Talbot County Public Schools

Educational Facilities Master Plan

2017

Talbot County Board of Education
12 Magnolia Street
Easton, MD 21601

July 1, 2017
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EXECUTIVE SUMMARY

Talbot County Public Schools has shown a stable pattern of student enrollment, which is reflective of the character of its community. While the total population of the county grew by almost 12% between 2000 and 2010 and is projected to grow by a further 16.5% by 2040, this growth is almost entirely restricted to individuals older than 45 years. This age group increased at a remarkable average rate of 30.7% per decade between 1970 and 2010, and is projected to increase by a further total of 25.3% by 2040. By contrast, the age group in the child-raising years between 20 and 44 has steadily declined by a total of 10% since reaching a peak in 1990, and is projected to grow by only a modest 4.8% by 2040. Residents in the school-attending age group of 5 to 19 also show a long-term pattern of stability: this cohort in 2010 was only 74 persons larger than in 1970, and is projected to grow by only 9% by 2040. As would be expected, the public school enrollment pattern follows a similar trend: beginning in 2006 with a total full-time equivalent (FTE) student population of 4,224, by 2016 the FTE enrollment had increased by only 98 students (2.3%). The Maryland Department of Planning projects that the student population will grow to 4,480 in 2024, an increase of 158, and then will decline somewhat to 4,460 in 2026.

Thus, unlike the experience of a number of other jurisdictions in Maryland, in Talbot County the population increase and the student enrollment are dissociated from one another. Population growth has largely consisted of the in-migration of older residents without children, while the school-age population has been driven by the birth rate and the stability of the child-raising portion of the population. The factors that typically give rise to increases in the public school population, particularly the rapid growth of employment opportunities or transportation improvements that allow easy access to nearby employment centers, are absent in Talbot County, now and for the foreseeable future. Given the current policies of both the Talbot County government and the principal town of Easton, which emphasize the continuity of the rural and historic small-town qualities of the geographic region and its environmental beauty, these demographic patterns are likely to continue for many decades.

The net result is that Talbot County Public Schools now has, and is projected to have for at least the next decade, ample school facility capacity for its student population. Measured against the State Rated Capacity (SRC) of 5,361 for the entire school system, Talbot County Public Schools will be able to accommodate the projected enrollments without overcrowding during the next 10 years. School utilization, measured as the ratio of enrollment (including the number of full-time equivalent P3 and Pre-K students) to SRC, is projected to stay between a high of 83.1% in 2017 and a low of 80.8% in 2026.

Two actions in the last decade have redistributed enrollment to better utilize capacity throughout the system. These included:

- Beginning with the 2009-2010 school year, the Board of Education approved redistricting intended to reduce overcrowding at Easton Elementary School and to better utilize excess capacity at Chapel District, White Marsh and St. Michaels Elementary Schools. Because of grandfathering provisions, the effects were phased in over several years, becoming fully implemented by the 2015-2016 school year.
In 2009-2010 the Board reassigned sixth graders from Tilghman Elementary and St. Michaels Elementary to St. Michaels Middle/High, and in 2014 reassigned some pre-kindergarten students from St. Michaels Elementary to Tilghman Elementary.

As an outcome of these actions, the current utilization of schools in the system averages 83.1%. Most of the schools enjoy very comfortable utilization figures, providing school administrators with the flexibility they need to adjust to changing student enrollment patterns, new educational programs, and the special learning requirements of individual groups of students. However, the utilization of Tilghman Elementary School is at 40.4%, while that of White Marsh Elementary School is at 98.1%. The low utilization for Tilghman Elementary is a concern, since this not only represents an inefficient use of operating budget funds, but also strains the ability of the Board of Education to provide these students with a full and adequate elementary school education. The relatively high utilization of White Marsh Elementary, although it is projected to remain in the manageable range, is so close to full utilization that even slight changes in student population numbers could quickly lead to overcrowding. Moreover, the utilization figures can mask the fact that the design and location of instructional spaces may not be suited to the particular needs of the student body, requiring a more intensive use of space than the formula results would indicate – a fact that is demonstrated by the two-classroom relocatable building now located at the White Marsh facility.

The planned replacement of Easton Elementary School with a new school for 1,167 students will provide sufficient capacity for the anticipated student body at this school, which is projected to experience the largest growth in the county. This project was approved for planning by the Board of Public Works on January 25, 2017 with a capacity for 953 students. A proposed boundary change, which will return to Easton Elementary a small attendance area that currently is assigned to White Marsh Elementary School, will help to support State approval of an increased enrollment when the project is submitted for funding approval in the fall of 2017. This reassignment will also strengthen the community school character of Easton ES, will reduce the travel distance and time for approximately 60 students, and will result in a better utilization of space at White Marsh Elementary. The process for consideration of this redistricting will begin in the spring of 2018.

Two critical factors, however, may affect the enrollment projections of certain schools, particularly those in the Town of Easton:

- **New residential developments.** As noted in Section II Community Analysis, two permitted developments in Easton have a modest potential to yield additional public school students within the next 10 years.

- **Changes in student demographics.** Even without new housing development, changes in household occupancy patterns may increase the student yield of existing housing. The most likely changes will occur in the occupancy of multifamily units, which are heavily concentrated in Easton. Based on past experience, changes in occupancy are likely to increase the number of non-English speaking students. While the replacement Easton Elementary School will be designed with an ample number of resource spaces to accommodate the special learning requirements of this student population, the design must also ensure that future growth in this population does not strain spaces designed for other purposes (as frequently happens in older school facilities).
Because of a past history of investment that allowed every facility in the jurisdiction to be renovated, Talbot County Public Schools enjoys the enviable condition of providing appropriate and adequately sized facilities to support its educational programs. It shares with one other school system the status of having the newest average square footage in the state. The replacement of Easton Elementary School in the near future will continue this wise tradition of facility management, which not only provides good environments to support the academic efforts of teachers and students, but also reduces the maintenance and operational burden of the supporting services, allowing scarce budgetary resources to be used for classroom and other purposes.

With the replacement of Easton Elementary, the long-term cycle of renewing the public school facilities in Talbot County will begin. While the future replacement and/or major renovation of the other school facilities lies beyond the timeframe addressed within this Educational Facilities Master Plan, individual building systems in these facilities will age faster than the buildings themselves; an example is the roof of Easton High School, which is recommended for replacement in the near future, while the facility as a whole will likely not undergo a complete renovation until 2030 or later. An annual evaluation of the building inventory through the Inventory Analysis contained in the EFMP and through the Comprehensive Maintenance Plan will ensure that building systems are addressed in a timely manner to protect the educational environment and the performance of the building.
INTRODUCTION

Talbot County Overview

Talbot County is located in the central part of Maryland’s Eastern shore. It is bordered on the north by Queen Anne’s County, on the east by Caroline County, and on the south by Dorchester County. The Chesapeake Bay and its tributaries form the western border of the county. The County has approximately 171,000 acres of land area, consisting of about 95,000 acres of farmland, 40,000 acres of forested land, and 3,650 acres that are developed.1 The shore line of approximately 600 miles is cut by numerous watercourses that shape narrow peninsulas, so that the county is described as the place “where land and water intertwine.”2 Each peninsula is typically served by a single road. The 2016 update of the Comprehensive Plan describes the County as

a unique mosaic of tidal waters, streams, farmlands and forests. The historic settlement patterns of this rural landscape have created a scattered patchwork of farms, estates, subdivisions, villages and towns. The natural and built environments of Talbot County blend together to form a pleasant rural character where residents enjoy a generally high quality of life.3

The major commercial endeavors consist of farming and tourism, the latter based on the attraction of the small and quaint communities and the water-related activities. The County Plan states that “agriculture remains an important and viable identity in part because fragmentation of farm landscape has been discouraged.”4 Many of the homes are partially occupied during the year, serving as vacation and second homes to part-time owners.

The population of Talbot County, numbering an estimated total of 39,100 persons in 2015, is projected to grow by approximately 4,900 persons by 2040.5 This growth will be largely among older retirees: the 65+ age cohort, at 26.9% of the total population in 2015, is anticipated to grow by fully 48.4%, while the school age population (age 5-19) will grow by only 9.3% and the 20-44 age cohort is projected to increase by 4.2%.6 This disproportion between the younger and older age cohorts reflects both the desirability of the county as a retirement and second home venue, and the lack of housing and employment opportunities for younger people. Since the consequence for the school system is that enrollment growth is likely to be slow or to remain flat, there is sufficient facility capacity for the foreseeable future.

Talbot County is a charter county with five Council members elected for four-year terms. The school board consists of seven elected members. Like all Maryland school districts except Baltimore City, it has no independent taxing authority and is therefore largely dependent on the local government and the State for both capital and operating funds. The County has five incorporated towns – Easton, Oxford, Queen Anne, St. Michaels, and Trappe. Each town has authority for zoning and the issuance of building permits. The County has the authority for zoning and the issuance of building permits for all of the land that is not inside the incorporated towns. The County Comprehensive Plan, with a recent update approved in June 2016, outlines the vision for the land use, housing, and economic development future of the jurisdiction; the relation of this Plan to the Educational Facilities Master Plan is described in Section II-Community Analysis.

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1 Talbot County 2016 Comprehensive Plan, Comprehensive Plan Vision Statement, page ii
2 Ibid, page i.
3 Ibid, page ii.
4 Comprehensive Plan, Background, page 1-9
5 Table II-7, “Historical and Projected Total Population for Maryland Jurisdictions (Revised July 2014)”
6 Table II-9, “Talbot County Demographic and Socio-Economic Outlook, January 2015"
History of Public Education in Talbot County

There were no schools in Talbot County until 1728. Prior to that time some students received an education in private homes. The Talbot County Free School opened in 1728 and only boys were allowed to attend.

The public school system in Talbot County began with a State law that was passed in 1834, leading to the establishment of many one-room school houses in the County. These schools only served white students. Those seeking education above the grade school level had to rely upon private schools. After the Civil War, the first high school opened in Talbot County on October 1, 1866, offering courses and programs through the 10th grade. The eleventh grade was added in the early 1900s. The school year was increased to 180 days in accordance with the Education Article and regulation, a twelfth grade was added, and other schools were closed and modern school buildings were constructed or renovated.

At the start of the twentieth century there were four high schools, fifteen grade schools, and fifty-one one-room school buildings in Talbot County. A fifth high school was opened in 1913 and the sixth high school opened in 1916. African American students could not attend high school until the Moton High School was completed in 1937. A move to consolidate schools began in the 1920s and 1930s and has led to the current configuration of nine educational facilities. The 70 schools in 1900 were reduced to 25 in 1945. Among these, the number of high schools was reduced from six to three, including the Moton building. Following the Brown vs. Board of Education Supreme Court decision in 1954, African American students were allowed choice in their school assignments. In 1967 the school system was fully integrated. The Moton building was converted first to a vocational education center (the predecessor of contemporary Career and Technology Education programs), then to a middle school, and finally to an elementary school. With the replacement of the two Easton Elementary School facilities by a single modern facility, the total number of educational facilities in the county will be reduced to eight.

The Educational Facilities Master Plan and its Purpose

It is intended that this Educational Facilities Master Plan (EFMP) will provide the Board of Education with the means of identifying and prioritizing the capital improvements that are required to maintain effective and efficient educational facilities. The EFMP is a long-range plan that will enable the Board to plan for the future proactively, rather than reacting with solutions as situations present themselves. This Master Plan has been prepared utilizing the guidelines of the Interagency Committee on School Construction (IAC), which are contained in COMAR 23.03.02.02.

The goal of this EFMP is to properly identify and program the improvement, repair and/or replacement of the physical facilities within which the educational process occurs. This process should occur in a manner that most efficiently utilizes the existing facilities while providing the optimum educational setting. Where necessary improvements or repairs are identified, careful planning can assure that the taxpayer’s funds are wisely used to receive the greatest value. The limited financial resources available to the public schools must be allocated among many different needs. School facilities, the

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7 Education Article §7–103, COMAR 13A.09.10
8 Interview with Ms. Pamela Clay, Curriculum Supervisor (Career and Technology Education and related programs) February 9, 2017.

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subject of this Educational Facilities Master Plan (EFMP), represent one of those needs. The 2017 EFMP will support project requests in the FY 2019 Capital Improvement Program (CIP) to be submitted to the State in autumn 2017, and in the FY 2019 Aging Schools Program (ASP) and Qualified Zone Academy Bond (QZAB) program requests to be submitted in the spring of 2018.

Principle elements included in this EFMP are as follows:

1. State Public School Construction Program - Review of funding criteria (Introduction);
2. Summary of the Board of Education goals, objectives and policies as they may affect educational facilities (Section I), including:
   - Policies for co-location, shared use, and shared cost of existing and planned school facilities;
   - Policies to address school capacity needs in planned growth areas or to address adequate public facilities ordinance (APFO) requirements; and
   - Policies addressing current and planned transportation for students, administrators, and teachers per school.
3. Community Analysis, including County demographics, development, and comprehensive plans (Section II);
4. Facility Inventory and Evaluation, including floor plans, school data, and evaluations of school buildings (Section III);
5. Enrollment Data, including historical and projected public school enrollment (Section IV);
6. Facility Needs Analysis, including recommended facility improvements (Section V); and
7. Supporting Documentation (Section VI)

The State Public School Construction Program

Talbot County Public Schools is reliant upon the Talbot County Council to provide the fiscal resources that are needed to operate and maintain the school system. This includes the funding required to maintain, repair, and make capital improvements to the public school buildings. In some cases, facility needs can be addressed through County funding alone. In other situations the funding provided by the County Council is leveraged to obtain State funding for capital improvements through the programs of the State Public School Construction Program (PSCP), established in 1971.

The PSCP administers three major funding programs: the Capital Improvement Program (CIP), the Aging Schools Program (ASP), and the Qualified Zone Academy Bond (QZAB) program. The PSCP also administers several smaller funding programs, including the FY 2012 Supplementary Appropriation, a Relocatable Repair Fund, and an Emergency Repair Fund. Projects are only eligible for funds at facilities used for educational purposes; central administrative offices are not eligible.

Capital Improvement Program (CIP)

Funded annually at over $300 million statewide since FY 2006, the Capital Improvement Program (CIP) is the largest of the PSCP funding programs. Requests for approval of planning and funding of projects are submitted to the Interagency Committee on School Construction (IAC) in the annual CIP. The IAC then reviews the requests and submits its recommendations to the Board of Public Works.
Prior to making its recommendation, the IAC is advised by the Governor of the preliminary allocations of new General Obligation Debt and capital operating budget funds that will be available for public school construction for the next fiscal year.

To be eligible for State construction funding, all projects must meet IAC evaluation criteria, must align with the Board of Education EFMP, and must have the support of the local government. Major projects are required to have BPW planning approval, which represents a commitment by the State to fund the project but does not guarantee that State construction funding will be available in any specific fiscal year. State funding for a project that has received planning approval may be deferred due to fiscal limitations. However, a county government is not prohibited from “locally funding” or “forward funding” a project that has been deferred by the State, and then requesting reimbursement after the project is initiated or completed, at the time that State funding becomes available.10

Major project types under the CIP include the construction of new schools, renovation of existing schools in use for 15 years or more, and additions for capacity or programmatic purposes. Planning approval is required for these major project types, and site development costs related to construction are eligible for State funding. The State also provides capital funding for small renovations such as science classrooms and open-space enclosures, and for systemic renovation projects that improve the learning environment and extend the useful life of school facilities, including such projects as roofs, boilers, chillers, windows and doors, data and security systems, and lighting. These types of projects also require matching funds from the County, but do not require planning approval.

Full lists of eligible and ineligible project expenses are found at COMAR 23.03.02.11 and .12, respectively. Eligible expenses comprise site development costs related to construction, including off-site work that is required as a condition of permit. Built-in furniture and equipment that is eligible for State funding includes items such as bleachers, lockers, score boards, stage curtains, food serving lines, and window blinds and shades. Ineligible costs for which the local education agency (LEA) is responsible on all CIP projects include architectural and engineering fees, site acquisition, movable equipment, insurance, and repairs and maintenance. For major projects, the LEA is also responsible for square footage that exceeds the State’s gross area allowance, which is determined by formula based on student enrollment projections (Administrative Procedures Guide, Appendix 102-B “State-Funded Maximum Gross Area Allowance”).

The Board of Education establishes the project scopes and priorities for its local capital improvement program. The local board request to the IAC must be approved by the County government, which acknowledges and recognizes the County commitment to provide matching funds as well as funds for ineligible costs. Without the approval of the County Council, the request for State funding will not be considered.

Since the annual requests for State funding invariably exceed the available funding, only the highest priority projects that are eligible and have the support of the County Council are recommended for State approval. However, all project requests are reviewed in detail by IAC staff. The IAC may recommend deferral of a project if it is judged to have a lower priority than other competing requests.

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9 In FY 2018, the General Assembly assigned the final approval of projects to the IAC, per HB 151 (Chapter 22, Laws of 2017).

10 A “locally funded” project in one that proceeds to construction prior to State planning approval; a “forward funded” project has been approved for planning by the State, but has used local construction funds in lieu of State funds to address expenditures pending the approval and release of State funds. When a project has been deferred for State funding, there are time limits within which State tax exempt general obligation bond proceeds can be used for reimbursement of locally funded or forward funded expenses.
The IAC establishes a maximum State construction allocation for each approved project. For major projects, the allocation is computed using the projected enrollment (seven years from the date of application). This figure is multiplied by the State eligible square footage per full time equivalent student for the specific project type and size (elementary, middle, high, etc), resulting in a gross area allowance. The gross area allowance is then multiplied by a per square foot construction cost determined annually by the IAC. For new construction, 100 percent of the cost per square foot is used in the calculation of the State allocation. For renovation projects, the cost per square foot increases with the age of the building, per the following sequence:

1. A building that is 16-20 years old is eligible for 50 percent of the cost of new construction.
2. A building that is 21-25 years old is eligible for 65 percent of the cost of new construction.
3. A building that is 26-30 years old is eligible for 75 percent of the cost of new construction.
4. A building that is 31-39 years old is eligible for 85 percent of the cost of new construction.
5. A building that is 40 years or older is eligible for 100 percent of the cost of new construction.

Other elements of the calculation of State funding include:

- A site redevelopment allowance of 5 percent of the construction cost is allowed for renovation, and 19 percent of the construction cost for new construction or replacement facilities. The allocation for renovation recognizes that older schools will usually have site redevelopment costs that may include bus loading and unloading areas, traffic safety, parking, storm water management, site lighting, utility relocation, etc.

- A State-local cost share percentage is applied to the construction and site development costs. The PSCP State-local cost share percentages are revised every three years based on the factors outlined in COMAR 23.03.02.05, which include several factors related to local wealth, the local percentage of free and reduced price meal students, and local enrollment growth. Based on these calculations, the PSCP cost-share formula for Talbot County has remained unchanged for many years at the lowest eligible percentage, providing for a maximum PSCP funding of 50 percent of eligible project costs.

- A State contingency allowance for change orders is added, calculated as 2.5 percent of the total estimated cost of construction and site work.

- For major renovations, the State funding allocated for capital projects in the building within the previous 15 years is deducted from the total State allocation.

Types of projects which may be eligible as systemic renovations include:

- (a) Architectural and structural;
- (b) Mechanical;
- (c) Plumbing;
- (d) Electrical;
- (e) Fire safety;
- (f) Communications; and

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11 Exceptions to this rule apply to funding for projects that will not be affected by the proposed renovation work, for example a science classroom renovation that will remain intact and will be integrated into the new renovation work elsewhere in the facility.
(g) Vertical conveying systems\textsuperscript{12}

A systemic renovation project may also “include reasonably related components of other building systems as determined by the IAC or its designee.”

A systemic renovation project must cost at least $200,000; a school district that does not have any requests for systemic projects exceeding $200,000 may submit a request for a project between $100,000 and $200,000 in construction value. Several systemic renovations may be undertaken concurrently within a single school, and under new policies applicable since 2015, interrelated systemic renovation projects can be combined in two new categories: “Ceiling and Above” (e.g. ceiling replacement combined with HVAC and electrical), and “Building Envelope” (e.g. windows, doors, structural, and roof).

A CIP category introduced in 2007 called “Limited Renovation” provides for renovation at less than the scope of a complete renovation. To be eligible, the project scope must include a minimum of five major building systems and widespread educational and architectural enhancements, and the total cost must be less than the cost of complete renovation of the same building area.

Talbot County has taken advantage of other special CIP programs and initiatives, such as the Governor's “Technology in Maryland Schools” (TIMS) Initiative. An Energy Efficiency Initiative (EEI) within the FY 2013 CIP provided State funding for projects to improve energy efficiency in public schools throughout the State. Eligible projects included lighting and mechanical systems. This program was established by the IAC in collaboration with the Maryland Energy Administration (MEA). Energy rebates from participating utility companies helped to support these projects and to reduce the level of local funds required for eligible projects. Talbot County Public Schools was approved for a chiller replacement project at Chapel District Elementary School in the FY 2014 CIP under this program. The State approved two new initiatives within the FY 2014 CIP, the Security Initiative (SI) and the Air Conditioning Initiative (ACI). Talbot County Public Schools chose not to access the Security Initiative funding, instead using Aging Schools Program funds to upgrade the security systems in all of its schools. Two rooftop air conditioning units at the Easton High School gymnasium were approved under the ACI in FY 2015.

For FY 2018, Talbot County Public Schools was approved for Planning for the replacement of Easton Elementary School.

\textit{Aging School Program (ASP)}

The Aging School Program provides funds annually to each county for smaller capital projects in existing schools. The funds are allocated based on a formula that takes account of each school system’s proportion of un-renovated pre-1970 square footage. Project costs may be as small as $10,000, and the State allocation does not require local matching funds. TCPS has used ASP funds for such projects as HVAC controls at Chapel District Elementary, an outdoor fitness area at Easton Elementary, and security systems at all of the school facilities. The application process and the eligibility requirements for projects in the ASP are found in the \textit{2017 ASP Administrative Guide} on the PSCP website (www.pscp.state.md.us).\textsuperscript{13}

For FY 2018, Talbot County Public Schools has been approved for ASP funds in the amount of $38,360.

\textsuperscript{12} COMAR 23.03.02.B.

\textsuperscript{13} Procedures in the 2017 ASP Administrative Guides are unchanged from 2016.
Qualified Zone Academy Bond (QZAB)

These funds, provided by the State but supported by federal tax credits, do not require local matching funds, but do require a 10% contributing match by a private entity. The funds are distributed on the basis of a competitive application process, with some funds targeted at projects designated in the MSDE Breakthrough Center Program for low-performing schools. Projects are only eligible in schools in which a minimum of 35% of the student population is eligible for the Free and Reduced Price Meal (FARMS) program. Eligible projects are similar to those in the ASP program. Talbot County Public Schools has utilized QZAB funds for capital improvement projects at several schools, including installation of carpet, restrooms, and sound baffling at Easton Elementary School. The application process and the eligibility requirements for projects in the QZAB program are found in the 2017 QZAB Administrative Guide on the PSCP website (www.pscp.state.md.us).14

For FY 2018, Talbot County Public Schools did not request QZAB funds.

Other State Capital Funding Programs

Talbot County benefited from the FY 2012 Supplemental Appropriation for school construction projects through legislation approved by the Maryland General Assembly during the 2011 session. The State Board of Public Works approved a project for lighting and a chiller renewal project at Easton High School under this program. TCPS has no State-owned relocatable classrooms, and therefore has not used the PSCP Relocatable Repair Fund. Likewise, the school system has not used funds in the State Emergency Repair Fund, which pays for repair costs resulting from emergency events that are not covered by insurance.

14 Procedures in the 2017 QZAB Administrative Guides are unchanged from 2016.
I. GOALS, STANDARDS, POLICIES AND GUIDELINES

General Overview

Composition of the Board of Education

Talbot County has a fully elected Board of Education of seven members, with two non-voting student members who each serve for a one-year term. The Superintendent serves as the secretary-treasurer of the Board. The Board generally holds one regular meeting on the third Wednesday of each month, usually at 7:00 p.m. Special sessions are held and changes to the above schedule are made as needed.

Authority of the Board of Education

The Board of Education is authorized by law to “[m]aintain throughout [the] county a reasonably uniform system of public schools that is designed to provide quality education and equal educational opportunity for all children; to “determine, with the advice of the county superintendent, the educational policies of the county school system;” and to “[a]dopt, codify, and make available to the public bylaws, rules, and regulations not inconsistent with State law, for the conduct and management of the county public schools.”

School policies relate to enrollment, budget, program of studies, and other subjects. The Superintendent, with the assistance of the professional school system staff, is responsible for implementation of the policies. All policies of the Board are codified in the Policies and in the Talbot County Board of Education Handbook, both available on the Board website at http://www.tcps.k12.md.us.

Board of Education: General Mission and Goals

The three major areas of responsibility of the Board are school policy, school budget, and school property. To meet these obligations, the Board of Education has the responsibility to establish a strategic plan, consisting of a mission statement, beliefs, goals, objectives, and strategies for implementation.

Mission Statement

The Talbot County Board of Education remains committed to being an outcomes-based educational organization dedicated to the following mission: “Every Student Graduates College and Career Ready”.

School System Beliefs

Talbot County Public Schools has set forth the following beliefs that guide all school system administrators, teachers, and support staff as they approach each student and perform their duties to provide for the highest level of effective and efficient delivery of educational programs and services.

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1 During the 2016 session the Maryland General Assembly passed Senate Bill 16, adding a second student member to the school board so that each of the two high schools in Talbot County has a student representative.

2 Talbot County Public Schools Policy Code 2.2 (Adopted: 06/14/89; Reviewed: 06/28/10); Annotated Code of Maryland 1957, Art. 77, SS 40, 41; 1978, Ch., 22, SS 2

3 Talbot County Board of Education Handbook, page 3.
• All students can achieve when they are effectively taught how to learn and held to high expectations.
• TCPS staff must demonstrate we have the passion, the will, and the skill needed to ensure racial disparities are eliminated.
• Educational equity is a professional, personal, and moral obligation.
• Partnership between schools and parents can have a positive impact on student achievement.

Educational Goals and Objectives

In the spirit of its mission, the Talbot County Public Schools establishes the following profile of a graduate. These characteristics are not the sole responsibility of the high schools. Rather, they are the product of educating the whole child throughout the school experience (PK-12).

A graduate of Talbot County Public Schools will have the academic skills, social disposition, and personal confidence to:

1. Continue to learn throughout adult life, both in formal academic settings and in personal pursuit of new knowledge.
2. Contribute productively to the workforce, both independently and collaboratively, demonstrating dependability, adaptability, and integrity.
3. Communicate effectively in a broad range of settings and purposes through the use of appropriate oral, written, and technological skills.
4. Participate in society as an informed citizen with a sense of responsibility and service in a nation and world impacted by social, economic, and environmental decisions.
5. Respect individuals and groups of diverse cultural, religious, and ethnic backgrounds, while maintaining a sense of self and pride in one's own heritage.
6. Assume responsibility for decisions regarding self, personal relationships, finances, and wellness.
7. Solve problems through research and analysis of relevant information, and by the application of creative and critical thinking.
8. Appreciate the arts in a well-rounded life, through performance, creative expression, and aesthetic values.

School System Operating and Capital Budgets

The school system’s operating budget is approved annually by the Board in order to finance the public school system’s programs and services. The budget is based on the educational needs of the system and is prepared by the Superintendent. The Board-approved operating budget is submitted to the Talbot County Council for approval.

School construction and other capital projects are included in an annual Board of Education Capital Improvement Program (CIP). The general schedule for preparation of the annual capital program is
as follows (specific dates for State submissions for the FY 2019 capital budget will be issued in July 2017):

June: Board of Education approves Educational Facilities Master Plan
August: Board of Education approves Comprehensive Maintenance Plan
September: Board of Education approves Capital Improvement Plan
October: CIP is submitted to State for review and approval; LEA staff meets with PSCP staff.
October: County Government approves capital budget.
December: IAC hearing on LEA requests; IAC reviews PSCP staff recommendations and approves preliminary CIP recommendations to Board of Public Works.
February: IAC reviews PSCP staff recommendations and approves interim CIP recommendations.
May: IAC submits final CIP recommendations for BPW review and approval; BPW also approves ASP and QZAB allocations.

Projects in the local capital improvement plan may be locally funded, may be funded through a combination of State and local funds (CIP), or may be funded entirely by the State (ASP and QZAB). For projects eligible for State funding participation, the CIP for the budget year is submitted in October of the preceding year to the Interagency Committee on School Construction (IAC); ASP and QZAB projects are typically submitted in the spring of the budget year. The CIP request to the State must be supported by the County Council.

Projects requested of the State must be in substantial agreement with the Educational Facilities Master Plan. Therefore, this 2017 EFMP will provide orientation for project requests in the FY 2019 CIP to be submitted in autumn 2017, and for the FY 2019 ASP and FY 2019 QZAB requests to be submitted in the spring of 2018.

School properties, a principal concern of this Educational Facilities Master Plan, are the responsibility of the Board. The Board is the trustee for all public school buildings and lands. Acquisition of new properties by the Board of Education must be approved by the IAC, and disposal of properties must be approved by the Board of Public Works on the recommendation of the IAC.

2020 Vision – Talbot County Public Schools Strategic Plan

Strategic Planning Process

During the 2014-2015 school year, Talbot County Public Schools developed a new strategic plan to provide direction for the next five years in all areas of the school system. A committee of

4 In FY 2018, the General Assembly assigned the final approval of projects to the IAC, per HB 151 (Chapter 22, Laws of 2017).
parents, faculty, administrators, support staff and community/business members oversaw the planning process. The plan was based on prioritized goals and issues that emerged during the process. The overall goal was to develop a written strategic plan to be submitted to the Board of Education for approval in June 2015.

The Strategic Planning Committee, consisting of 15 members, sought the involvement of the entire Talbot County community in the planning process. All stakeholders were encouraged to be part of the process and share their ideas. The goal was for all voices to be heard and to develop a plan that would identify truly significant institutional priorities to move the school system forward in significant ways. Feedback was gathered via community forums, staff and student meetings, and surveys. The information gathered framed the themes and data for the plan. Parents and community members were invited to be part of the strategic planning process by participating in meetings throughout the county.

The plan began in the summer of 2014 with a survey of staff to identify the strengths, challenges, and priorities of the school system. Working with a consultant, a plan and a process were developed and then presented to the community. During October and November (2014), four community meetings were held to present the State of the District to stakeholders. Over 150 attendees were present at these four meetings, including parents, teachers, students, administrators, County elected officials, Board members, members of the business community, representatives from County agencies, and other community members.

Focus Group meetings were held in February 2015 to develop preliminary Goal Statements and Outcome objectives. Seven goal statements with a total of 48 outcome statements were developed and made available to the community. The Strategic Planning Committee met in March 2015 and rearranged the seven goals into three major groupings, with 12 subcategories, and 47 outcome statements.

In April and May 2015 the Strategic Planning Committee met to redevelop specific goal statements, outcomes, and implementation strategies and action plans. This resulted in the development of three major goals, 11 outcome statements, and 47 action plans with indicators of performance.

The 2020 Vision Talbot County Public Schools Strategic Plan was presented to the Board of Education and the community for discussion in June 2015. It was subsequently approved for implementation by the Board in July 2015.

**Strategic Plan Goals, Outcomes, and Actions**

The three goals that emerged from the planning process are as follows:

- **Goal One – Academic Excellence**: “Provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support and other educational resources to insure college and career readiness for all students.”

- **Goal Two – Partnerships**: “Effectively communicate with diverse constituencies to identify and facilitate ways for the community to partner with the school system.”
• **Goal Three – Organizational Resources:** “Maximize organizational efficiency and effectiveness in order to provide a 21st century education in equitable, safe, well-maintained environments.”

Of the six specific strategies under Goal Three, Outcome 3.2 that have indicators of performance, three relate to educational facilities. It is recognized that as the implementation plans move forward, several additional outcome statements as well as strategies for the action plans are likely to have further facility implications. As these other strategies are developed and implemented, they will be incorporated into Educational Facility Master Plans in subsequent years.

**Educational Facility Action Plans**

Under Goal 3 of the 2020 Strategic Plan, three Outcomes have a relation to facilities. Following are the Outcomes and the Strategies that relate to each. Specific actions related to each Strategy are found on the Talbot County Public School website.

- **Outcome 3.2:** By 2020 Talbot County Public Schools will design buildings and provide services that allow maximum flexibility to be conducive to learning, as well as efficiency.

  **Strategies:**
  - 3.2.1 Upgrade facilities through planned capital improvement projects and maximize utilization of buildings/new construction including collaboration with appropriate community services and government agencies to monitor enrollment trends.
  - 3.2.4 Provide environments that are clean, safe, and conducive to learning and apply best practices for energy efficiency and environmental sustainability.

- **Outcome 3.3:** By 2020 Talbot County Public Schools continues to follow best practices, maximize use of technology, train staff and coordinate with local agencies to insure safe and secure schools.

  **Strategies:**
  - 3.3.1 Create an environment and implement tools and technology training that encourage staff and students to report safety and security concerns.
  - 3.3.2 Evaluate and update a robust safety and security plan for every building.

- **Outcome 3.5:** By 2020 Talbot County Public Schools will have a technological infrastructure capable of supporting business processes and functions while providing for a hybrid learning and teaching environment.

  **Strategies:**
  - 3.5.1 Provide internet bandwidth to meet the business and academic needs of the school system’s users.
  - 3.5.2 Install network cabling, routers, switching equipment and access points to support a high speed local area networks and Intranet bandwidth.

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In addition, Outcome 2.1 under Goal Two is relevant to facility use:

- **Outcome 2.1**: By 2020 Talbot County Public Schools partners with diverse constituencies to build collaborative programs.

  **Strategy:**

  2.1.5 Expand access to the school campuses beyond the school day to serve the needs of the community.

The annual Capital Improvement Program and the Educational Facilities Master Plan are included among the Performance Measurements of the 2020 Strategic Plan.\(^7\)

**Specific Goals and Policies**

**Grade Organization**

In January 2014 the Talbot County Board of Education approved a revised grade reorganization structure at three schools. This change brought all of the schools into the same uniform organizational structure in the school system: all elementary schools in Talbot County will serve students in grades PK to 5, and both middle schools will serve students in grades 6-8. These changes became effective for the 2014-2015 school year. With this change, the sixth graders from St. Michaels Elementary School and Tilghman Elementary School now attend St. Michaels Middle/High School (serving grades 6-12). The pre-school students who live within the Tilghman Elementary School attendance area now attend Tilghman Elementary School, rather than St. Michaels Elementary School. The school attendance areas remain unchanged from the changes approved by the Board in March 2008 (see page I-20, Amendments to Attendance Areas).

Below is a summary of the grade organization for the Talbot County Public Schools:

<table>
<thead>
<tr>
<th>School</th>
<th>Current Grade Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Schools:</strong></td>
<td></td>
</tr>
<tr>
<td>Chapel District</td>
<td>PK-5</td>
</tr>
<tr>
<td>Easton</td>
<td>P3/PK-5</td>
</tr>
<tr>
<td>St. Michaels</td>
<td>P3/PK-5</td>
</tr>
<tr>
<td>Tilghman</td>
<td>PK-5</td>
</tr>
<tr>
<td>White Marsh</td>
<td>PK-5</td>
</tr>
<tr>
<td><strong>Middle Schools:</strong></td>
<td></td>
</tr>
<tr>
<td>Easton Middle</td>
<td>6-8</td>
</tr>
<tr>
<td><strong>Middle/High Schools:</strong></td>
<td></td>
</tr>
<tr>
<td>St. Michaels</td>
<td>6-12</td>
</tr>
</tbody>
</table>

\(^7\) Ibid, Slide 10.
High Schools:
Easton High 9-12

Easton Elementary School is organized as a combined elementary campus. The Dobson Building houses the P3 program and the primary grades PK-1. The Moton Building houses intermediate grades 2-5. Exceptions occur as needed for annual grade enrollment fluctuations. P3 is a preschool program for students who require special education services.

Tilghman Elementary and St. Michaels Elementary are the feeder schools for St. Michaels Middle/High School. Easton Elementary (Dobson and Moton), Chapel District Elementary, and White Marsh Elementary are the feeder schools for Easton Middle and Easton High Schools.

Staffing Ratios

In order to maintain flexibility in staffing and instructional programs, the Board of Education of Talbot County does not presently have a formal policy governing staffing ratios. The following are general guidelines for staffing ratios that are considered to be ideal:

- Grades PK-1 20:1 or less
- Grades 2-5 25:1 or less
- Grades 6-12 30:1 or less

Where appropriate, these general guidelines for staffing ratios will be used for facility planning purposes, with adjustments that recognize the State Public School Construction Program class size formulas that are used to determine the State Rated Capacity of each specific school (Administrative Procedures Guide, Appendix 102A).

School System and Changing Demographics

Talbot County Public Schools takes pride in their historical and continuous commitment to develop, establish, adopt, adapt, and/or modify educational programs and services to meet the identified needs of their students and their families. This has been an ongoing process to address individual and family needs, including gifted and talented; remedial services; teen pregnancies; single parent households; guardianships; English as a second language; students with specific learning disabilities; advanced placement; dual enrollment; unemployment of an adult within a family; separation, divorce, and/or death in a family; children of migrant workers; and the lack of reading materials within the home.

Although the school system’s total enrollments have remained fairly steady, there have been considerable changes in demographics, as can be seen in Table IV-2 in Section IV-Enrollments. While the demographic changes in the Black and White student enrollments over the years have been modest, there have been significant changes in the Hispanic student population. Talbot County Public Schools has recognized these changes and made adjustments when and where necessary to address the needs of all of the students within the school system, regardless of their race or ethnic background. The Board of Education, with the support of the County Council, has authorized the expenditure of funds to enable the school administration, school principals, and staff to provide...
appropriate educational programs and services to meet the challenges of the changing student demographics in Talbot County.

**Attendance Areas, Redistricting, and Retirement of Facilities – Policy Codes 10.4 and 10.4-AR**

The Policy Codes addressing Attendance Areas, Redistricting and Retirement of Facilities were adopted on December 19, 2007 and reviewed on July 21, 2010. The policy indicates that the responsibilities of the Board to provide high quality learning environments for public school students will be achieved through the facilities planning process.

**Attendance Areas**

The locations of the nine school facilities and their attendance areas are shown on the following maps. Map 1 shows the location of all schools in the system. Maps 2 and 3 show the attendance areas of the elementary schools and of the middle and high schools, respectively. Maps 4 – 8 show the attendance area and location of each of the six elementary schools (including two at the Easton Elementary Campus). Maps 9 - 11 show the location and attendance areas of Easton Middle School, Easton High School, and St. Michael's Middle/High School.

The maps show that Talbot County has geographical limitations which restrict the flexibility of the Board to adjust school district boundaries. The western area of the County consists of peninsulas with limited access to the remainder of the County. For example, the Tilghman area is connected by a single road approximately 20 miles long that runs from Tilghman Island through St. Michaels to Easton. Similar access limitations affect other parts of Talbot County. Geography and water barriers can severely restrict the ability of the Board to make adjustments between a number of the school attendance areas.
Map I-2: Elementary School Attendance Areas
NOT TO SCALE
Map I-3: Middle and High School Attendance Areas
NOT TO SCALE
Map I-4: Chapel District Elementary School Attendance Area
NOT TO SCALE
Map I-5: Easton Elementary School Attendance Area
NOT TO SCALE
Map I-6: St. Michaels Elementary School Attendance Area

NOT TO SCALE
Map I-7: Tilghman Elementary School Attendance Area
NOT TO SCALE
Map I-8: White Marsh Elementary School Attendance Area
NOT TO SCALE
Map I-9: Easton Middle School Attendance Area
NOT TO SCALE
Amendments to Attendance Areas

The following changes in attendance zones were approved at the March 18, 2008 Board of Education meeting for implementation starting with the 2009-2010 school year to relieve overcrowding at Easton Elementary School:

1. Increase the St. Michaels Elementary School attendance zone to decrease Easton Elementary enrollment. All elementary students in this expanded attendance zone will complete grades 6 to 12 at St. Michaels Middle/High School instead of Easton High School.

2. Increase the White Marsh Elementary School attendance zone to decrease Easton Elementary enrollment.

3. Increase the Chapel District Elementary School attendance zone to decrease Easton Elementary enrollment.

Consideration is being given at this time to reassigning a portion of the White Marsh Elementary School attendance area back to Easton Elementary School. This shift will reduce the travel time for students, reduce the potential for White Marsh Elementary to be overcrowded in the future, and allow all students at White Marsh to attend class inside the permanent facility. The additional students at Easton Elementary School will be accommodated within the replacement school that was approved for planning by the BPW on January 25, 2017.

Out of Attendance Enrollment

The Talbot County Public Schools allows parents or guardians to request that their student(s) attend a school other than the designated attendance area school. A request for an out-of-area transfer must be made annually and is subject to review and approval. Talbot County Public School staff members are allowed to enroll their children in the school where the staff member works, subject to approval and only if there is available capacity at the receiving school. Parents of Out-of-Area students are responsible for providing all of their children’s school transportation and child care needs beyond those already available to all Talbot County students.

The number of out-of-area requests has fluctuated over the years. A major increase occurred after the redistricting that was approved for the 2009-2010 school year. The table below shows the out-of-area transfers approved. These changes impact projected enrollments. Out-of-area transfers have been in the range of 210 - 300 per year for the past several years.

Table I-1: Out-Of- Area Transfer Students

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>11</td>
<td>13</td>
<td>25</td>
<td>23</td>
<td>23</td>
<td>28</td>
<td>28</td>
<td>95</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>Others</td>
<td>173</td>
<td>122</td>
<td>282</td>
<td>224</td>
<td>187</td>
<td>211</td>
<td>187</td>
<td>143</td>
<td>198</td>
<td>156</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>135</td>
<td>307</td>
<td>247</td>
<td>210</td>
<td>222</td>
<td>215</td>
<td>238</td>
<td>298</td>
<td>246</td>
</tr>
</tbody>
</table>

8 2016-2017 school year figures are current as of February 9, 2017.
Special Education

Policies and/or procedures on special education in the Talbot county Public Schools are contained in Board Policies and in the Information Handbook for Parents and Teachers of Special Education (available from the Special Education Office).

The Talbot County Board of Education provides an educational program to meet the needs of students with disabilities, birth through the age of 21, whose disabling conditions adversely affect their educational performances, in compliance with regulations and laws under P.L. 101-476 (the Individuals with Disabilities Education Act of 2004) and COMAR 13A.05.01

The County is committed to and capable of providing special educational services in the least restrictive environment. The Talbot County Board of Education has adopted an inclusion model of service delivery for students in pre-kindergarten through grade 12. The secondary education inclusion program promotes social skills growth for students with moderate and severe disabilities. Related services are provided to students, pursuant to their Individual Educational Program (IEPs) Family Support & Resource Center, in the regular education and special education settings. The school system continues to operate a full continuum of service options for students with disabilities.

A self-assessment on thirty-four (34) special education indicators is done on a yearly basis. Twenty (20) indictors relate to Part B for school age children, and fourteen (14) indicators relate to Part C for infants & toddlers. Central Office Special Education Staff monitor the data on an ongoing basis throughout the year to ensure student improvement and/or compliance.

As of October 2016, the special education population consisted of 450 students in all disability categories, or 9.8 percent of the total PK-12 public school population of Talbot County. This percentage has remained relatively consistent at around 9 percent since 2007. The number and percentage of special education students peaked in 1996 at 581 students, or 13.1 percent of PK-12 enrollment. For the 2016-2017 school year, the five categories with the largest number of special education students are speech/language (33%), specific learning disabilities (30%), other health impairments (14%), autism (8%), and intelligent disabilities (5%).

For several years, Talbot County has offered an early childhood special education program (P3) at the Easton Elementary – Dobson School building. It has historically served approximately 15 students who attend part of the day for several days per week. Beginning with the 2015-2016 school year, another P3 program was added at St. Michaels Elementary School, housing approximately 14 students. These programs enroll students who are identified as needing special education services at age three; an equal number of non-qualifying students are also enrolled.

Most special education programs will function effectively in regular sized classrooms that can be used interchangeably with other program needs in the schedule. Plans for new construction and/or renovations will be carefully monitored to insure that these facilities are designed to accommodate the needs of students with disabilities. A continued growth in the number of students with autism may require creation of additional self-contained classrooms.

The special education parent center, called the Family Support & Resource Center, is located at an office complex on Bay Street in Easton.
Career and Technology Education – Policy Codes 9.3 and 9.3-AR

The goal of the Talbot County Public Schools is that all Talbot County graduates be prepared to enter post-secondary education and/or training, employment, or both. Talbot County’s vision is to have our graduates remain in or return to Talbot County as successful members of the working community. The Career and Technology Education (CTE) programs are an important component of this vision.

Today’s Career and Technology Education programs incorporate rigorous and challenging academic content standards and provide a sequence of courses leading to an industry-recognized credential or certificate, to an associate or baccalaureate degree, or to entry into apprenticeship programs. Maryland is one of the nation’s leading states in the design of CTE programs, linking CTE to a solid academic core that prepares students to be college and career ready.

In June 1996 the Talbot County Board of Education approved the first Career Development Model. This working document outlines career development guidelines, steps and activities for students in Pre-K through post-secondary education. This document was revised in 1999 and again in 2003. Talbot County Public Schools has also adopted the Maryland Career Development Framework, released in 2005. In June 2006, the Maryland State Department of Education presented to all local school systems the Maryland Counseling and Advisory Resources. These resources are based on the Maryland Career Development Framework content standards that were developed after a year of discussions with representatives of the Maryland Career Development Council. Talbot County has revised their former Talbot Advisory Program in order to meet their requirements. The Maryland Career Development Content Standards are the following:

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
5. Job Seeking & Advancement
6. Career Satisfaction & Transition

The Counseling and Advisory Resources are grade-specific, are structured around an annual and monthly advisement calendar, and are composed of four key sections: Counseling and Advisory, School-Based Activities, Career-Based Activities, and Postsecondary Planning. The goal is to help all students complete a rigorous program of study preparing them for both postsecondary education and careers. Students build their capacity for problem solving, planning, decision-making, and goal setting - four skills essential to successful transitions to and beyond high school.

The Counseling and Advisory Program is built upon a guidance model goal of helping students to create a vision of who they are and where they are going. This process begins with the 7th and 8th grade. The strength of the program lies in meeting individually with students on a regular basis from the spring of their 8th grade year through the spring of their senior year. A critical piece of a School Counseling Program is a six-year plan of coursework - a dynamic, working document that changes as each student’s class level, interest and directions change. Counselor/Advisors and students use this plan in the course selection process.
The Talbot County Public Schools Career and Technology Education program is actively involved with Program Advisory Councils, the Talbot County Partners in Education Consortium, the Upper Shore Career and Technology Consortium, and the Upper Eastern Shore Local Advisory Council. These agencies and organizations provide support, resources, and community participation in school initiatives. Standards in Career and Technology Education programs and the academics that support them have been raised to produce graduates who will be college and career ready. All programs are assessed annually to upgrade equipment and software in order to meet industry standards.

Major revisions have taken place within several Career and Technology Education (CTE) Completer Programs. Structured Internship and Work-based Learning Experience programs are in place at both high schools. The Technology Education and Advanced Technology courses listed in Table I-2 below meet the current graduation requirements for the State of Maryland in these instructional areas, as do the courses that fall under Introduction to Engineering Design and Foundations of Computer Science.

Talbot County provides the following State-Approved Career and Technology programs, which have been added and/or revised within the past fifteen years. Talbot County Public Schools will continue to revise and/or add new Career and Technology Education programs of study that will add value to the overall educational program and will provide opportunities to earn industry-recognized credentials and college credit while still in high school. Talbot County Public Schools’ industry certification, transcripted credit, and articulation agreements are as shown in Table I-2 below.

Table I-2: CTE Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Year Added/Revised</th>
<th>Industry Certification</th>
<th>Transcribed Credit</th>
<th>Articulation Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology - NATEF</td>
<td>2003-2004</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Pre-Engineering - PLTW&lt;sup&gt;9&lt;/sup&gt;</td>
<td>2003-2004</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Teacher Education Academy</td>
<td>2005-2006</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Firefighter and Emergency Medical Responder</td>
<td>2006-2007</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culinary Arts - ACF</td>
<td>2008-2009</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Interactive Multimedia Production</td>
<td>2008-2009</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Biomedical Science - PLTW&lt;sup&gt;9&lt;/sup&gt;</td>
<td>2010-2011</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Construction Trade Profession - Carpentry</td>
<td>2012-2013</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum for Agricultural Science</td>
<td>2012-2013</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Marketing</td>
<td>2015-2016</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Careers in Cosmetology</td>
<td>2015-2016</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>2015-2016</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<sup>9</sup> Project Lead the Way
All programs are available to students through the Cross Campus and Cross County Programs. Five programs are currently offered on the St. Michaels Middle/High School campus and eight are currently offered at the Easton High School campus. Students attend the Career and Technology Center in Caroline County for careers in Cosmetology and students attend the Maryland Fire and Rescue Institute (MFRI) in Centreville, Maryland.

**Alternative Education – Policy Code 9.8**

**Alternative Learning Academy**

The (ALA; formerly Alternative Learning Center), located in a relocatable classroom on the site of the central office building in Easton and at Easton High School, is a program for students who have academic or behavior needs. This program allows students the opportunity to continue their education in an alternative setting, by providing a smaller instructional environment with more adult supervision than can be found in the regular school environment. The staff works to bring out the student’s strengths and to help him or her develop skills to successfully transition back to their home school. Tier 1 of the ALA, located at Easton High School, is a full day program in which students can also attend regular classes. Tier 2, located at the Board of Education site, involves a somewhat shortened school day due to transportation logistics, as well as a higher level of consequences for misbehavior.\(^{10}\)

When a student is unable to demonstrate appropriate behavior to return to school, the student may continue their education at the ALA. However, it is the goal of the program that every student be able to receive their education at their home school. The program at the ALA emphasizes accountability and personal empowerment, with the intent of bringing out the best in every student. In some instances high school students who are in danger of dropping out due to course failures may be eligible to attend the ALA and enroll in the Edmentum Program. They take courses online as a means of credit recovery.

The capacity of the ALA facility appears to be adequate for the foreseeable future. Of three relocatable classrooms at the Board of Education site, only one is currently in use for the ALA program, providing capacity for expansion of the program as needed.

The procedure for assigning a student to the ALA is as follows:

- **Referral** - A student who is recommended for expulsion may be assigned to the ALA. The Supervisor of Student Services makes this decision. Credit recovery students are also approved through the Office of Student Services.

- **Intake** - When a student is assigned to the ALA, the Student Services Worker will complete a course of study and gather student information regarding academics, behavior and attendance. This information will be shared with the Student Services Behavior Specialist, the ALA manager, and the teacher.

- **Program** - The program at the ALA aims to build student’s confidence, address academic deficits, and teach self-management skills. Each student enters with his or her own individualized plan for success, composed with input from teachers, administrators, parent,

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\(^{10}\) Based on interview with Ms. Natalie Brooks, Coordinator of Student Services, February 9, 2017.
ALA staff, and the student. The plan’s focus is on the student’s strengths and weaknesses and includes supports and coping strategies for the student.

Elementary and Middle School students focus on completing academic work in Language Arts, Math, and either Social Studies or Science. The work in the first four weeks will be sent from their regular teachers and is consistent with the curriculum at their home schools. Each student’s academic progress is monitored and reported to the home school and the parent. Grades earned while at the ALA are incorporated with grades from the student’s home school. In the case that a student has an extended stay at the ALA, arrangements are to be made with his/her school to determine the academic curriculum to be used. Student behavior is also evaluated and recorded daily by ALA staff and is shared with the parent utilizing a weekly report. Students are expected to be respectful, follow directions, and complete their work.

If a student is unsuccessful at the ALA and his/her grades and behavior are not indicative of success at the school level, it may be determined that the student will remain at the ALA. A student whose behavior is extreme may be removed from the ALA. In such cases, the student may be tutored, may opt to transfer to home instruction, or may be expelled. If a student returns to school after attending the ALA but has repeated discipline problems, he/she may return to the ALA. In these instances, an alternative placement referral may be submitted. The Coordinator of Student Services will determine whether the student will remain at school or be assigned to the ALA.

The student’s length of time in the ALA program depends upon his/her progress. When approved, a student begins the transition back to school within 5 days after the decision is made. Students may return for a full day or a modified half-day depending on the decision of the committee.

The transition process involves notifying the student’s school counselor and submitting all work completed at the ALA to the core team at his home school. A record of the student’s grades and behavioral progress is also presented to the core team. The individualized plan for the student is continued at their home school, although it may be modified due to the change in environment.

Checkmate Program

The Checkmate Program provides an alternative to out-of-school suspension, in which students can continue to receive educational services in lieu of remaining at home with no educational services. The Checkmate-Out program provides education in the same trailer at the Board of Education office that is used for the ALA program. Each of the three secondary schools may send up to three students to the Checkmate-Out program daily, for a maximum of nine (9) students.

**Busing and Transportation – Policy Codes 5.9 and 5.9-AR**

Policies and regulations for busing and transportation have been adopted by the Talbot County Board of Education and are contained in Policy Codes 5.10, 5.10AR, 5.11 and 5.12. Subject areas covered by these regulations include drivers, passengers, who may be transported, buses and equipment, workmen’s compensation, school administrators’ responsibilities, transportation of non-public school children, and student cars and parking.

A *Bus Driver Training Manual* and a *Transportation Staff Handbook* were approved by the Board in 1998 and are continuously updated as needed.
The Talbot County Public Schools have adopted a maximum walking distance standard for students which has been in effect since 1988. These distances are as follows:

- Kindergarten: 0.5 miles
- Grades 1-8: 1.0 miles
- Grades 9-12: 1.5 miles

Talbot County is a rural county where the vast majority of students live in areas that require bus transportation to and from school. There are very few students who walk or bike to school. The table below shows the number and percent of walkers at each school and the county total.

**Table I-3: Walkers, by School**

<table>
<thead>
<tr>
<th>School Name</th>
<th>9/30/2016 Enrollment</th>
<th># walkers</th>
<th>% walkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapel District Elem.</td>
<td>386</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Easton Elem. - Dobson</td>
<td>407</td>
<td>30</td>
<td>7.37 %</td>
</tr>
<tr>
<td>Easton Elem. - Moton</td>
<td>660</td>
<td>105</td>
<td>15.91 %</td>
</tr>
<tr>
<td>St. Michaels Elem.</td>
<td>322</td>
<td>15</td>
<td>4.66 %</td>
</tr>
<tr>
<td>Tilghman Elem.</td>
<td>69</td>
<td>2</td>
<td>2.89 %</td>
</tr>
<tr>
<td>White Marsh Elem.</td>
<td>393</td>
<td>32</td>
<td>8.14 %</td>
</tr>
<tr>
<td>Easton Middle</td>
<td>772</td>
<td>19</td>
<td>2.46 %</td>
</tr>
<tr>
<td>St. Michaels Middle/High</td>
<td>441</td>
<td>12</td>
<td>2.72 %</td>
</tr>
<tr>
<td>Easton High</td>
<td>1,143</td>
<td>30</td>
<td>2.62 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,593</strong></td>
<td><strong>245</strong></td>
<td><strong>5.33 %</strong></td>
</tr>
</tbody>
</table>

**Use of Buildings and Grounds – Policy Codes 11.2 and 11.2-AR**

Below is a summary of portions of policy Code 11.2 for the use of Talbot County Public School buildings and grounds by the community:

Use of public school facilities for community purposes is encouraged by the Talbot County Board of Education. When written application is made to the Superintendent of Schools, the Board will provide for the use of public school facilities for presentation and discussion of public questions, public speaking, lectures, or for other civic, educational, social, recreational, or church affiliated civic purposes. The gatherings or meetings must be open to the public.

The Board may refuse the use of any school facility for the above purposes if it appears that such use may be likely to provoke or add to a public riot or breach of the peace, or create a clear and present danger of the peace and welfare of Talbot County or to the State of Maryland.

School buildings, facilities, and equipment will not be made available to any individual or commercial group for financial gain. Financial gain by non-profit school or out of school groups may be exceptions, depending on the decision of the Board of Education.
The organization sponsoring an approved event at a Talbot County School Facility must agree to accept insurance liability for the use of the facility and present an appropriate certificate of insurance.

School property may be used for religious or other lawful purposes. A partisan political organization that has polled 10 percent or more of the entire vote cast in the last general election may use public school facilities for programs and meetings that relate to a political campaign for nomination or election of a candidate to office.

An organization using a public school building must provide adequate supervision to insure good order. Use of tobacco products and alcoholic beverages is prohibited, as is use of soft drinks in glass bottles.

Groups using school buildings must comply with local and public school rules and all COMAR regulations relating to smoking, rest room use, remaining in designated areas, and other. The group must observe the maximum room capacity set by the Fire Marshal. The users must ascertain that proper exits are unlocked and unobstructed.

Operational reimbursement fees will be decided upon by the Board of Education. Any activity directly related to the school program is exempt from operational cost fees.

The Board of Education has adopted Policy 11.4 Community Use of School Facilities – Child Care to address the need for child care facilities in the county. Talbot County has provided space for the Critchlow Atkins Childcare Centers (CACC) to operate before and after school program in elementary school cafeterias. They have also provided classroom space for Head Start programs at several elementary schools. The table below shows the number of rooms and/or students enrolled in these programs.

<table>
<thead>
<tr>
<th>School</th>
<th>CACC Program in cafeteria (before/after)</th>
<th>CACC Program – Day Program</th>
<th>Head Start Program - Rooms</th>
<th>Head Start Program - Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapel District Elem.</td>
<td>30 AM/35 PM</td>
<td>20 (1 classroom)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Easton Elem.</td>
<td>40 AM/55 PM</td>
<td>17 (all day)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(in 1 relocatable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Michaels Elem.</td>
<td>0</td>
<td>52 (all day), plus 53</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in the PM (5 classrooms)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Marsh Elem.</td>
<td>38 AM/35 PM</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Selection of School Sites**

The Talbot County Board of Education has not needed to acquire a site for a new school in over thirty years. Because of Talbot County’s overall current population, population projections, the types of typical residential units being built, the general occupancies of these units, and the number of residential units that have been approved each year, there does not appear to be a need for a new school in the foreseeable future. Once completed, the replacement of Easton Elementary School will
provide sufficient capacity to prevent the over-utilization of the school, as well as of White Marsh Elementary and Chapel District Elementary Schools.

If the need for a new school should arise, the Board is committed to following the site selection procedures that are specified in the State of Maryland Regulations for the Administration of the Public School Construction Program (COMAR 23.03.02.13 – Site Selection) and the PSCP Administrative Procedures Guide Section 104 – School Site Approval, and to working with the Maryland Department of Planning. The Board and the administrative staff recognize the importance of schools in maintaining communities and neighborhoods. The staff works closely with the Talbot County Department of Planning and Zoning to monitor residential development and changes in residential patterns to keep abreast of any potential impact they may have on public school enrollments. The school system staff is also in contact with the planning personnel in the five (5) incorporated towns in Talbot County.

Each of the nine (9) public school buildings is located in a Priority Funding Area (PFA). If an additional school site is required in the future, the Talbot County Board of Education is committed to selecting a site within a PFA, as required under COMAR 23.03.02.13 and COMAR 23.03.02.28.

Charter Schools – Policy Codes 9.9 and 9.9-AR

The Talbot County Board of Education on February 13, 2013 approved a policy that will enable individuals or groups to apply to the Board of Education if they desire to obtain approval to operate a Charter School in Talbot County. The policy sets forth the procedures that must be followed by the applicant. As of this date, no applications have been received for approval of a charter school in Talbot County.
II. COMMUNITY ANALYSIS

Historical Population Data

The historical population data for Talbot County provides a picture of relatively slow but consistent growth dating back to 1930 (Tables II-1 and II-2). The census data shows that the County grew from a population of 18,583 in 1930 to 37,782 in 2010, an increase of 19,199 or 103.3 percent over the 80 year period. The data is provided by election district. The Easton district grew at the most significant rate, from 7,020 in 1930 to 21,656 in 2010, or just over 200 percent. The only election district that experienced a decline during this 80 year period was Bay Hundred, which dropped from 2,267 in 1930 to 1,922 in 2010.

Table II-1: Historical Population, 1930 – 2010 by Election District

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Easton</td>
<td>7,020</td>
<td>7,733</td>
<td>8,687</td>
<td>10,127</td>
<td>11,167</td>
<td>12,166</td>
<td>15,470</td>
<td>17,621</td>
<td>21,656</td>
</tr>
<tr>
<td>3. Trappe</td>
<td>3,201</td>
<td>3,034</td>
<td>2,820</td>
<td>2,906</td>
<td>3,366</td>
<td>3,510</td>
<td>4,071</td>
<td>4,567</td>
<td>4,384</td>
</tr>
<tr>
<td>5. Bay Hundred</td>
<td>2,267</td>
<td>2,033</td>
<td>2,201</td>
<td>1,957</td>
<td>1,975</td>
<td>1,927</td>
<td>1,955</td>
<td>1,949</td>
<td>1,922</td>
</tr>
<tr>
<td>Talbot County</td>
<td>18,583</td>
<td>18,784</td>
<td>19,428</td>
<td>21,578</td>
<td>23,682</td>
<td>25,604</td>
<td>30,549</td>
<td>33,812</td>
<td>37,782</td>
</tr>
</tbody>
</table>

Table II-2: Average Annual Rate (Percent) of Population Change, 1930 – 2010 by Election District

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Easton</td>
<td>1.0</td>
<td>1.2</td>
<td>1.6</td>
<td>1.0</td>
<td>0.9</td>
<td>2.7</td>
<td>1.4</td>
<td>2.2</td>
</tr>
<tr>
<td>2. St. Michaels</td>
<td>0.2</td>
<td>-0.4</td>
<td>1.8</td>
<td>1.3</td>
<td>0.5</td>
<td>1.4</td>
<td>0.4</td>
<td>-0.4</td>
</tr>
<tr>
<td>3. Trappe</td>
<td>-0.5</td>
<td>-0.7</td>
<td>0.3</td>
<td>1.5</td>
<td>0.4</td>
<td>1.6</td>
<td>1.2</td>
<td>-0.4</td>
</tr>
<tr>
<td>4. Chapel</td>
<td>-0.6</td>
<td>-0.5</td>
<td>0.9</td>
<td>0.2</td>
<td>1.9</td>
<td>1.2</td>
<td>1.0</td>
<td>0.8</td>
</tr>
<tr>
<td>5. Bay Hundred</td>
<td>-1.1</td>
<td>0.8</td>
<td>-1.2</td>
<td>0.1</td>
<td>-0.3</td>
<td>0.2</td>
<td>-0.1</td>
<td>-0.1</td>
</tr>
<tr>
<td>Talbot County</td>
<td>0.1</td>
<td>0.3</td>
<td>1.1</td>
<td>0.0</td>
<td>0.8</td>
<td>1.9</td>
<td>1.1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

A review of the MDP data from May 2011 provides information for the change between the 2000 census data and the 2010 data, showing that the population for Talbot County increased by 3,970 or 11.7 percent during the decade. The population increased in two of the five election districts, Easton and Chapel. Easton increased the most, by 4,035 or 22.9 percent, and Chapel increased by 354, or 8.5 percent. The three other districts, St. Michaels, Trappe, and Bay Hundreds, decreased by 3.8 percent, 4.0 percent, and 1.4 percent, respectively. Table II-3 incorporates these recent changes.

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1 Source for Tables II-1 through II-4: Scofield Masone Management, LLC, May 2011, based on 2010 U. S. Census data.

Part II - Community Analysis
Table II-3: Population Change, 2000 – 2010 by Election District

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Easton</td>
<td>17,621</td>
<td>21,656</td>
<td>4,035</td>
<td>22.9</td>
</tr>
<tr>
<td>2. St. Michaels</td>
<td>5,527</td>
<td>5,318</td>
<td>-209</td>
<td>-3.8</td>
</tr>
<tr>
<td>3. Trappe</td>
<td>4,567</td>
<td>4,384</td>
<td>-183</td>
<td>-4.0</td>
</tr>
<tr>
<td>5. Bay Hundred</td>
<td>1,949</td>
<td>1,922</td>
<td>-27</td>
<td>-1.4</td>
</tr>
<tr>
<td>Talbot County</td>
<td>33,812</td>
<td>37,782</td>
<td>3,970</td>
<td>11.7</td>
</tr>
</tbody>
</table>

Table II-4 below shows the demographic changes in population among the nine counties on the Eastern Shore and the State of Maryland between 1990 and 2000 and between 2000 and 2010. Between 1990 and 2000 Talbot County grew by 10.7 percent, placing it among the six counties that grew by more than 10 percent. During this ten year period the population of the State of Maryland grew by 10.8 percent. Between 2000 and 2010 Talbot County grew by 11.7 percent. Talbot County was again among the six counties on the Eastern Shore that experienced an increase in the rate of growth of more than 10% between 2000 and 2010. Talbot County's rate of growth was higher than for the State of Maryland as a whole (9.0 percent).

Table II-4: Comparative Population Growth, Talbot County vs. Maryland and Other Eastern Shore Counties

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State of MD</td>
<td>4,781,468</td>
<td>5,296,486</td>
<td>5,773,552</td>
<td>10.8</td>
<td>9.0</td>
</tr>
<tr>
<td>Caroline County</td>
<td>27,035</td>
<td>29,772</td>
<td>33,066</td>
<td>10.0</td>
<td>11.1</td>
</tr>
<tr>
<td>Cecil County</td>
<td>71,347</td>
<td>85,951</td>
<td>101,108</td>
<td>20.5</td>
<td>17.6</td>
</tr>
<tr>
<td>Dorchester County</td>
<td>30,236</td>
<td>30,674</td>
<td>32,618</td>
<td>1.4</td>
<td>6.3</td>
</tr>
<tr>
<td>Kent County</td>
<td>17,842</td>
<td>19,197</td>
<td>20,197</td>
<td>7.6</td>
<td>5.2</td>
</tr>
<tr>
<td>Queen Anne's County</td>
<td>33,953</td>
<td>40,563</td>
<td>47,798</td>
<td>19.5</td>
<td>17.8</td>
</tr>
<tr>
<td>Somerset County</td>
<td>23,440</td>
<td>24,747</td>
<td>26,470</td>
<td>5.6</td>
<td>7.0</td>
</tr>
<tr>
<td><strong>Talbot County</strong></td>
<td><strong>30,549</strong></td>
<td><strong>33,812</strong></td>
<td><strong>37,782</strong></td>
<td><strong>10.7</strong></td>
<td><strong>11.7</strong></td>
</tr>
<tr>
<td>Wicomico County</td>
<td>74,339</td>
<td>84,644</td>
<td>98,733</td>
<td>13.9</td>
<td>16.6</td>
</tr>
<tr>
<td>Worcester County</td>
<td>33,028</td>
<td>46,543</td>
<td>51,454</td>
<td>40.9</td>
<td>10.6</td>
</tr>
</tbody>
</table>

Talbot County remains a largely rural county. Table II-5 below shows the 2010 population data for the five incorporated towns and the balance of the population that resided in the unincorporated areas.
Table II-5: Talbot County Incorporated Towns, 2010 Population

<table>
<thead>
<tr>
<th></th>
<th>2010 Census Population</th>
<th>Percent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easton Town</td>
<td>15,945</td>
<td>42.20</td>
</tr>
<tr>
<td>Oxford Town</td>
<td>651</td>
<td>1.72</td>
</tr>
<tr>
<td>Queen Anne Town (pt.)</td>
<td>94</td>
<td>0.25</td>
</tr>
<tr>
<td>St. Michaels Town</td>
<td>1,029</td>
<td>2.72</td>
</tr>
<tr>
<td>Trappe Town</td>
<td>1,077</td>
<td>2.85</td>
</tr>
<tr>
<td>Unincorporated Areas</td>
<td>18,986</td>
<td>50.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37,782</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Population Changes, Distribution, and Projections

Figures provided by the Maryland Department of Planning (MDP) indicate that the majority of the projected population increase of 16.46% between 2010 and 2040 will be driven by the in-migration of residents 65 years and older, rather than by natural increases due to birth rates. The population projections reflect two factors, the type and level of development experienced in Talbot County in recent years and likely to continue into the future, especially in the Easton area, and the lack of employment opportunities for younger people. Much of the new housing built in Talbot County in recent years has been in a price range that does not attract families with young children, and a significant portion of the new housing construction in the county has also been age-restricted or marketed specifically to retirees.

MDP is a primary source of local population projections. In July 2014 the agency published its most recent population projection revisions for Talbot County resulting from the 2010 census. MDP’s population projections do not provide a breakdown by election district, school district, or other sub-county area. The Talbot County Office of Planning & Zoning presently uses the same population data and projections as the Maryland Department of Planning.

The tables that follow provide the historical and projected population figures derived from the census data for the State of Maryland for Talbot County and all twenty-three other subdivisions (the counties and Baltimore City). The information begins with historical data from 1970 through 2010 (at ten year intervals) and then provides projections from 2015 through 2040 (at five year intervals).

Table II-7 below shows that the total population of Talbot County is projected to increase from 37,782 in 2010 to 40,850 in 2020; to 42,900 in 2030; and then to 44,000 in 2040. The increase from 2010 to 2040 of over 6,200 persons will reflect an increase of 16.46 percent over the thirty year period. This is a much slower rate of growth than the increase of 47.56 percent experienced in Talbot County for the previous thirty year period, when the populations grew by 12,178 between 1980 and 2010. Annualized growth rates also show a slowing trend in the 5-year periods between 2010 and 2040 (Table II-8).

The U.S. Bureau of the Census provides data on the estimated components of population change. The most recent data shows that population growth in Talbot County between 2010 and 2040 will result from the net migration of residents into the County from outside areas. The age 5-19 cohort, representing the approximate school age population, was expected to be slightly lower in 2015 but
then to rise again at a modest but steady rate until 2040. The changes are shown in Table II-9 as follows: 6,276 in 2010; 6,260 in 2015; 6,320 in 2020; 6,370 in 2030; and 6,840 in 2040, or a total increase of 9.0 percent between 2010 and 2040. By contrast, the age 65+ cohort is projected to increase from 8,958 in 2010 to 15,610 in 2040, an increase of 74.3 percent. At 8,958 persons, the 65+ population of Talbot County is 23.7% of the total population; by contrast, the statewide average for this age group is 12.3%. Table II-9 was prepared by the Maryland Department of Planning in January 2015, utilizing the census data from 2010. These projections align with the historical pattern: between 1980 and 2010 the 5-19 age cohort grew by 15.6 percent, while the 65+ age cohort grew by slightly over 100%.

The population in the primary child bearing age group of 20-44 years old peaked in Talbot County in 1990 with 10,496 persons. By 2010 this age group had declined to 9,414. The State projections show the population in this group increasing over the next thirty years to reach 9,870 in 2040, an increase of 4.8 percent.

Of significance for the school system is the change in race and ethnicity that has occurred between 2000 and 2010, and that continues to occur in Talbot County (Table II-6). While the white proportion of the population remained constant, a decrease of 2.6% in the African-American proportion of the population was matched by a 3.1% increase in the proportion of other minorities. Of greater consequence for the school system was the change of Hispanic/Latino population: from 1.8% of the population in 2000, this group increased to 5.5% of the population. Anecdotal information suggests that this trend has continued between 2010 and the present. Since the likelihood is very high that English is not spoken in the home environment among this population group, the school system must accommodate the special needs of the children to ensure that they receive an education that is equitable with that of their English-speaking peers. Typically this educational objective requires that instruction be provided in smaller learning groups, very often in schools that were not originally designed with adequate resource rooms or other small pull-out spaces. In this circumstance accommodation must be achieved in an ad hoc manner; observation indicates, for example, that the staff at the current Easton Elementary School has made use of virtually every available space, including storage closets and the teachers lounge, for instruction. This factor is of great importance not only in determining the future capacity of school facilities, but in also the detailed design of the instructional spaces.

Table II-6: Talbot County Population, Race and Ethnicity, 2000 and 2010

<table>
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<tr>
<th>Year</th>
<th>Total Population</th>
<th>White</th>
<th>Black/ African-American</th>
<th>Native American</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Other Races</th>
<th>Two or More Races</th>
<th>Hispanic/Latino (any race)</th>
</tr>
</thead>
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<tr>
<td>2000</td>
<td>33,812</td>
<td>82.0%</td>
<td>15.4%</td>
<td>0.2%</td>
<td>0.8%</td>
<td>0.1%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>1.8%</td>
</tr>
<tr>
<td>2010</td>
<td>37,782</td>
<td>81.4%</td>
<td>12.8%</td>
<td>0.2%</td>
<td>1.2%</td>
<td>0.1%</td>
<td>2.7%</td>
<td>1.6%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

3 Talbot County Comprehensive Plan, Background, page 1-2.
### Table II-7: Historical and Projected Total Population for Maryland’s Jurisdictions (Revised July 2014)

<table>
<thead>
<tr>
<th></th>
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<td>5,773,552</td>
<td>6,010,150</td>
<td>6,224,550</td>
<td>6,429,750</td>
<td>6,612,200</td>
<td>6,762,300</td>
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<td>593,600</td>
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<td>239,951</td>
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### LOWER EASTERN SHORE REGION

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<td>26,900</td>
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<td>28,950</td>
<td>29,350</td>
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</table>

Projections for the Baltimore Region based on Rounds 8A from the Baltimore Metropolitan Council of Government's Cooperative Forecasting Committee.

Projections for the Washington Suburban Region based on Round 8.3 of the Metropolitan Washington Council of Governments Cooperative Forecasting Committee.

Prepared by the Maryland Department of Planning, July 2014.
Table II-8: Historical and Projected Total Population for Maryland’s Jurisdictions, Annualized Growth Rates (Revised July 2014)

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<td>0.72%</td>
<td>1.26%</td>
<td>1.03%</td>
<td>0.87%</td>
<td>0.81%</td>
<td>0.70%</td>
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<td>0.56%</td>
<td>0.45%</td>
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<tr>
<td>Anne Arundel County</td>
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<td>0.62%</td>
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<td>0.66%</td>
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<td>0.79%</td>
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<td>Calvert County</td>
<td>3.75%</td>
<td>3.17%</td>
<td>2.10%</td>
<td>1.93%</td>
<td>1.27%</td>
<td>1.73%</td>
<td>1.53%</td>
<td>1.14%</td>
<td>0.80%</td>
<td>0.68%</td>
<td></td>
</tr>
<tr>
<td>Charles County</td>
<td>5.29%</td>
<td>4.02%</td>
<td>3.80%</td>
<td>1.76%</td>
<td>0.65%</td>
<td>0.85%</td>
<td>0.57%</td>
<td>0.37%</td>
<td>0.17%</td>
<td>0.08%</td>
<td></td>
</tr>
<tr>
<td>St. Mary’s County</td>
<td>4.32%</td>
<td>3.35%</td>
<td>1.77%</td>
<td>1.97%</td>
<td>1.40%</td>
<td>2.11%</td>
<td>1.80%</td>
<td>1.18%</td>
<td>0.98%</td>
<td>0.79%</td>
<td></td>
</tr>
<tr>
<td><strong>Western Maryland Region</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allegany County</td>
<td>2.37%</td>
<td>2.41%</td>
<td>1.27%</td>
<td>2.01%</td>
<td>1.61%</td>
<td>1.90%</td>
<td>1.86%</td>
<td>1.63%</td>
<td>0.98%</td>
<td>0.91%</td>
<td></td>
</tr>
<tr>
<td>Garrett County</td>
<td>0.50%</td>
<td>0.20%</td>
<td>0.53%</td>
<td>0.65%</td>
<td>0.26%</td>
<td>0.78%</td>
<td>0.81%</td>
<td>0.72%</td>
<td>0.56%</td>
<td>0.47%</td>
<td></td>
</tr>
<tr>
<td>Washington County</td>
<td>-0.42%</td>
<td>-0.72%</td>
<td>0.00%</td>
<td>0.02%</td>
<td>-0.12%</td>
<td>0.13%</td>
<td>0.20%</td>
<td>0.20%</td>
<td>0.07%</td>
<td>0.04%</td>
<td></td>
</tr>
<tr>
<td><strong>Upper Eastern Shore Region</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caroline County</td>
<td>1.43%</td>
<td>1.79%</td>
<td>1.48%</td>
<td>1.38%</td>
<td>0.61%</td>
<td>1.04%</td>
<td>1.24%</td>
<td>1.03%</td>
<td>0.93%</td>
<td>0.80%</td>
<td></td>
</tr>
<tr>
<td>Cecil County</td>
<td>1.58%</td>
<td>1.57%</td>
<td>0.97%</td>
<td>1.05%</td>
<td>0.50%</td>
<td>1.24%</td>
<td>1.19%</td>
<td>1.12%</td>
<td>1.11%</td>
<td>1.01%</td>
<td></td>
</tr>
<tr>
<td>Kent County</td>
<td>1.27%</td>
<td>1.67%</td>
<td>1.88%</td>
<td>1.64%</td>
<td>0.49%</td>
<td>0.95%</td>
<td>1.55%</td>
<td>1.32%</td>
<td>1.19%</td>
<td>1.00%</td>
<td></td>
</tr>
<tr>
<td>Queen Anne’s County</td>
<td>0.33%</td>
<td>0.67%</td>
<td>0.73%</td>
<td>0.51%</td>
<td>0.40%</td>
<td>0.76%</td>
<td>0.65%</td>
<td>0.45%</td>
<td>0.40%</td>
<td>0.39%</td>
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</tr>
<tr>
<td>Talbot County</td>
<td>3.31%</td>
<td>2.90%</td>
<td>1.79%</td>
<td>1.65%</td>
<td>0.97%</td>
<td>1.34%</td>
<td>1.36%</td>
<td>1.02%</td>
<td>0.91%</td>
<td>0.81%</td>
<td></td>
</tr>
</tbody>
</table>

**Part II - Community Analysis**
<table>
<thead>
<tr>
<th>LOWER EASTERN SHORE REGION</th>
<th>1.35%</th>
<th>1.16%</th>
<th>1.36%</th>
<th>1.15%</th>
<th>0.63%</th>
<th>1.07%</th>
<th>0.89%</th>
<th>0.68%</th>
<th>0.61%</th>
<th>0.49%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorchester County</td>
<td>0.41%</td>
<td>-0.13%</td>
<td>0.14%</td>
<td>0.62%</td>
<td>0.38%</td>
<td>0.92%</td>
<td>0.99%</td>
<td>0.70%</td>
<td>0.65%</td>
<td>0.46%</td>
</tr>
<tr>
<td>Somerset County</td>
<td>0.14%</td>
<td>2.02%</td>
<td>0.54%</td>
<td>0.68%</td>
<td>0.32%</td>
<td>0.62%</td>
<td>0.53%</td>
<td>0.31%</td>
<td>0.27%</td>
<td>0.14%</td>
</tr>
<tr>
<td>Wicomico County</td>
<td>1.75%</td>
<td>1.42%</td>
<td>1.31%</td>
<td>1.55%</td>
<td>0.84%</td>
<td>1.19%</td>
<td>0.93%</td>
<td>0.83%</td>
<td>0.74%</td>
<td>0.64%</td>
</tr>
<tr>
<td>Worcester County</td>
<td>2.37%</td>
<td>1.27%</td>
<td>2.88%</td>
<td>1.01%</td>
<td>0.56%</td>
<td>1.18%</td>
<td>0.93%</td>
<td>0.57%</td>
<td>0.49%</td>
<td>0.37%</td>
</tr>
</tbody>
</table>

Projections for the Baltimore Region based on Rounds 8A from the Baltimore Metropolitan Council of Government's Cooperative Forecasting Committee.
Projections for the Washington Suburban Region based on Round 8.3 of the Metropolitan Washington Council of Governments Cooperative Forecasting Committee.
Prepared by the Maryland Department of Planning, July 2014.
Table II-9: Talbot County Demographic and Socio-Economic Outlook, January 2015

<table>
<thead>
<tr>
<th>Population Characteristics:</th>
<th>Historical</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>23,682</td>
<td>39,100</td>
</tr>
<tr>
<td>Male</td>
<td>11,199</td>
<td>18,670</td>
</tr>
<tr>
<td>Female</td>
<td>12,483</td>
<td>20,430</td>
</tr>
<tr>
<td>Non-Hispanic White **</td>
<td>N/A</td>
<td>30,640</td>
</tr>
<tr>
<td>All Other ***</td>
<td>N/A</td>
<td>8,400</td>
</tr>
<tr>
<td>0-9</td>
<td>1,821</td>
<td>1,720</td>
</tr>
<tr>
<td>10-19</td>
<td>5,202</td>
<td>6,260</td>
</tr>
<tr>
<td>20-44</td>
<td>6,579</td>
<td>9,470</td>
</tr>
<tr>
<td>45-64</td>
<td>5,681</td>
<td>11,140</td>
</tr>
<tr>
<td>65+</td>
<td>3,309</td>
<td>10,520</td>
</tr>
<tr>
<td>Total</td>
<td>23,682</td>
<td>39,100</td>
</tr>
<tr>
<td>Total Households</td>
<td>23,256</td>
<td>36,654</td>
</tr>
<tr>
<td>Total Households</td>
<td>7,914</td>
<td>16,975</td>
</tr>
<tr>
<td>Average Household Size</td>
<td>2.94</td>
<td>2.28</td>
</tr>
</tbody>
</table>

** | For 2010 to 2040 non-hispanic white population is equal to "non-hispanic white alone", and all other population is equal to "all other races", alone or two or more races.

Labor Force:

| Total Population 16+ | 17,285 |
| In Labor Force      | 10,152 |
| % in Labor Force    | 58.7   |
| Male Population 16+ | 8,059  |
| In Labor Force      | 5,957  |
| % in Labor Force    | 73.9   |
| Female Population 16+ | 9,229 |
| In Labor Force      | 4,195  |
| % in Labor Force    | 45.5   |

Jobs by Place of Work:

| Total (million of constant 2009$) | $475.2 |
| Personal Income: Per Capita (constant 2009$) | $20,044 |

** * Labor force participation rates for 2010 are estimates based on the 2008-2012 American Community Survey. These participation rates are applied to the Census 2010 population by age to yield labor force estimates.

SOURCE: Projections prepared by the Maryland Department of Planning, July 2014. Population and household data from 1970 thru 2010 are from the U.S. Census Bureau, as is the labor force data from 1970 thru 2000. Labor force participation rates data for 2010 are an estimate by the Maryland Department of Planning based on 2009-2012 American Community Survey data. 1990 race and sex population is from modified age, race, sex data (MARCH) and 2000 race and sex population from modified race data, both from the U.S. Census Bureau. Historical jobs, total personal income and per capita personal income data are from the U.S. Bureau of Economic Analysis.
Talbot County Comprehensive Plan

The Talbot County Comprehensive Plan of April 2005 and the revised Plan, adopted by Bill 1329 on June 7, 2016, are generally consistent with each other. The Comprehensive Plan attempts to preserve the high quality of life found in Talbot County by reaffirming “the County’s long term commitment to environmental and critical area protection” and by articulating “the desire to retain the rural character of the community by managing growth to prevent sprawl and to protect agriculture as a primary industry.”

The “Background” chapter of the adopted Comprehensive Plan contains population projections that are essentially the same as the MDP July 2015 projections. The population projections are based on a number of assumptions including:

- The modest but steady population growth will be largely driven by in-migration (1-2).
- The number of households will increase as household size declines from approximately 2.31 per household in 2010 to approximately 2.19 per household in 2040, including a growing number of non-family households (1-3).
- The average age of the population will increase through the in-migration of retirees (1-3).
- The school-age and prime working population will remain relatively unchanged (1-3).

Housing

Providing affordable housing options for middle- and low-income families is important to the long term economic and social vitality of the County. The location of housing - its proximity to jobs, childcare, stores and services, and whether or not these are accessible by car, transit, or walking – also have a significant impact on the cost of living and therefore affordability. The “Housing” section of the Background chapter of the Comprehensive Plan (July 2016) discusses housing issues directly related to new development that could result in changes in the number of public school students:

- While the number of dwelling units in Talbot County continues to increase, many County residents still find it difficult to obtain housing to meet their needs. Two major shortages cause this problem – a lack of variety of housing types and a lack of suitable housing for low and moderate income families. Within unincorporated areas of the County, these single-family homes are predominately located on lot sizes that are two acres or greater in size.

Over 80% of the County residences are single family detached, more than 10% higher than the statewide average (Background 1-4).

- Multifamily residences are almost exclusively located in the municipalities, with the highest proportion in the town of Easton (Background 1-4).
- The proportion of subdivisions begun in the towns has increased steadily from 47% in the 1980s to over 70% in the 2000s. The majority of these subdivisions are in Priority Funding Areas.

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5 Talbot County 2016 Comprehensive Plan, Introduction, Page II
In Talbot County, the problem is further compounded by the deficiency in affordably priced rental or for-purchase housing:

- In the 2011-2013 timeframe, 52.3% of renters paid more than 35% of their income for rent, compared to 42.4% in the state as a whole.\(^6\) This reflects the high proportion of renters in the St. Michaels area, likely consisting of short term and seasonal vacationers (Background I-5).
- 70.3% of the 2,030 renters in the county resided in Easton.

As a consequence, fully 38% of individuals who work in Talbot County reside outside the County, a number that greatly exceeds the number who live in the county and work outside it (Background 1-7). The County Plan states that while “job opportunities remain tight…younger workers are likely to continue to relocate outside the area. New residents replacing them will invariably be older, perhaps more prosperous and most likely retired persons.” (Background 1-8)

Further, the economic recession has affected both the housing consumer and the ability of the County to provide services. Between 2008 and 2013 the net per capita earnings of Talbot County income earners fell by $1,332, the second largest decline in the state (Background 1-5); concurrently, the county poverty rate increased by 3% over the 2006 figure to 10.5%, somewhat higher than the statewide increase in poverty, and the unemployment rate of 5.1% exceeds the statewide average of 4.7% (Background 1-6 and 1-7). During this period, county employment decreased by 1,204 full-time and part-time jobs.

**Housing Permits**

The “Background Data and Planning Assumptions” chapter of the Comprehensive Plan of April 2005 contains detailed data on demographics and residential building permits. The authority for zoning and the issuance of building permits resides with each incorporated town for their town areas. The County has the authority for zoning and the issuance of building permits for all of the areas outside of the incorporated towns.

For the period from 1980-2000, a total of 6,226 residential building permits were issued for both the unincorporated and incorporated areas. Building in the unincorporated area averaged 169 new homes per year over the previous 20 years (1986-2005) and 157 new homes per year over the previous 10 years (1996-2005). The peak year was 1987, when 250 permits were issued.

Since 2000, with a few exceptions, there has been a shift in the pattern of development in Talbot County. Previously the number of new homes constructed in the unincorporated areas exceeded the combined total in all of the towns. In recent years this trend has reversed, so that new housing in Easton alone exceeded the total constructed in the unincorporated area. Table II-10 shows that the percentage of permits issued in the towns has increased from 60.1% of the total in the 2000-2004 period to 79.5% in the 2010-2014 period, while the percentage in the unincorporated county has decreased.

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Annual information for the period 2006 to 2015, based on direct communication with town planners, corroborates this trend, as shown in Table II-11. Whereas the proportion of permits issued in the unincorporated county was a majority in 2006, by 2015 the majority of permits were issued in the towns, particularly in Easton. The proportion between town and county permits was approximately even in 2016, but it is too early to determine if this represents a change in the overall trend toward the towns.

Table II-10: Talbot County New Housing Unit Permits, 2000 - 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Talbot Co. Unincorporated</th>
<th>Easton</th>
<th>Oxford</th>
<th>Queen Anne</th>
<th>St. Michaels</th>
<th>Trappe</th>
<th>Total</th>
<th>% Town</th>
<th>% County</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>119</td>
<td>95</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>224</td>
<td>46.9%</td>
<td>53.1%</td>
</tr>
<tr>
<td>2007</td>
<td>99</td>
<td>121</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>224</td>
<td>55.8%</td>
<td>44.2%</td>
</tr>
<tr>
<td>2008</td>
<td>80</td>
<td>84</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>167</td>
<td>52.1%</td>
<td>47.9%</td>
</tr>
<tr>
<td>2009</td>
<td>20</td>
<td>81</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>103</td>
<td>80.6%</td>
<td>19.4%</td>
</tr>
<tr>
<td>2010</td>
<td>35</td>
<td>48</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>86</td>
<td>59.3%</td>
<td>40.7%</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>28</td>
<td>46.4%</td>
<td>53.6%</td>
</tr>
<tr>
<td>2012</td>
<td>28</td>
<td>19</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>29</td>
<td>3.4%</td>
<td>96.6%</td>
</tr>
<tr>
<td>2013</td>
<td>8</td>
<td>12</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>25</td>
<td>68.0%</td>
<td>32.0%</td>
</tr>
<tr>
<td>2014</td>
<td>10</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>36</td>
<td>72.2%</td>
<td>27.8%</td>
</tr>
<tr>
<td>2015</td>
<td>28</td>
<td>35</td>
<td>0</td>
<td>1</td>
<td>15</td>
<td>0</td>
<td>79</td>
<td>64.6%</td>
<td>35.4%</td>
</tr>
<tr>
<td>2016</td>
<td>35</td>
<td>28</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>69</td>
<td>49.3%</td>
<td>50.7%</td>
</tr>
</tbody>
</table>

The building permit information above does not necessarily reflect the issuance of building permits for new residential housing units or replacement units that would house an increase of population. For example, in 2011, 15 permits were issued by the County for new single family homes, but three of the houses are for weekend use only at this time. Of the 28 building permits issued by the County in 2012, only 11 were for replacement homes. In the Town of Queen Anne, one permit was issued


8 Source: Information from each Town and County Planning Office (Yale Stenzler, 2016, update by David Lever 2017).
for renovation of an existing home that was damaged by fire, consequently this does not represent residential development.\(^9\)

This recent trend is consistent with the objective of both the County Comprehensive Plan and the Town of Easton Comprehensive Plan, which align in encouraging development in and around the existing built-up areas. This pattern of growth is expected to continue. Much of the development in unincorporated areas is not expected to be targeted to families with children, thereby limiting the potential impact on public school enrollment. Therefore, the greatest potential for public school enrollment impacts will result from development in the incorporated towns.

Current information indicates that there are no major developments under consideration in the unincorporated county. The population outlook appears to be stable, since the economy itself is stable: no major industries are projected to enter the county, and the agriculture is largely grain-based, allowing for a higher degree of mechanization and consequently a smaller demand for labor than greenhouse-based agriculture. An increase of the number of restaurants generates a small demand for labor, but not sufficient to drive a large increase in the school-age population.\(^{10}\) Consequently, population increases will likely involve older retirees and temporary residents, who will not have an impact on the school-age population.

The issuance of building permits both within the incorporated towns and the unincorporated areas will not necessarily result in an increase in total population or school age population for Talbot County. Many of the permits issued for new homes are for second homes to the owners who have a primary residence outside of Talbot County. In Oxford there were 93 secondary homes in 2000 and this increased to 178 in 2010.

**Trappe**

No impact on the school-age population of Trappe is anticipated in the near term. The Lakeside (formerly Trappe East) project of over 900 acres was approved for annexation by the Town of Trappe following a citizen referendum in 2003. The project scope includes 2,501 residential units as well as commercial property. The project currently will be partially age-restricted per the Developer’s Rights and Responsibilities Agreement (DRRA). The planned build-out is over a 15-20 year period. This project is fully permitted, however, the developer/owner were in discussion in 2015 with the Town Council regarding a proposed change for the wastewater treatment facility. As of early 2017, installation of the infrastructure had not been begun, and it is anticipated that it will be approximately 18 months following completion of the infrastructure before any of the housing is constructed. It is accordingly not anticipated that the development will affect the school-age population for a number of years.\(^{11}\)

Plans had been approved for 505 residential units in the White Marsh Development Area. This project did not move forward and the property was sold in 2016 and is being used for farming and agricultural purposes.

\(^9\) Email communication with town manager, April 11, 2017
\(^{10}\) Telephone interview, Mr. Martin Sokolich, Talbot County Senior Planner, January 18, 2017.
\(^{11}\) Telephone interview, Ms. Erin Braband, Town Clerk, January 9, 2017.
St. Michaels

St. Michaels has limited vacant sites in the Town for residential development. Currently, 16 lots are permitted for new single family home construction, and 14 lots are permitted for infill within the town. Only a few homes have been built at either development. The town does allow for short term rentals of vacation cottages, which may serve as secondary homes for the owners; currently 47% of all housing units are second homes. Habitat for Humanity intends to build seven units over a six-year period, with work on the first unit anticipated to begin in late 2017.

Easton

The Town of Easton Comprehensive Plan, approved in 2010, supports the finding of the County Comprehensive Plan that there is a lack of housing for critical sections of the market. As noted, the majority of housing is now being constructed in the towns, with the largest share in Easton itself; however, this housing tends not to be oriented toward two important groups, first-time homeowners and moderate-income professionals (firefighters, teachers, etc.) who are seeking housing in the $140,000 to $160,000 range, and low income households. Table II-10 above indicates that only 40 multi-family housing units were built in the entire county in the period 2000 to 2014, and these units were not in Easton. Housing in Easton has become more expensive: in the period 2002 to 2007 the median cost of housing increased by 136%, while the median family income for the county increased by only 2.6%.

In the early 2000s, significant development activity was underway or proposed in the Town of Easton. However, with the economic downturn that began in 2008 as well as new growth controls in the town, less development is currently on the books. Data from the Town of Easton 2010 Comprehensive Plan indicates that the maximum total potential for infill, redevelopment and build-out lots was 2,492 units, but only 702 units were actually in approved projects at the date of approval of the Plan. At the target growth rate of 1% per year, it would require 30 years for the full build-out to be achieved. The approved units are not under construction at this time. There are less than 400 lots in pending projects that have been approved at some level by either the Planning Commission, the Town Council, or both. These approvals are for “sketch plan” only and will require additional reviews before any lots may be recorded or permits issued for these lots.

Recordation of these pending developments cannot take place unless adequate sewer capacity is available. In early 2007, Easton completed a major upgrade to its wastewater treatment facility. The new system uses Enhanced Nutrient Removal (ENR) technology to increase the floor capacity to four million gallons per day and will reduce amounts of nitrogen and phosphorous in wastewater, as required by the Chesapeake Bay Program. This facility is the first in the state of Maryland to receive funding from the Chesapeake Bay Watershed Restoration Fund. While this will increase the available sewer capacity, there is a difference between available sewer capacity and actual wastewater treatment plant capacity. This is because a portion of the available sewer capacity may be allocated to commercial uses that have not yet been built.

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12 Telephone interview, Ms. Jean Weisman, Town Manager, January 9, 2017.
13 Telephone interview, Habitat for Humanity official, January 9, 2017.
14 Town of Easton 2010 Comprehensive Plan, Housing, Page 134
15 Ibid, page 135
16 Ibid, Municipal Growth, page 53
Most of the recent development in the Easton area is not family oriented housing. It is either priced at the high end of the market or is age restricted. A few developments have housing in the upper end of the affordable range, but so far these have had only a modest impact on public school enrollment. Easton planning officials do not foresee any near term change in the trend toward non-family housing construction in the area and the potential build-out over time of existing residential units, rather than new applications for new subdivisions:

Two market-rate residential apartment units of about 100 units each have currently been approved:

- **Galloway Meadows**: The Town Planner for Easton and the site civil engineer believe that this townhouse development will be built on an as-needed basis, with the pace of construction depending on how well the units sell. The planning department believes that the project could break ground in the spring of 2017. This will not be subsidized housing but will include market pricing to include 1, 2 and 3 bedroom units, for a total of 72 total units.

- **Brant Court**: According to the Easton Town Planner, this development will include 100 apartment type units, which are not believed to be subsidized.

For both projects, the likelihood that families with children will occupy the units in the 2017-2018 school year is remote. However, both projects have the potential to affect the school-age population of Easton in the future, and consequently the build-out schedule, the number and size of the various units (including the number of bedrooms), and the anticipated rent structure should be reviewed annually to determine any potential impact on public school enrollments. Otherwise, very little residential development is now underway or is foreseen for the immediate future.

Of significance to the school system is the growth in the Latino population throughout the county, and particularly in the Town of Easton. The specific cause of this increase is not understood, although it may be associated with the revival of the construction and landscape industries. The impact on the school system lies not only in the increase in the number of children who will be educated, but also in their specific needs as English Language Learners (ELL), generally requiring smaller class sizes and a higher teacher-to-student ratio than for non-immigrant groups.

### Consistency with Community Plans

#### Community Development Plans

Community development plans serve as guides to both public and private development activities and therefore influence the provision of necessary public facilities, which in turn influence the location of households. In this way, they also have a potential effect on the development and utilization of educational facilities.

The most important of these local community development plans is the Talbot County Comprehensive Plan. The Plan was originally adopted in 1973 and was updated in 2005. A revised Plan was approved on June 7, 2016. Talbot County is also significantly affected by the

---

17 Telephone interview, Mr. Lynn Thomas, Town Planner, January 18, 2017; additional discussion by Mr. Kevin Shafer, TCPS, in late February 2017 with Mr. Thomas and the engineering firm for Galloway Meadows (Rauch Inc.).
implementation of the Chesapeake Bay Critical Area program. The County’s local critical area program has been approved and is being implemented.\textsuperscript{18}

The approved Comprehensive Plan continues to serve as a guide to implementation of the County Zoning Ordinance and Subdivision Regulations. A bill to repeal and enact new zoning and subdivision chapters of the Talbot County code was adopted and took effect in 2009. It is not expected that these changes will have an impact on existing school enrollment trends.

The Talbot County Office of Planning and Zoning has identified three upcoming planning projects that could potentially affect school enrollment:

- **Village Center Plans** – The Comprehensive Plan calls for the creation of localized master plans for each recognized village in Talbot County. There are 22 such villages and it is expected that the County will undertake 3 to 4 Plans per year, but the Plans are not on a strict schedule. Some parts of the Plans are addressed through zoning ordinance amendments, others through grant activities, such as Working Waterfronts and/or hazard mitigation plans.\textsuperscript{19} Village Center Plans are unlikely to increase density or attract families with children. The largest villages are Tilghman and Cordova, both of which have ample school capacity.

- **Priority Preservation Area** – A state mandate required that a Priority Preservation Element be added to the County Comprehensive Plan prior to July 1, 2008. A Priority Preservation Area must be identified and found capable of supporting profitable agricultural and forestry enterprises; be governed by local policies that stabilize the land base so that development does not convert or compromise agricultural or forest resources; and be large enough to support the kinds of agricultural operations that the County seeks to preserve. The element must also include an evaluation of a county’s progress toward meeting the goals of the Maryland Agricultural Land Preservation Foundation before they are undermined by development, and identify actions to correct any deficiencies. This plan element is essentially a catalog of the effect of existing zoning and development regulations in maintaining an agricultural belt across the eastern half of Talbot County.

- **ESLC 2010 Update** – The Eastern Shore Land Conservancy is currently soliciting support for the update of the Mid-shore 2010 agreement. The update asks both Town and Counties to support and do more to preserve lands outside of Priority Funding Areas. The implementation of municipal growth elements is required by state legislation. Should these elements have the intended effect of reducing the pace of development, growth rates may slow in these municipal PFAs.

Water and sewer plans will continue to concentrate development in the incorporated towns. Water and sewer extensions for a new hospital, which will replace the existing University of Maryland Shore Medical Center at Easton on a campus three miles north of the current location, near the Talbot County Community Center just off Route 50,\textsuperscript{20} will also cover Hyde Park and some other homes in

\textsuperscript{18} Email communication from Mr. Martin Sokolich, County Planner, March 10, 2017.
\textsuperscript{19} Email communication from Mr. Martin Sokolich, County Planner, March 10, 2017.
\textsuperscript{20} *The Chestertown Spy*, October 18, 2016, “Shore Health Moves Forward with New Hospital in Easton.”
the vicinity. However, this extension will serve an age-restricted development. The hospital site itself is restricted to medical and related uses with no permanent residences.

**Consistency of EFMP with County Comprehensive Plan**

This EFMP for the Talbot County Public Schools was submitted to the County Planning Officer for a determination of consistency with local growth or land use plans. A copy of the Planning Officer’s letter of consistency is included within this EFMP (Appendices).

The Maryland Department of Planning has not determined whether Neighborhood Community Identification is still a requirement of local Educational Facility Master Plans. Table II-2 shows the designations that were applicable in the 2016 EFMP.

**Table II-12: Neighborhood Community Identification**

<table>
<thead>
<tr>
<th>School</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapel District Elementary</td>
<td>Non-growth area</td>
</tr>
<tr>
<td>Easton Elementary</td>
<td>Partly stabilized area, part targeted for revitalization</td>
</tr>
<tr>
<td>St Michaels Elementary</td>
<td>Stabilized Area</td>
</tr>
<tr>
<td>Tilghman Elementary</td>
<td>Stabilized Area</td>
</tr>
<tr>
<td>White Marsh Elementary</td>
<td>Growth area with some stabilized residential development</td>
</tr>
<tr>
<td>Easton Middle</td>
<td>Stabilized Area</td>
</tr>
<tr>
<td>Easton High</td>
<td>Stabilized Area</td>
</tr>
<tr>
<td>St Michaels Middle/High</td>
<td>Stabilized Area</td>
</tr>
</tbody>
</table>
III. INVENTORY AND EVALUATION OF BUILDING AND FACILITIES

System-Wide Facility Data

There are a total of nine school buildings in the Talbot County Public School system. There are six elementary school buildings, one middle school, one high school, and one middle/high school. Because of the systematic program of school renovation projects, starting with the renovation of the Easton Elementary School – Moton Building completed in 1991, Talbot County Public Schools over many years has enjoyed the status of having the newest school facility square footage in the state of Maryland, and currently shares that position with only one other school system. The average age of the square footage now dates from 2000.

The elementary schools are located throughout Talbot County so as to be readily accessible to regional population centers. The elementary school locations and attendance areas are shown on Maps I-1 and I-2, and the secondary school locations and attendance areas are shown on Map I-3. The attendance area for each school is shown in greater detail on Maps I-4 through I-11. Easton Elementary consists of two buildings: the Dobson building holds the P3 program and grades prekindergarten to 1, while the Moton building houses grades 2 through 5.

Easton Middle School serves students in grades 6 to 8 and Easton High School serves students in grades 9 to 12. St. Michaels Middle/High School serves the middle and high school students in grades 6 to 12. The middle and high school attendance areas are coterminous for both of these locations, as shown on Map I-3 and Maps I-9 to I-11.

Individual School Facility Data Base (Form 101.1)

Individual school facility data base information is presented for each school utilizing the IAC/PSCP Form 101.1. This provides a summary of the school facility information as required in the EFMP, including the grades housed, the State Rated Capacity, the fall 2016 enrollment, percent of utilization, acreage of the site, building data (year of construction and additions with associated square footage), the TCPS and PSCP physical condition (maintenance) assessment, and comments (other completed capital improvements).

The State Rated Capacity (SRC) is shown for all schools based upon the approval of the Department of Planning following the State Public School Construction guidelines and procedures. The SRC for individual schools has periodically been updated as a result of changes in the facilities or use of educational and support spaces. The floor plan for each school is located directly behind the facility data information for each school.
<table>
<thead>
<tr>
<th>SCHOOL NAME &amp; ADDRESS</th>
<th>GRADE</th>
<th>SRC</th>
<th>PRIOR FALL ENRLMT</th>
<th>% UTIL</th>
<th>ACREAGE</th>
<th>BUILDING DATA</th>
<th>PHYSICAL COND</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
CHAPEL DISTRICT ELEMENTARY FLOOR PLAN
# FACILITIES INVENTORY

**LEA:** Talbot County Public Schools  
**DATE:** May 9, 2017

<table>
<thead>
<tr>
<th>SCHOOL NAME &amp; ADDRESS</th>
<th>GRADES</th>
<th>SRC</th>
<th>PRIOR FALL ENRLMT</th>
<th>% UTIL</th>
<th>ACREAGE</th>
<th>BUILDING DATA</th>
<th>PHYSICAL COND</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| Easton Elementary School - Dobson Bldg.  
305 Glenwood Avenue, Easton  
21601  
School No. 20.0104  
(same for both Dobson and Moton Buildings)  
PSC No. 20.005  
Tax Assessment ID: 21-01-026526  
(p/o – shared with EES-Moton Building) | P3/PreK-1 | 388 | FTE 336 | 86.6 % | 8 | 1958 | 20,857 | Very Good TCPS, February 2016 |
| | Approved by MDP on  
05/10/05 | 1965 | 7,585 | 1992 | 12,355 | 2012 | 5,725 | |
| | | Total | 46,522 | 1958 | 20,857 | 1965 | 7,585 | 1966 | 7,585 | 2012 | 5,725 | |

**Renovations & Additions:**  
1992 Completely renovated the existing 1958 & 1965 building and added 12,355 sf.  
2012 3 Head Start classrooms & admin.  

**Systemic Renovations:**  
2009 Roof replacement  

**Aging Schools Program:**  
2003 Handicapped improvements in Hadley Park playground  
2011, 2012 Replace & upgrade phone system.  
2013 Security system  

**QZAB Projects:**  
2002 Security camera project  
2004 Carpet, restrooms, sound baffling, etc.  

Located adjacent to the Easton Hot Spot and serves students from the area.  

Located in Priority Funding Area
Easton Elementary School
Dobson Building
### FACILITIES INVENTORY

**LEA:** Talbot County Public Schools  
**DATE:** May 9, 2017

<table>
<thead>
<tr>
<th>SCHOOL NAME &amp; ADDRESS</th>
<th>GRADES</th>
<th>SRC</th>
<th>PRIOR FALL ENROLLMT</th>
<th>% UTIL</th>
<th>ACREAGE</th>
<th>BUILDING DATA</th>
<th>PHYSICAL COND</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| Easton Elementary School - Moton Bldg.  
307 Glenwood Avenue, Easton  
21601  
School No. 20.0104  
(same for both Dobson and Moton Buildings)  
PSC No. 20.010  
Tax Assessment ID: 21-01-026526  
(p/o – shared with EES-Dobson Building) | 2-5 | 779 | FTE 660 | 84.7% | 12 | 1953 | 42,537 | Good |
| | | | | | | 1957 | 5,245 | TCPS,  
Approved by MDP on  
05/10/05 |
| | | | | | | 1965 | 23,753 | February |
| | | | | | | 1991 | 12,702 | 2016 |
| | | | | | | Total | 84,237 | Good |
| | | | | | | | PSCP  
Sept. 2014 |
| | | | | | | | |
| | | | | | | | |

**Renovations & Additions:**  
1991 Completely renovated the existing 1953, 1957 & 1965 building and added 12,702 sf.

**Aging Schools Program:**  
2009 Playground addition  
2010 Parking Expansion  
2012 Replace phone system  
2013 Security system

**QZAB Projects:**  
2001 Telecommunications system, carpet, & digital video security system.  
2002 Digital video security system  
2004 Carpet, restrooms, sound baffling, etc

1 Locally owned portable classroom on site is used by the Critchlow Adkins Day Care Center.

Located adjacent to the Easton Hot Spot and serves students from the area.

Located in Priority Funding Area
Part III - Inventory and Evaluation of Building and Facilities
Easton Elementary School
Moton Building

(SECOND FLOOR)

(not to scale)
### St. Michaels Elementary School

**Address:** 100 Seymour Ave., St. Michaels 21663  
**School No.:** 20.0204, **PSC No.:** 20.001  
**Tax Assessment ID:** 21-02-066912  
**Note:** Effective for 2014-2015 grades pre-k to 5

<table>
<thead>
<tr>
<th>Grade</th>
<th>SRC</th>
<th>Prior Fall Enrollment</th>
<th>% Util</th>
<th>Acreage</th>
<th>Building Data</th>
<th>Physical Condition</th>
<th>Comments</th>
</tr>
</thead>
</table>
| PK-5  | 393 | FTE 301               | 76.6 % | 5.4     | 17,050        | TCPS Superior      | Renewed 1977 Removed part of original building, renovated 20,615 SF, and added 56,590 SF.  
1997 Locally funded interior remediation for air quality enhancement.  
2008 Renovated 77,205 sf and added 3,376 sf.  
1997 Replaced 79,013 sf of roof. Coordinated with replacement of roof top HVAC units.  
2000 See SMMHS, renovated drives and parking areas  
2004 Playground renovation  
2013 Security system  
0.4 acres was added to this site in 2001 for the St. Michaels Community Pool.  
Located in Priority Funding Area |

**Total:** 80,581

**Superior PSCP Oct. 2013**
St. Michaels Elementary School (not to scale)
### Tilghman Elementary School

- **School Name & Address:** Tilghman Elementary School, 21374 Foster Avenue, Tilghman 21671
- **School No.:** 20.0501
- **PSC No.:** 20.009
- **Tax Assessment ID:** 21-05-187753
- **Note:** Effective for 2014-2015 grades pre-k to 5

<table>
<thead>
<tr>
<th>SCHOOL NAME &amp; ADDRESS</th>
<th>GRADES</th>
<th>SRC</th>
<th>PRIOR FALL ENRLMT</th>
<th>% UTIL</th>
<th>ACREAGE</th>
<th>BUILDING DATA</th>
<th>PHYSICAL COND</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tilghman Elementary School</td>
<td>PK-5</td>
<td>157</td>
<td>FTE 64</td>
<td>40.4%</td>
<td>8.8</td>
<td>1958 14,200</td>
<td>Superior TCPS, February 2016</td>
<td></td>
</tr>
<tr>
<td>21374 Foster Avenue, Tilghman 21671</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2003 14,484</td>
<td>Total 28,684</td>
<td></td>
</tr>
<tr>
<td>School No. 20.0501</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSC No. 20.009</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tax Assessment ID: 21-05-187753</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### Renovations & Additions:
- 2003 Completely renovated the 1958 building, added 14,484 sf.

#### Aging School Program Projects:
- 2007 Playground renovations
- 2013 Security system

Located in Priority Funding Area
TILGHMAN ELEMENTARY SCHOOL FLOOR PLAN
### FACILITIES INVENTORY

**LEA:** Talbot County Public School  
**DATE:** May 9, 2017

<table>
<thead>
<tr>
<th>SCHOOL NAME &amp; ADDRESS</th>
<th>GRADES</th>
<th>SRC</th>
<th>PRIOR FALL ENRLMT</th>
<th>% UTIL</th>
<th>ACREAGE</th>
<th>BUILDING DATA</th>
<th>PHYSICAL COND</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| White Marsh Elementary School  
4322 Lovers Lane, Trappe 21673  
School No. 20.0302  
PSC No. 20.007  
Tax Assessment ID: 21-03-126307 | PK-5 | 386 | FTE 379 | 98.1 % | 11 | 1957 14,333  
1971 14,877  
1997 10,965  
2001 1,290 | Total 43,465 | Very Good TCPS, February 2016  
Good PSCP Aug. 2011 | **Renovations & Additions:**  
1997 Completely renovated 1957 & 1971 building, added 7,875 sf of State funded area, and a locally funded gymnasium of 3,070 sf.  
2001 Locally funded addition - one kindergarten classroom.  
**Aging School Program Projects:**  
2005 Playground improvements  
2011 Playground improvements  
2013 Security system  
Located in Priority Funding Area |
## FACILITIES INVENTORY

**LEA:** Talbot County Public Schools  
**DATE:** May 9, 2017

<table>
<thead>
<tr>
<th>SCHOOL NAME &amp; ADDRESS</th>
<th>GRADE S</th>
<th>SRC</th>
<th>PRIOR FALL ENROLMT 2016</th>
<th>% UTIL</th>
<th>ACREAGE</th>
<th>BUILDING DATA</th>
<th>PHYSICAL COND</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easton Middle School</td>
<td>6 - 8</td>
<td>903</td>
<td>Approved by MDP on 05/10/05</td>
<td>772</td>
<td>85.5%</td>
<td>20</td>
<td>1953</td>
<td>76,619</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1957</td>
<td>6,487</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1979</td>
<td>22,124</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2003</td>
<td>1,755</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>106,985</td>
</tr>
</tbody>
</table>

**Comments:**  
- **Renovations & Additions:** 2003 Completely renovated the 1953, 1957 & 1979 parts and added 1,755 sf to the cafeteria  
- **Systemic Renovations:** 1998 Roof replaced portion of 1953 and 1979 sections  
- **Aging School Program Projects:** 2008 Outdoor fitness areas  
  2013 Security system  

Serves students from Easton Hot Spot.  
Located in Priority Funding Area
<table>
<thead>
<tr>
<th>SCHOOL NAME &amp; ADDRESS</th>
<th>GRADE S</th>
<th>SRC</th>
<th>PRIOR FALL ENRLMT</th>
<th>% UTIL</th>
<th>ACREAGE</th>
<th>BUILDING DATA</th>
<th>PHYSICAL COND</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easton High School</td>
<td>9-12</td>
<td>1,283</td>
<td>1,143</td>
<td>89.1%</td>
<td>36.2</td>
<td>1966 105,085</td>
<td>Very Good TCPS, February 2016</td>
<td></td>
</tr>
<tr>
<td>723 Mecklenburg Avenue, Easton 21601</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1971 25,768</td>
<td>Good PSCP November 2015</td>
<td></td>
</tr>
<tr>
<td>School No. 20.0101</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1976 31,446</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSC No. 20.002</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1997 17,020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Assessment ID: 21-01-026488</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1999 3,300</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1999 4,210</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total 186,829</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Renovations & Additions:**
- 1997 Renovated the 1966 & 1971 parts and the music wing in the 1976 part. The remaining auditorium wing in the 1976 part received a new roof and only minor renovations.
- 1999 Added 3,300 sf for auxiliary gym, health, & weight room.
- 1999 Added automotive technology classroom/lab 4,210 sf (private donations).

**Aging School Program Projects:**
- 1998 Stadium lights
- 1999 Renovated track
- 2006 Greenhouse addition
- 2013 Security system
- 2015 Recabling
- 2015 Camera Replacement

**Supplemental Appropriation:**
- 2012 HVAC (chiller) renewal
- 2012 Lighting

Serves students from Easton Hot Spot.
Located in Priority Funding Area.
### FACILITIES INVENTORY

**LEA:** Talbot County Public Schools  
**DATE:** May 9, 2017

<table>
<thead>
<tr>
<th>SCHOOL NAME &amp; ADDRESS</th>
<th>GRADE S</th>
<th>SRC</th>
<th>PRIOR FALL ENRLMT</th>
<th>% UTIL</th>
<th>ACREAGE</th>
<th>BUILDING DATA</th>
<th>PHYSICAL COND</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Michaels Middle/High School</td>
<td>6-12</td>
<td>641</td>
<td>Approved by MDP on 11/20/08</td>
<td>441</td>
<td>68.8%</td>
<td>1971</td>
<td>Superior TCPS</td>
<td>Renovations &amp; Additions: 2009 Renovated 76,515 sf and added 3,087 sf</td>
</tr>
<tr>
<td>200 Seymour Avenue, St. Michaels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2002</td>
<td>Superior PSCP</td>
<td>Systemic Renovations: 1995 Replaced total roof 1997 HVAC replacement</td>
</tr>
<tr>
<td>School No. 20.0202</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>Superior PSCP</td>
<td>Nov. 2012</td>
</tr>
<tr>
<td>PSC No. 20.008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Located in Priority Funding Area</td>
</tr>
<tr>
<td>Tax Assessment ID: 21-02-066912</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>(p/o – shared with SMES)</td>
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<td></td>
</tr>
<tr>
<td>Note: Effective for 2014-2015</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grades 6 to 12</td>
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</tr>
</tbody>
</table>

Part III - Inventory and Evaluation of Building and Facilities
Building Maintenance Survey

The State Public School Construction Program performs a maintenance inspection of public schools throughout the State each year. At least one school in Talbot County is inspected each year. Over the past several years Talbot County has received a “Superior” rating for three of their nine schools and three schools have been rated “Good”. The inspection rating is the result of a composite score; consequently, any surveyed school building may have areas or systems that are in significantly better or worse condition than the overall building rating.

Table III-1: PSCP Inspection Results, FY 2013 – FY 2016

<table>
<thead>
<tr>
<th>School</th>
<th>Year Renovated</th>
<th>Fiscal Year Inspected</th>
<th>PSCP Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Michaels Middle/High</td>
<td>2009, with small addition</td>
<td>2013</td>
<td>Superior</td>
</tr>
<tr>
<td>St. Michaels Elementary</td>
<td>2008, with small addition</td>
<td>2014</td>
<td>Superior</td>
</tr>
<tr>
<td>Tilghman Elementary</td>
<td>2003, with 14,484 sf addition</td>
<td>2014</td>
<td>Superior</td>
</tr>
<tr>
<td>Easton Elementary – Dobson</td>
<td>1992, with 2012 Head Start addition</td>
<td>2015</td>
<td>Good</td>
</tr>
<tr>
<td>Easton Elementary – Moton</td>
<td>1991, with 12,702 sf addition</td>
<td>2015</td>
<td>Good</td>
</tr>
<tr>
<td>Easton High</td>
<td>1997, with 1999 additions</td>
<td>2016</td>
<td>Good</td>
</tr>
</tbody>
</table>

The chart illustrates the connection between facility renovation and maintenance quality: the three most recently renovated facilities received Superior ratings, while the three older facilities received Good ratings. Talbot County Public Schools has shown the value it places on the quality of its school facilities by consistently achieving Superior ratings in a number of separate maintenance categories, including site utilities, playgrounds/field/athletic equipment, entryways and exit doors, interior appearance and sanitation, interior walls, interior lighting, electrical distribution equipment, and a range of mechanical systems and equipment. At the same time, improvement is called for in two specific areas, regular inspections of fire extinguishers and installation of clearly marked evacuation instructions. In addition, as in schools throughout the state, more attention is needed to classroom safety items, particularly keeping classroom doors free of combustible materials, and not hanging materials from ceiling grids.

Talbot County Public Schools completes a separate countywide inspection and rating of each of the school buildings on an annual basis. The overall rating for each school is listed on Form 101.1 under physical condition (along with the PSCP rating). Table III-2 shows the rating report for each of the 34 components for each school. This rating system is somewhat similar to that used by the State Public School Construction Program; there are differences in the rating terminology and scorings, and the PSCP survey includes a separate category for Vertical Conveyance (lifts and elevators). In the TCPS evaluation each item is given one of five ratings, then a total is calculated and the facility is assigned a corresponding overall score and rating depending on the number of points. An “A” is Superior (95-86), “B” is Very Good (85-76), “C” is Good (75-66), “D” is Fair (65-56), and “E” is Poor (55-0). The corresponding scores in the PSCP rating system are “Superior” (100-96), “Good” (95-86), “Adequate” (85-76), “Not Adequate” (75-66), and “Poor” (65-0).
The table that follows shows the Talbot County Public Schools Building Maintenance Survey prepared in February 2017. Three (3) schools received a “Superior” (A) rating, three (3) schools received a “Very Good” (B) rating, and three schools received a “Good” (C) rating. The school system average for all components and all schools was a “Very Good” rating.
## Table III-2 - Talbot County Public Schools
### 2017 Building Maintenance Survey – Inspection Report Justification

<table>
<thead>
<tr>
<th>CDES</th>
<th>EES-D</th>
<th>EHS</th>
<th>EMS</th>
<th>EES-M</th>
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<th>SMMHS</th>
<th>TES</th>
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<td>D</td>
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<td>Site Appearance</td>
<td>B</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>D</td>
<td>A</td>
<td>A</td>
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</tr>
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<td>3</td>
<td>Site Utilities, Secure</td>
<td>A</td>
<td>B</td>
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<td>A</td>
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<td>Exterior Appearance</td>
<td>A</td>
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<td>Chill Water Distribution</td>
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<td>C</td>
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<td>34</td>
<td>Int., Sub., Struct.</td>
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<td>C</td>
<td>B</td>
<td>D</td>
<td>C</td>
<td>A</td>
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<tr>
<td>35a</td>
<td>Factor A x 95</td>
<td>380</td>
<td>190</td>
<td>95</td>
<td>285</td>
<td>95</td>
<td>2,280</td>
<td>2,375</td>
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<td>Factor B x 85</td>
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<td>765</td>
<td>1,785</td>
<td>85</td>
<td>255</td>
<td>170</td>
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<td>Factor C x 75</td>
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<td>130</td>
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<td>35e</td>
<td>Factor E x 55</td>
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<tr>
<td>36</td>
<td>Total Sum (Lines 35a through 35e)</td>
<td>2,755</td>
<td>2,540</td>
<td>2,330</td>
<td>2,595</td>
<td>2,310</td>
<td>2,740</td>
<td>2,760</td>
<td>2,520</td>
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<td>37</td>
<td>Maximum Possible Items Evaluated</td>
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<td>34</td>
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<td>Less Items Not Applicable</td>
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<td>Total Items Evaluated</td>
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<td>34</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>30</td>
<td>30</td>
<td>28</td>
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<tr>
<td>40</td>
<td>Total Score (Line 36 divided by Line 39)</td>
<td>83.4848</td>
<td>74.706</td>
<td>77.667</td>
<td>83.71</td>
<td>72.188</td>
<td>91.333</td>
<td>92</td>
<td>90</td>
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<tr>
<td>41</td>
<td>Overall Rating:</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

### N = N/A

### E = Poor

### C = Good

### B = Very Good

### A = Superior
Relocatable Classroom Buildings

There are a total of nine (9) locally owned relocatable classrooms in use by the Talbot County Public School System.

   a. Easton Elementary – Moton School Building: One relocatable is used for a day care program.

   b. Central office site (former Mt. Pleasant Elementary School):
      - Two relocatable classrooms are used for the Alternative Learning Academy (ALA).
      - Three relocatable classrooms are used for storage by the maintenance department.

   c. White Marsh Elementary School: A two-classroom relocatable building accommodates educational program needs.

Former Public School Buildings

During the 1998-1999 school-year the Board of Education moved the Talbot County central administrative offices and maintenance operations to the former Mt. Pleasant Elementary School in Easton. In addition, this site also serves the ALA and Checkmate-Out Programs (Alternative Programs) as well as evening High School for the GED program. There is also a warehouse on this site. The Board of Education transferred 6.25 acres of this site to the Talbot County Council for use as a public park. The remaining site area is 15.40 acres, of which 1.75 acres are leased to the Critchlow Adkins Children’s Center for 20 years under an agreement that allows the Center to build and operate a child care facility. An adjacent 2.5 acres lot was donated to the Board of Education in January of 2017, which increases the total acreage at the Mt. Pleasant site to 17.9 acres. This is the only former school facility that no longer houses students, and this facility is still owned by the Board of Education.
IV. SCHOOL ENROLLMENT DATA

Historic Enrollment Data

Historical Public School Enrollment

Talbot County Public Schools has experienced several major demographic cycles in recent decades that have produced prolonged periods of gradual enrollment growth and decline. These cycles are the result of the “baby boom” and subsequent “boomlets,” and they continue to this day, although the size of each succeeding wave and trough has gradually diminished. These changes have rarely, however, resulted in school facilities that were either significantly overcrowded or underutilized for any extended period of time.

These demographic cycles have been independent of the rate of growth and development in Talbot County. Whereas overall population growth has been largely attributable to in-migration associated with development of retirement and leisure communities, enrollment growth has been driven by demographic cycles related to birth rates. As noted in Section II Community Analysis, many residential units in Talbot County are targeted at the retirement, second-home, and estate markets, housing types that do not yield school-age children. Very few multi-family housing units have been built in the county. Other factors that explain the difference between building activity, population growth, and enrollment growth include the high cost of housing in Talbot County, which may force families with school-age children to seek more affordable housing in adjacent counties, and the relative lack of employment opportunities.

Historic enrollment by grades for the current school year and the previous 10 years can be found in Table IV-1. All enrollment figures are for September 30 of the indicated year. This historical data is provided by the Maryland Department of Planning and does not include pre-kindergarten students enrolled in Talbot County Public Schools. The enrollment figures are for the full time equivalent (FTE) enrollment of the school system, which is to be distinguished from the head count enrollment:

- **Head count** refers to the actual number of students who are enrolled in the school system, irrespective of whether they are full-day or part-day students.
- **Full time equivalent (FTE)** enrollment accounts for the fact that pre-kindergarten and certain other student groups attend school for part of the day. The total number of these students is divided by half and is then added to the regular full-day population in order to determine the FTE. FTE is used for purposes of engaging the appropriate number of staff members and assigning appropriate instructional space.

Talbot County Public Schools enrollment experienced a period of decline from the early 1970s to 1983. A new enrollment growth cycle began in 1984 and peaked in 1998. Enrollment has been stable or has shown modest declines since 1998. The year in which enrollments reached a low point and then began to rise has varied by grade level, reflecting fluctuations in the birthrate. This tendency is shown in the following summaries:

- **Total Enrollment.** Total public school K-12 enrollment in Talbot County reached a low of 3,657 students in 1983 and a high in 1998. From 2006 to 2016 the FTE for K-12 grew from 4,224 to a total of 4,322. The Pre-K to 12 enrollment by head-count for the past several years has been in the range of 4,459 in 2011 to 4,625 in 2015, with an enrollment of 4,593 in 2016.
- **Total Elementary Enrollment.** Total elementary school enrollment reached a low of 1,461 K-5 students in 1981. Pre-kindergarten programs began in 1991, which resulted in a Pre-K to 5
enrollment of 2,213 that year. After 1991, the Pre-K to 5 enrollment declined to a low of 1,912 in 2006, then increased to 2,271 in 2012, including a small number of students in the P3 program. The total P3/Pre-K to 5 enrollment has fluctuated within a narrow range between 2,263 in 2011 and 2,237 in 2016.

- **P3/Prekindergarten Enrollment.** The P3/PreK head count has averaged 260 students between 2011 and 2016, with a low of 224 in 2015 and a high of 293 in 2012.

- **Kindergarten Enrollment.** Kindergarten enrollment reached a low of 200 students in 1979, peaked at 352 students in 1986, and then trended erratically lower to 263 students in 2004. The kindergarten enrollment grew by almost 100 students to reach 359 in 2013. It dropped in 2016 to 290.

- **Middle School.** Middle school enrollment (grades 6-8) reached a low of 797 students in 1987, and then increased to a peak of 1,124 students in 2002. After 2002 the middle school enrollment declined steadily to a low figure of 907 in 2010. It then increased fairly steadily to reach over 1,000 in 2014 and 2015. The total middle school enrollment in 2016 was 970.

- **High School.** High school enrollment in grades 9 to 12 hit its peak in 1979 at 1,580 students. It declined by 36.1 percent to 1,008 students in 1990, and then peaked again at 1,504 students in 2007. The high school enrollment has dropped steadily since that time to reach 1,321 in 2013. Each of the last two years has shown a slight increase – 1,334 in 2014 and 1,354 in 2015. The 2016 high school enrollment grew modestly to 1,386.

Enrollment growth in recent years has sometimes shifted geographically. For example, during the late 1990s Chapel District and White Marsh Elementary Schools grew while Easton Elementary School had a significant enrollment decline. This relationship has changed in recent years, with enrollment declining modestly at Chapel District but rising at White Marsh and remaining generally stable at Easton Elementary. Because of the relatively small total size of the Talbot county population and public school enrollment, a few large residential developments can have a significant effect on regional growth rates. Beginning in 2009, another shift occurred as redistricting moved students from Easton Elementary to Chapel District Elementary, St. Michaels Elementary, and White Marsh Elementary.
### Table IV-1 - Talbot County Total Public School Historical Enrollments 2006 – 2016

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<td>318</td>
<td>321</td>
<td>352</td>
<td>332</td>
<td>359</td>
<td>325</td>
<td>323</td>
<td>290</td>
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<tr>
<td>Elementary Special</td>
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<td>307</td>
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<td>323</td>
<td>352</td>
<td>317</td>
</tr>
<tr>
<td>9</td>
<td>473</td>
<td>385</td>
<td>421</td>
<td>422</td>
<td>407</td>
<td>357</td>
<td>377</td>
<td>369</td>
<td>409</td>
<td>399</td>
<td>462</td>
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<tr>
<td>10</td>
<td>381</td>
<td>398</td>
<td>417</td>
<td>385</td>
<td>372</td>
<td>356</td>
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<tr>
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<td>0</td>
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</tr>
<tr>
<td>Elementary Ungraded + (K-5)</td>
<td>1,729</td>
<td>1,764</td>
<td>1,811</td>
<td>1,876</td>
<td>1,936</td>
<td>1,986</td>
<td>1,993</td>
<td>2,004</td>
<td>2,031</td>
<td>2,045</td>
<td>1,966</td>
</tr>
<tr>
<td>(6-8)</td>
<td>1,010</td>
<td>965</td>
<td>962</td>
<td>939</td>
<td>907</td>
<td>935</td>
<td>931</td>
<td>974</td>
<td>1,007</td>
<td>1,002</td>
<td>970</td>
</tr>
<tr>
<td>(9-12)</td>
<td>1,485</td>
<td>1,504</td>
<td>1,487</td>
<td>1,459</td>
<td>1,415</td>
<td>1,358</td>
<td>1,353</td>
<td>1,321</td>
<td>1,334</td>
<td>1,354</td>
<td>1,386</td>
</tr>
<tr>
<td>(6-12) + Secondary Ungraded</td>
<td>2,495</td>
<td>2,469</td>
<td>2,449</td>
<td>2,398</td>
<td>2,322</td>
<td>2,293</td>
<td>2,284</td>
<td>2,295</td>
<td>2,341</td>
<td>2,356</td>
<td>2,356</td>
</tr>
</tbody>
</table>

Total School Enrollment | 4,224 | 4,233 | 4,260 | 4,274 | 4,258 | 4,279 | 4,277 | 4,299 | 4,372 | 4,401 | 4,322 |

Prepared by Maryland Department of Planning, March 2017
Another factor of note is the change that has occurred in student demographics. The most significant change was in the Hispanic student enrollment. During the 2006-2007 school year 246 Hispanic students were enrolled in TCPS, representing 5.6 percent of the total enrollment. Five years later, the 2011-2012 Hispanic student enrollment had grown to 438, an increase of more than 75 percent above the 2006-2007 figure and representing 9.6 percent of the total enrollment. In the next five-year period the Hispanic enrollment increased again to 765 students, or 16.7 percent of the total enrollment, and bypassing the percentage of African-American students in the school system. In this five-year period, the Hispanic population increased by 327 students, a 74.7% increase. During the twelve-year period from 2006 to 2016 the Hispanic student enrollment increased from 246 students to 765 students, or more than three times.

Table IV-2: Racial/Ethnic Composition of Talbot County Public Schools, 2006-2007 to 2016-2017

<table>
<thead>
<tr>
<th></th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Hawaiian</th>
<th>Two or More</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>7</td>
<td>83</td>
<td>937</td>
<td>246</td>
<td>3,125</td>
<td>nu</td>
<td>nu</td>
<td>4,398</td>
</tr>
<tr>
<td></td>
<td>0.16%</td>
<td>1.89%</td>
<td>21.31%</td>
<td>5.59%</td>
<td>71.06%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>14</td>
<td>82</td>
<td>785</td>
<td>438</td>
<td>3,064</td>
<td>6</td>
<td>153</td>
<td>4,542</td>
</tr>
<tr>
<td></td>
<td>0.31%</td>
<td>1.81%</td>
<td>17.28%</td>
<td>9.64%</td>
<td>67.46%</td>
<td>0.13%</td>
<td>3.37%</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>4</td>
<td>95</td>
<td>718</td>
<td>765</td>
<td>2,768</td>
<td>2</td>
<td>241</td>
<td>4,593</td>
</tr>
<tr>
<td></td>
<td>0.09%</td>
<td>2.07%</td>
<td>15.63%</td>
<td>16.66%</td>
<td>60.27%</td>
<td>0.04%</td>
<td>5.25%</td>
<td></td>
</tr>
</tbody>
</table>

Note: “nu” – classification not used this year

The African-American student enrollment of 937 in 2006-2007 (21.3 percent of the total), decreased to 785 in the 2011-2012 school year (17.3 percent). It then decreased again to 718 in the 2016-2017 school year, representing 15.6 percent of the total school system enrollment. Over this ten-year period the African-American student enrollment decreased from 937 to 718, a decrease of 219 students or 23.3 percent.

During this same period, the White student enrollment, which was 3,125 in 2006-2007 (71.1 percent) decreased to 3,064 in 2011-2012, or 67.5 percent of the total enrollment. The White student enrollment decreased again to 2,768 in 2016-2017, or 60.3 percent of the total enrollment. During this ten-year period, the White student enrollment decreased from 3,125 to 2,768, a decrease of 357 students or 11.4 percent. Students reporting two or more races were counted at 241 in the 2016-2017 school year (an increase of 88 students, or 57.5%, above the 2011-2012 figure).

Non-Public School Enrollment

For the 2016-2017 school year there were a total of 13 non-public programs in Talbot County. Of these, nine enrolled only nursery-school aged children (2-5 years old), one enrolled students in grades K-8, two enrolled students in grades PK-12, and one enrolled students in grades 9-12. A total of 1,325 students were enrolled in these programs as of February 2017. The nursery schools enrolled a total of 248 students, while the other schools enrolled a total of 1,077 students.
Since these schools self-report the data, a new procedure that began in 2009, the number of schools and the student information obtained from Maryland Department of Education reports pertaining to non-public school enrollment may vary from actual practice, depending on the consistency and accuracy of the self-reported data. Taking into account these limitations in the data, the total non-public school enrollment (including the nursery school enrollment) is shown on Table IV-3 below for the past ten years.

Table IV-3. Non-Public School Enrollment, 2007 – 2016 (including Nursery School)\(^1\)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Non-Public</td>
<td>1,493</td>
<td>1,424</td>
<td>1,245</td>
<td>1,110</td>
<td>1,142</td>
<td>1,115</td>
<td>1,059</td>
<td>1,121</td>
<td>1,143</td>
<td>1,325</td>
</tr>
</tbody>
</table>

No data is available on the county of residence for non-public school students who attend school in Talbot County. However, it is likely that the number of students from outside the county who attend Talbot County non-public schools exceeds the number of Talbot students who attend non-public schools outside of the county. In particular, a significant number of the students who attend at least two schools during the course of their elementary and secondary education are drawn from outside of Talbot County.

When reviewing the non-public school enrollment data (exclusive of nursery school) from MSDE compared to the total Talbot County K-12 enrollment (public plus non-public) for the past six years, and taking account of the potential inconsistencies in reporting from the non-public schools, the non-public school enrollment has represented between 16.9 and 20.6 percent of the total. The table below presents the data.

Table IV-4. Non-Public K-12 School Enrollment Compared to Total K-12 Enrollment, 2011 – 2016 (Exclusive of Nursery School)

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TCPS K-12</td>
<td>4,279</td>
<td>4,277</td>
<td>4,299</td>
<td>4,630</td>
<td>4,401</td>
<td>4,595</td>
</tr>
<tr>
<td>Non-Public K-12</td>
<td>1,006</td>
<td>982</td>
<td>916</td>
<td>941</td>
<td>1,143</td>
<td>1,077</td>
</tr>
<tr>
<td>Total K-12 Enrollment (Public + Non-Public)</td>
<td>5,285</td>
<td>5,259</td>
<td>5,215</td>
<td>5,571</td>
<td>5,544</td>
<td>5,672</td>
</tr>
<tr>
<td>Percentage Non-Public</td>
<td>19.0%</td>
<td>18.7%</td>
<td>17.6%</td>
<td>16.9%</td>
<td>20.6%</td>
<td>18.0%</td>
</tr>
</tbody>
</table>

Historically, non-nursery non-public school enrollment grew much faster than public school enrollment from the late 1980s through the 1999-2000 school year. The non-public school enrollment, which had

\(^1\) Sources: For 2007 – 2015, annual report prepared by the Maryland State Department of Education (MSDE); for 2016, Talbot County Public Schools.
been above 1,000 for many years, dropped below that level from 2012 to 2014, but increased above 1,000 in 2015 and 2016.

**Home Instruction**

Home instruction enrollment has followed a trend similar to that of non-public school enrollment. In 1990 there were only 16 home instruction K-12 students in Talbot County, or 0.4 percent of the public school enrollment. Home instruction enrollment then increased to a peak in 2003-2004 of 147 students, or 3.4 percent of the public school K-12 enrollment.

Since the peak in 2003-2004, home instruction enrollment has generally declined. In the 2016-2017 school year there were 146 Talbot County K-12 students enrolled in home instruction, or 3.2% percent of the public school K-12 enrollment.

**Table IV-5. Home School Enrollment as Percentage of Public School Enrollment, 2009 - 2016**

<table>
<thead>
<tr>
<th>Year</th>
<th>Home Schooled Pupils (K-12)</th>
<th>Percentage of County Enrollment (K-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>66</td>
<td>1.4 %</td>
</tr>
<tr>
<td>2010</td>
<td>77</td>
<td>1.6 %</td>
</tr>
<tr>
<td>2011</td>
<td>102</td>
<td>2.2 %</td>
</tr>
<tr>
<td>2012</td>
<td>88</td>
<td>2.1 %</td>
</tr>
<tr>
<td>2013</td>
<td>77</td>
<td>1.8 %</td>
</tr>
<tr>
<td>2014</td>
<td>102</td>
<td>2.3 %</td>
</tr>
<tr>
<td>2015</td>
<td>133</td>
<td>3.0 %</td>
</tr>
<tr>
<td>2016</td>
<td>146</td>
<td>3.2 %</td>
</tr>
</tbody>
</table>

The majority of home-school students are monitored by a church organization or by non-public school organizations approved by the Maryland State Department of Education. In the 2016-2017 school year, slightly more than half of home instruction students were supervised by the Talbot County Public Schools.

**Projected Enrollment Data**

**Projection Methodology and Data – Maryland Department of Planning**

The Maryland Department of Planning (MDP), the primary source of public school enrollment projection data, releases new projections each year. The MDP projection methodology uses historical data to relate the number of births in a given year to subsequent kindergarten and first grade enrollment five and six years later. These ratios reflect both the number of births and the net in-migration and emigration of children of pre-school age.

A variety of historical grade succession ratios (GSR; also called cohort survival ratios, CSR) are developed to show the relationship between one year’s enrollment in a particular grade and the previous year’s enrollment in the preceding grade. These grade succession ratios cover different periods of time and methods, such as the most recent year ratio and the average of the last 3, 5 or 10-year ratios.
The MDP grade succession ratios reflect the effects of five factors that determine the number of students in the subsequent grades: child mortality, net in-migration and emigration of school age children, transfer of children between public and private schools, non-promotion of children to the next grade level, and dropouts in the later years of secondary school. Barring unusual circumstances that may cause a rapid increase or decrease in enrollments, the GSRs reflect the cumulative effect of these factors. If any of the factors have changed in recent years, this will affect the historic grade succession ratio. The selection of which average grade succession ratio to use has a significant effect on the projection of future enrollment. MDP makes its selection of the appropriate grade succession ratio based on past history and on anticipated trends in school age population, births, and both public and non-public school enrollment.

In recent years MDP has included within its projections a factor to account for legislation passed by the Maryland General Assembly, which was signed into law as Chapter 494 of the Acts of 2012. This law increases the age for compulsory school attendance to 17 in school year 2015-2016 and then to 18 in school year 2017-2018. By affecting the number of students who are anticipated to remain in high school, these changes have increased MDP’s projected ten year enrollments for grades 9-12.

The enrollment projections for school years 2017 through 2026 developed by MDP are for the entire countywide school system on a grade-by-grade basis, rather than an individual school basis. MDP’s projections for Talbot County are shown in Table IV-6. The MDP projections are for full time equivalent (FTE) enrollments and do not include pre-kindergarten students. The projections are rounded to the nearest ten.

The total K to12 Talbot County public school enrollment is projected to increase slightly during the next 10 years, from the current 4,322 FTE in 2016 to 4,460 FTE in 2026. As would be expected, the headcount enrollment will follow the same pattern, increasing by approximately 100 students from 4,593 in 2016 to 4,692 in 2026. The headcount figure is projected to reach a peak of 4,712 in 2024 and then decline slightly toward the 2026 figure.

Specific components of the projections are as follows:

- **Live Births, Kindergarten, and First Grade.** The MDP projections assume that births in 2017 will equal the 2016 figure of 330, and will then increase to 340 in 2018 and remain constant at this figure through 2021. This is below the peak number of 415 recorded in 1990. Based on the past and projected live birth information, the MDP kindergarten enrollment projections for Talbot County will increase fairly smoothly from approximately 290 in 2017 to 320 in 2026. The 1st grade projections for 2017 through 2026 are shown in a similar range of 290 to 320, suggesting that the majority of kindergarten students will remain in the school system, if not necessarily at the same school where they began their education. These kindergarten and 1st grade projections are slightly lower than the projections that were developed by MDP in March of 2016.

- **Elementary School.** Elementary FTE enrollment (K to 5) for 2016 was 1,966. It is projected to decline by over 75 students to 1,890 in 2021 and then to increase gradually to a total of 1,960 in 2026. The net effect across the decade will leave the K-5 enrollment almost unchanged from the 2016 figure.
• *Middle School.* Middle school enrollment (grades 6-8) in 2016 was 970. It is projected to increase to 1,000 in 2017 and remain above 1,000 during the next ten year period in a range between 1,000 (2017) and 1,080 (2020), with a projected 2026 enrollment of 1,030.

• *High School.* High school enrollment (grades 9-12) was 1,386 in 2016. The enrollment is projected to increase to 1,430 in 2017, and then to remain in a range between 1,410 (2018) and 1,520 (2023, 2024), with a final figure in 2026 of 1,470.
Table IV-6: Talbot County Public School Enrollment Historical 2016 and Projected 2017-2026

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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
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<td>290</td>
<td>300</td>
<td>310</td>
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<td>310</td>
<td>320</td>
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<tr>
<td>Elementary Special</td>
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<tr>
<td>Other Ungraded</td>
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<td>336</td>
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<td>340</td>
<td>370</td>
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<td>350</td>
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<td>462</td>
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<td>470</td>
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<tr>
<td>Secondary Special</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Other Secondary Ungraded</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Elementary Ungraded + (K-5)</td>
<td>1,966</td>
<td>1,920</td>
<td>1,930</td>
<td>1,910</td>
<td>1,900</td>
<td>1,890</td>
<td>1,910</td>
<td>1,920</td>
<td>1,930</td>
<td>1,920</td>
<td>1,960</td>
</tr>
<tr>
<td>(6-8)</td>
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<td>1,070</td>
<td>1,020</td>
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<td>1,040</td>
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<tr>
<td>(9-12)</td>
<td>1,386</td>
<td>1,430</td>
<td>1,410</td>
<td>1,450</td>
<td>1,430</td>
<td>1,450</td>
<td>1,510</td>
<td>1,520</td>
<td>1,520</td>
<td>1,490</td>
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<tr>
<td>(6-12) + Secondary Ungraded</td>
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<td>2,430</td>
<td>2,430</td>
<td>2,520</td>
<td>2,510</td>
<td>2,520</td>
<td>2,530</td>
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<td>Total School Enrollment</td>
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<td>4,360</td>
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<td>4,410</td>
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<td>4,440</td>
<td>4,460</td>
<td>4,480</td>
<td>4,450</td>
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</tr>
</tbody>
</table>

All projected figures rounded to nearest ten
Totals are sum of rounded enrollments by grade
Projections prepared by Maryland Department of Planning
Projection Methodology and Data – Talbot County Public Schools

To be useful in planning for specific educational facilities, the MDP countywide enrollment projections for kindergarten and first grade are distributed among the individual schools. The MDP kindergarten projection for the coming year is distributed among all the elementary schools based on each school's proportionate share of the previous three years of attendance. The same methodology is used as to distribute the MDP first-grade enrollment projection among the elementary schools. Historical grade succession ratios based on three-year averages are then used to project the enrollment of each grade level in each school.

To determine the accuracy of the assumptions used in selecting grade-succession ratios, the total projections for elementary school, middle school, and high school are compared to the equivalent totals developed by MDP. Discrepancies are explained either by differences in assumptions regarding grade succession ratios or by external factors that are unique to a specific school's enrollment trend, e.g. a rapid increase in English Language Learners. However, variances are likely to increase with each succeeding year, not only because of the inherent uncertainty of the future events that might influence student enrollments, but also because even slight differences in assumptions – e.g. use of a three-year average vs. a four-year or five-year average – tend to compound into significant discrepancies with each successive application of the grade succession ratio.

Special Considerations: P3 and Pre-K, Out-of-Area Students, ALA Students; Attendance Area Changes

- **P3 and Pre-kindergarten** enrollments are based on capacity rather than on past history. In general, it is anticipated that all available P3 and Pre-K seats will be fully utilized.

- **Kindergarten**: The total kindergarten enrollment for the county is based on the March 2017 birth-to-K (BTK) ratios calculated by MDP. As noted, the MDP total is distributed among the schools based on each school's historic share of the K population. Because parents make many decisions about the best education for their children once they leave the Pre-K setting, grade succession ratios are not developed between Pre-K and kindergarten.

- **1st Grade**: Grade succession ratios between kindergarten and 1st grade are not used because of the uncertainties involved in determining whether children will continue at the same school, attend private school, be home-schooled, or follow other parental options. Similarly to the kindergarten projection, the MDP total is distributed based on each school's historic share of the 1st grade population.

- **Out-of-Area** transfer requests that are approved each year also impact the projected enrollments at individual schools. These were described in Part I - Goals, Standards, Policies and Guidelines. The enrollment projections prepared and presented by MDP are based upon the actual number of students attending all schools in each grade, which includes the approved transfers. The trends associated with the transfer students cannot be isolated in preparing the school-by-school enrollment projections. The methodology therefore assumes that the number of transfer students at each school will remain reasonably constant from year to year.
• Alternative education students who attend the ALA for a portion of the school year are counted in the enrollment of their home school.

• Attendance Areas: Two specific sets of changes are incorporated into the projections:
  - Beginning with the 2009-2010 school year, the Board of Education approved redistricting intended to reduce overcrowding at Easton Elementary School and to better utilize excess capacity at Chapel District, White Marsh and St. Michaels Elementary Schools. Because of grandfathering provisions, the effects were phased in over several years, becoming fully implemented by the 2015-2016 school year. Pending further decisions on redistricting, it is assumed that further enrollment projections for these schools will be based on grade succession ratios.
  - The enrollment projections include the change in grade organization and school assignment approved by the Board of Education effective for the 2014-2015 school year. The sixth graders from St. Michaels Elementary and Tilghman Elementary are now included in the projections for St. Michaels Middle/High School. The pre-kindergarten students who would have attended St. Michaels Elementary School but who live within the Tilghman Elementary attendance area are now included in the projection for Tilghman Elementary School.

Future Enrollment Projections (Form 101.2)
The FTE local enrollment projections are shown on IAC/PSCP Form 101.2 for the entire county and then for each school. The school-by-school projections include the full time equivalent enrollment of P3 and PK students. For the County totals, the FTE and head count totals are shown. The information on each form includes actual current school enrollment data as of September 30, 2016. The FTE enrollment is obtained by dividing the number of P3 and Pre-K students by two, since these students attend half-day programs. In accordance with State law in effect since the 2007-2008 school year, kindergarten is a full-day program at all five elementary schools; the kindergarten head count is therefore equal to the FTE.

For purposes of this report, the grade succession ratios (GSR) for individual schools are based on a 3-year averages. To illustrate the method, the GSR used to project each future year enrollment at the elementary school level is calculated as the sum of the current and the previous two (2) years, divided by the sum of the prior three (3) years of the previous grade level. For example, the calculation of the 2017 2nd grade enrollment at Chapel District Elementary School is based on the following formula:

\[
\text{GSR}_{1-2} \times [2016 \text{ 1st Grade Enrollment}] = [\text{Projected 2017 2nd Grade Enrollment}]
\]

For each future year 2017 to 2026, the GSR for each particular grade remains constant at the GSR that was calculated to determine the 2017 enrollment for that grade. For the example of Chapel District Elementary School, the GSR for the 2nd grade for all future years will be 1.0279, the same
figure as used to calculate the 2017 2nd grade enrollment. Specific GSRs are calculated for other grade levels. When the enrollment projections are summed for the elementary, middle, and high school levels, and for the school system as a whole, the figures are compared to comparable MDP figures shown in Table IV-1 to determine the accuracy of the method.

For the 2017 EFMP, three projection methods were compared:

- 5-year leading edge projections: ratios were based on five-year averages, and future-year enrollments were used to re-calculate the GSR for each future year.
- 3-year leading edge projections: ratios were based on three-year averages, and future-year enrollments were used to re-calculate the GSR for each future year.
- The method described above, in which future-year enrollments were based on a constant GSR that was calculated from the three-year average of prior-year actual enrollments.

The third method, described above, was found to produce overall results for the elementary school, middle school, and high school enrollments that were most consistent with the MDP countywide calculations and has therefore been used to provide the enrollment figures in Form 101.2 at the end of this section. The consistency of the method with the MDP projections may be explained by the stability of the school system: a GSR that accurately reflects the enrollments from the recent past is likely to be applicable within the near future unless there are significant changes in new housing development or the occupancy of existing housing.

These enrollment projections and assignments to individual schools are based on the best data that is currently available. They assume a continuation of recent trends and development patterns and are subject to alteration if these trends and patterns change. The overall enrollment figures can mask specific enrollment changes that may occur at individual schools or even in particular grade levels at these schools. Because of the small total size of Talbot county enrollment, single events (such as a large family-oriented residential development or an employment change) can have a large percentage impact on population and public school enrollment. Careful ongoing monitoring of the character and progress of residential developments within the incorporated towns and/or the unincorporated areas is critical to planning for the future facility and educational needs and requirements for the Talbot County Public Schools and future revisions and/or updates to the EFMP.

One factor of particular note is the yield factor for housing, particularly in Easton: even if new residential construction maintains its current slow pace of growth and remains largely focused on higher-priced housing for retirees and vacationers, it is still possible that existing housing in the more affordable price range will house larger households or even several households. Events external to Talbot County can lead to rapid and unanticipated changes in the student yield of various housing types. The student yield characteristics of various housing types, particularly multi-family housing, should be monitored to determine if there are changes that may imply an increase in the number of school-age children.

A copy of the letter from Talbot County Public Schools accepting the Maryland Department of Planning’s enrollment projections for use in this EFMP is included in the Appendices, with a letter from MDP acknowledging that Talbot County Public Schools will utilize the MDP enrollment projections for the 2017 EFMP.
## FTE Enrollment Projections by Grade

**LEA:** Talbot County Public Schools  
**SCHOOL:** Talbot County Public Schools  
**DATE:** May 9, 2017

### Enrollments as of September 30th

<table>
<thead>
<tr>
<th>Grade</th>
<th>ACTUAL</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>P3 (FTE)</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
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<tr>
<td>PRE-K (FTE)</td>
<td>126</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>20</td>
</tr>
<tr>
<td>KINDERGARTEN</td>
<td>290</td>
<td>290</td>
<td>300</td>
<td>310</td>
<td>290</td>
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<td>290</td>
<td>320</td>
</tr>
<tr>
<td>2nd</td>
<td>326</td>
<td>321</td>
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<td>308</td>
<td>308</td>
<td>318</td>
<td>318</td>
</tr>
<tr>
<td>3rd</td>
<td>349</td>
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<td>308</td>
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<td>4th</td>
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<td>12th</td>
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<td>258</td>
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</tr>
<tr>
<td>SP ED*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOT. K-12 w/o P3 &amp; PK</td>
<td>4,322</td>
<td>4,328</td>
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<td>4,330</td>
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<tr>
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<td>4,447</td>
<td>4,334</td>
</tr>
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<td>4,617</td>
<td>4,504</td>
</tr>
<tr>
<td>TOT. K-5 w/o P3 &amp; PK</td>
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<td>1,917</td>
<td>1,894</td>
<td>1,862</td>
<td>1,835</td>
<td>1,821</td>
<td>1,891</td>
</tr>
<tr>
<td>TOT. K-5 w/ P3 &amp; PK (FTE)</td>
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<td>2,064</td>
<td>2,032</td>
<td>2,005</td>
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<td>TOT. Head Count K-5 w/ P3 &amp; PK</td>
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<td>2,202</td>
<td>2,175</td>
<td>2,161</td>
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| Total 6-8      | 970    | 993    | 1,017  | 1,035  | 1,022  | 1,003  | 921     |
| Total 9-12     | 1,386  | 1,418  | 1,385  | 1,433  | 1,425  | 1,452  | 1,353   |
# FTE Enrollment Projections by Grade

**LEA:** Talbot County Public Schools  
**DATE:** May 9, 2017  
**SCHOOL:** Chapel District Elementary School

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<td>0</td>
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<td>0</td>
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<td>20</td>
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<td>KINDERGARTEN</td>
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</tr>
<tr>
<td>2nd</td>
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<td>63</td>
<td>54</td>
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</tr>
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</tr>
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<td>4th</td>
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<td>9th</td>
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<td>10th</td>
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<td>11th</td>
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</tr>
<tr>
<td>12th</td>
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<td></td>
</tr>
<tr>
<td>SP ED*</td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>363</td>
<td>368</td>
<td>372</td>
<td>366</td>
<td>360</td>
<td>355</td>
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</tr>
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</table>
### FTE ENROLLMENT PROJECTIONS BY GRADE

**LEA:** Talbot County Public Schools  
**DATE:** May 9, 2017  
**SCHOOL:** Easton Elementary School - Dobson

<table>
<thead>
<tr>
<th>ENROLLMENTS AS OF SEPTEMBER 30TH</th>
<th>ACTUAL</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
<th>YEAR 10</th>
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</thead>
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<tr>
<td>P3 (FTE)</td>
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<td>10</td>
<td>10</td>
<td>10</td>
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<td>80</td>
<td>80</td>
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<td>80</td>
</tr>
<tr>
<td>KINDERGARTEN</td>
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<td>128</td>
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<td>137</td>
<td>128</td>
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<td>142</td>
</tr>
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<td>140</td>
<td>136</td>
<td>145</td>
<td>145</td>
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<td>4th</td>
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<td>5th</td>
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<tr>
<td>6th</td>
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<td></td>
<td></td>
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<td>7th</td>
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<tr>
<td>8th</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP ED*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>336</td>
<td>354</td>
<td>368</td>
<td>372</td>
<td>368</td>
<td>363</td>
<td>381</td>
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</tbody>
</table>
## FTE Enrollment Projections by Grade

**LEA:** Talbot County Public Schools  
**DATE:** May 9, 2017  
**SCHOOL:** Easton Elementary School - Moton

### Enrollments as of September 30th

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>P3 (FTE)</td>
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<td>0</td>
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<tr>
<td>PRE-K (FTE)</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>KINDERGARTEN</td>
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## FTE Enrollment Projections by Grade

**LEA:** Talbot County Public Schools  
**SCHOOL:** St Michaels Elementary School  
**DATE:** May 9, 2017

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FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Talbot County Public Schools
SCHOOL: Tilghman Elementary School

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## FTE Enrollment Projections by Grade

**LEA:** Talbot County Public Schools  
**DATE:** May 9, 2017  
**SCHOOL:** White Marsh Elementary School

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# FTE Enrollment Projections by Grade

**LEA:** Talbot County Public Schools  \( \quad \) **DATE:** May 9, 2017  
**SCHOOL:** Easton Middle School

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# FTE Enrollment Projections by Grade

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**SCHOOL:** Easton High School  
**DATE:** May 9, 2017

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<tr>
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<td>203</td>
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<tr>
<td>SP ED*</td>
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<tr>
<td>TOTAL</td>
<td>1143</td>
<td>1172</td>
<td>1138</td>
<td>1179</td>
<td>1165</td>
<td>1195</td>
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## FTE Enrollment Projections by Grade

**LEA:** Talbot County Public Schools  
**SCHOOL:** St Michaels Middle/High School  
**DATE:** May 9, 2017

<table>
<thead>
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<td>47</td>
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<tr>
<td>SP ED*</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>441</td>
<td>447</td>
<td>440</td>
<td>435</td>
<td>427</td>
<td>425</td>
<td>375</td>
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V. FACILITY NEEDS ANALYSIS

Existing and Projected Facility Utilization

Facility utilization is an important measure of the efficiency of a school system. Educational facilities that are significantly underutilized represent an unnecessary expenditure of maintenance and operation (M&O) funds that could be better used for instructional or other purposes. An underutilized facility may also be difficult to supervise and secure, and it may not be possible to provide a full support staff or the full range of educational offerings for a small student population. By contrast, a school facility that is significantly over-crowded can impair the learning ability of students through classes that are too large, excessive schedule stress placed on core functions (particularly the cafeteria), difficulty in maintaining an orderly environment, and a sense of anonymity among students.

State Rated Capacity (SRC) is defined by the IAC as “the number of students that the IAC or its designee determines that an individual school has the physical capacity to enroll.”¹ SRC reflects how the spaces within a school facility are actually used at the time that the enrollments are counted. SRC is determined by the Maryland Department of Planning based on formulas found in the IAC Administrative Procedures Guide (APG).² SRC is utilized for a number of purposes:

• The IAC uses it to determine the eligibility of a project for State construction funding. Enrollment eligibility is evaluated by comparing the SRC to the projected enrollment in the seventh year from the date of submission of the request. For all major projects, the 7th-year enrollment of the subject school and of adjacent schools is taken into account in most cases; for systemic renovation projects, the 7th year enrollment of only the subject school is used to determine eligibility.

  ▪ To be eligible for State funds for a replacement or new school, a major project must show that it will be at least 50% utilized when it opens, with utilization increasing over the following years. Under unique circumstances, a renovation project may have a projected utilization of less than 50%, but State funding will be based on the square footage developed from the projected utilization, not on the existing or proposed square footage.

  ▪ For a systemic renovation project such as a roof or boiler replacement to be eligible, the projected enrollment should be 60% or more, except under unique circumstances. This criterion also applies to projects in the Aging School Program (ASP) and Qualified Zone Academy Bond (QZAB) program.

The purpose of the enrollment analysis, in combination with other eligibility factors, is to ensure that scarce State and local capital resources are not directed to a facility that will be significantly under-utilized and should perhaps be considered for closure. The cost impact of such decisions affect not only the capital budget, but also the long-term operational budget, a portion of which will be directed at the heating, cooling, and other operational costs of the under-utilized facility.

¹ COMAR 23.02.03.04.A
• SRC is used in facility utilization calculations that guide long-range planning to determine the best location and timing of projects that will provide relief for projected over-capacity schools, or to determine when facilities should be considered for consolidation or closure.

• State Rated Capacity is used by a number of local governments in Maryland to determine when residential development can proceed under Adequate Public Facility Ordinance (APFO) rules. School capacity is considered along with the capacity of other public services in determining whether the proposed housing development will impose a burden on public services and impair the quality of life of the jurisdiction.

The State of Maryland has established uniform measures to compare the utilization of schools across the state. Facility utilization is determined by dividing the current and projected Full-Time Equivalent (FTE) enrollment by the current State Rated Capacity (SRC), and is described as a percentage of capacity. Full-Time Equivalent (FTE) enrollment, as explained in Section IV, is determined as the sum of all students in grades K through 12, plus one-half of the students in pre-kindergarten or other half-day programs, for example P3. FTE is distinguished from head count, which includes all students who attend the school, whether full-day or part-day. FTE is used to calculate the number of staff members that are needed to instruct the study body and the number of instructional spaces required to support these staff members.

The utilization rate of a school is therefore a function of both enrollments and how instructional spaces are used in a facility. When a school is less crowded, more options are available for how each teaching space may be used. Standard elementary classrooms may then be occupied by instructional uses that are not rated in the calculation of SRC, such as art, music and computer labs, or by community use spaces such as day care or senior centers. Standard classrooms may also be used for programs that have a lower capacity rating, such as special education. If enrollments later increase, it is typical for these spaces to be converted back to standard classrooms, which can then increase the SRC of the school. By the same token, a new school in which all spaces are used as originally intended may later find that some non-rated spaces need to be converted to classrooms, which will increase the SRC.

These scheduling and use changes will increase or reduce the school’s SRC even while the physical structure of the building remains unchanged. Changes made to accommodate a transitory shift in enrollments or academic program are not usually recorded as a change of SRC; the change must be more permanent to warrant a re-examination of the SRC by the Maryland Department of Planning, and the changed SRC is not recorded until approved by MDP. Once the new SRC is approved, the utilization of the school and the school system is also recalculated.

If a school is or is projected to be severely under-utilized, the school system has a number of options. These options include:

• Consolidate classes and/or grade levels to achieve better class sizes;

• Utilize regular elementary classrooms for non-rated uses, such as art or music;

• “Mothball” excess space in order to reduce fixed costs of maintenance and operations (however, the spatial arrangement of many schools and the layout of their mechanical and electrical systems generally prevent the complete isolation of under-utilized spaces);
Part V – Facility Needs Analysis

- Allow community partners or other governmental entities to use under-utilized space (with consideration for the appropriate separation of adult and student populations, and for factors such as acoustics and distraction);
- Temporarily “mothball” the entire facility;
- Lease the facility to a private school or another governmental entity, with provisions for return of use to the school system under defined conditions or after a specified term;
- Permanently close the facility and consolidate the student population into one or more other facilities.

However, if a school is or is projected to have a utilization rate that is greater than 100 percent, the school system has several options. These options include:

- Increase class size;
- Increase the teacher-to-student ratio (e.g. by placing teaching assistants in the classroom);
- Redistrict the attendance areas of the subject and adjacent schools in order to utilize the available capacity at other schools;
- Reorganize the grade structure;
- Utilize one or more relocatable classrooms (pending a more permanent facilities solution);
- Construct one or more additions (sometimes in conjunction with renovation of the existing facility); or
- Construct a new school.

The last option is typically only exercised if the new school will provide relief to several schools; in the case of a single over-crowded school, an addition is likely to be the most cost-effective option, if site conditions allow for it. With an addition, consideration should be given to the renovation or expansion of core spaces, particularly the cafeteria, in order to avoid congestion and overuse of these critical functions. Additions can also be built to provide programmatic space, such as a high school auditorium. If an existing school that is currently or is projected to be over-crowded also shows substantial deficiencies in building performance or is educationally unsuitable, then consideration should be given to replacement with an increase of capacity, on the same site or on another site.

Utilization of Talbot County Public Schools Facilities

The SRC for each public school in Talbot County was reviewed in 2005 and a revised SRC for each school was approved by the Maryland Department of Planning in May 2005. The revised SRCs for St. Michaels Elementary and St. Michaels Middle/High were approved by MDP in November 2008 based on the final design for the newly renovated schools. The revised SRC for Tilghman Elementary School was approved in April 2014.

Table V-1 below shows the utilization for each school in Talbot County based on the approved SRC, the September 30, 2016 FTE enrollment, and the projected P3/PK-12 FTE enrollment for the fifth and tenth years of the projection period (2021 and 2026). Changes in enrollments in the future or
changes in the usage of spaces within the school facilities may impact the utilization of individual schools and may also impact the level of State funding for projects submitted for planning approval and/or construction funding. Because the schools in Talbot County tend to be very small, even slight changes in annual enrollments have a large impact on the projected utilization. Therefore, the figures shown below should be considered as general indications of future utilization rather than as precise future predictions.

**Table V-1: School Facility Utilization, Current and Projected**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Chapel District ES</td>
<td>431</td>
<td>363</td>
<td>84.1%</td>
<td>355</td>
<td>82.3%</td>
<td>367</td>
<td>85.2%</td>
</tr>
<tr>
<td>Easton ES - Dobson</td>
<td>388</td>
<td>336</td>
<td>86.6%</td>
<td>363</td>
<td>93.5%</td>
<td>381</td>
<td>98.2%</td>
</tr>
<tr>
<td>Easton ES – Moton</td>
<td>779</td>
<td>660</td>
<td>84.7%</td>
<td>571</td>
<td>73.3%</td>
<td>585</td>
<td>75.1%</td>
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<tr>
<td>St. Michaels ES</td>
<td>393</td>
<td>301</td>
<td>76.6%</td>
<td>292</td>
<td>74.4%</td>
<td>303</td>
<td>77.0%</td>
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<tr>
<td>Tilghman ES</td>
<td>157</td>
<td>64</td>
<td>40.4%</td>
<td>58</td>
<td>36.8%</td>
<td>60</td>
<td>38.0%</td>
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<tr>
<td>White Marsh ES</td>
<td>386</td>
<td>379</td>
<td>98.1%</td>
<td>352</td>
<td>91.3%</td>
<td>365</td>
<td>94.6%</td>
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<tr>
<td>Easton MS</td>
<td>903</td>
<td>772</td>
<td>85.5%</td>
<td>836</td>
<td>92.6%</td>
<td>761</td>
<td>84.3%</td>
</tr>
<tr>
<td>Easton HS</td>
<td>1,283</td>
<td>1,143</td>
<td>89.1%</td>
<td>1,195</td>
<td>93.1%</td>
<td>1,137</td>
<td>88.6%</td>
</tr>
<tr>
<td>St. Michaels MS/HS</td>
<td>641</td>
<td>441</td>
<td>68.8%</td>
<td>425</td>
<td>66.3%</td>
<td>375</td>
<td>58.4%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>5,361</td>
<td>4,458</td>
<td><strong>83.1%</strong></td>
<td><strong>4,447</strong></td>
<td><strong>82.9%</strong></td>
<td><strong>4,334</strong></td>
<td><strong>80.8%</strong></td>
</tr>
</tbody>
</table>

**Summary of Facility Utilization**

Table V-1 indicates that based on their current State Rated Capacities, the overall utilization of the facilities in Talbot County will remain remarkably consistent, decreasing slightly from the current 83.1% to 82.9% in 2021 and 80.8% in 2026.

- Certain individual schools will show considerably consistency across the five-year and ten-year time spans, particularly Chapel District Elementary, St. Michaels Elementary, Tilghman Elementary, Easton Middle, and Easton High.
  - Chapel District, Easton Middle, and Easton High will be reasonably well utilized, while St. Michaels Elementary will be moderately under-utilized.
  - By contrast, Tilghman Elementary will continue to be significantly underutilized.

- If the projections are accurate, White Marsh Elementary will remain in the comfortable 90% to 100% utilization range. However, the utilization in 2016 was just below 100%. To avoid potential overcrowding, future enrollments should be monitored carefully; see also the recommendation below.

- Although the Easton Elementary School campus as a whole, currently utilized at 85.3%, will remain in the range between 80.0% (2021) and 82.8% (2026), this hides the fact that the Dobson Building will be approaching 100% utilization by 2026 while the utilization of the Moton Building will decrease from the current 84.7% to 75.1%. The situation is made more complex by the particular student population that attends this elementary school: the Hispanic
enrollment approached 32% in 2016, increasing from 20.1% in 2011. Since many of the children come from households where English is not spoken as the primary language, special accommodations are required to ensure that they achieve proficiency in English. In practice, this means that small learning environments are needed, and if a school building is not designed with this in mind, then non-instructional space is likely to be converted to instructional use. Although Easton Elementary – Moton shows a comfortable utilization of only 84.7% based on SRC, in fact every space in the school is now fully utilized for small-group instruction, including spaces that were originally designed as storage closets or as the teachers lounge.

- St. Michaels Middle/High will show a gradual but significant decrease in utilization, from the current 68.8% to 58.4% in 2026.

In summary, the Talbot County Public School system has adequate capacity on a countywide basis to accommodate projected enrollments during the next 10 years. The 2009-2010 redistricting, with the reassignment of sixth graders from Tilghman Elementary and St. Michaels Elementary to St. Michaels Middle/High, as well as the reassignment of some pre-kindergarten students from St. Michaels Elementary to Tilghman Elementary in 2014, redistributed enrollment to better utilize capacity throughout the system. There are however, a few schools, identified above, that should be monitored during the coming years to discern if the projected enrollments actually materialize and then, if necessary, the options cited above should be considered.

**Age of Facility**

Another factor that is considered in capital planning is the age of the school building, based upon the initial date of construction and/or the date of the last renovation. To be eligible for State funding for a major renovation or a systemic renovation project, the school and/or building system must have been in use for at least 15 years. Table V-2 below shows the most recent date of renovation/new construction of the school facilities in Talbot County, as well as the fiscal year and date that the school would be eligible for a State funded capital improvement project, including major renovation, systemic renovation, Aging School Program, and/or Qualified Zone Academy Bond projects.

Based upon this information, five of the nine school facilities s in Talbot County are eligible for State funding at this time.

**Table V-2: Facility Age and Potential State Submission Date**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Last Renovation Date (date placed in service)</th>
<th>Fiscal Year of Potential Submission</th>
<th>Date of Potential Submission</th>
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<tbody>
<tr>
<td>Chapel District ES</td>
<td>1994</td>
<td>FY 2012</td>
<td>October 2010</td>
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<tr>
<td>St. Michaels ES</td>
<td>2008</td>
<td>FY 2026</td>
<td>October 2024</td>
</tr>
<tr>
<td>Tilghman ES</td>
<td>2003</td>
<td>FY 2021</td>
<td>October 2019</td>
</tr>
<tr>
<td>White Marsh ES</td>
<td>1997</td>
<td>FY 2015</td>
<td>October 2013</td>
</tr>
<tr>
<td>Easton MS</td>
<td>2003</td>
<td>FY 2021</td>
<td>October 2019</td>
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</tbody>
</table>
Actions for Consideration

Adjustment of Attendance Areas, School Consolidation

Although the age of a school facility is certainly a significant factor in making determinations of future capital improvements, in the case of Talbot County Public Schools utilization is the more significant factor. The systematic TCPS program of facility renovations begun in 1991, combined with a thorough and well-managed maintenance program, has resulted in facilities that are well-taken care of and – with the exception of Easton Elementary School - can be expected to support their educational mission for many years.

Consequently, the issue of greatest importance is to ensure that all schools in the system operate at reasonable rates of utilization, for the sake not only of operational efficiency but also of educational equity. A more even distribution of utilization across the school system will help to support equity in educational quality by preventing any school population from being subjected to the problems that result from either over-crowding or under-utilization.

To this end, the following actions should be given consideration:

• Redistricting a small area south of the Town of Easton from White Marsh Elementary School to Easton Elementary School will support a better utilization of both schools. If the Easton Dobson and Moton facilities are approved for a replacement facility at an SRC of 1,167, the redistricting of about 60 students will result in a utilization of approximately 85% for Easton Elementary School in 2021 and approximately 88% in 2026. Concurrently, the White Marsh utilization would be somewhat on the low side in 2021 at approximately 76%, but would rise to 79% by 2026. Given a consistent pattern of growth at White Marsh Elementary going back to 2011, future growth would be well accommodated within the facility.

It should be noted that this redistricting proposal will be an important factor in ensuring that the capacity of 1,167 will be approved for funding by the Board of Public Works in the 2019 Capital Improvement Program. Since the IAC looks at seven-year enrollment projections to determine the level of State funding, if the redistricting is in process by the spring of 2018, it will provide justification for a larger enrollment and thus for a larger allocation of State funds. This reassignment will also strengthen the community school character of Easton ES and will reduce the travel distance and time for approximately 60 students.

• The under-utilization of Tilghman Elementary School not only represents an inefficient use of Board of Education operating and maintenance funds, more importantly, it may deprive the students at this school of educational opportunities that are available to students at larger schools.\(^3\) Consolidation of the Tilghman Elementary population with the St. Michaels Elementary population at the St. Michaels facility would result in a school in approximately the

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\(^3\) The evidence on the relationship between school size and academic achievement is inconclusive; see Final School Size Study Report: Impact of Smaller Schools prepared for MSDE, June 2015 [http://marylandpublicschools.org/Documents/adequacystudy/SchoolSizeReport071615.pdf](http://marylandpublicschools.org/Documents/adequacystudy/SchoolSizeReport071615.pdf). Anecdotal information suggests that a school that is too small will not be able to support a number of learning and extra-curricular activities.
350 to 365 range (FTE) over the next decade, operating in approximately the 89% to 93% utilization range. Any such effort at consolidation, however, must consider the educational outcomes that would be anticipated, community preferences, and the implications for transportation distances and times.

**Facility Improvements**

Section IV identified the enrollment trends for the Talbot County Public Schools. Based upon these projections and utilization rates, the replacement of Easton Elementary School at the current combined SRC of the Dobson and Moton Buildings will allow for a better distribution of elementary students in the southern part of the county and will concurrently solve a range of building performance issues. Otherwise, no major capital improvements projects are recommended to accommodate overcrowding within the ten year time frame of this EFMP. However, this may change depending on the magnitude and type of development currently planned, especially in the Easton and Trappe areas, and on the future economic conditions of the county, state and nation. Changes in the occupancy of existing housing, as well as the construction of more multi-family and workforce or affordable housing, could lead to an increase of the student-age population. It is important to monitor residential development and changing residential demographics as well as to study the actual enrollments trends in order to identify capital or other options over the next several years.

The building program of the Talbot County Public Schools has been focused since the mid-1990s on the modernization of all existing schools. This objective was attained with the renovations at St. Michaels Elementary and St. Michaels Middle/High Schools in 2008/2009. As a result of its thorough and systematic approach to building renovation, Talbot County Public Schools shares with Howard County Public Schools the distinction of having the newest average square footage in the state. The average age of the TCPS facility plant is 17 years at this writing, dating to 2000. With the near-term replacement of the two oldest schools, the Easton Elementary – Moton Building (last renovated in 1991) and the Easton Elementary – Dobson Building (last renovated in 1992), TCPS will continue to upgrade its building plant to provide a safe and healthy environment for teaching and learning, and to support and enhance the delivery of educational programs and services.

**Easton Elementary School Replacement**

In 2016 an architectural firm prepared educational specifications and developed a feasibility study for Easton Elementary School. As required by Board policy and the regulations of the IAC, the feasibility study examined several options, including:

- **Option A** – Renovations/additions at both Moton and Dobson
- **Option B** – Renovations/major additions to Moton, with demolition of Dobson
- **Option C** – New facility with demolition of both schools, retaining the recently constructed Head Start facility as a separate structure on the renovated campus.

The Board of Education at their March 2016 meeting accepted the feasibility study from the architect and approved the recommendation to proceed with Option C - New facility, with demolition of both schools and retention of the Head Start facility. The Designees for the Public School Construction Program approved Option C, subject to approval of the project for planning and funding in the annual

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4 Public School Construction Program, Managing for Results report, September 2016.
CIP. Based on the recommendation of the IAC, the replacement project was approved for planning by the Board of Public Works on January 25, 2017. The project will be requested for funding approval to the State in the FY 2019 CIP, to be submitted in October 2017. If approved for funding by both the State and the local government, construction will begin in June 2018 and will be completed for occupancy in the summer of 2019. Final demolition of the existing facilities and completion of all sitework will take place in the spring of 2020.

Existing Facility Plans

In developing future facility improvement project recommendations, it is prudent to examine other facility-related plans of the Talbot County Public School system.

a. Asbestos Plans. Copies of the asbestos plans as required by AHERA are located at each school building in the Building Manager’s office, including copies of the six month re-inspection and the three year asbestos survey report. Copies of these same documents and reports are maintained at the central office in the Plant Operations Department. Based upon the information in these reports, there is no required work necessary at this time related to asbestos containing materials in the Talbot County Public Schools.

b. Water Quality and Sewage. Two schools in Talbot County, Chapel District Elementary and Tilghman Elementary, do not have municipal water supply or sewerage service. Both schools have water treatment equipment which is maintained by the school system’s maintenance staff. Both systems and the associated equipment are inspected monthly by a certified water treatment manager. No corrective action is required at this time.

c. Security Systems and Plans. The school system developed plans to provide cameras, entrance controls, and security systems at each of the nine public school buildings and the central office. Aging School Program (ASP) funding was provided for these improvements, which have been completed with all systems operational. Since the central office building was not eligible for State funding, County funds were provided for the improvements at this facility.

d. Comprehensive Maintenance Plan. Talbot County Public Schools submits the Comprehensive Maintenance Plan to the State Public School Construction Program annually, as required by the PSCP and as a condition for receiving State funds for capital improvements. The Plan provides information on the condition of the major components and systems in each school, which are rated individually and are compiled into a score for the entire school. The CMP includes detailed results of the LEA and State maintenance surveys that are described in Section III. These overall ratings are also shown on IAC/PSCP Form 101.1 for each school of this EFMP. The implementation of the TCPS Comprehensive Maintenance Plan is reflected in the consistently Superior and Good ratings awarded by the IAC/PSCP in their Maintenance Inspections.

Examination of the need for the replacement of specific building systems and/or components is an on-going activity for all school systems. This activity will likely identify the need for specific capital improvement projects that will, if implemented, extend the useful life of the school buildings in Talbot County. Such expenditures will defer the necessity for major renovations or replacement of these same school buildings.
Facility Needs Summary (Form 101.3)

The purpose of this Educational Facilities Master Plan is to address major facility needs and capital improvements. These projects will be identified for funding through the annual Capital Improvement Program (CIP) submitted to the State, or through the ASP or QZAB programs. CIP projects that are eligible for State funds will require County matching funds; County funds alone will be needed for aspects of projects or for entire projects which are not eligible for State funding. These include repair and maintenance projects that are not eligible under any of the State funding programs, as well as projects that belong to categories that are currently ineligible for State funding due to their age, but that must be addressed to maintain the safety or performance of the school facility.

IAC/PSCP Form 101.3 Facility Needs Summary is found on the following page. Specific projects have been identified which are eligible for State funding, and an anticipated date is given for the request for funding for each project. This information is based upon the Capital Improvement Program previously approved by the Talbot County Board of Education (October 2016).
### FACILITY NEEDS SUMMARY

**LEA:** TALBOT COUNTY PUBLIC SCHOOLS

**DATE:** 9-May-17

<table>
<thead>
<tr>
<th>EXISTING AND/OR PROPOSED SCHOOL</th>
<th>TYPE OF PROJECT</th>
<th>GRADES</th>
<th>SRC</th>
<th>ENROLLMENTS</th>
<th>JUSTIFICATION</th>
<th>PLANNING</th>
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<tr>
<td>Easton Elementary School - Moton Building</td>
<td>Replacement</td>
<td>2-5</td>
<td>779</td>
<td>660</td>
<td>Latest renovation was in 1991; feasibility study indicates need for replacement with a single building.</td>
<td>FY 2018 LP</td>
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<td>Easton Elementary School - Dobson Building</td>
<td>Replacement</td>
<td>P2/PK to 1</td>
<td>388</td>
<td>336</td>
<td>Latest renovation was in 1992; feasibility study indicates need for replacement with a single building.</td>
<td>FY 2018 LP</td>
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<td>Easton High</td>
<td>Roof replacement</td>
<td>9-12</td>
<td>1,283</td>
<td>1,143</td>
<td>Existing single-membrane roof installed in 1997 no longer adheres to deck and shows signs of decay, requiring replacement</td>
<td>FY 2019</td>
</tr>
<tr>
<td>Easton High</td>
<td>HVAC - 5 rooftop units</td>
<td>9-12</td>
<td>1,283</td>
<td>1,143</td>
<td>Existing units installed in 1997 need to be replaced</td>
<td>FY 2019</td>
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</table>

**EXISTING ENROLLMENTS:**
- Actual:
  - 2016: 660
  - 2021: 527
- Projected:
  - 2016: 779
  - 2021: 336

**JUSTIFICATION:**
- Latest renovation was in 1991; feasibility study indicates need for replacement with a single building.
- Latest renovation was in 1992; feasibility study indicates need for replacement with a single building.
- Existing single-membrane roof installed in 1997 no longer adheres to deck and shows signs of decay, requiring replacement.
- Existing units installed in 1997 need to be replaced.
VI. APPENDICES

Non-Discrimination Statement

Talbot County Department of Planning and Zoning Letter of Consistency

Letter from Talbot County Public Schools accepting the Maryland Department of Planning enrollment projections

Letter from MDP acknowledging that Talbot County Public Schools will utilize the MDP enrollment projections for the 2017 EFMP
Non-Discrimination Statement

The public school system of Talbot County does not discriminate on the basis of race, color, sex, age, national origin, religion, sexual orientation, or handicapping condition in matters affecting the provision of access to educational programs. Nothing in this "Educational Facilities Master Plan for the Talbot County Public Schools" is intended to or will be allowed to institute, reinitiate, maintain or further such discrimination.

The Talbot County Board of Education accepts this Educational Facilities Master Plan as a working document.

Michael Garman, President
Talbot County Board of Education

Date

Kelly L. Griffith
Superintendent of Schools

Date

Part VI - Appendices
May 26, 2017

Kevin J. Shafer
Plant Operations & Maintenance Manager
Talbot County Public Schools
12 Magnolia Street
Easton, MD 21601

Re: 2017 Talbot County Public Schools,
Educational Facilities Master Plan,
Talbot County Board of Education
Consistency Letter

Dear Mr. Shafer,

The Talbot County Department of Planning and Zoning has reviewed the draft Educational Facilities Master Plan for 2017 prepared by Dr. David Lever, Educational Facilities Planning LLC and found it to be consistent with the Talbot County Comprehensive Plan.

Thank you for the opportunity to review and comment. Please contact our office should you need additional information or assistance.

Sincerely,

Mary Kay Verdery
Planning Officer/Building Official
March 31, 2017

Mr. Michael Bayer,
Manager, Infrastructure and Development
Maryland Department of Planning
301 West Preston Street, Suite 1101
Baltimore, MD 21201-2305

Dear Mr. Bayer,

The purpose of this letter is to respond to the enrollment projections you sent to Talbot County Public Schools with your letter dated March 17, 2017. The enrollment projections were based upon the latest actual public school enrollments reported to the MSDE for Talbot County Public Schools for September 30, 2016.

We have reviewed the enrollment projections provided and are generally in agreement with these projections. We will consider the specific grade-by-grade enrollment figures as we prepare the Talbot County Public Schools 2017 Educational Facilities Master Plan, which will be submitted to your office on or before July 1, 2017.

Please send us a letter acknowledging and verifying that the State (MDP) and the Talbot County Public Schools agree upon the projected enrollments provided by MDP that will be utilized in developing the Educational Facilities Master Plan for 2017. We will then include the letter as one of the required components within the plan.

Pleased contact me if you have any questions or if you need any additional information related to this subject.

Sincerely,

Mr. Kevin J. Shafer
Plant Operations & Maintenance Manager
May 17, 2017

Mr. Kevin J. Shafer
Plant Operations and Maintenance Manager
Talbot County Public Schools
12 Magnolia Street
Easton, MD 21601

Dear Mr. Shafer:

We have received your letter dated March 31, 2017, Talbot County’s actual September 2016 enrollment and enrollment projections for 2017-2026.

We evaluated your projections for 2017-26 in comparison to Planning’s and we understand and acknowledge that you will use these numbers for the facility master planning process.

We look forward to receiving your updated EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have questions, please contact Michael Bayer, Manager of Infrastructure and Development, at michael.bayer1@maryland.gov or 410-767-7179.

Sincerely,

Wendi W. Peters
Secretary

cc: Mr. Robert Gorrell, Public School Construction Program, Acting Executive Director
Mr. Michael Bayer, Manager, Infrastructure and Development
Mr. Alfred Sundara, Manager, Projections and State Data Center

Maryland Department of Planning · 301 West Preston Street, Suite 1101 · Baltimore · Maryland · 21231
Tel: 410.767.4500 · Toll Free: 1.877.767.6272 · TTY users: Maryland Relay · Planning.Maryland.gov
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<td>4,480</td>
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