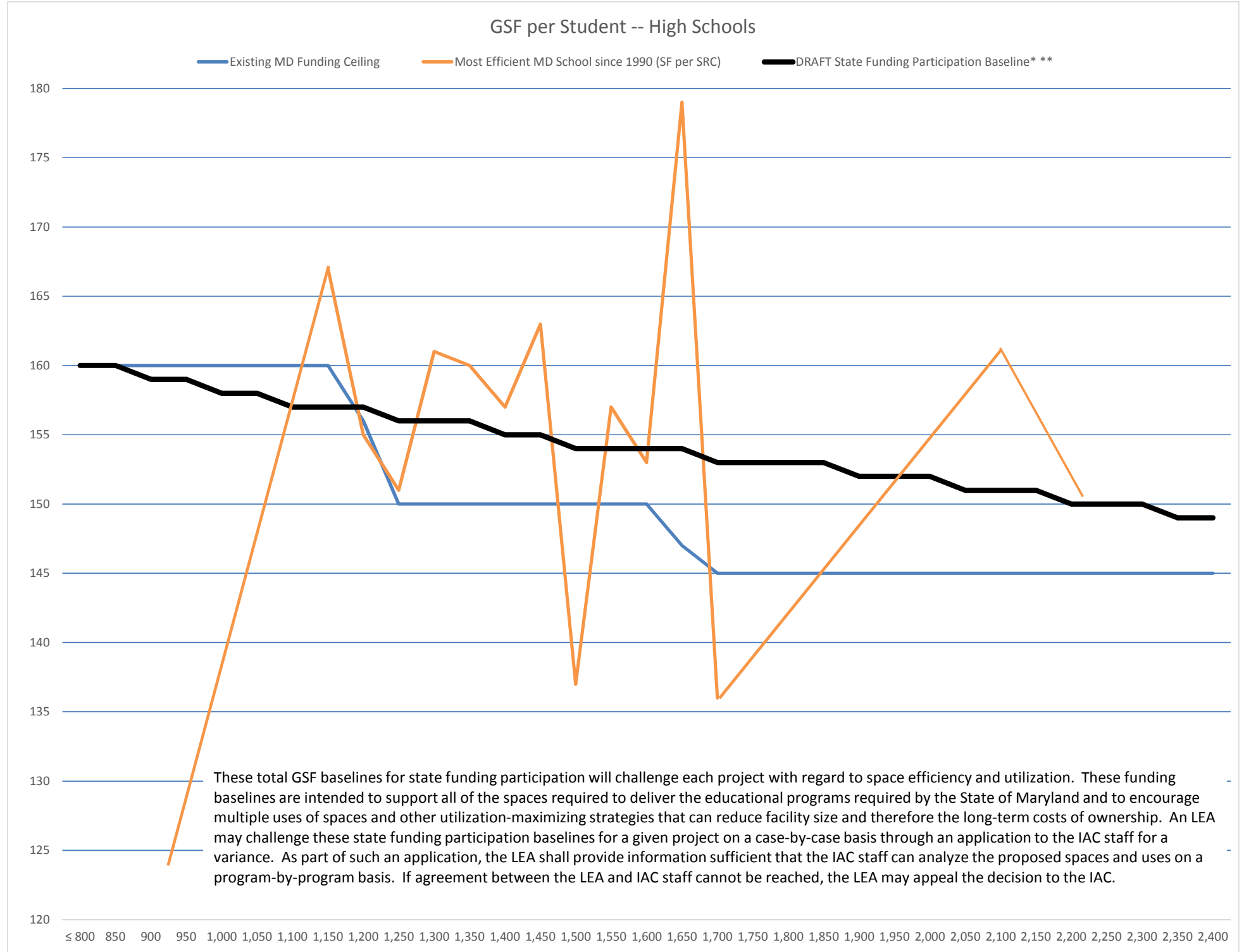


DRAFT State Funding Participation Baselines for Consideration

Version 11/5/2018

HIGH SCHOOLS						
Projected Capacity of Students	GSF/Stu.					Total GSF
	Existing MD Funding Ceiling	Most Efficient MD School since 1990 (SF per SRC)	School & County	Year Built	DRAFT State Funding Participation Baseline* **	
≤ 800	160				160	
850	160				160	136,000
900	160	124	Rising Sun, Cecil	1991	159	143,100
950	160				159	151,050
1,000	160	165	Mountain Ridge, Alleg.	2007	158	158,000
1,050	160				158	165,900
1,100	160				157	172,700
1,150	160	167	Kent Island, Q.A.	1998	157	180,550
1,200	156	155	Westlake, Char.	1992	157	188,400
1,250	150	151	Patuxent, Calv.	1996	156	195,000
1,300	150	161	New Town, Balt.Co.	2003	156	202,800
1,350	150	160	Winters Mill, Carr.	2002	156	210,600
1,400	150	157	Manchester Vly., Carr.	2009	155	217,000
1,450	150	163	Long Reach, How.	1996	155	224,750
1,500	150	137	Huntingtown, Calv.	2004	154	231,000
1,550	150	157	Oakdale, Fred.	2008	154	238,700
1,600	150	153	Urbana, Fred.	1995+2005	154	246,400
1,650	147	179	Blake, Mont.	1998+2000	154	254,100
1,700	145	136	Aberdeen, Harf.	2004+2008	153	260,100
1,750	145				153	267,750
1,800	145				153	275,400
1,850	145				153	283,050
1,900	145				152	288,800
1,950	145				152	296,400
2,000	145				152	304,000
2,050	145				151	309,550
2,100	145	161	Northwest, Mont.	1998+2001+2006	151	317,100
2,150	145				151	324,650
2,200	145	151	C.H. Flowers, P.G.	2000	150	330,000
2,250	145				150	337,500
2,300	145				150	345,000
2,350	145				149	350,150
2,400	145				149	357,600



These total GSF baselines for state funding participation will challenge each project with regard to space efficiency and utilization. These funding baselines are intended to support all of the spaces required to deliver the educational programs required by the State of Maryland and to encourage multiple uses of spaces and other utilization-maximizing strategies that can reduce facility size and therefore the long-term costs of ownership. An LEA may challenge these state funding participation baselines for a given project on a case-by-case basis through an application to the IAC staff for a variance. As part of such an application, the LEA shall provide information sufficient that the IAC staff can analyze the proposed spaces and uses on a program-by-program basis. If agreement between the LEA and IAC staff cannot be reached, the LEA may appeal the decision to the IAC.

*Special-education students in MSDE LRE categories C, S, and W are counted separately and assigned 200 GSF each instead of the baseline GSF per student.

**Students in career-technology education (CTE) programs are counted separately and assigned 210 GSF each instead of the baseline GSF per student.