0
CRD I,II,III	16	4	4	0
Financial Literacy	16	3	5.3	0
Princ. Bus. Admin/Mgmt.	0	0	0	0
Tech	15	3	5	0
Art	48	7	6.8	0
Experiential Ed.	7	1	7	0
Health	3	2	.7	0
Intro to Foods	11	2	5.5	0
Seminar/Teen Leadership	24	4	6	0
	<b>195</b>	<b>35</b>	<b>46.4</b>	<b>0</b>

**Carroll County Career and Technology Center**  
**Class Enrollment for 2019-2020**  
**As of September 30, 2019**

Program	Male	Female	Total Fall	Male	Female	Total Spring	Grand Total
Academy of Health Professions	0	62	62	0	62	62	124
Applied Mechanical Engineering	13	1	14	17	1	18	32
Auto Service Technology	28	3	31	20	1	21	52
Biomedical : PLTW I (Mod 1)	7	33	40	7	33	40	80
Biomedical : PLTW II (Mods 2&3)	5	36	41	14	30	44	85
Building Maintenance	15	0	15	15	0	15	30
Carpentry	14	0	14	16	0	16	30
Cisco Networking Academy	17	0	17	20	2	22	39
Collision Repair Technology	13	0	13	13	2	15	28
Computer Science (Mod 1)	18	2	20	18	2	20	40
Computer Science	15	6	21	19	3	22	43
Cosmetology	1	53	54	3	51	54	108
Criminal Justice/Homeland Security (Mod 1)	17	26	43	17	26	43	86
Criminal Justice/Homeland Security (Mods 2&3)	24	24	48	19	28	47	95
Culinary Arts	7	4	11	12	5	17	28
Culinary Arts - Baking & Pastry	1	11	12	4	16	20	32
Drafting	16	4	20	18	4	22	42
Early Childhood Education	0	30	30	1	28	29	59
Electrical Construction	12	0	12	16	0	16	28
Heating, Ventilation and Air Conditioning	16	0	16	18	0	18	34
Heavy Equipment and Truck Technology	15	0	15	20	0	20	35
Homeland Sec./Geo Info Systems & Tech (Mod. 1)	9	0	9	9	0	9	18
Homeland Sec./Geo Info Systems & Tech (Mod. 2&3)	13	0	13	9	3	12	25
Masonry Technology	9	0	9	14	2	16	25
Physical Rehabilitation	2	18	20	2	18	20	40
Print Production	8	11	19	2	15	17	36
Project Lead the Way - Engineering I	36	7	43	34	10	44	87
Project Lead the Way - Engineering II	49	11	60	43	1	44	104
Textiles and Fashion Careers	1	15	16	3	16	19	35
Video Production	26	5	31	16	15	31	62
Welding Technology	18	1	19	18	1	19	38
Career Connections/Research and Development	2	10	12	5	2	7	19
<b>Total Enrollment for SY 2019-2020</b>	<b>427</b>	<b>373</b>	<b>800</b>	<b>442</b>	<b>377</b>	<b>819</b>	<b>1619</b>

**G. Finance Academy**

HIGH SCHOOL	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Century High	45	2
Westminster High	36	2

**H. Teacher Academy**

TEACHING AS A PROFESSION	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Westminster High School*	30	2

FOUNDATIONS OF CURRICULUM & INSTRUCTION	NUMBER OF STUDENTS	NUMBER OF SECTIONS
Westminster High School*	29	2

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

**SPECIAL EDUCATION**  
**STAFF ANALYSIS AND CLASS SIZE REPORTS**  
**2019 - 2020**



SPECIAL EDUCATION  
STAFF ANALYSIS AND CLASS SIZE REPORTS  
2019-2020

SCHOOL	LRE A *	LRE B *	LRE C *	LRE D *	LRE F *	LRE G *	LRE S *	LRE W *	LRE V *	TOTAL STUDENTS	SP. ED. TCHRS	SPEECH THERAPISTS	ASST. F.T.E.	***HRLY ASST.
CSS	0	0	0	1	18	0	12	0	0	31	7.0	2.0	8.0	129.5
CT	44	6	0	0	0	0	12	2	1	65	5.0	3.0	5.6	48
CSE	36	7	0	0	0	0	0	8	1	52	3.0	.8	1.5	38
EBB	39	3	0	0	0	0	2	5	0	49	3.0	1.0	2.0	22
ELDER	32	3	2	0	0	0	0	2	0	39	3.0	1.0	1.5	12
EWI	45	1	0	0	0	0	1	6	0	53	3.0	0	2.0	12.5
FREE	35	7	0	0	0	0	1	1	1	45	3.0	1.0	2.0	6
FVE	60	5	1	0	0	0	6	1	0	73	4.0	1.0	1.5	36
HAMP	26	12	19	0	0	0	16	2	0	75	8.0	08	8.0	202
LSE	53	9	0	0	0	0	0	5	1	68	3.0	1.0	2.0	24.5
MAN	54	11	1	0	0	0	1	4	1	72	3.0	2.0	2.0	42
MECH	60	5	0	0	0	0	0	4	0	69	3.0	1.0	3.0	24
MAE	60	9	0	0	0	0	0	0	0	69	4.0	1.0	2.0	18.2
PARRS	37	1	0	0	0	0	0	4	1	43	3.0	1.0	2.0	30
PRE	51	8	0	0	0	0	0	3	0	62	3.0	0	2.0	24.5
RME	57	12	35	0	1	0	13	4	1	123	13.0	2.6	9.0	277
RUNNY	53	14	2	0	0	0	10	4	0	83	6.0	2.0	3.5	64
SANDY	43	2	1	0	0	0	1	4	0	51	3.0	.8	2.0	12.5
SGE	31	4	0	0	0	0	1	2	0	38	2.5	1.0	2.0	12
TANEY	39	5	0	0	0	0	0	9	0	53	3.0	1.0	1.5	48.5
WES	55	2	0	0	0	0	0	10	0	67	3.0	1.0	2.0	18
WWE	44	3	0	0	0	0	1	6	0	54	2.5	1.0	2.0	18
WIN	45	13	19	0	0	0	9	6	1	93	12.0	3.0	10.6	236
TOTAL	999	142	80	1	19	0	86	92	8	1427	103.0	28.2	77.7	1349

SPECIAL EDUCATION  
STAFF ANALYSIS AND CLASS SIZE REPORTS  
2019-2020

SCHOOL	LRE A *	LRE B *	LRE C *	LRE D *	LRE F *	LRE G *	LRE S *	LRE W *	LRE Y *	TOTAL STUDENTS	SP. ED. TCIRS	SPECIAL THERAPISTS	ASST. F.T.E.	***HRLY ASST.
CROSSROADS	0	0	0	0	0	0	0	0	0	0	.4	0	1.0	0
EAST MDL	49	9	21	0	0	0	0	0	0	79	9.0	0	8.0	71.5
MAM	72	9	4	0	0	0	0	0	0	85	5.0	1.0	4.0	38.5
NCM	59	4	5	0	0	0	0	0	0	68	4.0	0.6	4.0	49
NWEST	88	8	1	0	0	0	0	0	0	97	6.0	1.0	5.0	18
ORMS	65	3	1	0	0	0	0	0	0	69	4.0	1.0	4.0	30
SHILOH	61	5	11	0	0	0	0	0	0	77	7.0	1.8	7.6	116
SMS	68	3	2	0	0	0	0	0	0	73	5.0	1.0	4.0	18
WEST	64	19	5	0	0	0	0	0	0	88	7.6	1.0	9.0	57
TOTAL	526	60	50	0	0	0	0	0	0	636	48	6.8	46.6	398



SPECIAL EDUCATION  
STAFF ANALYSIS AND CLASS SIZE REPORTS  
2019-2020

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.	***HRLY ASST.
CCCT-C											2.0	0	3.8	6
CHS	60	15	2	0	0	0	0	0	0	77	5.0	1.0	4.0	25
FSKHIGH	73	7	13	0	0	0	0	0	0	93	6.0	0	5.0	48.5
GATEWAY	11	0	0	0	0	0	0	0	0	11	2.0	0	2.0	0
LIBERTY	55	13	3	0	0	0	0	0	0	71	4.0	1.0	4.0	52
MVHS	114	11	10	0	0	0	0	0	0	135	9.0	1.4	9.0	77.5
POST-SEC.	3	4	33	0	0	0	0	0	0	40	2.0	0	5.0	98
SCHS	59	2	6	1	0	0	0	0	0	68	4.0	1.0	4.0	45.5
WHIS	77	23	43	0	0	0	0	0	0	143	17.0	1.0	16.6	65.5
WMHS	86	6	29	0	0	0	0	0	0	121	8.0	0	8.8	136.5
TOTAL	538	81	139	1	0	0	0	0	0	759	59.0	5.4	62.2	554.5
Nonpublic										Case Manage 87				

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  
2019-2020

RELATED SERVICE STAFF	F.T.E.	HOURLY/CONTRACTED
ADAPTED PHYSICAL EDUCATION	11.1	
ASSISTIVE TECHNOLOGY ASSISTANTS/TEACHER	4.0	
BEHAVIOR SUPPORT SPECIALIST - AUTISM	3.0	
FAMILY SUPPORT NETWORK	1.0	
HEARING RESOURCE*	1.0	35 hours
HOME SPEECH THERAPY	6.4	
INFANT & TODDLER LIAISONS	4.7	
INSTRUCTIONAL/PROGRAM CONSULTANTS	10.0	
MENTAL HEALTH THERAPISTS*	7.0	10 hours
OCCUPATIONAL THERAPIST*	10.8	133 hours
CERTIFIED OCCUPATIONAL THERAPY ASSISTANTS	2.6	
PHYSICAL THERAPISTS*	4.0	70 hours
PHYSICAL THERAPIST ASSISTANT	1.0	
PRESCHOOL LIAISONS	4.0	
PRESCHOOL SPEECH THERAPY	4.6	
SIGN LANGUAGE INTERPRETERS*	2.0	112.5 hours
SPEECH AND LANGUAGE SERVICES*	40.4	371 hours
SUPERVISORS/COORDINATORS	10.0	
VISION RESOURCE*	2.0	35 hours
TOTAL	129.6	766.5 hours

\* Hourly/Contracted weekly

# APPENDIX

## C



## CHAPTER 156: ADEQUATE PUBLIC FACILITIES AND CONCURRENCY MANAGEMENT

- 156.01 Purpose
- 156.02 Definitions
- 156.03 Applicability
- 156.04 Building permits
- 156.05 Adequacy approval
- 156.06 Approval process
- 156.07 Residential development database and annual report

### § 156.01 PURPOSE.

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

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

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

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

### § 156.02 DEFINITIONS.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **§ 156.03 APPLICABILITY.**

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

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

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

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

approved;

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

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

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

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

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

### **§ 156.04 BUILDING PERMITS.**

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



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

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

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

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

(E) Building permit limits:

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

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

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

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

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

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

#### **§ 156.05 ADEQUACY APPROVAL.**

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

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

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

(D) **Threshold requirements.**

(1) **Adequacy.**

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

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

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

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

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

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

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

(2) **Approaching inadequacy.**

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

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

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

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

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

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

(3) **Inadequacy.**

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

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

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

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



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

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

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

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

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

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

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

#### **§ 156.06 APPROVAL PROCESS.**

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

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

(C) **Concept process.**

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

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

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

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

(D) **Preliminary process.**

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

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

(2) **Distribution and review.**

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

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

proposed project for ATC and compliance with this chapter.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(E) **Final process.**

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

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

(b) The location of the proposed project;

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

(d) The tax account identification number;

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

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

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

(2) **Distribution and review.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(3) The current population and projected population growth.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(13) Proposed changes in concurrency analysis methodologies; and

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

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

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