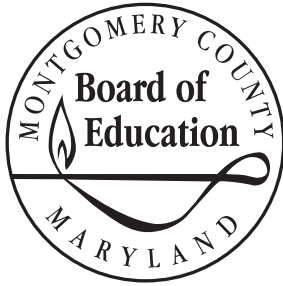




Superintendent's Recommended  
**FY 2010 Capital Budget**  
and Amendments to the FY 2009–2014

**CAPITAL IMPROVEMENTS**  
**PROGRAM**





## VISION

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***A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.***

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# **Superintendent's Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 Capital Improvements Program**



**Montgomery County Public Schools  
Rockville, Maryland**

Editorial, Graphics & Publishing Services

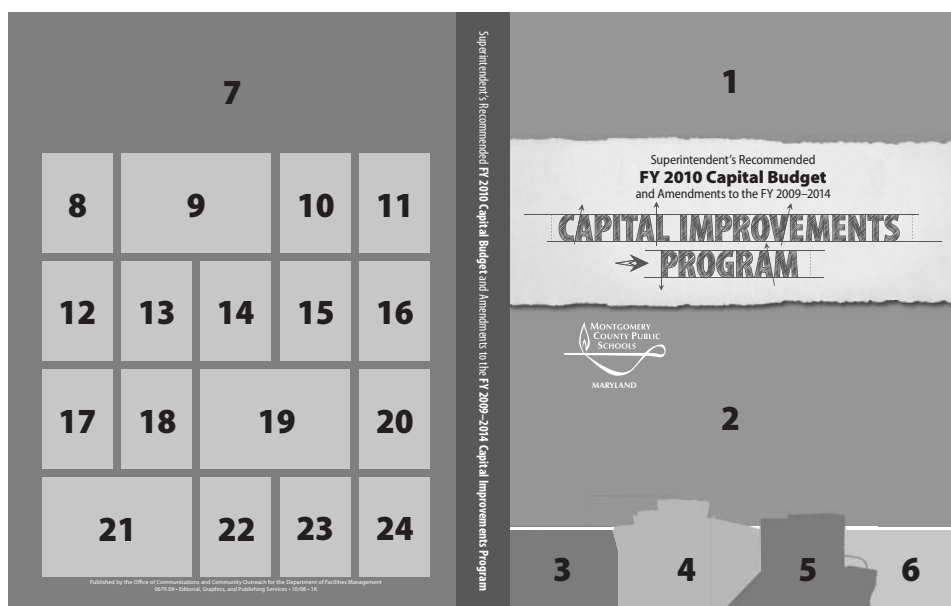


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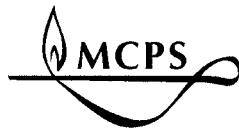
### Key to cover photographs:

- 1—Richard Montgomery HS
- 2—Ashburton ES
- 3, 4—College Gardens ES geothermal system
- 5—College Gardens ES kitchen
- 6—Wayside ES wire closet
- 7—Richard Montgomery HS construction
- 8—College Gardens ES geothermal system
- 9—School security monitoring office
- 10—Bells Mill ES construction
- 11—Wayside ES wire closet
- 12—College Gardens ES geothermal system
- 13—Richard Montgomery HS roof
- 14—College Gardens ES generator
- 15—Detail, air handler vent
- 16—Playground equipment
- 17—Richard Montgomery HS track
- 18—Detail, geothermal equipment
- 19—Richard Montgomery HS field
- 20—Luxmanor ES construction
- 21— Richard Montgomery HS roof
- 22—Clarksburg ES construction
- 23—Parkland MS computer network equipment
- 24—Detail, sprinkler system valve



*Photography by William E. Mills, Montgomery County Public Schools*





October 29, 2008

Ms. Nancy Navarro, President, Montgomery County Board of Education  
Members of the Montgomery County Board of Education  
850 Hungerford Drive, Room 123  
Rockville, Maryland 20850

Dear Ms. Navarro and Members of the Board of Education:

I am submitting for your consideration and adoption the Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 Capital Improvements Program (CIP). This amended six-year plan includes the expenditure requests for FY 2010–2014 and provides the recommended FY 2010 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2009, and ends June 30, 2010. Fiscal Year 2010 is the second year of the biennial CIP review process. In accordance with the Montgomery County charter, all CIP projects are considered in odd-numbered fiscal years. In even-numbered fiscal years, only projects with expenditure or appropriation changes needed in the second year of the adopted six-year CIP are considered for amendments to the CIP.

The County Council-adopted FY 2009 Capital Budget and FY 2009–2014 CIP totaled \$1.288 billion for the six-year period and included an FY 2009 expenditure of \$236.5 million.

In keeping with the spirit of the biennial process, as well as in consideration of the current fiscal constraints on our county, state, and country, my recommendation includes only an additional \$15.6 million over the adopted CIP. The requested increase is extraordinarily small compared to the many needs we have for our schools. However, in this economic environment, I believe it is imperative that we trim expenditures as much as possible. We will continue to monitor economic conditions and hope that in future years we will be able to resume a more robust building program. My recommended CIP includes amendments for six elementary school addition projects previously included in the adopted CIP, but requiring additional classrooms to accommodate greater than anticipated enrollments. As a result of these scope changes, these six projects will need to be delayed in order to provide further planning and design time. Therefore, some expenditures for these six projects were shifted out of FY 2010 into FY 2011–2012 of the CIP.

My recommendation also includes amendments to provide additional funding for two countywide projects—Heating, Ventilation, and Air Conditioning (HVAC) Replacement; and Relocatable Classrooms. Finally, there is an amendment for a new countywide project to address county water quality compliance. The additional funding for the three countywide projects is

**Office of the Superintendent of Schools**

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included in FY 2010; however, due to the expenditure shifts from the six addition projects, the FY 2010 expenditures are \$3.5 million less than the FY 2010 expenditures included in the adopted CIP. The following describe the amendments included in my recommended CIP:

1. Brookhaven Elementary School Addition—to provide two classrooms beyond the approved eight-classroom addition project, due to greater than anticipated enrollment projections. The completion date for this project will be delayed one year, from August 2010 to August 2011, in order to provide further planning and design time. (\$748,000)
2. Fairland Elementary School Addition—to provide four classrooms beyond the approved nine-classroom addition project, due to greater than anticipated enrollment projections. The completion date for this project will be delayed one year, from August 2010 to August 2011, in order to provide further planning and design time. (\$1.34 million)
3. Harmony Hills Elementary School Addition—to provide five classrooms beyond the approved nine-classroom addition project, due to greater than anticipated enrollment projections. The completion date for this project will be delayed six months, from August 2011 to January 2012, in order to provide further planning and design time. (\$2.34 million)
4. Jackson Road Elementary School Addition—to provide three classrooms beyond the approved 11-classroom addition project, due to greater than anticipated enrollment projections. The completion date for this project will be delayed one year, from August 2010 to August 2011, in order to provide further planning and design time. (\$906,000)
5. Montgomery Knolls Elementary School Addition—to provide five classrooms beyond the approved 10-classroom addition project, due to greater than anticipated enrollment projections. The completion date for this project, as well as the school's gymnasium project, will be delayed six months, from August 2011 to January 2012, in order to provide further planning and design time. (\$2.48 million)
6. Rock View Elementary School Addition—to provide five classrooms beyond the approved eight-classroom addition project, due to greater than anticipated enrollment projections. The completion date for this project will be delayed one year, from August 2010 to August 2011, in order to provide further planning and design time. (\$1.83 million)
7. County Water Quality Compliance—to provide funding to plan and implement a variety of pollution prevention measures related to stormwater discharge from our school facilities, as required by federal and state laws. (\$500,000)
8. Heating, Ventilation, and Air Conditioning (HVAC) Replacement—to provide additional funding for HVAC related projects that are vital to the successful operation of our school facilities. (\$4.4 million)
9. Relocatable Classrooms—to provide additional funding for relocatable classrooms to accommodate enrollment growth. (\$1.0 million)

For the 2008–2009 school year, MCPS experienced an unanticipated surge in enrollment growth. Preliminary September 30, 2008, enrollment is 139,776. Enrollment growth occurred despite the stagnant housing market and the weak economy. As a result of this unanticipated growth,

new enrollment projections have increased significantly. MCPS total enrollment is projected to exceed 140,000 by next year and continue to increase for the foreseeable future. Elementary enrollment will continue to grow, with 5,700 additional students projected by the 2014–2015 school year. Secondary enrollment will decline slightly for the next few years, and then begin to increase in the later part of the six-year period.

With the unanticipated enrollment growth, it is vital that the capacity projects included in the adopted CIP be appropriately sized to accommodate updated enrollment projections. For the 2008–2009 school year, MCPS has 423 relocatable classrooms on site systemwide to provide seats for students who attend schools that are overutilized. This number does not include relocatable classrooms used to phase construction on site and others located at our holding facilities and other facilities throughout the school system. Funds approved in the adopted CIP will, by the opening of school in fall 2014, reduce the number of relocatable classrooms to approximately 354 units. While this number is a decrease from the current number of relocatable classrooms, it is not as low as previously projected.

With the need to provide permanent seats for our student population and address the aging inventory of older school facilities, funding for the CIP continues to be a complex issue. Local funding sources such as County General Obligation (GO) bonds, current revenue, the county Recordation Tax, and the School Impact Tax are utilized in conjunction with state aid to fund the CIP. For FY 2010, the state aid request is \$113.98 million. It is crucial that the entire state aid request be approved in order to meet the substantial capital funding needs for MCPS. State funding of school construction has been, and continues to be, a critical component of MCPS CIP funding. If sufficient state aid is not approved for the CIP, additional county funds will have to be provided or project schedules will need to be delayed.

As stated above, enrollment is once again on the rise. Feasibility studies for new schools and additions to existing facilities were conducted this spring to address the overutilization at schools throughout the county. Four of those studies explored options to address overcrowding in the Clarksburg Cluster. Two of the studies addressed the elementary and high school overutilization and the other two addressed the middle school overutilization.

With respect to middle school capacity, one feasibility study explored the possibility of constructing a new middle school to serve students in the Clarksburg/Damascus clusters, while the other explored the possibility of an addition at Montgomery Village Middle School. The addition would provide the capacity needed to reassign the Watkins Mill Cluster middle school students currently attending Neelsville Middle School, thus ending the school's split articulation. While I do understand parents' concern regarding the split articulation, I do not believe that expanding Montgomery Village Middle School to approximately 1,100 students is a viable option. At this time, my recommended CIP does not include funding to address the overcrowding in the Clarksburg Cluster; however, I will consider a new elementary and middle school, as well as the addition to the high school in a future CIP.



Another area of the county that is experiencing enrollment growth is the Bethesda-Chevy Chase Cluster. Student enrollment at elementary schools in the Bethesda-Chevy Chase Cluster increased dramatically this school year. Additional capacity will be needed in the future to accommodate the enrollment growth in several cluster schools. In addition to the enrollment increases, the community has repeatedly expressed concerns regarding the unique school pairings and articulation patterns in this cluster. A review of the boundaries and articulation patterns may be needed in the future; however, due to the recent enrollment growth, I am recommending capacity studies at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility and size of classroom additions at these schools.

In addition to conducting capacity studies for the aforementioned schools, I am recommending that the scope of the current feasibility study under way at Bradley Hills Elementary School in the Walt Whitman Cluster be expanded to include capacity options to accommodate the number of students who currently attend Bethesda Elementary School for Grades K–5 and then attend secondary schools in the Walt Whitman Cluster. Following the completion of the capacity studies, a review of the boundaries and articulation patterns will be necessary before I recommend any capital projects in a future CIP. Please refer to Supplement A of my recommended CIP for additional information on the Bethesda-Chevy Chase Cluster student assignment patterns.

The Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 CIP also include the following boundary recommendations:

- To create the service area for the new Clarksburg Elementary School #8. This school is needed to relieve overutilization at Cedar Grove, Clarksburg, and Little Bennett elementary schools. The boundary study included representatives from each of these schools. The Board of Education action is scheduled for November 20, 2008, with implementation of the boundaries beginning in August 2009 when the new school opens.
- To address overutilization at Potomac Elementary School. Capacity is being added as part of the Bells Mill and Seven Locks elementary school modernizations to accommodate additional students. Representatives from Bells Mill, Potomac, and Seven Locks elementary schools participated in the boundary advisory committee. Because Bells Mill and Seven Locks elementary schools' students articulate to Cabin John Middle School and Potomac Elementary School students articulate to Herbert Hoover Middle School, the scope of the boundary study included representatives from Cabin John and Herbert Hoover middle schools. The Board of Education action is scheduled for November 20, 2008.

My recommended CIP also includes one new boundary study to relieve overutilization at Sligo Creek Elementary School. As you know, in March 2006, the Board of Education adopted a plan to reorganize East Silver Spring Elementary School from Grades Pre-K–2 to Grades Pre-K–5.

Ms. Nancy Navarro, President  
and Members of the Board of Education 5

October 29, 2008

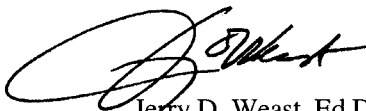
The plan also included additions at East Silver Spring and Takoma Park elementary schools, scheduled to open in August 2010, to accommodate the reorganization at East Silver Spring Elementary School and student reassignments to Takoma Park Elementary School. The boundary study will be conducted in spring 2009 for Board of Education action in November 2009.

The Board of Education is scheduled to hold a work session on November 6, 2008, to discuss the CIP recommendations. Public hearings on the Superintendent's Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 CIP are scheduled for November 12 and 13, 2008, and the Board of Education will take final action on these items on November 20, 2008. The County Council will schedule a work/action session in late November 2008 to discuss the portion of the FY 2010 Capital Budget request that relates to state funding.

The county executive will publish his CIP recommendations for all county agencies by mid-January 2009 for County Council discussion and action. The County Council will hold a hearing in early February 2009, will conduct work sessions in March and April 2009, and will adopt the FY 2010 Capital Budget and Amendments to the FY 2009–2014 CIP in late May 2009.

I look forward to working with you, along with parents, community members, and business leaders, to secure the necessary funding and support for the improvement of public school facilities in Montgomery County.

Respectfully,

A handwritten signature in black ink, appearing to read "J. Weast", written over a large, stylized circular flourish.

Jerry D. Weast, Ed.D.  
Superintendent of Schools

JDW:ak





# Table of Contents

Alphabetical Listing of Schools .....	Page x
Countywide Map of Clusters .....	xii
Introduction .....	xiii

## CHAPTER 1

### The Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014

<b>Capital Improvements Program</b> .....	1-1
The Impact of the Biennial CIP Process .....	1-1
Overview .....	1-1
The Superintendent's Recommended Amendments to the Capital Improvements Program .....	1-2
Funding the Capital Improvements Program .....	1-3
General Obligation (GO) Bonds and Spending	
Affordability Guidelines (SAG) .....	1-3
Recordation Tax and School Impact Tax .....	1-4
State Funding .....	1-4
Current Revenues .....	1-5
The Relationship between State and Local Funding .....	1-5
Capital Budget and Operating Budget Relationship .....	1-5
Superintendent's Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014	
CIP Summary Table .....	1-7
Superintendent's Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014	
CIP Funding Table .....	1-13
FY 2010 State CIP for MCPS Table .....	1-14

## CHAPTER 2

<b>The Planning Environment</b> .....	2-1
Community Trends .....	2-1
Population .....	2-1
Economy .....	2-1
Housing .....	2-2
Growth Policy .....	2-3
Student Population Trends .....	2-3
Student Diversity .....	2-4
Focus and Non-Focus Schools .....	2-5
MCPS Enrollment Forecast .....	2-7
Summary .....	2-7

## CHAPTER 3

<b>Facility Planning Objectives</b> .....	3-1
Objective 1: Implement Facility Plans that Support the Continuous Improvement of Educational Programs in the School System .....	3-2
Objective 2: Meet Long-Term and Interim Space Needs .....	3-4
Objective 3: Modernize Schools Through a Systematic Modernization Schedule .....	3-5
Objective 4: Provide Schools That are Environmentally Safe, Secure, Functionally Efficient, and Comfortable .....	3-6
Objective 5: Provide Access to Information Technologies .....	3-7
Objective 6: Support Multipurpose Use of Schools .....	3-7
Objective 7: Meet Special Education Programs Space Needs .....	3-9

## CHAPTER 4

<b>Recommended Actions and Planning Issues</b> ...	4-1
MCPS Clusters for 2008–2009 .....	4-4
Planning Issues by Cluster	
Bethesda–Chevy Chase Cluster .....	4-6
Winston Churchill Cluster .....	4-12
Clarksburg Cluster .....	4-20
Damascus Cluster .....	4-28
Downcounty Consortium .....	4-34
Gaithersburg Cluster .....	4-48
Walter Johnson Cluster .....	4-54
Col. Zadok Magruder Cluster .....	4-60
Richard Montgomery Cluster .....	4-66
Northeast Consortium .....	4-70
Northwest Cluster .....	4-80
Poolesville Cluster .....	4-86
Quince Orchard Cluster .....	4-90
Rockville Cluster .....	4-96
Seneca Valley Cluster .....	4-100
Sherwood Cluster .....	4-104
Watkins Mill Cluster .....	4-110
Walt Whitman Cluster .....	4-116
Thomas S. Wootton Cluster .....	4-120
Special Education Centers .....	4-126
Other Educational Facilities .....	4-130

## CHAPTER 5

<b>Countywide Projects</b> .....	5-1
----------------------------------	-----

## APPENDICES

A: Projected Enrollment .....	A-1
B: Special Program Enrollment .....	B-1
C: School Enrollment and Capacity .....	C-1
D: Relocatable Classrooms Placements .....	D-1
E: Modernization Schedule for Assessed Schools .....	E-1
F: Gymnasium List .....	F-1
G: Restroom Renovations Schedule .....	G-1
H: Head Start and Prekindergarten Locations .....	H-1
I: Growth Policy .....	I-1
J: State and Local Capacities Table .....	J-1
K: Reopened Schools .....	K-1
L: Closed Schools .....	L-1
M: Catchment Area Maps .....	M-1
N: Political District Maps and Tables .....	N-1
O: Priority Funding Areas and Hot Spots .....	O-1
P: MCPS Enrollment Forecasting .....	P-1
Q: Capacity Calculation .....	Q-1
R: Assessing Schools for Modernization .....	R-1
S: Special Education Program Descriptions .....	S-1
T: Long-range Facilities Planning Policy and Interim Regulation .....	T-1
U: Quality Integrated Education Policy .....	U-1
V: Modernization/Renovation Policy .....	V-1
W: Transfer of Students Policy .....	W-1
X: Student Transportation Policy .....	X-1
Y: Planned Life-cycle Asset Replacement (PLAR) Projects .....	Y-1
School Addresses and Phone Numbers	
Planning Calendar	

# Alphabetical Listing of Schools

	Page
Arcola ES—Downcounty Consortium.....	4-34
Argyle MS—Downcounty Consortium.....	4-34
Ashburton ES—Walter Johnson Cluster .....	4-54
John T. Baker MS—Damascus Cluster.....	4-28
Benjamin Banneker MS—Northeast Consortium.....	4-70
Bannockburn ES—Walt Whitman Cluster .....	4-116
Lucy V. Barnsley ES—Rockville Cluster .....	4-96
Beall ES—Richard Montgomery Cluster.....	4-66
Bel Pre ES—Downcounty Consortium.....	4-34
Bells Mill ES—Winston Churchill Cluster.....	4-12
Belmont ES—Sherwood Cluster .....	4-104
Bethesda ES—Bethesda-Chevy Chase Cluster.....	4-6
Bethesda-Chevy Chase HS—Bethesda-Chevy Chase Cluster.....	4-6
Beverly Farms ES—Winston Churchill Cluster.....	4-12
Montgomery Blair HS—Downcounty Consortium .....	4-34
James Hubert Blake HS—Northeast Consortium.....	4-70
Bradley Hills ES—Walt Whitman Cluster .....	4-116
Briggs Chaney MS—Northeast Consortium.....	4-70
Broad Acres ES—Northeast Consortium .....	4-70
Brooke Grove ES—Sherwood Cluster.....	4-104
Brookhaven ES—Downcounty Consortium.....	4-34
Brown Station ES—Quince Orchard Cluster .....	4-90
Burning Tree ES—Walt Whitman Cluster .....	4-116
Burnt Mills ES—Northeast Consortium.....	4-70
Burtonsville ES—Northeast Consortium .....	4-70
Cabin John MS—Winston Churchill and Thomas S. Wootton clusters.....	4-12, 4-120
Candlewood ES—Col. Zadok Magruder Cluster .....	4-60
Cannon Road ES—Northeast Consortium .....	4-70
Carderock Springs ES—Walt Whitman Cluster .....	4-116
Rachel Carson ES—Quince Orchard Cluster.....	4-90
Cashell ES—Col. Zadok Magruder Cluster .....	4-60
Cedar Grove ES—Clarksburg and Damascus clusters.....	4-20, 4-28
Chevy Chase ES—Bethesda-Chevy Chase Cluster .....	4-6
Winston Churchill HS—Winston Churchill Cluster.....	4-12
Clarksburg ES—Clarksburg Cluster .....	4-20
Clarksburg HS—Clarksburg Cluster .....	4-20
Clarksburg ES #8—Clarksburg Cluster .....	4-20
Clearspring ES—Damascus Cluster .....	4-28
Roberto Clemente MS—Northwest and Seneca Valley clusters .....	4-80, 4-100
Clopper Mill ES—Northwest Cluster.....	4-80
Cloverly ES—Northeast Consortium .....	4-70
Cold Spring ES—Thomas S. Wootton Cluster .....	4-120
College Gardens ES—Richard Montgomery Cluster.....	4-66
Cresthaven ES—Northeast Consortium .....	4-70
Capt. James E. Daly ES—Clarksburg Cluster.....	4-20
Damascus ES—Damascus Cluster .....	4-28
Damascus HS—Damascus Cluster .....	4-28
Darnestown ES—Northwest Cluster .....	4-80
Diamond ES—Northwest Cluster .....	4-80
Dr. Charles R. Drew ES—Northeast Consortium.....	4-70
DuFief ES—Thomas S. Wootton Cluster.....	4-120
East Silver Spring ES—Downcounty Consortium .....	4-34

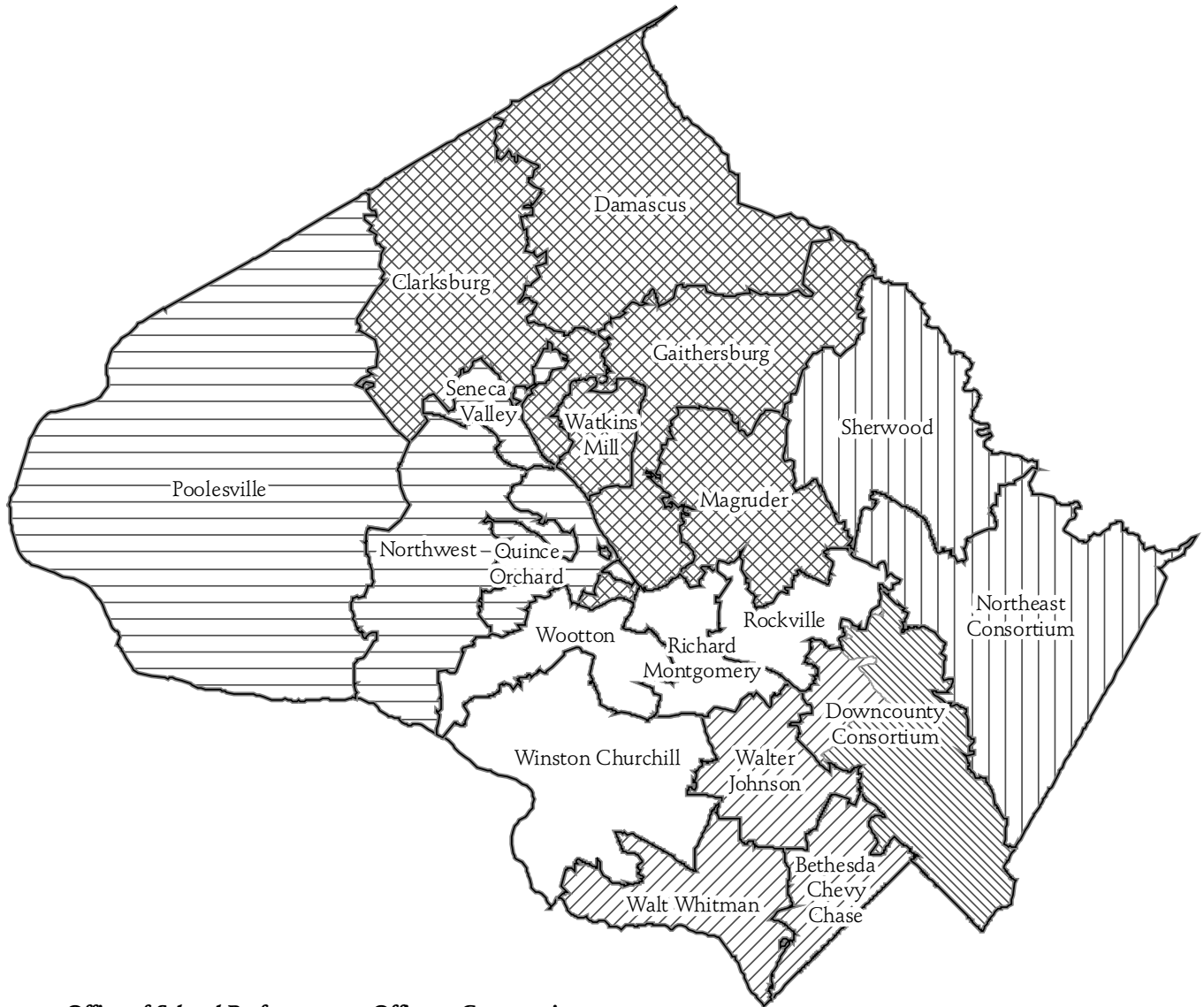
	Page
Eastern MS—Downcounty Consortium.....	4-34
Thomas Edison High School of Technology .....	4-127
Albert Einstein HS—Downcounty Consortium .....	4-34
Fairland ES—Northeast Consortium.....	4-70
Fallsmead ES—Thomas S. Wootton Cluster.....	4-120
Farmland ES—Walter Johnson Cluster.....	4-54
William H. Farquhar MS—Northeast Consortium and Sherwood Cluster .....	4-70, 4-104
Fields Road ES—Quince Orchard Cluster .....	4-90
Flower Hill ES—Col. Zadok Magruder Cluster .....	4-60
Flower Valley ES—Rockville Cluster.....	4-96
Forest Knolls ES—Downcounty Consortium.....	4-34
Forest Oak MS—Gaithersburg Cluster .....	4-48
Fox Chapel ES—Clarksburg Cluster .....	4-20
Robert Frost MS—Thomas S. Wootton Cluster .....	4-120
Gaithersburg ES—Gaithersburg Cluster.....	4-48
Gaithersburg HS—Gaithersburg Cluster.....	4-48
Gaithersburg MS—Gaithersburg Cluster .....	4-48
Galway ES—Northeast Consortium .....	4-70
Garrett Park ES—Walter Johnson Cluster .....	4-54
Georgian Forest ES—Downcounty Consortium .....	4-34
Germantown ES—Northwest Cluster.....	4-80
Glen Haven ES—Downcounty Consortium.....	4-34
Glenallan ES—Downcounty Consortium.....	4-34
Goshen ES—Gaithersburg Cluster .....	4-48
Great Seneca Creek ES—Northwest Cluster.....	4-80
Greencastle ES—Northeast Consortium .....	4-70
Greenwood ES—Sherwood Cluster.....	4-104
Harmony Hills ES—Downcounty Consortium.....	4-34
Highland ES—Downcounty Consortium .....	4-34
Highland View ES—Downcounty Consortium.....	4-34
Herbert Hoover MS—Winston Churchill Cluster .....	4-12
Jackson Road ES—Northeast Consortium.....	4-70
Walter Johnson HS—Walter Johnson Cluster.....	4-54
Jones Lane ES—Quince Orchard Cluster .....	4-90
Kemp Mill ES—Downcounty Consortium.....	4-34
John F. Kennedy HS—Downcounty Consortium.....	4-34
Kensington-Parkwood ES—Walter Johnson Cluster .....	4-54
Francis Scott Key MS—Northeast Consortium .....	4-70
Martin Luther King, Jr. MS—Seneca Valley Cluster.....	4-100
Kingsview MS—Northwest Cluster.....	4-80
Lake Seneca ES—Seneca Valley Cluster .....	4-100
Lakelands Park MS—Northwest and Quince Orchard clusters .....	4-80, 4-90
Lakewood ES—Thomas S. Wootton Cluster .....	4-120
Laytonsville ES—Gaithersburg Cluster .....	4-48
Col. E. Brooke Lee MS—Downcounty Consortium .....	4-34
Little Bennett ES—Clarksburg Cluster .....	4-20
A. Mario Loiederman MS—Downcounty Consortium.....	4-34
Longview—Special Education Centers .....	4-126
Luxmanor ES—Walter Johnson Cluster .....	4-54
Col. Zadok Magruder HS—Col. Zadok Magruder Cluster .....	4-60
Thurgood Marshall ES—Quince Orchard Cluster.....	4-90
Maryvale ES—Rockville Cluster.....	4-96

	<b>Page</b>
Spark M. Matsunaga—Northwest Cluster.....	4-80
S. Christa McAuliffe ES—Seneca Valley Cluster.....	4-100
Ronald McNair ES—Northwest Cluster .....	4-80
Meadow Hall ES—Rockville Cluster .....	4-96
Mill Creek Towne ES—Col. Zadok Magruder Cluster .....	4-60
Monocacy ES—Poolesville Cluster .....	4-86
Richard Montgomery HS—Richard Montgomery Cluster.....	4-66
Montgomery Knolls ES—Downcounty Consortium .....	4-34
Montgomery Village MS—Watkins Mill Cluster.....	4-110
Neelsville MS—Clarksburg and Watkins Mill clusters ...	4-20, 4-110
New Hampshire Estates ES—Downcounty Consortium .....	4-34
Newport Mill MS—Downcounty Consortium .....	4-34
Roscoe R. Nix ES—Northeast Consortium.....	4-70
North Bethesda MS—Walter Johnson Cluster.....	4-54
North Chevy Chase ES—Bethesda-Chevy Chase Cluster.....	4-6
Northwest HS—Northwest Cluster.....	4-80
Northwood HS—Downcounty Consortium.....	4-34
Oak View ES—Downcounty Consortium.....	4-34
Oakland Terrace ES—Downcounty Consortium .....	4-34
Olney ES—Sherwood Cluster .....	4-104
William Tyler Page ES—Northeast Consortium .....	4-70
Paint Branch HS—Northeast Consortium .....	4-70
Parkland MS—Downcounty Consortium .....	4-34
Rosa Parks MS—Sherwood Cluster.....	4-104
Pine Crest ES—Downcounty Consortium.....	4-34
Piney Branch ES—Downcounty Consortium.....	4-34
John Poole MS—Poolesville Cluster .....	4-86
Poolesville ES—Poolesville Cluster .....	4-86
Poolesville HS—Poolesville Cluster .....	4-86
Potomac ES—Winston Churchill Cluster.....	4-12
Thomas W. Pyle MS—Walt Whitman Cluster.....	4-116
Quince Orchard HS—Quince Orchard Cluster.....	4-90
Redland MS—Col. Zadok Magruder Cluster .....	4-60
Judith A. Resnik ES—Col. Zadok Magruder Cluster .....	4-60
RICA—Special Education Centers .....	4-126
Dr. Sally K. Ride ES—Seneca Valley Cluster.....	4-100
Ridgeview MS—Quince Orchard Cluster.....	4-90
Ritchie Park ES—Richard Montgomery Cluster .....	4-66
Rock Creek Forest ES—Bethesda-Chevy Chase Cluster .....	4-6
Rock Creek Valley ES—Rockville Cluster .....	4-96
Rock Terrace—Special Education Centers .....	4-126
Rock View ES—Downcounty Consortium.....	4-34
Rockville HS—Rockville Cluster.....	4-96
Lois P. Rockwell ES—Damascus Cluster.....	4-28
Rocky Hill MS—Clarksburg and Damascus clusters.....	4-20, 4-28
Rolling Terrace ES—Downcounty Consortium.....	4-34
Rosemary Hills ES—Bethesda-Chevy Chase Cluster .....	4-6
Rosemont ES—Gaithersburg Cluster .....	4-48
Carl Sandburg—Special Education Centers .....	4-126
Seneca Valley HS—Seneca Valley Cluster.....	4-100
Sequoyah ES—Col. Zadok Magruder Cluster .....	4-60
Seven Locks ES—Winston Churchill Cluster.....	4-12
Shady Grove MS—Col. Zadok Magruder Cluster.....	4-60
Sherwood ES—Northeast Consortium and Sherwood Cluster .....	4-70, 4-104
Sherwood HS—Sherwood Cluster .....	4-104
Sargent Shriver ES—Downcounty Consortium.....	4-34

	<b>Page</b>
Silver Spring International MS—Downcounty Consortium .....	4-34
Sligo MS—Downcounty Consortium .....	4-34
Sligo Creek ES—Downcounty Consortium.....	4-34
Somerset ES—Bethesda-Chevy Chase Cluster .....	4-6
South Lake ES—Watkins Mill Cluster.....	4-110
Springbrook HS—Northeast Consortium.....	4-70
Stedwick ES—Watkins Mill Cluster .....	4-110
Stephen Knolls—Special Education Centers.....	4-126
Stone Mill ES—Thomas S. Wootton Cluster .....	4-120
Stonegate ES—Northeast Consortium .....	4-70
Strathmore ES—Downcounty Consortium .....	4-34
Strawberry Knoll ES—Gaithersburg Cluster .....	4-48
Summit Hall ES—Gaithersburg Cluster .....	4-48
Takoma Park ES—Downcounty Consortium .....	4-34
Takoma Park MS—Downcounty Consortium .....	4-34
Tilden MS—Walter Johnson Cluster .....	4-54
Travilah ES—Thomas S. Wootton Cluster.....	4-120
Twinbrook ES—Richard Montgomery Cluster.....	4-66
Viers Mill ES—Downcounty Consortium .....	4-34
Washington Grove ES—Gaithersburg Cluster .....	4-48
Waters Landing ES—Seneca Valley Cluster .....	4-100
Watkins Mill ES—Watkins Mill Cluster .....	4-110
Watkins Mill HS—Watkins Mill Cluster .....	4-110
Wayside ES—Winston Churchill Cluster.....	4-12
Weller Road ES—Downcounty Consortium .....	4-34
Julius West MS—Richard Montgomery Cluster .....	4-66
Westbrook ES—Bethesda-Chevy Chase Cluster .....	4-6
Westland MS—Bethesda-Chevy Chase Cluster .....	4-6
Westover ES—Northeast Consortium.....	4-70
Wheaton HS—Downcounty Consortium .....	4-34
Wheaton Woods ES—Downcounty Consortium.....	4-34
Whetstone ES—Watkins Mill Cluster .....	4-110
White Oak MS—Northeast Consortium .....	4-70
Walt Whitman HS—Walt Whitman Cluster .....	4-116
Earle B. Wood MS—Rockville Cluster .....	4-96
Wood Acres ES—Walt Whitman Cluster.....	4-116
Woodfield ES—Damascus Cluster .....	4-28
Woodlin ES—Downcounty Consortium.....	4-34
Thomas S. Wootton HS—Thomas S. Wootton Cluster .....	4-120
Wyngate ES—Walter Johnson Cluster .....	4-54



# Cluster Service Areas and Quad Clusters 2008-2009



## Office of School Performance - Officers, Community Superintendents, and Directors of School Performance

Mr. Stephen L. Bedford, Chief School Performance Officer

Quad Cluster	Community Superintendent	Director of School Performance
1	Mr. Adrian B. Talley	Dr. Kathy L. Brake
		Dr. Edward Newsome, Jr.
2	Dr. LaVerne G. Kimball	Mr. Sean Bulson
3	Dr. Sherry L. Liebes	Dr. Renee A. Foose
4	Dr. Frank H. Stetson	Mr. Pat D. Abrunzo
		Mrs. Denise Greene
5	Dr. Ursula A. Hermann	Mrs. Elizabeth Strubel
6	Dr. Heath E. Morrison	Ms. Bronda Mills
		Mrs. Myra J. Smith

— Cluster Boundary

Quad Cluster 1

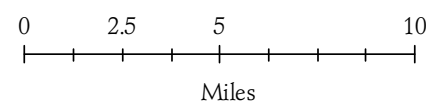
Quad Cluster 2

Quad Cluster 3

Quad Cluster 4

Quad Cluster 5

Quad Cluster 6



# Introduction

In November 1996, the voters of Montgomery County approved by referendum an amendment to the County Charter that changed the County Council's review and approval cycle of the six-year Capital Improvements Program (CIP) from an annual to biennial cycle. The referendum specified that in odd-numbered fiscal years (on years) the County Council would conduct a full review of the six-year CIP and in even-numbered fiscal years (off years), the County Council only would consider amendments to the adopted CIP. The Superintendent's Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 CIP provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2010 as well as proposed amendments to the Adopted FY 2009–2014 CIP.

This document contains the following sections:

**Chapter 1,** “The Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 Capital Improvements Program (CIP),” is a review of the major factors that have influenced the development of recommended projects to the FY 2010 Capital Budget and Amendments to the FY 2009–2014 CIP. This chapter includes a table summarizing the recommended amendments to the FY 2009–2014 CIP.

**Chapter 2,** “The Planning Environment,” describes the demographic, economic, and enrollment trends in Montgomery County that form the context for reviewing facility plans and addressing long-range system needs.

**Chapter 3,** “Facility Planning Objectives,” outlines seven facility planning objectives that guide the school system as

it moves to accommodate enrollment growth and program changes. The objectives are discussed and placed in the context of the recommended CIP actions.

**Chapter 4,** “Recommended Actions and Planning Issues,” is arranged by high school cluster and high school consortium. This chapter provides maps depicting school boundaries and locations, a bar graph that indicates school utilization within each cluster, tables with enrollment projections, school demographic profiles, building room use, capacity data, and other facility information. Planning issues are identified, and adopted and recommended actions to this CIP are discussed.

**Chapter 5,** “Countywide Projects,” provides a brief summary description of the CIP projects that are programmed to meet the needs of many schools across the county. These projects involve multiyear plans with different schools scheduled each year. (Referred to as countywide projects)

Several appendices, at the end of the document, contain information on a variety of topics including enrollment information, state-rated capacities, Board of Education policies, modernization schedules, available school sites, closed schools and their current use, and relocatable classroom placements. Also included are maps for identifying Board of Education, councilmanic, and legislative election districts. It is important to note that this is a planning document for the school system as a whole and that while cluster organization is used for presentation of information, planning decisions often cross cluster boundaries to meet program and facility needs for students.





# Chapter 1

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## **The Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 Capital Improvements Program**

### **The Impact of the Biennial CIP Process**

In November 1996 the Montgomery County charter was amended by referendum to require a biennial, rather than annual, Capital Improvements Program (CIP) review and approval process. The total six-year CIP is now reviewed and approved for each odd-numbered fiscal year. For even-numbered fiscal years, only amendments are considered where changes are needed in the second year of the six-year CIP. In FY 1998, the county executive developed a set of criteria to identify and prioritize project requests that would qualify as amendments.

Fiscal Year 2009 was a full CIP review year and resulted in the FY 2009–2014 CIP adopted by the County Council in May 2008. Fiscal Year 2010 is an off-budget or amendment year. As a result, the biennial CIP process requires the county executive and County Council to consider amendments to the adopted FY 2009–2014 CIP that request appropriations for the FY 2010 Capital Budget and that changes expenditures for the FY 2010–2014 out-years of the adopted CIP.

In an off-budget year, such as FY 2010, the following criteria are applied to MCPS amendment requests (in priority order):

1. Urgent school capacity need (i.e., Growth Policy (GP) considerations, unusually high utilization rate or seat deficit)
2. Urgent public safety concerns
3. Leveraging of state aid involved
4. Inflationary increases above 2.5 percent in projects that address school capacity
5. Inflationary increases above 2.5 percent in modernizations and other projects

The County Council must still approve a capital budget in the off-budget fiscal year that includes appropriations for all projects. In a typical off-budget year, it is anticipated that very few changes will be made to the projects and amounts approved by the County Council for FY 2010–2014.

### **Overview**

The County Council Adopted FY 2009 Capital Budget and the FY 2009–2014 CIP totaled \$1.288 billion for the six-year period, an increase of \$76.1 million over the previously approved CIP,

and included an FY 2009 expenditure of \$236.5 million. The adopted CIP maintained the completion dates for all individual new school and addition projects, as well as elementary and middle school modernization projects. The adopted CIP included funding for the planning and construction of nine new elementary school addition projects—Brookhaven, Fairland, Fox Chapel, Harmony Hills, Jackson Road, Montgomery Knolls, Rock View, Sherwood, and Whetstone—as well as funding to reopen a new elementary school in the Downcounty Consortium to accommodate overutilization at Oakland Terrace and Woodlin elementary schools.

The six-year plan also included funding for many countywide systemic projects including: ADA Compliance; Energy Conservation; Fire Safety Code Upgrades; Restroom Renovations; and Water and Indoor Air Quality. The County Council approved the Board of Education's request to increase the funding for two countywide systemic projects—Heating, Ventilation, and Air-Conditioning (HVAC) Replacement and Asbestos Abatement. All countywide systemic projects are necessary to keep our aging facilities operational. The adopted CIP also fully funded the Building Modification and Program Improvements (BMPI) project that provides facility modifications and program improvements to schools that are not scheduled for either a modernization or addition in the foreseeable future. The six-year plan included funding to implement new initiatives in the School Security Program. The funding will enhance the comprehensive security program already in place with the installation of Closed Circuit Television (CCTV) camera systems in all middle schools, the replacement of existing outdated analog CCTV camera systems in all high schools, the installation of a visitor management system in all schools, and the installation of a visitor access system at all elementary schools.

As noted earlier, the adopted CIP was an increase of \$76.1 million over the previously approved CIP; however, it was approximately \$209.3 million less than the Board of Education's Requested FY 2009–2014 CIP of \$1.497 billion. The County Council, in order to achieve this reduction, deferred or delayed a number of capital projects. Specifically, the County Council delayed Paint Branch, Gaithersburg, Seneca Valley, and Thomas Wootton high school modernization projects one year beyond the Board of Education's request and delayed the Wheaton High School modernization project two years beyond the

Board's request. Three gymnasium projects for North Chevy Chase, Westbrook, and Cold Spring elementary schools also were delayed by two years by the County Council. The Board of Education's FY 2009–2014 request included funding to implement new initiatives in the Technology Modernization project that would provide more computers and interactive educational technology to strengthen efforts to improve student engagement and participation. The County Council, in the adopted CIP, approved the FY 2009 appropriation as requested by the Board of Education; however, the Council reduced the expenditures earmarked for the Middle School Initiative program for FY 2010–2014.

## The Superintendent's Recommended Amendments to the Capital Improvements Program

This document contains the recommended FY 2010 Capital Budget appropriation amounts and amendments to the FY 2009–2014 CIP expenditure schedules proposed by the superintendent for consideration and action by the Montgomery County Board of Education. In keeping with the spirit of the biennial process, as well as consideration of the current fiscal constraints on our county, state and country, the Superintendent's Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 CIP only includes an additional \$15.6 million over the adopted CIP.

The superintendent's recommended CIP includes amendments for six elementary school addition projects, previously included in the adopted CIP, but require additional classrooms to accommodate higher than anticipated enrollments. As a result of the scope changes, these six projects will need to be delayed in order to provide further planning and design time. Some of the expenditures for these six projects will need to be shifted out of FY 2010 and into the out-years of the CIP. The superintendent's recommended CIP also includes amendments to provide additional funding for two countywide projects—Heating, Ventilation, and Air-Conditioning (HVAC) Replacement and Relocatable Classrooms. Finally, there is an amendment for a new countywide project to address county water quality compliance. The additional funding for the three countywide projects is included in FY 2010; however due to the expenditure shifts from the six addition projects the FY 2010 expenditures are \$83.5 million less than the FY 2010 expenditures included in the adopted CIP. The following describes the amendments included in the superintendent's recommended CIP:

1. *Brookhaven Elementary School Addition*—to provide two classrooms beyond the approved eight-classroom addition project to accommodate higher than anticipated enrollment projections. The completion date for this project will be delayed one year, from August 2010 to August 2011, in order to provide further planning and design time. (\$748,000)

2. *Fairland Elementary School Addition*—to provide four classrooms beyond the approved nine-classroom addition project to accommodate higher than anticipated enrollment projections. The completion date for this project will be delayed one year, from August 2010 to August 2011, in order to provide further planning and design time. (\$1.34 million)
3. *Harmony Hills Elementary School Addition*—to provide five classrooms beyond the approved nine-classroom addition project to accommodate higher than anticipated enrollment projections. The completion date for this project will be delayed six months, from August 2011 to January 2012, in order to provide further planning and design time. (\$2.34 million)
4. *Jackson Road Elementary School Addition*—to provide three classrooms beyond the approved 11-classroom addition project to accommodate higher than anticipated enrollment projections. The completion date for this project will be delayed one year, from August 2010 to August 2011, in order to provide further planning and design time. (\$906,000)
5. *Montgomery Knolls Elementary School Addition*—to provide five classrooms beyond the approved 10-classroom addition project to accommodate higher than anticipated enrollment projections. The completion date for this project, as well as the school's gymnasium project, will be delayed six months, from August 2011 to January 2012, in order to provide further planning and design time. (\$2.48 million)
6. *Rock View Elementary School Addition*—to provide five classrooms beyond the approved eight-classroom addition project to accommodate higher than anticipated enrollment projections. The completion date for this project will be delayed one year, from August 2010 to August 2011, in order to provide further planning and design time. (\$1.83 million)
7. *Heating, Ventilation, and Air-conditioning (HVAC) Replacement*—to provide additional funding for HVAC related projects that are vital to the successful operation of our school facilities. (\$4.4 million)
8. *Relocatable Classrooms*—to provide additional funding for relocatable classrooms to accommodate enrollment growth. (\$1.0 million)
9. *County Water Quality Compliance*—to provide funding to plan and implement a variety of pollution prevention measures related to storm water discharge from our school facilities as required by federal and state laws. (\$500,000)

The summary table at the end of this chapter, titled "Superintendent's Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 Capital Improvements Program," (page 1-7) summarizes the superintendent's recommendations on all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows

the County Council’s adopted action and the third column shows the superintendent’s recommendations for the Amended FY 2009–2014 CIP. It is important to note that many previously approved projects will be blank since they can proceed on their currently approved schedules. The last column shows the anticipated completion date for each project.

The next summary table includes all of the countywide projects approved by the County Council in the FY 2009–2014 CIP (page 1-11). The table also includes the superintendent’s recommendations for the Amended FY 2009-2014 CIP for these projects. The final two tables contain summary information regarding the appropriation request and the expenditure schedule for the FY 2010 Capital Budget and the Amended FY 2009–2014 CIP (page 1-13) and the FY 2010 State CIP funding approved for MCPS (page 1-14).

It is important to note that an appropriation differs from expenditure. Once approved by the County Council, an appropriation gives MCPS the authority to encumber and spend money within a specified dollar limit for a project. If a project extends beyond one fiscal year, a majority of the cost of the project would need to be appropriated in order to award the construction contract. An expenditure, on the other hand, is a multi-year spending plan in the CIP that shows when the County’s resources are expected to be spent over the six-year period.

### Funding the Capital Improvements Program

The CIP is funded from five types of revenue sources—county General Obligation (GO) bonds, state aid, current revenue, school impact tax, and recordation tax. The amount of GO bond funding available for all county CIP projects is governed by Spending Affordability Guidelines (SAG) limits set by the County Council before CIP submissions are prepared. The amount of state aid available is governed by the rules, regulations, and procedures established by the state of Maryland Interagency Committee on School Construction (IAC) and by the amount of state revenues available to support the state school construction program. The amount of current revenue available to fund CIP projects is governed by county tax revenues and the need to balance capital and operating budget requests. All five revenue sources are discussed below.

#### General Obligation (GO) Bonds and Spending Affordability Guidelines (SAG)

In each fiscal year, the County Council must set Spending Affordability Guidelines (SAG) for the level of bonded debt it believes the county can afford. The guidelines are set following an analysis of fiscal considerations that shape the county’s economic health. It is not intended that the County Council consider the extent of the capital needs of the different county agencies at the time it adopts the SAG limits. From FY 1993 to FY 1996, MCPS received approximately one-half of the county GO bond proceeds. Since FY 1997, that share has been reduced to approximately 40 percent, and a substantial

amount of state school construction aid has been factored into CIP revenue estimates.

Fiscal Years	Spending Affordability Guidelines
FY 1990–1995	\$815 million
FY 1991–1996	\$815 million
FY 1992–1997	\$815 million
FY 1993–1998	\$810 million
FY 1994–1999	\$600 million
FY 1995–2000	\$637 million
FY 1996–2001	\$675 million
FY 1997–2002	\$695 million
FY 1997–2003 Amended	\$700 million*
FY 1999–2004	\$714 million
FY 1999–2004 Amended	\$743 million*
FY 2001–2006	\$798 million
FY 2001–2006 Amended	\$826 million*
FY 2003–2008	\$880 million
FY 2003–2008 Amended	\$895 million*
FY 2005–2010	\$1.14 billion
FY 2005–2010 Amended	\$1.22 billion*
FY 2007–2012	\$1.44 billion
FY 2007–2012 Amended	\$1.65 billion*
FY 2009–2014	\$1.8 billion
*Limits set during biennial process	

As the preceding table indicates, since FY 1994, the County Council has steadily increased the SAG limits. For FY 2003, the County Council set a six-year SAG total of \$880.4 million. During the FY 2004 biennial amendment process, the six-year total increased to \$895.2 million. The adopted SAG limit for the Amended FY 2003–2008 CIP increased the amount of GO bond funding available in the six-year CIP by \$69.2 million over the previous six-year period. For FY 2005, the County Council set the capital budget SAG limits at \$190 million for both FY 2005 and FY 2006, with a six-year total of \$1.14 billion. During the County Council’s reconciliation process for the six-year CIP in early May 2004, the SAG limit for FY 2005 was increased to \$199 million, and the FY 2010 limit was reduced to \$181 million. The SAG limit for FY 2006 remained at \$190 million, with a six-year total remaining at \$1.14 billion.

During the FY 2006 biennial amendment process in February 2005, the FY 2005 and FY 2006 capital budget SAG limits were increased to \$209 million, while the six-year total increased to \$1.22 billion. At the County Council’s reconciliation process for the amended six-year CIP in May 2005, the SAG limit for FY 2006 was increased to \$213 million, both FY 2007 and FY 2008 were increased to \$210 million, FY 2009 was reduced by \$10 million to \$190 million, and FY 2010 was reduced by

\$14 million to \$186 million, with the six-year total remaining at \$1.22 billion.

For FY 2007, the County Council, in October 2005, set the capital budget SAG limits at \$240 million for both FY 2007 and FY 2008, with a six-year total of \$1.44 billion. In February 2006, the County Council increased the SAG limit for both FY 2007 and FY 2008 by \$24 million for a total of \$264 million for each fiscal year and increased the six-year total to \$1.46 billion. During the County Council's reconciliation process in May 2006, the SAG limit for FY 2009 was increased by \$29 million to \$264 million, for FY 2010 it was decreased by \$9 million to \$226 million, and for FY 2011 and FY 2012, it was decreased by \$10 million respectively to \$220 million each year. The six-year total remained at \$1.46 billion.

During the FY 2008 biennial amendment process in February 2007, the FY 2007 and FY 2008 capital budget SAG limits were each increased to \$275 million, while the six-year total increased to \$1.65 billion. For FY 2009, the County Council, in October 2007, set the capital budget SAG limits at \$300 million for both FY 2009 and FY 2010, with a six-year total of \$1.8 billion, an increase of \$150 million more than the previously approved SAG limit. In February 2008, the County Council reviewed the approved SAG limits and upheld the limits set in October 2007. For FY 2010, an off-year of the CIP, the County Council will have an opportunity to review the SAG limit in February 2009. The County Council can either lower the SAG limit by any amount or raise the limit by a maximum of 10 percent.

### Recordation Tax and School Impact Tax

The two bills approved by the County Council in the spring of 2004, *Bill 24-03, Recordation Tax—Use of Funds*, and *Bill 9-03, Development Impact Tax—School Facilities*, dedicated and created

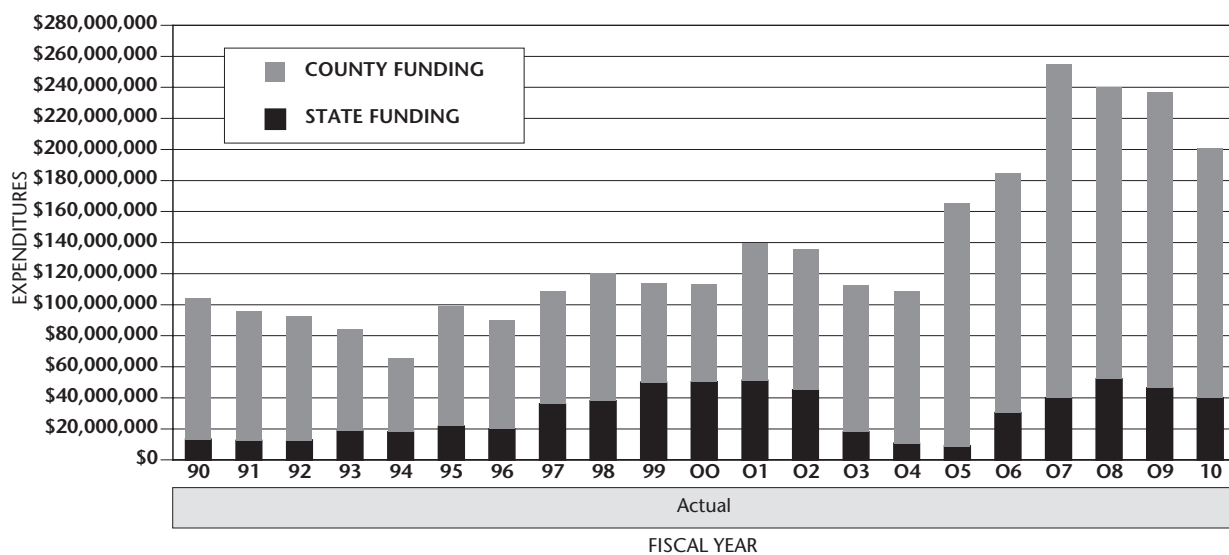
significant current revenue sources to supplement the GO bond funding of the CIP. *Bill 24-03, Recordation Tax—Use of Funds*, dedicated the increase in the Recordation Tax adopted in 2002 for use in funding both GO bond eligible and current revenue funded projects in the CIP. *Bill 9-03, Development Impact Tax—School Facilities*, generates funds used for bond eligible projects that increase school capacity through new schools, additions to schools, or the portion of modernizations to schools that add capacity. Both of these bills were important because they will continue to provide significant current revenues in addition to GO bonds that will support the MCPS CIP.

### State Funding

In the first twenty-two years of the State Public School Construction Program, from FY 1973 to FY 1994, the amount of state funding received by MCPS averaged \$13.7 million per year. In FY 1995 and FY 1996, the state funded approximately \$20 million per year, and in FY 1997, the state allocated \$36 million for Montgomery County. Using the \$36 million level of state funding as a benchmark, the County Council increased the levels of state aid assumed in the CIP. County efforts were again successful in FY 1998, and MCPS was allocated \$38 million in state aid for school construction projects. The county was even more successful in FY 1999, FY 2000, and FY 2001 with \$50 million, \$50.2 million, and \$51.2 million being allocated respectively.

In FY 2002, the county received \$45 million, \$5 million less than assumed by the county executive and the County Council in the adopted CIP. For FY 2003, approved state aid funding was \$18.0 million, \$27 million less than the state aid received in FY 2002. And, for FY 2004, the total state aid received was \$10.58 million, \$19.4 million less than the amount assumed for FY 2004 in the adopted CIP.

**Capital Budget Expenditures and Funding Sources (FY 1990–2010\*)**



\*The expenditure shown for FY 2010 is based on the superintendent's recommendation and the state aid assumed in the adopted CIP.



The total state aid request for FY 2005 was \$59.9 million. Unfortunately, in FY 2005, the total state aid approved for MCPS was only \$9.04 million, approximately \$50.8 million less than the amount requested, and approximately \$24.9 million less than the amount assumed for FY 2005 in the Amended FY 2003–2008 CIP. For FY 2006, the state aid request was \$126.2 million. In FY 2006, the total state aid approved for MCPS was \$30.4 million, approximately \$95.8 million less than the amount requested, but was approximately \$10 million more than the amount assumed for FY 2006 in the FY 2005–2010 CIP.

For FY 2007, the revised state aid request was \$125.2 million. Of the \$125.2 million request, the state aid approved for MCPS was \$40.05 million, approximately \$85.2 million less than the amount requested, but approximately \$15 million more than the amount assumed for FY 2007 in the Amended FY 2005–2010 CIP. For FY 2008, the state aid request was \$133.96 million. This figure was based on current eligibility of projects approved by the County Council in May 2006. Of the \$133.96 million, the state aid approved for MCPS was \$52.3 million, approximately \$81.7 million less than the amount requested, but was approximately \$12 million more than the amount assumed for FY 2008 in the FY 2007–2012 CIP.

For FY 2009, the revised state aid request was \$132.7 million. Of the \$132.7 million request, the FY 2009 state aid approved for MCPS was \$46.323 million, approximately \$86.4 million less than the amount requested, but approximately \$6.3 million more than the amount assumed for FY 2009 in the Amended FY2007–2012 CIP. For FY 2001, the state aid request is \$113.98 million. This figure was based on current eligibility of projects approved by the County Council in May 2008. Of the \$113.98 million request, \$18.9 million is for two projects that have received partial state funding in a prior year, and \$4.9 million is for systemic roofing and HVAC projects. The remaining \$90.18 million, the balance of the \$113.98 million request, is for 25 projects that will require state planning approval in addition to construction funding. These projects have already been approved for funding by the County Council and would be eligible for state funding, if state planning approval were granted.

In the past, the state has granted planning approval and construction funding in the same year for some projects, if the local government previously approved those projects. However, the state is no longer routinely granting planning approval, but instead is prioritizing projects for planning approval based on a state-developed process. Therefore, at this time, MCPS does not have any projects approved for planning approval. If the current planning approval climate in the state remains, and future state aid continues to be constrained, additional county funds will have to supplement state aid or project schedules will need to be delayed.

## **Current Revenue**

There are some projects that are not bond eligible because the service or improvement covered by the project does not have a life expectancy that would be equal to or exceed the typical 20-year life of the bond funding the project. These projects

must be funded with current revenue. There are three such projects in the MCPS CIP—Relocatable Classrooms, Technology Modernization, and Facility Planning. Current revenue-funded projects make up approximately 10 percent of the approved CIP, and must be funded with the general current receipts the county receives from its share of all state and local taxes and fees. The same general current receipts are used to fund the county operating budget.

## **The Relationship Between State and Local Funding**

On average, MCPS receives 25 to 30 percent of the cost of eligible project expenditures from state funds. There are, however, many countywide projects in the CIP that are not eligible for state funding. Federal mandates such as projects to comply with the Americans with Disabilities Act, the Clean Air Act, the Asbestos Hazard Emergency Response Act, and EPA regulations on fuel tank management are not eligible for state funding. Neither are expenditures for land acquisition, energy conservation, fire safety code upgrades, improved access to schools, indoor air quality improvements, school security systems, and technology modernization. These ineligible projects add approximately \$25 million in budget requirements annually.

The amount of state funding received for a new school or addition is approximately 30 percent of the cost of the project, whereas, for a modernization the amount is approximately 25 percent. The amount varies due to the state formulas used to calculate “eligible” expenditures. The use of the word “eligible” here refers to expenditures the state will reimburse based on state capacity and square foot formulas. The state does not consider what is required to completely fund a construction project. For example, design fees, land acquisition, furniture and equipment, and classroom and support space needs beyond the state square foot formula are not considered eligible for state funding. All of these costs must be borne locally. In addition, the state discounts its contributions to local school systems based on the wealth of each jurisdiction. In the case of Montgomery County, the state will pay only 50 percent of eligible state expenses for MCPS projects.

## **Capital Budget and Operating Budget Relationship**

The relationship between the capital and the operating budgets is a critical consideration in the overall fiscal picture for MCPS. The capital budget affects the operating budget in three ways. First, GO bond debt, required for capital projects, creates the need to fund debt service payments in the Montgomery County Government operating budget. The County Council considers this operating budget impact when it approves Spending Affordability Guidelines. Second, a portion of the capital budget request is funded through general current revenue receipts, drawing money from the same sources that fund the operating budget. Finally, decisions in the capital budget to build a new school or add to an existing school create operating



budget impacts through additional costs for staff, utilities, and other services. Although the budget process separates the capital and operating budgets by creating different time lines for decision making, checks and balances have been incorporated into the review process to ensure compliance with Spending Affordability Guidelines.

**Superintendent's Recommended FY 2010 Capital Budget  
and Amendments to the FY 2009–2014 Capital Improvements Program  
Summary Table<sup>1</sup>**

Individual Projects	County Council Adopted Action May 2008	Superintendent's Recommendation	Anticipated Completion Date
<b>Bethesda-Chevy Chase Cluster</b>			
Bethesda-Chevy Chase HS Addition			8/09
Bethesda ES Addition		Recommend FY 2010 appropriation for facility planning funds.	TBD
North Chevy Chase ES Addition		Recommend FY 2010 appropriation for facility planning funds.	TBD
North Chevy Chase ES Gymnasium	Approved two year delay for North Chevy Chase, Cold Spring, and Westbrook elementary school gymnasium projects.	Recommend FY 2011 expenditures for planning funds.	8/12
Rock Creek Forest ES Modernization	Approved FY 2011 expenditures for facility planning funds.		1/15
Rosemary Hills ES Addition	Approved FY 2010 expenditures for facility planning funds.	Recommend FY 2010 appropriation for facility planning funds.	TBD
Westbrook ES Addition		Recommend FY 2010 appropriation for facility planning funds.	TBD
Westbrook ES Gymnasium	Approved two year delay for North Chevy Chase, Cold Spring, and Westbrook elementary school gymnasium projects.	Recommend FY 2011 expenditures for planning funds.	8/12
<b>Winston Churchill Cluster</b>			
Cabin John MS Modernization	Approved FY 2009 appropriation for construction funds.	Recommend FY 2010 appropriation for balance of construction funds.	8/11
Herbert Hoover MS Modernization	Approved FY 2009 appropriation for facility planning.	Recommend FY 2010 appropriation for planning funds.	8/13
Bells Mill ES Modernization	Approved FY 2009 appropriation for furniture and equipment.		8/09
Bells Mill ES Gymnasium	Approved FY 2009 appropriation for balance of construction.		8/09
Beverly Farms ES Modernization	Approved FY 2009 appropriation for facility planning.	Recommend FY 2010 appropriation for planning funds.	8/13
Potomac ES Modernization	Approved FY 2013 expenditures for facility planning.		1/18
Seven Locks ES Addition/Modernization	Approved FY2011 expenditures for construction funds.		1/12
Seven Locks ES Gymnasium	Approved FY 2011 expenditures for construction funds.		1/12
Wayside ES Modernization	Approved FY 2012 expenditures for facility planning.		8/16
<b>Clarksburg Cluster</b>			
Clarksburg HS Addition	Approved FY 2009 appropriation for facility planning.		TBD
Clarksburg/Damascus MS (New)	Approved FY 2009 appropriation for facility planning.		TBD
Clarksburg ES #8	Approved FY 2009 appropriation for balance of construction.		8/09
Clarksburg ES #8 Gymnasium	Approved FY 2009 appropriation for balance of construction.		8/09
Clarksburg Cluster ES (Clarksburg Village Site #1)	Approved FY 2009 appropriation for facility planning.		TBD
Fox Chapel ES Addition	Approved FY 2009 appropriation for planning funds.	Recommend FY 2010 appropriation for construction funds.	8/11

<sup>1</sup>Blank indicates an amendment to the Amended FY 2009–2014 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2008	Superintendent's Recommendation	Anticipated Completion Date
<b>Damascus Cluster</b>			
Clarksburg/Damascus MS (New)	Approved FY 2009 appropriation for facility planning.		TBD
<b>Downcounty Consortium</b>			
Northwood HS Reopening and Facility Modifications (Phase II)	Approved FY 2009 appropriation for construction funds.		facility 8/08 site 8/09
Wheaton HS Modernization	Approved FY 2009 appropriation for facility planning. Approved one year delay for high school modernizations, with the exception of Wheaton High School which was delayed two years.	Recommend FY 2011 expenditures for facility planning.	8/16
Bel Pre ES Modernization	Approved FY 2010 expenditures for facility planning.	Recommend FY 2010 appropriation for facility planning funds.	8/14
<b>Brookhaven ES Addition</b>	<b>Approved FY 2009 appropriation for planning funds.</b>	<b>Recommend FY 2010 appropriation for construction funds and an amendment to the FY 2009–2014 CIP to provide two additional classrooms beyond the approved project.</b>	<b>8/11</b>
Downcounty Consortium ES #29 (McKenney Hills reopening)	Approved FY 2010 expenditures for planning funds.	Recommend FY 2010 appropriation for planning funds.	8/12
East Silver Spring ES Addition	Approved FY 2009 appropriation for construction funds.	Recommend FY 2010 appropriation for balance of construction funds.	8/10
Georgian Forest ES Addition	Approved FY 2009 appropriation for facility planning.		TBD
Glenallan ES Modernization	Approved FY 2009 appropriation for facility planning.	Recommend FY 2010 appropriation for planning funds.	8/13
<b>Harmony Hills ES Addition</b>	<b>Approved FY 2009 appropriation for planning funds.</b>	<b>Recommend FY 2010 appropriation for construction funds and an amendment to the FY2009–2014 CIP to provide five additional classrooms beyond the approved project.</b>	<b>1/12</b>
Highland View ES Addition	Approved FY 2010 expenditures for facility planning.	Recommend FY 2010 appropriation for facility planning funds.	TBD
Montgomery Knolls ES Gymnasium	Approved FY 2010 expenditures for planning funds.	Recommend FY 2010 appropriation for construction funds and recommend that the construction of the gymnasium coincide with the construction of the addition project.	1/12
<b>Montgomery Knolls ES Addition</b>	<b>Approved FY 2009 appropriation for planning funds.</b>	<b>Recommend FY 2010 appropriation for construction funds and an amendment to the FY2009–2014 CIP to provide five additional classrooms beyond the approved project.</b>	<b>1/12</b>
Oakland Terrace ES (DCC #29 ES—Reopening of McKenney Hills ES)	Approved FY 2010 expenditures for planning funds.	Recommend FY 2010 appropriation for planning funds.	8/12
<b>Rock View ES Addition</b>	<b>Approved FY 2009 appropriation for planning funds.</b>	<b>Recommend FY 2010 appropriation for construction funds and an amendment to the FY2009–2014 CIP to provide five additional classrooms beyond the approved project.</b>	<b>8/11</b>
Takoma Park ES Addition	Approved FY 2009 appropriation for construction funds.	Recommend FY 2010 appropriation for balance of construction funds.	8/10
Viers Mill ES Addition	Approved FY 2009 appropriation for facility planning.		TBD
Weller Road ES Modernization	Approved FY 2009 appropriation for facility planning.	Recommend FY 2010 appropriation for planning funds.	8/13
Wheaton Woods ES Modernization	Approved FY 2012 expenditures for facility planning.		8/16
Woodlin ES (DCC #29 ES—Reopening of McKenney Hills ES)	Approved FY 2010 expenditures for planning funds.	Recommend FY 2010 appropriation for planning funds.	8/12
<b>Gaithersburg Cluster</b>			
Gaithersburg HS Modernization/Replacement	Approved FY 2010 expenditures for planning. Approved one year delay for high school modernizations, with the exception of Wheaton HS which is delayed two years.	Recommend FY 2010 appropriation for planning funds.	Build. 8/13 Site 8/14
Washington Grove ES Addition			SY 08–09
<b>Walter Johnson Cluster</b>			
Walter Johnson HS Modernization (Final Phase)	Approved FY 2009 appropriation for balance of construction funds.		Build.12/09 Site 8/10
Tilden MS Modernization	Approved FY 2013 expenditures for facility planning.		8/17
Farmland ES Modernization	Approved FY 2009 appropriation for planning funds.	Recommend FY 2010 appropriation for construction funds.	8/11

\*Bold indicates an amendment to the FY 2009–2014 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2008	Superintendent's Recommendation	Anticipated Completion Date
Garrett Park ES Modernization	Approved FY 2009 appropriation for planning funds.		1/12
Garrett Park ES Gymnasium	Approved FY 2010 expenditures for planning funds.	Recommend FY 2010 appropriation for planning funds.	1/12
Luxmanor ES Addition			SY 08–09
Luxmanor ES Modernization	Approved FY 2013 expenditures for facility planning.		1/18
Wyngate ES Addition	Approved FY 2009 appropriation for facility planning.		TBD
<b>Col. Zadok Magruder Cluster</b>			
Redland MS Interior Modifications	Approved FY 2009 appropriation for construction funds.		8/10
Candlewood ES Modernization	Approved FY 2011 expenditures for facility planning.		1/15
Cashell ES Modernization	Approved FY 2009 appropriation for furniture and equipment.		8/09
Cashell ES Gymnasium	Approved FY 2009 appropriation for furniture and equipment.		8/09
<b>Richard Montgomery Cluster</b>			
Ritchie Park ES Addition	Approved FY 2010 expenditures for facility planning.	Recommend FY 2010 appropriation for facility planning funds.	TBD
<b>Northeast Consortium</b>			
Paint Branch HS Modernization/Replacement	Approved FY 2010 expenditures for planning. Approved one year delay for high school modernizations, with the exception of Wheaton HS which is delayed two years.	Recommend FY 2010 appropriation for construction funds.	Build. 8/12 Site 8/13
William Farquhar MS Modernization	Approved FY 2011 expenditures for facility planning.		8/15
Francis Scott Key MS Modernization	Approved FY 2009 appropriation for furniture and equipment.		8/09
Cannon Road ES Modernization	Approved FY 2009 appropriation for planning funds.		1/12
Cannon Road ES Gymnasium	Approved FY 2010 expenditures for planning funds.	Recommend FY 2010 appropriation for planning funds.	1/12
Cresthaven ES Modernization	Approved FY 2009 appropriation for construction funds.	Recommend FY 2010 appropriation for balance of construction.	8/10
Cresthaven ES Gymnasium	Approved FY 2009 appropriation for construction funds.		8/10
Fairland ES Addition	Approved FY 2009 appropriation for planning funds.	Recommend FY 2010 appropriation for construction funds and an amendment to the FY2009–2014 CIP to provide four additional classrooms beyond the approved project.	8/11
Galway ES Modernization	Approved FY 2009 appropriation for furniture and equipment.		1/09
Jackson Road ES Addition	Approved FY 2009 appropriation for planning funds.	Recommend FY 2010 appropriation for construction funds and an amendment to the FY2009–2014 CIP to provide three additional classrooms beyond the approved project.	8/11
Sherwood ES Addition	Approved FY 2009 appropriation for planning funds.	Recommend FY 2010 appropriation for construction funds.	8/10
<b>Northwest Cluster</b>			
Darnestown ES Addition	Approved FY 2009 appropriation for facility planning.		TBD
<b>Poolesville Cluster</b>			
Poolesville HS Laboratory Upgrades and Addition	Approved FY 2009 appropriation for construction funds.		8/09

<sup>1</sup>Bold indicates an amendment to the FY 2009–2014 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Adopted Action May 2008	Superintendent's Recommendation	Anticipated Completion Date
<b>Quince Orchard Cluster</b>			
Ridgeview MS Improvements	Approved FY 2009 appropriation for construction funds.		TBD
Brown Station ES Modernization	Approved FY 2012 expenditures for facility planning.		8/16
<b>Rockville Cluster</b>			
Maryvale ES Modernization	Approved FY 2013 expenditures for facility planning.		1/18
<b>Seneca Valley Cluster</b>			
Seneca Valley HS Modernization	Approved FY 2011 expenditures for facility planning. Approved the delay of high school modernizations one year, with the exception of Wheaton High School which was delayed two years.		8/17
Lake Seneca ES Addition		Recommend FY 2010 appropriation for facility planning funds.	TBD
Waters Landing ES Addition		Recommend FY 2010 appropriation for facility planning funds.	TBD
<b>Sherwood Cluster</b>			
William Farquhar MS Modernization	Approved FY 2011 expenditures for facility planning.		8/15
Sherwood ES Addition	Approved FY 2009 appropriation for planning funds.	Recommend FY 2010 appropriation for construction funds.	8/10
<b>Watkins Mill Cluster</b>			
Whetstone ES Addition	Approved FY 2009 appropriation for planning funds.	Recommend FY 2010 appropriation for construction funds.	8/11
<b>Walt Whitman Cluster</b>			
Bradley Hills ES Addition	Approved FY 2009 appropriation for facility planning.		TBD
Carderock Springs ES Modernization	Approved FY 2009 appropriation for construction funds.	Recommend FY 2010 appropriation for balance of construction funds.	8/10
Carderock Springs ES Gymnasium	Approved FY 2009 appropriation for construction funds.		8/10
<b>Thomas S. Wootton Cluster</b>			
Wootton HS Modernization	Approved FY 2013 expenditures for facility planning. Approved one year delay for high school modernizations, with the exception of Wheaton High School which is delayed two years.		TBD
Cabin John MS Modernization	Approved FY 2009 appropriation for construction funds.	Recommend FY 2010 appropriation for balance of construction funds.	8/11
Cold Spring ES Gymnasium	Denied. Approved a two year delay for North Chevy Chase, Cold Spring, and Westbrook elementary school gymnasium projects.	Recommend FY 2011 expenditures for planning funds.	8/12
<b>Special Education Centers</b>			
Carl Sandburg Modernization			TBD

<sup>1</sup>Bold indicates an amendment to the FY 2009–2014 CIP. Blank indicates no change to the approved project.



**Superintendent's Recommended FY 2010 Capital Budget  
and Amendments to the FY 2009–2014 Capital Improvements Program  
Summary Table for Countywide Projects<sup>1</sup>**

Countywide Projects	County Council Adopted Action May 2008	Superintendent's Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2009 appropriation to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
Asbestos Abatement	Approved FY 2009 appropriation and additional funding to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2009 appropriation for planning and construction.		Ongoing
County Water Quality Compliance		<b>Recommend FY 2010 appropriation and amendment to the FY 2009-2014 CIP to provide funding to address a variety of pollution prevention measures as required by federal and state laws.</b>	
Current Replacements/Modernizations	Denied. Approved planning and construction funds for scheduled elementary and middle school modernization projects, delayed high school modernization projects one year, with the exception of Wheaton High School which is delayed two years.	Recommend FY 2010 appropriation for planning and construction funds for scheduled elementary, middle, and high school modernization projects.	Ongoing
Design, Engineering, & Construction	Approved FY 2009 appropriation to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
Energy Conservation	Approved FY 2009 appropriation and additional funding to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
Facility Planning	Approved FY 2009 appropriation to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2009 appropriation to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
Future Replacements/Modernization	Approved delay of high school modernization projects one year, with the exception of Wheaton High School which is delayed two years.		Ongoing
HVAC Replacement	Approved FY 2009 appropriation and additional funding to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project and an amendment to the FY2009-2014 CIP for additional funding beyond the current level of effort.	Ongoing
Improved (SAFE) Access to Schools	Denied. Approved FY 2009 appropriation, but reduced the additional funding by half to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
Land Acquisition			Ongoing

Countywide Projects	County Council Adopted Action May 2008	Superintendent's Recommendation	Anticipated Completion Date
Planned Life Cycle Asset Replacement (PLAR)	Denied. Approved FY 2009 appropriation, but reduced the additional funding by half to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
Rehab./Reno. of Closed Schools (RROCS)	Approved FY 2010 expenditures for the Downcounty Consortium ES #29 (Reopening of McKenney Hills) to relieve overutilization at Oakland Terrace and Woodlin elementary schools.	Recommend FY 2010 planning funds for the Downcounty Consortium ES #29 (Reopening of McKenney Hills).	Ongoing
<b>Relocatable Classrooms</b>	<b>FY 2009 Appropriation already approved by the County Council as an FY 2008 Supplemental Appropriation.</b>	<b>Recommend FY 2010 appropriation for relocatable classroom and an amendment to the FY2009-2014 CIP for additional funding beyond the current level of effort.</b>	<b>Ongoing</b>
Restroom Renovations	Approved FY 2009 appropriation to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
Roof Replacement	Approved FY 2009 appropriation, but reduced the additional funding by half to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
School Gymnasiums	Approved FY 2009 appropriation for the balance of funding for five gymnasiums, but delayed the North Chevy Chase, Cold Spring, and Westbrook elementary school gymnasium project two years.	Recommend FY 2010 appropriation for planning and construction funds for scheduled elementary school gymnasium projects.	8/12
School Security Systems	Approved FY 2009 appropriation and additional funding for this project to implement new security initiatives.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing
Stadium Lighting			Ongoing
Technology Modernization	Approved FY 2009 appropriation, but reduced additional funding for FY2010-2014 earmarked for the Middle School Initiative program.	Recommend FY 2010 appropriation to continue this project.	Ongoing
Transportation Maintenance Depot			Ongoing
Water and Indoor Air Quality	Approved FY 2009 appropriation to continue this level of effort project.	Recommend FY 2010 appropriation to continue this level of effort project.	Ongoing

<sup>1</sup>Bold indicates a new project to the Amended FY 2009-2014 CIP. Blank indicates no change to the approved project.

**Superintendent's Recommended FY 2010 Capital Budget  
and Amendments to the FY 2009–2014 Capital Improvements Program**  
(figures in thousands)

Project	FY 2010 Approp.	Total	Thru FY2007	Remaining FY2008	Total Six-Years	FY 2009–2014 CIP Expenditures					
						FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
School Projects											
Ashburton ES Addition		7,404	434	4,363	2,607	2,607					
Bethesda-Chevy Chase HS Addition		1,797	150	268	1,379	739	640				
Brookhaven ES Addition	7,267	7,919			7,919	391	2403	3,634	1,491		
Clarksburg ES #8		24,401	748	7,876	15,777	10,306	5,471				
East Silver Spring ES Addition	364	12,298		832	11,466	4,101	3,650	3,715			
Fairland ES Addition	7,141	7,729			7,729	353	2587	3,353	1,436		
Fallsmead ES Addition		9,064	617	4,751	3,696	3,696					
Fields Road ES Addition		9,368	3,726	4,667	975	975					
Fox Chapel ES Addition	10,943	12,331			12,331	421	2,404	5,313	4,193		
Harmony Hills ES Addition	9,174	9,849			9,849	270	1,500	2,467	3,080	2,532	
Jackson Road ES Addition	10,155	11,036			11,036	353	4,000	4,813	1,870		
Luxmanor ES Addition		8,897	691	3,947	4,259	4,259					
Montgomery Knolls ES Addition	10,720	11,511			11,511	316	2,353	4,304	2,491	2,047	
Northwood HS Reopening		42,808	32,870	625	9,313	4,016	3,731	1,566			
Poolesville HS Magnet Improvements		9,118		1,812	7,306	4,631	2,675				
Thomas W. Pyle MS Addition		7,111	453	3,935	2,723	2,723					
Redland MS Interior Modifications		14,233	520	693	13,020	2,000	6,354	4,666			
Ridgeview MS Site and Admin. Modifications		7,866	515	686	6,665	3,493	3,172				
Rock View ES Addition	7,538	8,105			8,105	397	1,946	4,566	1,196		
Seven Locks ES Addition/Modernization		20,950	1,029	350	19,571	414	552	11,014	7,591		
Sherwood ES Addition	6,771	7,447			7,447	270	3,207	3,970			
Stedwick ES Addition		9,825	603	5,424	3,798	3,798					
Takoma Park ES Addition	504	15,592		984	14,608	10,583	4,025				
Travilah ES Addition		6,117	456	2,917	2,744	2,744					
Washington Grove ES Addition		13,937	785	7,851	5,301	5,301					
Wayside ES Addition		7,146	454	4,000	2,692	2,692					
Westland MS Addition		4,023	417	2,096	1,510	1,510					
Whetstone ES Addition	7,771	8,926			8,926	312	2,085	3,457	3,072		
Countywide Projects											
ADA Compliance: MCPS	1,068	9,715	2,239	1,068	6,408	1,068	1,068	1,068	1,068	1,068	1,068
Asbestos Abatement: MCPS	1,041	8,234	1,007	981	6,246	1,041	1,041	1,041	1,041	1,041	1,041
Building Modifications and Program Improvements		15,858	1,550	1,308	13,000	4,000	4,000	5,000			
County Water Quality Compliance	500	500			500		500				
Current Replacement/Modernizations	58,499	819,706	96,800	109,020	613,886	95,728	81,273	88,821	130,897	126,376	90,791
Design, Engineering & Construction	4,500	34,975	4,034	3,941	27,000	4,500	4,500	4,500	4,500	4,500	4,500
Energy Conservation: MCPS	1,870	15,036	2,116	1,700	11,220	1,870	1,870	1,870	1,870	1,870	1,870
Facility Planning: MCPS	540	4,022	1,119	540	2,363	898	540	220	445	260	
Fire Safety Upgrades	743	6,547	1,414	675	4,458	743	743	743	743	743	743
Future Replacements/Modernizations		86,755			86,755			210	1,888	12,692	71,965
HVAC Replacement	10,000	48,561	6,652	3,909	38,000	5,600	10,000	5,600	5,600	5,600	5,600
Improved (Safe) Access to Schools	1,200	10,010	1,610	1,200	7,200	1,200	1,200	1,200	1,200	1,200	1,200
Planned Life Cycle Asset Replacement: MCPS	4,442	41,304	8,052	7,095	26,157	4,647	4,442	4,267	4,267	4,267	4,267
Rehab./Reno. Of Closed Schools (RROCS)	2,139	76,812	43,512	4,777	28,523		642	9,549	15,858	2,474	
Relocatable Classrooms	4,125	25,561	5,961	3,650	15,950	3,125	4,125	2,500	2,200	2,000	2,000
Restroom Renovations	924	5,735	1,896	1,875	1,964	1,040	924				
Roof Replacement: MCPS	5,880	48,122	7,364	5,478	35,280	5,880	5,880	5,880	5,880	5,880	5,880
School Gymnasiums	2,650	48,059	8,467	12,019	27,573	9,053	2,820	7,325	7,550	825	
School Security Systems	1,500	10,750	1,250	500	9,000	1,500	1,500	1,500	1,500	1,500	1,500
Technology Modernization	19,470	160,639	21,924	18,840	119,875	19,643	19,470	19,858	20,128	20,341	20,435
Water and Indoor Air Quality	1,300	15,809	6,709	1,300	7,800	1,300	1,300	1,300	1,300	1,300	1,300
Total Adopted CIP	200,739	1,809,518	268,144	237,953	1,303,421	236,507	200,593	219,290	234,355	198,516	214,160
Bold indicates amendment to the FY2009–2014 CIP.											
Funding Source		Total			Total Six-Years	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Bonds											
General Obligation Bonds		1,051,066	143,006	176,242	731,818	134,950	112,877	136,376	149,608	93,541	104,466
Paygo					0						
Revolving Fund—GO Bonds		1,640	1,640		0						
State Aid		340,398	75,913	18,162	246,323	46,323	40,000	40,000	40,000	40,000	40,000
Qualified Zone Academy Funds (QZAB)		618	618		0						
Current Revenue											
General		109,181	10,949	8,734	89,498	21,408	10,373	6,946	5,735	22,601	22,435
Recordation Tax		167,926	32,806	26,800	108,320	16,600	18,100	15,632	17,038	19,050	21,900
School Impact Tax		138,689	3,212	8,015	127,462	17,226	19,243	20,336	21,974	23,324	25,359
Contributions					0						
Total		1,809,518	268,144	237,953	1,303,421	236,507	200,593	219,290	234,355	198,516	214,160

# FY 2010 State Capital Improvements Program for Montgomery County Public Schools

( figures in thousands)

Local Priority No.	PFA Y/N	Project	Total Estimated Cost	Non PSCP Funds	Prior IAC Funding Thru FY 09	FY 2010 Request For Funding
		<b>Balance of Funding</b>				
1	Y	Walter Johnson HS—Modernization	72,168	44,866	13,707	13,595
2	Y	Galway ES—Modernization	19,720	13,329	1,131	5,260
		<b>Subtotal</b>	<b>91,888</b>	<b>58,195</b>	<b>14,838</b>	<b>18,855</b>
		<b>Planning and Construction Request (Forward-Funded)</b>				
3/4	Y	Stedwick ES—Addition (CSR)	9,825	6,774		3,051
5/6	Y	Travilah ES—Addition	6,117	5,069		1,048
7/8	Y	Westland MS—Addition	4,023	3,259		764
9/10	Y	Silver Spring International MS/Sligo Creek ES-Addition/Renov	2,000	1,448		552
		<b>Subtotal</b>	<b>21,965</b>	<b>16,550</b>	<b>0</b>	<b>5,415</b>
		<b>Systemic Projects</b>				
11	Y	Watkins Mill HS—Roof	1,450	740		710
12	N	Sherwood HS—Roof	1,150	587		563
13	Y	Bannockburn ES—Roof	1,140	582		558
14	Y	Strathmore ES—HVAC	1,060	540		520
15	Y	Robert Frost MS—HVAC	1,027	524		503
16	Y	Stone Mill ES—Roof	820	419		401
17	Y	Fox Chapel ES—HVAC	795	406		389
18	Y	Burning Tree ES—Roof	546	279		267
19	Y	Poolesville ES—HVAC	474	242		232
20	Y	S. Christa McAuliffe ES—Roof	400	204		196
21	Y	Ritchie Park ES—Roof	340	174		166
22	Y	Germantown ES—HVAC	293	149		144
23	Y	Oakview ES—HVAC	227	116		111
24	Y	Quince Orchard HS—Roof	205	105		100
		<b>Subtotal</b>	<b>9,927</b>	<b>5,067</b>	<b>0</b>	<b>4,860</b>
		<b>Planning and Construction Request</b>				
25/26	Y	Francis Scott Key MS—Modernization	44,604	29,140		15,464
27/28	Y	Bells Mill ES Modernization	23,631	15,080		8,551
29/30	Y	Cashell ES—Modernization	22,048	15,315		6,733
31/32	Y	Takoma Park ES Addition (CSR)	15,592	10,323		5,269
33/34	Y	Poolesville HS Magnet Improvements	9,118	5,945		3,173
35/36	Y	Cresthaven ES Modernization	26,299	18,982		7,317
37/38	Y	Carderock Springs ES Modernization	23,732	17,632		6,100
39/40	N	Redland MS Upgrades	14,233	10,204		4,029
41/42	Y	East Silver Spring ES Addition (CSR)	12,298	10,580		1,718
43/44	Y	Jackson Road ES Addition (CSR)	10,130	8,799		1,331
45/46	Y	Fairland ES Addition (CSR)	6,390	5,081		1,309
47/48	Y	Brookhaven ES Addition (CSR)	7,171	5,961		1,210
49/50	N	Sherwood ES Addition	7,447	6,859		588
51/52	Y	Rock View ES Addition (CSR)	6,232	5,839		393
53/54	Y	Cabin John MS Modernization*	53,107	34,531		9,288
55/56	Y	Fox Chapel ES Addition (CSR)	12,331	8,887		3,444
57/58	Y	Seven Locks ES Modernization*	20,950	14,419		3,266
59/60	Y	Farmland ES Modernization*	21,482	16,639		2,422
61/62	Y	Whetstone ES Addition (CSR)	8,926	7,248		1,678
63/64	Y	Montgomery Knolls ES Addition (CSR)	8,974	7,971		1,003
65/66	Y	Harmony Hills ES Addition (CSR)	7,506	6,939		567
		<b>Subtotal</b>	<b>362,201</b>	<b>262,374</b>	<b>0</b>	<b>84,853</b>
		<b>Planning Approval Request</b>				
67	Y	Paint Branch HS Modernization*	LP			LP
68	Y	Cannon Road ES Modernization*	LP			LP
69	Y	Garrett Park ES Modernization*	LP			LP
		<b>Total</b>	<b>485,981</b>	<b>342,186</b>	<b>14,838</b>	<b>113,983</b>

\*Split-FY Funding Request.

\*\* PFA—Priority Funding Area

# Chapter 2

## The Planning Environment

Facility plans are developed in a very dynamic planning environment. The major driver for these plans, since the mid-1980s, has been enrollment increases totaling 49,000 students. Integral to this enrollment growth has been increased diversity, as seen in the wide range of cultures, language groups, and race and ethnic populations that make up our cosmopolitan county. Demographic trends and economic conditions shape enrollment over time. This year, Montgomery County Public Schools (MCPS) experienced a surge in enrollment above what was projected. This surge also was seen at other inner suburban school districts around the Washington metropolitan area. Increases in enrollment occurred, despite the stagnant housing market and weak regional economy. Because of this shift in enrollment trends, new enrollment projections have been increased significantly. Elementary enrollment growth will be strong, with 5,700 additional students projected by 2014. Secondary enrollment will dip in the first few years—mirroring dips that occurred in elementary enrollment in the past few years—before beginning to increase again in the later years of the forecast period. Due to the higher enrollment levels, it is important that school capacity projects remain on schedule.

### Community Trends

#### Population

Demographic trends in Montgomery County are part of a national trend in large metropolitan areas where African Americans, Asian Americans, and especially Hispanics, have accounted for most, if not all, of the suburban population growth since 1990. MCPS planners consult various sources to monitor county population trends, including the U.S. Census, the Maryland Department of Planning, and the Montgomery County Planning Department. According to these sources, Montgomery County's total population has increased by almost 200,000 since 1990. In 2008, total population in the

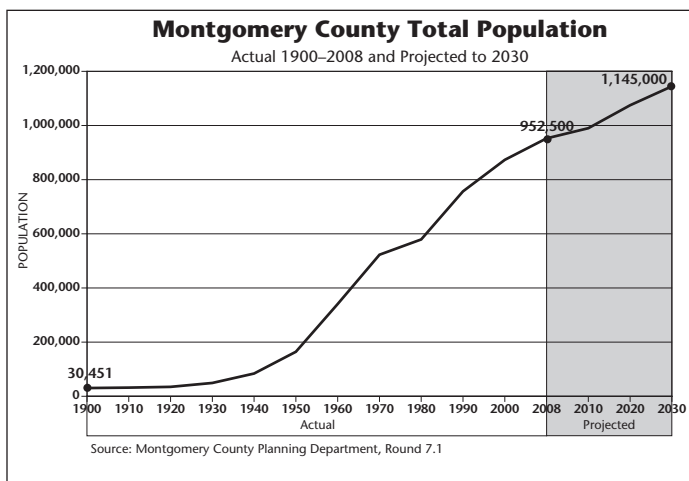
county is estimated to be 952,500. County population is projected to top one million by 2015. All of the county's population growth since 1990 is due to increases in non-White race groups and the Hispanic ethnic group. Since 1990, White, non-Hispanic population, has decreased in the county by approximately 2 percent, while African Americans increased by 31 percent, Asian Americans increased by 33 percent, and Hispanics of any race increased by 38 percent.

A large share of the population increase in the county is the result of resident births outnumbering deaths by more than 2 to 1. Between 2000 and 2007, there were 97,364 births and 39,356 deaths in the county for a net natural increase in population of 58,008. The other major factor in population growth is immigration from outside the United States exceeding the outflow of county population to other places. Between 2000 and 2007, foreign immigration contributed 66,063 residents while out-migration from the county resulted in a loss of 62,790 residents, resulting in a net increase of 3,273. The percent of foreign-born residents in Montgomery County is greater than any other Maryland jurisdiction and second only to Arlington County, Virginia, in the Washington metropolitan area. The percent of foreign-born residents in Montgomery County increased from 18.6 percent in 1990 to 29.3 percent in 2006. In addition, the percent of county households that do not speak English at home increased from 21.2 percent in 1990 to 35.5 percent in 2006. It is interesting to note that in 2006, while 29.3 percent of total county population was foreign born and, if broken out by age group, 36 percent of adults were foreign-born but only 10 percent of children under 18 were foreign-born. First generation children of foreign-born parents often serve as a bridge between cultures—acting as translators of language and customs.

#### Economy

According to the July 2008, "Economic Indicators" report from the Montgomery County Department of Finance, Montgomery County experienced weak economic performance in fiscal year 2008. The primary reasons stated were, "little growth in county jobs, a continuation in the decline of home sales, weak construction in residential properties, weak consumer spending, particularly for purchases of durable goods, and a dramatic increase in consumer prices." Resident employment in Montgomery County increased by 1.2 percent in August 2008 compared to August 2007, to reach 503,706. This was a relatively limited amount of job growth, when compared to previous years. The county unemployment rate reached 3.2 percent in August 2008, above the 2.7 percent rate of a year ago.

Since July 2008, economic conditions in the nation have deteriorated dramatically. The bursting of the housing "bubble" has





devastating implications for banks holding large amounts of mortgage debt, has frozen credit, and has led to unprecedented federal involvement to contain the financial meltdown. Huge losses in the stock market has resulted in the reduction of the value of personal investments and retirement accounts, further reducing consumer spending patterns. Consumer spending is key to the economy, as it makes up two-thirds of economic activity. Most economists agree that a recession is inevitable, if not already occurring. Estimates indicate this recession will last well into 2009, if not longer. Compounding these economic conditions is volatility in energy costs. Although gasoline prices have dropped from a peak of over \$4.00 per gallon last summer, gas prices and other energy sources are expected to go back up in the future. Energy costs have widespread implications. Many consumers have already switched to higher mileage vehicles, and residential choices have begun to favor closer-in locations to reduce commuting costs. The expected recession, and slow economic recovery, will slow employment growth and the housing market throughout the country, including Montgomery County. The only possible silver lining to these economic prospects is some reduction in construction costs as fewer projects compete in the market. Unfortunately, MCPS may not be able to take full advantage of the lower costs since county revenues are projected to be much more limited.

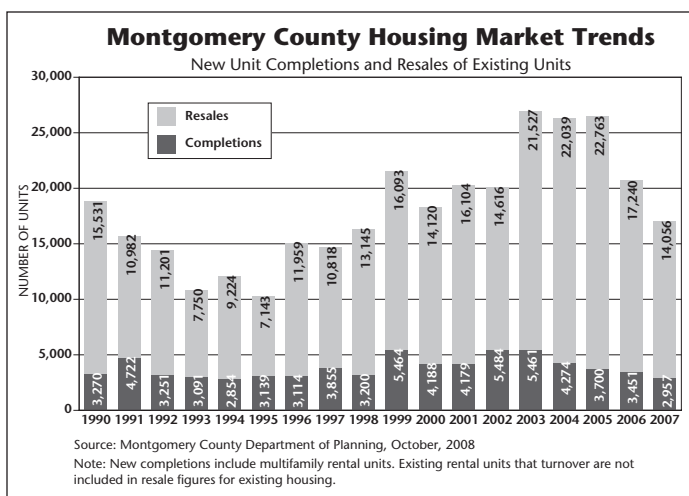
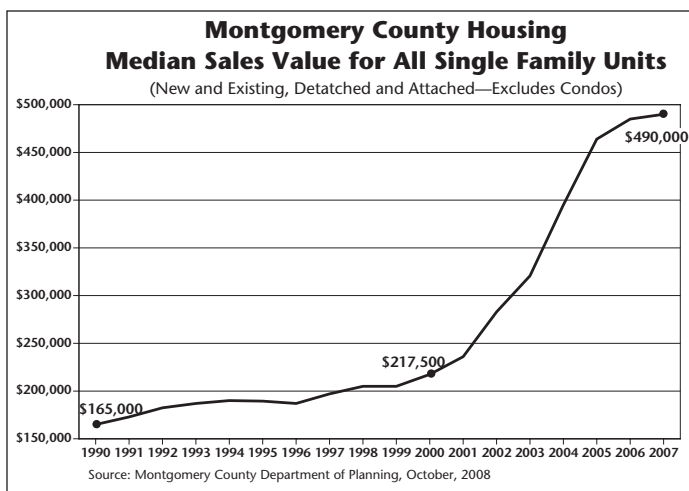
## Housing

High construction costs, a decreasing supply of residentially zoned land, and a favoring of housing as an investment, led to extreme housing value appreciation since 2000. The Montgomery County Planning Department reports that the median sales price of housing (new and existing) rose from \$217,500 in 2000 to \$490,000 in 2007. In August 2008, the median sales price of new and existing housing dropped to \$408,000, reflecting weakened demand. In spite of some moderation in housing costs, there continues to be great concern that these costs have exacerbated the county's housing shortage, especially with regard to the supply of affordable housing.

A growing supply of condominiums and apartments has come on the market in recent years. This trend appears to be a response to the high price of single-family units, a reduction in land available for more traditional suburban housing, and the advent of more households without children as baby boomers reach retirement age. The largest share of the 2,957 residential completions in 2007 was multifamily units, representing 55 percent of the total. Many of these projects conserve on land by utilizing structured parking garages, an attribute that increases the cost of the units. The number of students residing in these high cost, high-density multifamily communities has been small. However, recent trends in gasoline prices and residential choices suggest this type of housing may become more popular to families with school-age children, as it offers a means to live closer to jobs and transit.

In 2003, 2004, and 2005, over 20,000 existing housing units were sold each year, greatly surpassing prior year records. Fewer home sales began to occur in 2006, as the price escalation slowed. Countywide average home prices were up only 4.4 percent in the first nine months of 2007, compared to increases of 18.7 percent and 6.1 percent during the same period in 2005 and 2006, respectively. The slowing of home price increases is a consequence of the change from a sellers market in the early 2000s to a buyers market today. Evidence of a tightened housing market is seen in the average number of days houses are on the market before being sold. In 2005, the average time a house was on the market was 28 days; in July 2008 the average was 92 days. Put another way, in 2005 the inventory-to-sales ratio was .98, meaning that for every home on the market there was one home sold. This ratio peaked in January 2008 at 11.4, meaning there were 11 homes on the market for every home sold. By June 2008 the ratio was down to 6.4. However, this lower ratio is more a reflection of residents withdrawing their homes from the market, than an upswing in demand. These trends in housing sales reflect the weakness in the local economy and much tighter lending standards in the mortgage finance industry.

MCPS monitors housing activity in all school service areas through close coordination with the Development Review Division of the Montgomery County Planning Department. Housing plans are factored into school enrollment projections according to building schedules provided by developers. Currently there are 29,000 residential units in the approved development pipeline. Market forces will be the primary determinant of the construction pace for these units.



## Master Plans

Traditional suburban residential development is more and more the exception in the county. Clarksburg is the last large suburban community that will be built, according to the county's general plan "On Wedges and Corridors." The Clarksburg Master Plan allows for the development of a community of up to 15,000 housing units. A number of large subdivisions in Clarksburg are well underway. A new school cluster was formed in 2006 when Clarksburg High School opened.

As the availability of land for residential development decreases, infill and redevelopment will characterize new growth. Higher housing densities than seen in the past are needed to increase the supply of housing in this urbanizing county. Areas of the county that already have substantial amounts of residential development are being revisited in county and city master plans. A desire to increase housing in these areas is driven by a jobs-to-housing imbalance that is believed to worsen traffic congestion. Planning for high-density residential projects is underway in Germantown, the Gaithersburg West area, and at the Shady Grove, Twinbrook, Wheaton, and White Flint METRO stations. In an effort to bring more housing to these high employment areas, several thousand additional residential units, mostly multifamily, are being planned. Redevelopment of the Rockville Town Center also resulted in high-density multifamily communities near the Rockville METRO station. MCPS participates in county land use planning to ensure adequate school sites are identified.

## Growth Policy

The Montgomery County growth policy is the tool the county uses to regulate subdivision approvals commensurate with the availability of adequate transportation and school facilities. The growth policy test of school adequacy assesses projected school enrollment and capacity in 25 school cluster areas and includes capital projects that will open within the Capital Improvements Program (CIP) timeframe. Elementary, middle,

and high school capacities are tested separately. For each school level, the total projected enrollment of all schools in the cluster is compared to total school capacity five years in the future. If a cluster exceeds guidelines at any school level, the cluster area is shut down to residential subdivision approvals for one year, until the next growth policy results are evaluated. A cluster may come out of the "closed" status in future growth policy tests if capacity is added in the CIP, a boundary change resolves the space deficit, or enrollment trends result in lower utilization levels.

Montgomery County adopted substantial changes to its growth policy in November 2007. The test for school adequacy was tightened and provisions for revenue increases were made. Currently, when a cluster fails the school test and school enrollments are between 105 and 120 percent of program capacity, the cluster is closed to additional development for at least one year, unless a developer makes a "school facilities payment" to cover the marginal impact of their development on enrollment. Ten MCPS clusters are currently in this status. If the projected enrollment in a cluster exceeds 120 percent of capacity, no additional development may be approved for at least a one year period. One MCPS cluster, Clarksburg, is currently in this status. The FY 2009 growth policy school test results are shown below. More detailed cluster tables may be found in appendix I.

## Student Population Trends

Trends in resident births, migration, and immigration are the basic components of enrollment change at MCPS. In regard to births, between 1990 and 1997 a dip in births was followed by steady increases. In 2007, births numbered 13,843, an all-time high. The number of births in 2007 equates to an average of 38 children born per day to Montgomery County mothers. The upward trend in county births mirrors state and national trends. Birth trends have a long-range impact—children born in 2007 will reach elementary school in 2012, middle school

## Results of Growth Policy School Test for FY 2009

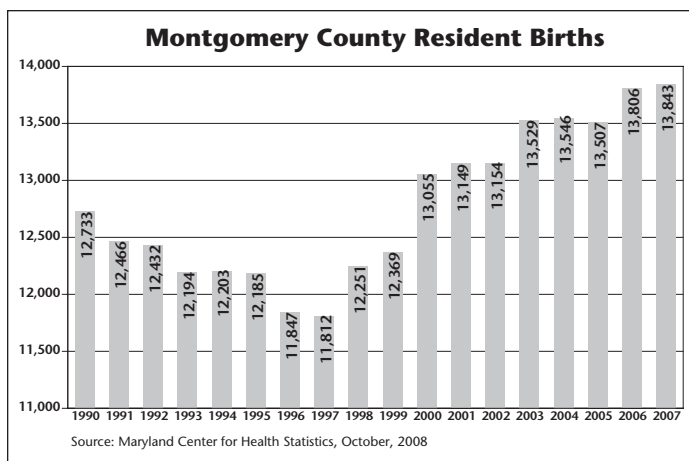
Based on County Council Adopted FY 2009–2014 CIP and Cluster Enrollment Forecasts for 2013–2014

See appendix I for more detailed information.

School Test Level	Cluster Outcomes by Level		
	Elementary Inadequate	Middle Inadequate	High Inadequate
<b>Clusters over 105% utilization</b> School facility payment required in inadequate clusters to proceed.	Bethesda-Chevy Chase Clarksburg Kennedy Richard Montgomery Northwest Quince Orchard Rockville Wheaton Whitman	None	Wootton
<b>Clusters over 120% utilization</b> Moratorium required in clusters that are inadequate.	None	Clarksburg	Clarksburg

The Clarksburg cluster exceeds 105% utilization at all 3 levels. However, since this cluster exceeds 120% at the MS and HS levels, the cluster is in moratorium.

Source: Montgomery County Public Schools, Division of Long-range Planning, June, 2008



in 2018, and high school in 2021. Since births are projected to continue to increase, it is evident that long-term enrollment increases will occur.

Records of county resident births show increasing numbers of African American, Asian American and Hispanic births, while the share of births to White, non-Hispanic mothers dropped to 38 percent in 2007. Demographic momentum for further gains in diversity is building as the median age for the Hispanic, Asian American, and African American population is lower than for the White, non-Hispanic population, and household size for these groups exceeds that of White, non-Hispanic households. The growth rate for the Hispanic population exceeds all other groups.

Migration and immigration are driven by the regional economy, housing costs, and international events. All of these factors have a significant degree of volatility and can make movement into and out of MCPS fluctuate from year to year. Records of MCPS student entries and withdrawals show that, typically, 13,000 to 14,000 new students enter the system each year while a similar number exit the system each year. (These figures do not include students entering kindergarten or students exiting the system at graduation.) During the 2007–2008 school year, entry and withdrawal records indicated less out-migration occurred. In previous years the amount of out-migration was larger and served to balance increases that were occurring from in the in-migration of students.

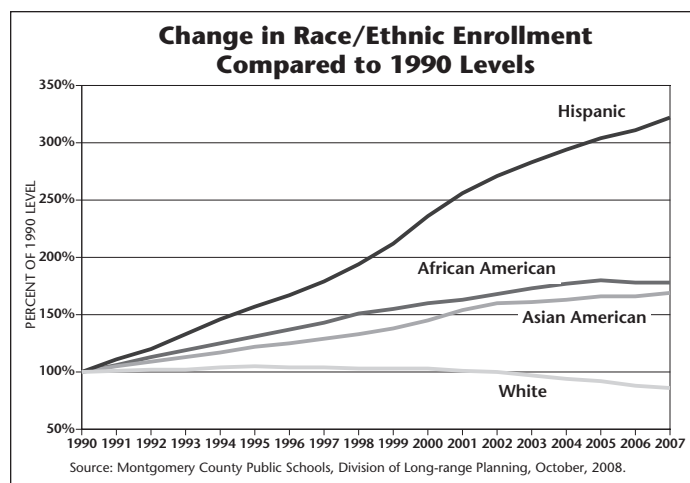
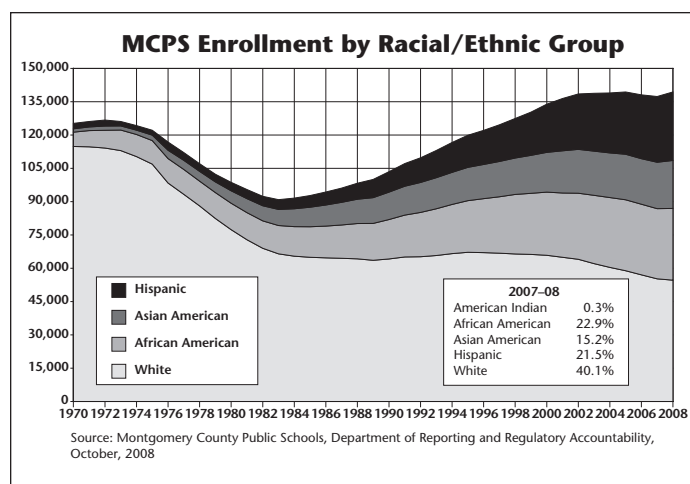
Records show that most students who withdraw from MCPS move to other Maryland jurisdictions, and to other states. On the other hand, MCPS records show a large number of students immigrating to the county from other parts of the world. Since 2001 there has been some reduction in immigration, but it continues to be a significant component of enrollment growth. The escalation of housing costs in the county also is a factor in the outflow of students from MCPS to other jurisdictions. At this time the stagnant housing market is making it difficult for residents to sell their homes. Consequently more households are “staying put” in the county. Another contributor to enrollment change is the movement of more students into MCPS from county private schools. In 2007, a new high was reached in the net amount of students entering MCPS from county private schools. In that year, 888 more students entered

MCPS from county private schools, than left MCPS to attend county private schools. In 2008, this figure is expected to be even larger.

From 2003 to 2006, MCPS phased in the new state mandated entry age for kindergarten students. Children must now be five years old by September 1st to enroll in kindergarten. Previously students were enrolled in kindergarten if they turned five years old by the end of December of their kindergarten enrollment year. Beginning with the 2003–2004 school year, the entry age was rolled back one month per year. Consequently, for the school years 2003–2004 through 2006–2007, MCPS enrolled a partial cohort of children born five years earlier—children born over an eleven month period instead of the full twelve month period. The change in entry age had the effect of reducing the size of the MCPS kindergarten. Beginning with the 2007–2008 school year, a full twelve month cohort of children enrolled in the MCPS kindergarten.

## Student Diversity

MCPS preliminary September 30th enrollment for the 2008–2009 school year is 139,776. Disaggregation of enrollment by racial and ethnic groups reveals the single most important element of growth. Since 1990, MCPS enrollment has grown by 36,000 students, a 35 percent increase over the 1990 enrollment of 103,732. Over this period, White, non-Hispanic



enrollment declined by 9,555 students. All of the enrollment increase since 1990 is attributed to African American (+14,575), American Indian (+139), Asian American (+9,224), and Hispanic (+21,661) racial and ethnic groups. MCPS enrollment is now 23.1 percent African American, 0.3 percent American Indian, 15.4 percent Asian American, 22.1 percent Hispanic, and 39.1 percent White, non-Hispanic. The accompanying charts display these trends in two ways. First, by looking back to 1970 at enrollment levels by racial and ethnic group it is possible to see the transformation of MCPS from a school system where enrollment was 92 percent White, non-Hispanic, to one where only 39 percent of students fall in this group. Second, by looking at the percent increases in each racial and ethnic group since 1990, it is evident that Hispanic enrollment (which grew by over 300 percent since 1990) is leading all other groups in rate of growth.

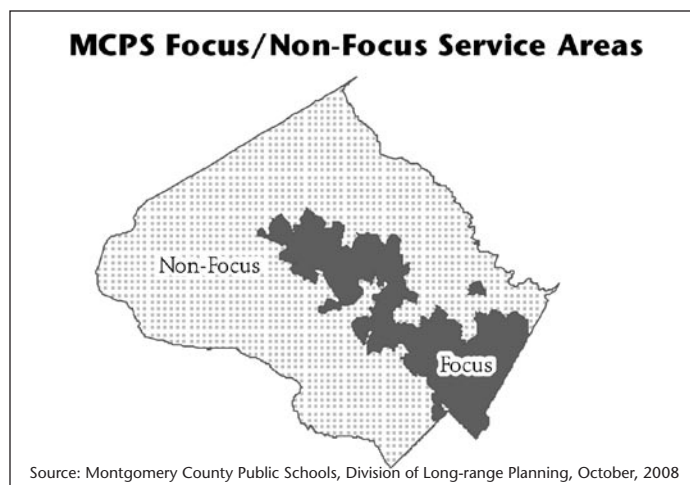
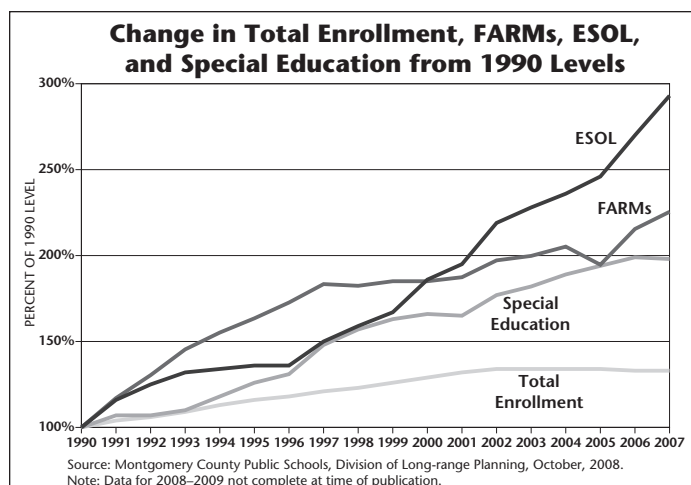
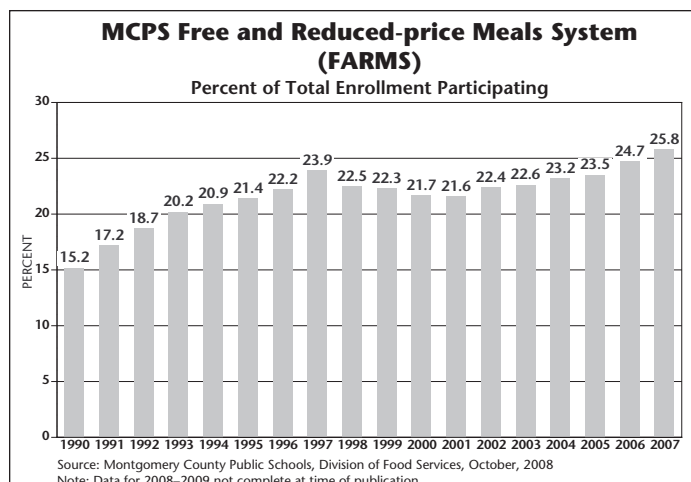
Enrollment in MCPS special programs, that serve our diverse student body, has occurred at rates significantly higher than the overall rate of total enrollment. Student participation in the federal Free and Reduced-price Meals System (FARMS) program is the school system's best measure of student socioeconomic levels. In 1990, 15,576 students (15.2 percent of enrollment) participated in the program. By 2007, 35,580 students (25.8 percent of enrollment) participated in the program, an increase of 20,000 students. Student enrollment in the English for

Speakers of Other Languages (ESOL) program is a measure of student ethnic and language diversity. In 1990, 5,472 students (5.3 percent of enrollment) enrolled in this program. By 2007, 16,072 students (11.7 percent of enrollment) enrolled in this program, an increase of 10,600 students. An increasing share of these ESOL students live in households where the parents were born in another country and the children were born in the United States. In 2007, 49 percent of students in the ESOL program were born in this country. Another area where enrollment has grown at a higher rate than total enrollment is in special education programs. Program enrollment for students receiving more than 15 hours of service per week stood at 4,472 in 1990 (4.3 percent of enrollment.) By 2007, this program enrolled 8,853 students (6.4 percent of enrollment), representing a doubling of enrollment. The accompanying chart displays the percent of increase in the three special program areas since 1990, compared to total enrollment increases. ESOL enrollment is the leader in growth measured this way, with almost a 300 percent increase since 1990. This corresponds to the rate of increase in Hispanic enrollment. (Figures for these programs in 2008 are incomplete at time of publication.)

Since 2000, low-income households have been hardest hit by large increases in the cost of housing, either for purchase or for rent. There is evidence that rising housing costs have driven out some low and moderate income households from areas where, in the past, affordable housing was available. The recent sub-prime mortgage crisis is further contributing to destabilizing housing for this segment of the population. Areas hardest hit correspond to the portion of the county served by the MCPS "focus" elementary schools, where high levels of student FARMS participation are found and elementary school class-size reduction initiatives have been put in place. Following is a more detailed discussion of demographic trends in focus and non-focus elementary schools.

## Focus and Non-focus Elementary Schools

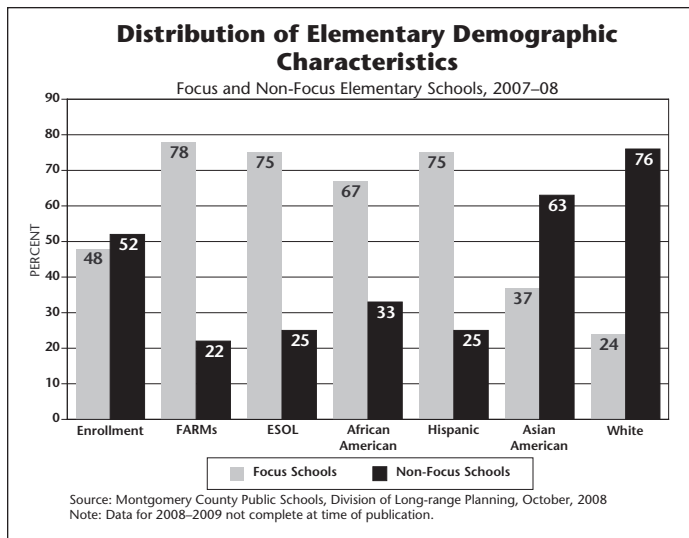
The greatest concentration of student racial and ethnic diversity and participation in the FARMS and ESOL programs is found in the core of the county where two conditions exist—major transportation corridors are present and affordable housing





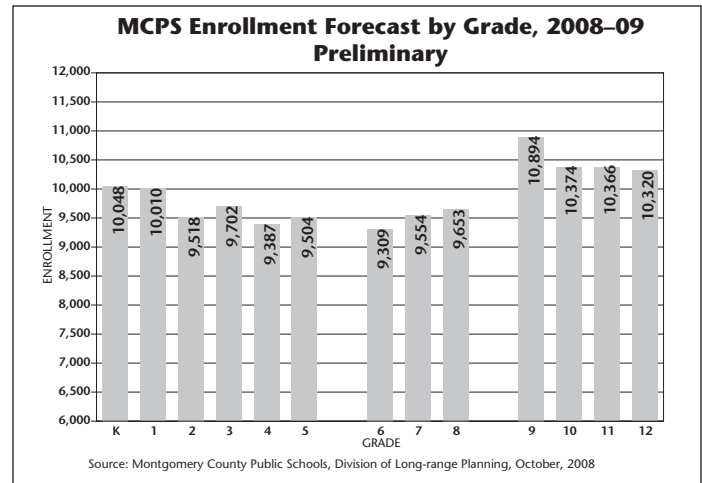
is available. In Silver Spring and Wheaton, these conditions are found in communities bordering New Hampshire Avenue, Georgia Avenue, and Columbia Pike. In Rockville, Gaithersburg, and Germantown, these conditions are found in communities bordering I-270 and Route 355. Affordable communities along these transportation corridors are characterized by apartment communities dating from the 1980s and earlier and neighborhoods with relatively modest townhouses and single-family detached homes. Some of these homes are rented and may be occupied by two or more families who share housing costs.

At one time, communities in the “focus” elementary school service areas had little racial and ethnic diversity. The wave of immigration over the past two decades has transformed these communities. In these focus school communities, enrollment growth has been driven by turnover of existing units and the changing demographic characteristics of new residents. Between 1990 and 2000, enrollment increased by 4,943 students in the focus elementary schools and by 2,391 students in the non-focus elementary schools. Since 2000, however, enrollment has declined in focus schools, but continues to increase



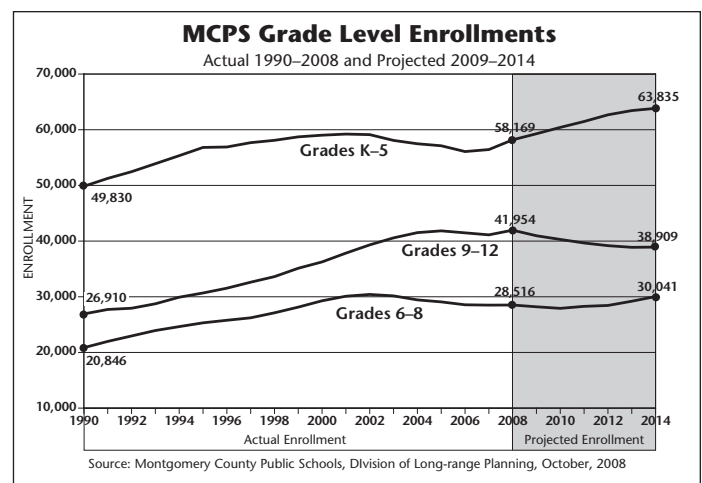
in non-focus schools. Change in enrollment in the focus schools is indicative of the impact of demographic change in older communities on growth in enrollment. It also illustrates how sensitive households are to the cost of housing in those areas. With the upward trend in county births, enrollment growth is projected at both focus and non-focus schools. In 2008, three more elementary schools were added to the focus group of schools—Lake Seneca, McAuliffe, and Waters Landing elementary schools. There are now 66 elementary schools in the focus school group—with a total enrollment in 2008 of 30,230—and 64 elementary schools in the non-focus school group—with a total enrollment of 33,448.

Dramatic shifts in racial and ethnic composition have occurred in the area served by focus elementary schools. From 1990 to 2007, African American and Hispanic enrollment increased the most in focus schools. African American enrollment increased by 2,537 and Hispanic enrollment increased by 7,063. Asian

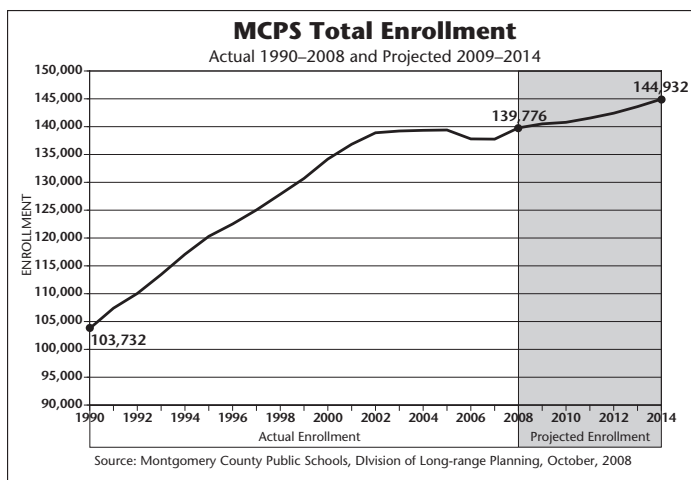


American enrollment increased more modestly, by 458, while White, non-Hispanic enrollment decreased by 8,339. In contrast, in non-focus elementary schools, White, non-Hispanic enrollment declined by 3,842, while smaller increases in African American (+1,720) and Hispanic (+2,134) enrollment occurred, and a greater increase in Asian American (+3,221) enrollment occurred. As a consequence of these trends, African American and Hispanic elementary school students have a much higher representation in the focus schools. Sixty-seven percent of all MCPS African American elementary school students attend focus schools, and 75 percent of all Hispanic elementary school students attend focus schools. In contrast, non-focus schools enroll a higher number of Asian American and White, non-Hispanic elementary school students—63 percent of Asian American elementary school students attend non-focus schools, and 76 percent of White, non-Hispanic elementary school students attend non-focus schools.

Focus elementary schools serve the majority of the county’s elementary FARMS and ESOL enrollment—78 percent of elementary school students participating in the FARMS program and 75 percent of elementary school students receiving ESOL services attend focus schools. The accompanying chart (Distribution of Elementary School Characteristics) displays the demographic composition of focus and non-focus schools. (Figures for 2008–2009 race, ethnic, FARMS, and







ESOL enrollments for focus schools are not complete at time of publication.)

## MCPS Enrollment Forecast

The school enrollment forecasts presented in this document are based on county births, completion of the phase-in of the new kindergarten entry age, aging of the current student population, student migration patterns, and the latest assessment of housing market trends. In recent years, as the number of students in the elementary grades became smaller than those in the high school grades, total enrollment dipped. This trend will be reversed in coming years, as more and more kindergarten students enter MCPS. Elementary enrollment is now entering a strong growth phase. Secondary enrollment will trend slightly downward for the next few years, and then rebound as larger grades “age up.” In 2011, Grades 6–8 enrollment is projected to begin increasing, and by 2014 Grades 9–12 enrollment is projected to begin increasing. Prekindergarten and Head Start enrollments are projected to remain stable, while modest increases in special education enrollment are projected.

The six-year forecast for Grades K–5 enrollment shows an increase of 5,666 students from the 2008 enrollment of 58,169, to the projected 2014 enrollment of 63,835. The six-year forecast for Grades 6–8 enrollment shows an increase of 1,525 from the 2008 enrollment of 28,516 to the projected 2014 enrollment of 30,041. The six-year forecast for Grades 9–12 enrollment shows a decrease of 3,045 from the 2008 enrollment of 41,954 to the projected 2014 enrollment of 38,909. Factoring in the forecast

for prekindergarten, alternative, Gateway to College, and special education programs, the six-year forecast for total MCPS enrollment shows an increase of 5,156 from the 2008 enrollment of 139,776, to the projected 2014 enrollment of 144,932. (See appendices A and B for further details on enrollments by grade level and program. See appendix P for a description of the MCPS enrollment forecasting methodology.)

## Summary

The last major period of enrollment increases at MCPS occurred in the 1950s and 1960s when children from the Baby Boom era—born between 1946 to 1964—were enrolling in schools. Enrollment from this wave of births peaked in 1972 at 126,912. Thereafter, the so-called Baby Bust era saw births decline and MCPS enrollment decrease, to a low of 91,030 in 1983. Since 1983 a much greater “baby boom” has occurred in the county. During the official Baby Boom years, the highest birth year in Montgomery County was 1963, when there were 8,461 resident births. The current baby boom in the county greatly surpasses this figure, with 13,843 births in 2007. Helping to fuel enrollment increases is the movement of households into the county from other parts of the world.

The current era of enrollment increases has already seen enrollment grow by 49,000 students since 1983. Although enrollment reached a plateau in the past few years, it is now rapidly increasing again. Keeping pace with enrollment growth, implementing full-day kindergarten at all elementary schools, and accommodating class-size reductions at focus elementary schools, has required a major investment in school facilities.

In the 2008–2009 school year, MCPS operates 130 elementary schools, 38 middle schools, 25 high schools, one career and technology center, and five special education program centers. Since 1983 MCPS has opened 30 elementary schools, 17 middle schools, and 6 high schools (including 10 reopenings of closed schools). In the next six years, additional school capacity will be needed. Competing with the need for school capacity is the need to preserve our investment in school facilities through a systematic schedule of school modernizations. Since 1983, 51 elementary schools, 10 middle schools, and 10 high schools have been modernized. As schools continue to age, modernizations remain a high priority. Overall, the facility plans and capital projects described in this document will enable the county to add school capacity and systematically renew our older schools.



# Chapter 3

## Facility Planning Objectives

The Superintendent's Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 Capital Improvements Program (CIP) is closely aligned with school system goals and priorities. The goals and priorities are expressed in Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*, Board of Education Academic Priorities, and the Board of Education Capital Improvement Priorities. In addition to the goals and priorities, the Long-range Educational Facilities Planning policy (FAA) and regulation (FAA–RA) guide the development of the CIP. The guiding elements of these documents are listed below.

### **System Goals from *Our Call to Action: Pursuit of Excellence***

- Ensure success for every student
- Provide an effective instructional program
- Strengthen productive partnerships for education
- Create a positive work environment in a self-renewing organization
- Provide high-quality business services that are essential to the educational success of students

### **Board of Education Academic Priorities:**

- Organize and optimize resources for improved academic results.
- Align rigorous curriculum, delivery of instruction, and assessment for continuous improvement of student achievement.
- Expand and deliver literacy-based initiatives from pre-Kindergarten through Grade 12 to support student achievement.
- Use student, staff, school, and system performance data to monitor and improve student achievement.
- Foster and sustain systems that support and improve employee effectiveness, in partnerships with MCPS employee organizations.
- Strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement.
- Develop, pilot, and expand improvements in secondary content, instruction, and program that support students' active engagement in learning.

### **Board of Education Capital Improvement Priorities:**

1. Critical health and safety projects
2. Capacity projects
3. Capital maintenance projects
4. Modernizations/Replacements
5. Gymnasium projects

### **Long-range Educational Facilities Planning Policy Guidance**

On May 23, 2005, the Board of Education adopted a revision to the Long-range Educational Facilities Planning policy (FAA). This policy was revised in order for Policy FAA to conform to other Board of Education policies that separate policy requirements from regulations. After community review of interim regulations, on March 21, 2006, the superintendent issued Regulation FAA-RA. Since then there have been two revisions, on October 17, 2006 and on June 8, 2008. The regulation was created from language previously contained in Policy FAA that was regulatory in nature. The regulation enables MCPS to conform to the *Public School Construction Act of 2004* that changed student-to-classroom ratios used to calculate elementary school capacities by the state. In addition, the regulation reflects student-to-classroom ratios that incorporate the MCPS elementary school class-size reduction initiative. The class-size reduction initiative affects 61 of the school system's 130 elementary schools. Policy FAA and Regulation FAA-RA can be found in appendix T.

Policy FAA now requires that the superintendent include in his CIP recommendations each fall a review of certain guidelines involved in facility planning activities. The four guidelines are: preferred range of enrollment, school capacity calculations, desired facility utilization levels, and school site size. In October 2006, the superintendent adjusted the middle school capacity calculation to better reflect the utilization of middle school facilities by multiplying the total capacity by .85 rather than by .9. Furthermore, the calculation for half-day kindergarten programs was removed since all elementary schools now offer a full-day kindergarten program. These changes are noted below in the School Capacity Calculation table. Having the guidelines included as part of the superintendent's CIP recommendations affords the community an opportunity to provide testimony to the Board of Education on the guidelines, and any proposed changes to the guidelines, prior to the Board of Education acting on the superintendent's CIP recommendations. The guidelines are outlined below. In June 2008, the regulation was updated to ensure that reasonable and systemic efforts are made to solicit input from stakeholders on decisions that impact them.

**Preferred Range of Enrollment:** Preferred ranges of enrollment for schools, provided they have program capacity, are:

- 300 to 750 total student enrollment in elementary schools
- 600 to 1,200 total student enrollment in middle schools
- 1,000 to 2,000 total student enrollment in high schools
- Special and alternative program centers will differ from the above ranges and generally have lower enrollment

**School Capacity Calculations:** Program capacity is based on ratios shown below:

Head Start and prekindergarten—2 sessions	40:1
Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grade K—reduced class size full-day	15:1
Grades 1–2—reduced class size	17:1
Grades 1–5/6 Elementary	23:1
Grades 6–8 Middle	25:1*
Grades 9–12 High	25:1**
ESOL (secondary)	15:1

\*Program capacity differs at the middle school level in that the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary facility (equivalent to 21.25 students per classroom.)

\*\*Program capacity differs at the high school in that the regular classroom capacity of 25 is multiplied by .9 to reflect the optimal utilization of a secondary facility (equivalent to 22.5 students per classroom.)

**School Facility Utilization:** Elementary, middle, and high schools should operate in an efficient utilization range of 80 to 100 percent of program capacity.

**School Site Size:** Preferred school site sizes are:

- 12 usable acres for elementary schools
- 20 usable acres for middle schools
- 30 usable acres for high schools

Adequate and up-to-date school facilities form the physical infrastructure needed to pursue MCPS goals and priorities. Long-range facility plans, as recommended in this CIP, provide justification for the programming and construction of new school facilities and modernizations. Facility planning and capital programming activities are closely coordinated with educational program delivery approaches. In addition, an emphasis is placed on the inclusion of stakeholders in facility planning processes.

Seven objectives guide the facilities planning process and development of each CIP and Master Plan. These objectives are outlined below, with the remainder of this chapter dedicated to providing information on planning within each objective. The CIP also incorporates plans to implement the *State of Maryland Bridge to Excellence Master Plan* requirement for identifying programs to allow all eligible children admittance, free of charge, to publicly-funded prekindergarten programs.

**Facility Planning Objectives**

- OBJECTIVE 1: Implement facility plans that support the continuous improvement of educational programs in the school system
- OBJECTIVE 2: Meet long-term and interim space needs
- OBJECTIVE 3: Modernize schools through a systematic modernization schedule
- OBJECTIVE 4: Provide schools that are environmentally safe, secure, functionally efficient, and comfortable
- OBJECTIVE 5: Provide access to information technologies

- OBJECTIVE 6: Support multipurpose use of schools
- OBJECTIVE 7: Meet space needs of special education programs

**OBJECTIVE 1:  
Implement Facility Plans  
that Support the Continuous  
Improvement of Educational  
Programs in the School System**

As the school system continues to focus program initiatives to improve student performance, plans have been developed to address the space needs and facility requirements of schools. Implementing school system educational priorities that require more classroom and support space has been a challenge during the past 20 years of steady enrollment growth. With enrollment now increasing rapidly again at elementary schools, the school system will continue to be challenged in providing adequate capacity.

In recent years, several educational program initiatives in particular have required more classroom and support space. These initiatives include: the reduction in class sizes for all MCPS schools to levels that existed prior to FY 1995; the reduction in class sizes in Grades K–2 for the 61 schools most heavily affected by poverty and English language deficiency (called “focus schools”); and the expansion of full-day kindergarten to all elementary schools in MCPS. Creative uses of existing space in schools, modifications to existing classrooms, and placement of relocatable classrooms have all been used to accommodate the additional staff needed to implement these initiatives. At schools with capital improvements in the facility planning or architectural planning phase, additions to accommodate these initiatives have been designed. These initiatives are described in further detail in the following paragraphs.

**Class Size Reductions**

Over the past few years, improved staffing ratios have impacted space availability as all schools at student-to-teacher ratios have fallen below the Board of Education’s regulations to calculate capacities. All schools are staffed in order to maintain class sizes below the Board of Education’s maximum class size guidelines. At the elementary school level, staffing ratios are different for focus and non-focus schools. In FY 2008, focus schools were staffed at 15.6 for Kindergarten and 15.8 and 16.1 for first and second grades. Whereas non-focus schools had staffing ratios of 21.5, 22.7, and 23.1 for Kindergarten, Grade 1 and Grade 2 respectively. All elementary schools have a staffing ratio of 22.1, 22.5, and 23.1 for Grades 3, 4, and 5 respectively. Currently, capacity ratings for elementary schools are calculated at 22 to 1 for Kindergarten and 23 to 1 for Grades 1–5 with the exception of focus schools that have a capacity rating of 15 to 1 in kindergarten and 17 to 1 in Grades 1 and 2. Space has become an issue in some elementary schools as staffing ratios are usually lower than the capacity ratings. The elimination of combination classes in elementary schools also has reduced the average class size. Therefore, in a number of cases,

schools that appear to be within their capacity actually require relocatable classrooms to accommodate the teaching staff that has been allocated.

MCPS has made other improvements in class size that have not had as large an impact on facilities. In FY 1999, the Board of Education launched an initiative to reduce class size in secondary school mathematics classes to ensure that students complete Algebra 1 no later than Grade 9. This initiative provided additional staffing in order to decrease class size in some math classes; however, it had a minor impact on facilities at the high school level.

Since FY 2001, staffing has been increased at middle and high schools to reduce the number of oversized classes. Furthermore, the Board of Education approved additional positions for the high schools in the Downcounty Consortium to support smaller learning communities in the ninth grade. These initiatives are having relatively minor impact on space utilization in the secondary schools and are being addressed through room scheduling in the school and/or the use of relocatables when needed.

**Early Success Performance Plan**

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class size in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2, in the focus schools most heavily impacted by poverty and language deficiency, were reduced for the full instructional day to an average of 17 students per teacher in Grades 1–2 and 15 students per teacher in full-day kindergarten. (See chart on page 3-3.) Providing a full-day kindergarten program and reducing class sizes in Grades K–2 had a dramatic impact on utilization levels in elementary schools, creating the need for additional classrooms to accommodate the increased number of teaching positions. Beginning in FY 2009, Lake Seneca, S. Christa McAuliffe, and Waters Landing elementary schools became focus schools and received staffing to reduce class sizes.

The Board of Education Long-range Educational Facilities Planning regulation (FAA–RA) (See appendix T) sets capacity calculations to reflect the 17 to 1 staffing ratio for Grades 1 and 2 and the 15 to 1 staffing ratio for kindergarten at focus schools. The capacities that are published in the “Projected Enrollment and Space Availability” tables in chapter 4 of the CIP reflect the space availability for these schools. The “Facility Characteristics of Schools 2008–2009” tables in chapter 4 display the number of classrooms for the class-size reduction and the total number of relocatable classrooms at each school.

**Head Start and Prekindergarten Programs**

The *Bridge to Excellence in Public Schools Act of 2002* requires that all eligible children “shall be admitted free of charge to publicly funded prekindergarten programs” established by the Board of Education. These programs are located based on need in the community and transportation travel times on a yearly basis and are identified in appendix H.

**Class Size Reduction Initiative School**

Arcola	Meadow Hall
Beall	Mill Creek Towne
Bel Pre	Montgomery Knolls
Broad Acres	New Hampshire Estates
Brookhaven	Roscoe Nix
Brown Station	Oakland Terrace
Burnt Mills	William T. Page
Cannon Road	Judith A. Resnik
Clopper Mill	Sally K. Ride
Capt. James E. Daly	Rock Creek Forest
Dr. Charles R. Drew	Rock Creek Valley
East Silver Spring	Rock View
Fairland	Rolling Terrace
Flower Hill	Rosemont
Fox Chapel	Sequoyah
Forest Knolls	Sargent Shriver
Gaithersburg	Sligo Creek
Galway	South Lake
Georgian Forest	Stedwick
Glen Haven	Strawberry Knoll
Glenallan	Summit Hall
Greencastle	Takoma Park ES
Harmony Hills	Twinbrook
Highland	Viers Mill
Highland View	Washington Grove
Jackson Road	Waters Landing
Kemp Mill	Watkins Mill
Lake Seneca	Weller Road
Maryvale	Wheaton Woods
S. Christa McAuliffe	Whetstone
	Woodlin

Schools receive staffing to reduce class sizes in Kindergarten at a ratio of 15 to 1 and in Grades 1–2 at a ratio of 17 to 1.

**Signature and Academy Programs**

All high schools have developed and implemented signature and/or academy programs. Some of these programs are whole school programs, while others are structured as a school within a school. Signature and academy programs have been developed to raise student achievement by matching programs with student interests. Some signature programs require specialized classrooms or laboratories to support the delivery of the educational program. As high schools are modernized, specialized spaces for the signature programs are designed as part of the modernization project. However, some high schools do not have modernizations scheduled in the next six years and will require facility modifications to accommodate signature or academy programs. Minor modifications that are needed to individual classrooms are completed through countywide capital projects.



## School Gymnasiums

Elementary gymnasiums are essential for the delivery of the physical education program and well-being of students. Gymnasiums also provide schools with flexibility in utilizing space, particularly when a school reaches or exceeds its capacity. Gymnasiums are scheduled to open during the 2008–2009 school year at the following schools:

- Bells Mill Elementary School
- Clarksburg Elementary School #8
- Cashell Elementary School

There are ten elementary schools that do not have gymnasiums, including one additional new elementary school opening in the next six years. Schools needing gymnasiums were ranked based on enrollment size, capital project status, and percent of gymnasiums in a cluster to determine the order of schools to receive gymnasiums. Appendix F displays the approved schedule for gymnasiums.

## OBJECTIVE 2: Meet Long-term and Interim Space Needs

Montgomery County has demonstrated a strong commitment to providing adequate school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. Enrollment in MCPS is now 49,000 students greater than it was in 1983, and 30 elementary schools, 17 middle schools, and 6 high schools have been opened in the school system. Numerous additions to existing schools also have been constructed since 1983.

### Long-term Space Needs

A continued commitment to capital projects for the next six years is necessary to address overdue space needs and keep up with rising enrollment. This year's preliminary official enrollment is 139,776 and by 2014 enrollment is projected to be 144,932. This year, nearly 10,000 students attend classes in 423 relocatable classrooms. The CIP identifies where space deficits are projected to occur and how the school system proposes to address them. Due to the high level of school utilization throughout the school system, there are few opportunities to address school space shortages through boundary changes. Therefore, additions to existing schools, the opening of new schools, and the expansion of some schools during modernization are all important strategies to address space needs. For a summary of recommended capital projects, please see the table in chapter 1 labeled "Superintendent's Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 Capital Improvements Program Summary Table" (page 1-6).

This year MCPS is operating a total of 193 school facilities including: 130 elementary schools; 38 middle schools; and 25 high schools. In addition, MCPS operates six alternative centers, one career and technology

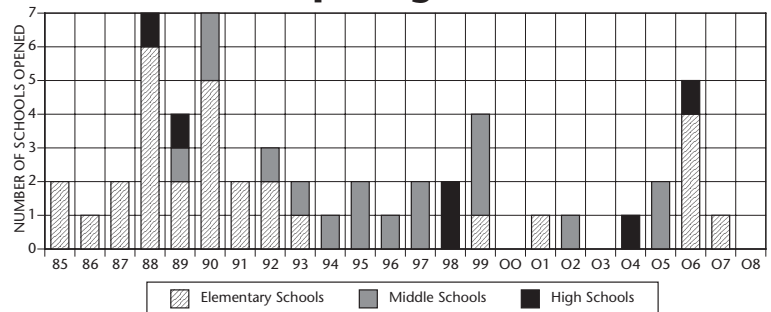
center, and five special education program centers. Funding is approved in the FY 2009–2014 CIP for the opening of two new elementary schools—Clarksburg Elementary School #8 and Downcounty Consortium #29.

In addition to school openings, funding is approved for classroom additions at 14 schools in the next six years, including 11 elementary schools and one high school. Due to enrollment increases this year, several of the elementary school projects will be delayed by six months to one year in order to increase the number of classrooms in the project. These projects will add the instructional and support spaces needed to support the academic program at the schools. However, major core improvements and/or modifications to the existing facilities will not be included in the scope of work. These types of changes to a facility trigger significant code improvements that increase the cost of the project significantly and could lead to relocating students to another facility. A number of schools scheduled for modernization also will see increases in capacity as part of their modernization projects. Facility planning is recommended for feasibility studies to determine the scope and work for classroom addition projects for seven elementary schools, and two middle schools.

### Interim Space Needs

The use of relocatable classrooms on a short-term basis has proven to be successful in providing schools the space necessary to deliver educational programs. In recent years, the number of relocatable classrooms in use grew dramatically as program initiatives described under Objective 1 were implemented and enrollment increased. This school year nearly 10,000 students attended class in 423 relocatable classrooms. This number does not include relocatable classrooms used to stage construction on site at schools or ones located at holding facilities and other facilities throughout the school system.

**School Openings 1985–2008**

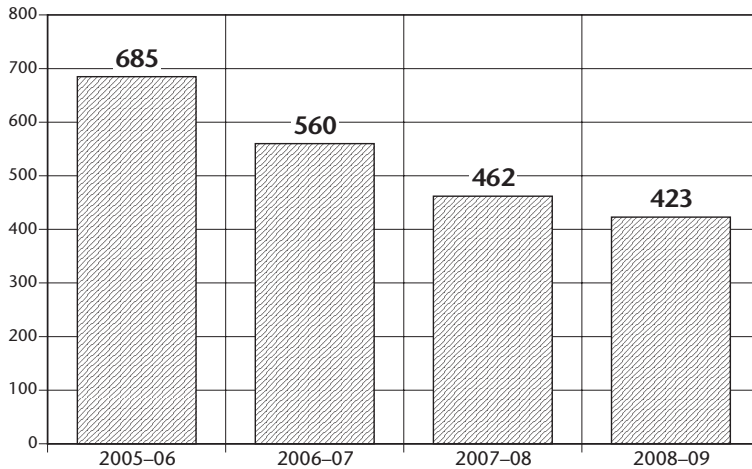


1985 — Flower Hill ES, Lake Seneca ES	1997 — Kingsview MS, John Poole MS
1986 — Clopper Mill ES	1998 — James Hubert Blake HS, Northwest HS
1987 — Jones Lane ES, S. Christa McAuliffe ES	1999 — Sligo Creek ES, North Bethesda MS, Shady Grove MS, Silver Spring International MS
1988 — Goshen ES, Greencastle ES, Clearspring ES, Stone Mill ES, Strawberry Knoll ES, Waters Landing ES, Quince Orchard HS	2000 — None
1989 — Cloverly ES, Daly ES, Cabin John MS, Watkins Mill HS	2001 — Spark M. Matsunaga ES
1990 — Brooke Grove ES, Burnt Mills ES, Rachel Carson ES, Ronald McNair ES, Sequoyah ES, Briggs Chaney MS, Francis Scott Key MS	2002 — Newport Mill MS
1991 — Dr. Charles R. Drew ES, Judith A. Resnik ES	2003 — None
1992 — Dr. Sally K. Ride ES, Lois P. Rockwell ES, Rosa M. Parks MS	2004 — Northwood HS
1993 — Thurgood Marshall ES, Argyle MS	2005 — Lakelands Park MS, A. Mario Loiderman MS
1994 — Roberto Clemente MS	2006 — Great Seneca Creek ES, Little Bennett ES, Roscoe R. Nix ES, Sargent Shriver ES, Clarksburg HS
1995 — Forest Oak MS, Rocky Hill MS	2007 — Arcola ES
1996 — Neelesville MS	2008 — None

Source: Montgomery County Public Schools, Division of Long-range Planning.



## Number of Relocatable Classrooms in Use at Schools



Source: Montgomery County Public Schools, Division of Construction.

Continued reduction of relocatable use is an objective of MCPS facility plans.

Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms enable the school system to avoid significant capital investment where building needs are only short-term. Relocatable classrooms are not considered long-term or permanent solutions to addressing capacity needs.

### Non-Capital Actions

The superintendent released two boundary recommendations on October 15, 2008. The first boundary recommendation is to create the service area for the new Clarksburg Elementary School #8. This school is needed to relieve overutilization at Cedar Grove, Clarksburg, and Little Bennett elementary schools. The boundary study included representatives from each of these schools. Board of Education action is scheduled for November 20, 2008 with implementation of the boundaries beginning in August 2009 when the new school opens.

The second boundary recommendation needed is to relieve overutilization at Potomac Elementary School. Capacity is being added as part of the Bells Mill and Seven Locks elementary schools modernizations. Representatives from Bells Mill, Potomac, and Seven Locks elementary schools participated in the boundary advisory committee. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study includes representatives from Cabin John and Herbert Hoover middle schools. The Board of Education action is scheduled for November 20, 2008.

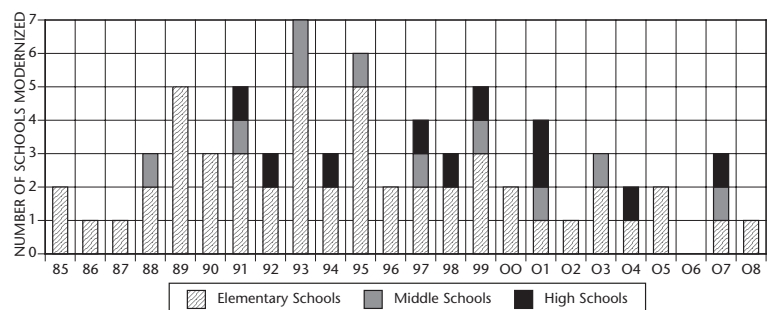
One new boundary study is recommended as part of the recommended amendments to the FY 2009–2014 CIP to relieve overutilization at Sligo Creek Elementary

School. In March 2006, the Board of Education adopted a plan to reorganize East Silver Spring Elementary School to Grades Pre-K–5. The reorganization for East Silver Spring Elementary School will begin in August 2009 with Grade 3. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools will participate in the boundary advisory committee. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study will include representatives from these middle schools. The boundary study will take place in spring 2009. Additions at East Silver Spring and Takoma Park elementary schools are scheduled to open in August 2010 in order to accommodate the reorganization at East Silver Spring Elementary School and student reassignments to Takoma Park Elementary School. Board of Education action is scheduled for November, 2009.

## OBJECTIVE 3: Modernize Schools Through a Systematic Modernization Schedule

The Board of Education, superintendent, and school community recognize the necessity of modernizing older schools. Modernizations update school facilities to provide the variety of instructional spaces necessary to effectively deliver the

### School Modernizations 1985–2008\*



1985 — Oak View ES, Woodfield ES  
1986 — Twinbrook ES  
1987 — Cedar Grove ES  
1988 — Bannockburn ES, Rosemary Hills ES, Gaithersburg MS  
1989 — Cloverly ES, Highland ES, Laytonville ES, Monocacy ES, Montgomery Knolls ES  
1990 — Olney ES, Westbrook ES  
1991 — Beall ES, Burning Tree ES, Viers Mill ES, Sligo MS, Sherwood HS  
1992 — Pine Crest ES, Travilah ES, Walt Whitman HS  
1993 — Ashburton ES, Burtonville ES, Clarksburg ES, Forest Knolls ES, Oakland Terrace ES, Pyle MS, White Oak MS  
1994 — Highland View ES, Meadow Hall ES, Springbrook HS  
1995 — Brookhaven ES, Georgian Forest ES, Jackson Road ES, North Chevy Chase ES, Rosemont ES, Julius West MS

1996 — Flower Valley ES, Kemp Mill ES  
1997 — Ritchie Park ES, Wyngate ES, Westland MS, Albert Einstein HS  
1998 — Lucy Barnsley ES, Westover ES, Montgomery Blair HS  
1999 — Bethesda ES, Harmony Hills ES, Rock View ES, Takoma Park MS, John F. Kennedy HS  
2000 — Mill Creek Towne ES, Chevy Chase ES  
2001 — Rock Creek Valley ES, Earle B. Wood MS, Bethesda-Chevy Chase HS  
2002 — Wood Acres ES  
2003 — Lakewood ES, William Tyler Page ES  
2004 — Glen Haven ES, Rockville HS  
2005 — Somerset ES, Kensington-Parkwood ES  
2006 — None  
2007 — College Gardens ES, Parkland MS, Richard Montgomery HS  
2008 — Galway ES

\*School Year Completed

Source: Montgomery County Public Schools, Division of Long-range Planning

current curriculum. Modernizing a school also provides access to up-to-date information technology for students, staff, and the community. The cost to modernize an older school so that it is educationally, technologically, and physically up-to-date, is similar to the cost of constructing a new school. At some schools, a 20-year life cycle cost analysis shows it is more cost effective to replace an older school facility rather than modernizing it. In addition, modernizations are critical components in revitalizing older, established neighborhoods and providing equity with newer schools.

The school modernization schedule is based on a standardized assessment tool called FACT—Facilities Assessment with Criteria and Testing. Schools beyond a certain age were assessed and scored on a standard set of facility and educational program space criteria. Schools were scheduled for modernization based on their ranking after the assessment (See appendix R). The order of modernizations for assessed schools is found in appendix E. The next round of school assessments will include schools built or renovated before 1985. There remain 41 schools in this category (29 elementary schools, 11 middle schools, and 1 high school).

The Board of Education policy on modernizations, adopted in FY 1991, identified the goal of assessing schools for modernization when a facility is at least 30 years old. Since 1985, 70 schools have been modernized, including 50 elementary schools, 10 middle schools, and 10 high schools. Although this is a large number of facilities, the current pace of modernization does not allow MCPS to modernize schools in the time frame desired. At the current rate, some schools will be required to operate 60 or more years before being modernized. Because of funding limitations and a lack of secondary holding facilities, MCPS has been unable to accelerate the pace of modernizations. Currently, MCPS has been modernizing two or three elementary schools per year, and one middle school and one high school every two years.

## **OBJECTIVE 4:**

### **Provide Schools that Are Environmentally Safe, Secure, Functionally Efficient, and Comfortable**

To maintain and extend the useful life of school facilities, MCPS follows a continuum of activities that begins the first day a new school is opened and ends when a school's modernization begins. Funding for maintenance activities is found in both the capital and operating budgets. The trend for the past five years has been a level of funding effort in both budgets for building maintenance and systemic renovations. Until the modernization program reaches an acceptable cycle, additional funding needs to be dedicated to regular, preventive, and capital maintenance activities. Understanding the full cost of building maintenance is critical to developing a balance between the comprehensive maintenance plan and a modernization schedule that reflects the school system's priorities.

MCPS has many projects designed to meet the capital maintenance needs of schools across the county. These countywide projects are described in chapter 5. Countywide projects deal with environmental issues, safety and security, and major building system maintenance in schools. These projects require an assessment of each school relative to the needs of other schools and include scheduled major repairs and replacement activities. The assessment process for most of the countywide projects is carried out through an annual review that involves a team of maintenance professionals, school principals, and consultants. On some projects, local, state, and federal mandates affect the scope and cost of the effort required.

Planned Life-cycle Asset Replacement (PLAR) and other countywide projects that focus on roof and mechanical system rehabilitation are essential to the long-term protection of the county's capital investment in schools. Because the projects for modernizing older schools must compete for funding with projects for building new schools, maintenance and rehabilitation projects for schools and relocatable classrooms take on even greater importance. A list of projects that were completed during summer 2008 can be found in appendix Y.

The Water and Indoor Air Quality (WIAQ) Project funds mechanical retrofits and building modifications to address water and indoor air quality projects in MCPS schools. An amendment to the FY 2000 Capital Budget created this project and funds improvements such as major mechanical corrections, carpet removal, floor tile replacement, and minor mechanical retrofits. MCPS staff is required to report periodically to the County Council's Education Committee on the status of this project. This project was amended in FY 2005 to include lead remediation efforts for potable water in all schools.

MCPS is committed to sustainability and conservation of resources in the design and operation of all facilities. Several programs exist to support these activities. The School Eco Response Team (SERT) program promotes efficient and responsible energy use in all schools. Schools practice environmental stewardship and implement energy saving strategies to earn quarterly awards.

Over the past three years, MCPS has been implementing measures to reduce the environmental impact of its buildings through a comprehensive revision of its new construction design guidelines. This revision incorporates best practices from the widely recognized Leadership in Energy and Environmental Design (LEED) rating system of the United States Green Building Council. Great Seneca Creek Elementary School that opened in September 2006 is the first public school in Maryland to be "gold" certified under the LEED rating system for green buildings. As the technologies utilized at Great Seneca Creek Elementary School prove themselves reliable and effective, these technologies will be incorporated in the design guidelines for future schools. Beginning in FY 2007, all new schools and modernizations in design development will be designed to achieve a LEED for Schools "silver" certification. Smaller green technology and conservation pilots are being introduced at several schools to provide a healthy and effective learning environment for students and staff.

The Adopted FY 2009–2014 CIP includes funding to implement new initiatives in the School Security Program that will enhance the comprehensive security program already in place. The initiative includes: design and installation of Closed Circuit Television (CCTV) camera systems in all middle schools; the replacement of existing outdated analog CCTV camera systems in all high schools; the installation of a visitor management system in all schools; and the installation of a visitor access system at all elementary schools.

## OBJECTIVE 5: Provide Access to Information Technologies

MCPS strives to provide a quality education that prepares students to access, analyze, apply, and communicate information effectively so that they will become contributing members of a changing information-based society. In recognition of a disparity in the technology available between new or modernized schools, and older schools built during the 1960s, 1970s, and the early 1980s, the Board of Education adopted a comprehensive educational technology policy in December 1993. The policy seeks to ensure that students have the information technology skills required for the 21st century workplace and the means available for students to access information around the world. The policy also seeks to ensure that educational technology, ranging from the use of computers to interactive TV, and Promethean “smart” boards, is appropriately integrated into the instructional program and management of the school system.

A strategic implementation plan (The Global Access Project and Beyond) was approved in May 1997, with specific guides and assessments to provide staff support, hardware and software, and the capabilities for access to information within, between, and beyond the confines of MCPS facilities. The Global Access Project served to equip schools with hardware, software, and staff training to realize the strategic implementation plan. The Global Access Technology Project enabled all MCPS schools to be wired for global access by September 2002.

The Amended FY 2003–2008 CIP included a new project, Technology Modernization that provides needed technology updates for the original Global Access program schools and increases the number of computers in every school. Funds included in the adopted CIP for the Technology Modernization Program will provide more computers and interactive educational technology to strengthen our efforts to improve student engagement and participation. The funding also will be used by teachers to assess students and modify instruction to meet the needs of each student.

## OBJECTIVE 6: Support Multipurpose Use of Schools

Montgomery County Public Schools recognizes the role schools play as centers of community activity and affiliation. The school system supports multipurpose use of its schools, especially in regard to uses that complement the educational program. Multipurpose uses of schools that promote family and community partnerships also are of great importance. Compatible uses of schools are factored into the facility planning process whenever possible. A prime example of compatible uses in schools is the leasing of available space in elementary schools to child-care providers. Most of the elementary schools in the system provide space for child-care providers, through a mixture of full-day centers and before and after school services. Funds have been approved in the county Department of Health and Human Services (DHHS) CIP to construct childcare classrooms at Takoma Park and Weller Road elementary schools.

Linkages to Learning, a collaborative program between the school system, DHHS, and private community providers, addresses the complex social and mental health needs of an increasingly diverse and economically impacted population in Montgomery County. In order to address possible barriers to learning, a variety of mental health, health, social, and educational support services are brought together at Linkages to Learning sites. For a list of schools with the Linkages to Learning program, please refer to the table on page 3-9. In addition,

**Holding Facility/On-site Schedule**

Holding Facility	SY 08–09	SY 09–10	SY 10–11	SY 11–12	SY 12–13	SY 13–14	SY 14–15
<b>ELEMENTARY SCHOOLS</b>							
North Lake	Cashell		Farmland			Bel Pre	Wheaton Woods
Radnor		Carderock Springs	Seven Locks		Beverly Farms	Rock Creek Forest	Rock Creek Forest Wayside
Grosvenor	Bells Mill	Takoma Park	Garrett Park		Weller Road	Candlewood	Candlewood Brown Station
Fairland	Galway	Cresthaven	Cannon Road		Glenallan		
<b>MIDDLE SCHOOLS</b>							
Tilden Center	Francis Scott Key		Cabin John		Herbert Hoover		William H. Farquhar
<b>HIGH SCHOOLS</b>							
On-site	Walter Johnson		Paint Branch				Wheaton
				Gaithersburg			

services are provided at the School Health Services Center at Rocking Horse Road. The long-range plan is to expand the Linkages to Learning programs to additional schools over the next six years.

Since the fall of 1997, Linkages to Learning/School-based Health Centers (SBHC) at Broad Acres and Harmony Hills elementary schools have been providing enhanced health resources to students and their family. As part of the Harmony Hills Elementary School modernization in 1999, space was designed to accommodate the Linkages to Learning and the School-based Health Center. Additional school-based health centers opened at Gaithersburg Elementary School during the 2005–2006 school year and at Summit Hall Elementary School in August 2008.

In response to the County Council Health and Human Services Committee request for a plan to expand SBHCs to additional school sites, the School-based Health Centers Interagency Planning Group was convened by HHS. The planning group was an interagency group that developed selection criteria to rank schools and a timeline for constructing new SBHCs at school sites. Funding has been requested in the Department of Health and Human Services (DHHS) to plan and construct additional SBHCs. The schools and scheduled opening dates are listed below:

New Hampshire Elementary School	August 2009
Rolling Terrace Elementary School	August 2011
Highland Elementary School	August 2012

In spring 2006, the School-based Wellness Center Planning Group was convened. The planning group was charged with describing the services that would be offered at wellness centers at high schools and to identify criteria and a decision-making process for prioritizing schools sites for wellness centers. As

a result of the work of the planning group, Northwood High School was the first school to receive a school-based wellness center. Services delivery began in August 2007. FY 2009 planning and design funds were approved to begin the design for the permanent space for the Wellness Center at Northwood High School. As part of the adopted DHHS FY 2009–2014 CIP, FY 2009 funds also were approved to conduct a feasibility study for a Wellness Center at Watkins Mill High School. Wellness Centers also will be planned as part of the modernizations for Gaithersburg and Wheaton high schools. MCPS and DHHS staff collaboratively work together to develop the design for the Wellness Centers.

Kingsview Middle School in Germantown adjoins a county-operated community center. The community center is a 23,000 square foot building that contains a gymnasium, social hall, arts room, game room, and exercise room, as well as administrative offices, common areas, and conference spaces. The center is structurally integrated with the middle school building but has a separate and distinct main entry. An outdoor pool and bathhouse are located on the site as a separate facility consisting of the following: 50-meter lap pool, leisure pool, wading pool for toddlers, and common lounging areas. The maximum capacity of the combined recreation and aquatic facilities is 1,500 occupants.

Community use of school facilities is another important way in which schools serve their communities. Outside of the instructional day, schools are used for a wide range of community activities. The Interagency Coordinating Board (ICB) manages school use, collects fees for most community uses of schools, and maintains an Enterprise Fund to pay for the cost of utilizing schools after school hours. Among the largest users

### Schools That Received Technology Modernization for the 2008–2009 School Year

High Schools			
Montgomery Blair James H. Blake Albert Einstein	Northwest Northwood Quince Orchard	Rockville Sherwood Watkins Mill	Walt Whitman
Middle Schools			
Argyle John T. Baker Banneker	Briggs Chaney Cabin John Farquhar	Gaithersburg Herbert Hoover Neelsville	Robert Frost Rocky Hill
Elementary Schools			
Barnsley Bethesda Cannon Road Carderock Springs Cresthaven	Gaithersburg Galway Glen Haven Harmony Hills Highland	New Hampshire Estates Ritchie Park Rock View Seven Locks Sligo Creek	Summit Hall Twinbrook Westover Wheaton Woods Wyngate
Special Schools			
Rock Terrace	Stephen Knolls	Carl Sandburg	



of schools are child-care providers, county recreation groups, sports groups, and religious groups.

## **OBJECTIVE 7:**

### **Meet Special Education Program Space Needs**

The Maryland State Department of Education has established a target for local school systems to address the need for special education students to receive access to services in the general education environment. The FY 09 target requires 61.11 percent of students with disabilities to receive special education and related services in a general education setting. As a result of this mandate, the Department of Special Education Services (DSES), in collaboration with the Department of Facilities Management (DFM) and the Office of School Performance (OSP), plans and coordinates the identification of program sites and locations to address the diverse needs of students with disabilities. This process is designed to ensure the delivery of special education services with an emphasis on providing services to the maximum extent possible in the school the student would attend if nondisabled.

Montgomery County Public Schools (MCPS) chooses locations for special education programs by focusing on the delivery of services in the student's home school or in the school as close as possible to the student's home. Based on the incidence of disabilities, the location of programs enables students with disabilities to receive special education services within the school, cluster, quad-cluster, or region of the county where the student resides.

The percentage of students receiving services in their home school, cluster, or quad-cluster has increased since 1998. The following model guides facility planning:

- Special education resource services are offered in all schools Grades K–12. Elementary schools in the Bethesda-Chevy Chase, Gaithersburg, Northwest, Poolesville, selected schools the NEC, and Sherwood clusters, and the Downcounty Consortium, provide home school services. The Learning and Academic Disabilities (LAD) Program and transition services are provided in each middle and high school.
- Special education services are cluster and quad-cluster based for elementary students recommended for the LAD Program.
- Special education services are available in quad clusters or regionally for students recommended for the elementary school-based Learning Center, Learning for Independence (LFI), School/Community-based, Infants and Toddlers, Preschool Education Program (PEP), Preschool Language Program, Autism Spectrum Disorders

Program, Augmentative Communication Program, Emotional Disabilities Program, Bridge Program, Gifted and Talented/Learning Disabled Program, High School Learning Centers, Elementary Physical Disabilities Program, and the special education centers of Longview and Stephen Knolls.

- Special education services are county-based for students in need of the Preschool Vision Program, Deaf and Hard-of-Hearing Program, Secondary Extensions Program, Carl Sandburg Learning Center, Regional Institute for Children and Adolescents (RICA), Rock Terrace Program, Crossroads Program, and the Secondary Physical Disabilities Program.

### **Preschool Special Education Growth**

The Montgomery County Infants and Toddlers Program provides services to children with developmental delays from birth to three years of age in natural environments such as home, child care, or other community settings. Growth in the Infants and Toddlers Program has resulted in four centers being located in regional locations throughout the county. The number of staff at these centers is increasing, commensurate with the growth in the student population. As the number of young children identified with developmental delays has continued to grow a fifth Infants and Toddlers XX center is needed. This will be located at the Emory Grove facility beginning in August 2009.

MCPS provides special education services for children ages three through five through a number of programs. Most students are being served in the Preschool Education Program (PEP) or receive speech and language services. Special education services provide itinerant instruction at home for medically fragile children, itinerant related services in MCPS schools or community-based day care and preschool settings, and special classes for children who need a comprehensive approach to their learning needs. Enrollment in the PEP and preschool language classes grew from 528 in FY 2003 to 857 for FY 2008.

Providing preschool special education services in the least restrictive environment (LRE) has been very challenging because of the limited number of general education preschool programs and services available in MCPS. DSES and the Division of Early Childhood Education are collaborating to collocate general and special education preschool classes to facilitate LRE for preschool students. The DFM and OSP are closely involved with the DSES in this process. In FY 2009, there are 12 sites where special education and general prekindergarten classes are collocated. In addition, there are eight locations that accommodate combination special education/early childhood classes for three-year-old children.





# Chapter 4

## Recommended Actions and Planning Issues

Chapter 4 is organized alphabetically by high school cluster and consortia. Each section includes a map of the cluster service areas and tables containing enrollment, demographic, room use, and facilities information for individual schools. Capital projects approved for the FY 2009 Capital Budget and the FY 2009–2014 Capital Improvements Program (CIP) along with recommended amendments to the FY 2009–2014 CIP are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning decisions often cross cluster/consortia boundaries in order to meet program and facility needs for all students.

All schools are evaluated based on existing and planned program capacity. While total system enrollment grew this year, changes in enrollment vary by grade level and location. Over the next six years, elementary enrollment will increase, leading to future increases in secondary enrollment. Although temporary overutilization of facilities can be accommodated with relocatable classrooms, long-term overutilization will require additions and new or reopened facilities for both elementary and secondary schools. This year, MCPS housed about 10,000 students in 423 relocatable classrooms. Reducing the use of these “temporary” classrooms was a key objective for the approved FY 2009–2014 CIP; however, the unexpected high enrollment level this year will make the reduction of relocatable classrooms in the future a challenge.

For each cluster and the Downcounty and Northeast consortia, information is presented within a common framework. Planning issues of a clusterwide nature are followed by a discussion of individual secondary and elementary schools with approved capital projects or non-capital actions. All clusters may not have clusterwide planning issues, and only schools that have plans that affect them are discussed in each cluster section.

Following the narrative discussion of planning activities is a table labeled “Capital Projects” that summarizes all capital projects for that cluster or consortium. Four types of projects are identified under the “Type of Project” column. The types of projects are as follows:

- “Approved”—Project has an FY 2009 appropriation approved in the FY 2009–2014 CIP.
- “Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- “Proposed”—Project has facility planning approved or recommended in the FY 2009–2014 CIP for a feasibility study.
- “Recommended”—Project has an FY 2010 appropriation recommended for the FY 2010 Capital Budget.

For each cluster and the two consortia, four summary tables and a bar graph are presented. The bar graph shows the effects of approved and/or recommended additions to capacity in the calculation of future utilization levels. The “Projected

+ # Rooms—Number of rooms added  
 @Radnor—Students at holding school (Radnor)  
 AAC—Augmentative and Alternative Communication  
 AD—Learning and Academic Disabilities  
 Add.—Addition  
 AUT—Autism  
 BRIDGE—Bridge class (for some ED students)  
 Cap. TBD—Capacity to be determined  
 Comp.—Complete  
 CSR—Class size reductions  
 DHOH—Deaf and Hard of Hearing  
 ED—Emotional Disability Program  
 ELC—Elementary Learning Center  
 ESOL—English for Speakers of Other Languages  
 Fac.—Facility  
 FDK—Full-day Kindergarten program  
 HS—Head Start  
 Improve.—Improvements  
 LAD—Learning and Academic Disabilities  
 LANG—Speech/Language Disabilities  
 LD/GT—Learning Disabled/Gifted and Talented

LFI—Learning for Independence  
 METS—Multidisciplinary Educational Training and Support class (for nonEnglish-speaking students with limited educational experience)  
 Mod.—Modernization  
 MSMC—Middle School Magnet Consortium  
 PD—Physical Disabilities class  
 PEP—Preschool Education Program  
 Plng.—Planning  
 Pre-K—# of sessions of prekindergarten  
 Pre-K Lang—Preschool speech/language disabilities class  
 Reg. Sec.—Regular secondary classroom  
 Reg. Elem.—Regular elementary classroom  
 Replace.—Replacement  
 Rm CSR—# of classrooms for class-size reduction initiative  
 SCB—School/Community-Based Programs for Students with Mental Retardation  
 SLC—Secondary Learning Center  
 Sup. Rms.—Support rooms, such as art, music, and resource rooms  
 TBD—To be determined  
 VIS—Preschool or secondary Vision Impairment

Enrollment and Available Capacity” table reflects the projected enrollment six years into the future for elementary and secondary schools and to the years 2018 and 2023 at the secondary level. Space availability is shown with approved and/or recommended CIP actions. This table also has a “comments” section that contains a brief explanation of program or facility changes that will impact capacity within any given year. To assist readers, a glossary of abbreviations and terms used in the tables and notes is included below. A second table, titled “Demographic Characteristics of Schools, 2008–2009,” shows the following percentages for each school: racial and ethnic group composition for the 2008–2009 school year. This table also shows student participation in the Free and Reduced-price Meals System (FARMS) program and English for Speakers of

Other Languages (ESOL) program for the 2007–2008 school year, and Mobility Rate (the number of entries and withdrawals during the 2007–2008 school year as compared to total enrollment). The “Room Use Table (School Year 2008–2009)” reflects detailed room use information for each school along with special education program information.

The final table, titled “Facilities Characteristics of Schools 2008–2009,” shows facility information and the combined Facilities Assessment with Criteria and Testing (FACT) and educational specification assessments scores (the combined score is used to determine modernization priorities). The lower the combined score the greater the need for modernization.



# Clusters for 2008–2009 School Year

## BETHESDA-CHEVY CHASE CLUSTER

Bethesda-Chevy Chase HS (9–12)  
Westland MS (6–8)  
Bethesda ES (K–5)\*  
Chevy Chase ES (3–6)  
North Chevy Chase ES (3–6)  
Rock Creek Forest ES (K–5)  
Rosemary Hills ES (pre-K–2)\*  
Somerset ES (K–5)  
Westbrook ES (K–5)

## WINSTON CHURCHILL CLUSTER

Winston Churchill HS (9–12)  
Cabin John MS (6–8) (shared with Wootton Cluster)\*  
Bells Mill ES (K–5)  
Seven Locks ES (K–5)  
Herbert Hoover MS (6–8)  
Beverly Farms ES (K–5)  
Potomac ES (K–5)  
Wayside ES (K–5)

## CLARKSBURG CLUSTER

Clarksburg HS (9–12)  
Neelsville MS (6–8) (shared with Watkins Mill Cluster)\*  
Capt. James E. Daly ES (pre-K–5)  
Fox Chapel ES (pre-K–5)  
Rocky Hill MS (6–8) (shared with Damascus Cluster)\*  
Cedar Grove ES (K–5)\*  
Clarksburg ES (K–5)  
Little Bennett ES (K–5)

## DAMASCUS CLUSTER

Damascus HS (9–12)  
John T. Baker MS (6–8)  
Clearspring ES (HS–5)  
Damascus ES (K–5)  
Laytonsville ES (K–5)\*  
Woodfield ES (K–5)  
Rocky Hill MS (6–8) (shared with Clarksburg Cluster)\*  
Cedar Grove ES (K–5)\*  
Lois P. Rockwell ES (K–5)

## DOWNCOUNTY CONSORTIUM

Montgomery Blair HS (9–12)  
Albert Einstein HS (9–12)  
John F. Kennedy HS (9–12)  
Northwood HS (9–12)  
Wheaton HS (9–12)  
Argyle MS (6–8)  
A. Mario Loiederman MS (6–8)  
Parkland MS (6–8)  
Bel Pre ES (pre-K–2)  
Brookhaven ES (pre-K–5)  
Georgian Forest ES (HS–5)  
Harmony Hills ES (HS–5)  
Sargent Shriver ES (pre-K–5)  
Strathmore ES (3–5)  
Viers Mill ES (HS–5)  
Weller Road ES (HS–5)  
Wheaton Woods ES (HS–5)  
Eastern MS (6–8)  
Montgomery Knolls ES (HS–2)  
New Hampshire Estates ES (HS–2)  
Oak View ES (3–5)  
Pine Crest ES (3–5)

Col. E. Brooke Lee MS (6–8)  
Arcola ES (HS–5)  
Glenallan ES (HS–5)  
Kemp Mill ES (pre-K–5)  
Newport Mill MS (6–8)  
Highland ES (HS–5)\*  
Oakland Terrace ES (K–5)\*  
Rock View ES (pre-K–5)  
Silver Spring International MS (6–8)  
Forest Knolls ES (K–5)  
Highland View ES (pre-K–5)  
Sligo Creek ES (K–5)  
Rolling Terrace ES (HS–5)  
Sligo MS (6–8)  
Glen Haven ES (pre-K–5)  
Highland ES (HS–5)\*  
Oakland Terrace ES (K–5)\*  
Woodlin ES (K–5)  
Takoma Park MS (6–8)  
East Silver Spring ES (pre-K–2)  
Piney Branch ES (3–5)  
Takoma Park ES (K–2)

## GAITHERSBURG CLUSTER

Gaithersburg HS (9–12)  
Forest Oak MS (6–8)  
Goshen ES (K–5)  
Rosemont ES (pre-K–5)  
Summit Hall ES (HS–5)  
Washington Grove ES (HS–5)  
Gaithersburg MS (6–8)  
Gaithersburg ES (pre-K–5)  
Laytonsville ES (K–5)\*  
Strawberry Knoll ES (HS–5)

## WALTER JOHNSON CLUSTER

Walter Johnson HS (9–12)  
North Bethesda MS (6–8)  
Ashburton ES (K–5)  
Kensington Parkwood ES (K–5)  
Wyngate ES (K–5)  
Tilden MS (6–8)  
Farmland ES (K–5)  
Garrett Park ES (K–5)  
Luxmanor ES (K–5)

## COL. ZADOK MAGRUDER CLUSTER

Col. Zadok Magruder HS (9–12)  
Redland MS (6–8)  
Cashell ES (pre-K–5)  
Judith A. Resnik ES (pre-K–5)  
Sequoyah ES (K–5)  
Shady Grove MS (6–8)  
Candlewood ES (K–5)  
Flower Hill ES (pre-K–5)  
Mill Creek Towne ES (pre-K–5)

## RICHARD MONTGOMERY CLUSTER

Richard Montgomery HS (9–12)  
Julius West MS (6–8)  
Beall ES (HS–5)  
College Gardens ES (HS–5)  
Ritchie Park ES (K–5)  
Twinbrook ES (HS–5)

# Clusters for 2008–2009 School Year

## NORTHEAST CONSORTIUM

James H. Blake HS (9–12)  
 Paint Branch HS (9–12)  
 Springbrook HS (9–12)  
     Benjamin Banneker MS (6–8)  
         Burtonsville ES (K–5)  
         Fairland ES (HS–5)\*  
         Greencastle ES (pre-K–5)  
     Briggs Chaney MS (6–8)  
         Cloverly ES (K–5)\*  
         Fairland ES (HS–5)\*  
         Galway ES (pre-K–5)  
         William T. Page ES (pre-K–5)  
     William H. Farquhar MS (6–8) *(shared with Sherwood Cluster)\**  
         Cloverly ES (K–5)\*  
         Sherwood (K–5)\*  
         Stonegate ES (K–5)\*  
     Francis Scott Key MS (6–8)  
         Burnt Mills ES (pre-K–5)  
         Cannon Road ES (K–5)  
         Cresthaven ES (3–5)  
         Dr. Charles R. Drew ES (pre-K–5)  
         Roscoe R. Nix ES (pre-K–2)  
     White Oak MS (6–8)  
         Broad Acres ES (HS–5)  
         Jackson Road ES (pre-K–5)  
         Stonegate ES (K–5)\*  
         Westover ES (K–5)

## NORTHWEST CLUSTER

Northwest HS (9–12)  
     Kingsview MS (6–8)  
         Great Seneca Creek ES (K–5)\*  
         Ronald McNair ES (pre-K–5)  
         Spark M. Matsunaga ES (K–5)  
     Lakelands Park MS (6–8) *(shared with Quince Orchard Cluster)\**  
         Darnestown ES (K–5)  
         Diamond ES (K–5)\*  
     Roberto Clemente MS (6–8) *(shared with Seneca Valley Cluster)\**  
         Clopper Mill ES (HS–5)  
         Great Seneca Creek ES (K–5)\*  
         Germantown ES (K–5)

## POOLESVILLE CLUSTER

Poolesville HS (9–12)  
     John Poole MS (6–8)  
         Monocacy ES (K–5)  
         Poolesville ES (K–5)

## QUINCE ORCHARD CLUSTER

Quince Orchard HS (9–12)  
     Lakelands Park MS (6–8) *(shared with Northwest Cluster)\**  
         Brown Station ES (HS–5)  
         Rachel Carson ES (pre-K–5)  
     Ridgeview MS (6–8)  
         Diamond ES (K–5)\*  
         Fields Road ES (pre-K–5)  
         Jones Lane ES (K–5)  
         Thurgood Marshall ES (K–5)

## ROCKVILLE CLUSTER

Rockville HS (9–12)  
     Earle B. Wood MS (6–8)  
         Lucy V. Barnsley ES (K–5)  
         Flower Valley ES (K–5)

Maryvale ES (HS–5)  
 Meadow Hall ES (K–5)  
 Rock Creek Valley ES (pre-K–5)

## SENECA VALLEY CLUSTER

Seneca Valley HS (9–12)  
     Roberto W. Clemente MS (6–8) *(shared with Northwest Cluster)\**  
         S. Christa McAuliffe ES (HS–5)  
         Dr. Sally K. Ride (pre-K–5)\*  
     Dr. Martin Luther King, Jr. MS (6–8)  
         Lake Seneca ES (K–5)  
         Dr. Sally K. Ride ES (pre-K–5)\*  
         Waters Landing ES (K–5)

## SHERWOOD CLUSTER

Sherwood HS (9–12)  
     Rosa M. Parks MS (6–8)  
         Belmont ES (K–5)  
         Greenwood ES (K–5)  
         Olney ES (K–5)  
     William H. Farquhar MS (6–8) *(shared with Northeast Consortium)\**  
         Brooke Grove ES (pre-K–5)  
         Sherwood ES (K–5)

## WATKINS MILL CLUSTER

Watkins Mill HS (9–12)  
     Montgomery Village MS (6–8)  
         Stedwick ES (pre-K–5)\*  
         Watkins Mill ES (HS–5)  
         Whetstone ES (pre-K–5)  
     Neelsville MS (6–8) *(shared with Clarksburg Cluster)\**  
         South Lake ES (HS–5)  
         Stedwick ES (pre-K–5)\*

## WALT WHITMAN CLUSTER

Walt Whitman HS (9–12)  
     Thomas W. Pyle MS (6–8)  
         Bannockburn ES (K–5)  
         Bethesda ES (K–5)\*  
         Bradley Hills ES (K–5)  
         Burning Tree ES (K–5)  
         Carderock Springs ES (K–5)  
         Wood Acres ES (K–5)

## THOMAS S. WOOTTON CLUSTER

Thomas S. Wootton HS (9–12)  
     Cabin John MS (6–8) *(shared with Churchill Cluster)\**  
         Cold Spring ES (K–5)  
         Stone Mill ES (K–5)  
     Robert Frost MS (6–8)  
         DuFief ES (K–5)  
         Fallsmead ES (K–5)  
         Lakewood ES (K–5)  
         Travilah ES (K–5)

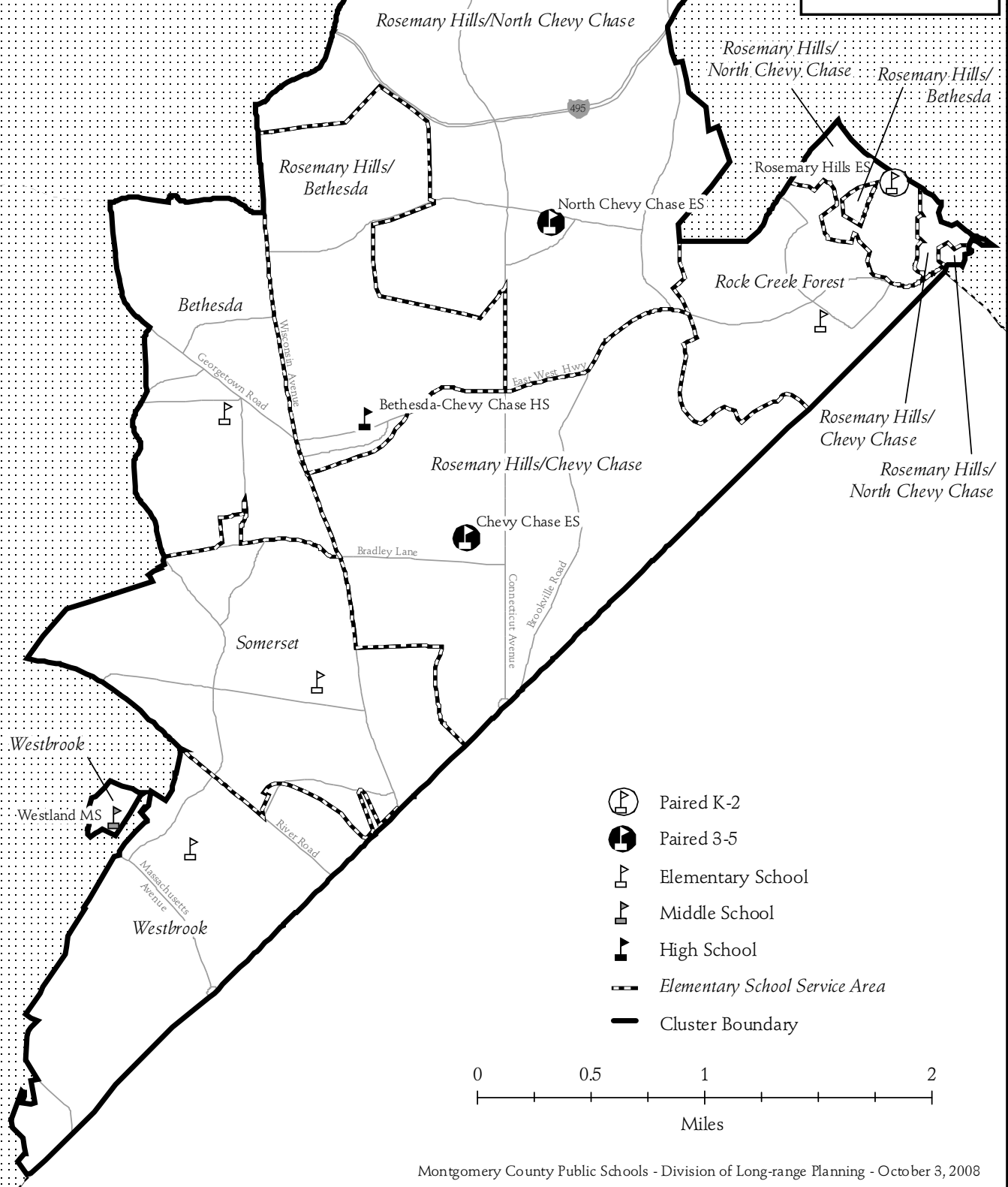
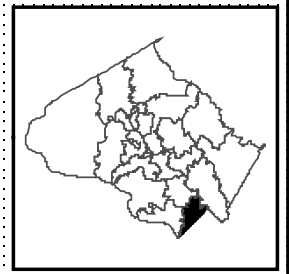
## Other Educational Facilities

Additionally, Montgomery County Public Schools operates the following facilities:

Thomas Edison High School of Technology  
 Stephen Knolls School  
 Longview School  
 Rock Terrace School  
 RICA—Regional Institute for Children and Adolescents  
 Mark Twain School  
 Carl Sandburg School

\*Denotes schools with split articulation, i.e., some students feed into one school, while other students feed into another school in the same or different cluster.

# Bethesda-Chevy Chase Cluster



Montgomery County Public Schools - Division of Long-range Planning - October 3, 2008



## CLUSTER PLANNING ISSUES

**Planning Issue:** Student enrollment at elementary schools in the Bethesda-Chevy Chase Cluster increased dramatically this school year. Additional capacity will be needed in the future to accommodate the enrollment growth in several cluster schools. In addition to the enrollment increases, the community has expressed concerns with the unique school pairings and articulation patterns in this cluster. Although Bethesda Elementary School serves students in Grades K–5, some neighborhoods that attend Rosemary Hills Elementary School for Grades K–2 attend Bethesda Elementary School for Grades 3–5. Additionally, some students that attend Bethesda Elementary School for Grades K–5 attend secondary schools in the Walt Whitman Cluster instead of the Bethesda-Chevy Chase Cluster. A review of the boundaries and articulation patterns will be needed to address the concerns raised by the community. However, due to the enrollment increases, capacity studies will be required at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility and size of classroom additions that can be added to these schools, prior to considering boundary and articulation concerns. In addition to conducting capacity studies for these schools, a feasibility study is currently underway for Bradley Hills Elementary School (see Walt Whitman Cluster). The scope of the feasibility study for Bradley Hills will be expanded to include options to accommodate possible future reassignment of students that currently attend Bethesda Elementary School for Grades K–5 and currently attend secondary schools in the Walt Whitman cluster. Following the completion of the capacity studies, recommendations for capital projects will be made in a future CIP. Subsequent to adoption of these capital plans, a schedule for review of boundaries and articulation patterns will be recommended. See Supplement A for a discussion of articulation options for students who attend Rosemary Hills Elementary School for Grades K–2.

the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity can be provided.

### Bethesda Elementary School

**Capital Project:** Projections indicate enrollment at Bethesda Elementary School will exceed capacity by four classrooms or more by the end of the six-year CIP period. As explained above in the Cluster Planning Issues, capacity studies will be needed at several elementary schools in the cluster to address space deficits. An FY 2010 appropriation for facility planning funds is recommended for capacity studies at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility, size, and cost for classroom additions at these schools. The timing for additions at these schools will be considered in a future CIP. Relocatable classrooms will be utilized until a plan is developed to address capacity deficits.

### Chevy Chase Elementary School

**Capital Project:** Although the enrollment at Chevy Chase Elementary School will not exceed capacity by four classrooms or more by the end of the six-year planning period, since the school is paired with Rosemary Hills Elementary School that also is paired with North Chevy Chase Elementary School, a classroom addition will be considered for this school. An FY 2010 appropriation for facility planning funds is recommended for capacity studies at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility, size, and cost for classroom additions at these schools. The timing for additions at these schools will be considered in a future CIP. Relocatable classrooms will be utilized until a plan is developed to address capacity deficits.

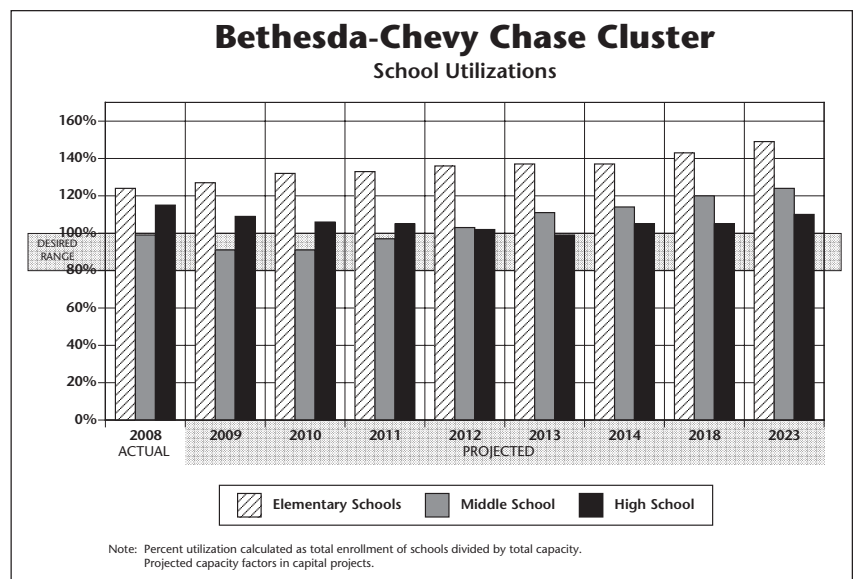
## SCHOOLS

### Bethesda-Chevy Chase High School

**Capital Project:** Projections indicate that enrollment at Bethesda-Chevy Chase High School will exceed the school's current capacity throughout the six-year CIP period. The build-out of five master-planned classrooms will accommodate enrollment. An FY 2008 appropriation was approved for the balance of the project. The scheduled completion date for the additional classrooms is August 2009.

### Westland Middle School

**Utilization:** Although a six-classroom addition opened this school year to accommodate the over-utilization at Westland Middle School, projections indicate enrollment at Westland Middle School will exceed capacity by six classrooms or more by



### North Chevy Chase Elementary School

**Capital Project:** Projections indicate enrollment at North Chevy Chase Elementary School will exceed capacity by four classrooms or more by the end of the six-year CIP period. As explained above in the Cluster Planning Issues, capacity studies will be needed at several elementary schools in the cluster to address space deficits. An FY 2010 appropriation for facility planning funds is recommended for capacity studies at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility, size, and cost for classroom additions at these schools. The timing for additions at these schools will be considered in a future CIP. Relocatable classrooms will be utilized until a plan is developed to address capacity deficits.

**Capital Project:** A gymnasium project is scheduled for this school. The Board of Education requested funding to complete the gymnasium project by August 2010. However, due to fiscal constraints in the county, the gymnasium construction was delayed by two years to August 2012. FY 2011 expenditures are programmed for planning to design the gymnasium. In order for this project to be completed on schedule, county and state funding must be provided at levels approved in this CIP.

### Rock Creek Forest Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of January 2015. FY 2011 expenditures are programmed for facility planning to determine the feasibility, scope, and cost of the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Projections indicate enrollment at Rock Creek Forest Elementary School will exceed capacity throughout the six-year period. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization.

### Rosemary Hills Elementary School

**Capital Project:** Projections indicate enrollment at Rosemary Hills Elementary School will exceed capacity by four classrooms or more by the end of the six-year CIP period. As explained above in the Cluster Planning Issues, capacity studies will be needed at several elementary schools in the cluster to address space deficits. An FY 2010 appropriation for facility planning funds is recommended for capacity studies at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility, size, and cost for classroom additions at these schools. The timing for additions at these schools will be considered in a future CIP. Relocatable classrooms will be utilized until a plan is developed to address capacity deficits.

### Westbrook Elementary School

**Capital Project:** Projections indicate enrollment at Westbrook Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. An FY 2010 appropriation is recommended for facility funds for a feasibility study to determine the feasibility, scope, and cost for a classroom addition. The timing for an addition will be considered in a future CIP. Relocatable classrooms will be utilized until an addition is constructed.

**Capital Project:** A gymnasium project is scheduled for this school. The Board of Education requested funding to complete the gymnasium project by August 2010. However, due to fiscal constraints in the county, the gymnasium construction will be delayed by two years to August 2012. FY 2011 expenditures are programmed for planning to design the gymnasium. In order for this project to be completed on schedule, county and state funding must be provided at levels approved in this CIP.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
B-CC HS	Classroom build-out	Approved	Aug. 2009
Bethesda ES	Classroom addition	Proposed	TBD
Chevy Chase ES	Classroom addition	Proposed	TBD
North Chevy Chase ES	Classroom addition	Proposed	TBD
North Chevy Chase ES	Gymnasium	Programmed	Aug. 2012
Rock Creek Forest ES	Modernization	Programmed	Jan. 2015
Rosemary Hills ES	Classroom addition	Proposed	TBD
Westbrook ES	Classroom addition	Proposed	TBD
Westbrook ES	Gymnasium	Programmed	Aug. 2012

# BETHESDA-CHEVY CHASE CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Bethesda-Chevy Chase HS		Program Capacity	1544	1656	1656	1656	1656	1656	1656	1656	1656
		Enrollment	1782	1800	1755	1747	1693	1641	1735	1740	1815
		Available Space	(238)	(144)	(99)	(91)	(37)	15	(79)	(84)	(159)
		Comments		+5 Rooms							
Westland MS		Program Capacity	1037	1037	1037	1037	1037	1037	1037	1037	1037
		Enrollment	1031	948	947	1011	1069	1155	1187	1240	1290
		Available Space	6	89	90	26	(32)	(118)	(150)	(203)	(253)
		Comments									
Bethesda ES Grades (K-5) Grades (3-5) Paired With Rosemary Hills ES		Program Capacity	367	367	367	367	367	367	367		
		Enrollment	506	509	535	505	526	529	524		
		Available Space	(139)	(142)	(168)	(138)	(159)	(162)	(157)		
		Comments		Capacity Study							
Chevy Chase ES Grades (3-6) Paired With Rosemary Hills ES		Program Capacity	429	429	429	429	429	429	429		
		Enrollment	448	438	448	458	466	462	467		
		Available Space	(19)	(9)	(19)	(29)	(37)	(33)	(38)		
		Comments		Capacity Study							
North Chevy Chase ES Grades (3-6) Paired With Rosemary Hills ES		Program Capacity	230	230	230	230	230	230	230		
		Enrollment	357	374	381	368	364	367	372		
		Available Space	(127)	(144)	(151)	(138)	(134)	(137)	(142)		
		Comments		Capacity Study			+ Gym				
Rock Creek Forest ES	CSR	Program Capacity	372	372	372	372	372	372	372		
		Enrollment	509	521	537	545	554	557	553		
		Available Space	(137)	(149)	(165)	(173)	(182)	(185)	(181)		
		Comments			Facility Planning For Mod.			@ Radnor Facility Mod. Comp. Jan. 2015			
Rosemary Hills ES Grades (K-2) Paired With Bethesda ES Chevy Chase ES North Chevy Chase ES		Program Capacity	494	494	494	494	494	494	494		
		Enrollment	635	630	637	626	620	622	626		
		Available Space	(141)	(136)	(143)	(132)	(126)	(128)	(132)		
		Comments		Capacity Study							
Somerset ES		Program Capacity	456	456	456	456	456	456	456		
		Enrollment	399	444	469	490	509	535	530		
		Available Space	57	12	(13)	(34)	(53)	(79)	(74)		
		Comments									
Westbrook ES		Program Capacity	269	269	269	269	269	269	269		
		Enrollment	381	415	456	482	509	522	516		
		Available Space	(112)	(146)	(187)	(213)	(240)	(253)	(247)		
		Comments		Facility Planning for Add.			+ Gym				
Cluster Information		HS Utilization	115%	109%	106%	105%	102%	99%	105%	105%	110%
		HS Enrollment	1782	1800	1755	1747	1693	1641	1735	1740	1815
		MS Utilization	99%	91%	91%	97%	103%	111%	114%	120%	124%
		MS Enrollment	1031	948	947	1011	1069	1155	1187	1240	1290
		ES Utilization	124%	127%	132%	133%	136%	137%	137%	143%	149%
		ES Enrollment	3235	3331	3463	3474	3548	3594	3588	3745	3900

# BETHESDA-CHEVY CHASE CLUSTER

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	1782	16.5%	0.5%	7.5%	13.7%	61.8%	8.5%	4.6%	8.3%
Westland MS	1031	14.6%	0.3%	8.3%	14.5%	62.3%	11.8%	3.9%	7.7%
Bethesda ES	506	7.7%	0.0%	13.6%	10.5%	68.2%	7.4%	9.8%	11.5%
Chevy Chase ES	448	12.7%	0.2%	8.0%	5.6%	73.4%	10.9%	6.2%	5.8%
North Chevy Chase ES	357	14.0%	0.0%	6.2%	8.7%	71.1%	9.5%	5.7%	3.1%
Rock Creek Forest ES	509	18.7%	1.0%	4.7%	21.8%	53.8%	19.8%	10.0%	8.1%
Rosemary Hills ES	635	13.7%	0.3%	7.6%	14.0%	64.4%	14.8%	10.6%	6.3%
Somerset ES	399	4.8%	0.0%	13.5%	5.0%	76.7%	5.5%	9.2%	6.5%
Westbrook ES	381	3.7%	0.0%	7.6%	6.8%	81.9%	2.4%	8.6%	5.5%
<b>Elementary Cluster Total</b>	<b>3235</b>	<b>11.2%</b>	<b>0.2%</b>	<b>8.7%</b>	<b>11.0%</b>	<b>68.9%</b>	<b>10.9%</b>	<b>8.8%</b>	<b>6.9%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.

## Program Capacity and Room Use Table (School Year 2008-2009)

Schools	Special Education Programs																		
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12
Bethesda-Chevy Chase HS	9-12	1544	71	65								2	1	3					
Westland MS	6-8	1037	50	47								1		2					
Bethesda ES	K-5	367	21	3	12						3						1		2
Chevy Chase ES	3-6	429	24	5	18								1						
North Chevy Chase ES	3-6	230	15	5	10														
Rock Creek Forest ES	K-5	372	23	3	7	8				5									
Rosemary Hills ES	Pre-K-2	494	27	4	11			1			8			1			2		
Somerset ES	K-5	456	23	3	16						4								
Westbrook ES	K-5	269	17	4	7						4							2	

# BETHESDA-CHEVY CHASE CLUSTER

## Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened/ Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Bethesda-Chevy Chase HS	1934	2001	308,215	16.4					
Westland MS	1951	1997	146,006	25.1			Yes	1	
Bethesda ES	1952	1999	62,557	8.42				4	
Chevy Chase ES	1936	2000	70,976	3.8					
North Chevy Chase ES	1953	1995	42,035	7.9				4	
Rock Creek Forest ES	1950	1971	54,522	8		1492	Yes	6	
Rosemary Hills ES	1956	1988	70,541	6.1				5	
Somerset ES	1949	2005	80,122	3.7		1422	Yes		
Westbrook ES	1939	1990	46,822	12.5	Yes		Yes	3	








\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

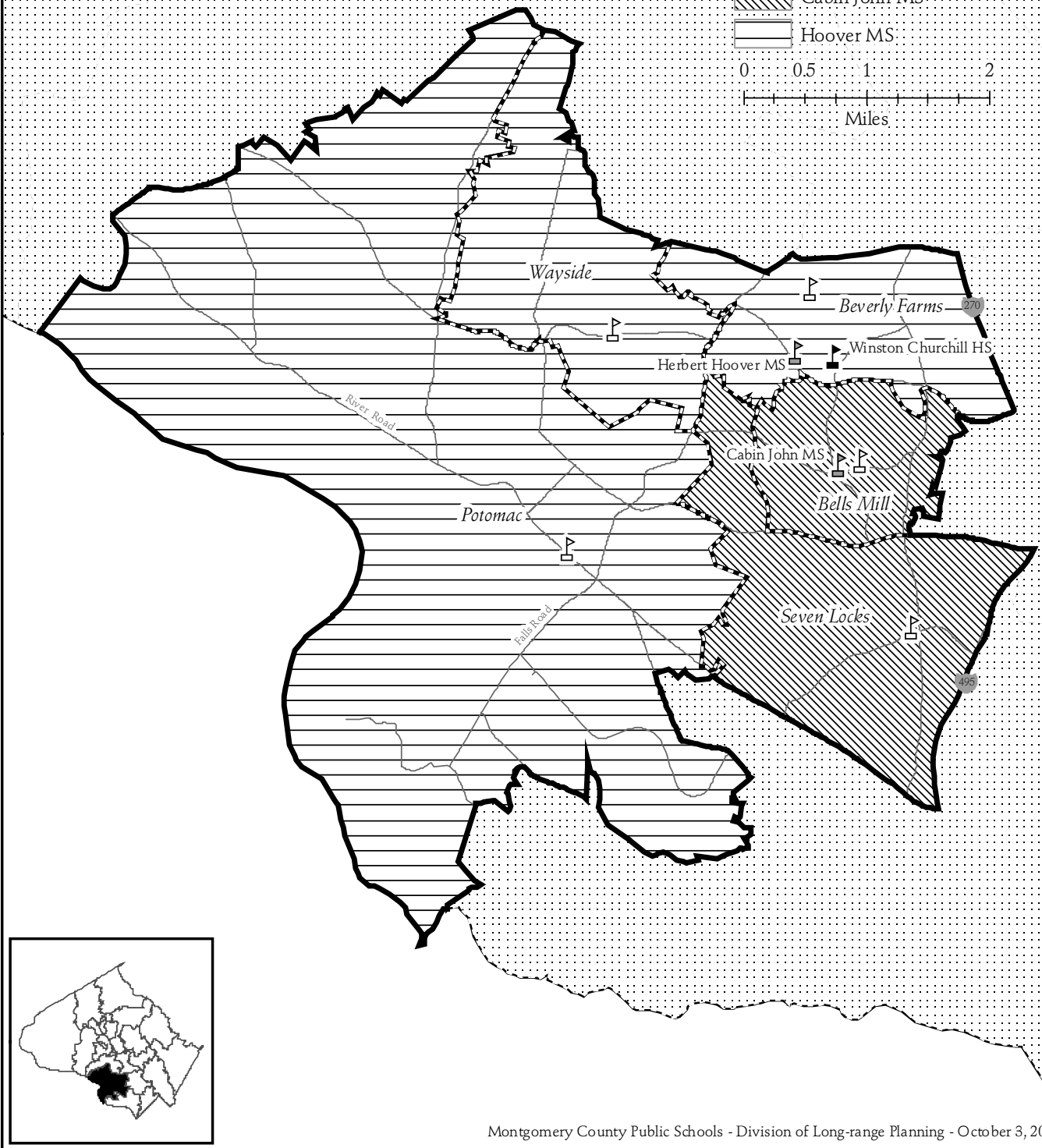
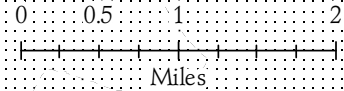
\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.



# Winston Churchill Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Cabin John MS
-  Hoover MS



Montgomery County Public Schools - Division of Long-range Planning - October 3, 2008

## CLUSTER PLANNING ISSUES

**Planning Issue:** As part of the adopted FY 2007–2012 CIP, the County Council denied funding for previously adopted plans to build a replacement school for Seven Locks Elementary School on the Kendale Road site, and to provide additional capacity to relieve overutilization at Potomac Elementary School through boundary changes. In lieu of the replacement facility for Seven Locks Elementary School, the County Council adopted a plan to relieve Potomac Elementary School by adding additional capacity to the upcoming modernization of Bells Mill Elementary School. The originally scheduled completion date for the Bells Mill Elementary School modernization was August 2010. However, since the modernization will provide relief for Potomac Elementary School, the completion date was changed to August 2009.

Because the change in facility plans results in a two-year delay in addressing overutilization at Potomac Elementary School, the following capital maintenance improvements were completed at the school: replaced carpets with floor tile in all classrooms; replaced carpet in administration area; painted interior throughout where needed; replaced ceiling tiles in kitchen; renovated Media Center; replaced thermostats; installed new public announcement speakers; replaced flooring; installed key-less entry/card swipe; provided a storage container; provided new furniture for the staff lounge; resurfaced blackboards; and replaced tack boards. The planned restroom renovation project scheduled for FY 2009 was moved up by one year, from summer 2008 to summer 2007.

Under the plan adopted by the County Council, the modernization of Seven Locks Elementary School was moved back to its originally scheduled completion date of January 2012. The modernization will be completed at the current location, including a six-classroom addition.

## SCHOOLS

### Cabin John Middle School

**Capital Project:** A modernization project for this school is scheduled for completion in August 2011. An FY 2010 appropriation is recommended for the balance of construction funds to complete the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options to relieve overutilization at Potomac Elementary School. The scope of the boundary study included the Bells Mill, Seven Locks, and Potomac elementary school service areas. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School, and Potomac Elementary School articulates to

Hoover Middle School, the scope of the boundary study included representatives from Cabin John and Herbert Hoover middle schools. The superintendent released his recommendation on October 15, 2008. Board of Education action is scheduled for November 20, 2008.

### Herbert Hoover Middle School

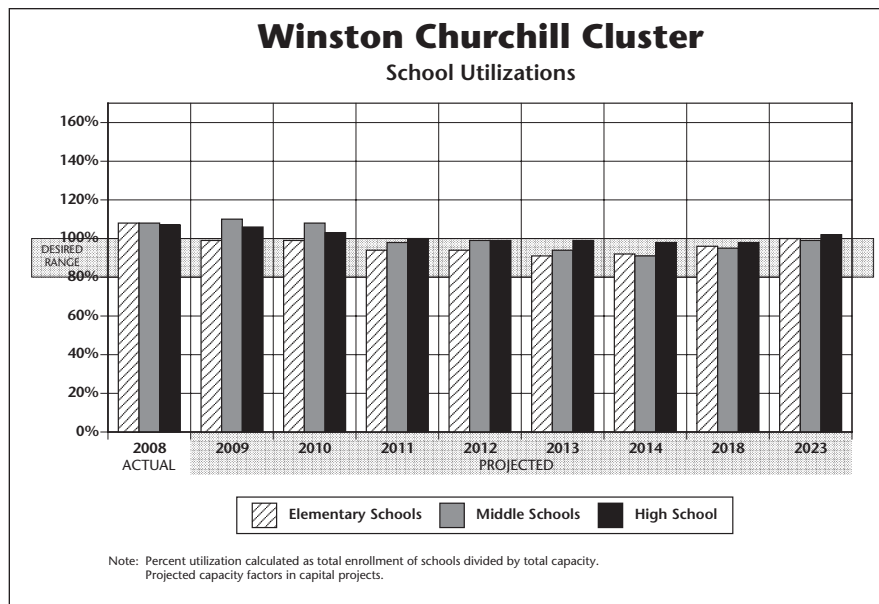
**Capital Project:** A modernization project for this school is scheduled for completion in August 2013. An FY 2010 appropriation for planning funds is recommended to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options to relieve overutilization at Potomac Elementary School. The scope of the boundary study included the Bells Mill, Seven Locks, and Potomac elementary school service areas. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study included representatives from Cabin John and Herbert Hoover middle schools. The superintendent released his recommendation on October 15, 2008. Board of Education action is scheduled for November 2008.

### Bells Mill Elementary School

**Utilization:** The school is located at the Grosvenor Center for the 2008–2009 school year.

**Capital Project:** A modernization project was previously scheduled for this school with a completion date of August 2010. Due to County Council adopted changes in plans for elementary school space in the Winston Churchill Cluster, the completion date for the modernization was changed to August



2009 to provide additional capacity to address space deficits at Potomac Elementary School. An FY 2009 appropriation was approved for furniture and equipment funds.

**Capital Project:** An FY 2008 appropriation was approved to construct a gymnasium. The scheduled completion date for this gymnasium is August 2009.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options to relieve overutilization at Potomac Elementary School. The scope of the boundary study included the Bells Mill, Seven Locks, and Potomac elementary school service areas. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School, and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study included representatives from Cabin John and Herbert Hoover middle schools. The superintendent released his recommendation on October 15, 2008. Board of Education action is scheduled for November 20, 2008.

### Beverly Farms Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2013. An FY 2010 appropriation is recommended for planning funds to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Potomac Elementary School

**Utilization:** Enrollment at Potomac Elementary School currently exceeds capacity and is projected to exceed capacity throughout the six-year CIP period. Capacity will be added at Bells Mill Elementary School when it is modernized in August 2009 and at Seven Locks Elementary School in January 2012 to accommodate student reassignments from Potomac Elementary School. Relocatable classrooms will be utilized until the boundary changes are implemented.

**Capital Project:** A modernization project is scheduled for this school with a completion date of January 2018. FY 2013 expenditures are programmed for facility planning to conduct a feasibility study to determine the feasibility, scope, and cost of the modernization project. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options to relieve overutilization at Potomac Elementary School. The scope of the boundary study included the Bells Mill, Seven Locks, and Potomac elementary school service areas. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School, and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study included representatives from Cabin John and Herbert Hoover middle schools. The superintendent released his recommendation on

October 15, 2008. Board of Education action is scheduled for November 20, 2008.

### Seven Locks Elementary School

**Planning Issue:** Funding for a previously adopted plan to build a replacement school for Seven Locks Elementary School on the Kendale Road site was denied by the County Council as part of the adopted FY 2007–2012 CIP. The replacement facility would have provided additional capacity to relieve Potomac Elementary School. As a result, the Seven Locks Elementary School modernization has been moved back to its original schedule, for completion in January 2012. This modernization will include a four to eight classroom addition and will be constructed at the current Seven Locks Elementary School site.

**Capital Project:** A modernization project is scheduled for this school with a completion date of January 2012. An FY 2009 appropriation was approved for planning to complete the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Capital Project:** FY 2011 expenditures are programmed for construction of a gymnasium that will be constructed as part of the modernization project. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options to relieve overutilization at Potomac Elementary School. The scope of the boundary study included the Bells Mill, Seven Locks, and Potomac elementary school service areas. Because Bells Mill and Seven Locks elementary schools articulate to Cabin John Middle School and Potomac Elementary School articulates to Hoover Middle School, the scope of the boundary study included representatives from Cabin John and Herbert Hoover middle schools. The superintendent released his recommendation on October 15, 2008. Board of Education action is scheduled for November 20, 2008.

### Wayside Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2016. FY 2012 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**CAPITAL PROJECTS**

School	Project	Project Status	Date of Completion
Cabin John MS	Modernization	Recommended	Aug. 2011
Hoover MS	Modernization	Recommended	Aug. 2013
Bells Mill ES	Modernization	Approved	Aug. 2009
	Gymnasium	Approved	Aug. 2009
Beverly Farms ES	Modernization	Recommended	Aug. 2013
Potomac ES	Modernization	Programmed	Jan. 2018
Seven Locks ES	Modernization	Approved	Jan. 2012
	Gymnasium	Approved	Jan. 2012
Wayside ES	Modernization	Programmed	Aug. 2016

# WINSTON CHURCHILL CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			08-09	09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Winston Churchill HS		Program Capacity	1972	1972	1972	1972	1972	1972	1972	1972	1972
		Enrollment	2110	2089	2031	1975	1958	1948	1928	1930	2010
		Available Space	(138)	(117)	(59)	(3)	14	24	44	42	(38)
		Comments									
Cabin John MS		Program Capacity	844	828	828	1053	1053	1053	1053	1053	1053
		Enrollment	904	916	876	875	868	873	884	925	965
		Available Space	(60)	(88)	(48)	178	185	180	169	128	88
		Comments		@ Tilden Facility Bound. Rec. +1 AUT		Mod. Comp. Aug. 2011					
Herbert Hoover MS		Program Capacity	927	927	927	927	927	1024	1024	1024	1024
		Enrollment	1011	1010	1022	1069	1087	1070	1016	1050	1095
		Available Space	(84)	(83)	(95)	(142)	(160)	(46)	8	(26)	(71)
		Comments		Bound. Rec.	+Chinese Immersion	@ Tilden Facility		Mod. Comp. Aug. 2013			
Bells Mill ES		Program Capacity	365	609	609	609	609	609	609		
		Enrollment	403	466	485	496	502	514	521		
		Available Space	(38)	143	124	113	107	95	88		
		Comments		Bound. Rec. Mod.Comp. Aug. 2009							
Beverly Farms ES		Program Capacity	541	541	541	541	541	678	678		
		Enrollment	588	594	598	600	607	614	614		
		Available Space	(47)	(53)	(57)	(59)	(66)	64	64		
		Comments				@ Radnor Facility Jan. 2012		Mod. Comp. Aug. 2013			
Potomac ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	558	558	477	449	447	457	452		
		Available Space	(147)	(147)	(66)	(38)	(36)	(46)	(41)		
		Comments		Bound. Rec.			Fac. Plng. For Mod.				
Seven Locks ES		Program Capacity	251	251	251	410	410	410	410		
		Enrollment	281	252	329	357	365	365	370		
		Available Space	(30)	(1)	(78)	53	45	45	40		
		Comments		Bound. Rec.	@ Radnor Facility	Mod. Comp. Jan. 2012					
Wayside ES		Program Capacity	676	676	676	676	676	676	676		
		Enrollment	600	582	584	596	580	580	595		
		Available Space	76	94	92	80	96	96	81		
		Comments				Fac. Plng. For Mod.		@ Radnor Jan. 2015			
Cluster Information		HS Utilization	107%	106%	103%	100%	99%	99%	98%	98%	102%
		HS Enrollment	2110	2089	2031	1975	1958	1948	1928	1930	2010
		MS Utilization	108%	110%	108%	98%	99%	94%	91%	95%	99%
		MS Enrollment	1915	1926	1898	1944	1955	1943	1900	1975	2060
		ES Utilization	108%	99%	99%	94%	94%	91%	92%	96%	100%
		ES Enrollment	2430	2452	2473	2498	2501	2530	2552	2665	2780



# WINSTON CHURCHILL CLUSTER

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2110	6.6%	0.1%	24.3%	5.4%	63.6%	2.8%	0.2%	4.8%
Cabin John MS	904	9.5%	0.2%	27.2%	6.0%	57.1%	4.4%	3.2%	6.0%
Herbert Hoover MS	1011	5.7%	0.1%	26.8%	5.4%	61.9%	2.1%	1.3%	4.2%
Bells Mill ES	403	14.1%	0.5%	18.4%	6.5%	60.5%	8.6%	9.1%	6.0%
Beverly Farms ES	588	7.5%	0.0%	25.7%	7.8%	59.0%	3.6%	7.0%	6.1%
Potomac ES	558	6.1%	0.5%	26.0%	2.5%	64.9%	2.6%	3.1%	5.0%
Seven Locks ES	281	6.8%	0.0%	17.8%	7.1%	68.3%	1.9%	8.1%	5.0%
Wayside ES	600	7.0%	0.3%	29.7%	4.5%	58.5%	2.2%	7.6%	5.7%
<b>Elementary Cluster Total</b>	<b>2430</b>	<b>8.1%</b>	<b>0.3%</b>	<b>24.6%</b>	<b>5.5%</b>	<b>61.6%</b>	<b>3.7%</b>	<b>6.8%</b>	<b>5.6%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.

## Program Capacity and Room Use Table (School Year 2008-2009)

Special Education Programs																																	
School Based	Cluster Based	Quad Cluster Based	County & Regional Based																														
			SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER										
5									1	6																							
2						3	2		1																								
2										3																							1
			3																														
								2																									

# WINSTON CHURCHILL CLUSTER

## Facility Characteristics of Schools 2008–2009

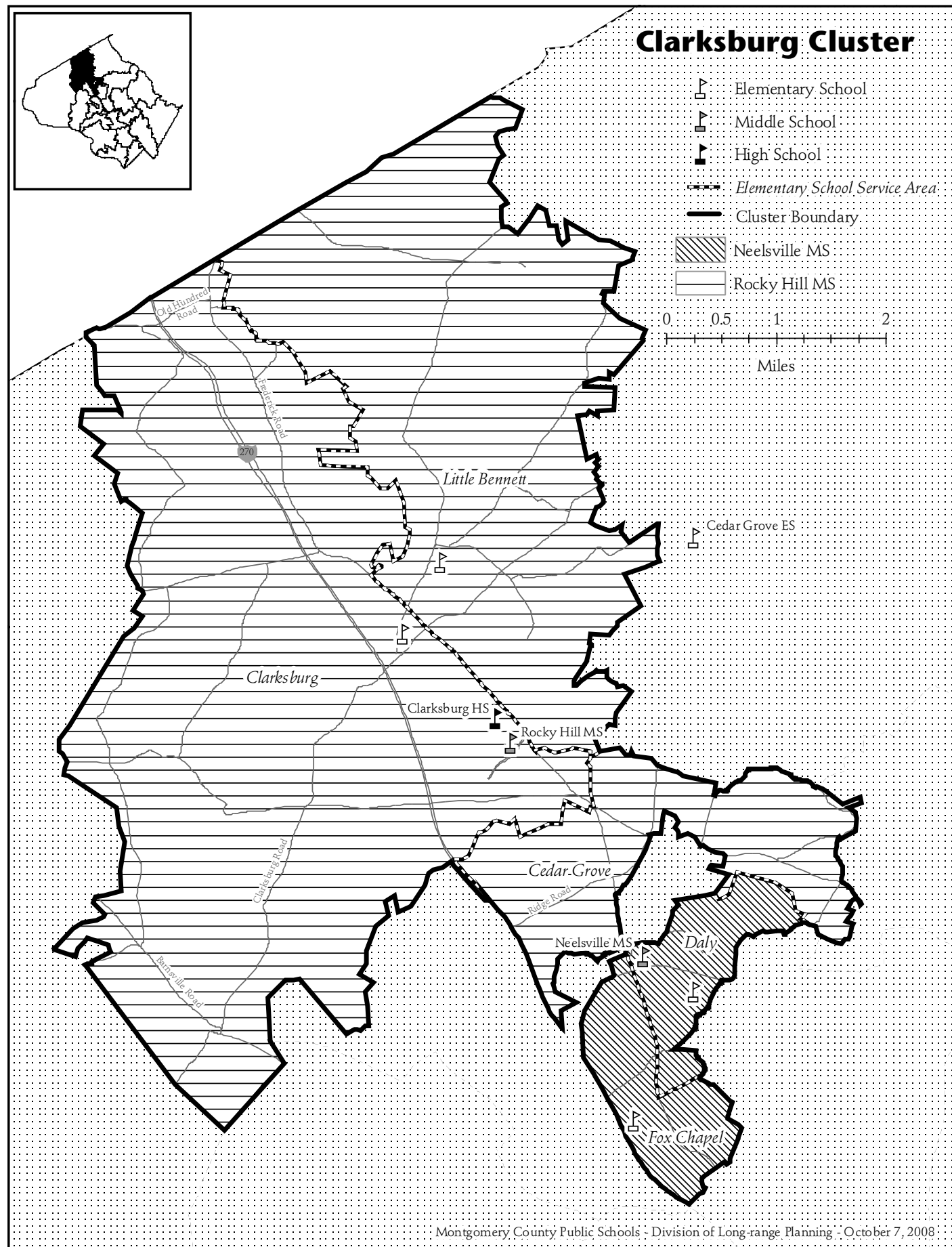
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Winston Churchill HS	1964	2001	322,078	30.3					
Cabin John MS	1967	1989	120,788	18.2		1422		2	
Herbert Hoover MS	1966		135,342	19.1		1427		5	
Bells Mill ES	1968		37,871	9.6		1319	Yes		
Beverly Farms ES	1965		58,397	5	Yes	1427		2	
Potomac ES	1949	1976	57,713	9.6		1550		7	
Seven Locks ES	1964		29,190	9.9		1344		2	
Wayside ES	1969		57,749	9.3		1502			

\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.





## CLUSTER PLANNING ISSUES

**Planning Issue:** The Clarksburg Master Plan provides for the development of a community of up to 15,000 housing units. A large number of housing units have been constructed. A new cluster of schools was formed in 2006–2007 school year with the opening of Clarksburg High School. A new elementary school will open in the 2009–2010 school year with a high school addition, an additional middle school and additional elementary schools needed in the future to accommodate enrollment growth.

**Planning Issue:** With the opening of Clarksburg High School, Neelsville Middle School became a shared middle school serving the Clarksburg and Watkins Mill clusters. The Neelsville Middle School facility is located within the boundary of the Clarksburg Cluster. Long-term projections for middle schools in the Clarksburg Cluster indicate that additional middle school capacity will be needed. As part of the Amended FY 2007–2012 CIP, a new middle school facility was proposed in the Watkins Mill Cluster to allow the current Neelsville facility to completely serve students from the Clarksburg Cluster. However, due to a decline in middle school enrollment in the Watkins Mill Cluster, projected enrollment does not support the need for a second middle school for the cluster. In contrast, middle school enrollment in the Clarksburg Cluster is increasing throughout the six-year period. In order to accommodate the growing enrollment in the Clarksburg Cluster, two feasibility studies were approved by the Board of Education to explore options to provide capacity to alleviate middle school enrollment in the Clarksburg Cluster. One feasibility study explored the possibility of constructing a new middle school to serve students in the Clarksburg/Damascus clusters. A second feasibility study explored the possibility of adding capacity to Montgomery Village Middle School to accommodate all of the Watkins Mill Cluster middle school students at Montgomery Village Middle School. The addition to Montgomery Village Middle School would enable Neelsville Middle School to only serve Clarksburg Cluster middle school students.

The superintendent has determined that construction of a new middle school is the most effective solution to address the enrollment growth in the Clarksburg Cluster. Due to less of an enrollment increase than expected this year in the Clarksburg Cluster as well as the financial challenges facing the county, the request for planning and construction funds for this new middle school will be made in a future CIP.

## SCHOOLS

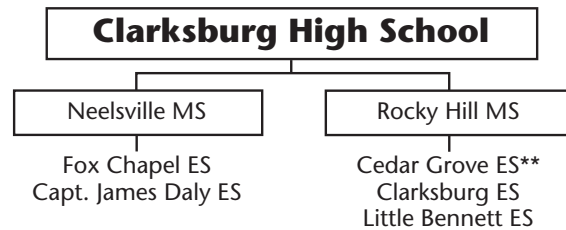
### Clarksburg High School

**Capital Project:** Projections indicate enrollment at Clarksburg High School will exceed capacity throughout the six-year period. An FY 2009 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Clarksburg/Damascus Middle School

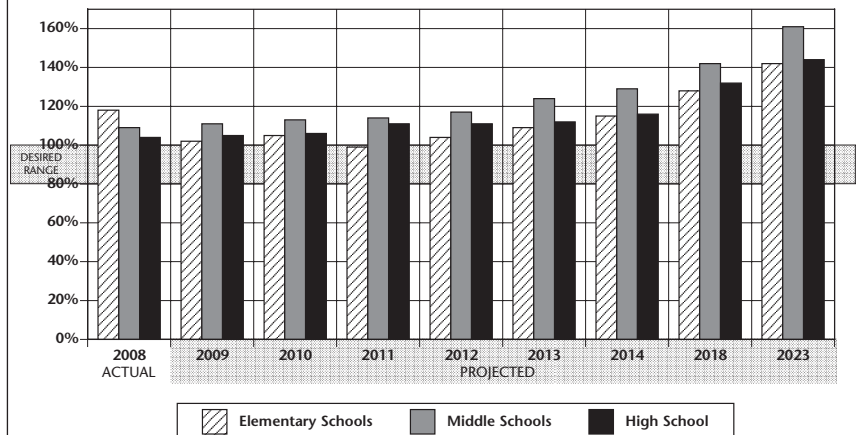
**Planning Issue:** An FY 2009 appropriation was approved for facility planning for a feasibility study to determine the feasibility, scope, and cost for a new middle school in the Clarksburg/Damascus clusters. As stated above in the Cluster Planning Issues, the superintendent has determined that construction of a

### Clarksburg Cluster Articulation\*



- \* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- \* South Lake Elementary School and a portion of Stedwick Elementary School also articulate to Neelsville Middle School but thereafter to Watkins Mill High School.
- \* Rockwell Elementary School also articulates to Rocky Hill Middle School, but thereafter to Damascus High School.
- \*\* A portion of Cedar Grove Elementary School also articulates to Damascus High School.

### Clarksburg Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity.  
Projected capacity factors in capital projects.



new middle school is the most effective solution to address the enrollment growth in the Clarksburg Cluster. Due to less of an enrollment increase than expected this year in the Clarksburg Cluster as well as the financial challenges facing the county, the request for planning and construction funds for this new middle school will be made in a future CIP.

### **Rocky Hill Middle School**

**Planning Issue:** An FY 2009 appropriation was approved for facility planning for a feasibility study to determine the feasibility, scope, and cost for a new middle school in the Clarksburg/Damascus clusters. As stated above in the Cluster Planning Issues, the superintendent has determined that construction of a new middle school is the most effective solution to address the enrollment growth in the Clarksburg Cluster. Due to less of an enrollment increase than expected this year in the Clarksburg Cluster as well as the financial challenges facing the county, the request for planning and construction funds for this new middle school will be made in a future CIP.

### **Cedar Grove Elementary School**

**Utilization:** Enrollment at Cedar Grove Elementary School currently exceeds capacity and is projected to grow throughout the six-year planning period. Relocatable classrooms will continue to be utilized until Clarksburg Elementary School #8 opens in August 2009.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options for the opening of Clarksburg Elementary School #8. The scope of the boundary study included the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas. The superintendent released his recommendation on October 15, 2008. Board of Education action is scheduled on November 20, 2008.

### **Clarksburg Elementary School**

**Utilization:** Enrollment at Clarksburg Elementary School currently exceeds capacity and is projected to grow throughout the six-year planning period. Relocatable classrooms will continue to be utilized until Clarksburg Elementary School #8 opens in August 2009.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options for the opening of Clarksburg Elementary School #8. The scope of the boundary study included the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas. The superintendent released his recommendation on October 15, 2008. Board of Education action is scheduled on November 20, 2008.

### **Clarksburg Elementary School #8**

**Capital Project:** An FY 2008 appropriation for construction was approved to construct the new school. The new school will be located on the Milestone property. This school will be a repeat design of Great Seneca Creek and Little Bennett elementary schools. The school is scheduled to open in August 2009.

**Capital Project:** An FY 2008 appropriation for construction was approved to construct the gymnasium. The scheduled completion date for this gymnasium is August 2009.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options for the opening of Clarksburg Elementary School #8. The scope of the boundary study included the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas. The superintendent released his recommendation on October 15, 2008. Board of Education action is scheduled on November 20, 2008.

### **Clarksburg Cluster Elementary School (Clarksburg Village Site #1)**

**Capital Project:** Despite less increase in enrollment in the Clarksburg Cluster than projected this year, long-range projections indicate that enrollment at the elementary school level will continue to increase throughout the six-year period requiring another elementary school in the Clarksburg Cluster. An FY 2009 appropriation is approved for facility planning to determine the scope and cost to construct a new school. A completion date for this new elementary school will be considered in a future CIP.

### **Fox Chapel Elementary School**

**Utilization:** Projections indicate enrollment at Fox Chapel Elementary School will exceed its current capacity by four classrooms or more throughout the six-year period. Relocatable classrooms will be utilized until additional capacity can be added.

**Capital Project:** An FY 2010 appropriation is recommended for construction funds to begin construction of the classroom addition. The completion date for the addition is scheduled for August 2011. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Capital Project:** Restroom renovations are planned for this school for completion in the 2008–2009 school year.

### **Little Bennett Elementary School**

**Utilization:** Enrollment at Little Bennett Elementary School currently exceeds capacity and is projected to grow throughout the six-year CIP period. Additional capacity to accommodate the growing enrollment in this area will be provided when Clarksburg Elementary School #8 opens in the 2008–2009 school year.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options for the opening of Clarksburg Elementary School #8. The scope of the boundary study included the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas. The superintendent released his recommendation on October 15, 2008. Board of Education action is scheduled on November 20, 2008.

**Capital Projects**

<b>School</b>	<b>Project</b>	<b>Project Status</b>	<b>Date of Completion</b>
Clarksburg HS	Classroom addition	Proposed	TBD
Clarksburg/Damascus MS	New School	Proposed	TBD
Clarksburg ES #8	New school	Approved	Aug. 2009
	Gymnasium	Approved	Aug. 2009
Clarksburg Cluster ES (Clarksburg Village Site #1)	New School	Proposed	TBD
Fox Chapel ES	Classroom addition	Recommended	Aug. 2011
	Restroom renovations	Approved	SY 2008–2009

# CLARKSBURG CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Clarksburg HS		Program Capacity	1593	1593	1593	1593	1593	1593	1593	1593	1593
		Enrollment	1656	1665	1695	1767	1774	1792	1844	2100	2300
		Available Space	(63)	(72)	(102)	(174)	(181)	(199)	(251)	(507)	(707)
		Comments	Fac. Plng. for Add.								
Neelsville MS		Program Capacity	842	842	842	842	842	842	842	842	842
		Enrollment	854	848	868	868	865	860	915	960	1000
		Available Space	(12)	(6)	(26)	(26)	(23)	(18)	(73)	(118)	(158)
		Comments									
Rocky Hill MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	1109	1148	1171	1176	1244	1369	1400	1600	1900
		Available Space	(153)	(192)	(215)	(220)	(288)	(413)	(444)	(644)	(944)
		Comments	Fac. Plng. for New School								
Cedar Grove ES		Program Capacity	479	479	479	479	479	479	479		
		Enrollment	557	322	296	368	438	509	559		
		Available Space	(78)	157	183	111	41	(30)	(80)		
		Comments		Bound. Rec.							
Clarksburg ES		Program Capacity	336	336	336	336	336	336	336		
		Enrollment	308	269	298	344	387	416	469		
		Available Space	28	67	38	(8)	(51)	(80)	(133)		
		Comments		Bound. Rec.							
Clarksburg ES #8		Program Capacity	0	737	737	737	737	737	737		
		Enrollment	0	584	694	702	722	727	767		
		Available Space	0	153	43	35	15	10	(30)		
		Comments		Opens +2 PEP +1 Pre-K	+1 PEP						
Capt. James E. Daly ES		Program Capacity	518	518	518	518	518	518	518		
		Enrollment	559	583	581	591	592	602	601		
		Available Space	(41)	(65)	(63)	(73)	(74)	(84)	(83)		
		Comments	-3 LAD								
Fox Chapel ES		Program Capacity	371	371	371	693	693	693	693		
		Enrollment	571	562	570	570	578	575	581		
		Available Space	(200)	(191)	(199)	123	115	118	112		
		Comments				+10 Rooms					
Little Bennett ES		Program Capacity	684	684	684	684	684	684	684		
		Enrollment	827	702	754	797	831	862	903		
		Available Space	(143)	(18)	(70)	(113)	(147)	(178)	(219)		
		Comments		Bound. Rec.							
Cluster Information		HS Utilization	104%	105%	106%	111%	111%	112%	116%	132%	144%
		HS Enrollment	1656	1665	1695	1767	1774	1792	1844	2100	2300
		MS Utilization	109%	111%	113%	114%	117%	124%	129%	142%	161%
		MS Enrollment	1963	1996	2039	2044	2109	2229	2315	2560	2900
		ES Utilization	118%	102%	105%	99%	104%	109%	115%	128%	142%
		ES Enrollment	2822	3022	3193	3372	3548	3691	3880	4400	4900

# CLARKSBURG CLUSTER

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Clarksburg HS	1656	32.1%	0.2%	15.9%	20.0%	31.7%	22.4%	6.8%	13.7%
Neelsville MS	854	37.6%	0.7%	12.2%	29.4%	20.1%	44.0%	10.1%	21.1%
Rocky Hill MS	1109	20.2%	0.3%	18.1%	14.2%	47.2%	16.3%	2.4%	9.6%
Cedar Grove ES	557	16.9%	0.2%	30.2%	11.7%	41.1%	13.8%	12.8%	13.6%
Clarksburg ES	308	15.9%	0.3%	32.8%	12.0%	39.0%	20.7%	10.2%	14.9%
Captain James Daly ES	559	39.5%	0.2%	10.4%	32.7%	17.2%	51.5%	23.0%	19.9%
Fox Chapel ES	571	27.7%	0.5%	21.2%	34.2%	16.5%	44.6%	28.5%	20.8%
Little Bennett ES	827	22.4%	0.2%	28.7%	10.6%	38.1%	15.6%	8.7%	13.7%
<b>Elementary Cluster Total</b>	<b>2822</b>	<b>25.1%</b>	<b>0.3%</b>	<b>24.3%</b>	<b>20.1%</b>	<b>30.3%</b>	<b>28.8%</b>	<b>16.5%</b>	<b>16.5%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.

## Program Capacity and Room Use Table (School Year 2008-2009)

# Program Capacity and Room Use Table

(School Year 2008–2009)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	Special Education Programs																				
																		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																	
																					ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Clarksburg HS	9–12	1593	75		66								2		4																							
Neelsville MS	6–8	842	42		36								2	1	3																							
Rocky Hill MS	6–8	956	47		43										2																							
Cedar Grove ES	K–5	479	24	3		17						4																										
Clarksburg ES	K–5	336	19	3		11						2					3																					
Captain James Daly ES	Pre–K–5	518	32	5		8	12		1		6																											
Fox Chapel ES	Pre–K–5	371	26	6		4	9		1		4					2																						
Little Bennett ES	K–5	684	34	4		24						6																										

# CLARKSBURG CLUSTER

## Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Clarksburg HS	1995	2006	309,216	62.73				4	
Neelsville MS	1981		131,432	29.2		TBD			
Rocky Hill MS	2004		148,065	23.3				8	
Cedar Grove ES	1960	1987	57,037	10.1				6	
Clarksburg ES	1952	1993	54,983	9.97				6	
Captain James Daly ES	1989		78,210	10	Yes		Yes	4	
Fox Chapel ES	1974		56,518	10.34	Yes	TBD		9	Yes
Little Bennett ES	2006		82,511	4.81	Yes			6	

\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.








\*\*Private child care is provided at the school during the school day.

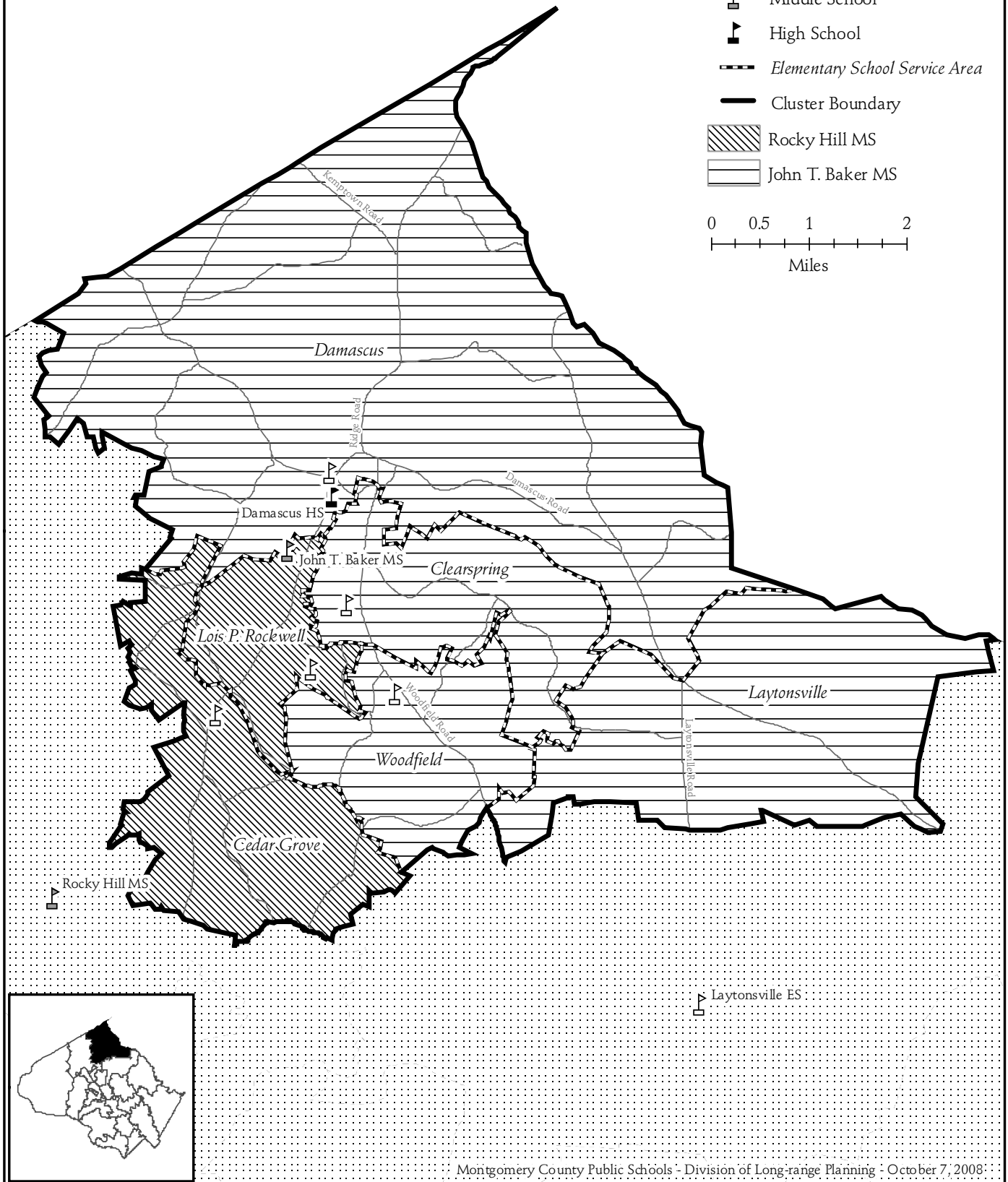
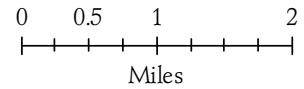
\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.





# Damascus Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Rocky Hill MS
-  John T. Baker MS



Montgomery County Public Schools - Division of Long-range Planning - October 7, 2008

## SCHOOLS

### Damascus High School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

### John T. Baker Middle School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2008–2009 school year.

### Clarksburg/Damascus Middle School

**Planning Issue:** An FY 2009 appropriation was approved for facility planning for a feasibility study to determine the feasibility, scope, and cost for a new middle school in the Clarksburg/Damascus clusters. The superintendent has determined that construction of a new middle school is the most effective solution to address the enrollment growth in the Clarksburg Cluster. Due to less of an enrollment increase than expected this year in the Clarksburg Cluster as well as the financial challenges facing the county, the request for planning and construction funds for this new middle school will be made in a future CIP.

### Cedar Grove Elementary School

**Utilization:** Enrollment at Cedar Grove Elementary School currently exceeds capacity and is projected to grow throughout the six-year planning period. Relocatable classrooms will continue to be utilized until Clarksburg Elementary School #8 opens in August 2009.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options for the opening of Clarksburg Elementary School #8. The scope of the boundary study included the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas. The superintendent released his recommendation on October 15, 2008. Board of Education action is scheduled on November 20, 2008.

### Clarksburg Elementary School #8

**Capital Project:** An FY 2008 appropriation for construction was approved to construct the new school. The new school will be located on the Milestone property. This school will be a repeat design of Great Seneca Creek and Little Bennett elementary schools. The school is scheduled to open in August 2009.

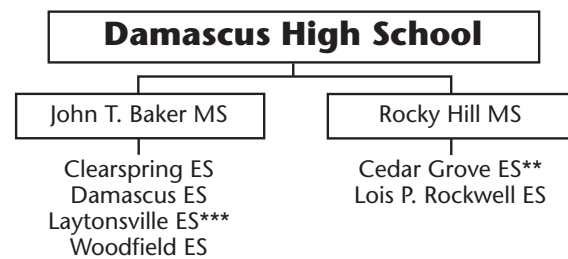
**Capital Project:** An FY 2008 appropriation for construction was approved to construct the gymnasium. The scheduled completion date for this gymnasium is August 2009.

**Non-capital Action:** A boundary study was conducted in spring 2008 to evaluate boundary options for the opening of Clarksburg Elementary School #8. The scope of the boundary study included the Cedar Grove, Clarksburg, and Little Bennett elementary school service areas. The superintendent released his recommendation on October 15, 2008. Board of Education action is scheduled on November 20, 2008.

### Damascus Elementary School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

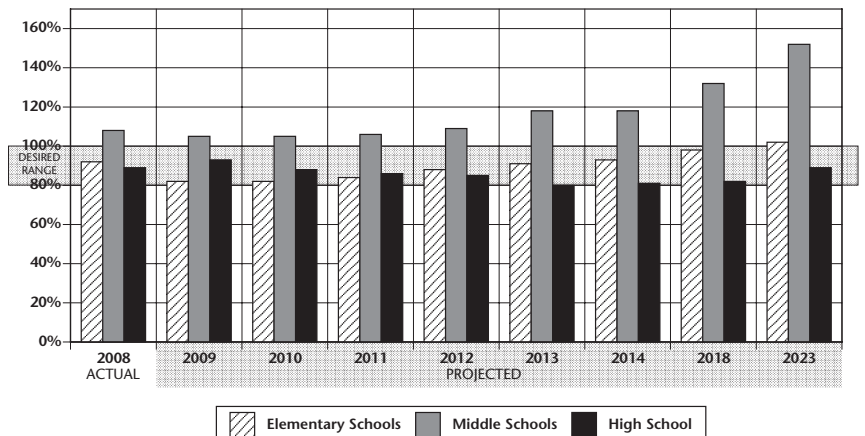
## Damascus Cluster Articulation\*



- \* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- \* Clarksburg Elementary School and Little Bennett Elementary School also articulate to Rocky Hill Middle School but thereafter to Clarksburg High School.
- \*\* A portion of Cedar Grove Elementary School also articulates to Clarksburg High School.
- \*\*\*Most of Laytonville Elementary School articulates to Gaithersburg Middle School and Gaithersburg High School.

## Damascus Cluster

### School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

**Capital Projects**

School	Project	Project Status	Date of Completion
Damascus HS	Restroom renovations	Approved	SY 2009–2010
John T. Baker MS	Restroom renovations	Approved	SY 2008–2009
Clarksburg/Damascus MS	New School	Proposed	TBD
Clarksburg ES #8	New School	Approved	August 2009
	Gymnasium	Approved	August 2009
Damascus ES	Restroom renovations	Approved	SY 2009–2010

# DAMASCUS CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Damascus HS		Program Capacity	1589	1589	1589	1589	1589	1589	1589	1589	1589
		Enrollment	1422	1472	1402	1369	1343	1274	1291	1300	1355
		Available Space	167	117	187	220	246	315	298	289	234
		Comments									
John T Baker MS		Program Capacity	702	702	702	702	702	702	702	702	702
		Enrollment	684	599	570	581	564	584	558	590	615
		Available Space	18	103	132	121	138	118	144	112	87
		Comments									
Rocky Hill MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	1109	1148	1171	1176	1244	1369	1400	1600	1900
		Available Space	(153)	(192)	(215)	(220)	(288)	(413)	(444)	(644)	(944)
		Comments									
Cedar Grove ES		Program Capacity	479	479	479	479	479	479	479		
		Enrollment	557	322	296	368	438	509	559		
		Available Space	(78)	157	183	111	41	(30)	(80)		
		Comments		Bound. Rec.							
Clearspring ES		Program Capacity	632	632	632	632	632	632	632		
		Enrollment	626	633	645	642	655	645	654		
		Available Space	6	(1)	(13)	(10)	(23)	(13)	(22)		
		Comments									
Damascus ES		Program Capacity	338	338	338	338	338	338	338		
		Enrollment	281	271	269	272	280	279	275		
		Available Space	57	67	69	66	58	59	63		
		Comments									
Lois P. Rockwell ES		Program Capacity	529	534	534	534	534	534	534		
		Enrollment	397	403	414	406	407	410	414		
		Available Space	132	131	120	128	127	124	120		
		Comments		-1 PEP							
Woodfield ES		Program Capacity	457	457	457	457	457	457	457		
		Enrollment	389	379	373	361	362	372	378		
		Available Space	68	78	84	96	95	85	79		
		Comments	-1 LAD								
Cluster Information		HS Utilization	89%	93%	88%	86%	85%	80%	81%	82%	85%
		HS Enrollment	1422	1472	1402	1369	1343	1274	1291	1300	1355
		MS Utilization	108%	105%	105%	106%	109%	118%	118%	132%	152%
		MS Enrollment	1793	1747	1741	1757	1808	1953	1958	2190	2515
		ES Utilization	92%	82%	82%	84%	88%	91%	93%	98%	102%
		ES Enrollment	2250	2008	1997	2049	2142	2215	2280	2380	2485

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1422	8.4%	0.4%	5.1%	11.9%	74.3%	9.4%	0.0%	7.6%
John T Baker MS	684	9.2%	0.6%	3.5%	9.8%	76.9%	11.6%	0.4%	4.4%
Rocky Hill MS	1109	20.2%	0.3%	18.1%	14.2%	47.2%	16.3%	2.4%	9.6%
Cedar Grove ES	557	16.9%	0.2%	30.2%	11.7%	41.1%	13.8%	12.8%	13.6%
Clearspring ES	626	18.5%	0.3%	11.5%	14.9%	54.8%	19.3%	5.4%	10.2%
Damascus ES	281	3.6%	0.0%	6.0%	17.8%	72.6%	16.4%	10.1%	10.0%
Lois P. Rockwell ES	397	11.8%	0.0%	10.8%	15.9%	61.5%	14.3%	19.7%	12.8%
Woodfield ES	389	5.7%	0.3%	6.4%	8.2%	79.4%	6.5%	3.0%	6.7%
<b>Elementary Cluster Total</b>	<b>2250</b>	<b>12.8%</b>	<b>0.2%</b>	<b>14.4%</b>	<b>13.5%</b>	<b>59.1%</b>	<b>14.4%</b>	<b>9.9%</b>	<b>10.9%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.

## Program Capacity and Room Use Table (School Year 2008-2009)

Special Education Programs																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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### Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Damascus HS	1950	1978	235,986	32.7		1496			
John T Baker MS	1971		120,532	22	Yes	TBD			
Rocky Hill MS	2004		148,065	23.3				8	
Cedar Grove ES	1960	1987	57,037	10.1				6	
Clearspring ES	1988		77,535	10	Yes			1	
Damascus ES	1934	1980	53,239	9.4		TBD			
Lois P. Rockwell ES	1992		75,520	10.6			Yes		
Woodfield ES	1962	1985	53,212	10					

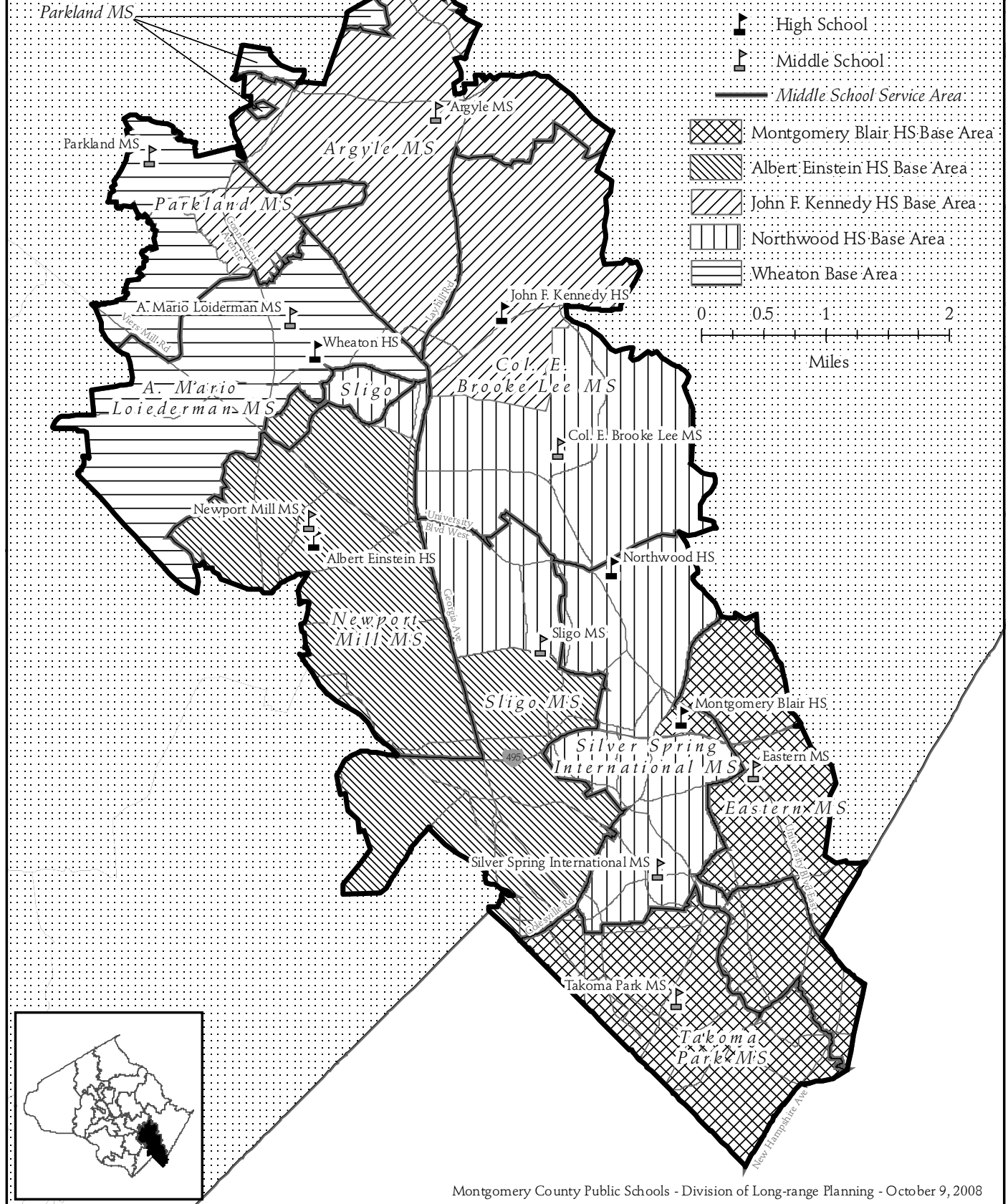
\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

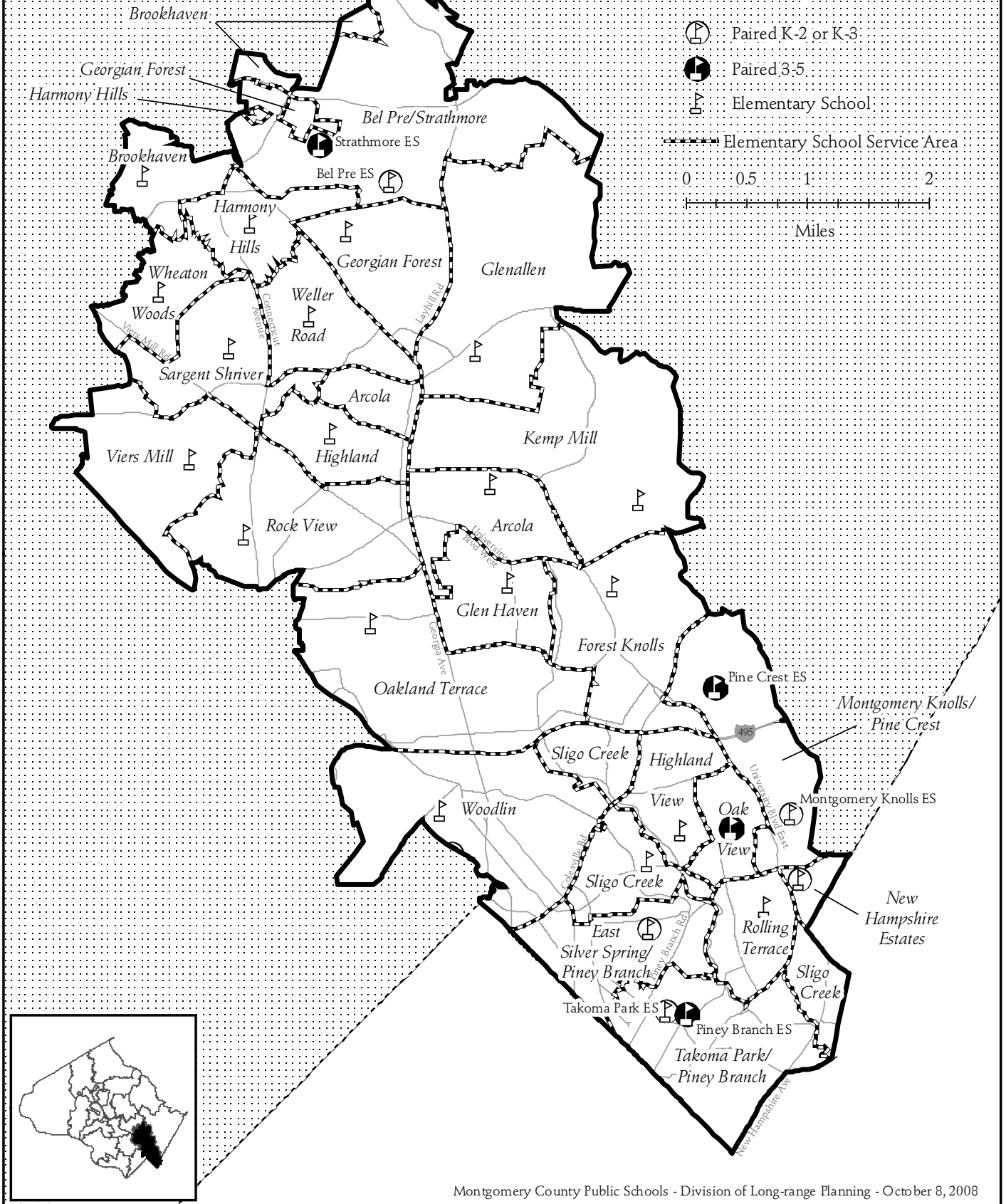


# Downcounty Consortium Secondary Schools



Montgomery County Public Schools - Division of Long-range Planning - October 9, 2008

# Downcounty Consortium Elementary Schools



Montgomery County Public Schools - Division of Long-range Planning - October 8, 2008

## CONSORTIUM PLANNING ISSUES

The Downcounty Consortium provides an innovative program delivery model for five high schools in the Silver Spring and Wheaton area. Students living in this area of the county are able to choose which of five high schools they wish to attend, based on different academy programs offered at the high schools. The Downcounty Consortium's choice program includes: Montgomery Blair, Albert Einstein, John F. Kennedy, Northwood, and Wheaton high schools. Choice patterns will continue to be monitored for their impact on projected enrollment and facility utilization.

A high school base area map and middle school articulation diagram are included for the five consortium high schools. Students residing in a base area are guaranteed they may attend the high school located within that base area, if it is their first choice.

The Middle Schools Magnet Consortium (MSMC) includes three middle schools—Argyle, A. Mario Loiederman, and Parkland middle schools. The magnet programs are open to all middle school students in the county.

## SCHOOLS

### Northwood High School

**Capital Project:** An FY 2007 appropriation was approved to complete facility improvements that were programmed in the FY 2005–2010 CIP. The following improvements have been completed: a new greenhouse; an expanded and renovated cafeteria for a 2000 student master-planned capacity; central air conditioning for the entire facility; improvements to the science laboratories; painting of the entire facility; updated telecommunications wiring; new ceiling tiles and lighting throughout the entire facility; window replacements; new baseball field; new grandstand and press box along with concession stand with restrooms; replacement of the existing lockers; and funding for new furniture and equipment funds. An FY 2009 appropriation was approved to complete the following work: bathroom improvements including new partitions and replacement of worn fixtures; blind replacements throughout the facility; auditorium improvements; and the first phase of the on-site vehicular access that includes the installation of a new traffic signal light at University Boulevard. The balance of the site work will be completed in the summer 2009. Installation of new doors and hardware throughout the building and improvements to the dance studios, band room, and choral room to support the new Musical Dance Academy are underway.

**Capital Project:** An FY 2009 appropriation is approved in the Department of

Health and Human Services (DHHS) Capital Budget for the architectural design of a School-based Wellness Center at this school. FY 2010 construction funds will be requested in the DHHS CIP. The anticipated completion date for the Wellness Center is August 2010.

### Wheaton High School

**Capital Project:** A modernization project is scheduled for this school. The Board of Education requested funding to complete the modernization by August 2014. However, due to fiscal constraints in the county, the completion of the modernization was delayed by two years to August 2016. Although FY 2009 expenditures are approved for facility planning to determine the scope and cost of the modernization, the feasibility study will occur one year prior to the design in order for the latest code information, program requirements, and enrollment projections to be incorporated in the design. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

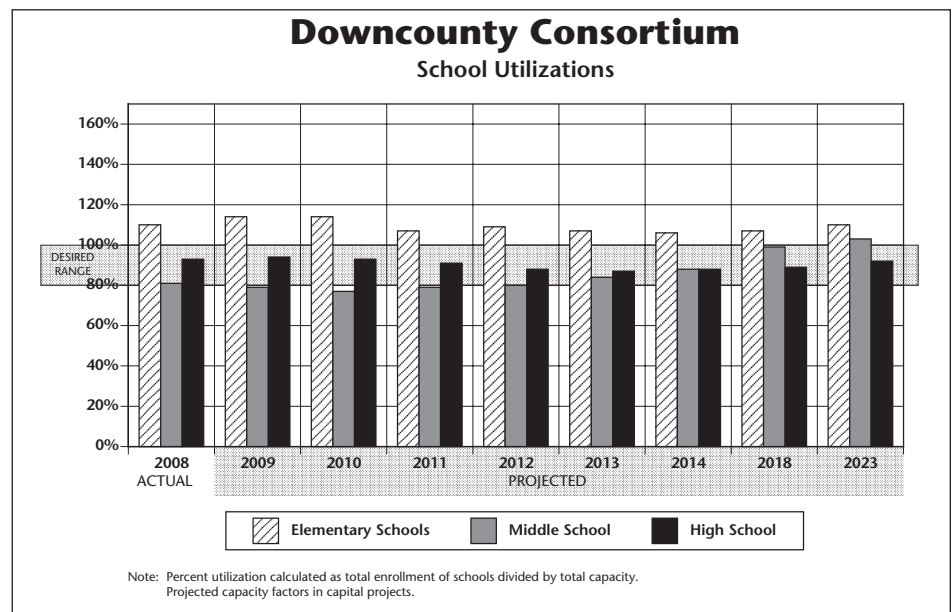
**Capital Project:** FY 2012 expenditures for planning are programmed in the Department of Health and Human Services (DHHS) Capital Budget for the architectural design of a School-based Wellness Center at this school. Funding for construction will be requested in a future DHHS CIP. The design and construction of the Wellness Center will be included as part of the modernization of the school.

### Argyle Middle School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2008–2009 school year.

### E. Brooke Lee Middle School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2008–2009 school year.



### Silver Spring International Middle School

**Non-capital Action:** A boundary study is recommended to relieve overutilization at Sligo Creek Elementary School. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools will participate in the boundary advisory committee. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study will include representatives from Silver Spring International and Takoma Park middle schools. The boundary study will take place in spring 2009 for Board of Education action in November 2009.

### Takoma Park Middle School

**Non-capital Action:** A boundary study is recommended to relieve overutilization at Sligo Creek Elementary School. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools will participate in the boundary advisory committee. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study will include representatives from Silver Spring International and Takoma Park middle schools. The boundary study will take place in spring 2009 for Board of Education action in November 2009.

### Bel Pre Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2014. An FY 2010 appropriation is recommended for facility planning to determine the scope and cost for modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Projections indicate that enrollment at Bel Pre Elementary School will

exceed capacity by four classrooms or more throughout the six-year CIP period. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization.

### Brookhaven Elementary School

**Capital Project:** Projections indicate enrollment at Brookhaven Elementary School will exceed capacity by four classrooms or more throughout the six-year CIP period. A classroom addition was approved as part of the FY 2009–2014 CIP to accommodate the projected enrollment. Due to greater than anticipated enrollment at the school this year, additional classrooms will be needed to accommodate the revised projected enrollment. As a result of the scope changes, the completion date for the classroom addition will need to be delayed from August 2010 to August 2011. An FY 2010 appropriation is recommended to begin the construction of the project. Some of the expenditures for this project will be shifted out of FY 2010 into the out-years of the CIP. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Downcounty Consortium Elementary School #29 (McKenney Hills)

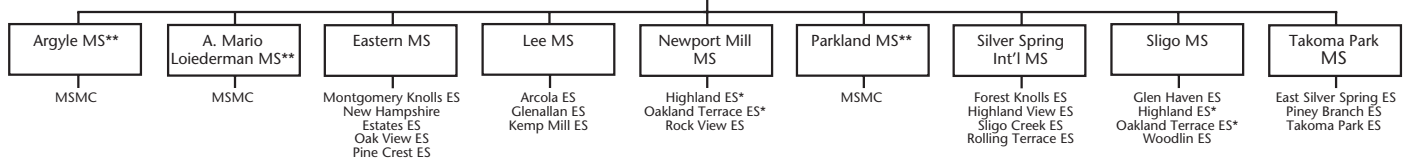
**Capital Project:** An FY 2010 appropriation is recommended for planning funds to begin the architectural design to reopen McKenney Hills as an elementary school. The scheduled completion date for the reopening of the school is August 2012. This school will relieve overutilization at Oakland Terrace and Woodlin elementary schools. The alternative high school program that is currently housed in the McKenney Hills facility will be relocated to the Mark Twain facility in August 2009. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

## Downcounty Consortium Articulation

Elementary schools articulating to middle schools within a consortium of high schools

### Downcounty Consortium High Schools

Montgomery Blair HS  
Albert Einstein HS  
John F. Kennedy HS  
Northwood HS  
Wheaton HS



\* Denotes schools with split articulation, i.e., some students feed into one middle school, while other students feed into another middle school.

\*\* Students living in the following elementary school service areas will be given the choice of one of these three middle schools in the Middle School Magnet Consortium (MSMC)—Bel Pre, Brookhaven, Georgian Forest, Harmony Hills, Sargent Shriver, Strathmore, Viers Mill, Weller Road, and Wheaton Woods elementary schools.



### East Silver Spring Elementary School

**Capital Project:** An FY 2010 appropriation is recommended for the balance of construction funds for the addition to East Silver Spring Elementary School. The addition is scheduled to be completed in August 2010. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Non-Capital Action:** A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School from Grades Pre-K–2 to Grades Pre-K–5. The reorganization for East Silver Spring Elementary School will begin in August 2009 with Grade 3. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School.

A boundary study is recommended to relieve overutilization at Sligo Creek Elementary School. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools will participate in the boundary advisory committee. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study will include representatives from Silver Spring International and Takoma Park middle schools. The boundary study will take place in spring 2009 for Board of Education action in November 2009.

### Georgian Forest Elementary School

**Capital Project:** Projections indicate enrollment at Georgian Forest Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2009 appropriation is approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Glenallan Elementary School

**Utilization:** Projections indicate enrollment at Glenallan Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. The projections for Glenallan Elementary School include enrollment from the Poplar Run (formerly Indian Springs) development. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization project.

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2013. An FY 2010 appropriation is recommended for planning funds to begin the architectural design for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Harmony Hills Elementary School

**Capital Project:** Projections indicate enrollment at Harmony Hills Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. A classroom addition was approved as part of the FY 2009–2014 CIP to accommodate the projected enrollment. Due to greater than anticipated enrollment at the school this year, additional classrooms will be needed to accommodate the revised projected enrollment. As a result of the scope changes, the completion date for the classroom addition will need to be delayed from August 2011 to January 2012. An FY 2010 appropriation is recommended to begin the construction of the project. Some of the expenditures for this project will be shifted out of FY 2010 into the out-years of the CIP. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Highland Elementary School

**Capital Project:** An FY 2006 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget to conduct a feasibility study for a School-based Health Center (SBHC) at this school to determine the scope and cost for the project. Funding for the planning and construction is approved as part of the DHHS FY 2009–2014 CIP. The completion date was scheduled for August 2011; however, due to fiscal constraints in the county, the completion date for the SBHC has been delayed by one year to August 2012.

### Highland View Elementary School

**Capital Project:** Projections indicate enrollment at Highland View Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2010 appropriation is recommended for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Montgomery Knolls Elementary School

**Capital Project:** Projections indicate enrollment at Montgomery Knolls Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. A classroom addition was approved as part of the FY 2009–2014 CIP to accommodate the projected enrollment. Due to greater than anticipated enrollment at the school this

year, additional classrooms will be needed to accommodate the revised projected enrollment. As a result of the scope changes, the completion date for the classroom addition will need to be delayed from August 2011 to January 2012. An FY 2010 appropriation is recommended to begin the construction of the project. Some of the expenditures for this project will be shifted out of FY 2010 into the out-years of the CIP. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

**Capital Project:** An FY 2010 appropriation is recommended to begin the construction of the gymnasium. The completion date has been pushed back to January 2012 to coincide with the construction of the classroom addition project. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

### **New Hampshire Estates Elementary School**

**Capital Project:** An FY 2006 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget to conduct a feasibility study for a School-based Health Center (SBHC) at this school to determine the scope and cost for the project. An FY 2009 appropriation was approved in the DHHS capital budget to construct the SBHC. The SBHC is scheduled to open in August 2009.

### **Oakland Terrace Elementary School**

**Utilization:** Projections indicate enrollment at Oakland Terrace Elementary School will exceed capacity throughout the six-year period. Relocatable classrooms will be utilized until Downcounty Consortium Elementary School #29 (McKenney Hills) opens.

**Capital Project:** An FY 2010 appropriation is recommended for planning funds to begin the architectural design to reopen McKenney Hills as an elementary school. The scheduled completion date for the reopening of the school is August 2012. The alternative high school program that is currently housed in the McKenney Hills facility will be relocated to the Mark Twain facility in August 2009. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### **Piney Branch Elementary School**

**Capital Project:** Restroom renovations are planned for this school for completion in the 2008–2009 school year.

**Non-Capital Action:** A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March

27, 2006, to reorganize East Silver Spring Elementary School from Grades Pre-K–2 to Grades Pre-K–5. The reorganization for East Silver Spring Elementary School will begin in August 2009 with Grade 3. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School.

A boundary study is recommended to relieve overutilization at Sligo Creek Elementary School. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools will participate in the boundary advisory committee. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School, and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study will include representatives from Silver Spring International and Takoma Park middle schools. The boundary study will take place in spring 2009 for Board of Education action in November 2009.

### **Rock View Elementary School**

**Capital Project:** Projections indicate enrollment at Rock View Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. A classroom addition was approved as part of the FY 2009–2014 CIP to accommodate the projected enrollment. Due to greater than anticipated enrollment at the school this year, additional classrooms will be needed to accommodate the revised projected enrollment. As a result of the scope changes, the completion date for the classroom addition will need to be delayed from August 2010 to August 2011. An FY 2010 appropriation is recommended to begin the construction of the project. Some of the expenditures for this project will be shifted out of FY 2010 into the out-years of the CIP. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### **Rolling Terrace Elementary School**

**Capital Project:** An FY 2006 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget to conduct a feasibility study for a School-based Health Center (SBHC) at this school to determine the scope and cost for the project. Funding for the planning and construction is approved as part of the DHHS FY 2009–2014 CIP. The completion date was scheduled for August 2010; however, due to fiscal constraints in the county, the completion date for the SBHC has been delayed by one year to August 2011.

### **Sargent Shriver Elementary School**

**Utilization:** Projections indicate enrollment at Sargent Shriver Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project.



Relocatable classrooms will be utilized until additional capacity can be added.

### Sligo Creek Elementary School

**Capital Project:** An FY 2008 appropriation was approved for planning to begin the architectural design for additions at East Silver Spring and Takoma Park elementary schools. The additions are scheduled to be completed by August 2010. These addition projects will enable Sligo Creek Elementary School to be relieved of space deficits. In order for these additions to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Non-Capital Action:** A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School from Grades Pre-K–2 to Grades Pre-K–5. The reorganization for East Silver Spring Elementary School will begin in August 2009 with Grade 3. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School.

A boundary study is recommended to relieve overutilization at Sligo Creek Elementary School. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools will participate in the boundary advisory committee. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study will include representatives from Silver Spring International and Takoma Park middle schools. The boundary study will take place in spring 2009 for Board of Education action in November 2009.

### Takoma Park Elementary School

**Capital Project:** An FY 2010 appropriation is recommended for the balance of the construction funds for the addition at Takoma Park Elementary School. The addition is scheduled to be completed by August 2010. Due to the complexities of constructing this addition with an occupied facility and to complete the project on schedule, the students and staff will be relocated to the Grosvenor Holding Facility during the 2009–2010 school year. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Non-Capital Action:** A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo

Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School from Grades Pre-K–2 to Grades Pre-K–5. The reorganization for East Silver Spring Elementary School will begin in August 2009. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School.

A boundary study is recommended to relieve overutilization at Sligo Creek Elementary School. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools will participate in the boundary advisory committee. Because East Silver Spring, Piney Branch, and Takoma Park elementary schools articulate to Takoma Park Middle School and Sligo Creek Elementary School articulates to Silver Spring International Middle School, the scope of the boundary study will include representatives from Silver Spring International and Takoma Park middle schools. The boundary study will take place in spring 2009 for Board of Education action in November 2009.

### Viers Mill Elementary School

**Capital Project:** Projections indicate enrollment at Viers Mill Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2009 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Weller Road Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2013. An FY 2010 appropriation is recommended for planning funds to begin the architectural design for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Wheaton Woods Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2016. FY 2012 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Woodlin Elementary School

**Utilization:** Projections indicate enrollment at Woodlin Elementary School will exceed capacity throughout the six-year period. Relocatable classrooms will be utilized until

Downcounty Consortium Elementary School #29 (McKenney Hills) opens.

**Capital Project:** FY 2010 expenditures are programmed for planning funds to begin the architectural design to reopen McKenney Hills as an elementary school. The scheduled completion date for the reopening of the school is August 2012. The alternative high school program that is currently housed in the McKenney Hills facility will be relocated to the Mark Twain facility in August 2009. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Northwood HS	Site Improvements	Approved	Aug. 2009
	Wellness Center	Programmed	August 2010
Wheaton HS	Modernization	Programmed	Aug. 2016
	Wellness Center	Programmed	Aug. 2016
Argyle MS	Restroom renovations	Approved	SY 2008–2009
Lee MS	Restroom renovations	Approved	SY 2008–2009
Bel Pre ES	Modernization	Recommended	Aug. 2014
Brookhaven ES	Addition	Recommended (Delay)	Aug. 2011
Downcounty Consortium ES #29 (McKenney Hills)	Reopen school	Recommended	Aug. 2012
East Silver Spring ES	Addition	Recommended	Aug. 2010
Georgian Forest ES	Addition	Proposed	TBD
Glenallan ES	Modernization	Recommended	Aug. 2013
Harmony Hills ES	Addition	Recommended (Delay)	Jan. 2012
Highland ES	SBHC	Programmed	Aug. 2012
Highland View ES	Addition	Proposed	TBD
Montgomery Knolls ES	Addition	Recommended (Delay)	Jan. 2012
	Gymnasium	Recommended (Delay)	Jan. 2012
New Hampshire Estates ES	SBHC	Approved	Aug. 2009
Piney Branch ES	Restroom renovations	Approved	SY 2008–2009
Rock View ES	Classroom addition	Recommended (Delay)	Aug. 2011
Rolling Terrace ES	SBHC	Programmed	Aug. 2011
Takoma Park ES	Addition	Recommended	Aug. 2010
Viers Mill ES	Addition	Proposed	TBD
Weller Road ES	Modernization	Programmed	Aug. 2013
Wheaton Woods ES	Modernization	Programmed	Aug. 2016
Woodlin ES	Restroom renovations	Approved	SY 2009–2010

# DOWNCOUNTY CONSORTIUM

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2010–2015 CIP and Non–CIP Actions on Space Available

Schools		Actual 08-09	Projections							
		09-10	10-11	11-12	12-13	13-14	14-15	2018	2023	
Montgomery Blair HS	Program Capacity	2876	2876	2876	2876	2876	2876	2876	2876	
	Enrollment	2714	2642	2520	2409	2272	2265	2327	2350	2450
	Available Space	162	234	356	467	604	611	549	526	426
	Comments									
Albert Einstein HS	Program Capacity	1582	1613	1613	1613	1613	1613	1613	1613	1613
	Enrollment	1579	1578	1595	1583	1579	1547	1553	1560	1630
	Available Space	3	35	18	30	34	66	60	53	(17)
	Comments		-1 SCB -1 LFI							
John F. Kennedy HS	Program Capacity	1757	1757	1757	1784	1811	1838	1838	1838	1838
	Enrollment	1556	1682	1674	1617	1563	1564	1565	1570	1630
	Available Space	201	75	83	167	248	274	273	268	208
	Comments				-2 SLC	-2 SLC	-2 SLC			
Northwood HS	Program Capacity	1517	1517	1517	1517	1517	1517	1517	1517	1517
	Enrollment	1325	1374	1389	1398	1383	1412	1474	1475	1540
	Available Space	192	143	128	119	134	105	43	42	(23)
	Comments		Site Work Complete	Wellness Center Complete						
Wheaton HS	Program Capacity	1428	1398	1398	1398	1398	1398	1398	1398	1398
	Enrollment	1325	1350	1380	1368	1324	1297	1222	1225	1275
	Available Space	103	48	18	30	74	101	176	173	123
	Comments		+1 SCB +1 LFI	Fac. Plng. For Mod.						
Argyle MS	Program Capacity	888	888	888	888	888	888	888	888	888
	Enrollment	765	769	741	760	761	782	803	840	875
	Available Space	123	119	147	128	127	106	85	48	13
	Comments									
Eastern MS	Program Capacity	986	986	986	986	986	986	986	386	386
	Enrollment	807	732	748	762	793	816	880	920	960
	Available Space	179	254	238	224	193	170	106	(534)	(574)
	Comments									
Col. E. Brooke Lee MS	Program Capacity	771	796	796	796	796	796	796	796	796
	Enrollment	470	513	558	606	618	656	697	730	750
	Available Space	301	283	238	190	178	140	99	66	46
	Comments		-2 SLC							
A. Mario Loiederman MS	Program Capacity	935	935	935	935	935	935	935	935	935
	Enrollment	869	833	737	755	775	847	892	930	970
	Available Space	66	102	198	180	160	88	43	5	(35)
	Comments									
Newport Mill MS	Program Capacity	769	769	769	769	769	769	769	769	769
	Enrollment	649	624	599	607	633	679	737	770	800
	Available Space	120	145	170	162	136	90	32	(1)	(31)
	Comments									
Parkland MS	Program Capacity	889	889	889	889	889	889	889	889	889
	Enrollment	820	780	743	728	750	792	817	850	885
	Available Space	69	109	146	161	139	97	72	39	4
	Comments									
Silver Spring International MS	Program Capacity	1029	1029	1029	1029	1029	1029	1029	1029	1029
	Enrollment	728	713	718	738	757	821	858	900	935
	Available Space	301	316	311	291	272	208	171	129	94
	Comments		Boundary Study							
Sligo MS	Program Capacity	988	988	988	988	988	988	988	988	988
	Enrollment	630	645	607	604	614	660	675	700	730
	Available Space	358	343	381	384	374	328	313	288	258
	Comments									
Takoma Park MS	Program Capacity	863	863	863	863	863	863	863	863	863
	Enrollment	835	800	803	834	833	820	792	830	865
	Available Space	28	63	60	29	30	43	71	33	(2)
	Comments		Boundary Study							

# DOWNCOUNTY CONSORTIUM

Schools			Actual 08-09	Projections						2018	2023
				09-10	10-11	11-12	12-13	13-14	14-15		
Arcola ES	CSR	Program Capacity	513	513	513	513	513	513	513		
		<b>Enrollment</b>	<b>469</b>	<b>488</b>	<b>515</b>	<b>542</b>	<b>560</b>	<b>569</b>	<b>566</b>		
		Available Space	44	25	(2)	(29)	(47)	(56)	(53)		
		Comments	+HSM								
Bel Pre ES Grades (K-2) Paired With Strathmore ES	CSR	Program Capacity	366	366	366	366	366	366	536		
		<b>Enrollment</b>	<b>483</b>	<b>489</b>	<b>482</b>	<b>493</b>	<b>496</b>	<b>497</b>	<b>500</b>		
		Available Space	(117)	(123)	(116)	(127)	(130)	(131)	36		
		Comments		Fac. Plng. For Mod.			@ North Lake Facility Jan. 2013	Mod. Comp. Aug. 2014			
Brookhaven ES	CSR	Program Capacity	259	271	271	478	478	478	478		
		<b>Enrollment</b>	<b>386</b>	<b>420</b>	<b>424</b>	<b>438</b>	<b>446</b>	<b>446</b>	<b>450</b>		
		Available Space	(127)	(149)	(153)	40	32	32	28		
		Comments		-3 LAD + HSM		+9 Rooms					
Downcounty Consortium ES #29 (McKenney Hills)		Program Capacity	0	0	0	0	0	506	506		
		<b>Enrollment</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		
		Available Space	0	0	0	0	0	506	506		
		Comments									
East Silver Springs ES Grades (K-3) Paired With Piney Branch ES	CSR	Program Capacity	354	354	541	541	541	541	541		
		<b>Enrollment</b>	<b>243</b>	<b>298</b>	<b>363</b>	<b>435</b>	<b>450</b>	<b>460</b>	<b>470</b>		
		Available Space	111	56	178	106	91	81	71		
		Comments	Boundary Study	Reorg. Begins Aug. 09	+8 Rooms - HS						
Forest Knolls ES	CSR	Program Capacity	582	582	582	582	582	582	582		
		<b>Enrollment</b>	<b>558</b>	<b>570</b>	<b>583</b>	<b>592</b>	<b>607</b>	<b>601</b>	<b>591</b>		
		Available Space	24	12	(1)	(10)	(25)	(19)	(9)		
		Comments									
Georgian Forest ES	CSR	Program Capacity	314	314	314	314	314	314	314		
		<b>Enrollment</b>	<b>501</b>	<b>525</b>	<b>534</b>	<b>546</b>	<b>560</b>	<b>571</b>	<b>557</b>		
		Available Space	(187)	(211)	(220)	(232)	(246)	(257)	(243)		
		Comments	Fac. Plng. for Add.								
Glen Haven ES	CSR	Program Capacity	514	514	514	514	514	514	514		
		<b>Enrollment</b>	<b>524</b>	<b>556</b>	<b>574</b>	<b>568</b>	<b>569</b>	<b>558</b>	<b>564</b>		
		Available Space	(10)	(42)	(60)	(54)	(55)	(44)	(50)		
		Comments	-1 SCB								
Glenallen ES	CSR	Program Capacity	317	317	317	317	317	631	631		
		<b>Enrollment</b>	<b>375</b>	<b>386</b>	<b>412</b>	<b>444</b>	<b>486</b>	<b>524</b>	<b>554</b>		
		Available Space	(58)	(69)	(95)	(127)	(169)	107	77		
		Comments				@ Fairland Facility Jan. 2012	Mod. Comp. Aug. 2013				
Harmony Hills ES	CSR	Program Capacity	326	326	326	665	665	665	665		
		<b>Enrollment</b>	<b>546</b>	<b>541</b>	<b>574</b>	<b>592</b>	<b>587</b>	<b>577</b>	<b>573</b>		
		Available Space	(220)	(215)	(248)	73	78	88	92		
		Comments				+15 Rooms					
Highland ES	CSR	Program Capacity	570	570	570	570	570	570	570		
		<b>Enrollment</b>	<b>458</b>	<b>462</b>	<b>469</b>	<b>489</b>	<b>498</b>	<b>502</b>	<b>503</b>		
		Available Space	112	108	101	81	72	68	67		
		Comments			Planning for SBHC		SBHC Opens				
Highland View ES	CSR	Program Capacity	263	263	263	263	263	263	263		
		<b>Enrollment</b>	<b>320</b>	<b>357</b>	<b>373</b>	<b>399</b>	<b>408</b>	<b>423</b>	<b>418</b>		
		Available Space	(57)	(94)	(110)	(136)	(145)	(160)	(155)		
		Comments		Fac. Plng. For Add.							
Kemp Mill ES	CSR	Program Capacity	466	466	466	466	466	466	466		
		<b>Enrollment</b>	<b>444</b>	<b>443</b>	<b>455</b>	<b>450</b>	<b>444</b>	<b>439</b>	<b>445</b>		
		Available Space	22	23	11	16	22	27	21		
		Comments									
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	273	273	273	528	528	528	528		
		<b>Enrollment</b>	<b>412</b>	<b>467</b>	<b>475</b>	<b>467</b>	<b>465</b>	<b>467</b>	<b>469</b>		
		Available Space	(139)	(194)	(202)	61	63	61	59		
		Comments				+15 Rooms + Gym					
New Hampshire Estates ES Grades (K-2) Paired With Oak View ES	CSR	Program Capacity	489	489	489	489	489	489	489		
		<b>Enrollment</b>	<b>387</b>	<b>407</b>	<b>411</b>	<b>411</b>	<b>414</b>	<b>417</b>	<b>417</b>		
		Available Space	102	82	78	78	75	72	72		
		Comments		SBHC Opens							

# DOWNCOUNTY CONSORTIUM

Schools			Actual	Projections						2018	2023	
			08-09	09-10	10-11	11-12	12-13	13-14	14-15			
Oak View ES Grades (3-5) Paired With New Hampshire ES		Program Capacity	358	358	358	358	358	358	358			
		Enrollment	284	293	302	316	326	330	330			
		Available Space	74	65	56	42	32	28	28			
		Comments										
Oakland Terrace ES	CSR	Program Capacity	451	451	451	451	451	451	451			
		Enrollment	749	778	828	846	865	874	856			
		Available Space	(298)	(327)	(377)	(395)	(414)	(423)	(405)			
		Comments				DCC ES #29 Opens						
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES		Program Capacity	358	358	358	358	358	358	358			
		Enrollment	357	364	395	425	446	448	435			
		Available Space	1	(6)	(37)	(67)	(88)	(90)	(77)			
		Comments										
Piney Branch ES Grades (3-5) Paired With East Silver Spring ES Takoma Park ES		Program Capacity	565	565	565	565	565	565	565			
		Enrollment	483	476	460	429	445	452	454			
		Available Space	82	89	105	136	120	113	111			
		Comments	Boundary Study									
Rock View ES	CSR	Program Capacity	347	347	347	661	661	661	661			
		Enrollment	551	563	584	593	602	612	608			
		Available Space	(204)	(216)	(237)	68	59	49	53			
		Comments				+13 Rooms						
Rolling Terrace ES	CSR	Program Capacity	668	668	668	668	668	668	668			
		Enrollment	639	645	670	663	677	675	673			
		Available Space	29	23	(2)	5	(9)	(7)	(5)			
		Comments		Planning for SBHC		SBHC Opens						
Sargent Shriver ES	CSR	Program Capacity	587	587	587	587	587	587	587			
		Enrollment	632	644	668	692	708	711	711			
		Available Space	(45)	(57)	(81)	(105)	(121)	(124)	(124)			
		Comments										
Sligo Creek ES	CSR	Program Capacity	532	532	532	532	532	532	532			
		Enrollment	615	624	628	630	648	645	640			
		Available Space	(83)	(92)	(96)	(98)	(116)	(113)	(108)			
		Comments	Boundary Study									
Strathmore ES Grades (3-5) Paired With Bel Pre ES		Program Capacity	447	447	447	447	447	447	447			
		Enrollment	400	394	412	404	414	406	417			
		Available Space	47	53	35	43	33	41	30			
		Comments										
Takoma Park ES Grades (K-2) Paired With Piney Branch ES	CSR	Program Capacity	290	290	562	562	562	562	562			
		Enrollment	399	411	419	421	424	425	428			
		Available Space	(109)	(121)	143	141	138	137	134			
		Comments	Boundary Study	Grosvenor Facility	16 Rooms +1 HS							
Viers Mill ES	CSR	Program Capacity	357	357	357	357	357	357	357			
		Enrollment	505	566	595	605	627	632	630			
		Available Space	(148)	(209)	(238)	(248)	(270)	(275)	(273)			
		Comments		Fac. Plng. for Add.								
Weller Road ES	CSR	Program Capacity	597	597	597	597	597	637	637			
		Enrollment	536	542	565	573	584	586	587			
		Available Space	61	55	32	24	13	51	50			
		Comments		+1 LFI		@ Grosvenor Facility Jan. 2012		Mod. Comp. Aug 2013				
Wheaton Woods ES	CSR	Program Capacity	348	348	348	348	348	348	348			
		Enrollment	423	420	433	429	436	434	438			
		Available Space	(75)	(72)	(85)	(81)	(88)	(86)	(90)			
		Comments				Fac. Plng. For Mod.		@ North Lake Facility Jan. 2015				
Woodlin ES	CSR	Program Capacity	399	399	399	399	399	399	399			
		Enrollment	442	452	476	484	491	516	520			
		Available Space	(43)	(53)	(77)	(85)	(92)	(117)	(121)			
		Comments				DCC ES #29 Opens						
Cluster Information			HS Utilization	93%	94%	93%	91%	88%	87%	88%	89%	92%
			HS Enrollment	8499	8626	8558	8375	8121	8085	8141	8180	8525
			MS Utilization	81%	79%	77%	79%	80%	84%	88%	99%	103%
			MS Enrollment	6573	6409	6254	6394	6534	6873	7151	7470	7770
			ES Utilization	110%	114%	114%	107%	109%	107%	106%	107%	110%
			ES Enrollment	13121	13581	14079	14376	14683	14797	14804	15500	16000

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	2714	29.0%	0.1%	18.5%	26.7%	25.6%	31.4%	9.2%	12.8%
Albert Einstein HS	1579	23.1%	0.3%	10.7%	43.9%	22.1%	36.0%	11.4%	14.4%
John F. Kennedy HS	1556	42.8%	0.1%	10.9%	35.9%	10.3%	36.5%	9.9%	15.9%
Northwood HS	1325	34.6%	0.3%	6.3%	34.4%	24.5%	30.3%	8.0%	21.0%
Wheaton HS	1325	22.0%	0.1%	11.1%	56.6%	10.3%	47.7%	15.4%	15.9%
Argyle MS	765	42.6%	0.1%	13.7%	31.4%	12.2%	44.0%	6.2%	12.8%
Eastern MS	807	25.2%	0.1%	13.5%	34.3%	26.9%	41.9%	8.0%	13.1%
Col. E. Brooke Lee MS	470	33.6%	0.9%	11.1%	41.9%	12.6%	49.9%	9.5%	20.0%
A. Mario Loiederman MS	869	27.5%	0.5%	8.6%	43.4%	20.0%	48.3%	6.7%	14.6%
Newport Mill MS	649	19.6%	0.2%	12.2%	50.2%	17.9%	50.3%	8.6%	13.1%
Parkland MS	820	25.0%	0.4%	13.8%	43.7%	17.2%	44.6%	11.1%	11.1%
Silver Spring International N	728	30.6%	0.0%	7.6%	37.5%	24.3%	47.9%	10.1%	16.3%
Sligo MS	630	27.8%	0.2%	9.4%	42.5%	20.2%	44.3%	12.0%	13.0%
Takoma Park MS	835	29.7%	0.4%	20.2%	15.7%	34.0%	25.6%	6.9%	10.9%
Arcola ES	469	23.0%	0.0%	11.9%	56.5%	8.5%	70.0%	49.9%	18.6%
Bel Pre ES	483	43.3%	0.2%	10.1%	36.0%	10.4%	51.5%	30.4%	13.3%
Brookhaven ES	386	36.5%	0.3%	9.3%	46.4%	7.5%	57.4%	40.3%	16.8%
East Silver Spring ES	243	53.9%	0.0%	8.2%	21.4%	16.5%	58.2%	37.2%	18.5%
Forest Knolls ES	558	19.2%	0.0%	12.4%	35.7%	32.8%	32.0%	21.1%	16.1%
Georgian Forest ES	501	47.7%	0.8%	7.0%	31.5%	13.0%	61.5%	26.7%	24.2%
Glen Haven ES	524	35.5%	0.4%	10.3%	39.7%	14.1%	59.6%	30.7%	30.7%
Glenallan ES	375	34.1%	0.3%	14.9%	38.9%	11.7%	50.8%	36.2%	21.6%
Harmony Hills ES	546	24.5%	0.2%	6.6%	61.7%	7.0%	76.8%	41.2%	17.6%
Highland ES	458	13.3%	0.2%	6.3%	75.8%	4.4%	75.6%	59.6%	17.5%
Highland View ES	320	24.4%	0.0%	6.6%	26.9%	42.2%	44.4%	24.0%	19.1%
Kemp Mill ES	444	33.8%	0.0%	6.3%	47.5%	12.4%	67.1%	37.7%	18.5%
Montgomery Knolls ES	412	28.4%	0.7%	17.0%	35.2%	18.7%	59.6%	38.1%	15.0%
New Hampshire Estates ES	387	26.1%	0.0%	8.0%	58.9%	7.0%	71.5%	62.7%	13.2%
Oak View ES	284	23.2%	0.0%	11.3%	50.0%	15.5%	73.1%	24.4%	21.1%
Oakland Terrace ES	749	20.2%	0.4%	11.1%	26.0%	42.3%	34.6%	15.0%	14.4%
Pine Crest ES	357	29.1%	0.0%	14.6%	26.1%	30.3%	45.1%	9.8%	13.4%
Piney Branch ES	483	45.8%	0.0%	6.8%	15.3%	32.1%	35.3%	10.5%	11.0%
Rock View ES	551	18.0%	0.4%	13.6%	42.8%	25.2%	41.2%	19.3%	13.6%
Rolling Terrace ES	639	23.6%	0.8%	6.1%	48.2%	21.3%	55.0%	27.7%	13.3%
Sargent Shriver ES	632	12.7%	0.0%	13.0%	66.0%	8.4%	70.2%	46.0%	21.7%
Sligo Creek ES	615	28.0%	0.7%	6.5%	15.6%	49.3%	24.0%	9.9%	9.4%
Strathmore ES	400	50.3%	0.3%	11.0%	28.8%	9.8%	51.4%	10.0%	15.0%
Takoma Park ES	399	36.3%	0.3%	7.3%	8.5%	47.6%	21.2%	15.7%	9.8%
Viers Mill ES	505	12.9%	1.0%	10.1%	63.0%	13.1%	67.5%	41.8%	12.3%
Weller Road ES	536	8.0%	0.0%	12.7%	70.3%	9.0%	66.7%	50.2%	17.7%
Wheaton Woods ES	423	27.2%	0.0%	7.3%	57.7%	7.8%	71.8%	50.5%	19.9%
Woodlin ES	442	34.8%	0.7%	9.3%	12.4%	42.8%	21.7%	9.0%	11.3%
<b>Elementary Cluster Total</b>	<b>13121</b>	<b>27.9%</b>	<b>0.3%</b>	<b>9.8%</b>	<b>41.5%</b>	<b>20.6%</b>	<b>53.4%</b>	<b>30.9%</b>	<b>16.5%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.



# Program Capacity and Room Use Table (School Year 2008–2009)

Program Capacity and Room Use Table (School Year 2008–2009)															Special Education Programs																					
															School Based	Cluster Based	Quad Cluster Based				County & Regional Based															
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER	
Montgomery Blair HS	9–12	2876	133		120								7	3	3																					
Albert Einstein HS	9–12	1582	80		61								1	2	8					5	3															
John F. Kennedy HS	9–12	1757	86		70								4		5															1		6				
Northwood HS	9–12	1517	73		62								3		3								1			4										
Wheaton HS	9–12	1428	73		54								5	2	6					3	2														1	
Argyle MS	6–8	888	43		40								1		2																					
Eastern MS	6–8	986	50		42								2	1	3											2										
Col. E. Brooke Lee MS	6–8	771	39		34								1		1															1		2				
A. Mario Loiederman MS	6–8	935	46		41								2		3																					
Newport Mill MS	6–8	769	41		32								2		3					3															1	
Parkland MS	6–8	889	45		38								2	1	3						1															
Silver Spring International MS	6–8	1029	50		46								2		2																					
Sligo MS	6–8	988	55		43								2	1	2						2														5	
Takoma Park MS	6–8	863	43		37								2	2	2																					
Arcola ES	HS–5	513	31	3		11	9			1	5						1					2														
Bel Pre ES	Pre-K–5	366	25	5			9		2		8																									
Brookhaven ES	Pre-K–5	259	22	6			4	1			4						3														4					
East Silver Spring ES	Pre-K–5	354	24	4			13		1	1	4						1																			
Forest Knolls ES	K–5	582	35	3		12	11				7																			2						
Georgian Forest ES	HS–5	314	22	4		1	8		1	1	5														2											
Glen Haven ES	Pre-K–5	514	33	4		7	11		1		5						3				2															
Glenallan ES	HS–5	317	23	5		4	7			1	4						2																			
Harmony Hills ES	HS–5	326	24	6		1	9		1	1	6																									
Highland ES	HS–5	570	37	9		13	8		1	1	5																									
Highland View ES	Pre-K–5	263	20	5		3	7				5																									
Kemp Mill ES	Pre-K–5	466	28	5		10	8		1		4																									
Montgomery Knolls ES	HS–2	273	20	5			3		1	1	6																					4				
New Hampshire Estates ES	HS–2	489	32	6		4	11		1	4	6																									
Oak View ES	3–5	358	19	3		15										1																				
Oakland Terrace ES	K–5	451	31	4		2	15				10																									
Pine Crest ES	3–5	358	20	4		15										1																				
Piney Branch ES	3–5	565	30	5		24										1																				
Rock View ES	Pre-K–5	347	26	4			10		1		6							4															1			
Rolling Terrace ES	HS–5	668	41	7		13	12		1	1	7																									
Sargent Shriver ES	Pre-K–5	587	37	4		10	12	1			7			1	1																1					
Sligo Creek ES	K–5	532	34	4		10	11				6					1							2													
Strathmore ES	3–5	447	25	4		18											1	2																		
Takoma Park ES	K–2	290	22	4			10				8																									
Viers Mill ES	HS–5	357	28	8			9		1	1	6																					3				
Weller Road ES	HS–5	597	36	5		13	9		1	1	5								1																1	
Wheaton Woods ES	HS–5	348	26	7		4	8		1	1	4																								1	
Woodlin ES	K–5	399	26	3		6	9				5					1				2																

Facility Characteristics of Schools 2008–2009

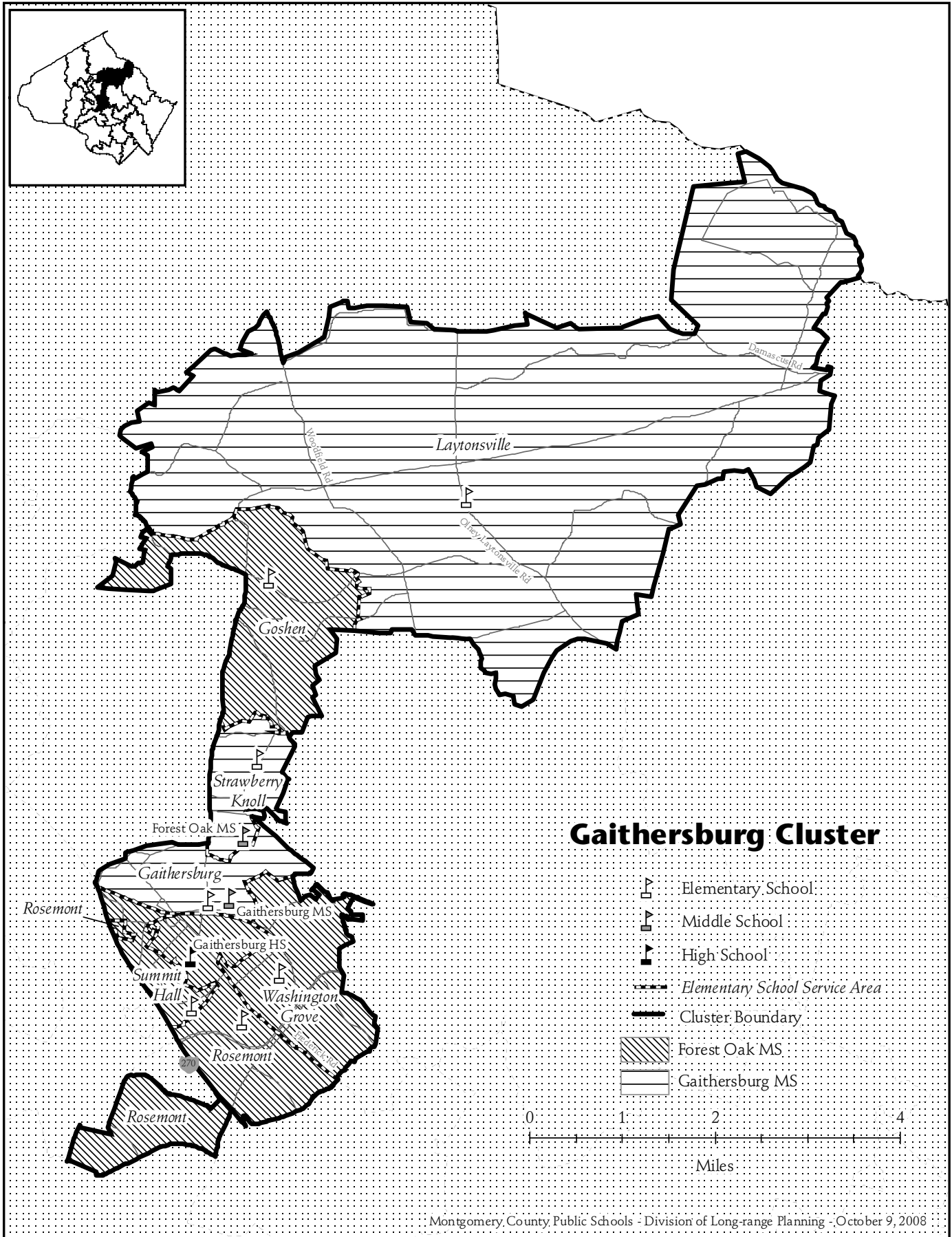
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Montgomery Blair HS	1998		386,567	30.2	Yes				
Albert Einstein HS	1962	1997	276,812	26.67	Yes				
John F. Kennedy HS	1964	1999	280,048	29.1					
Northwood HS	1956	2004	253,488	29.6					
Wheaton HS	1954	1983	258,117	28.2		1220		4	
Argyle MS	1971	1993	120,205	19.9		TBD			Yes
Eastern MS	1951	1976	152,030	14.5		1472			Yes
Col. E. Brooke Lee MS	1966		123,199	16.5	Yes	1479			Yes
A. Mario Loiederman MS	1956	2005	131,746	17.08					
Newport Mill MS	1958	2002	108,240	8.4	Yes				
Parkland MS	1963	2007	151,169	9.2	Yes	1409			Yes
Silver Spring International MS	1934	1999	152,731	10.64	Yes				Yes
Sligo MS	1959	1991	149,527	21.7	Yes				Yes
Takoma Park MS	1939	1999	137,348	18.8	Yes				
Arcola ES	1956	2007	85,469	5	Yes		Yes		
Bel Pre ES	1968		59,031	8.9	Yes	1476		8	Yes
Brookhaven ES	1961	1995	59,936	8.57				12	Yes
East Silver Spring ES	1929	1975	57,684	8.4		TBD			
Forest Knolls ES	1960	1993	89,564	7.8					
Georgian Forest ES	1961	1995	58,197	11	Yes			9	Yes
Glen Haven ES	1950	2004	85,845	10	Yes	1409	Yes		
Glenallan ES	1966		47,614	12.1		1418		6	
Harmony Hills ES	1957	1999	63,107	10.2	Yes			8	Yes
Highland ES	1950	1989	84,138	11	Yes		Yes		Yes
Highland View ES	1953	1994	59,213	6.6				6	
Kemp Mill ES	1960	1996	68,222	10					
Montgomery Knolls ES	1952	1989	57,231	10.3				9	Yes
New Hampshire Estates ES	1988		70,540	5.4					Yes
Oak View ES	1949	1985	57,560	11.3					Yes
Oakland Terrace ES	1950	1993	79,145	9.5	Yes			7	
Pine Crest ES	1941	1992	53,778	5.6	Yes		Yes	2	Yes
Piney Branch ES	1971		99,706	1.97	Yes	TBD			
Rock View ES	1955	1999	69,589	7.4				8	
Rolling Terrace ES	1988		88,835	4.3				3	Yes
Sargent Shriver ES	1954	2006	91,628	9.17				1	
Sligo Creek ES	1934	1999	98,799	15.6	Yes		Yes	5	
Strathmore ES	1970		59,497	10.8	Yes	TBD			Yes
Takoma Park ES	1979		50,933	4.7		TBD		8	
Viers Mill ES	1950	1991	86,978	10.4			Yes	11	Yes
Weller Road ES	1953	1975	76,296	11.1		1461			
Wheaton Woods ES	1952	1976	66,763	8		1525		5	
Woodlin ES	1944	1974	60,725	11		TBD		4	

\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened.

See Appendix K for additional information.

\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.



## CLUSTER PLANNING ISSUES

**Planning Issue:** The Shady Grove Sector Plan will increase housing around the Shady Grove METRO station. Most of the new development is located within the Gaithersburg Cluster.

## SCHOOLS

### Gaithersburg High School

**Capital Project:** A modernization project is scheduled for this school. The Board of Education requested funding to complete the modernization by August 2012 for the facility and August 2013 for the site work. Due to fiscal constraints in the county, the modernization has been delayed by one year with completion scheduled in August 2013 for the facility and August 2014 for the site. An FY 2010 appropriation is recommended for planning funds to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Capital Project:** The Department of Health and Human Services (DHHS) Capital Budget includes planning funds for the architectural design of a School-based Wellness Center at this school. Funding for construction will be requested in a future DHHS CIP. The design and construction of the Wellness Center will be included as part of the modernization of the school.

### Strawberry Knoll Elementary School

**Utilization:** Projections indicate enrollment at Strawberry Knoll Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a

future project. Relocatable classrooms will be utilized until additional capacity can be added.

### Summit Hall Elementary School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2008–2009 school year.

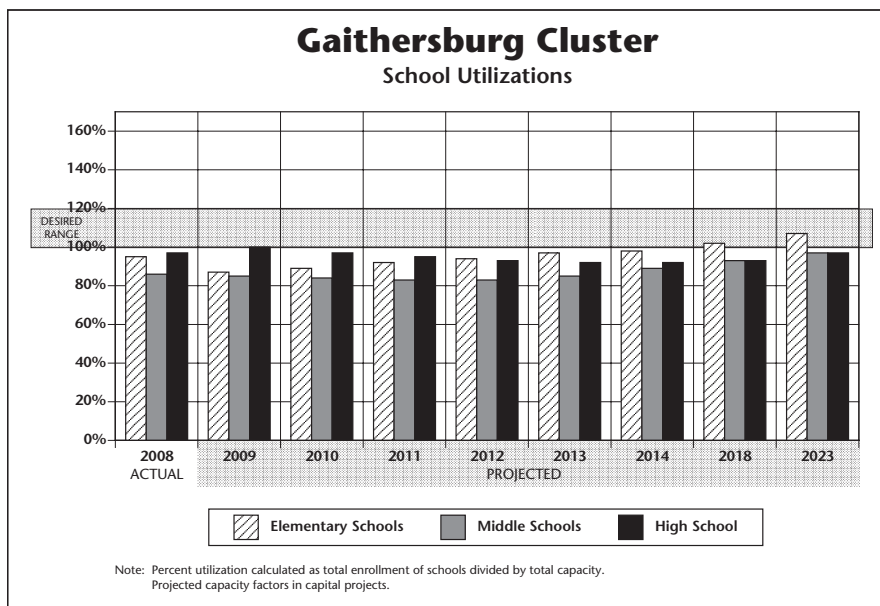
### Washington Grove Elementary School

**Capital Project:** Projections indicate enrollment at Washington Grove Elementary School will exceed the school's current capacity by four classrooms or more throughout the six-year period. An FY 2008 appropriation for construction was approved to construct a 12-classroom addition. The addition project is scheduled to be completed in January 2009.

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Gaithersburg HS	Modernization	Recommended	Aug. 2013
	Site work	Recommended	Aug. 2014
	Wellness Center	Recommended	Aug. 2013
Summit Hall ES	Restroom renovations	Approved	SY 2008–2009
Washington Grove ES	Classroom addition	Approved	Jan. 2009
	Restroom renovations	Approved	SY 2009–2010



# GAITHERSBURG CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			08-09	09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Gaithersburg HS		Program Capacity	2067	2067	2067	2067	2067	2067	2067	2067	2067
		Enrollment	2013	2063	2004	1962	1919	1897	1906	1925	2000
		Available Space	54	4	63	105	148	170	161	142	67
		Comments				Replacement of School in Progress		Replace. Complete Aug. 2013	Site Work Complete Aug. 2014		
Forest Oak MS		Program Capacity	890	890	890	890	890	890	890	890	890
		Enrollment	826	807	796	775	765	788	813	850	885
		Available Space	64	83	94	115	125	102	77	40	5
		Comments									
Gaithersburg MS		Program Capacity	898	881	881	881	881	881	881	881	881
		Enrollment	714	701	696	688	710	720	770	800	835
		Available Space	184	180	185	193	171	161	111	81	46
		Comments		+1 AUT							
Gaithersburg ES	CSR	Program Capacity	740	740	740	740	740	740	740		
		Enrollment	500	503	533	572	596	608	615		
		Available Space	240	237	207	168	144	132	125		
		Comments									
Goshen ES		Program Capacity	632	632	632	632	632	632	632		
		Enrollment	612	605	623	623	617	608	605		
		Available Space	20	27	9	9	15	24	27		
		Comments									
Laytonsville ES		Program Capacity	487	487	487	487	487	487	487		
		Enrollment	482	490	494	481	499	512	506		
		Available Space	5	(3)	(7)	6	(12)	(25)	(19)		
		Comments	-1 AUT +1 SCB								
Rosemont ES	CSR	Program Capacity	591	642	642	642	642	642	642		
		Enrollment	472	460	453	483	509	550	578		
		Available Space	119	182	189	159	133	92	64		
		Comments		-3 AUT							
Strawberry Knoll ES	CSR	Program Capacity	467	467	467	467	467	467	467		
		Enrollment	534	534	536	559	556	576	581		
		Available Space	(67)	(67)	(69)	(92)	(89)	(109)	(114)		
		Comments									
Summit Hall ES	CSR	Program Capacity	449	449	449	449	449	449	449		
		Enrollment	462	463	469	462	467	469	471		
		Available Space	(13)	(14)	(20)	(13)	(18)	(20)	(22)		
		Comments	SBHC Comp.								
Washington Grove ES	CSR	Program Capacity	239	515	515	515	515	515	515		
		Enrollment	372	371	389	419	445	473	499		
		Available Space	(133)	144	126	96	70	42	16		
		Comments	Jan. 2009 +12 Rooms								
Cluster Information		HS Utilization	97%	100%	97%	95%	93%	92%	92%	93%	97%
		HS Enrollment	2013	2063	2004	1962	1919	1897	1906	1925	2000
		MS Utilization	86%	85%	84%	83%	83%	85%	89%	93%	97%
		MS Enrollment	1540	1508	1492	1463	1475	1508	1583	1650	1720
		ES Utilization	95%	87%	89%	92%	94%	97%	98%	102%	107%
		ES Enrollment	3434	3426	3497	3599	3689	3796	3855	4025	4200

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2013	26.8%	0.2%	10.4%	34.0%	28.7%	27.3%	11.6%	18.1%
Forest Oak MS	826	27.2%	0.2%	12.3%	36.7%	23.5%	40.1%	7.5%	19.1%
Gaithersburg MS	714	28.7%	0.1%	11.8%	28.0%	31.4%	33.6%	6.2%	12.3%
Gaithersburg ES	500	32.0%	0.4%	7.2%	48.6%	11.8%	60.9%	30.8%	35.8%
Goshen ES	612	29.1%	0.2%	13.9%	25.0%	31.9%	29.6%	24.1%	18.0%
Laytonsville ES	482	11.8%	0.4%	12.2%	8.5%	67.0%	11.1%	7.7%	10.6%
Rosemont ES	472	22.9%	0.6%	10.8%	47.7%	18.0%	50.0%	33.1%	26.1%
Strawberry Knoll ES	534	34.1%	0.2%	14.2%	34.8%	16.7%	41.0%	24.4%	15.5%
Summit Hall ES	462	24.5%	0.6%	5.8%	61.3%	7.8%	70.5%	37.7%	22.5%
Washington Grove ES	372	18.0%	0.0%	14.5%	48.7%	18.8%	57.3%	44.6%	18.0%
<b>Elementary Cluster Total</b>	<b>3434</b>	<b>25.2%</b>	<b>0.3%</b>	<b>11.3%</b>	<b>38.2%</b>	<b>25.0%</b>	<b>44.5%</b>	<b>28.1%</b>	<b>20.9%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.

## Program Capacity and Room Use Table

(School Year 2008-2009)

# Program Capacity and Room Use Table

## (School Year 2008–2009)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	Special Education Programs																							
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based																				
																		SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Gaithersburg HS	9–12	2067	104		79							4	2	10					2	2			5															
Forest Oak MS	6–8	890	46		38								2	3					1	2																		
Gaithersburg MS	6–8	898	51		38								1	3								1	4											4				
Gaithersburg ES	Pre-K–5	740	42	4		19	10	1		5												3																
Goshen ES	K–5	632	34	5		22					4				2			1																				
Laytonsville ES	K–5	487	28	4		16					4				1					3																		
Rosemont ES	Pre-K–5	591	36	5		14	8	1		5												3																
Strawberry Knoll ES	HS–5	467	32	5		5	9	1		1	5											2								4								
Summit Hall ES	HS–5	449	28	5		7	9		1	1	5																											
Washington Grove ES	HS–5	239	20	7			7		1	1	4																											



### Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Gaithersburg HS	1951		323,476	40.8	Yes	1214		4	
Forest Oak MS	1999		132,259	41.2					Yes
Gaithersburg MS	1960	1988	157,694	24.2					Yes
Gaithersburg ES	1947		94,468	8.39		TBD	Yes	1	Yes
Goshen ES	1988		76,740	10.5				1	
Laytonsville ES	1951	1989	64,160	10.4				1	
Rosemont ES	1965	1995	88,764	8.9			Yes	4	Yes
Strawberry Knoll ES	1988		78,723	10.8	Yes			4	
Summit Hall ES	1971		68,059	10.2	Yes	TBD	Yes	6	Yes
Washington Grove ES	1956	1984	50,526	10.7		TBD		9	Yes

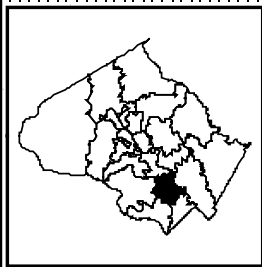
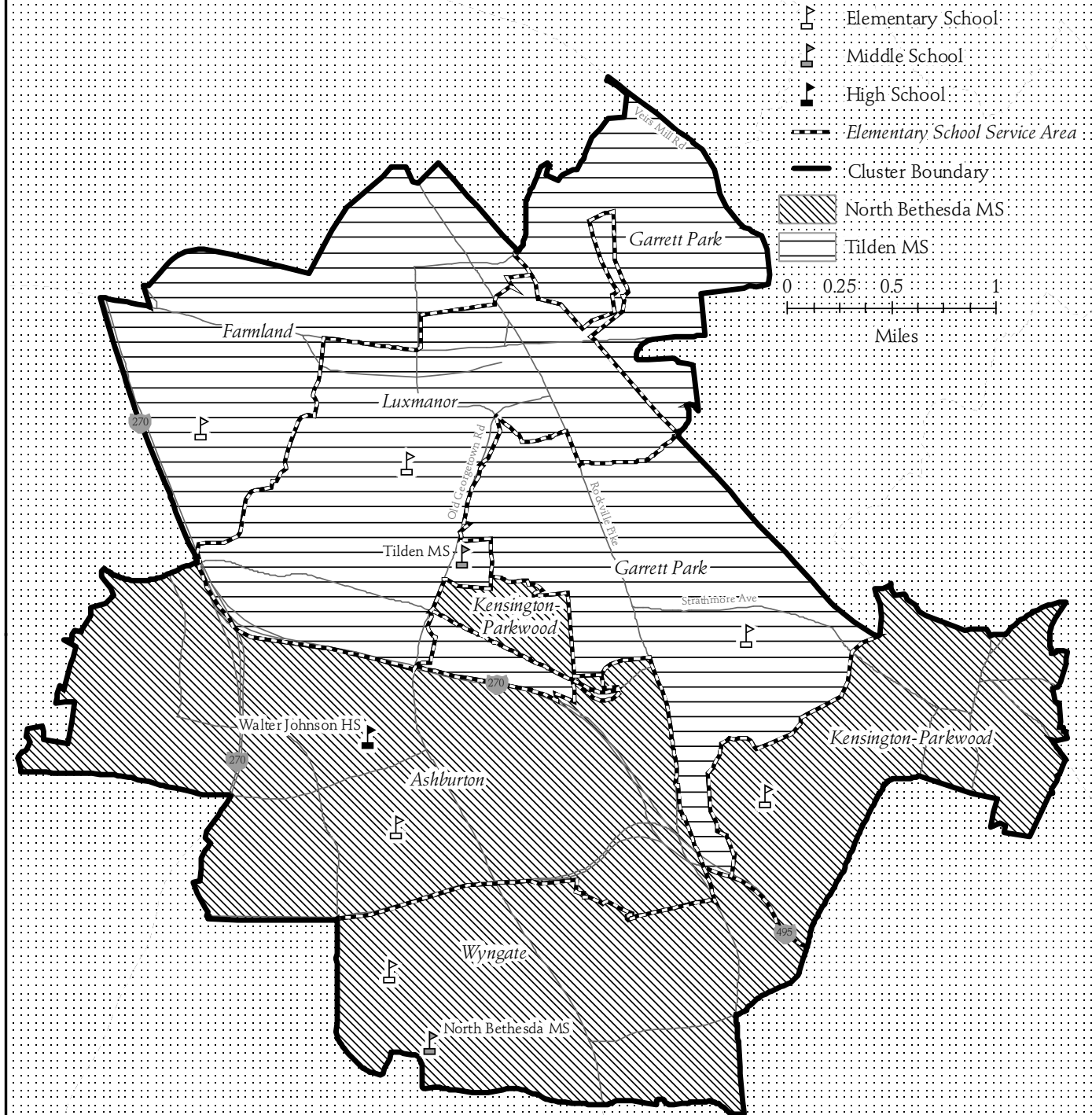
\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.



# Walter Johnson Cluster



Montgomery County Public Schools - Division of Long-range Planning - October 9, 2008

## SCHOOLS

### Walter Johnson High School

**Capital Project:** A modernization is scheduled for Walter Johnson High School with a completion date of December 2009 for the facility and August 2010 for the site work. With the reopening of Northwood High School, MCPS no longer has a high school holding facility, and all high school modernizations will be completed on site. Therefore, the Walter Johnson High School modernization is being phased with students and staff on site.

The first two phases of the modernization have been completed and included a 20-classroom addition and modernization of the cafeteria and media center. As part of the Amended FY 2005–2010 CIP, an FY 2006 appropriation was approved for planning to design the auditorium and gymnasium as well as to begin the design for the final phase of the modernization. Construction of the auditorium was completed in April 2007. An FY 2009 appropriation for construction to complete the final portions of the modernization was approved. Construction of the gymnasium will be phased in as part of the final phase of the modernization.

### Tilden Middle School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2017. FY 2013 expenditures are programmed for a feasibility study to determine the scope and cost for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Farmland Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2011. An FY 2010 appropriation is recommended for construction funds to begin the construction of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Garrett Park Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of January 2012. An FY 2009 appropriation was approved for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Capital Project:** An FY 2010 appropriation is recommended for planning funds to begin the architectural design for a gymnasium that

will be constructed as part of the modernization project. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

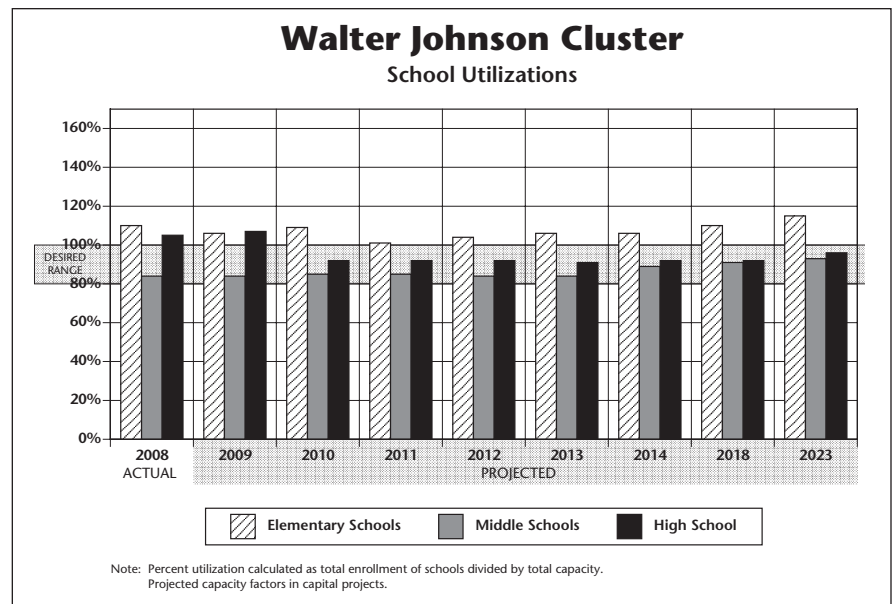
### Luxmanor Elementary School

**Capital Project:** Projections indicate enrollment at Luxmanor Elementary School will exceed the school's current capacity by four classrooms or more throughout the six-year period. An FY 2008 appropriation was approved to construct a nine-classroom addition. The addition project is scheduled for completion in January 2009.

**Capital Project:** A modernization project is scheduled for this school with a completion date of January 2018. FY 2013 expenditures are programmed for facility planning to conduct a feasibility study to determine the feasibility, scope, and cost of the modernization project. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Wyngate Elementary School

**Capital Project:** Projections indicate enrollment at Wyngate Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2009 appropriation is approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.



**CAPITAL PROJECTS**

School	Project	Project Status	Date of Completion
Walter Johnson HS	Final Phase modernization	Approved	Dec. 2009
	Site work	Approved	Aug. 2010
Tilden MS	Modernization	Programmed	Aug. 2017
Farmland ES	Modernization	Recommended	Aug. 2011
Garrett Park ES	Modernization	Approved	Jan. 2012
	Gymnasium	Recommended	Jan. 2012
Luxmanor ES	Classroom addition	Approved	Jan. 2009
	Modernization	Programmed	Jan. 2018
Wyngate ES	Classroom addition	Proposed	TBD

# WALTER JOHNSON CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Walter Johnson HS		Program Capacity	1905	1888	2194	2221	2248	2275	2275	2275	2275
		Enrollment	2006	2020	2022	2035	2071	2072	2087	2100	2190
		Available Space	(101)	(132)	172	186	177	203	188	175	85
		Comments		Mod.Comp. Dec.2009 +1 Asperg	Site Work Complete Aug. 2010	-2 SLC	-2 SLC	-2 SLC			
North Bethesda MS		Program Capacity	850	850	850	850	850	850	850	850	850
		Enrollment	804	779	773	781	769	794	873	915	995
		Available Space	46	71	77	69	81	56	(23)	(65)	(145)
		Comments									
Tilden MS		Program Capacity	988	1013	1013	1013	1013	1013	1013	1013	1013
		Enrollment	698	729	744	745	736	727	802	840	875
		Available Space	290	284	269	268	277	286	211	173	138
		Comments		-2 SLC			Fac. Plng. For Mod.				
Ashburton ES		Program Capacity	659	659	659	659	659	659	659		
		Enrollment	586	618	626	637	652	656	657		
		Available Space	73	41	33	22	7	3	2		
	Comments	+9 Rooms									
Farmland ES		Program Capacity	616	616	616	738	738	738	738		
		Enrollment	617	650	661	694	705	714	709		
		Available Space	(1)	(34)	(45)	44	33	24	29		
		Comments		@North Lake Facility Jan. 2010	Mod. Comp. Aug. 2011 +2 LFI						
Garrett Park ES		Program Capacity	456	456	456	662	662	662	662		
		Enrollment	472	461	475	488	513	540	567		
		Available Space	(16)	(5)	(19)	174	149	122	95		
		Comments			@ Grosvenor Facility Mod. Comp. Jan. 2012						
Kensington-Parkwood ES		Program Capacity	517	517	517	517	517	517	517		
		Enrollment	554	587	615	613	614	618	594		
		Available Space	(37)	(70)	(98)	(96)	(97)	(101)	(77)		
		Comments									
Luxmanor ES		Program Capacity	239	446	446	446	446	446	446		
		Enrollment	370	371	382	403	414	433	429		
		Available Space	(131)	75	64	43	32	13	17		
		Comments	+9 Rooms Jan. 2009				Fac. Plng. For Mod.				
Wyngate ES		Program Capacity	422	422	422	422	422	422	422		
		Enrollment	603	619	637	655	689	694	693		
		Available Space	(181)	(197)	(215)	(233)	(267)	(272)	(271)		
		Comments	Fac. Plng. for Add.								
Cluster Information		HS Utilization	105%	107%	92%	92%	92%	91%	92%	92%	96%
		HS Enrollment	2006	2020	2022	2035	2071	2072	2087	2100	2190
		MS Utilization	84%	84%	85%	85%	84%	84%	89%	91%	93%
		MS Enrollment	1502	1508	1517	1526	1505	1521	1675	1755	1870
		ES Utilization	110%	106%	109%	101%	104%	106%	106%	110%	115%
		ES Enrollment	3202	3306	3396	3490	3587	3655	3649	3800	3970



## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2006	9.5%	0.5%	14.5%	13.2%	62.4%	6.4%	5.0%	9.8%
North Bethesda MS	804	8.6%	0.2%	13.6%	10.3%	67.3%	5.6%	5.2%	8.0%
Tilden MS	698	7.7%	0.3%	20.9%	17.3%	53.7%	11.2%	10.5%	13.0%
Ashburton ES	586	11.8%	0.0%	17.1%	13.5%	57.7%	11.3%	11.7%	16.0%
Farmland ES	617	4.1%	0.3%	37.9%	3.9%	53.8%	3.3%	25.8%	13.6%
Garrett Park ES	472	9.3%	0.0%	18.0%	21.0%	51.7%	17.7%	21.1%	15.0%
Kensington-Parkwood ES	554	5.2%	0.5%	5.1%	7.0%	82.1%	5.8%	3.0%	6.3%
Luxmanor ES	370	14.1%	0.3%	24.9%	8.9%	51.9%	12.0%	15.4%	13.5%
Wyngate ES	603	4.3%	0.5%	13.6%	5.0%	76.6%	2.0%	4.7%	7.5%
<b>Elementary Cluster Total</b>	<b>3202</b>	<b>7.7%</b>	<b>0.3%</b>	<b>19.4%</b>	<b>9.5%</b>	<b>63.2%</b>	<b>8.1%</b>	<b>13.5%</b>	<b>11.8%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.

## Program Capacity and Room Use Table (School Year 2008-2009)

Schools	Special Education Programs																		
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12
Walter Johnson HS	9-12	1905	93		78								3		2				2
North Bethesda MS	6-8	850	43		37								1		2				
Tilden MS	6-8	988	52		43								1		2			1	
Ashburton ES	K-5	659	34	3	20							4					3		
Farmland ES	K-5	616	32	5	22							5							
Garrett Park ES	K-5	456	25	5	16							4							
Kensington-Parkwood ES	K-5	517	27	3	16							5				3			
Luxmanor ES	K-5	239	16	4	7							3						2	
Wyngate ES	K-5	422	22	3	13							5							1

### Facility Characteristics of Schools 2008–2009

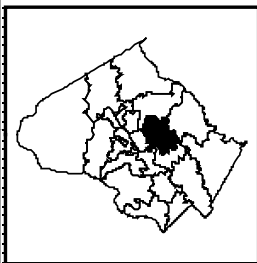
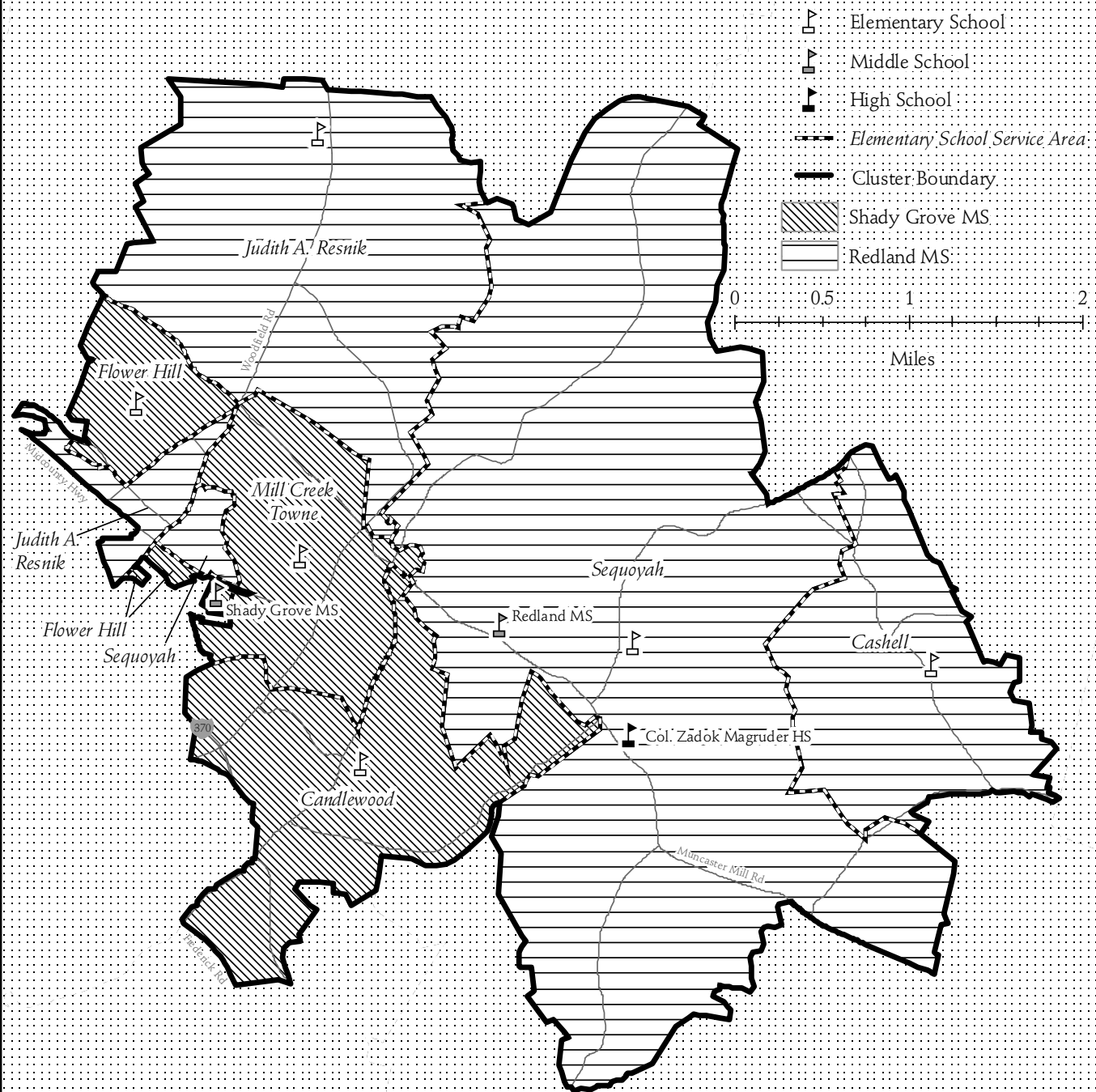
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Walter Johnson HS	1956	1977	328,894	30.9		1405			
North Bethesda MS	1955	1999	130,461	19.99					
Tilden MS	1967	1991	117,650	29.8		1455			
Ashburton ES	1957	1993	81,438	8.3				6	
Farmland ES	1963		70,006	4.8	Yes	1417			
Garrett Park ES	1948		54,035	4.4	Yes	1388			
Kensington–Parkwood ES	1952	2005	77,136	9.9		1263			
Luxmanor ES	1966		61,694	6.5	Yes	1578		8	
Wyngate ES	1952	1997	58,654	9.5				8	

\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

## Col. Zadok Magruder Cluster



Montgomery County Public Schools - Division of Long-range Planning - October 10, 2008

## SCHOOLS

### Redland Middle School

**Capital Project:** Although improvements to this facility were approved in the Amended FY 2007–2012 CIP, due to the fiscal constraints and projected shortfalls in the county and state revenues, the scope of the project has been reduced. The new scope of this project will include: interior modifications to the facility to improve the mechanical system, replace all light fixtures, add ceilings, paint all the walls, provide new marker and tack boards, and replace all floor tiles and carpet. An FY 2009 appropriation was approved to begin construction for these improvements. The scheduled completion date for the project is August 2010. In order for these improvements to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Candlewood Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of January 2015. FY 2011 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Cashell Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2009. An FY 2008 appropriation was approved to construct the modernization.

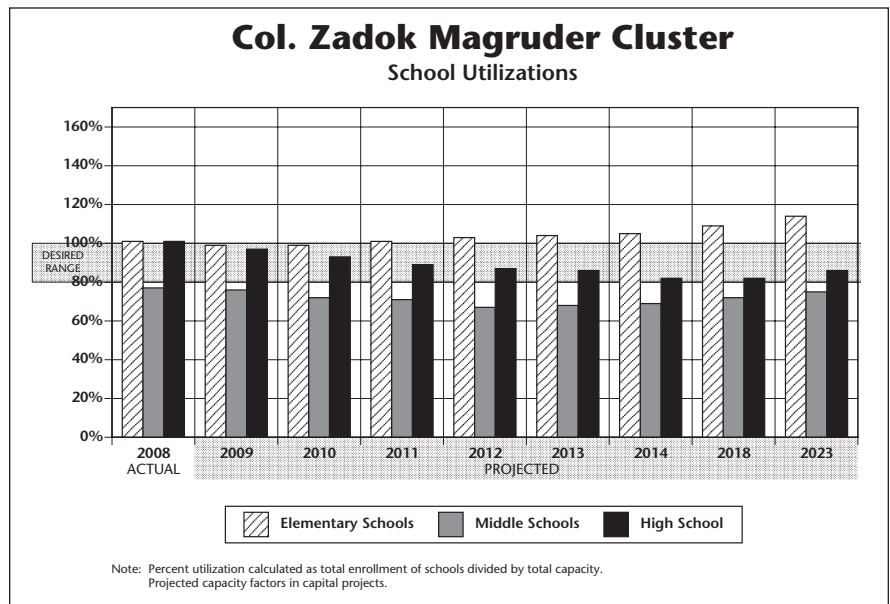
**Capital Project:** An FY 2008 appropriation was approved to construct the gymnasium. The scheduled completion date for this gymnasium is August 2009.

### Flower Hill Elementary School

**Utilization:** Projections indicate enrollment at Flower Hill Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity can be added.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Redland MS	Interior modifications	Recommended	Aug. 2010
Candlewood ES	Modernization	Programmed	Jan. 2015
Cashell ES	Modernization	Approved	Aug. 2009
	Gymnasium	Approved	Aug. 2009



COL. ZADOK MAGRUDER CLUSTER

**Projected Enrollment and Space Availability**

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Col. Zadok Magruder HS		Program Capacity	1958	1958	1958	1958	1958	1958	1958	1958	1958
		Enrollment	1977	1897	1819	1741	1703	1680	1606	1610	1675
		Available Space	(19)	61	139	217	255	278	352	348	283
		Comments									
Redland MS		Program Capacity	740	740	740	740	740	740	740	740	740
		Enrollment	639	618	592	563	516	502	517	540	560
		Available Space	101	122	148	177	224	238	223	200	180
		Comments			Fac. Improve. Comp.						
Shady Grove MS		Program Capacity	867	867	867	867	867	867	867	867	867
		Enrollment	593	597	563	575	568	583	593	620	645
		Available Space	274	270	304	292	299	284	274	247	222
		Comments									
Candlewood ES		Program Capacity	411	411	411	411	411	411	411		
		Enrollment	333	334	338	334	339	342	343		
		Available Space	78	77	73	77	72	69	68		
		Comments			Fac. Plng. For Mod.			@Grosvenor Facility Mod. Comp. Dec. 2014			
Cashell ES		Program Capacity	306	340	340	340	340	340	340		
		Enrollment	284	275	273	276	284	284	292		
		Available Space	22	65	67	64	56	56	48		
		Comments		Mod. Comp. Aug. 2009							
Flower Hill ES	CSR	Program Capacity	409	409	409	409	409	409	409		
		Enrollment	452	476	499	515	520	532	530		
		Available Space	(43)	(67)	(90)	(106)	(111)	(123)	(121)		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	393	393	393	393	393	393	393		
		Enrollment	446	434	427	434	434	433	438		
		Available Space	(53)	(41)	(34)	(41)	(41)	(40)	(45)		
		Comments									
Judith A. Resnik ES	CSR	Program Capacity	475	475	475	475	475	475	475		
		Enrollment	548	539	533	542	564	570	569		
		Available Space	(73)	(64)	(58)	(67)	(89)	(95)	(94)		
		Comments									
Sequoyah ES	CSR	Program Capacity	465	465	465	465	465	465	465		
		Enrollment	409	403	404	419	420	430	438		
		Available Space	56	62	61	46	45	35	27		
		Comments									
Cluster Information		HS Utilization	101%	97%	93%	89%	87%	86%	82%	82%	86%
		HS Enrollment	1977	1897	1819	1741	1703	1680	1606	1610	1675
		MS Utilization	77%	76%	72%	71%	67%	68%	69%	72%	75%
		MS Enrollment	1232	1215	1155	1138	1084	1085	1110	1160	1205
		ES Utilization	101%	99%	99%	101%	103%	104%	105%	109%	114%
		ES Enrollment	2472	2461	2474	2520	2561	2591	2610	2720	2830

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMs%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1977	19.4%	0.3%	14.0%	23.1%	43.2%	19.2%	4.8%	11.4%
Redland MS	639	22.8%	0.3%	16.0%	25.2%	35.7%	28.5%	4.5%	23.2%
Shady Grove MS	593	23.3%	0.0%	16.4%	31.2%	29.2%	31.2%	5.1%	14.3%
Candlewood ES	333	9.3%	1.2%	22.2%	15.3%	52.0%	12.2%	10.5%	10.5%
Cashell ES	284	13.7%	0.4%	12.0%	15.8%	58.1%	16.6%	13.2%	7.0%
Flower Hill ES	452	33.0%	0.2%	15.3%	38.5%	13.1%	47.3%	27.4%	20.6%
Mill Creek Towne ES	446	17.5%	0.7%	15.0%	32.3%	34.5%	29.5%	12.1%	12.1%
Judith A. Resnik ES	548	27.4%	0.2%	15.0%	35.8%	21.7%	41.9%	25.7%	17.3%
Sequoyah ES	409	20.3%	0.2%	16.9%	27.6%	35.0%	44.7%	26.2%	21.8%
<b>Elementary Cluster Total</b>	<b>2472</b>	<b>21.4%</b>	<b>0.4%</b>	<b>16.0%</b>	<b>29.2%</b>	<b>32.9%</b>	<b>34.0%</b>	<b>20.1%</b>	<b>15.6%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

**\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.**

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007–2008 school year compared to total enrollment.

Special Education Programs																				
	School Based	Cluster Based	Quad Cluster Based	County & Regional Based																
SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
8								1			3									
2																				
4											2									
						2														
			3	1							2									
	3														2					



COL. ZADOK MAGRUDER CLUSTER

Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Col. Zadok Magruder HS	1970		295,478	30		1471		2	
Redland MS	1971		111,697	20.5	Yes	TBD			
Shady Grove MS	1995	1999	129,206	20					
Candlewood ES	1968		48,543	11.8		1489			
Cashell ES	1969		42,860	10.24		1292			
Flower Hill ES	1985		58,770	10	Yes			6	
Mill Creek Towne ES	1966	2000	67,465	8.4				3	
Judith A. Resnik ES	1991		78,547	12.8			Yes	2	
Sequoyah ES	1990		72,582	10	Yes				






\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

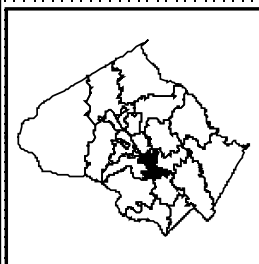
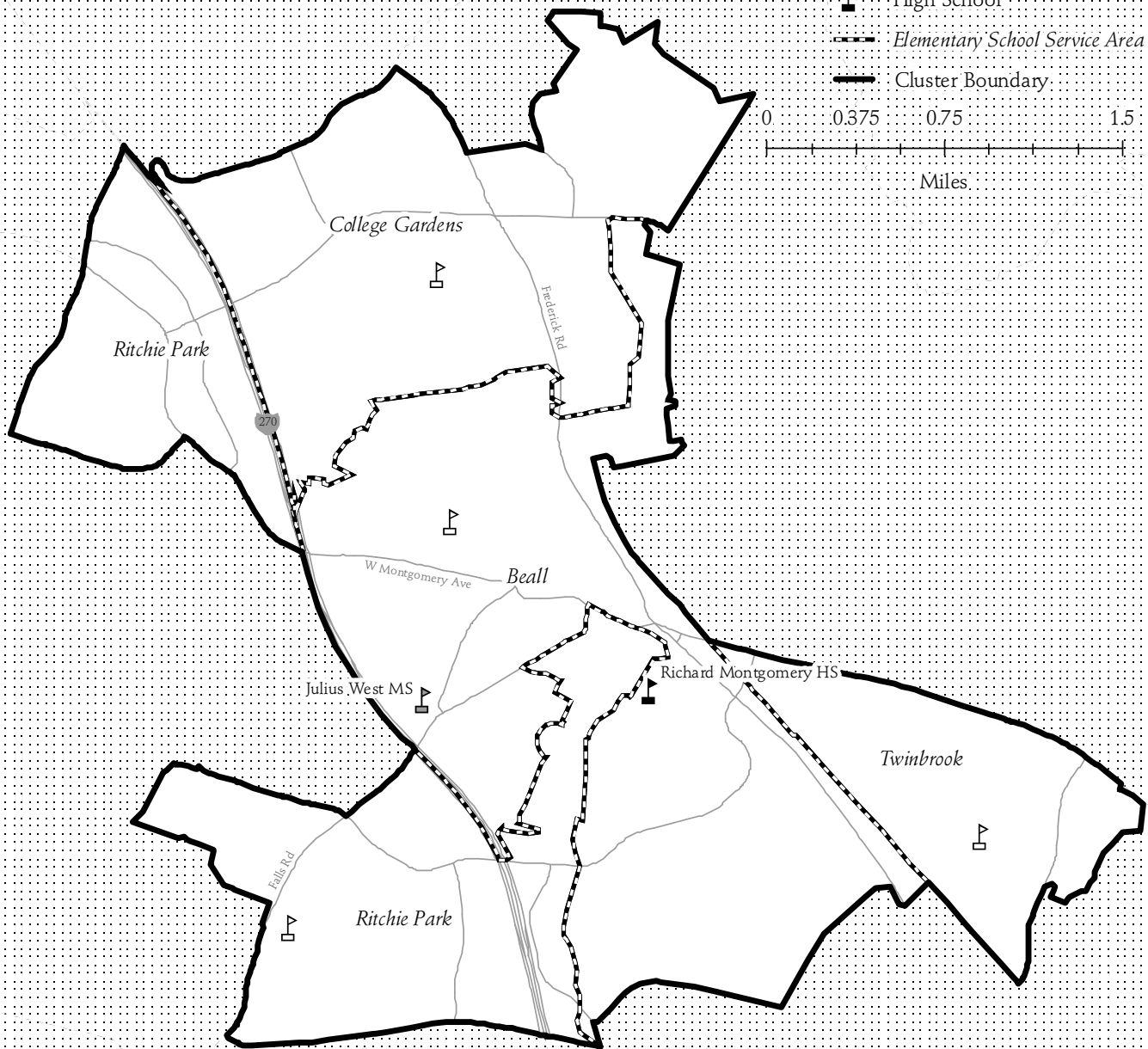
\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.



## Richard Montgomery Cluster

-  Elementary School
  -  Middle School
  -  High School
  -  Elementary School Service Area
  -  Cluster Boundary
- 0 0.375 0.75 1.5  
Miles



Montgomery County Public Schools - Division of Long-range Planning - October 10, 2008

## SCHOOLS

### Julius West Middle School

**Utilization:** Projections indicate enrollment at Julius West Middle School will exceed capacity by six classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity can be added.

### Beall Elementary School

**Utilization:** Projections indicate enrollment at Beall Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity can be added.

### Ritchie Park Elementary School

**Capital Project:** Projections indicate enrollment at Ritchie Park Elementary School will exceed capacity by four classrooms

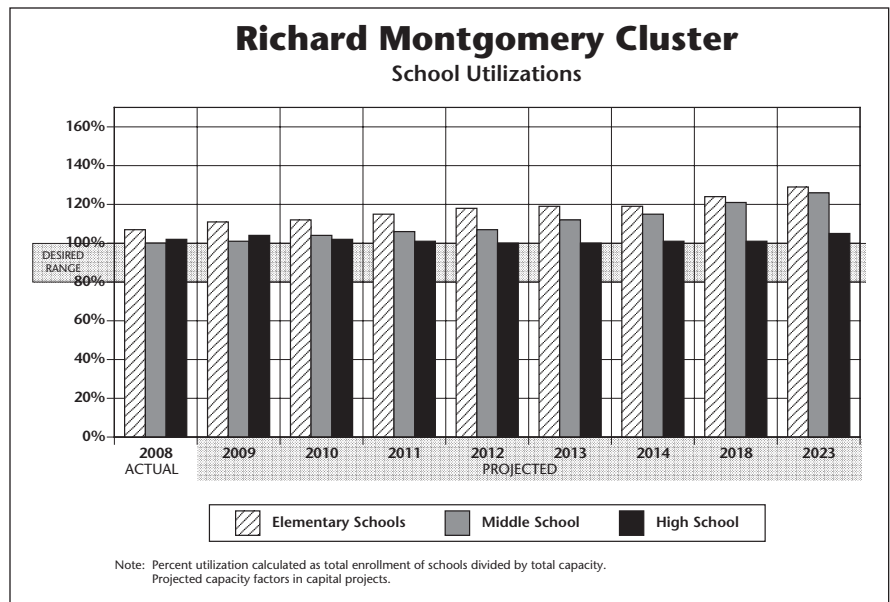
or more by the end of the six-year planning period. An FY 2010 appropriation is recommended for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Twinbrook Elementary School

**Utilization:** Projections indicate enrollment at Twinbrook Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity can be added.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Ritchie Park ES	Classroom addition	Proposed	TBD



# RICHARD MONTGOMERY CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools		Actual 08-09	Projections							
			09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Richard Montgomery HS	Program Capacity	1949	1949	1949	1949	1949	1949	1949	1949	1949
	Enrollment	1988	2029	1987	1966	1946	1940	1969	1970	2055
	Available Space	(39)	(80)	(38)	(17)	3	9	(20)	(21)	(106)
	Comments									
Julius West MS	Program Capacity	973	973	973	973	973	973	973	973	973
	Enrollment	972	985	1009	1034	1040	1094	1123	1175	1225
	Available Space	1	(12)	(36)	(61)	(67)	(121)	(150)	(202)	(252)
	Comments									
Beall ES	Program Capacity	549	549	549	549	549	549	549		
	Enrollment	648	656	669	660	670	669	652		
	Available Space	(99)	(107)	(120)	(111)	(121)	(120)	(103)		
	Comments									
College Gardens ES	Program Capacity	694	694	694	694	694	694	694		
	Enrollment	674	700	690	711	739	733	757		
	Available Space	20	(6)	4	(17)	(45)	(39)	(63)		
	Comments									
Ritchie Park ES	Program Capacity	410	410	410	410	410	410	410		
	Enrollment	467	495	506	526	547	559	556		
	Available Space	(57)	(85)	(96)	(116)	(137)	(149)	(146)		
	Comments		Fac. Plng. For Add.							
Twinbrook ES	Program Capacity	518	518	518	518	518	518	518		
	Enrollment	530	551	573	591	600	615	621		
	Available Space	(12)	(33)	(55)	(73)	(82)	(97)	(103)		
	Comments									
Cluster Information	HS Utilization	102%	104%	102%	101%	100%	100%	101%	101%	105%
	HS Enrollment	1988	2029	1987	1966	1946	1940	1969	1970	2055
	MS Utilization	100%	101%	104%	106%	107%	112%	115%	121%	126%
	MS Enrollment	972	985	1009	1034	1040	1094	1123	1175	1225
	ES Utilization	107%	111%	112%	115%	118%	119%	119%	124%	129%
		2319	2402	2438	2488	2556	2576	2586	2700	2810

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMs%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	1988	17.1%	0.2%	24.3%	16.1%	42.3%	16.3%	7.6%	11.1%
Julius West MS	972	18.5%	0.5%	21.0%	23.7%	36.3%	27.9%	12.4%	13.2%
Beall ES	648	18.2%	0.3%	27.0%	13.9%	40.6%	30.2%	19.3%	16.7%
College Gardens ES	674	18.1%	0.0%	27.0%	9.3%	45.5%	15.0%	15.5%	14.4%
Ritchie Park ES	467	11.1%	0.0%	25.7%	12.0%	51.2%	13.3%	12.9%	14.8%
Twinbrook ES	530	17.7%	0.8%	16.4%	47.7%	17.4%	55.9%	43.0%	19.8%
<b>Elementary Cluster Total</b>	<b>2319</b>	<b>16.6%</b>	<b>0.3%</b>	<b>24.3%</b>	<b>19.9%</b>	<b>38.9%</b>	<b>28.9%</b>	<b>22.8%</b>	<b>16.3%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

**\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.**

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007–2008 school year compared to total enrollment.

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
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Richard Montgomery HS	1942	2007	311,500	29.05		1287			
Julius West MS	1961	1995	147,223	21.3					
Beall ES	1954	1991	79,477	8.4	Yes			6	
College Gardens ES	1967	2007	96,986	7.9	Yes	1282			
Ritchie Park ES	1966	1997	58,500	9.2				1	
Twinbrook ES	1952	1986	79,818	10.5			Yes	4	

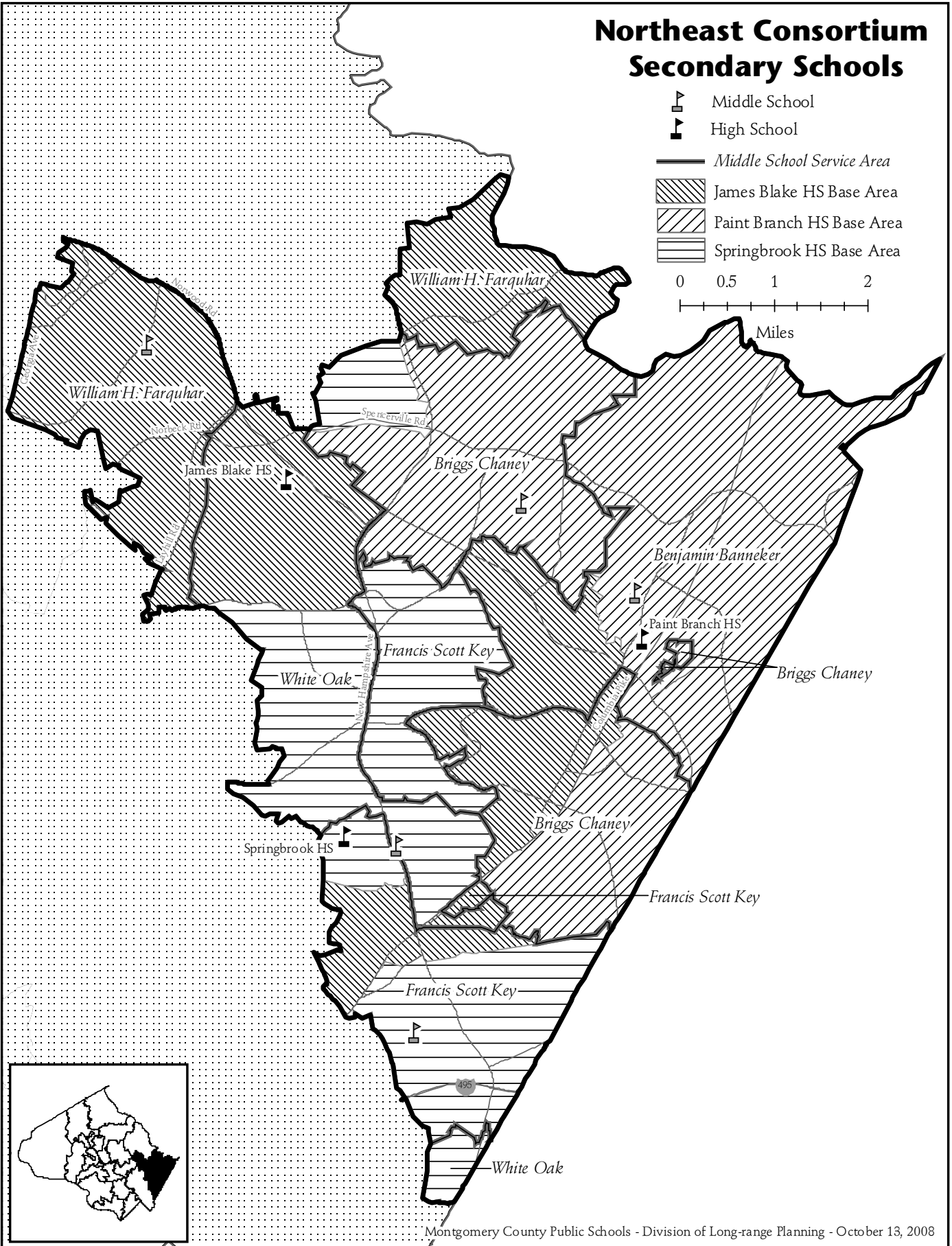
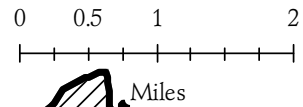
**\*\*Private child care is provided at the school during the school day.**

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.






# Northeast Consortium Secondary Schools

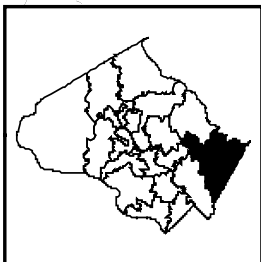
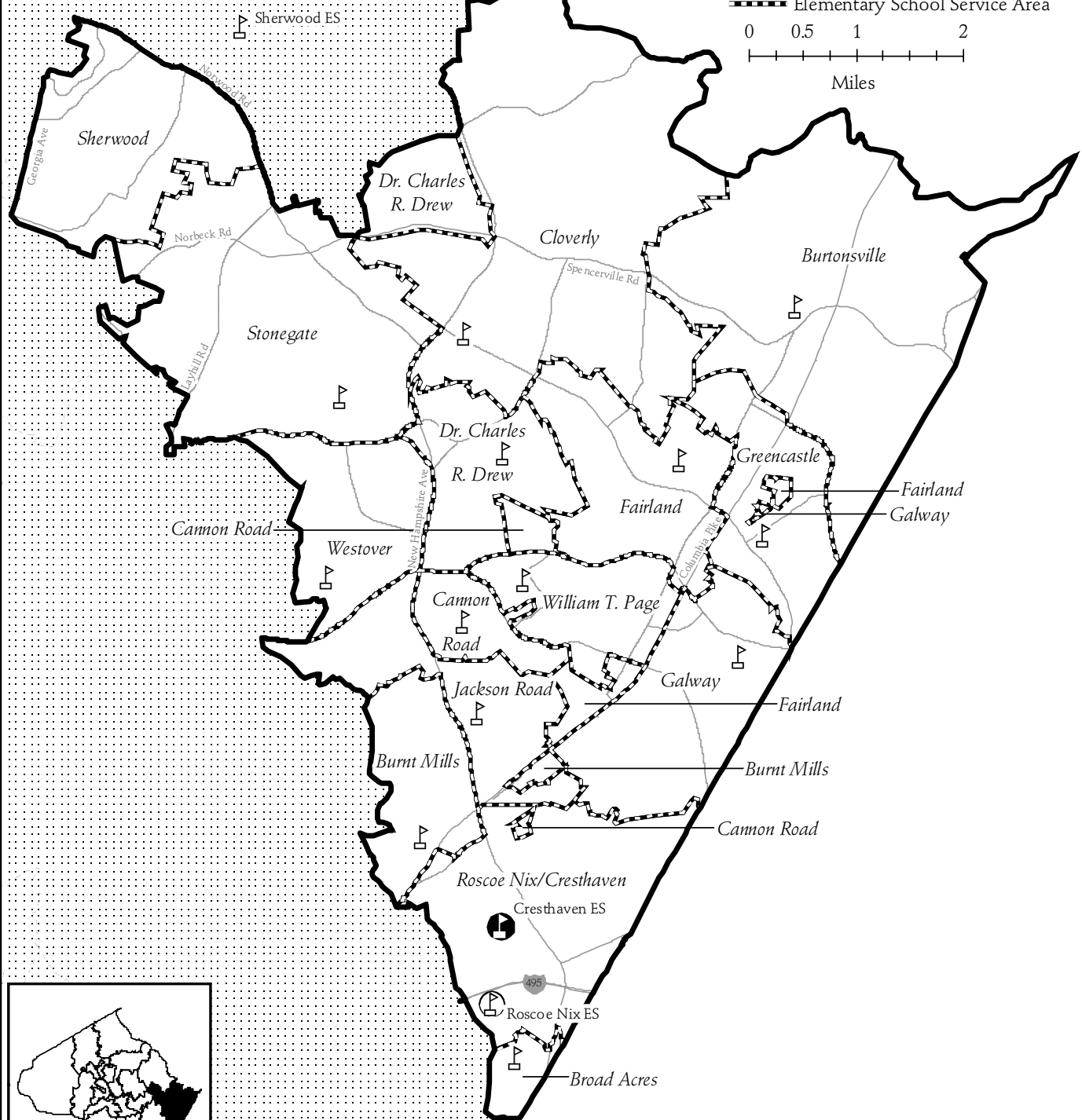
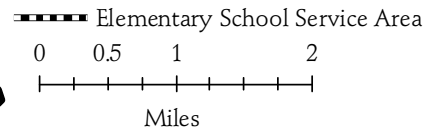
-  Middle School
-  High School
-  Middle School Service Area
-  James Blake HS Base Area
-  Paint Branch HS Base Area
-  Springbrook HS Base Area



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2008

# Northeast Consortium Elementary Schools

-  Paired K-2
-  Paired 3-5
-  Elementary School



Montgomery County Public Schools - Division of Long-range Planning - October 10, 2008

## CONSORTIUM PLANNING ISSUES

The Northeast Consortium provides an innovative program delivery model for the three high schools in the northeast area of the county. Students living in this area of the county are able to choose which of three high schools they wish to attend, based on different signature programs offered at the high schools. The Northeast Consortium's choice program includes James Hubert Blake, Paint Branch, and Springbrook high schools. Choice patterns will continue to be monitored for their impact on projected enrollment and facility utilization.

A high school base area map and middle school articulation diagram are included for the three consortium high schools. Students residing in a base area are guaranteed they may attend the high school served by that base area, if it is their first choice.

## SCHOOLS

### Paint Branch High School

**Utilization:** Projected enrollment at Paint Branch High School will exceed capacity throughout the six-year CIP period. An addition is planned as part of the modernization of the school.

**Capital Project:** Although a modernization project was scheduled for this school with a completion date of August 2010 for the facility and August 2011 for the site work, as part of the FY 2009–2014 CIP, the Board of Education Requested CIP delayed the modernization by one year due to fiscal constraints and a projected revenue shortfall in the county. The County Council, in the adopted CIP, delayed the modernization of the school by an additional year. The new completion date for the project is August 2012 for the facility and August 2013 for the site. An FY 2010 appropriation is recommended to begin the site work for the modernization. In order for this modernization to be completed on the revised schedule, county and state funding must be provided at the levels recommended in this CIP.

### William H. Farquhar Middle School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2015. FY 2011 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Francis Scott Key Middle School

**Capital Project:** A modernization project is underway for this school with a completion date of August 2009. An FY 2009 appropriation was approved for furniture and equipment funds.

### Cannon Road Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of January 2012. An FY 2009 appropriation was approved for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Capital Project:** An FY 2010 appropriation is recommended for planning funds to begin the architectural design of a gymnasium to be constructed as a part of the modernization. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, the county must provide funding at the levels recommended in this CIP.

### Cresthaven Elementary School

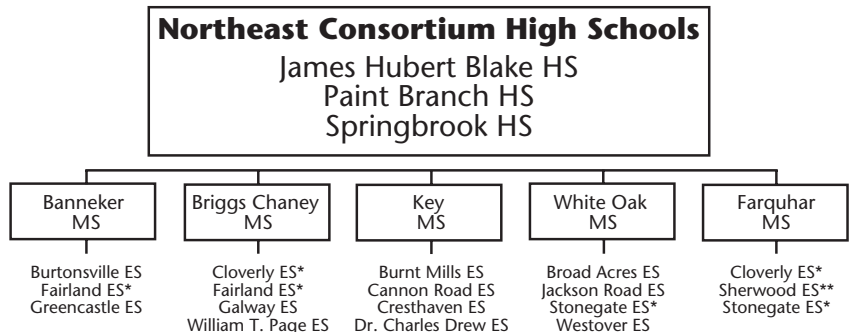
**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2010. An FY 2010 appropriation is recommended for the balance of the construction funds for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Capital Project:** An FY 2009 appropriation is approved for construction funds for a gymnasium to be constructed as part of the modernization project. The scheduled completion date for this gymnasium is August 2010. In order for this gymnasium to be completed on schedule, the county must provide funding at the levels approved in this CIP.

### Fairland Elementary School

**Capital Project:** Projections indicate enrollment at Fairland Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. A classroom addition was approved as part of the FY 2009–2014 CIP to accommodate the projected enrollment. Due to greater than

## Northeast Consortium Articulation Elementary schools articulating to middle schools within a consortium of high schools



\* Denotes schools with split articulation, i.e., some students feed into one middle school, while other students feed into another middle school.

\*\* Students from Sherwood ES articulate to the Northeast Consortium high schools and Sherwood High School.

anticipated enrollment at the school this year, additional classrooms will be needed to accommodate the revised projected enrollment. As a result of the scope changes, the completion date for the classroom addition will need to be delayed from August 2010 to August 2011. An FY 2010 appropriation is recommended to begin the construction of the project. Some of the expenditures for this project will be shifted out of FY 2010 into the out-years of the CIP. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Galway Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of January 2009. An FY 2009 appropriation was approved for furniture and equipment funds.

### Jackson Road Elementary School

**Capital Project:** Projections indicate enrollment at Jackson Road Elementary School will exceed capacity by four classrooms or more throughout the six-year planning period. A classroom addition was approved as part of the FY 2009–2014 CIP to accommodate the projected enrollment. Due to greater than anticipated enrollment at the school this year, additional classrooms will be needed to accommodate the revised projected enrollment. As a result of the scope changes, the completion date for the classroom addition will need to be delayed from August 2010 to August 2011. An FY 2010 appropriation is recommended to begin the construction of the project. Some of the expenditures for this project will be shifted out of FY 2010 into the out-years of the CIP. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Sherwood Elementary School

**Capital Project:** Projections indicate that enrollment at Sherwood Elementary School will exceed the school's current capacity by four classrooms or more throughout the six-year CIP period. An FY 2010 appropriation is recommended for construction funds for the classroom addition. The scheduled completion date for the addition is August 2010. In order for this project to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

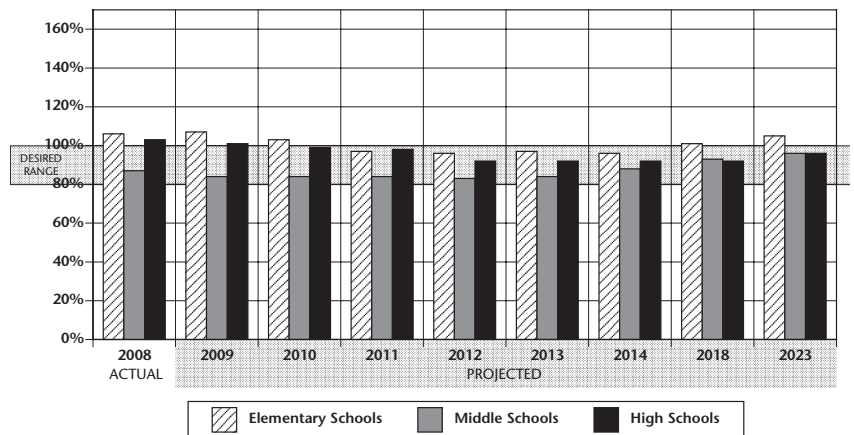
**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Paint Branch HS	Modernization	Recommended	Aug. 2012
	Site work	Recommended	Aug. 2013
Farquhar MS	Modernization	Programmed	Aug. 2015
Key MS	Modernization	Approved	Aug. 2009
Cannon Road ES	Modernization	Approved	Jan. 2012
	Gymnasium	Recommended	Jan. 2012
Cloverly ES	Gymnasium	Approved	Aug. 2008
Cresthaven ES	Modernization	Recommended	Aug. 2010
	Gymnasium	Approved	Aug. 2010
Fairland ES	Addition	Recommended (Delay)	Aug. 2011
Galway ES	Modernization	Approved	Jan. 2009
Jackson Road ES	Classroom addition	Recommended (Delay)	Aug. 2011
Sherwood ES	Classroom addition	Recommended	Aug. 2010
	Restroom Renovations	Approved	SY 2009–2010

## Northeast Consortium

### School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

# NORTHEAST CONSORTIUM

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
James Blake HS		Program Capacity	1715	1715	1715	1715	1715	1715	1715	1715	1715
		Enrollment	1820	1760	1777	1747	1749	1708	1700	1700	1775
		Available Space	(105)	(45)	(62)	(32)	(34)	7	15	15	(60)
		Comments									
Paint Branch HS		Program Capacity	1571	1571	1571	1571	1899	1899	1899	1899	1899
		Enrollment	1809	1873	1862	1894	1964	1967	1956	1960	2045
		Available Space	(238)	(302)	(291)	(323)	(65)	(68)	(57)	(61)	(146)
		Comments			Replacement Facility in Progress		Replace. Comp. Aug. 2012	Site Work Comp. Aug. 2013			
Springbrook HS		Program Capacity	2095	2095	2095	2095	2095	2095	2095	2095	2095
		Enrollment	1890	1799	1706	1649	1561	1549	1572	1575	1640
		Available Space	205	296	389	446	534	546	523	520	455
		Comments									
Benjamin Banneker MS		Program Capacity	876	876	876	876	876	876	876	876	876
		Enrollment	774	779	758	750	728	754	790	830	865
		Available Space	102	97	118	126	148	122	86	46	11
		Comments									
Briggs Chaney MS		Program Capacity	927	927	927	927	927	927	927	927	927
		Enrollment	907	935	954	953	921	903	957	1000	1040
		Available Space	20	(8)	(27)	(26)	6	24	(30)	(73)	(113)
		Comments									
William H. Farquhar MS		Program Capacity	838	838	838	838	838	838	838	838	838
		Enrollment	701	612	600	606	598	589	595	625	650
		Available Space	137	226	238	232	240	249	243	213	188
		Comments			Fac. Plng. For Mod.			@ Tilden Center			
Francis Scott Key MS		Program Capacity	901	878	878	878	878	878	878	878	878
		Enrollment	772	732	740	741	755	806	846	890	925
		Available Space	129	146	138	137	123	72	32	(12)	(47)
		Comments		Mod.Comp. Aug. 2009 +2 AUT							
White Oak MS		Program Capacity	898	924	924	924	924	924	924	924	924
		Enrollment	700	667	684	685	681	687	732	765	800
		Available Space	198	257	240	239	243	237	192	159	124
		Comments		-1 SLC							

# NORTHEAST CONSORTIUM

Schools			Actual 08-09	Projections						2018	2023
				09-10	10-11	11-12	12-13	13-14	14-15		
Broad Acres ES	CSR	Program Capacity	694	694	694	694	694	694	694		
		<b>Enrollment</b>	<b>486</b>	<b>511</b>	<b>541</b>	<b>555</b>	<b>564</b>	<b>564</b>	<b>566</b>		
		Available Space	208	183	153	139	130	130	128		
		Comments									
Burnt Mills ES	CSR	Program Capacity	386	386	386	386	386	386	386		
		<b>Enrollment</b>	<b>368</b>	<b>376</b>	<b>379</b>	<b>390</b>	<b>392</b>	<b>393</b>	<b>398</b>		
		Available Space	18	10	7	(4)	(6)	(7)	(12)		
		Comments									
Burtonsville ES		Program Capacity	594	594	594	594	594	594	594		
		<b>Enrollment</b>	<b>634</b>	<b>633</b>	<b>642</b>	<b>645</b>	<b>653</b>	<b>655</b>	<b>645</b>		
		Available Space	(40)	(39)	(48)	(51)	(59)	(61)	(51)		
		Comments									
Cannon Road ES	CSR	Program Capacity	295	305	305	305	490	490	490		
		<b>Enrollment</b>	<b>402</b>	<b>428</b>	<b>439</b>	<b>449</b>	<b>467</b>	<b>463</b>	<b>465</b>		
		Available Space	(107)	(123)	(134)	(144)	23	27	25		
		Comments		-1 LAD	@ Fairland Facility Mod. Comp. Jan. 2012						
Cloverly ES		Program Capacity	460	460	460	460	460	460	460		
		<b>Enrollment</b>	<b>514</b>	<b>510</b>	<b>500</b>	<b>496</b>	<b>504</b>	<b>504</b>	<b>510</b>		
		Available Space	(54)	(50)	(40)	(36)	(44)	(44)	(50)		
		Comments									
Cresthaven ES	CSR	Program Capacity	363	363	453	453	453	453	453		
		<b>Enrollment</b>	<b>338</b>	<b>353</b>	<b>391</b>	<b>402</b>	<b>405</b>	<b>393</b>	<b>397</b>		
		Available Space	25	10	62	51	48	60	56		
		Comments		@ Fairland Facility	Mod. Comp. Aug. 2010 + Gym						
Dr. Charles R. Drew ES	CSR	Program Capacity	406	436	436	436	436	436	436		
		<b>Enrollment</b>	<b>423</b>	<b>420</b>	<b>415</b>	<b>416</b>	<b>428</b>	<b>433</b>	<b>437</b>		
		Available Space	(17)	16	21	20	8	3	(1)		
		Comments		-3 LAD							
Fairland ES	CSR	Program Capacity	346	346	346	653	653	653	653		
		<b>Enrollment</b>	<b>554</b>	<b>550</b>	<b>568</b>	<b>580</b>	<b>588</b>	<b>591</b>	<b>592</b>		
		Available Space	(208)	(204)	(222)	73	65	62	61		
		Comments				+13 Rooms					
Galway ES	CSR	Program Capacity	754	754	754	754	754	754	754		
		<b>Enrollment</b>	<b>745</b>	<b>772</b>	<b>765</b>	<b>760</b>	<b>766</b>	<b>763</b>	<b>734</b>		
		Available Space	9	(18)	(11)	(6)	(12)	(9)	20		
		Comments	Mod. Comp. Jan. 2009								
Greencastle ES	CSR	Program Capacity	570	570	570	570	570	570	570		
		<b>Enrollment</b>	<b>605</b>	<b>640</b>	<b>644</b>	<b>648</b>	<b>650</b>	<b>647</b>	<b>639</b>		
		Available Space	(35)	(70)	(74)	(78)	(80)	(77)	(69)		
		Comments									

# NORTHEAST CONSORTIUM

Schools			Actual 08-09	Projections						2018	2023
				09-10	10-11	11-12	12-13	13-14	14-15		
Jackson Road ES	CSR	Program Capacity	386	386	386	685	685	685	685		
		<b>Enrollment</b>	<b>587</b>	<b>595</b>	<b>609</b>	<b>625</b>	<b>645</b>	<b>650</b>	<b>645</b>		
		Available Space	(201)	(209)	(223)	60	40	35	40		
		Comments				+14 Rooms					
Roscoe R. Nix ES	CSR	Program Capacity	486	486	486	486	486	486	486		
		<b>Enrollment</b>	<b>414</b>	<b>408</b>	<b>397</b>	<b>403</b>	<b>408</b>	<b>410</b>	<b>412</b>		
		Available Space	72	78	89	83	78	76	74		
		Comments									
William T. Page ES	CSR	Program Capacity	371	371	371	371	371	371	371		
		<b>Enrollment</b>	<b>390</b>	<b>390</b>	<b>383</b>	<b>393</b>	<b>391</b>	<b>398</b>	<b>389</b>		
		Available Space	(19)	(19)	(12)	(22)	(20)	(27)	(18)		
		Comments									
Sherwood ES		Program Capacity	376	376	606	606	606	606	606		
		<b>Enrollment</b>	<b>471</b>	<b>475</b>	<b>478</b>	<b>484</b>	<b>508</b>	<b>522</b>	<b>523</b>		
		Available Space	(95)	(99)	128	122	98	84	83		
		Comments			+8 Rooms						
Stonegate ES		Program Capacity	431	431	431	431	431	431	431		
		<b>Enrollment</b>	<b>442</b>	<b>431</b>	<b>424</b>	<b>429</b>	<b>417</b>	<b>416</b>	<b>421</b>		
		Available Space	(11)	0	7	2	14	15	10		
		Comments	+Gym								
Westover ES		Program Capacity	298	298	298	298	298	298	298		
		<b>Enrollment</b>	<b>260</b>	<b>267</b>	<b>256</b>	<b>262</b>	<b>275</b>	<b>280</b>	<b>294</b>		
		Available Space	38	31	42	36	23	18	4		
		Comments									
Cluster Information		HS Utilization	103%	101%	99%	98%	92%	92%	92%	92%	96%
		HS Enrollment	5519	5432	5345	5290	5274	5224	5228	5500	5650
		MS Utilization	87%	84%	84%	84%	83%	84%	88%	93%	96%
		MS Enrollment	3854	3725	3736	3735	3683	3739	3920	3850	4100
		ES Utilization	106%	107%	103%	97%	96%	97%	96%	101%	105%
		ES Enrollment	7633	7759	7831	7937	8061	8082	8067	8410	8775



## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1820	40.9%	0.3%	9.7%	14.0%	35.1%	16.5%	1.8%	11.5%
Paint Branch HS	1809	47.0%	0.3%	20.2%	12.1%	20.4%	20.9%	0.6%	12.5%
Springbrook HS	1890	47.5%	0.2%	15.7%	23.6%	13.1%	30.9%	5.8%	14.4%
Benjamin Banneker MS	774	61.1%	0.3%	13.6%	12.3%	12.8%	37.4%	4.2%	15.2%
Briggs Chaney MS	907	50.6%	0.4%	16.0%	16.6%	16.3%	31.1%	3.2%	13.6%
William H. Farquhar MS	701	20.4%	0.1%	16.1%	8.6%	54.8%	11.3%	2.4%	5.4%
Francis Scott Key MS	772	45.3%	0.4%	10.5%	35.2%	8.5%	49.6%	8.0%	20.7%
White Oak MS	700	35.1%	0.3%	12.7%	37.4%	14.4%	44.8%	10.2%	18.3%
Broad Acres ES	486	21.6%	0.6%	14.0%	63.2%	0.6%	88.6%	51.7%	26.3%
Burnt Mills ES	368	67.7%	0.3%	2.7%	22.6%	6.8%	57.6%	27.2%	32.1%
Burtonsville ES	634	57.6%	0.3%	20.2%	9.9%	12.0%	28.8%	15.5%	15.5%
Cannon Road ES	402	34.8%	0.5%	15.7%	34.1%	14.9%	47.2%	24.7%	18.9%
Cloverly ES	514	23.3%	0.8%	15.8%	11.5%	48.6%	9.9%	8.3%	7.4%
Cresthaven ES	338	39.3%	0.3%	7.4%	44.7%	8.3%	58.1%	16.2%	22.8%
Dr. Charles R. Drew ES	423	44.2%	0.0%	18.4%	17.7%	19.6%	33.6%	12.0%	11.3%
Fairland ES	554	56.3%	0.0%	13.0%	17.5%	13.2%	41.9%	18.5%	17.1%
Galway ES	745	59.2%	0.1%	15.0%	17.2%	8.5%	46.0%	25.0%	23.1%
Greencastle ES	605	70.2%	0.3%	9.8%	15.9%	3.8%	51.3%	14.3%	26.6%
Jackson Road ES	587	45.5%	0.0%	14.7%	30.5%	9.4%	56.0%	23.2%	20.1%
Roscoe R. Nix ES	414	35.3%	0.2%	11.1%	45.7%	7.7%	60.6%	44.8%	22.5%
William T. Page ES	390	55.1%	0.0%	20.3%	17.7%	6.9%	34.5%	19.8%	11.0%
Sherwood ES	471	20.8%	0.2%	15.1%	10.6%	53.3%	11.4%	3.7%	6.2%
Stonegate ES	442	31.4%	0.2%	17.0%	12.0%	39.4%	13.2%	6.2%	12.2%
Westover ES	260	34.6%	0.4%	20.4%	10.4%	34.2%	17.8%	10.0%	9.6%
<b>Elementary Cluster Total</b>	<b>7633</b>	<b>45.0%</b>	<b>0.3%</b>	<b>14.5%</b>	<b>23.1%</b>	<b>17.2%</b>	<b>40.9%</b>	<b>19.9%</b>	<b>18.0%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.

**Program Capacity and Room Use Table**  
(School Year 2008–2009)

Program Capacity and Room Use Table (School Year 2008–2009)															Special Education Programs																					
															School Based	Cluster Based	Quad Cluster Based					County & Regional Based														
																	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10
Schools	James Blake HS	9–12	1715	79		73										5						1														
Paint Branch HS	9–12	1571	75		65											4				3							3									
Springbrook HS	9–12	2095	101		85								3	2		6					2	3														
Benjamin Banneker MS	6–8	876	43		39								1			2				1																
Briggs Chaney MS	6–8	927	46		41								1			2										2										
William H. Farquhar MS	6–8	838	42		37											3				1	1															
Francis Scott Key MS	6–8	901	44		40								1			3																				
White Oak MS	6–8	898	47		38								2	1		2					2											2				
Broad Acres ES	HS–5	694	40	6		17	9		1	1	5				1																					
Burnt Mills ES	Pre-K–5	386	24	5		8	6		1		4																									
Burtonsville ES	K–5	594	30	4		22						4																								
Cannon Road ES	K–5	295	24	6		3	7				5						1		1				1													
Cloverly ES	K–5	460	27	4		14						3												3								3				
Cresthaven ES	3–5	363	22	5		14								1			2																			
Dr. Charles R. Drew ES	Pre-K–5	406	28	4		8	4		1		3					3				5																
Fairland ES	HS–5	346	25	4		2	10			1	6															2										
Galway ES	Pre-K–5	754	45	4		14	13		1		7					2		4																		
Greencastle ES	Pre-K–5	570	33	4		11	11		1		6																									
Jackson Road ES	Pre-K–5	386	25	4		2	9		1		5																					4				
Roscoe R. Nix ES	Pre-K–2	486	33	3			20	1			8										1															
William T. Page ES	Pre-K–5	371	22	4		8	6		1		3																									
Sherwood ES	K–5	376	22	4		12						4										2														
Stonegate ES	K–5	431	24	4		15						3								2																
Westover ES	K–5	298	18	3		10						2							1				2													

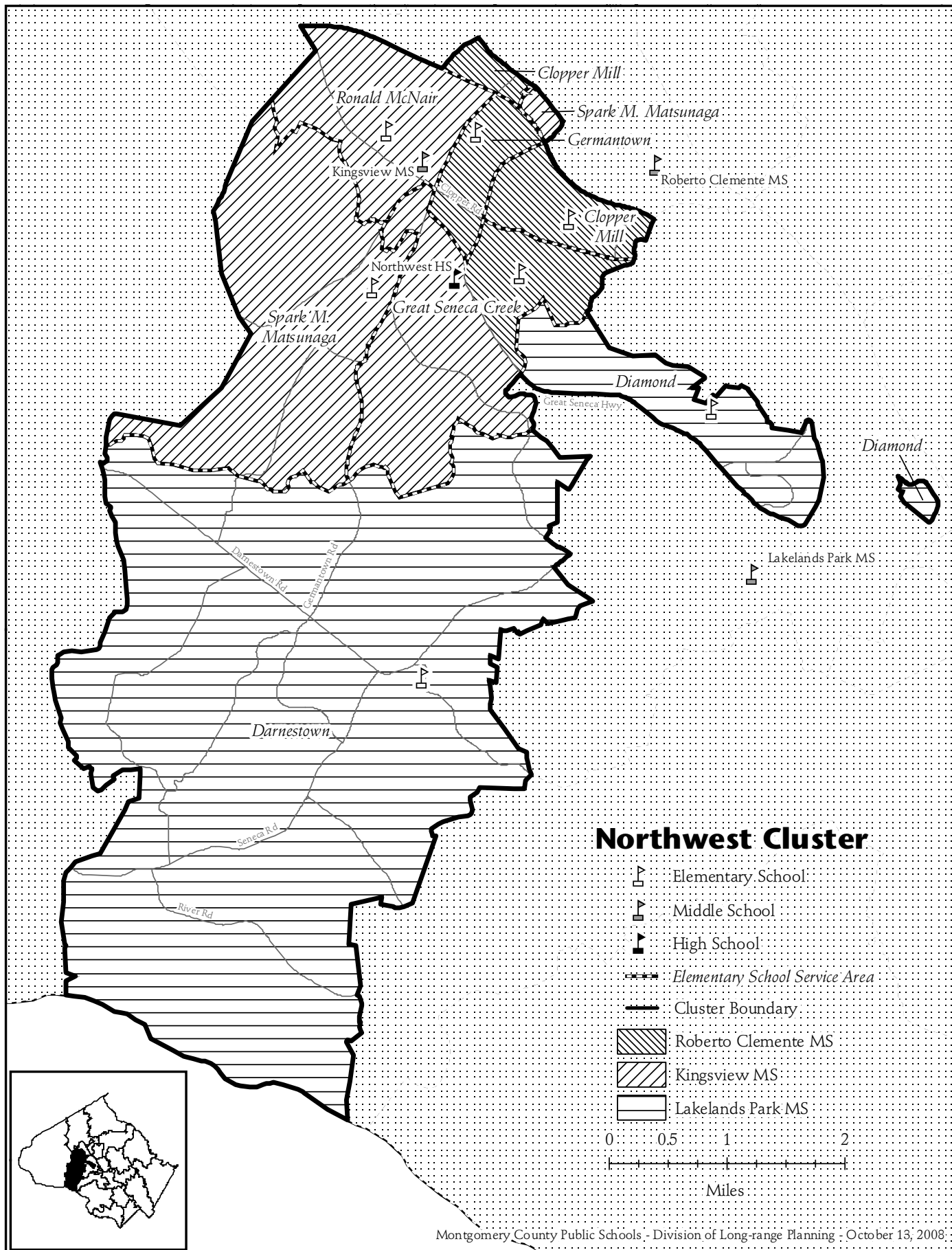
### Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
James Blake HS	1998		297,125	91.09				7	
Paint Branch HS	1969		260,680	33.6		1425		5	
Springbrook HS	1960	1994	305,006	25.13	Yes				
Benjamin Banneker MS	1974		117,035	20		TBD			Yes
Briggs Chaney MS	1991		115,000	29.4					
William H. Farquhar MS	1968		116,300	20		1434			
Francis Scott Key MS	1966	1990	120,670	20.6		1389			Yes
White Oak MS	1962	1993	140,990	17.3					
Broad Acres ES	1952		88,922	6.2	Yes	TBD			Yes
Burnt Mills ES	1964	1990	57,318	15.1		TBD		1	Yes
Burtonsville ES	1952	1993	71,349	11.9					
Cannon Road ES	1967		44,839	4.4	Yes	1357		7	
Cloverly ES	1961	1989	61,991	10	Yes			2	
Cresthaven ES	1962		46,490	9.8		1311			Yes
Dr. Charles R. Drew ES	1991		73,975	12					
Fairland ES	1992		66,817	11.8				8	
Galway ES	1967		67,452	9	Yes	1301	Yes		
Greencastle ES	1988		78,275	18.9				1	Yes
Jackson Road ES	1959	1995	65,279	8.8				11	
Roscoe R. Nix ES	2006		88,351	8.97	Yes				
William T. Page ES	1965	2003	58,726	9.8		1404	Yes		
Sherwood ES	1977		60,064	10.85		TBD	Yes	7	
Stonegate ES	1971		52,468	10.3		TBD	Yes	4	
Westover ES	1964	1998	54,645	7.6				1	

\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.



## SCHOOLS

### Darnestown Elementary School

**Capital Project:** Projections indicate enrollment at Darnestown Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2009 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Diamond Elementary School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

### Germantown Elementary School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

### Great Seneca Creek Elementary School

**Utilization:** Projections indicate enrollment at Great Seneca Creek Elementary School will exceed capacity by four or more classrooms by the end of the six-year planning period. Enrollment will be monitored to determine if a facility plan is needed in the future.

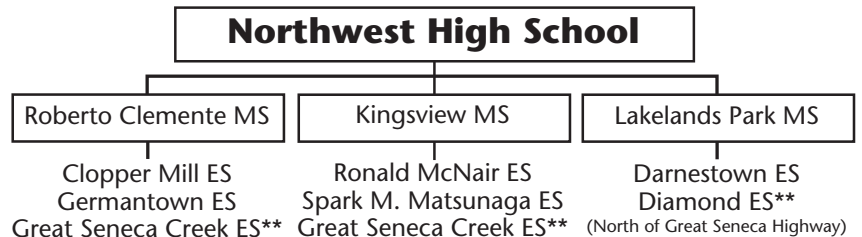
### Spark M. Matsunaga Elementary School

**Utilization:** Projections indicate enrollment at Spark M. Matsunaga Elementary School will exceed capacity by four or more classrooms by the end of the six-year planning period. Enrollment will be monitored to determine if a facility plan is needed in the future.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Darnestown ES	Classroom addition	Proposed	TBD
Diamond ES	Restroom renovations	Approved	SY 2009–2010
Germantown ES	Restroom renovations	Approved	SY 2009–2010

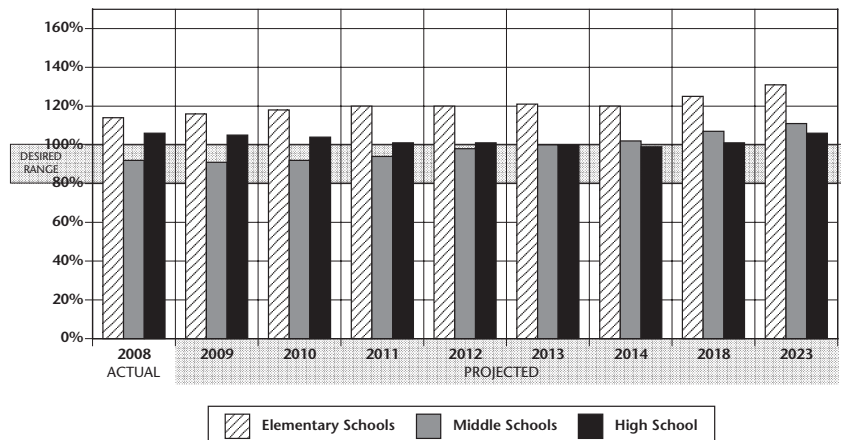
## Northwest Cluster Articulation\*



- \* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- \* S. Christa McAuliffe and Sally K. Ride elementary schools (south of Middlebrook Road) also articulate to Roberto Clemente Middle School, but thereafter articulate to Seneca Valley High School.
- \* Brown Station and Rachel Carson elementary schools also articulate to Lakelands Park Middle School but thereafter articulate to Quince Orchard High School.
- \*\* Diamond Elementary School (south of Great Seneca Highway) also articulates to Ridgeview Middle School and to Quince Orchard High School.
- \*\* A portion of Great Seneca Creek Elementary School articulates to Roberto Clemente Middle School and another portion to Kingsview Middle School.

## Northwest Cluster

### School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

# NORTHWEST CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			08-09	09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Northwest HS		Program Capacity	2151	2151	2151	2151	2151	2151	2151	2151	2151
		Enrollment	2034	2050	2062	2121	2138	2142	2173	2175	2270
		Available Space	117	101	89	30	13	9	(22)	(24)	(119)
		Comments									
Roberto Clemente MS		Program Capacity	1165	1165	1165	1165	1165	1165	1165	1165	1165
		Enrollment	1154	1147	1151	1131	1143	1144	1160	1215	1265
		Available Space	11	18	14	34	22	21	5	(50)	(100)
		Comments									
Kingsview MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	898	891	910	928	997	1024	1035	1085	1130
		Available Space	58	65	46	28	(41)	(68)	(79)	(129)	(174)
		Comments									
Lakelands Park MS		Program Capacity	1068	1068	1068	1068	1068	1068	1068	1068	1068
		Enrollment	890	852	873	927	972	1027	1055	1100	1145
		Available Space	178	216	195	141	96	41	13	(32)	(77)
		Comments	-1 SCB								
Clopper Mill ES	CSR	Program Capacity	404	404	404	404	404	404	404		
		Enrollment	424	455	459	466	474	478	478		
		Available Space	(20)	(51)	(55)	(62)	(70)	(74)	(74)		
		Comments									
Darnestown ES		Program Capacity	273	273	273	273	273	273	273		
		Enrollment	376	386	383	388	402	402	407		
		Available Space	(103)	(113)	(110)	(115)	(129)	(129)	(134)		
		Comments	Fac. Plng. for Add.								
Diamond ES		Program Capacity	509	509	509	509	509	509	509		
		Enrollment	483	505	531	548	563	573	562		
		Available Space	26	4	(22)	(39)	(54)	(64)	(53)		
		Comments									
Germantown ES		Program Capacity	361	361	361	361	361	361	361		
		Enrollment	285	292	299	318	328	338	341		
		Available Space	76	69	62	43	33	23	20		
		Comments									
Great Seneca Creek ES		Program Capacity	659	659	659	659	659	659	659		
		Enrollment	723	741	770	776	782	777	772		
		Available Space	(64)	(82)	(111)	(117)	(123)	(118)	(113)		
		Comments									
Spark M. Matsunaga ES		Program Capacity	660	660	660	660	660	660	660		
		Enrollment	948	950	952	961	931	927	919		
		Available Space	(288)	(290)	(292)	(301)	(271)	(267)	(259)		
		Comments									
Ronald McNair ES		Program Capacity	612	612	612	612	612	612	612		
		Enrollment	739	709	707	707	698	698	699		
		Available Space	(127)	(97)	(95)	(95)	(86)	(86)	(87)		
		Comments									
Cluster Information		HS Utilization	106%	105%	104%	101%	101%	100%	99%	101%	106%
		HS Enrollment	2151	2151	2151	2151	2151	2151	2151	2175	2270
		MS Utilization	92%	91%	92%	94%	98%	100%	102%	107%	111%
		MS Enrollment	2942	2890	2934	2986	3112	3195	3250	3400	3540
		ES Utilization	114%	116%	118%	120%	120%	121%	120%	125%	131%
		ES Enrollment	3978	4038	4101	4164	4178	4193	4178	4360	4550

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Northwest HS	2034	30.6%	0.3%	16.5%	16.8%	35.7%	16.4%	0.0%	11.4%
Roberto Clemente MS	1154	28.0%	0.2%	20.3%	23.1%	28.4%	28.4%	2.7%	11.7%
Kingsview MS	898	25.3%	0.3%	29.8%	10.6%	34.0%	14.8%	2.8%	7.7%
Lakelands Park MS	890	15.7%	0.3%	15.6%	14.9%	53.4%	15.8%	3.9%	12.4%
Clopper Mill ES	424	39.9%	0.0%	9.2%	39.2%	11.8%	60.2%	25.8%	27.1%
Darnestown ES	376	3.2%	0.5%	10.9%	4.0%	81.4%	3.1%	5.0%	5.3%
Diamond ES	483	12.2%	0.0%	32.3%	11.0%	44.5%	13.5%	13.0%	21.3%
Germantown ES	285	30.5%	0.4%	21.8%	17.9%	29.5%	27.8%	12.5%	13.3%
Great Seneca Creek ES	723	25.7%	0.1%	22.4%	15.8%	36.0%	23.0%	15.0%	18.7%
Spark M. Matsunaga ES	948	17.1%	0.2%	38.4%	8.1%	36.2%	12.8%	9.1%	8.5%
Ronald McNair ES	739	26.5%	0.0%	25.7%	14.5%	33.3%	19.9%	11.6%	11.6%
<b>Elementary Cluster Total</b>	<b>3978</b>	<b>21.9%</b>	<b>0.2%</b>	<b>25.5%</b>	<b>14.7%</b>	<b>37.8%</b>	<b>21.6%</b>	<b>12.8%</b>	<b>14.5%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.

## Program Capacity and Room Use Table (School Year 2008-2009)

# Program Capacity and Room Use Table

(School Year 2008–2009)

Schools	Special Education Programs																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	School Based	Cluster Based	Quad Cluster Based	County & Regional Based																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Northwest HS	9–12	2151	102		88										10																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													



## Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Northwest HS	1998		340,867	34.6	Yes				
Roberto Clemente MS	1994		148,246	19.9					
Kingsview MS	1997		140,398	18.5	Yes				
Lakelands Park MS	2005		153,588	8.11	Yes				
Clopper Mill ES	1986		64,851	9	Yes			4	
Darnestown ES	1954	1980	37,685	7.2		TBD		6	
Diamond ES	1975		64,950	10	Yes	TBD			
Germantown ES	1935	1978	57,668	7.8		TBD			
Great Seneca Creek ES	2006		82,511	13.71					
Spark M. Matsunaga ES	2001		80,733	11.8				12	
Ronald McNair ES	1990		78,275	10	Yes			4	






\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

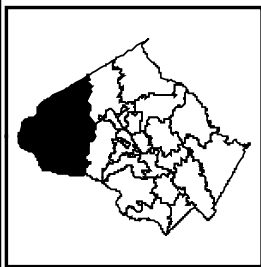
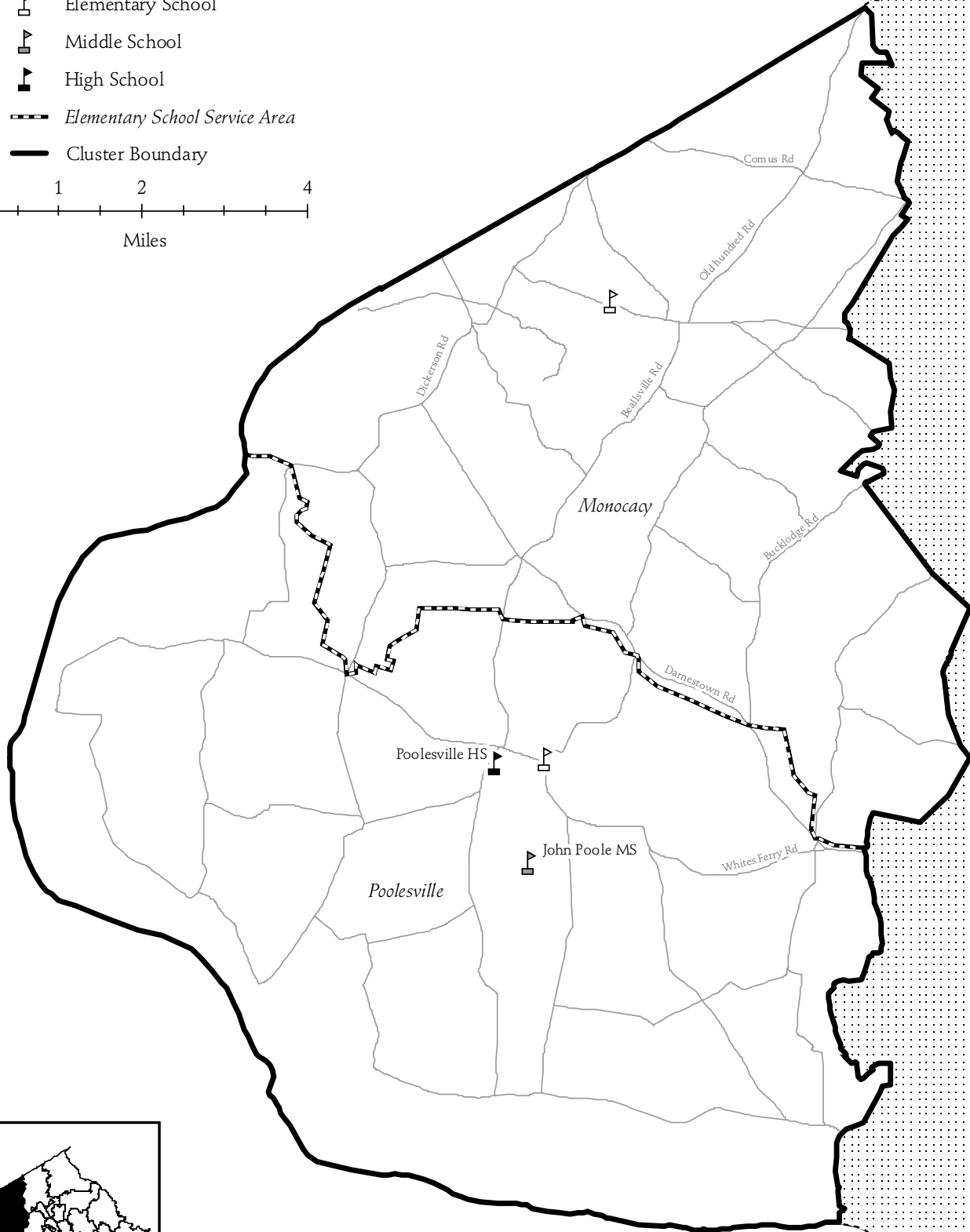
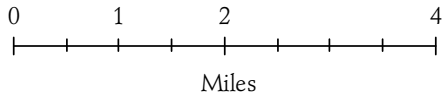
\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.



# Poolesville Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2008

## CLUSTER PLANNING ISSUES

### SCHOOLS

#### Poolesville High School

**Planning Issue:** Poolesville High School became a whole school magnet school in August 2006. The whole school magnet model serves the local student population and students applying from outside the cluster. Students have the opportunity to choose among three houses including—the Global Ecology House; the Humanities House; and the Science, Mathematics, and Computer Science House. The programs incorporate elements of the programs at Montgomery Blair High School and the Global Ecology program that currently exists at Poolesville High School. The Humanities and Science, Mathematics and Computer Science programs began in August 2006 with the incoming Grade 9 class.

**Capital Project:** Construction is underway for—an addition to upgrade the existing science laboratories that are outdated; an addition of six science laboratories and one technology

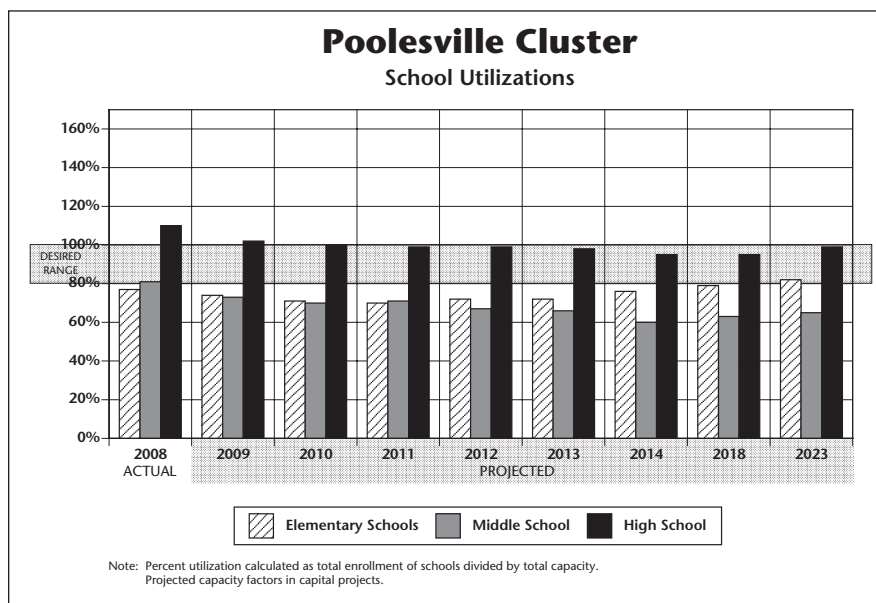
education laboratory; and complete interior modifications to support the educational programs at the school. An FY 2009 appropriation was approved for construction funds for the laboratory addition. The completion date for the science and technology laboratories is August 2009.

#### Poolesville Elementary School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Poolesville HS	Science and technology education laboratories	Approved	Aug. 2009
Poolesville ES	Restroom renovations	Approved	SY 2009–2010



POOLESVILLE CLUSTER

**Projected Enrollment and Space Availability**

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Poolesville HS		Program Capacity	950	1107	1107	1107	1107	1107	1107	1107	1107
		Enrollment	1049	1131	1111	1097	1092	1088	1054	1055	1100
		Available Space	(99)	(24)	(4)	10	15	19	53	52	7
		Comments		+7 Rooms							
John Poole MS		Program Capacity	472	472	472	472	472	472	472	472	472
		Enrollment	381	343	329	335	317	312	284	295	305
		Available Space	91	129	143	137	155	160	188	177	167
		Comments									
Monocacy ES		Program Capacity	205	205	205	205	205	205	205		
		Enrollment	191	192	190	189	189	200	211		
		Available Space	14	13	15	16	16	5	(6)		
		Comments									
Poolesville ES		Program Capacity	549	549	549	549	549	549	549		
		Enrollment	390	363	343	340	351	343	360		
		Available Space	159	186	206	209	198	206	189		
		Comments									
Cluster Information		HS Utilization	110%	102%	100%	99%	99%	98%	95%	95%	99%
		HS Enrollment	1049	1131	1111	1097	1092	1088	1054	1055	1100
		MS Utilization	81%	73%	70%	71%	67%	66%	60%	63%	65%
		MS Enrollment	381	343	329	335	317	312	284	295	305
		ES Utilization	77%	74%	71%	70%	72%	72%	76%	79%	82%
		ES Enrollment	581	555	533	529	540	543	571	595	620

## POOLESVILLE CLUSTER

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMs%*	ESOL%**	Mobility Rate%***
Poolesville HS	1049	5.7%	0.8%	17.7%	4.3%	71.5%	3.9%	0.0%	3.9%
John Poole MS	381	6.8%	0.3%	1.3%	5.0%	86.6%	8.8%	0.8%	4.5%
Monocacy ES	191	6.8%	1.6%	4.2%	5.8%	81.7%	13.7%	3.4%	5.8%
Poolesville ES	390	5.6%	1.3%	2.3%	9.5%	81.3%	13.8%	3.5%	6.4%
<b>Elementary Cluster Total</b>	<b>581</b>	<b>6.0%</b>	<b>1.4%</b>	<b>2.9%</b>	<b>8.3%</b>	<b>81.4%</b>	<b>13.8%</b>	<b>3.4%</b>	<b>6.2%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.**

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007–2008 school year compared to total enrollment.

## Program Capacity and Room Use Table

(School Year 2008–2009)

Program Capacity and Room Use Table (School Year 2008–2009)		Special Education Programs																																	
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																														
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Poolesville HS	9–12	950	43		41										2																				
John Poole MS	6–8	472	23		21										2																				
Monocacy ES	K–5	205	12	3		7						2																							
Poolesville ES	K–5	549	28	4		21						3																							

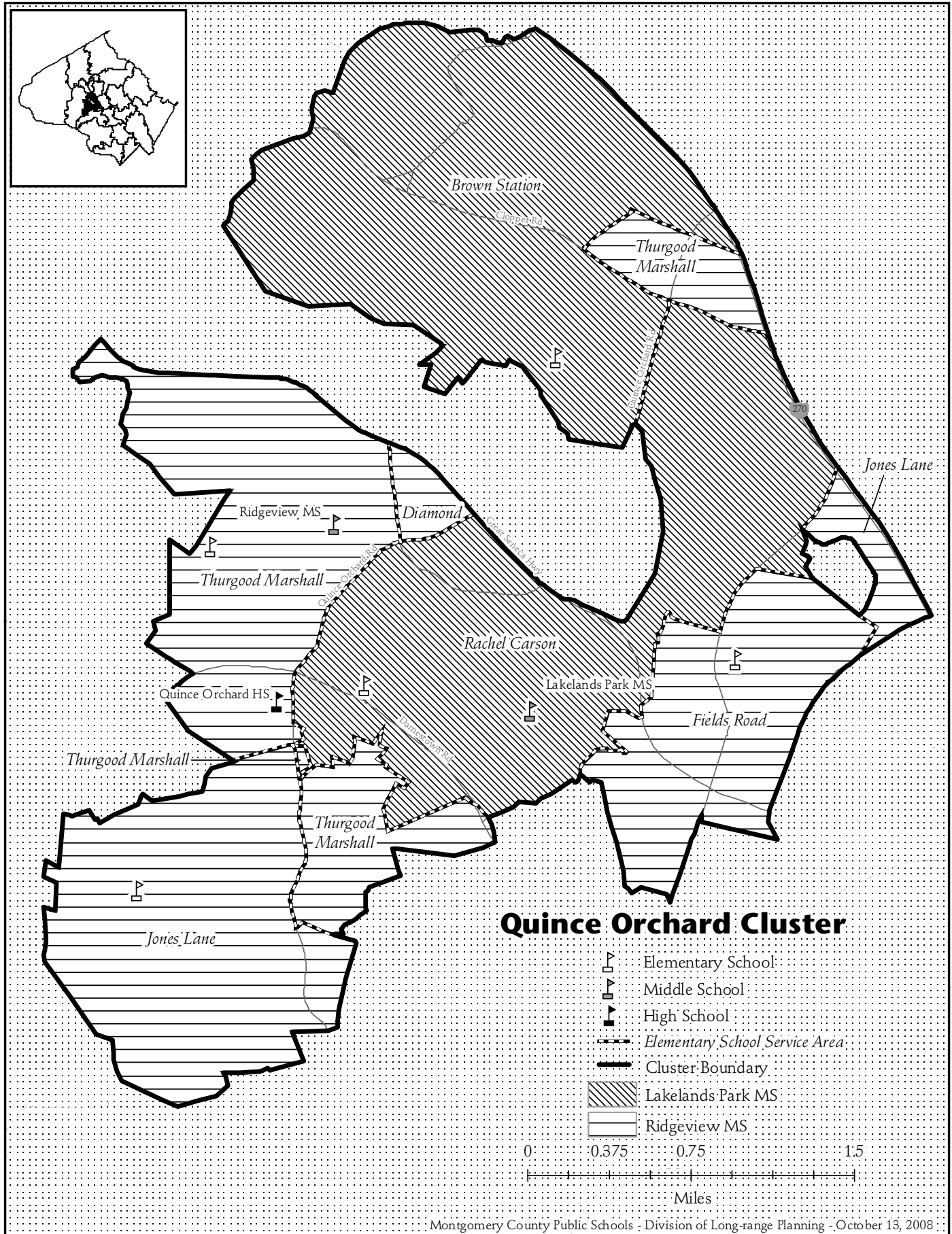
## Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Poolesville HS	1953	1978	141,249	37.2		1362		8	
John Poole MS	1997		85,669	20.5					
Monocacy ES	1961	1989	42,482	27				3	
Poolesville ES	1960	1978	64,803	12.3		TBD	Yes		

*\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.*

**\*\*Private child care is provided at the school during the school day.**

\*\*\*TLL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.





## SCHOOLS

### Ridgeview Middle School

**Capital Project:** Although improvements to this facility were approved in the Amended FY 2007–2012 CIP, due to the fiscal constraints and projected shortfalls in the county and state revenue, the scope of the project has been reduced. The scope of this project is currently being revised. The timing for completion of this work will be determined once the scope of the project is revised as part of the FY 2011–2016 CIP.

**Capital Project:** Restroom renovations are planned for this school for completion in the 2008–2009 school year.

### Brown Station Elementary School

**Utilization:** Projections indicate enrollment at Brown Station Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization.

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2016. FY 2012 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

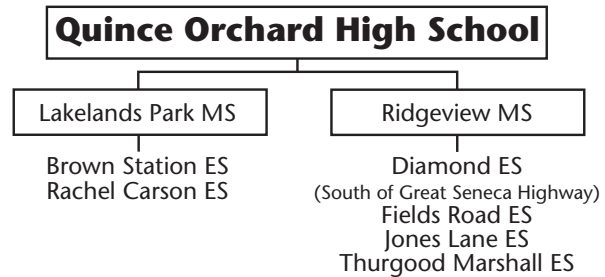
### Rachel Carson Elementary School

**Utilization:** Projections indicate enrollment at Rachel Carson Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. As part of the Amended FY 2007–2012 CIP, options were developed to address the overutilization at Rachel Carson Elementary School. These options included feasibility studies for classroom additions at Jones Lane and/or Thurgood Marshall elementary schools. After careful consideration, the Elementary Learning Center (ELC) currently located at Rachel Carson Elementary School is scheduled for relocation to Jones Lane Elementary School in August 2010. This move will free up four classrooms at Rachel Carson Elementary School. Enrollment will continue to be monitored to determine whether it is necessary to develop additional plans to relieve Rachel Carson Elementary School in the future.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Ridgeview MS	Restroom renovations	Approved	SY 2008–2009
	Site and administration modifications	Approved	TBD
Brown Station ES	Restroom renovations	Approved	SY 2009–2010
	Modernization	Programmed	Aug. 2016

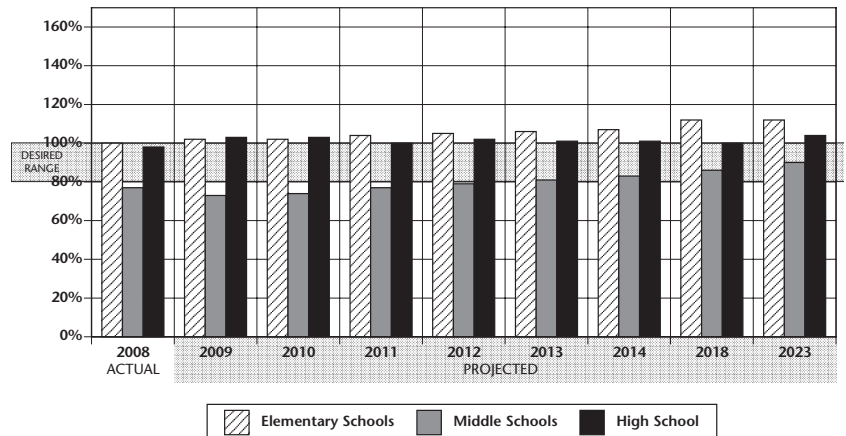
## Quince Orchard Cluster Articulation\*



\*“Cluster” is defined as the collection of elementary schools that articulate to the same high school.

\*Diamond (north of Great Seneca Highway) and Darnestown elementary schools also articulate to Lakelands Park Middle School, but thereafter to Northwest High School.

## Quince Orchard Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

QUINCE ORCHARD CLUSTER

**Projected Enrollment and Space Availability**

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Quince Orchard HS		Program Capacity	1774	1774	1774	1774	1774	1774	1774	1791	1791
		Enrollment	1738	1827	1834	1775	1812	1797	1788	1790	1865
		Available Space	36	(53)	(60)	(1)	(38)	(23)	(14)	1	(74)
		Comments									
Lakelands Park MS		Program Capacity	1068	1068	1068	1068	1068	1068	1068	1085	1085
		Enrollment	890	852	873	927	972	1027	1055	1100	1145
		Available Space	178	216	195	141	96	41	13	(15)	(60)
		Comments	-1 SCB								
Ridgeview MS		Program Capacity	1007	1007	1007	1007	1007	1007	1007	1007	1007
		Enrollment	708	671	660	671	664	653	667	700	730
		Available Space	299	336	347	336	343	354	340	307	277
		Comments									
Brown Station ES	CSR	Program Capacity	417	417	417	417	417	417	417	@Grosvenor Facility Jan. 2015	
		Enrollment	400	414	434	467	488	512	534		
		Available Space	17	3	(17)	(50)	(71)	(95)	(117)		
		Comments				Fac. Plng. For Mod.					
Rachel Carson ES		Program Capacity	639	639	691	691	691	691	691		
		Enrollment	840	853	827	829	817	788	787		
		Available Space	(201)	(214)	(136)	(138)	(126)	(97)	(96)		
		Comments			-4 ELC						
Fields Road ES		Program Capacity	598	581	581	581	581	581	581		
		Enrollment	420	444	460	481	505	521	530		
		Available Space	178	137	121	100	76	60	51		
		Comments	+1 pre-K AUT								
Jones Lane ES		Program Capacity	495	495	473	473	473	473	473		
		Enrollment	501	491	516	518	515	517	519		
		Available Space	(6)	4	(43)	(45)	(42)	(44)	(46)		
		Comments			+4 ELC						
Thurgood Marshall ES		Program Capacity	529	529	529	529	529	529	529		
		Enrollment	527	515	510	510	510	520	519		
		Available Space	2	14	19	19	19	9	10		
		Comments	+Gym	-1 GT/LD							
Cluster Information		HS Utilization	98%	103%	103%	100%	102%	101%	101%	100%	104%
		HS Enrollment	1738	1827	1834	1775	1812	1797	1788	1790	1865
		MS Utilization	77%	73%	74%	77%	79%	81%	83%	86%	90%
		MS Enrollment	1598	1523	1533	1598	1636	1680	1722	1800	1875
		ES Utilization	100%	102%	102%	104%	105%	106%	107%	112%	112%
		ES Enrollment	2688	2717	2747	2805	2835	2858	2889	3010	3140

QUINCE ORCHARD CLUSTER

Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	1738	17.7%	0.2%	14.3%	18.4%	49.5%	16.0%	7.1%	14.6%
Lakelands Park MS	890	15.7%	0.3%	15.6%	14.9%	53.4%	15.8%	3.9%	12.4%
Ridgeview MS	708	14.8%	0.0%	17.7%	16.4%	51.1%	18.9%	4.3%	10.7%
Brown Station ES	400	39.8%	0.0%	11.3%	35.3%	13.8%	50.7%	21.6%	24.0%
Rachel Carson ES	840	6.5%	0.1%	13.0%	12.6%	67.7%	11.5%	11.5%	10.7%
Fields Road ES	420	21.2%	0.0%	21.9%	17.6%	39.3%	20.2%	13.3%	13.6%
Jones Lane ES	501	12.2%	0.0%	17.8%	17.2%	52.9%	20.4%	7.1%	9.2%
Thurgood Marshall ES	527	13.5%	2.3%	17.6%	14.6%	52.0%	18.1%	8.2%	16.7%
<b>Elementary Cluster Total</b>	<b>2688</b>	<b>16.2%</b>	<b>0.5%</b>	<b>15.9%</b>	<b>18.0%</b>	<b>49.4%</b>	<b>21.6%</b>	<b>11.8%</b>	<b>14.0%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.

Program Capacity and Room Use Table  
(School Year 2008-2009)

Program Capacity and Room Use Table (School Year 2008–2009)															Special Education Programs																				
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based																	
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Quince Orchard HS	9–12	1774	88		71								4		6					1	4						2								
Lakelands Park MS	6–8	1068	54		47								1		4												1								1
Ridgeview MS	6–8	1007	49		45								1		3																				
Brown Station ES	HS–5	417	26	5		7	8		1	1	4																								
Rachel Carson ES	Pre-K–5	639	35	5		18			1			6					1	4																	
Fields Road ES	Pre-K–5	598	30	3		22		1				3											1												
Jones Lane ES	K–5	495	27	4		16						4					3																		
Thurgood Marshall ES	K–5	529	28	4		17						3																				4			

## QUINCE ORCHARD CLUSTER

### Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Quince Orchard HS	1988		284,912	30.1					
Lakelands Park MS	2005		153,588	8.11	Yes				
Ridgeview MS	1975		136,379	20		TBD			
Brown Station ES	1969		58,338	9	Yes	1516			
Rachel Carson ES	1990		78,547	12.4				7	
Fields Road ES	1973		72,302	10		TBD			
Jones Lane ES	1987		60,679	12.1				2	
Thurgood Marshall ES	1993		77,798	12			Yes	1	






\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

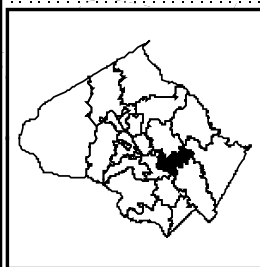
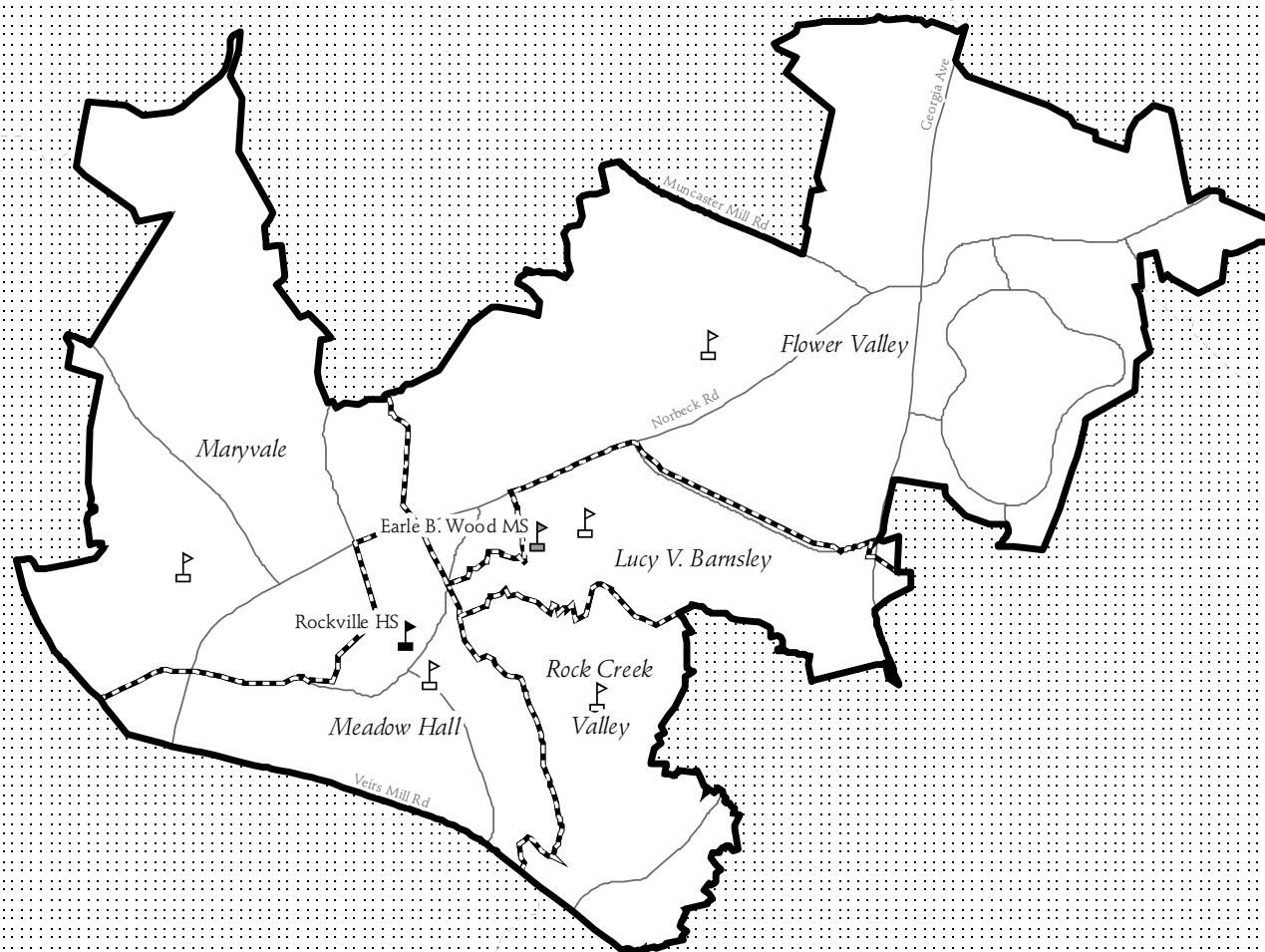
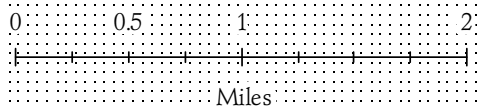
\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.



# Rockville Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2008

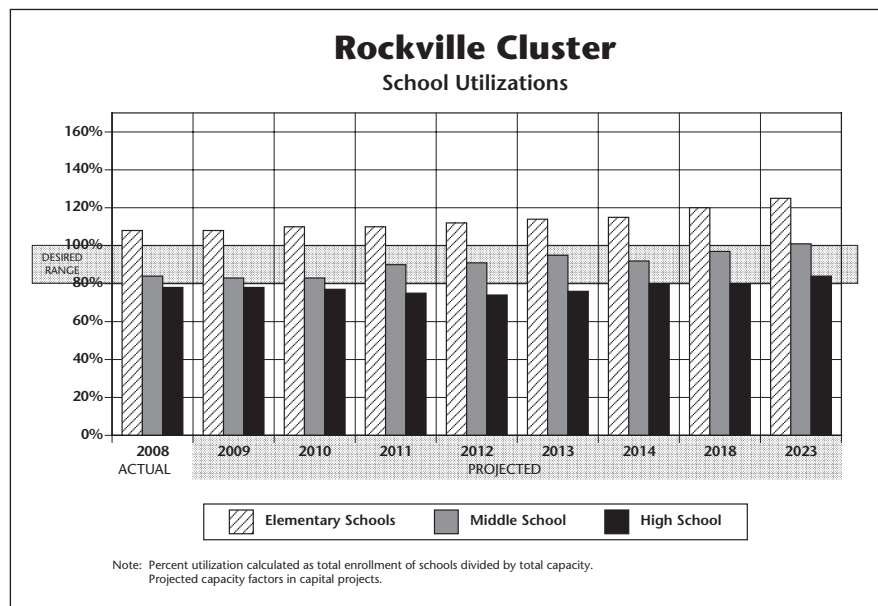
## SCHOOLS

### Maryvale Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of January 2018. FY 2013 expenditures are programmed for facility planning to conduct a feasibility study to determine the feasibility, scope, and cost of the modernization project. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Maryvale ES	Modernization	Programmed	Jan. 2018





# ROCKVILLE CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Rockville HS		Program Capacity	1598	1584	1584	1584	1584	1584	1584	1584	1584
		Enrollment	1249	1234	1219	1194	1172	1208	1263	1270	1325
		Available Space	349	350	365	390	412	376	321	314	259
		Comments		+1 LFI							
Earle B. Wood MS		Program Capacity	972	972	972	972	972	972	972	972	972
		Enrollment	815	804	803	876	883	920	898	940	980
		Available Space	157	168	169	96	89	52	74	32	(8)
		Comments									
Lucy V. Barnsley ES		Program Capacity	514	524	524	524	524	524	524		
		Enrollment	604	593	601	589	602	601	608		
		Available Space	(90)	(69)	(77)	(65)	(78)	(77)	(84)		
		Comments		-1 GT/LD							
Flower Valley ES		Program Capacity	429	429	429	429	429	429	429		
		Enrollment	440	444	468	461	466	483	491		
		Available Space	(11)	(15)	(39)	(32)	(37)	(54)	(62)		
		Comments									
Maryvale ES	CSR	Program Capacity	579	579	579	579	579	579	579		
		Enrollment	606	622	627	618	632	635	645		
		Available Space	(27)	(43)	(48)	(39)	(53)	(56)	(66)		
		Comments					Fac. Plng. For Mod.				
Meadow Hall ES	CSR	Program Capacity	342	342	342	342	342	342	342		
		Enrollment	344	347	356	380	393	400	401		
		Available Space	(2)	(5)	(14)	(38)	(51)	(58)	(59)		
		Comments	+Gym -2 LAD								
Rock Creek Valley ES	CSR	Program Capacity	363	363	363	363	363	363	363		
		Enrollment	410	399	404	416	418	425	425		
		Available Space	(47)	(36)	(41)	(53)	(55)	(62)	(62)		
		Comments									
Cluster Information		HS Utilization	78%	78%	77%	75%	74%	76%	80%	80%	84%
		HS Enrollment	1249	1234	1219	1194	1172	1208	1263	1270	1325
		MS Utilization	84%	83%	83%	90%	91%	95%	92%	97%	101%
		MS Enrollment	816	803	816	812	772	817	828	850	900
		ES Utilization	108%	108%	110%	110%	112%	114%	115%	120%	125%
		ES Enrollment	2404	2405	2456	2464	2511	2544	2570	2680	2795

# ROCKVILLE CLUSTER

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1249	17.7%	0.6%	13.1%	26.7%	42.0%	19.1%	4.6%	17.2%
Earle B. Wood MS	815	15.7%	0.4%	11.7%	29.8%	42.5%	28.8%	4.7%	12.0%
Lucy V. Barnsley ES	604	11.8%	0.0%	15.9%	25.5%	46.9%	22.2%	10.2%	11.8%
Flower Valley ES	440	20.7%	0.2%	10.7%	12.5%	55.9%	14.4%	7.0%	13.4%
Maryvale ES	606	29.2%	0.3%	10.6%	28.5%	31.4%	37.8%	20.5%	9.6%
Meadow Hall ES	344	18.3%	2.3%	10.8%	39.5%	29.1%	37.0%	17.2%	15.1%
Rock Creek Valley ES	410	7.3%	0.2%	11.2%	35.6%	45.6%	28.8%	23.6%	9.5%
<b>Elementary Cluster Total</b>	<b>2404</b>	<b>18.0%</b>	<b>0.5%</b>	<b>12.1%</b>	<b>27.6%</b>	<b>41.8%</b>	<b>27.8%</b>	<b>15.4%</b>	<b>11.6%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007–2008 school year compared to total enrollment.

## Program Capacity and Room Use Table (School Year 2008–2009)

Special Education Programs																							
School Based	Cluster Based	Quad Cluster Based	County & Regional Based																				
			SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
			5				2		2		4												
			3						1		4												
											3			1									
											3	2											
									3														
				1					2														
											7												

## Facility Characteristics of Schools 2008–2009








Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Rockville HS	1968	2004	316,973	30.3		1283			
Earle B. Wood MS	1965	2001	152,588	8.5	Yes				
Lucy V. Barnsley ES	1965	1998	72,024	10				4	
Flower Valley ES	1967	1996	61,567	9.3				1	
Maryvale ES	1969		92,050	17.7		1578	Yes	1	
Meadow Hall ES	1956	1994	61,964	8.4	Yes			2	
Rock Creek Valley ES	1964	2001	76,692	10.4				2	

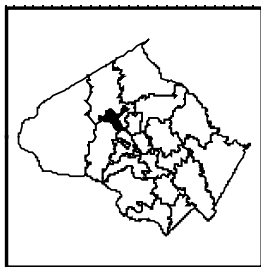
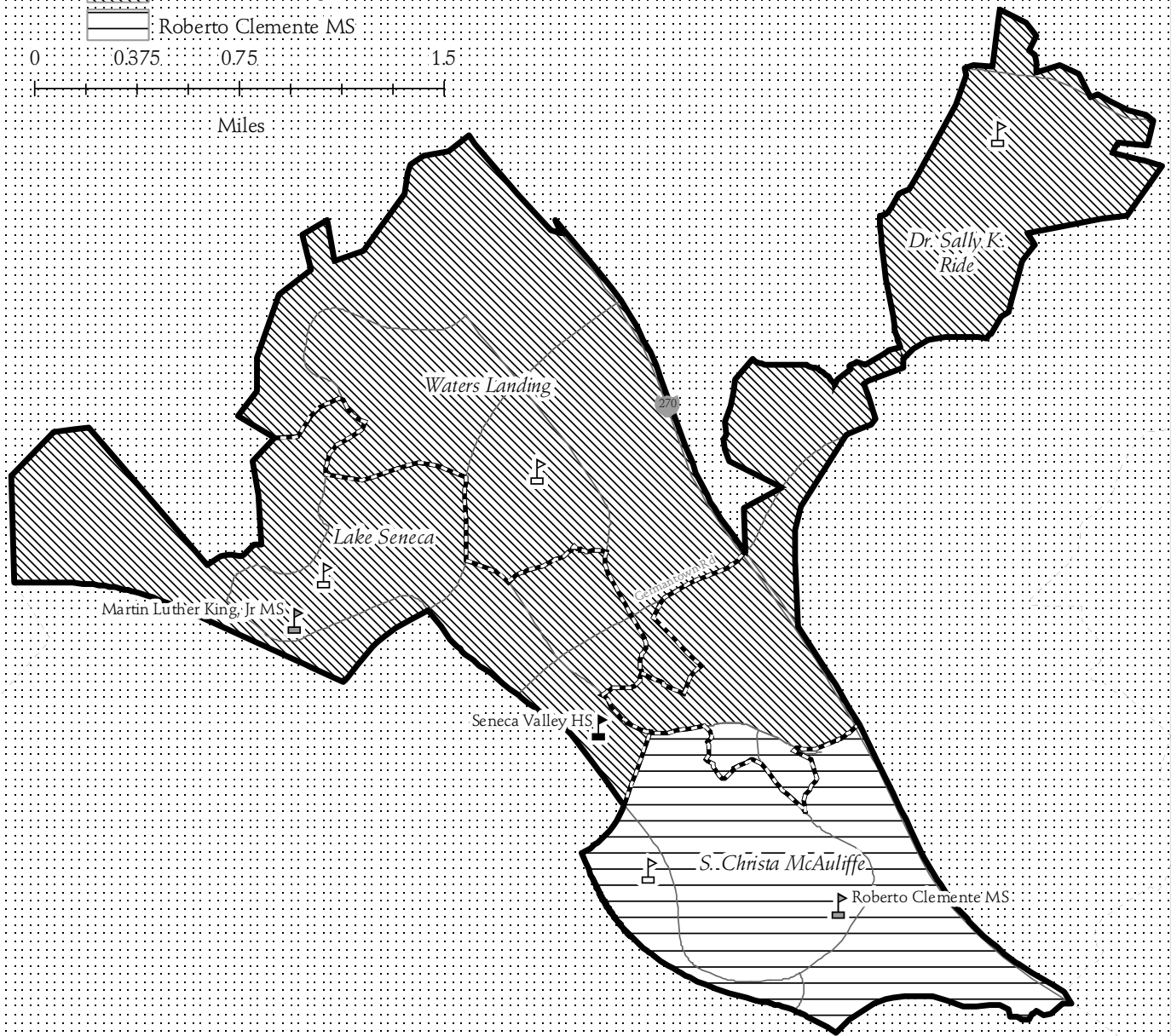
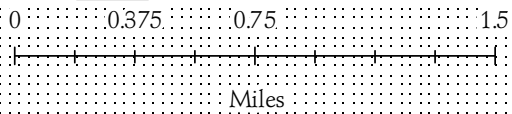
\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

# Seneca Valley Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Martin Luther King, Jr MS
-  Roberto Clemente MS



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2008.

## CLUSTER PLANNING ISSUES

### Seneca Valley High School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2008–2009 school year.

**Capital Project:** A modernization project is scheduled for this school. Although the completion date for the modernization was scheduled for August 2016, due to fiscal constraints and revenue shortfalls in the county, the completion of the modernization has been delayed by one year to August 2017. FY 2011 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Lake Seneca Elementary School

**Capital Project:** Projections indicate enrollment at Waters Landing Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. An FY 2010 appropriation is recommended for facility planning for a capacity study to determine the feasibility, scope, and cost for a classroom addition at Waters Landing Elementary School and/or Lake Seneca Elementary School. A date for addition projects will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

### Dr. Sally K. Ride Elementary School

**Utilization:** Projections indicate enrollment at Dr. Sally K. Ride Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity can be added.

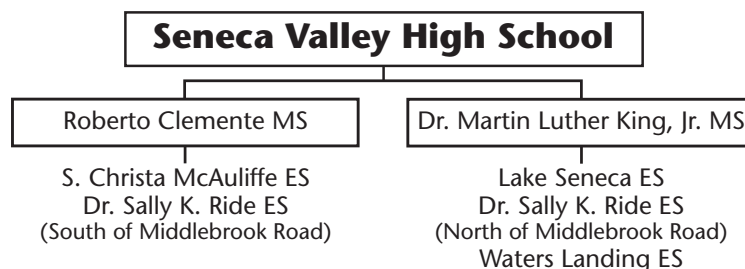
### Waters Landing Elementary School

**Capital Project:** Projections indicate enrollment at Waters Landing Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. An FY 2010 appropriation is recommended for facility planning for a capacity study to determine the feasibility, scope, and cost for a classroom addition projects at Waters Landing Elementary School and/or Lake Seneca Elementary School. A date for addition projects will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

## CAPITAL PROJECTS

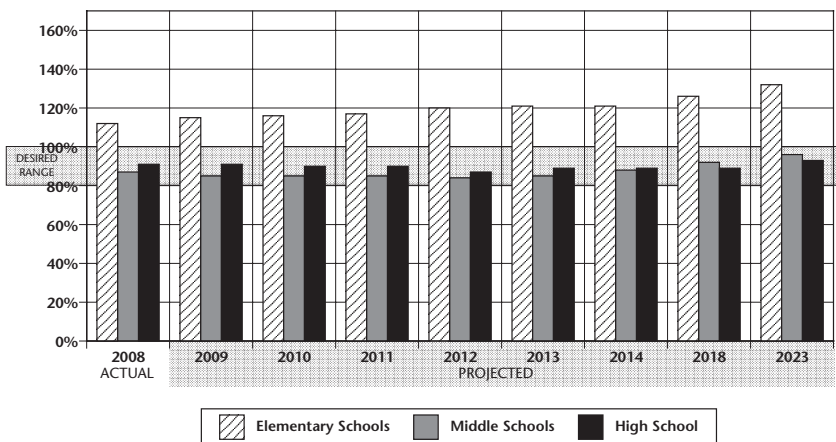
School	Project	Project Status	Date of Completion
Seneca Valley HS	Restroom renovations	Approved	SY 2008–2009
	Modernization	Programmed (Delayed)	Aug. 2017
Waters Landing ES/Lake Seneca ES	Classroom addition	Proposed	TBD

## Seneca Valley Cluster Articulation\*



- \* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- \* Clopper Mill, Germantown, and a portion of Great Seneca Creek elementary schools also articulate to Roberto Clemente Middle School, but thereafter articulate to Northwest High School.

## Seneca Valley Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

# SENECA VALLEY CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			08-09	09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Seneca Valley HS		Program Capacity	1478	1478	1478	1478	1478	1478	1478	1478	1478
		Enrollment	1352	1347	1330	1324	1293	1315	1320	1320	1375
		Available Space	126	131	148	154	185	163	158	158	103
		Comments	-1 SCB			Fac. Plng. For Mod.					
Roberto Clemente MS		Program Capacity	1165	1165	1165	1165	1165	1165	1165	1165	1165
		Enrollment	1154	1147	1151	1131	1143	1144	1160	1215	1265
		Available Space	11	18	14	34	22	21	5	(50)	(100)
		Comments									
Martin Luther King, Jr. MS		Program Capacity	876	888	888	888	888	888	888	888	888
		Enrollment	612	600	604	604	582	603	649	680	710
		Available Space	264	288	284	284	306	285	239	208	178
		Comments		-1 SLC							
Lake Seneca ES	CSR	Program Capacity	392	392	392	392	392	392	392		
		Enrollment	368	386	402	409	426	437	433		
		Available Space	24	6	(10)	(17)	(34)	(45)	(41)		
		Comments		Capacity Study							
S. Christa McAuliffe ES	CSR	Program Capacity	528	528	528	528	528	528	528		
		Enrollment	574	605	587	579	588	592	593		
		Available Space	(46)	(77)	(59)	(51)	(60)	(64)	(65)		
		Comments	-1 LAD								
Dr. Sally K. Ride ES	CSR	Program Capacity	476	476	476	476	476	476	476		
		Enrollment	554	571	578	586	591	602	604		
		Available Space	(78)	(95)	(102)	(110)	(115)	(126)	(128)		
		Comments									
Waters Landing ES	CSR	Program Capacity	505	505	505	505	505	505	505		
		Enrollment	635	629	637	655	680	660	666		
		Available Space	(130)	(124)	(132)	(150)	(175)	(155)	(161)		
		Comments	+1 LFI	Capacity Study							
Cluster Information		HS Utilization	91%	91%	90%	90%	87%	89%	89%	89%	93%
		HS Enrollment	1352	1347	1330	1324	1293	1315	1320	1320	1375
		MS Utilization	87%	85%	85%	85%	84%	85%	88%	92%	96%
		MS Enrollment	1766	1747	1755	1735	1725	1747	1809	1895	1975
		ES Utilization	112%	115%	116%	117%	120%	121%	121%	126%	132%
		ES Enrollment	2131	2191	2204	2229	2285	2291	2296	2390	2500

## Demographic Characteristics of Schools

Schools	2008–2009						2007–2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1352	34.2%	0.4%	10.7%	22.5%	32.2%	23.9%	9.2%	16.5%
Roberto Clemente MS	1154	28.0%	0.2%	20.3%	23.1%	28.4%	28.4%	2.7%	11.7%
Martin Luther King, Jr MS	612	33.3%	0.3%	12.4%	21.9%	32.0%	32.3%	4.4%	15.0%
Lake Seneca ES	368	31.0%	0.3%	17.1%	24.2%	27.4%	32.2%	12.4%	18.8%
S. Christa McAuliffe ES	574	36.9%	0.3%	10.8%	27.9%	24.0%	37.8%	25.1%	21.3%
Dr. Sally K. Ride ES	554	30.0%	0.2%	24.4%	22.6%	22.9%	30.9%	15.2%	11.0%
Waters Landing ES	635	32.4%	0.5%	12.6%	23.5%	31.0%	31.3%	18.1%	20.9%
<b>Elementary Cluster Total</b>	<b>2131</b>	<b>32.8%</b>	<b>0.3%</b>	<b>16.0%</b>	<b>24.5%</b>	<b>26.4%</b>	<b>33.2%</b>	<b>18.4%</b>	<b>18.1%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007–2008 school year compared to total enrollment.

## Program Capacity and Room Use Table (School Year 2008–2009)

Special Education Programs																																			
		School Based		Cluster Based		Quad Cluster Based						County & Regional Based																							
		SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	SPECIAL SCHOOLS @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER													
		8					4	2																											
		3					1	2							1																				
		2																		1															
																			4																
				2																															
		1			4																														
		1				2																													

## Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Seneca Valley HS	1974		251,278	29.4		1254		4	
Roberto Clemente MS	1994		148,246	19.9					
Martin Luther King, Jr MS	1996		135,867	19					
Lake Seneca ES	1985		58,770	9.4					
S. Christa McAuliffe ES	1987		77,240	10.6	Yes			1	
Dr. Sally K. Ride ES	1994		78,686	13.5			Yes	4	Yes
Waters Landing ES	1988		77,560	10			Yes	3	

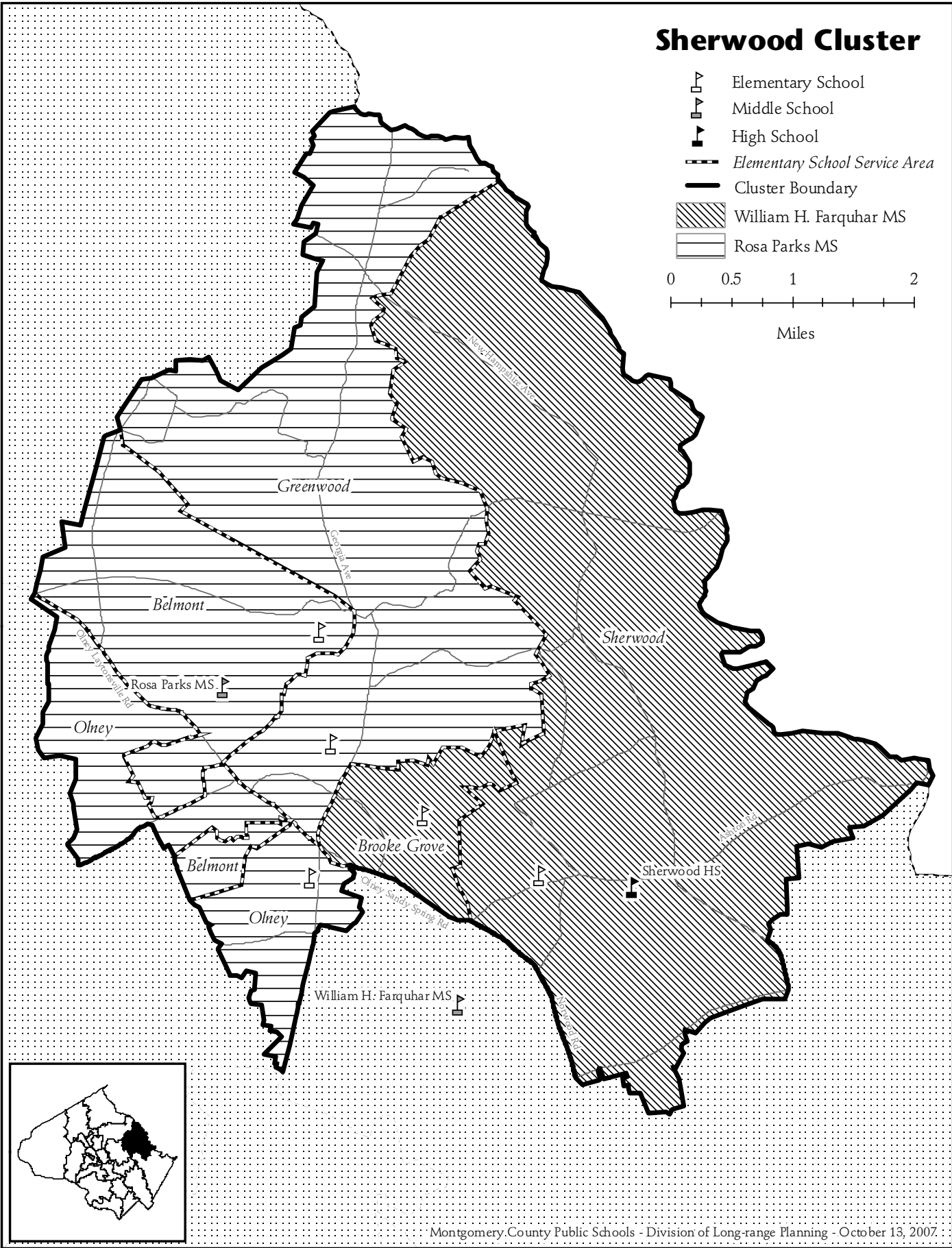
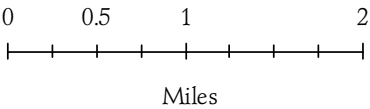
\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

# Sherwood Cluster

- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary
- William H. Farquhar MS
- Rosa Parks MS





## SCHOOLS

### William H. Farquhar Middle School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2015. FY 2011 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Belmont Elementary School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2008–2009 school year.

### Sherwood Elementary School

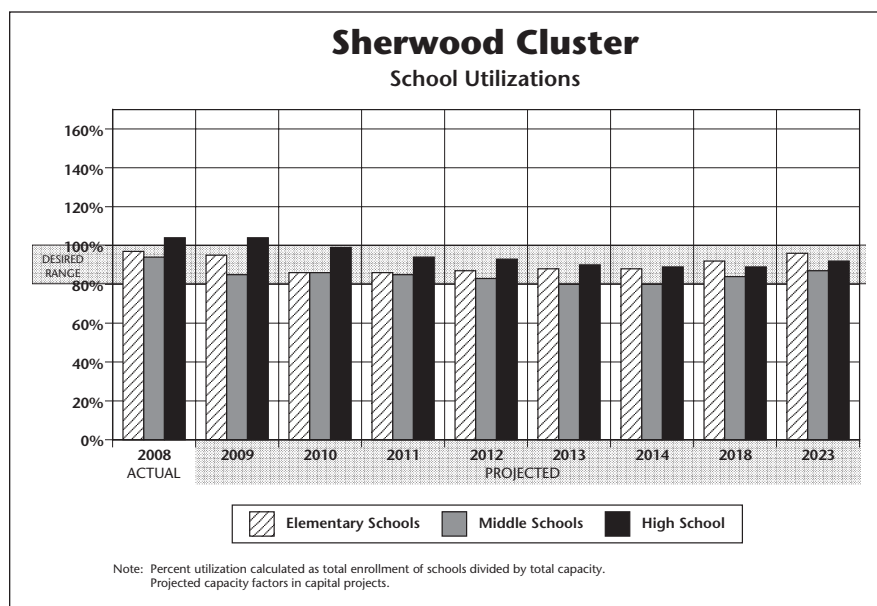
**Capital Project:** Projections indicate that enrollment at Sherwood Elementary School will exceed the school's current capacity by four classrooms or more throughout the six-year CIP period. An FY 2010 appropriation is recommended for

construction of a classroom addition. The scheduled completion date for the addition is August 2010. In order for this project to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Farquhar MS	Modernization	Programmed	Aug. 2015
Belmont ES	Restroom renovations	Approved	SY 2009–2010
Sherwood ES	Restroom renovations	Approved	SY 2009–2010
	Classroom addition	Recommended	Aug. 2010



SHERWOOD CLUSTER

**Projected Enrollment and Space Availability**

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Sherwood HS		Program Capacity	2022	2022	2022	2022	2022	2022	2022	2022	2022
		Enrollment	2099	2104	1994	1910	1887	1812	1790	1790	1865
		Available Space	(77)	(82)	28	112	135	210	232	232	157
		Comments									
William H. Farquhar MS		Program Capacity	838	838	838	838	838	838	838	838	838
		Enrollment	701	612	600	606	598	589	595	625	650
		Available Space	137	226	238	232	240	249	243	213	188
		Comments			Fac. Plng. For Mod.		@ Tilden Facility				
Rosa Parks MS		Program Capacity	888	888	888	888	888	888	888	888	888
		Enrollment	918	862	886	863	826	794	785	820	855
		Available Space	(30)	26	2	25	62	94	103	68	33
		Comments									
Belmont ES		Program Capacity	415	415	415	415	415	415	415		
		Enrollment	383	364	340	347	350	340	351		
		Available Space	32	51	75	68	65	75	64		
		Comments									
Brooke Grove ES		Program Capacity	543	543	543	543	543	543	543		
		Enrollment	405	413	413	419	424	428	431		
		Available Space	138	130	130	124	119	115	112		
		Comments									
Greenwood ES		Program Capacity	571	571	571	571	571	571	571		
		Enrollment	581	568	558	551	536	549	540		
		Available Space	(10)	3	13	20	35	22	31		
		Comments									
Olney ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	575	550	544	540	545	545	552		
		Available Space	9	34	40	44	39	39	32		
		Comments									
Sherwood ES		Program Capacity	376	376	606	606	606	606	606		
		Enrollment	471	475	478	484	508	522	523		
		Available Space	(95)	(99)	128	122	98	84	83		
		Comments			+8 Rooms						
Cluster Information		HS Utilization	104%	104%	99%	94%	93%	90%	89%	89%	92%
		HS Enrollment	2099	2104	1994	1910	1887	1812	1790	1790	1865
		MS Utilization	94%	85%	86%	85%	83%	80%	80%	84%	87%
		MS Enrollment	1619	1474	1486	1469	1424	1383	1380	1445	1505
		ES Utilization	97%	95%	86%	86%	87%	88%	88%	92%	96%
		ES Enrollment	2415	2370	2333	2341	2363	2384	2397	2500	2600

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMs%*	ESOL%**	Mobility Rate%***
Sherwood HS	2099	17.2%	0.2%	11.3%	10.9%	60.4%	11.6%	8.0%	8.5%
William H. Farquhar MS	701	20.4%	0.1%	16.1%	8.6%	54.8%	11.3%	2.4%	5.4%
Rosa Parks MS	918	12.6%	0.1%	7.6%	8.2%	71.5%	7.3%	0.8%	3.5%
Belmont ES	383	8.6%	0.0%	7.3%	7.6%	76.5%	6.6%	5.9%	5.5%
Brooke Grove ES	405	23.2%	0.5%	12.6%	12.8%	50.9%	16.6%	9.7%	5.9%
Greenwood ES	581	8.4%	0.2%	9.3%	6.7%	75.4%	6.2%	1.0%	4.5%
Olney ES	575	16.0%	0.0%	11.0%	12.9%	60.2%	12.3%	3.6%	6.1%
Sherwood ES	471	20.8%	0.2%	15.1%	10.6%	53.3%	11.4%	3.7%	6.2%
<b>Elementary Cluster Total</b>	<b>2415</b>	<b>15.2%</b>	<b>0.2%</b>	<b>11.1%</b>	<b>10.1%</b>	<b>63.5%</b>	<b>10.5%</b>	<b>4.4%</b>	<b>5.6%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007–2008 school year compared to total enrollment.

Special Education Programs					
School Based		Cluster Based		Quad Cluster Based	
					County & Regional Based
SEC LAD@15		ELEM LAD @13		AAC@7	
HSM @13		ELC @10		AUT @6	
		LANG @12		BRIDGE @10	
		LFI @10	1	DHOB @7	
		SCB @6	1	ED @10	
				EXTENSIONS @6	
				LD/GT @13	
				SPECIAL SCHOOLS @6	
				PD @7	
				PEP @18	
				SLC @10	
				VISION (Elementary) @7	
				VISION (Secondary) @6	
				OTHER	

**Facility Characteristics of Schools 2008–2009**

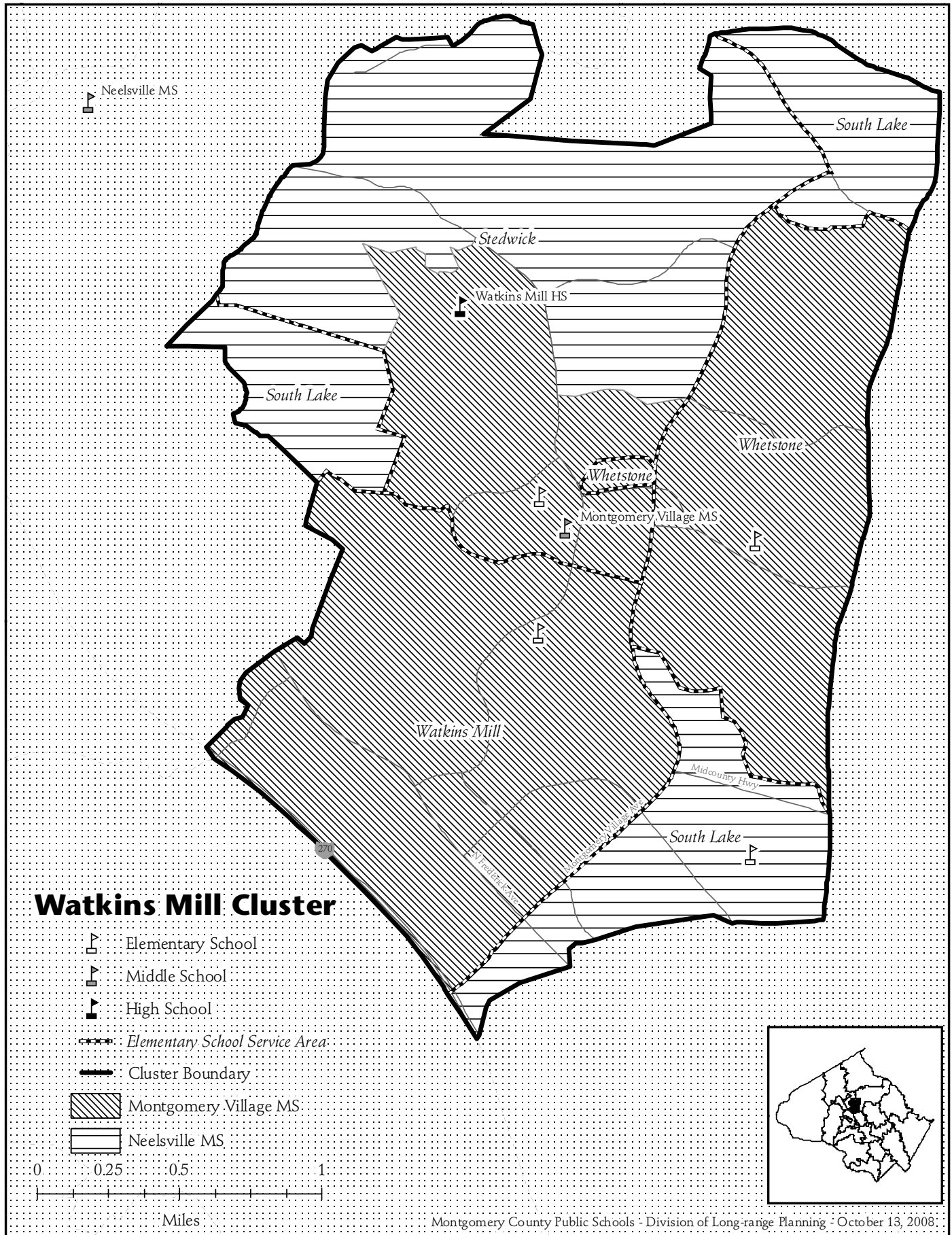
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Sherwood HS	1950	1991	333,154	49.3					
William H. Farquhar MS	1968		116,300	20		1434			
Rosa Parks MS	1992		137,469	24.1	Yes				
Belmont ES	1974		49,279	10.5		TBD	Yes	1	
Brooke Grove ES	1990		72,582	10.96					
Greenwood ES	1970		64,609	10	Yes	TBD			
Olney ES	1954	1990	68,755	9.9					
Sherwood ES	1977		60,064	10.85		TBD	Yes	7	

\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.





## CLUSTER PLANNING ISSUES

**Planning Issue:** With the opening of Clarksburg High School, Neelsville Middle School became a shared middle school serving the Clarksburg and Watkins Mill clusters. The Neelsville Middle School facility is located within the boundary of the Clarksburg Cluster. Long-term projections for middle schools in the Clarksburg Cluster indicate that additional middle school capacity will be needed. As part of the Amended FY 2007–2012 CIP, a new middle school facility was proposed in the Watkins Mill Cluster to allow the current Neelsville facility to completely serve students from the Clarksburg Cluster. However, due to a decline in middle school enrollment in the Watkins Mill Cluster, projected enrollment does not support the need for a second middle school for the cluster. In contrast, middle school enrollment in the Clarksburg Cluster is increasing throughout the six-year period. In order to accommodate the growing enrollment in the Clarksburg Cluster, two feasibility studies were approved by the Board of Education to explore options to provide capacity to alleviate middle school enrollment in the Clarksburg Cluster. One feasibility study explored a new middle school to serve students in the Clarksburg/Damascus clusters. A second feasibility study explored adding capacity to Montgomery Village Middle School to accommodate all of the Watkins Mill Cluster middle school students at Montgomery Village Middle School so Neelsville Middle School can serve Clarksburg Cluster middle school students.

The superintendent has determined that construction of a new middle school is the most effective solution to address the enrollment growth in the Clarksburg Cluster. With respect to the split articulations issues in the Watkins Mill Cluster, the superintendent does not believe that expanding Montgomery Village Middle School to serve 1,100 students is a viable option. Due to less of an enrollment increase than expected this year in the Clarksburg Cluster, as well as the financial challenges facing the county, the request for planning and construction funds for this new middle school will be made in a future CIP.

## SCHOOLS

### Watkins Mill High School

**Capital Project:** An FY 2009 appropriation is approved for facility planning in the Department of Health and Human Services (DHHS) Capital Budget for a feasibility study to determine the scope and cost of a School-based Wellness Center. Funding for construction will be requested in a future DHHS CIP. The completion date for the Wellness Center will be finalized when construction funds are approved.

### Neelsville Middle School

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

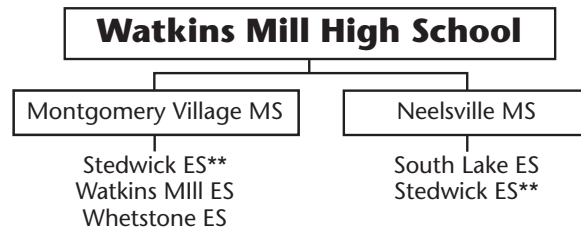
### Stedwick Elementary School

**Capital Project:** Projections indicate enrollment at Stedwick Elementary School will exceed the school's current capacity by four or more classrooms throughout the six-year CIP period. An FY 2008 appropriation was approved to construct the classroom addition. The addition is scheduled to be completed during the 2008–2009 school year.

### Whetstone Elementary School

**Utilization:** Relocatable classrooms will continue to be utilized until an addition is constructed.

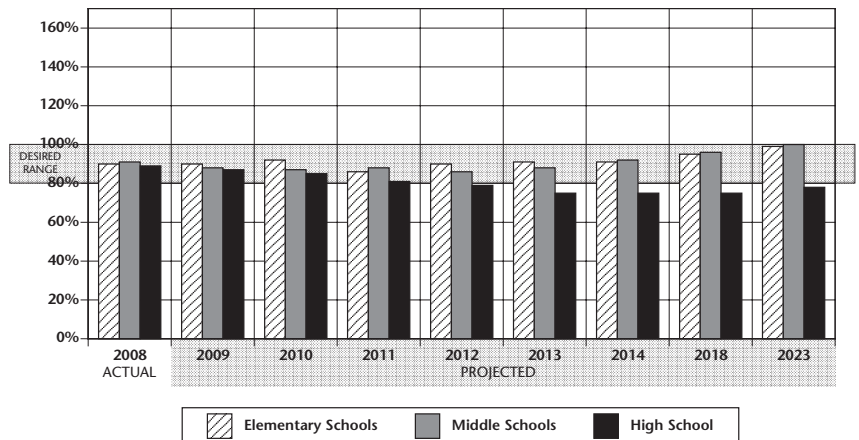
### Watkins Mill Cluster Articulation\*



- \* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- \* Capt. James Daly Elementary School and Fox Chapel Elementary School also articulate to Neelsville Middle School but thereafter to Clarksburg High School.
- \*\* A portion of Stedwick Elementary School articulates to Montgomery Village Middle School, and another portion articulates to Neelsville Middle School.

### Watkins Mill Cluster

#### School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.



**Capital Project:** Projections indicate enrollment at Whetstone Elementary School will exceed the school's current capacity by four or more classrooms throughout the six-year CIP period. An FY 2010 appropriation is recommended for construction funds to begin the construction of the classroom addition. The scheduled completion date for the addition is August 2011. In order for this project to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Watkins Mill HS	Wellness Center	Programmed	TBD
Neelsville MS	Restroom renovations	Approved	SY 2009-2010
Stedwick ES	Classroom addition	Approved	SY 2008-2009
Whetstone ES	Classroom addition	Recommended	Aug. 2011

# WATKINS MILL CLUSTER

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non–CIP Actions on Space Available

Schools			Actual 08-09	Projections							
				09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Watkins Mill HS		Program Capacity	1805	1805	1805	1832	1859	1913	1913	1913	1913
		Enrollment	1609	1567	1538	1492	1466	1438	1438	1440	1500
		Available Space	196	238	267	340	393	475	475	473	413
		Comments				-2 SLC	-2 SLC	-2 SLC			
Montgomery Village MS		Program Capacity	788	826	826	826	826	826	826	826	826
		Enrollment	634	615	589	597	569	601	616	645	670
		Available Space	154	211	237	229	257	225	210	181	156
		Comments		-3 SLC							
Neelsville MS		Program Capacity	842	842	842	842	842	842	842	842	842
		Enrollment	854	848	868	868	865	860	915	960	1000
		Available Space	(12)	(6)	(26)	(26)	(23)	(18)	(73)	(118)	(158)
		Comments									
South Lake ES	CSR	Program Capacity	741	741	741	741	741	741	741		
		Enrollment	610	586	604	620	643	656	650		
		Available Space	131	155	137	121	98	85	91		
		Comments									
Stedwick ES	CSR	Program Capacity	665	665	665	665	665	665	665		
		Enrollment	592	594	601	607	621	631	629		
		Available Space	73	71	64	58	44	34	36		
		Comments									
Watkins Mill ES	CSR	Program Capacity	695	695	695	695	695	695	695		
		Enrollment	530	526	551	557	598	607	617		
		Available Space	165	169	144	138	97	88	78		
		Comments									
Whetstone ES	CSR	Program Capacity	489	489	489	706	706	706	706		
		Enrollment	600	614	631	639	655	664	665		
		Available Space	(111)	(125)	(142)	67	51	42	41		
		Comments				+10 Rooms					
Cluster Information		HS Utilization	89%	87%	85%	81%	79%	75%	75%	75%	78%
		HS Enrollment	1609	1567	1538	1492	1466	1438	1438	1440	1500
		MS Utilization	91%	88%	87%	88%	86%	88%	92%	96%	100%
		MS Enrollment	1488	1463	1457	1465	1434	1461	1531	1605	1670
		ES Utilization	90%	90%	92%	86%	90%	91%	91%	95%	99%
		ES Enrollment	2332	2320	2387	2423	2517	2558	2561	2670	2785

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Watkins Mill HS	1609	36.9%	0.2%	11.1%	31.9%	19.8%	33.1%	9.2%	22.7%
Montgomery Village MS	634	38.6%	0.5%	8.7%	33.6%	18.6%	42.8%	9.0%	18.5%
Neelsville MS	854	37.6%	0.7%	12.2%	29.4%	20.1%	44.0%	10.1%	21.1%
South Lake ES	610	32.8%	0.7%	11.3%	46.9%	8.4%	66.5%	32.8%	28.0%
Stedwick ES	592	39.2%	0.2%	11.1%	26.4%	23.1%	46.9%	22.9%	18.9%
Watkins Mill ES	530	40.0%	1.1%	12.5%	32.8%	13.6%	52.4%	28.2%	23.0%
Whetstone ES	600	33.3%	1.0%	12.2%	34.7%	18.8%	47.6%	27.1%	19.7%
<b>Elementary Cluster Total</b>	<b>2332</b>	<b>36.2%</b>	<b>0.7%</b>	<b>11.7%</b>	<b>35.3%</b>	<b>16.0%</b>	<b>53.2%</b>	<b>27.7%</b>	<b>22.4%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007-2008 school year compared to total enrollment.

## Program Capacity and Room Use Table (School Year 2008-2009)

Schools	Special Education Programs																			
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SEC LAD@15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10
Watkins Mill HS	9-12	1805	90	3	71								3	5					3	
Montgomery Village MS	6-8	788	43	32									2	1	2				1	
Neelsville MS	6-8	842	42	36									2	1	3					
South Lake ES	HS-5	741	40	3	17	10		1	1	6				2						
Stedwick ES	Pre-K-5	665	38	4	15	10		1		6								2		
Watkins Mill ES	HS-5	695	42	5	16	11			1	6							3			
Whetstone ES	Pre-K-5	489	33	6	4	11		1		6					2					3

**Facility Characteristics of Schools 2008–2009**

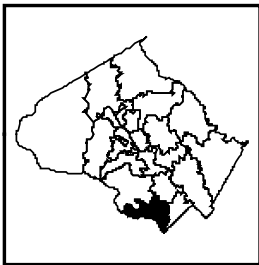
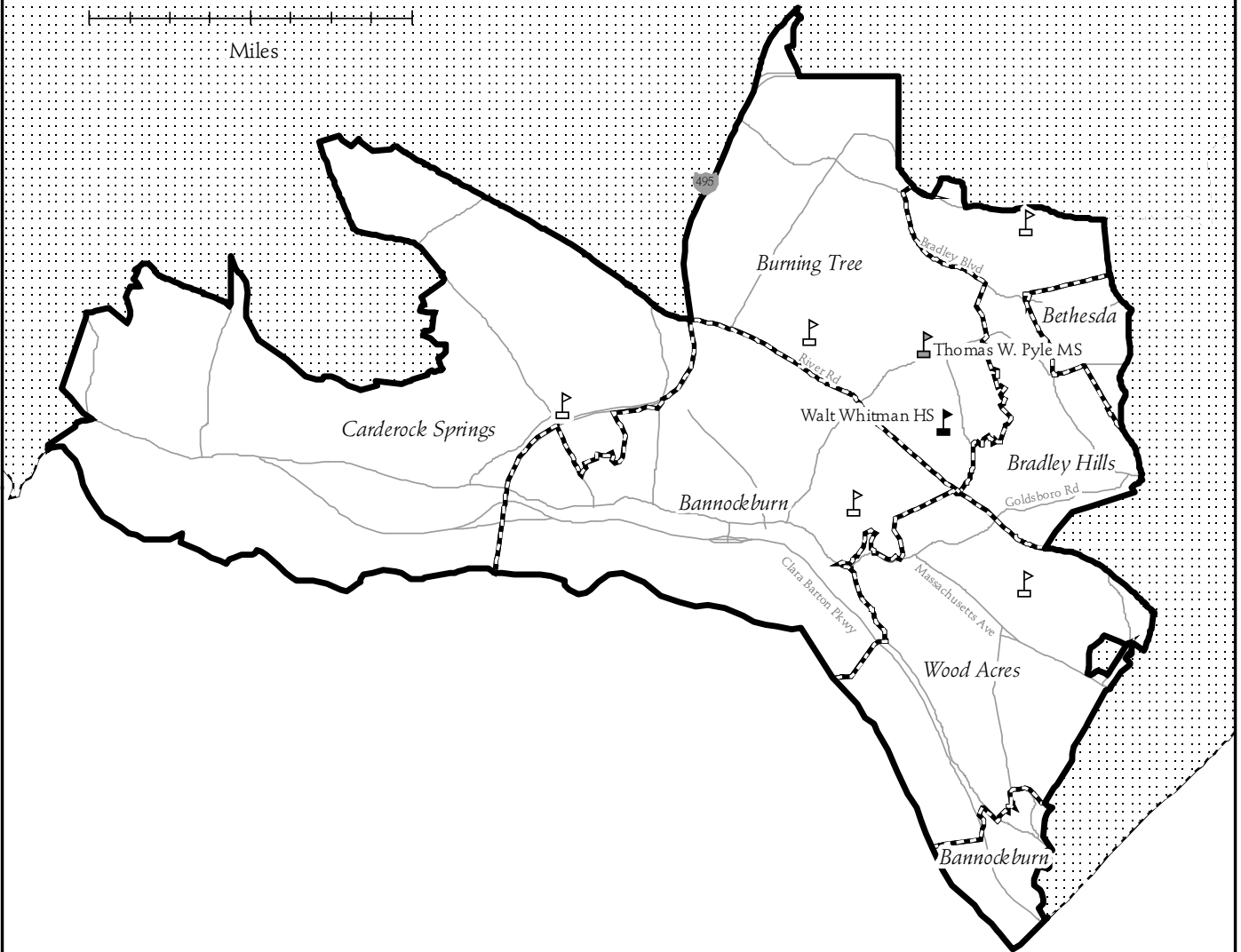
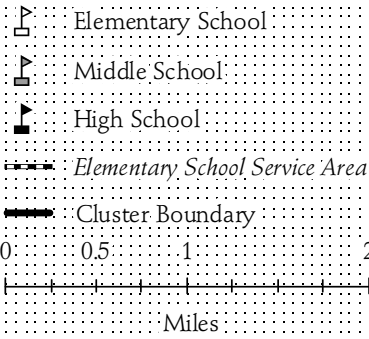
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Watkins Mill HS	1989		301,579	50.99	Yes				
Montgomery Village MS	1968	2003	141,615	15.1		1358			
Neelsville MS	1981		131,432	29.2		TBD			
South Lake ES	1972		83,038	10.2		TBD			
Stedwick ES	1974		109,677	10		TBD			
Watkins Mill ES	1970		80,923	10	Yes	TBD			
Whetstone ES	1968		76,657	8.8	Yes	TBD		7	

\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

# Walt Whitman Cluster



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2008

## SCHOOLS

### Bradley Hills Elementary School

**Capital Project:** Projections indicate enrollment at Bradley Hills Elementary School will exceed capacity by four classrooms or more by the end of the six-year period. An FY 2009 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

**Planning Issue:** Student enrollment at elementary schools in the Bethesda-Chevy Chase Cluster increased dramatically this school year. Additional capacity will be needed in the future to accommodate the enrollment growth in several cluster schools. In addition to the enrollment increases, the community has expressed concerns with the unique school pairings and articulation patterns in this cluster. Although Bethesda Elementary School serves students in Grades K–5, some neighborhoods that attend Rosemary Hills Elementary School for Grades K–2 attend Bethesda Elementary School for Grades 3–5. Additionally, some students that attend Bethesda Elementary School for Grades K–5 attend secondary schools in the Walt Whitman Cluster instead of the Bethesda-Chevy Chase Cluster. A review of the boundaries and articulation patterns will be needed to address the concerns raised by the community. However, due to the enrollment increases, capacity studies will be required at Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools to determine the feasibility and size of classroom additions that can be added to these schools, prior to considering boundary and articulation concerns. In addition to conducting capacity studies for these schools, a feasibility study is currently underway for Bradley Hills Elementary School (see Walt Whitman Cluster). The scope of the feasibility study for Bradley Hills will be expanded to include options to accommodate possible future reassignment of students that currently attend Bethesda Elementary School for Grades K–5 and currently attend secondary schools in the Walt Whitman Cluster. Following the completion of the capacity studies, recommendations for capital projects will be made in a future CIP. Subsequent to adoption of these capital plans, a schedule for review of boundaries and articulation patterns will be recommended. See Supplement A for additional information.

**Capital Project:** Restroom renovations are planned for this school for completion in the 2009–2010 school year.

### Carderock Springs Elementary School

**Capital Project:** A modernization project is scheduled for this school with a completion date of August 2010. An FY 2010 appropriation is

recommended for the balance of the construction funds for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

**Capital Project:** An FY 2009 appropriation was approved for construction funds for a gymnasium to be constructed as part of the modernization project. The scheduled completion date for this gymnasium is August 2010. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

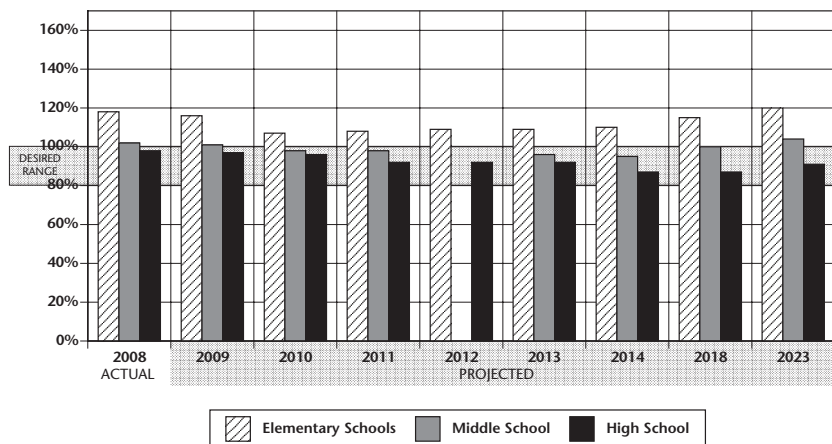
### Wood Acres Elementary School

**Utilization:** Projections indicate enrollment at Wood Acres Elementary School will exceed capacity by four classrooms or more by the end of the six-year planning period. Enrollment will be monitored to determine the timing for a future project. Relocatable classrooms will be utilized until additional capacity can be added.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Bradley Hills ES	Restroom renovations	Approved	SY 2009–2010
	Classroom addition	Proposed	TBD
Carderock Springs ES	Modernization	Recommended	Aug. 2010
	Gymnasium	Approved	Aug. 2010

**Walt Whitman Cluster**  
School Utilizations



WALT WHITMAN CLUSTER

**Projected Enrollment and Space Availability**

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			08-09	09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Walt Whitman HS		Program Capacity	1891	1891	1891	1891	1891	1891	1891	1891	1891
		Enrollment	1849	1836	1822	1748	1731	1738	1650	1650	1720
		Available Space	42	55	69	143	160	153	241	241	171
		Comments									
Thomas W. Pyle MS		Program Capacity	1267	1267	1267	1267	1267	1267	1267	1267	1267
		Enrollment	1291	1282	1246	1243	1235	1211	1208	1265	1320
		Available Space	(24)	(15)	21	24	32	56	59	2	(53)
		Comments									
Bannockburn ES		Program Capacity	365	365	365	365	365	365	365		
		Enrollment	356	353	352	356	351	359	363		
		Available Space	9	12	13	9	14	6	2		
		Comments									
Bradley Hills ES		Program Capacity	319	319	319	319	319	319	319		
		Enrollment	459	463	472	483	481	475	483		
		Available Space	(140)	(144)	(153)	(164)	(162)	(156)	(164)		
		Comments	Fac. Plng. for Add.								
Burning Tree ES		Program Capacity	428	428	428	428	428	428	428		
		Enrollment	496	465	448	452	463	460	461		
		Available Space	(68)	(37)	(20)	(24)	(35)	(32)	(33)		
		Comments									
Carderock Springs ES		Program Capacity	251	251	399	399	399	399	399		
		Enrollment	299	284	278	286	288	303	314		
		Available Space	(48)	(33)	121	113	111	96	85		
		Comments	@ Radnor Facility		Mod. Comp. Aug. 2010						
Wood Acres ES		Program Capacity	550	550	550	550	550	550	550		
		Enrollment	646	657	646	652	656	657	651		
		Available Space	(96)	(107)	(96)	(102)	(106)	(107)	(101)		
		Comments									
Cluster Information		HS Utilization	98%	97%	96%	92%	92%	92%	87%	87%	91%
		HS Enrollment	1849	1836	1822	1748	1731	1738	1650	1650	1720
		MS Utilization	102%	101%	98%	98%	97%	96%	95%	100%	104%
		MS Enrollment	1291	1282	1246	1243	1235	1211	1208	1265	1320
		ES Utilization	118%	116%	107%	108%	109%	109%	110%	115%	120%
		ES Enrollment	2256	2222	2196	2229	2239	2254	2272	2370	2470



Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMs%*	ESOL%**	Mobility Rate%***
Walt Whitman HS	1849	4.5%	0.1%	13.0%	6.8%	75.6%	1.9%	3.9%	7.7%
Thomas W. Pyle MS	1291	3.6%	0.1%	11.7%	6.4%	78.2%	1.5%	3.6%	4.1%
Bannockburn ES	356	1.7%	0.0%	8.1%	5.9%	84.3%	2.0%	5.8%	7.0%
Bradley Hills ES	459	3.3%	0.4%	11.8%	5.9%	78.6%	1.4%	5.2%	5.9%
Burning Tree ES	496	4.8%	0.4%	18.5%	7.1%	69.2%	3.7%	9.7%	8.3%
Carderock Springs ES	299	1.3%	0.0%	14.4%	5.7%	78.6%	1.3%	3.4%	2.3%
Wood Acres ES	646	2.2%	0.0%	8.4%	5.3%	84.2%	1.1%	4.4%	6.0%
<b>Elementary Cluster Total</b>	<b>2256</b>	<b>2.8%</b>	<b>0.2%</b>	<b>12.1%</b>	<b>5.9%</b>	<b>79.0%</b>	<b>2.0%</b>	<b>5.9%</b>	<b>6.2%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

*\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.*








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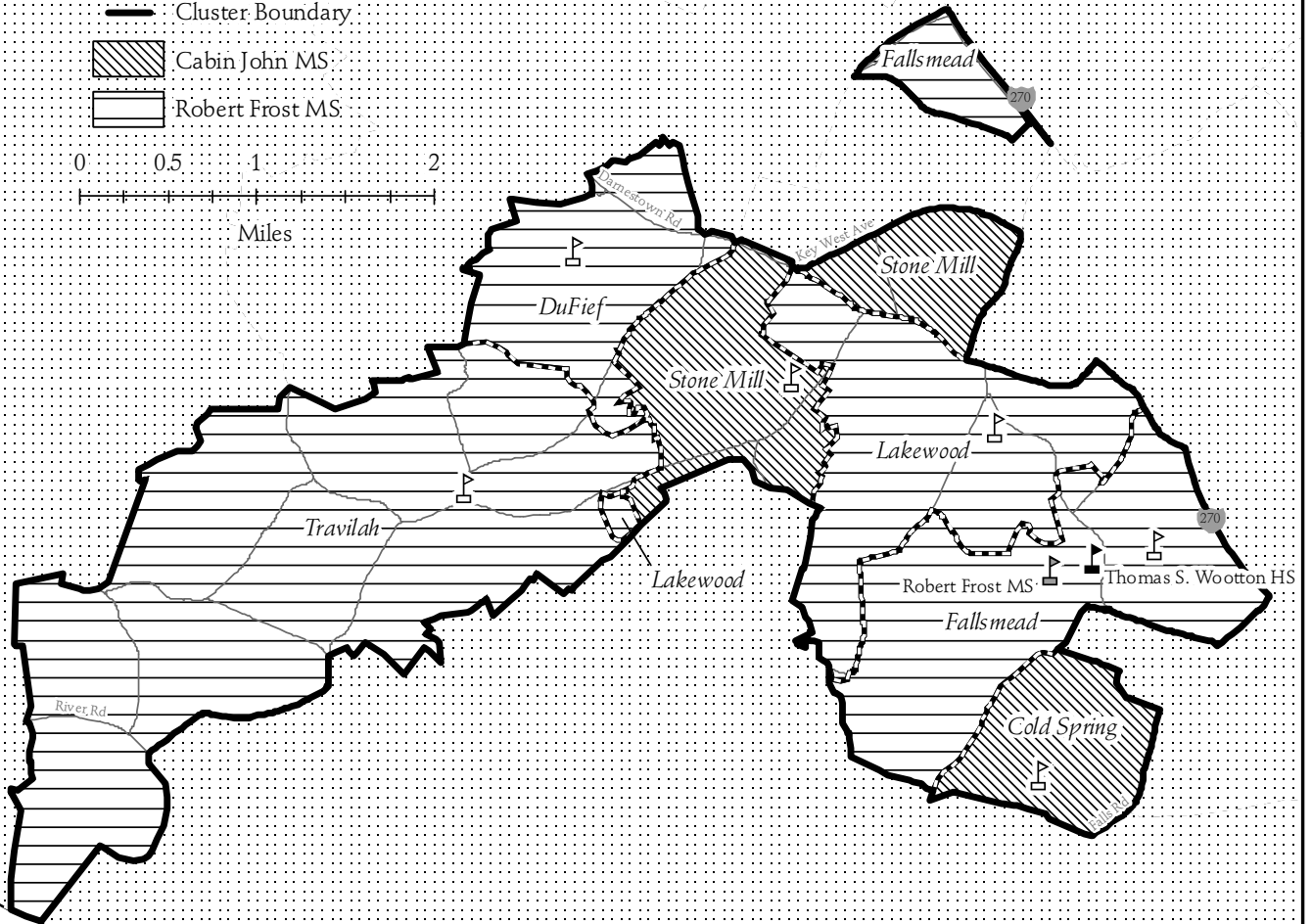
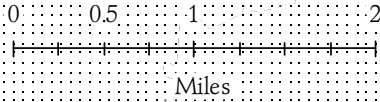
Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Walt Whitman HS	1962	1992	261,295	30.7	Yes				
Thomas W. Pyle MS	1962	1993	153,824	14.3					
Bannockburn ES	1957	1988	54,234	8.3				2	
Bradley Hills ES	1951	1984	42,368	6.7	Yes	TBD		6	
Burning Tree ES	1958	1991	68,119	6.8	Yes			3	
Carderock Springs ES	1966		32,639	9		1316		2	
Wood Acres ES	1952	2002	73,138	4.78	Yes	1390		2	

**\*\*Private child care is provided at the school during the school day.**

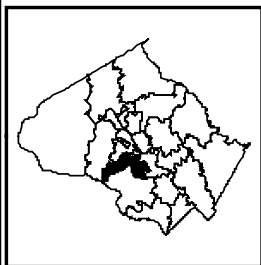
Recommended Actions and Planning Issues • 4-119

# Thomas S. Wootton Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Cabin John MS
-  Robert Frost MS



Cabin John MS



Montgomery County Public Schools - Division of Long-range Planning - October 13, 2008

## SCHOOLS

### Thomas S. Wootton High School

**Capital Project:** An FY 2009 appropriation was approved in the Building Modifications and Program Improvements (BMPI) project for several improvements to the facility. Four classrooms were converted into two science laboratories, and upgrades to the guidance office and registrar's office were completed this summer. Improvements to the practice fields and auditorium are scheduled to be completed in summer 2009.

**Capital Project:** Restroom renovations are planned for this school for completion in the 2008–2009 school year.

**Capital Project:** A modernization project is scheduled for this school. The Board of Education requested funding to complete the modernization by August 2018. However, due to fiscal constraints in the county, the completion of the modernization was delayed. The completion date will be determined when planning and construction funds are requested in a future CIP. Although FY 2013 expenditures are approved for facility planning to determine the scope and cost of the modernization, the feasibility study will occur one year prior to the design in order for the latest code information, program requirements, and enrollment projections to be incorporated in the design. In order for this project to be completed on schedule, county and state funding must be provided at levels approved in this CIP.

### Cabin John Middle School

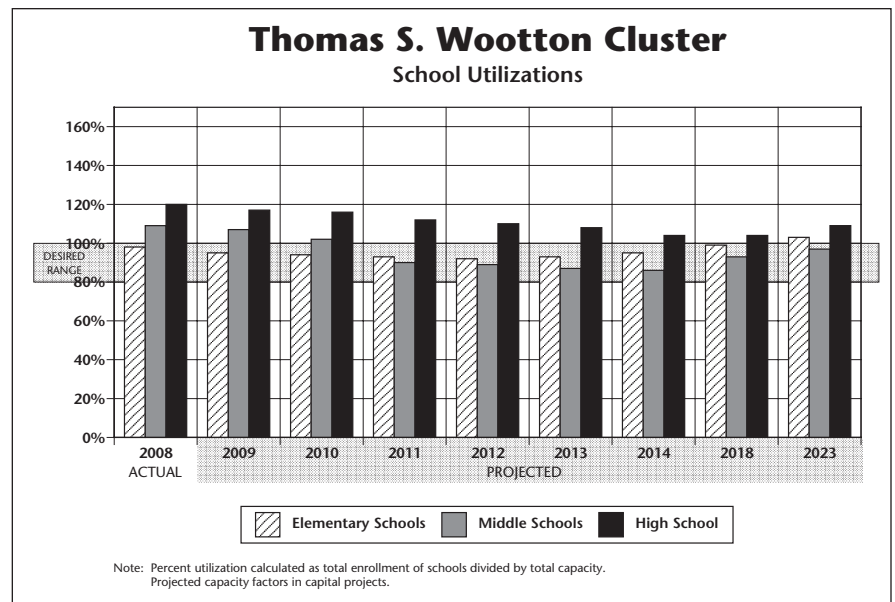
**Capital Project:** A modernization project for this school is scheduled for completion in August 2011. An FY 2010 appropriation is recommended for the balance of the construction funds for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

### Cold Spring Elementary School

**Capital Project:** A gymnasium project is scheduled for this school. The Board of Education requested funding to complete the gymnasium project by August 2010. However, due to fiscal constraints in the county, the gymnasium construction will be delayed by two years to August 2012. FY 2011 expenditures are programmed for planning to design the gymnasium. In order for this project to be completed on schedule, county and state funding must be provided at levels approved in this CIP.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Wootton HS	Restroom renovations	Approved	SY 2009–2010
	Modernization	Programmed	TBD
Cabin John MS	Modernization	Recommended	Aug. 2011
Cold Spring ES	Gymnasium	Programmed	Aug. 2012



THOMAS S. WOOTTON CLUSTER

**Projected Enrollment and Space Availability**

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools		Actual 08-09	Projections							
			09-10	10-11	11-12	12-13	13-14	14-15	2018	2023
Thomas S. Wootton HS	Program Capacity	2046	2059	2073	2086	2086	2086	2086	2086	2086
	Enrollment	2461	2413	2399	2338	2304	2243	2170	2170	2265
	Available Space	(415)	(354)	(326)	(252)	(218)	(157)	(84)	(84)	(179)
	Comments		-1 LFI	-1 LFI	-1 LFI	Fac. Plng. For Mod.				
Cabin John MS	Program Capacity	844	828	828	1053	1053	1053	1053	1053	1053
	Enrollment	904	916	876	875	853	838	824	925	965
	Available Space	(60)	(88)	(48)	178	200	215	229	128	88
	Comments		@ Tilden Facility Bound. Rec. +1 AUT		Mod. Comp. Aug. 2011					
Robert Frost MS	Program Capacity	1071	1071	1071	1071	1071	1071	1071	1071	1071
	Enrollment	1177	1109	1052	1040	1039	1002	995	1040	1085
	Available Space	(106)	(38)	19	31	32	69	76	31	(14)
	Comments									
Cold Spring ES	Program Capacity	412	412	412	412	412	412	412		
	Enrollment	393	371	367	363	364	377	383		
	Available Space	19	41	45	49	48	35	29		
	Comments					+ Gym				
DuFief ES	Program Capacity	394	394	394	394	394	394	394		
	Enrollment	437	418	404	409	414	417	419		
	Available Space	(43)	(24)	(10)	(15)	(20)	(23)	(25)		
	Comments									
Fallsmead ES	Program Capacity	528	528	528	528	528	528	528		
	Enrollment	495	482	494	489	483	505	504		
	Available Space	33	46	34	39	45	23	24		
	Comments									
Lakewood ES	Program Capacity	568	568	568	568	568	568	568		
	Enrollment	629	621	612	603	593	573	577		
	Available Space	(61)	(53)	(44)	(35)	(25)	(5)	(9)		
	Comments									
Stone Mill ES	Program Capacity	644	644	644	644	644	644	644		
	Enrollment	608	589	584	562	559	556	574		
	Available Space	36	55	60	82	85	88	70		
	Comments									
Travilah ES	Program Capacity	526	526	526	526	526	526	526		
	Enrollment	441	423	418	423	427	442	453		
	Available Space	85	103	108	103	99	84	73		
	Comments									
Cluster Information	HS Utilization	120%	117%	116%	112%	110%	108%	104%	104%	109%
	HS Enrollment	2461	2413	2399	2338	2304	2243	2170	2170	2265
	MS Utilization	109%	107%	102%	90%	89%	87%	86%	93%	97%
	MS Enrollment	2081	2025	1928	1915	1892	1840	1819	1965	2050
	ES Utilization	98%	95%	94%	93%	92%	93%	95%	99%	103%
	ES Enrollment	3003	2904	2879	2849	2840	2870	2910	3035	3165

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMs%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	2461	5.8%	0.1%	34.5%	4.9%	54.7%	4.7%	2.0%	4.3%
Cabin John MS	904	9.5%	0.2%	27.2%	6.0%	57.1%	4.4%	3.2%	6.0%
Robert Frost MS	1177	5.4%	0.1%	35.3%	5.8%	53.4%	4.6%	3.5%	5.3%
Cold Spring ES	393	2.5%	0.8%	28.2%	4.6%	63.9%	0.5%	4.1%	5.3%
DuFief ES	437	4.3%	0.2%	33.2%	4.1%	58.1%	6.4%	11.6%	4.1%
Fallsmead ES	495	7.3%	0.2%	31.7%	7.1%	53.7%	7.2%	11.2%	11.5%
Lakewood ES	629	3.5%	0.3%	39.9%	4.3%	52.0%	2.3%	9.7%	9.5%
Stone Mill ES	608	8.2%	0.0%	47.5%	2.6%	41.6%	5.3%	10.6%	5.1%
Travilah ES	441	7.7%	0.5%	34.9%	4.8%	52.2%	7.0%	9.2%	5.2%
<b>Elementary Cluster Total</b>	<b>3003</b>	<b>5.7%</b>	<b>0.3%</b>	<b>36.9%</b>	<b>4.5%</b>	<b>52.6%</b>	<b>4.8%</b>	<b>9.5%</b>	<b>7.0%</b>
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**\*\*Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.**

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007–2008 school year compared to total enrollment.

## Program Capacity and Room Use Table

(School Year 2008–2009)

[illegible]

**Facility Characteristics of Schools 2008–2009**

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Thomas S. Wootton HS	1970		295,620	27.4		1301		9	
Cabin John MS	1967	1989	120,788	18.2		1422		2	
Robert Frost MS	1971		143,757	24.8		TBD			
Cold Spring ES	1972		46,296	12.4		TBD		3	
DuFief ES	1975		59,013	10	Yes	TBD		3	
Fallsmead ES	1974		67,472	9	Yes	TBD			
Lakewood ES	1968	2003	77,526	13.1		1405			
Stone Mill ES	1988		78,617	11.8			Yes		
Travilah ES	1960	1992	65,378	9.3					

\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

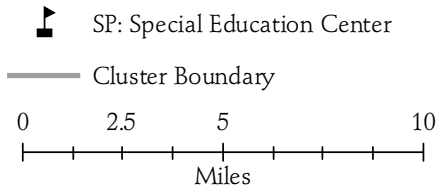
\*\*Private child care is provided at the school during the school day.

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.





# Special Educational Facilities



## SPECIAL EDUCATION CENTERS

### Longview

The Longview program provides services to students aged 5–21 with severe to profound mental retardation and multiple disabilities. The Fundamental Life Skills (FLS) curriculum is utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services. The Longview program is collocated with Spark Matsunaga Elementary School in the Northwest Cluster.

### Stephen Knolls

The Stephen Knolls program services students aged 5–21 with severe to profound mental retardation and multiple disabilities. The FLS curriculum is utilized to provide students with skills in communication, mobility, self-help, functional academics, and transition services. The Stephen Knolls program is located in the Stephen Knolls facility.

### Rock Terrace

Rock Terrace School is comprised of middle, high school, and an upper school that implements school-to-work programs. The instructional focus of the middle school is on functional skills while integrating content from reading/language arts and mathematics that prepare the students for transition to the high school program. The high school program emphasizes the application of functional academic skills that lead to full participation in the school-to-work plan and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The Crossroads Program, which serves students with moderate to severe cognitive disabilities and accesses the Fundamental Life Skills curriculum, was relocated from the Mark Twain facility to Rock Terrace School in September 2008.

### Carl Sandburg Learning Center

Carl Sandburg Learning Center is designed for elementary students who need a highly structured setting. The MCPS general education program and the MCPS FLS curriculum are both used to provide instruction for students. Modification of curriculum materials and instructional strategies, based on

students' needs, is the basis of all instruction. Emphasis is placed on the development of language, academic, and social skills provided through an in-class transdisciplinary model of service delivery in which all staff implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.

**Capital Project:** A previously scheduled modernization project for this school has been placed on hold due to concerns over state support for special education programs in stand-alone facilities.

### Regional Institute for Children and Adolescents (RICA)

The RICA—Rockville Program, in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to all students and their families through highly-structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse are also on staff.

RICA offers fully accredited special education services which emphasize—rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, and family therapy. The RICA program promotes acquisition of grade and age appropriate social and emotional skills and allows students to access the general education curriculum.

School	Project	Project Status	Date of Completion
Carl Sandburg Special Education Center	Modernization	On Hold	On Hold

# SPECIAL EDUCATION CENTERS

## Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2019–2014 CIP and Non-CIP Actions on Space Available

Schools			Actual 08-09	Projections						2018	2023
				09-10	10-11	11-12	12-13	13-14	14-15		
Stephen Knolls		Program Capacity	178	178	178	178	178	178	178		
		<b>Enrollment</b>	<b>81</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>		
		Available Space	97	131	131	131	131	131	131		
		Comments									
Longview		Program Capacity	48	48	48	48	48	48	48		
		<b>Enrollment</b>	<b>52</b>	<b>56</b>	<b>56</b>	<b>56</b>	<b>56</b>	<b>56</b>	<b>56</b>		
		Available Space	(4)	(8)	(8)	(8)	(8)	(8)	(8)		
		Comments									
Rock Terrace		Program Capacity	100	100	100	100	100	100	100		
		<b>Enrollment</b>	<b>114</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>112</b>		
		Available Space	(14)	(12)	(12)	(12)	(12)	(12)	(12)		
		Comments									
RICA		Program Capacity	190	190	190	190	190	190	190		
		<b>Enrollment</b>	<b>119</b>	<b>135</b>	<b>135</b>	<b>135</b>	<b>135</b>	<b>135</b>	<b>135</b>		
		Available Space	71	55	55	55	55	55	55		
		Comments									
Carl Sandburg		Program Capacity	96	96	96	96	96	96	96		
		<b>Enrollment</b>	<b>103</b>	<b>115</b>	<b>115</b>	<b>115</b>	<b>115</b>	<b>115</b>	<b>115</b>		
		Available Space	(7)	(19)	(19)	(19)	(19)	(19)	(19)		
		Comments									

## Demographic Characteristics of Schools

Schools	2008-2009						2007-2008		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMs%*	ESOL%**	Mobility Rate%***
Stephen Knolls SP	81	27.2%	0.0%	8.6%	25.9%	38.3%	30.4%	0.0%	3.7%
Longview SP	52	28.8%	1.9%	17.3%	13.5%	38.5%	20.8%	0.0%	3.8%
Rock Terrace SP	114	46.5%	0.0%	4.4%	13.2%	36.0%	38.2%	10.1%	15.8%
RICA SP	119	40.3%	0.0%	4.2%	10.9%	44.5%	22.3%	0.0%	98.3%
Carl Sandburg SP	103	26.2%	0.0%	7.8%	25.2%	40.8%	33.6%	13.6%	11.7%
<b>Elementary County Total</b>	<b>64706</b>	<b>22.5%</b>	<b>0.3%</b>	<b>15.9%</b>	<b>23.2%</b>	<b>38.1%</b>	<b>30.4%</b>	<b>18.5%</b>	<b>13.9%</b>

*\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).*

**\*\*Percent of English for Speakers of Other Languages (ESOL).** High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2007–2008 school year compared to total enrollment.

### Program Capacity and Room Use Table

(School Year 2008–2009)

Program Capacity and Room Use Table (School Year 2008–2009)															Special Education Programs																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	School Based	Cluster Based	Quad Cluster Based	County & Regional Based																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														

## Facility Characteristics of Schools 2008–2009

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc- atable Class.	LTL/ SBHC***
Stephen Knolls SP	1958	1979	48,872	6.6		TBD			
Longview SP	2001		40,362	10		TBD			
Rock Terrace SP	1950	1974	48,024	10.3		TBD			
RICA SP	1977		95,000	14.3					
Carl Sandburg SP	1962		31.385	7.6				1	

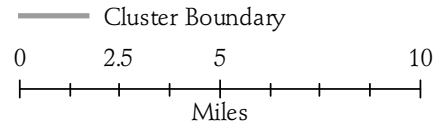
\*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**\*\*Private child care is provided at the school during the school day.**

\*\*\*LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.

## Other Educational Facilities

- ▲ ENV: Environmental Education Center
- ▣ AS: Alternative School
- T TECH: Technical Career High School



## ALTERNATIVE PROGRAMS

Alternative education is delivered in Montgomery County Public Schools (MCPS) through a continuum of intervention services for at-risk students. Level 1 programs are intervention programs for at-risk students located within each secondary school. MCPS currently operates eight secondary alternative school programs in six separate facilities for students who are unsuccessful for a variety of reasons in their home schools. These programs are considered Level 2 and Level 3 in the continuum of intervention services for at-risk students. A brief description of each program follows.

### Alternative Program Continuum

#### Level 1 Programs

The Level 1 program is a prerequisite for application to the Alternative Programs (AP). All secondary schools are required to establish a Level 1 program as an intervention strategy for providing at-risk students with an opportunity to make improvements in their academic program and/or improve their behavior.

#### Level 2 High School Alternative Programs

Application to a Level 2 program must include documentation of the student's participation in the Level 1 program. The following programs are operated solely by Montgomery County Public Schools for high school students who are not successful for a wide variety of reasons, usually including behavior and/or attendance problems. Students are referred by the home school's Educational Management Team/School Collaborative Problem Solving Team. Each site provides academic instruction in coursework that earns credits toward a high school diploma. In addition, a behavioral/social skills component addresses social skills necessary to return the student to his/her home school and succeed.

#### Emory Grove Alternative Program

This program serves approximately 60 students, Grades 9–12. A Phoenix program also is located in the Emory Grove Center, serving approximately 25 students. Students from Emory Grove and McKenney Hills centers will be consolidated and relocated to the Mark Twain facility in August 2009. The consolidation will provide a more comprehensive educational program for MCPS alternative education students. The Emory Grove facility will be utilized beginning in August 2009 for an Infants & Toddlers Program center that is needed to accommodate growth in countywide Infants & Toddlers programming. Prekindergarten students with Autism also will receive services at this location. A Transition class also will be maintained at Emory Grove Center.

#### McKenney Hills Alternative Program

This program serves approximately 60 students, Grades 9–12. A Phoenix program also is located at the McKenney Hills Center serving approximately 25 students. Students from Emory Grove and McKenney Hills centers will be consolidated and relocated to the Mark Twain facility in August 2009. The consolidation will provide a more comprehensive educational program for MCPS alternative education students.

#### Mark Twain Facility

The special education program that was housed at the Mark Twain facility was phased out at the end of the 2007–2008 school year, in order to better serve students in general education high schools, closer to where the students reside. This facility currently houses the following Level 3 programs: Fleet Street Program, which serves middle school students in lieu of expulsion; Randolph Academy program, which serves high school students in lieu of expulsion; and the Interim 45-Day Program, which serves students with disabilities for up to 45 days while an IEP team determines interventions and strategies to support students' needs and complete assessments to determine appropriate placements. In August 2008 the Alternative Programs administrative offices were relocated to the facility. In summer 2009, the Emory Grove Alternative Program, the McKenney Hills Alternative Program, and the Phoenix Alternative Programs will be consolidated and relocated to the Mark Twain facility, in order to provide a more comprehensive educational program for alternative education students in MCPS.

### Level 2 High School Recovery Programs

#### Phoenix Recovery Program at the McKenney Hills and Emory Grove Centers

Phoenix is a structured program for approximately 50 students, Grades 9–12, with substance abuse problems that interfere with school attendance, performance, and behaviors. Students are referred by the home school's Educational Management Team/School Collaborative Problem Solving Team. The referral process requires a substance abuse evaluation and evidence of participating in the recommended treatment program. Each program has a site coordinator who manages the program and collaborates with the building administration and teachers. The program includes academic instruction in courses for credit toward a high school diploma. A drug-free environment is maintained through group counseling on recovery and weekly urinalysis. In addition, high adventure activities and a community service component foster self-esteem and team-building in drug-free activities.

In August 2009, both Phoenix Programs will be relocated to the Mark Twain facility, along with the McKenney Hills Alternative Program and the Emory Grove Alternative Program where the programs will be consolidated. Relocating the students out of the McKenney Hills facility will enable MCPS to reopen the McKenney Hills facility as an elementary

school which will relieve capacity issues at Oakland Terrace and Woodlin elementary schools, as well as providing a more comprehensive educational program for MCPS alternative education students

## **Level 2 Middle School Alternative Programs**

The following programs are operated solely by MCPS for middle school students who are not achieving at their potential for a wide variety of reasons, usually including behavior and/or attendance problems. Students are referred by the home school's Educational Management Team/School Collaborative Problem-solving Team. Each site provides academic instruction in courses leading to completion of grade-level curriculum and promotion. In addition, a behavioral/social skills component gives students the skills necessary to return the student to his/her home schools and succeed.

### **Glenmont Program at Lynnbrook Center**

This program serves approximately 25 students, Grades 6–8. Glenmont serves students attending schools in the down-county area.

### **Hadley Farms Center**

This program serves approximately 25 students, Grades 6–8. Hadley Farms Center serves students attending schools in the upcounty area.

## **Level 3 Programs**

### **Fleet Street Program**

This program serves approximately 30 students, Grades 6–8, who have committed a disciplinary offense for which they could be expelled. The program is located in the Mark Twain facility. The Chief Operating Office makes direct placements at the Fleet Street Program when expulsion is not appropriate. The program provides academic instruction in courses leading to completion of grade level curriculum and promotion. In addition, a behavioral/social skills component gives students the skills necessary to return to their home schools and succeed. Special education students who have been expelled receive special education services in the Level 3 program.

### **Randolph Academy**

This program serves approximately 50 students, Grades 9–12, who have committed a disciplinary offense for which they could be expelled. The program is located at the Mark Twain facility. The Chief Operating Office makes direct placements at the Randolph Academy when expulsion is not appropriate. The program provides an individualized academic program in courses for credit toward a high school diploma. The program provides an opportunity for students in the small supportive environment to concentrate and focus on learning new coping strategies and changing behaviors that led to the disciplinary

action. Special education students who have been expelled are also placed here. Distance learning is utilized. In addition, the 45-day interim alternative educational setting for students, Grades 6–12, is overseen by the Randolph Academy site coordinator.

### **45-day Interim Placement Program**

The 45-day Interim Placement Program is for students with disabilities who are involved with drugs, weapons, or bodily injury offenses. The principal may request placement through the special education supervisor in addition to following the usual disciplinary process. The student may be placed for up to 45 school days to determine interventions and strategies to support student's needs. Currently, students spend three hours per day in the program, and there are morning and afternoon sessions. One session serves high school students with the other session for middle school students. Students work on assignments from their home school. This program is located at the Mark Twain facility.

## **Interagency Program (Residential Component)**

### **Karma Academy**

This program is a cooperative effort with a community agency where MCPS provides the academic portion of a larger set of services to students. Karma Academy is a group home for 13 males, Grades 9–12, who have behavioral and conduct problems and have been placed in a residential setting by the Department of Juvenile Services or Department of Social Services. The private, non-profit residential agency is Karma House, Inc. Montgomery County Public Schools (MCPS) provides one teacher and one paraeducator who hold classes in the group home. Students receive instruction in courses for credit toward a high school diploma.



## OTHER EDUCATIONAL FACILITIES

### Alternative Centers

Programs	Location	Year Established	Agency	Grades	Program Enrollment	Length of Stay
<i>Level 2 Recovery</i>						
Phoenix at McKenney Hills	McKenney Hills Ctr.	1979	MCPS	9–12	25	2–3 semesters
Phoenix at Emory Grove	Emory Grove Ctr.	1979	MCPS	9–12	25	2–3 semesters
<i>Level 2 Alternative</i>						
Glenmont MS	Lynnbrook Center	1997	MCPS	6–8	25	1–3 semesters
Hadley Farms MS	7401 Hadley Farms Dr.	2002	MCPS	6–8	25	1–3 semesters
Emory Grove HS	Emory Grove Ctr.	1983	MCPS	9–12	60	1–3 semesters
McKenney Hills HS	McKenney Hills Ctr.	1973	MCPS	9–12	60	1–3 semesters
<i>Level 3 Alternative</i>						
Randolph Academy	Mark Twain Ctr.	1999	MCPS	9–12	50	1–2 semesters
Fleet Street MS	14501 Avery Road	2003		6–8	30	1–2 semesters
<i>Interagency - Residential</i>						
Karma Academy	175 Watts Branch Pkwy.	1972	Private, non-profit	9–12	13	10–18 Months

## CAREER AND TECHNOLOGY EDUCATION PROGRAMS

Career and Technology Education (CTE) Career Pathway Programs (CPPs) prepare students for lifelong learning. In Montgomery County Public Schools (MCPS), there currently are 28 CPPs that are organized within the following nine career clusters:

- Arts, Humanities, Media, and Communications;
- Biosciences, Health Science, and Medicine;
- Business Management and Finance;
- Education, Training, and Child Studies;
- Engineering, Scientific Research, and Manufacturing Technologies;
- Environmental, Agricultural, and Natural Resources;
- Human and Consumer Services, Hospitality, and Tourism;
- Information Technologies (one program is listed in the Foundations section); and
- Law, Government, Public Safety, and Administration.

Over 20,000 MCPS students are completing at least one CTE pathway program course at high schools throughout the county or at the Thomas Edison High School of Technology (TEHST). From FY 2007 to FY 2008, the most recent data reported by the Maryland State Department of Education, CPP enrollment increased by approximately 70 percent. This increase is attributed to both CPP growth and improved data collection processes.

Career and Technology Education (CTE) CPPs continue to focus on rigorous and relevant instruction that prepares students for college and careers. The majority of CTE CPPs are designed to provide free college credit to high school students who attain a grade of “B” or better in articulated coursework through Montgomery College or the University of Maryland, Baltimore County, depending on the CPP selected. Students are completing and passing difficult industry credentialing examinations in areas such as Cisco networking, hospitality, food service, and cosmetology.

The TEHST affords students from all high schools equitable access to CPPs that provide academic and technical knowledge and skills. Students attend TEHST for half a day and spend the other half of the school day at their home high school. To ensure relevance to college and industry, CTE has developed Cluster Advisory Boards for all career clusters that include representatives from the business community and postsecondary institutions, providing seamless experiences for students as they move from middle school to high school to postsecondary experiences.

Funds for special projects will be allocated as needed for MCPS high schools that require minor renovations for CTE programs such as Advanced Engineering—Project Lead the Way, Cisco Academies, and the Academy of Information Technology. Minor upgrades to computer and technology education labs may be needed at some of the high schools implementing courses

that students must complete to fulfill the new technology education graduation requirement.

## Foundations Office Programs

The Montgomery County Student Trades Foundations Office is composed of three separate non-profit educational foundations that support students in the Automotive, Construction, and Information Technology industries. The Foundations Office is a liaison between the business/professional community and MCPS. This relationship promotes the advancement of college and career education and prepares students for a full range of careers within each industry. In MCPS, there are currently 18 pathway programs supervised by the Foundations Office. Articulation agreements that allow students to earn college credit while still in high school have been established for all of the Foundation programs.

The Automotive Trades Foundation (ATF) operates as a licensed used-car dealership. ATF programs are located at Damascus, Gaithersburg, and Seneca Valley high schools and the Thomas Edison High School of Technology (TEHST). The programs are nationally certified by National Automotive Technology Education Foundation (NATEF), an affiliation of Automotive Service Excellence (ASE). Our programs also are affiliated with Automotive Youth Education System (AYES), which is the highest level of achievement for automotive technology programs. Automotive instructors maintain industry standard certifications in ASE areas relevant to their programs.

The Construction Trades Foundation (CTF) operates as a licensed Residential Home Builder and supports a variety of construction industry trades that include: Carpentry, Electricity, Masonry, Plumbing, HVAC, Principles of Architecture and CAD Technology, and Foundations of Building and Construction Technology. The CTF programs are located at Damascus High School, Blake High School and TEHST. The Foundation also has established a partnership with Associated Builders and Contractors, Metro Washington Chapter (ABC Metro). ABC Metro has certified the instructors, accredited the facility, and formalized articulation agreements. This program provides a nationally recognized apprenticeship from the National Center for Construction Education and Research (NCCER). The CTF also has aligned with the construction programs at Montgomery College, allowing students further opportunities for professional development and advancement in the construction industry.

The Montgomery County Students Information Technology Foundation (ITF) provides programs in Network Operations at Clarksburg, TEHST, and Rockville high schools. Each is a member of both the Computing Technology Industry Association's (CompTIA) Education-To-Careers (E2C) program and the Microsoft Developer Network Academic Alliance (MSDN-AA). The ITF's unique public/private partnership promotes computer education and provides entrepreneurial experiences to high school students throughout Montgomery County. This program serves to prepare students for a seamless transition

into the computer technology industry and college or other postsecondary education.

**Capital Project:** As part of the FY 2005–2010 CIP, FY 2005 facility planning funds were approved to determine the scope and cost of adding a construction trades program at Gaithersburg High School as part of the replacement facility. Due to fiscal constraints in the county, the modernization for Gaithersburg High School has been delayed by one year to August 2013. FY 2010 expenditures are approved for planning to begin the architectural design of the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

## CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Construction Trades Program at Gaithersburg HS	Addition	Programmed (Delayed)	Aug. 2013



# Chapter 5

## Countywide Projects

Montgomery County Public Schools (MCPS) has many capital projects that are not for one particular school, but rather are programmed to meet the needs of many schools across the county. These projects involve multiyear plans with different schools scheduled each year, and projects are referred to as countywide projects. The assessment and selection process for many of these projects is carried out through an annual review process that involves school principals, maintenance, planning, and construction staff.

The primary countywide projects that address the physical environment in schools include: compliance with the Americans with Disabilities Act (ADA); Asbestos Abatement; Fire Safety Code Upgrades; Heating, Ventilation and Air Conditioning (HVAC); Water and Indoor Air Quality (WIAQ); Planned Life-cycle Asset Replacement (PLAR); and Roof Replacement. These projects require an assessment of each school relative to the needs of other schools and the development of schedules based on available funding. Some projects, such as ADA, Asbestos Abatement, Fuel Tank Management, and Stormwater Management are driven by mandates that require an evaluation and action plan in order to meet federal, state, and local regulations.

A project entitled Facility Planning, begun in FY 1996, will continue to fund feasibility studies and cost estimates for proposed projects. The goal of this project is to provide accurate cost estimates based on existing building conditions and proposed educational program specifications for the planning and budgeting of new schools, additions, and, modernizations.

The schedule for modernizing schools has been developed and prioritized through the Facilities Assessment with Criteria and Testing (FACT) Assessment process. Funding for modernization projects is appropriated through two projects—Current Replacements/Modernizations and Future Replacements/Modernizations. Projects with expenditures for planning and/or construction in the first two years of the CIP are considered Current Replacements/Modernizations. Projects without expenditures in the first two years of the CIP are considered Future Replacements/Modernizations.

Maintenance and replacement projects are critical to keep aging school facilities operational. As a school ages, it is placed on a maintenance and repair ladder, moving from minor repairs to outright replacement of major systems. PLAR and the countywide projects that focus on roof replacements and mechanical system rehabilitations are essential to the preservation of the school systems' infrastructure. Intensive maintenance and rehabilitation efforts to extend the useful life of schools occur through the following projects: HVAC, PLAR, and Roof Replacement.

The Improved (Safe) Access to Schools project provides improved vehicular and pedestrian access to schools. MCPS staff works with the Schools and Transportation Efficiencies

Planning (STEP) Committee to identify solutions to safety concerns. The County's Department of Public Works and Transportation appropriates funds to improve roads and sidewalks on county property when needed. This project will continue to address access improvements on Board of Education-owned property at MCPS facilities.

The relocatable classroom project will continue to provide relocatable classrooms to meet space needs that cannot be accommodated by permanent construction. Many of the relocatable classrooms have aging heating and air conditioning systems, ceilings, lights, and carpets that are reaching the end of their useful lives and must be replaced if MCPS is to continue using the units for educational programs. A schedule to rehabilitate county-owned relocatable classrooms was developed in 1996. State-owned classrooms are assessed separately and are included in the state-reimbursement request for the rehabilitation/renovation of these classrooms.

MCPS is committed to providing the educational technology necessary to allow all students to access information from around the world. The Global Access Technology project is included in the countywide section of the budget and is intended to support this commitment. The Board of Education adopted a comprehensive Educational Technology Policy in December 1993 and a strategic plan entitled "The Plan for Educational Technology Implementation" in May 1997. This plan provides specific guides and assessments for identifying the needs for staff support, hardware and software, and the capabilities for access to information within, among, and outside of the confines of MCPS facilities. All MCPS schools were wired for global access by the end of the 2002–2003 school year.

The Technology Modernization project, first introduced in the FY 2003–2008 CIP, will provide needed technology updates for the original Global Access program schools. This project will update schools' technology hardware, software and network infrastructure on a four-year replacement cycle. The objective of the Technology Modernization program is to have a student to computer ratio of 5:1. Up-to-date technology will enhance student learning through access to information available online and through the ability to use the latest instructional software. Up-to-date technology in schools and offices is also critical for the reporting required by No Child Left Behind and for the implementation of state-proposed on-line testing strategies.

The Restroom Renovations project, first introduced in the FY 2005–2010 CIP, will provide needed modifications to specific areas of restroom facilities. In FY 2004, a study was conducted to evaluate restrooms for all schools that were built or renovated before 1985. A list was compiled and schools were rated based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures,

accessories, and room finish materials. The ratings were based on visual inspections of the existing materials and fixtures as of August 1, 2003. (See appendix G for the list of schools and its corresponding rating.)

Building Modifications and Program Improvements, was approved in the FY 2007–2012 CIP to provide facility modifications or program improvements to schools that are not scheduled for a modernization or an addition in the foreseeable future.

A new project, County Water Quality Compliance, is included in the Superintendent's Recommended FY 2010 Capital Budget and Amendments to the FY 2009–2014 CIP to provide funding to plan and implement a variety of pollution prevention measures related to stormwater discharge from our school facilities as required by federal and state laws.

A brief description of each countywide project follows.

### **Americans with Disabilities Act (ADA) Compliance**

Funds from this project support compliance with federal and state laws and regulations regarding the accessibility of school facilities for persons with disabilities. The items most frequently provided are ramps, elevators, and wider door openings for wheelchair accessibility. Accessible bathrooms and water fountains also are funded as part of this program. MCPS's goal is to provide access to all spaces in its buildings. In some cases, programs have been relocated to accommodate students until full accessibility can be met. Funding for this program will continue beyond the six-year planning period.

### **Asbestos Abatement**

Federal and state regulations require the management and ultimately, the removal of asbestos from schools. Funds from this project support compliance with these mandates. As a cost saving measure, a special group of MCPS employees has been trained to remove asbestos in a manner that complies with strict safety requirements. However, projects that are larger than this group can accommodate are competitively bid and are funded through this project. Funding for this program will continue beyond the six-year planning period.

### **Building Modifications and Program Improvements**

This project will provide facility modifications and program improvements to schools that are not scheduled for a modernization or addition in the foreseeable future.

### **County Water Quality Compliance**

This project will provide funding to plan and implement a variety of pollution prevention measures related to stormwater discharge from our school facilities as required by federal and state laws.

### **Current Replacements/Modernizations**

This is a summary project for all modernization projects that have planning or construction expenditures for either FY 2009

or FY 2010. Modernization projects are moved from the Future Replacements/Modernizations project to this project when expenditures are approved by the County Council in the first two years of the CIP. Appendix E of this document lists the priority order of modernizations, based on FACT and Educational Program assessments.

### **Design and Construction Management**

This project provides funding for the MCPS staff necessary to assure the successful planning, design, and construction of the capital projects contained in the six-year CIP.

### **Energy Conservation**

This project funds the materials necessary to develop strategies to reduce energy consumption. These strategies include improving building mechanical systems, retrofitting building lighting, and updating associated temperature control systems. This project will continue indefinitely.

### **Facility Planning**

In order to assure the availability of accurate cost estimates for facility construction, a feasibility study process has been instituted. Architects are hired for each new or modernization project to develop and evaluate several feasible options that meet the project's needs. For each option, a cost estimate is prepared and an analysis is performed to determine the most cost-effective solution. The study of options is presented to the Board of Education and the project cost is established. This "preplanning" information is then used to develop a budget for submission to the County Council for funding. The feasibility study process helps to produce a clear understanding of the feasibility, scope, and cost for each project.

### **Fire Safety Code Upgrades**

This project funds building modifications to meet Fire Marshall and life safety code requirements. Facility modifications to be addressed in this project are sprinklers, escape windows, exit signs, fire alarm devices, and exit stairs.

### **Fuel Tank Management**

The school system has 236 underground fuel storage tanks. Federal law requires regular inspection, monitoring, and in some cases replacement of these fuel tank systems. It is expected that all tank systems will be upgraded and replaced as required by current regulations.

### **Future Replacements/Modernizations**

This is a summary of all modernization projects that do not have expenditures in the first two years of the CIP. The priority order for modernizations is determined by the FACT and Educational Program assessments, and is detailed in appendix E. Schools are added to the schedule in the out-years of the CIP as the County Council approves funding. Projects shown within this project will be moved to the Current Replacements/Modernizations project once the County Council approves expenditures for a modernization in either the first or second fiscal year of the CIP.



## **HVAC (Heating, Ventilation, and Air Conditioning Replacement)**

This project provides an orderly replacement of heating, ventilation, and air conditioning systems in MCPS facilities not scheduled for modernization.

## **Improved (Safe) Access to Schools**

This project addresses vehicular access to schools. Projects may involve the widening of a street or road, obtaining rights-of-way for vehicular access, or the addition of entrances to school sites. The list of specific school projects is approved annually by the County Council.

## **Land Acquisition**

The Land Acquisition project is used to acquire land for new schools and the expansion of smaller school sites. Sites are initially identified through the Comprehensive Master Plan process administered by the Maryland-National Capital Park and Planning Commission. Prior to site selection, a Site Selection Advisory Committee (SSAC) is convened.

## **Planned Life-cycle Asset Replacement (PLAR)**

This project provides funding for the repair or replacement of major site improvements and building systems that have reached the end of their useful life. Some of the items that this project covers are field rehabilitation, exterior resurfacing (including driveways and tennis courts), interior partitions, doors, lighting, windows, security gates, bleachers, communications systems, and flooring. All projects are evaluated, and a six-year plan is in place for the repair of needed items. The list of projects is evaluated annually.

## **Rehabilitation and Renovation of Closed Schools (RROCS)**

MCPS has retained some closed schools for use as office space, holding schools, or alternative schools. Some of these facilities have reopened as schools. Funds from this project are used to rehabilitate buildings to meet current codes and to provide appropriate educational spaces.

## **Relocatable Classrooms**

MCPS utilizes relocatable classrooms on an interim basis to accommodate student enrollment in overutilized facilities and for class-size reduction initiatives until a long-term solution is in place. Some are owned by MCPS, some are owned by the State of Maryland, and others are leased. This project provides funding for the relocation, leasing, acquisition, and repair of relocatable classroom units.

## **Restroom Renovations**

The project will provide needed modifications to specific areas of restroom facilities. A study was conducted to evaluate restrooms for all schools that were built or renovated before 1985. Schools were rated based on an evaluation method using a preset number scale for the assessment of the existing

plumbing fixtures, accessories, and room finish materials. See appendix G for the list of schools in the project.

## **Roof Replacement**

Roofs that are in need of repair or replacement are funded through this project. The schedule of yearly repairs/replacements is determined according to priority. The roofs are expected to have a life cycle of approximately 20 years.

## **School Gymnasiums**

This project provides funding for building gymnasiums on a priority basis, utilizing the funding levels adopted by the County Council. The schools without gyms are ranked annually based on three criteria: enrollment, other construction projects on site, and percent of gyms in the cluster. A listing of schools without gymnasiums is included in appendix F.

## **School Security Systems**

This project provides funding for security camera systems at MCPS high school facilities. Currently, all high schools have security systems. At this time, no middle schools have security camera systems. Consideration is being given to install security systems in middle schools.

## **Stadium Lighting**

Lighting for outdoor stadiums has been funded through a partnership among the schools, individual booster clubs, city and county governments, and MCPS. This project is proposed to expand into renovation of concession stands in partnership with booster clubs and others, using the model developed for stadium lighting.

## **Technology Modernization**

This project will provide needed technology updates for the original Global Access program schools. This project will provide a better student to computer ratio, best practices for dynamic access to information networks, modern methodologies for teacher training, and application of current theory and practice to prepare students for the 21st century.

## **Water and Indoor Air Quality Improvements**

This project provides mechanical retrofits and building envelope modifications necessary to address Indoor Air Quality (IAQ) problems at schools. Funds in this project also will address lead abatement and will be used to develop specific remediation and work plans for schools that have complete test results and lead source assessment.





# Appendix A-1

## Montgomery County Public Schools Actual and Projected Enrollment, 2008–2009 to 2014–2015

October 29, 2008

Grade Level & Program	Prelim. 2008–09	Projected Enrollment					
		2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
Prekindergarten	1,985	1,905	1,905	1,905	1,905	1,905	1,905
Head Start	618	618	618	618	618	618	618
Kindergarten	10,050	10,025	10,000	10,220	10,250	10,360	10,430
Grades 1–5	48,124	49,239	50,407	51,241	52,429	53,066	53,405
Grades 6–8	28,483	28,182	27,918	28,270	28,430	29,186	30,041
Grades 9–12	41,616	40,949	40,294	39,646	39,172	38,864	38,909
Total K–12	128,273	128,395	128,619	129,377	130,281	131,476	132,785
Special Education:							
Elementary	2,782	2,822	2,887	2,928	2,956	2,976	2,996
Middle	2,408	1,953	1,965	1,972	1,980	1,989	1,998
High	2,827	3,653	3,633	3,580	3,525	3,470	3,473
Special Schools	467	679	680	681	682	682	682
Total Special Education*	8,484	9,107	9,165	9,161	9,143	9,117	9,149
Alternative Programs	180	225	225	225	225	225	225
Gateway to College	236	250	250	250	250	250	250
GRAND TOTAL	139,776	140,500	140,782	141,536	142,422	143,591	144,932

\* The Special Education forecasts includes only those students budgeted under special programs. About 8,000 additional students receive Special Education services.

Source: Montgomery County Public Schools, Division of Long-range Planning, October 29, 2008.

Note: Enrollment for 2008–2009 is Preliminary September 30th enrollment.

# Appendix A-2

## Montgomery County Public Schools Actual and Projected Grade Enrollment, 2008–2009 to 2014–2015

October 29, 2008

Grades	Prelim. Enrollment 2008–09	Projected Enrollment					
		2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
Kindergarten	10,050	10,025	10,000	10,220	10,250	10,360	10,430
Grade 1	10,011	10,421	10,425	10,400	10,620	10,650	10,760
Grade 2	9,518	10,088	10,496	10,500	10,475	10,695	10,725
Grade 3	9,702	9,557	10,138	10,546	10,550	10,525	10,745
Grade 4	9,388	9,691	9,557	10,138	10,546	10,550	10,525
Grade 5	9,505	9,482	9,791	9,657	10,238	10,646	10,650
Grade 6	9,310	9,347	9,332	9,641	9,507	10,088	10,496
Grade 7	9,544	9,239	9,297	9,282	9,591	9,457	10,038
Grade 8	9,629	9,596	9,289	9,347	9,332	9,641	9,507
Grade 9	10,848	10,640	10,596	10,289	10,347	10,332	10,641
Grade 10	10,337	10,221	10,040	9,996	9,689	9,747	9,732
Grade 11	10,312	9,987	9,871	9,690	9,646	9,339	9,397
Grade 12	10,119	10,101	9,787	9,671	9,490	9,446	9,139
K–5 Total	58,174	59,264	60,407	61,461	62,679	63,426	63,835
6–8 Total	28,483	28,182	27,918	28,270	28,430	29,186	30,041
9–12 Total	41,616	40,949	40,294	39,646	39,172	38,864	38,909
K–12 Total	128,273	128,395	128,619	129,377	130,281	131,476	132,785
Prekindergarten	1,985	1,905	1,905	1,905	1,905	1,905	1,905
Head Start	618	618	618	618	618	618	618
Special Education*	8,484	9,107	9,165	9,161	9,143	9,117	9,149
Alternative Programs	180	225	225	225	225	225	225
Gateway to College	236	250	250	250	250	250	250
GRAND TOTAL	139,776	140,500	140,782	141,536	142,422	143,591	144,932

\* The Special Education forecasts includes only those students budgeted under special programs. About 8,000 additional students receive Special Education services.

Source: Montgomery County Public Schools, Division of Long-range Planning, October 29, 2008.

Note: Enrollment for 2008–2009 is Preliminary September 30th enrollment.

# Appendix A-3

## Montgomery County Public Schools Enrollment by Race/Ethnic Groups: 1968–2008

October 29, 2008

School Year	African American		American Indian		Asian American		Hispanic		White		Total Enrollment
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1968–69	4,872	4.0%	75	0.1%	1,208	1.0%	1,673	1.4%	113,621	93.6%	121,449
1969–70	5,716	4.6%	123	0.1%	1,401	1.1%	1,832	1.5%	115,899	92.7%	124,971
1970–71	6,454	5.1%	131	0.1%	1,476	1.2%	2,438	1.9%	114,845	91.6%	125,344
1971–72	7,292	5.8%	113	0.1%	1,640	1.3%	2,475	2.0%	114,687	90.9%	126,207
1972–73	8,013	6.3%	194	0.2%	1,904	1.5%	2,688	2.1%	114,113	89.9%	126,912
1973–74	9,264	7.3%	77	0.1%	1,849	1.5%	1,996	1.6%	112,990	89.5%	126,176
1974–75	9,928	8.0%	113	0.1%	1,929	1.6%	2,050	1.6%	110,299	88.7%	124,319
1975–76	10,578	8.7%	122	0.1%	2,438	2.0%	2,234	1.8%	106,900	87.4%	122,272
1976–77	11,012	9.4%	822	0.7%	3,758	3.2%	3,668	3.1%	98,370	83.6%	117,630
1977–78	11,201	9.9%	545	0.5%	4,084	3.6%	3,517	3.1%	93,278	82.8%	112,625
1978–79	11,192	10.4%	334	0.3%	4,360	4.1%	3,486	3.2%	88,058	82.0%	107,430
1979–80	11,648	11.4%	209	0.2%	4,774	4.7%	3,442	3.4%	82,446	80.4%	102,519
1980–81	11,912	12.1%	187	0.2%	5,598	5.7%	3,760	3.8%	77,386	78.3%	98,843
1981–82	12,175	12.7%	161	0.2%	6,291	6.6%	4,122	4.3%	72,838	76.2%	95,587
1982–83	12,345	13.3%	156	0.2%	6,791	7.3%	4,231	4.6%	68,994	74.6%	92,517
1983–84	12,714	14.0%	166	0.2%	7,266	8.0%	4,388	4.8%	66,496	73.0%	91,030
1984–85	13,327	14.5%	136	0.1%	8,024	8.7%	4,807	5.2%	65,410	71.3%	91,704
1985–86	13,765	14.8%	140	0.2%	8,759	9.4%	5,273	5.7%	64,934	69.9%	92,871
1986–87	14,342	15.2%	142	0.2%	9,471	10.0%	5,845	6.2%	64,660	68.5%	94,460
1987–88	14,984	15.6%	194	0.2%	10,229	10.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89	15,900	16.1%	223	0.2%	10,960	11.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90	16,612	16.6%	294	0.3%	11,565	11.5%	8,199	8.2%	63,589	63.4%	100,259
1990–91	17,721	17.1%	268	0.3%	12,352	11.9%	9,202	8.9%	64,189	61.9%	103,732
1991–92	18,867	17.6%	293	0.3%	12,983	12.1%	10,189	9.5%	65,067	60.6%	107,399
1992–93	19,938	18.1%	323	0.3%	13,521	12.3%	11,071	10.1%	65,184	59.2%	110,037
1993–94	21,009	18.5%	397	0.3%	14,014	12.4%	12,260	10.8%	65,749	58.0%	113,429
1994–95	22,170	18.9%	464	0.4%	14,440	12.3%	13,439	11.5%	66,569	56.9%	117,082
1995–96	23,265	19.3%	400	0.3%	15,016	12.5%	14,437	12.0%	67,173	55.8%	120,291
1996–97	24,281	19.8%	440	0.4%	15,384	12.6%	15,348	12.5%	67,052	54.7%	122,505
1997–98	25,420	20.4%	442	0.4%	15,904	12.7%	16,502	13.2%	66,767	53.3%	125,035
1998–99	26,820	21.0%	428	0.3%	16,380	12.8%	17,815	13.9%	66,409	52.0%	127,852
1999–00	27,490	21.0%	385	0.3%	17,093	13.1%	19,485	14.9%	66,236	50.7%	130,689
2000–01	28,426	21.2%	407	0.3%	17,895	13.3%	21,731	16.2%	65,849	49.0%	134,308
2001–02	28,928	21.1%	414	0.3%	19,042	13.9%	23,517	17.2%	64,931	47.5%	136,832
2002–03	29,755	21.4%	428	0.3%	19,765	14.2%	24,915	17.9%	64,028	46.1%	138,891
2003–04	30,736	22.1%	429	0.3%	19,908	14.3%	26,058	18.7%	62,072	44.6%	139,203
2004–05	31,446	22.6%	396	0.3%	20,118	14.4%	27,011	19.4%	60,366	43.3%	139,337
2005–06	31,816	22.8%	402	0.3%	20,458	14.7%	27,931	20.0%	58,780	42.2%	139,387
2006–07	31,620	22.9%	418	0.3%	20,452	14.8%	28,582	20.7%	56,726	41.2%	137,798
2007–08	31,597	22.9%	403	0.3%	20,931	15.2%	29,602	21.5%	55,212	40.1%	137,745
2008–09 prelim.	32,296	23.1%	407	0.3%	21,576	15.4%	30,863	22.1%	54,634	39.1%	139,776

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, October 29, 2008.

Note: Montgomery County Public Schools uses a combined method for collecting and reporting racial/ethnic data.

All Hispanic students regardless of their race, are included in Hispanic enrollment.

# Appendix A-4

## Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Groups: 1968–2008

October 29, 2008

School Year	African American		American Indian		Asian American		Hispanic		White		Total	
	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Enrollment	Change from Prior Year
1968–69	4,872		75		1,208		1,673		113,621		121,449	
1969–70	5,716	844	123	48	1,401	193	1,832	159	115,899	2278	124,971	3522
1970–71	6,454	738	131	8	1,476	75	2,438	606	114,845	(1054)	125,344	373
1971–72	7,292	838	113	(18)	1,640	164	2,475	37	114,687	(158)	126,207	863
1972–73	8,013	721	194	81	1,904	264	2,688	213	114,113	(574)	126,912	705
1973–74	9,264	1251	77	(117)	1,849	(55)	1,996	(692)	112,990	(1123)	126,176	(736)
1974–75	9,928	664	113	36	1,929	80	2,050	54	110,299	(2691)	124,319	(1857)
1975–76	10,578	650	122	9	2,438	509	2,234	184	106,900	(3399)	122,272	(2047)
1976–77	11,012	434	822	700	3,758	1320	3,668	1434	98,370	(8530)	117,630	(4642)
1977–78	11,201	189	545	(277)	4,084	326	3,517	(151)	93,278	(5092)	112,625	(5005)
1978–79	11,192	(9)	334	(211)	4,360	276	3,486	(31)	88,058	(5220)	107,430	(5195)
1979–80	11,648	456	209	(125)	4,774	414	3,442	(44)	82,446	(5612)	102,519	(4911)
1980–81	11,912	264	187	(22)	5,598	824	3,760	318	77,386	(5060)	98,843	(3676)
1981–82	12,175	263	161	(26)	6,291	693	4,122	362	72,838	(4548)	95,587	(3256)
1982–83	12,345	170	156	(5)	6,791	500	4,231	109	68,994	(3844)	92,517	(3070)
1983–84	12,714	369	166	10	7,266	475	4,388	157	66,496	(2498)	91,030	(1487)
1984–85	13,327	613	136	(30)	8,024	758	4,807	419	65,410	(1086)	91,704	674
1985–86	13,765	438	140	4	8,759	735	5,273	466	64,934	(476)	92,871	1167
1986–87	14,342	577	142	2	9,471	712	5,845	572	64,660	(274)	94,460	1589
1987–88	14,984	642	194	52	10,229	758	6,376	531	64,488	(172)	96,271	1811
1988–89	15,900	916	223	29	10,960	731	7,208	832	64,228	(260)	98,519	2248
1989–90	16,612	712	294	71	11,565	605	8,199	991	63,589	(639)	100,259	1740
1990–91	17,721	1109	268	(26)	12,352	787	9,202	1003	64,189	600	103,732	3473
1991–92	18,867	1146	293	25	12,983	631	10,189	987	65,067	878	107,399	3667
1992–93	19,938	1071	323	30	13,521	538	11,071	882	65,184	117	110,037	2638
1993–94	21,009	1071	397	74	14,014	493	12,260	1189	65,749	565	113,429	3392
1994–95	22,170	1161	464	67	14,440	426	13,439	1179	66,569	820	117,082	3653
1995–96	23,265	1095	400	(64)	15,016	576	14,437	998	67,173	604	120,291	3209
1996–97	24,281	1016	440	40	15,384	368	15,348	911	67,052	(121)	122,505	2214
1997–98	25,420	1139	442	2	15,904	520	16,502	1154	66,767	(285)	125,035	2530
1998–99	26,820	1400	428	(14)	16,380	476	17,815	1313	66,409	(358)	127,852	2817
1999–00	27,490	670	385	(43)	17,093	713	19,485	1670	66,236	(173)	130,689	2837
2000–01	28,426	936	407	22	17,895	802	21,731	2246	65,849	(387)	134,308	3619
2001–02	28,928	502	414	7	19,042	1147	23,517	1786	64,931	(918)	136,832	2524
2002–03	29,755	827	428	14	19,765	723	24,915	1398	64,028	(903)	138,891	2059
2003–04	30,736	981	429	1	19,908	143	26,058	1143	62,072	(1956)	139,203	312
2004–05	31,446	710	396	(33)	20,118	210	27,011	953	60,366	(1706)	139,337	134
2005–06	31,816	370	402	6	20,458	340	27,931	920	58,780	(1586)	139,387	50
2006–07	31,620	(196)	418	16	20,452	(6)	28,582	651	56,726	(2054)	137,798	(1589)
2007–08	31,597	(23)	403	(15)	20,931	479	29,602	1020	55,212	(1514)	137,745	(53)
2008–09 prelim.	32,296	699	407	4	21,576	645	30,863	1261	54,634	(578)	139,776	2031

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, October 29, 2008.

Note: Montgomery County Public Schools uses a combined method for collecting and reporting racial/ethnic data.

All Hispanic students regardless of their race, are included in Hispanic enrollment.

# Appendix B-1

## ESOL, Head Start, Prekindergarten, Alternative Programs, and Gateway to College Enrollments

### Actual and Projected ESOL Enrollment

September 16, 2008

Program	Actual Enrollment			Budgeted	Projected Enrollment					
	FY06 2005-06	FY07 2006-07	FY08 2007-08	FY08 2007-08	FY10 2009-10	FY11 2010-11	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15
Elementary School	9,173	10,375	11,572	11,500	12,500	13,000	13,500	14,000	14,500	15,000
Middle School	1,634	1,764	1,754	1,800	1,800	1,800	1,800	1,800	1,800	1,800
High School	2,657	2,646	2,605	2,700	2,700	2,700	2,700	2,700	2,700	2,700
Total Enrollment	13,464	14,785	15,931	16,000	17,000	17,500	18,000	18,500	19,000	19,500
METS:										
Elementary	90	90	71	90	90	90	90	90	90	90
Middle	125	125	144	130	130	130	130	130	130	130
High	159	160	155	160	160	160	160	160	160	160

\* Actual ESOL enrollment is based on the average monthly enrollment reported by the Division of ESOL/Bilingual programs from Sept. to May.  
METS enrollment is broken out for information purposes. METS enrollment is included in the elementary, middle and high school numbers  
Forecasts are developed cooperatively by the Division of Long-range Planning and Division of ESOL/ Bilingual Programs

### Actual and Projected Head Start and Prekindergarten Enrollment

September 16, 2008

Program	Actual Enrollment			Budgeted	Projected Enrollment					
	FY06 2005-06	FY07 2006-07	FY08 2007-08	FY08 2007-08	FY10 2009-10	FY11 2010-11	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15
Head Start	584	584	599	618	618	618	618	618	618	618
Prekindergarten	1818	1828	1833	1885	1885	1885	1885	1885	1885	1885
Early Childhood Program (New Hampshire Estates ES)	20	20	20	20	20	20	20	20	20	20

Forecasts developed cooperatively by the Division of Long-range Planning and Div. of Early Childhood Services and Head Start Unit

### Actual and Projected Alternative Program and Gateway to College Enrollment

September 16, 2008

Program	Actual Enrollment			Budgeted	Projected Enrollment					
	FY06 2005-06	FY07 2006-07	FY08 2007-08	FY08 2007-08	FY10 2009-10	FY11 2010-11	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15
Alternative Programs	179	207	195	300	225	225	225	225	225	225
Gateway to College	123	196	219	295	250	250	250	250	250	250

Forecasts developed cooperatively by the Division of Long-range Planning and the Department of Alternative Programs





# Appendix C

## School Enrollment and Capacity (2008–2009 and 2014–2015 School year)

	School	2008–2009 School Year			2014–2015 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
High Schools							
1	Bethesda-Chevy Chase	1782	1544	(238)	1735	1656	(79)
2	Montgomery Blair	2714	2876	162	2327	2876	549
3	James Blake	1820	1715	(105)	1700	1715	15
4	Winston Churchill	2110	1972	(138)	1928	1972	44
5	Clarksburg	1656	1593	(63)	1844	1593	(251)
6	Damascus	1422	1589	167	1291	1589	298
7	Albert Einstein	1579	1582	3	1553	1613	60
8	Gaithersburg	2013	2067	54	1906	2067	161
9	Walter Johnson	2006	1905	(101)	2087	2275	188
10	John F. Kennedy	1556	1757	201	1565	1838	273
11	Col. Zadok Magruder	1977	1958	(19)	1606	1958	352
12	Richard Montgomery	1988	1949	(39)	1969	1949	(20)
13	Northwest	2034	2151	117	2173	2151	(22)
14	Northwood	1325	1517	192	1474	1517	43
15	Paint Branch	1809	1571	(238)	1956	1899	(57)
16	Poolesville	1049	950	(99)	1054	1107	53
17	Quince Orchard	1738	1774	36	1788	1774	(14)
18	Rockville	1249	1598	349	1263	1584	321
19	Seneca Valley	1352	1478	126	1320	1478	158
20	Sherwood	2099	2022	(77)	1790	2022	232
21	Springbrook	1890	2095	205	1572	2095	523
22	Watkins Mill	1609	1805	196	1438	1913	475
23	Wheaton	1325	1428	103	1222	1398	176
24	Walt Whitman	1849	1891	42	1650	1891	241
25	Thomas S. Wootton	2461	2046	(415)	2170	2086	(84)
Middle Schools							
1	Argyle	765	888	123	803	888	85
2	John T Baker	684	702	18	558	702	144
3	Benjamin Banneker	774	876	102	790	876	86
4	Briggs Chaney	907	927	20	957	927	(30)
5	Cabin John	904	844	(60)	824	1053	229
6	Roberto Clemente	1154	1165	11	1160	1165	5
7	Eastern	807	986	179	880	986	106
8	William H. Farquhar	701	838	137	595	838	243
9	Forest Oak	826	890	64	813	890	77
10	Robert Frost	1177	1071	(106)	995	1071	76
11	Gaithersburg	714	898	184	770	881	111
12	Herbert Hoover	1011	927	(84)	1076	1024	(52)
13	Francis Scott Key	772	901	129	846	878	32
14	Martin Luther King, Jr	612	876	264	649	888	239
15	Kingsview	898	956	58	1035	956	(79)
16	Lakelands Park	890	1068	178	1055	1068	13
17	Col. E. Brooke Lee	470	771	301	697	796	99
18	A. Mario Loiederman	869	935	66	892	935	43
19	Montgomery Village	634	788	154	616	826	210
20	Neelsville	854	842	(12)	915	842	(73)
21	Newport Mill	649	769	120	737	769	32
22	North Bethesda	804	850	46	873	850	(23)
23	Parkland	820	889	69	817	889	72
24	Rosa Parks	918	888	(30)	785	888	103
25	John Poole	381	472	91	284	472	188
26	Thomas W. Pyle	1291	1267	(24)	1208	1267	59
27	Redland	639	740	101	517	740	223
28	Ridgeview	708	1007	299	667	1007	340
29	Rocky Hill	1109	956	(153)	1400	956	(444)
30	Shady Grove	593	867	274	593	867	274
31	Silver Spring International	728	1029	301	858	1029	171
32	Sligo	630	988	358	675	988	313
33	Takoma Park	835	863	28	792	863	71
34	Tilden	698	988	290	802	1013	211
35	Julius West	972	973	1	1123	973	(150)
36	Westland	1031	1037	6	1187	1037	(150)
37	White Oak	700	898	198	732	924	192
38	Earle B. Wood	815	972	157	898	972	74

\*Includes capacity from recommended projects.

	School	2007–2008 School Year			2013–2014 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
Elementary Schools							
1	Arcola	469	513	44	566	513	(53)
2	Ashburton	586	659	73	657	659	2
3	Bannockburn	356	365	9	363	365	2
4	Lucy V. Barnsley	604	514	(90)	608	524	(84)
5	Beall	648	549	(99)	652	549	(103)
6	Bel Pre	483	366	(117)	500	536	36
7	Bells Mill	403	365	(38)	476	609	133
8	Belmont	383	415	32	351	415	64
9	Bethesda	506	367	(139)	524	367	(157)
10	Beverly Farms	588	541	(47)	614	678	64
11	Bradley Hills	459	319	(140)	483	319	(164)
12	Broad Acres	486	694	208	566	694	128
13	Brooke Grove	405	543	138	431	543	112
14	Brookhaven	386	259	(127)	450	432	(18)
15	Brown Station	400	417	17	534	417	(117)
16	Burning Tree	496	428	(68)	461	428	(33)
17	Burnt Mills	368	386	18	398	386	(12)
18	Burtonsville	634	594	(40)	645	594	(51)
19	Candlewood	333	411	78	343	411	68
20	Cannon Road	402	295	(107)	465	490	25
21	Carderock Springs	299	251	(48)	314	399	85
22	Rachel Carson	840	639	(201)	787	691	(96)
23	Cashell	284	306	22	292	340	48
24	Cedar Grove	557	479	(78)	834	479	(355)
25	Chevy Chase	448	429	(19)	467	429	(38)
26	Clarksburg	308	336	28	569	336	(233)
27	Clearspring	626	632	6	654	632	(22)
28	Clopper Mill	424	404	(20)	478	404	(74)
29	Cloverly	514	460	(54)	510	460	(50)
30	Cold Spring	393	412	19	383	412	29
31	College Gardens	674	694	20	757	694	(63)
32	Cresthaven	338	363	25	397	453	56
33	Captain James Daly	559	518	(41)	601	518	(83)
34	Damascus	281	338	57	275	338	63
35	Darnestown	376	273	(103)	407	273	(134)
36	Diamond	483	509	26	562	509	(53)
37	Dr. Charles R. Drew	423	406	(17)	437	436	(1)
38	DuFief	437	394	(43)	419	394	(25)
39	East Silver Spring	243	354	111	470	541	71
40	Fairland	554	346	(208)	592	538	(54)
41	Fallsmead	495	528	33	504	528	24
42	Farmland	617	616	(1)	709	738	29
43	Fields Road	420	598	178	530	581	51
44	Flower Hill	452	409	(43)	530	409	(121)
45	Flower Valley	440	429	(11)	491	429	(62)
46	Forest Knolls	558	582	24	591	582	(9)
47	Fox Chapel	571	371	(200)	581	693	112
48	Gaithersburg	500	740	240	615	740	125
49	Galway	745	754	9	734	754	20
50	Garrett Park	472	456	(16)	567	662	95
51	Georgian Forest	501	314	(187)	557	314	(243)
52	Germantown	285	361	76	341	361	20
53	Glen Haven	524	514	(10)	564	514	(50)
54	Glenallan	375	317	(58)	554	631	77
55	Goshen	612	632	20	605	632	27
56	Great Seneca Creek	723	659	(64)	772	659	(113)
57	Greencastle	605	570	(35)	639	570	(69)
58	Greenwood	581	571	(10)	540	571	31
59	Harmony Hills	546	326	(220)	573	550	(23)
60	Highland	458	570	112	503	570	67
61	Highland View	320	263	(57)	418	263	(155)
62	Jackson Road	587	386	(201)	645	616	(29)
63	Jones Lane	501	495	(6)	519	473	(46)
64	Kemp Mill	444	466	22	445	466	21

\*Includes capacity from recommended projects.

	School	2007–2008 School Year			2013–2014 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
65	Kensington-Parkwood	554	517	(37)	594	517	(77)
66	Lake Seneca	368	392	24	433	392	(41)
67	Lakewood	629	568	(61)	577	568	(9)
68	Laytonsville	482	487	5	506	487	(19)
69	Little Bennett	827	684	(143)	1228	684	(544)
70	Luxmanor	370	239	(131)	429	446	17
71	Thurgood Marshall	527	529	2	519	529	10
72	Maryvale	606	579	(27)	645	579	(66)
73	Spark M. Matsunaga	948	660	(288)	919	660	(259)
74	S. Christa McAuliffe	574	528	(46)	593	528	(65)
75	Ronald McNair	739	612	(127)	699	612	(87)
76	Meadow Hall	344	342	(2)	401	342	(59)
77	Mill Creek Towne	446	393	(53)	438	393	(45)
78	Monocacy	191	205	14	211	205	(6)
79	Montgomery Knolls	412	273	(139)	469	503	34
80	New Hampshire Estates	387	489	102	417	489	72
81	Roscoe R. Nix	414	486	72	412	486	74
82	North Chevy Chase	357	230	(127)	372	230	(142)
83	Oak View	284	358	74	330	358	28
84	Oakland Terrace	749	451	(298)	856	451	(405)
85	Olney	575	584	9	552	584	32
86	William T. Page	390	371	(19)	389	371	(18)
87	Pine Crest	357	358	1	435	358	(77)
88	Piney Branch	483	565	82	454	565	111
89	Poolesville	390	549	159	360	549	189
90	Potomac	558	411	(147)	557	411	(146)
91	Judith A. Resnik	548	475	(73)	569	475	(94)
92	Dr. Sally K. Ride	554	476	(78)	604	476	(128)
93	Ritchie Park	467	410	(57)	556	410	(146)
94	Rock Creek Forest	509	372	(137)	553	372	(181)
95	Rock Creek Valley	410	363	(47)	425	363	(62)
96	Rock View	551	347	(204)	608	546	(62)
97	Lois P. Rockwell	397	529	132	414	534	120
98	Rolling Terrace	639	668	29	673	668	(5)
99	Rosemary Hills	635	494	(141)	626	494	(132)
100	Rosemont	472	591	119	578	642	64
101	Sequoayah	409	465	56	438	465	27
102	Seven Locks	281	251	(30)	310	410	100
103	Sherwood	471	376	(95)	523	606	83
104	Sargent Shriver	632	587	(45)	711	587	(124)
105	Sligo Creek	615	532	(83)	640	532	(108)
106	Somerset	399	456	57	530	456	(74)
107	South Lake	610	741	131	650	741	91
108	Stedwick	592	665	73	629	665	36
109	Stone Mill	608	644	36	574	644	70
110	Stonegate	442	431	(11)	421	431	10
111	Strathmore	400	447	47	417	447	30
112	Strawberry Knoll	534	467	(67)	581	467	(114)
113	Summit Hall	462	449	(13)	471	449	(22)
114	Takoma Park	399	290	(109)	428	562	134
115	Travilah	441	526	85	453	526	73
116	Twinbrook	530	518	(12)	621	518	(103)
117	Viers Mill	505	357	(148)	630	357	(273)
118	Washington Grove	372	239	(133)	499	515	16
119	Waters Landing	635	505	(130)	666	505	(161)
120	Watkins Mill	530	695	165	617	695	78
121	Wayside	600	676	76	595	676	81
122	Weller Road	536	597	61	587	637	50
123	Westbrook	381	269	(112)	516	269	(247)
124	Westover	260	298	38	294	298	4
125	Wheaton Woods	423	348	(75)	438	348	(90)
126	Whetstone	600	489	(111)	665	706	41
127	Wood Acres	646	550	(96)	651	550	(101)
128	Woodfield	389	457	68	378	457	79
129	Woodlin	442	399	(43)	520	399	(121)
130	Wyngate	603	422	(181)	693	422	(271)

\*Includes capacity from recommended projects.



# Appendix D

## Montgomery County Public Schools Relocatable Classrooms: 2008–2009 School Year

Cluster/ School	Relocatables on Site for 2008–2009 To Address:		
	Overutilization	DC	Total
<b>Bethesda-Chevy Chase</b>			
Westland MS		1	1
Bethesda	4		4
North Chevy Chase	4		4
Rock Creek Forest	5	1	6
Rosemary Hills	5		5
Westbrook	3		3
Totals	21	2	23
<b>Winston Churchill</b>			
Cabin John MS	2		2
Herbert Hoover MS	5		5
Beverly Farms	2		2
Potomac	7		7
Seven Locks	2		2
Totals	18	0	18
<b>Clarksburg</b>			
Clarksburg HS	4		4
Rocky Hill MS	8		8
Clarksburg ES	6		6
Daly	4		4
Fox Chapel	9		9
Little Bennett	6		6
Totals	37	0	37
<b>Damascus</b>			
Cedar Grove	6		6
Clearspring	1		1
Totals	7	0	7
<b>Downcounty Consortium*</b>			
Wheaton HS	4		4
Bel Pre	8		8
Brookhaven	11	1	12
Georgian Forest	9		9
Glenallan	6		6
Harmony Hills	8		8
Highland View	6		6
Montgomery Knolls	9		9
Oakland Terrace	7		7
Pine Crest	2		2
Rock View	8		8
Rolling Terrace	2		2
Shriver	1		1
Sligo Creek	4	1	5
Takoma Park ES	8		8
Viers Mill	11		11
Wheaton Woods	5		5
Woodlin	4		4
Totals	113	2	115
<b>Gaithersburg</b>			
Gaithersburg HS	3		3
Goshen	1		1
Laytonsville	1		1
Rosemont		1	1
Strawberry Knoll	4		4
Summit Hall	5	1	6
Washington Grove	9		9
Totals	23	2	25
<b>Walter Johnson</b>			
Luxmanor	8		8
Wyngate	8		8
Totals	16	0	16

Cluster/ School	Relocatables on Site for 2008–2009 To Address:		
	Overutilization	DC	Total
<b>Col. Zadok Magruder</b>			
Col. Zadok Magruder HS	2		2
Flower Hill	6		6
Mill Creek Towne	3		3
Judith A. Resnik	2		2
Totals	13	0	13
<b>Richard Montgomery</b>			
Beall	6		6
Ritchie Park	1		1
Twinbrook	4		4
Totals	11	0	11
<b>Northeast Consortium*</b>			
James H. Blake HS	7		7
Paint Branch HS	5		5
Burnt Mills	1		1
Cannon Road	7		7
Cloverly	2		2
Fairland	8		8
Greencastle	1		1
Jackson Road	11		11
Stonegate	3	1	4
Westover	1		1
Totals	46	1	47
<b>Northwest</b>			
Clopper Mill	4		4
Darnestown	6		6
Spark M. Matsunaga	11	1	12
Ronald McNair	4		4
Totals	25	1	26
<b>Poolesville</b>			
Poolesville HS	8		8
Monocacy	3		3
Totals	11	0	11
<b>Quince Orchard</b>			
Rachel Carson	7		7
Jones Lane	2		2
Marshall	1		1
Totals	10	0	10
<b>Rockville</b>			
Lucy V. Barnsley	4		4
Flower Valley	1		1
Maryvale	1		1
Meadow Hall	2		2
Rock Creek Valley	2		2
Sandburg	1		1
Totals	11	0	11
<b>Seneca Valley</b>			
Seneca Valley	3		3
McAuliffe	1		1
Sally K. Ride	4		4
Waters Landing	3		3
Totals	11	0	11
<b>Sherwood</b>			
Belmont		1	1
Sherwood ES	6		6
Totals	6	1	7

Cluster/ School	Relocatables on Site for 2008–2009 To Address:		
	Overutilization	DC	Total
<b>Watkins Mill</b>			
Whetstone	7		7
Totals	7	0	7
<b>Walt Whitman</b>			
Bannockburn	2		2
Bradley Hills	6		6
Burning Tree	3		3
Wood Acres	2		2
Totals	13	0	13
<b>Thomas S. Wootton</b>			
Thomas S. Wootton HS	9		9
Cold Spring	3		3
DuFief	1	2	3
Totals	13	2	15
<b>Grand Total by Use</b>	<b>412</b>	<b>11</b>	<b>423</b>
<b>SCHOOL TOTAL: 423</b>			

Other Relocatable Uses		
	# Units	Comment
<b>Phased Construction</b>		
Walter Johnson HS	45	Modernization
<b>Holding Schools for Mods</b>		
Fairland	24	Galway/Cresthaven
Grosvenor	8	Bells Mill
North Lake	9	Cashell
Radnor	2	Leased/Carderock
Tilden		Key
Total	43	
<b>Other Uses at Schools</b>		
Emory Grove Ctr.	1	Transition (CCC)
Gaithersburg ES	1	Parent Res. Ctr.
Gaithersburg HS	1	Mont. College Prgm.
Rolling Terrace	1	Judy Center
Sandburg	1	Autism offices
Seneca Valley HS	1	Transition (CCC)
Sherwood ES	1	Baldrige Lab
Wootton HS	1	Mont. College Prgm.
Total	8	
<b>Nonschool Locations</b>		
Bethesda Depot	2	Offices
Children's Res. Ctr.	1	Infants & Todd. offices
Kingsley	4	
Mont. College Germantown	2	
Rockinghorse	2	ESOL Offices
Smith Center	2	Outdoor Education
Transportation Depot	2	Offices
Warehouse	1	Copy Plus Program
Total	16	
<b>OTHER TOTAL: 112</b>		

DC = Paid for by day-care provider to enable a day-care center to operate inside school.

\* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.

Relocatable classrooms are distributed quite evenly around the county, with an average of about 17 per cluster, taking account of multiple cluster areas in the consortia.



# Appendix E

## Modernization Schedule for Assessed Schools

Schools	Year Built	Year Renovated	FACT Score	Approved Schedule
<b>Elementary</b>				
Cashell	1969		1292	8/2009
Galway	1967		1301	1/2009
Cresthaven	1962		1311	8/2010
Carderock Springs	1966		1316	8/2010
Bells Mill	1968		1319	8/2009
Cannon Road	1967		1357	1/2012
Garrett Park	1948	1973	1388	1/2012
Farmland	1963		1417	8/2011
Seven Locks	1964		1344	1/2012
Glenallan	1966		1418	8/2013
Beverly Farms	1965		1427	8/2013
Weller Road	1953	1975	1461	8/2013
Bel Pre	1968		1476	8/2014
Candlewood	1968		1489	1/2015
Rock Creek Forest	1950	1971	1492	1/2015
Wayside	1969		1502	8/2016
Brown Station	1969		1516	8/2016
Wheaton Woods	1952	1976	1525	8/2016
Potomac	1949	1976	1550	1/2018
Luxmanor	1966		1578	1/2018
Maryvale	1969		1578	1/2018
Sandburg	1962		*****	TBD
<b>Middle</b>				
Francis Scott Key	1967		1389	8/2009
Cabin John	1968		1422	8/2011
Herbert Hoover	1966		1427	8/2013
William H. Farquhar	1968		1434	8/2015
Tilden @ Woodward	1966		1455	8/2017
Eastern	1951	1976	1472	TBD
E. Brooke Lee	1966		1479	TBD
<b>High</b>				
Walter Johnson	1956	1977	1405	8/2009
Paint Branch	1969		1425	8/2011
Gaithersburg	1951	1978	1214	8/2012
Wheaton	1954	1983	1220	8/2014
Seneca Valley	1974		1254	8/2016
Thomas S. Wootton	1970		1301	8/2018
Poolesville	1953	1978	1362	TBD
Col. Zadok Magruder	1970		1471	TBD
Damascus	1950	1978	1496	TBD

**Bold FACT scores** are from the 1992 assessment and indicate schools that are on the adopted modernization schedule.

**Italicized Fact scores** are for the seven high schools that were assessed in 1999 that have been appended to the list of high schools in the schedule.

**Note:** All other FACT scores are from the 1996 assessment. This listing displays these schools added to the end of the 1992 adopted list.

There is some overlap in scores due to the four year gap in dates of the assessments. Schools on the 1992 list would have been four years older and may have had lower scores if the schools from both lists were assessed at the same time. No bumping of schools from the 1992 assessment in the adopted schedule is recommended. Funds were approved in FY 1999 to perform the assessments for the seven remaining high schools.

No funds have been allocated to complete the assessment of the remaining 43 elementary and middle schools that were built/renovated between 1970-1984.

**TBD** Projects that do not have planning and/or construction expenditures in the Superintendent's Recommended FY 2009-2014 CIP have completion dates to be determined (TBD). This TBD status will be revised in a future CIP.





# Appendix F

## Gymnasium Schedule

	School	With Type Of Project	Date of Completion
7	Strathmore ES	Stand Alone	8/08
8	Cloverly ES	Stand Alone	8/08
9	Stonegate ES	Stand Alone	8/08
10	Brookhaven ES	Stand Alone	8/08
11	Meadow Hall ES	Stand Alone	8/08
12	Cashell ES	Modernization	8/09
13	Clarksburg/Damascus ES #8	New School	8/09
14	Bells Mill ES	Modernization	8/09
15	Carderock Spring ES	Modernization	8/10
16	Cresthaven ES	Modernization	8/10
17	Montgomery Knolls ES	Addition	1/12
18	Seven Locks ES	Modernization	1/12
19	Cannon Road ES	Modernization	1/12
20	Garrett Park ES	Modernization	1/12
21	DCC ES #29 (McKenney Hills)	Reopening	8/12
22	North Chevy Chase ES	Stand Alone	8/12
23	Westbrook ES	Stand Alone	8/12
24	Cold Spring ES	Stand Alone	8/12



# Appendix G

## Restroom Renovations Schedule

School Rank	Name of School	Raw Rating*	Project Year
1	Strathmore Elementary School	1453	FY 2007
2	Eastern Middle School	1775	
3	Wayside Elementary School	1840	
4	Wheaton High School	1850	
5	William H. Farquhar Middle School	1874	
6	Redland Middle School	1877	
7	DuFief Elementary School	1887	
8	Poolesville High School	1943	
9	Fallsmead Elementary School	1960	
10	Maryvale Elementary School	1974	
11	Col. Zadok Magruder High School	1991	FY2008
12	Robert Frost Middle School	2004	
13	Candlewood Elementary School	2009	
14	Tilden Middle School	2012	
15	Burnt Mills Elementary School	2018	
16	Takoma Park Elementary School	2019	
17	Stedwick Elementary School	2048	
18	Rock Creek Forest Elementary School	2075	
19	East Silver Spring Elementary School	2077	
20	Luxmanor Elementary School	2091	
21	Broad Acres Elementary School	2095	
22	Whetstone Elementary School	2105	
23	Stonegate Elementary School	2114	
24	Wheaton Woods Elementary School	2117	
25	Seneca Valley High School	2148	FY 2009
26	Potomac Elementary School	2155	
27	Piney Branch Elementary School	2168	
28	Col. E. Brooke Lee Middle School	2179	
29	Argyle Middle School	2184	
30	Summit Hall Elementary School	2221	
31	John T. Baker Middle School	2274	
32	Ridgeview Middle School	2319	
33	Benjamin Banneker Middle School	2338	
34	Fox Chapel Elementary School	2345	
35	Belmont Elementary School	2372	
36	Brown Station Elementary School	2373	FY 2010
37	Damascus Elementary School	2402	
38	Damascus High School	2412	
39	Woodlin Elementary School	2423	
40	Poolesville Elementary School	2452	
41	Sherwood Elementary School	2493	
42	Thomas S. Wootton High School	2493	
43	Diamond Elementary School	2526	
44	Germantown Elementary School	2534	
45	Bradley Hills Elementary School	2542	
46	Neelsville Middle School	2598	
47	Washington Grove Elementary School	2619	

\* The raw rating was determined based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials. The ratings were based upon visual inspections of the existing materials and fixtures as of August 1, 2003. Ratings also were based on conversations with the principal, building services manager, assistant principal, and staff about the existing conditions of the restroom facilities.



# Appendix H

**Head Start and Prekindergarten Locations: 2008–2009**

School	Head Start Sessions	# Head Start Students	Full-Day Head Start	Pre-K Sessions	# Pre-K Students	Total Head Start and Pre-K Enrollment
Montgomery College Rockville	1	15				15
Silver Spring Presb. Children's Center	1	15				15
Arcola Elementary School	1	20	X			20
Beall Elementary School	1 <sup>d</sup>	16		1	20	36
Bel Pre Elementary School				4	80	80
Broad Acres Elementary School	1	20	X	2	40	60
Brooke Grove Elementary School				1	20	20
Brookhaven Elementary School				1	20	20
Brown Station Elementary School	1 <sup>d</sup>	16		2	40	56
Burnt Mills Elementary School				2	40	40
Rachel Carson Elementary School				2	40	40
Cashell ES Elementary School				1	20	20
Clearspring Elementary School	1	20				20
Clopper Mill Elementary School	1	20		2	40	60
College Gardens Elementary School	1 <sup>d</sup>	16				16
Capt. James E. Daly Elementary School				2	40	40
Dr. Charles R. Drew Elementary School				2	40	40
East Silver Spring Elementary School	1	20	X	2	40	60
Fairland Elementary School	1	20				20
Fields Road Elementary School				1	20	20
Flower Hill Elementary School				2	40	40
Fox Chapel Elementary School				2	40	40
Gaithersburg Elementary School				2	40	40
Galway Elementary School				2	40	40
Georgian Forest Elementary School	1	20	X	2	40	60
Glen Haven Elementary School				2	40	40
Glenallan Elementary School	1 <sup>b</sup>	12				12
Greencastle Elementary School				2	40	40
Harmony Hills Elementary School	1	20		2	40	60
Highland Elementary School	1	20	X	2	40	60
Jackson Road Elementary School				2	40	40
Kemp Mill Elementary School				2	40	40
Lake Seneca ES				1	20	20

School	Head Start Sessions	# Head Start Students	Full-Day Head Start	Pre-K Sessions	# Pre-K Students	Total Head Start and Pre-K Enrollment
Maryvale Elementary School	2 <sup>ac</sup>	35		2	40	75
S. Christa McAuliffe Elementary School	1	20				20
Ronald McNair Elementary School				2	40	40
Mill Creek Towne Elementary School				1	20	20
Mont. Knolls Elementary School	1	20	X	2	40	60
New Hamp. Est. Elementary School	4 <sup>a</sup>	75	X	1	25	100
Roscoe Nix Elementary School				1	20	20
William T. Page Elementary School				2	40	40
Judith A. Resnik Elementary School				2	40	40
Sally K. Ride Elementary School	1	20		2	40	60
Rock Creek Valley Elementary School				1	20	20
Rock View Elementary School				2	40	40
Rolling Terrace Elementary School <sup>c</sup>	1	20		2	40	60
Rosemary Hills Elementary School				2	40	40
Rosemont Elementary School				2	40	40
Sargent Shriver Elementary School				1	20	20
South Lake Elementary School	1	20		2	40	60
Stedwick Elementary School				2	40	40
Stephen Knolls School				2	40	40
Strawberry Knoll Elementary School	1 <sup>b</sup>	12		1	20	32
Summit Hall Elementary School	1	20		2	40	60
Twinbrook Elementary School	2	40	X	2	40	80
Viers Mill Elementary School	1	20	X	2	40	60
Wash. Grove Elementary School	1	20		2	40	60
Watkins Mill Elementary School	1 <sup>d</sup>	16				16
Weller Road Elementary School	1	20	X	2	40	60
Wheaton Woods Elementary School	1	20		2	40	60
Whetstone Elementary School				2	40	40
<b>Total Sessions Served by MCPS</b>	<b>33</b>			<b>94</b>		
<b>Total Enrollment Served by MCPS</b>		<b>618</b>			<b>1,885</b>	<b>2,503</b>

a One session is for 15 three-year-olds

b One session is a four-hour session for 12 students

c One session is a six-hour session for 20 students

d One session is a mixed-age class of 3s & 4s



# Appendix I

## Growth Policy FY 2009 School Test @ 105% Program Capacity for 2013–2014 Reflects County Council Adopted FY 2009–2014 Capital Improvements Program (CIP)

### Elementary School Enrollment and MCPS Capacity @ 105%

Cluster Area	Projected August 2013 Enrollment	100% MCPS Program Capacity With CC Adopted FY09–14 CIP	105% MCPS Program Capacity With CC Adopted FY09–14 CIP	Capacity Remaining @ 105% MCPS capacity	Growth Policy 105% Test Result Capacity is:	School Facility Payment Required To Proceed?
Bethesda-Chevy Chase	3,118	2,737	2,874	(244)	Inadequate	Yes
Montgomery Blair	3,661	4,216	4,427	766	Adequate	No
James Hubert Blake	2,337	2,370	2,489	152	Adequate	No
Winston Churchill	2,564	2,766	2,904	340	Adequate	No
Clarksburg	3,662	3,215	3,376	(286)	Inadequate	Yes
Damascus	1,955	2,104	2,209	254	Adequate	No
Albert Einstein	2,261	2,466	2,589	328	Adequate	No
Gaithersburg	3,641	3,957	4,155	514	Adequate	No
Walter Johnson	3,310	3,207	3,367	57	Adequate	No
John F. Kennedy	2,439	2,285	2,399	(40)	Inadequate	Yes
Col. Zadok Magruder	2,582	2,542	2,669	87	Adequate	No
Richard Montgomery	2,322	2,155	2,263	(59)	Inadequate	Yes
Northwest	3,998	3,521	3,697	(301)	Inadequate	Yes
Northwood	2,773	2,668	2,801	28	Adequate	No
Paint Branch	2,328	2,315	2,431	103	Adequate	No
Poolesville	598	754	792	194	Adequate	No
Quince Orchard	2,897	2,667	2,800	(97)	Inadequate	Yes
Rockville	2,484	2,229	2,340	(144)	Inadequate	Yes
Seneca Valley	2,176	2,220	2,331	155	Adequate	No
Sherwood	2,407	2,660	2,793	386	Adequate	No
Springbrook	2,768	3,156	3,314	546	Adequate	No
Watkins Mill	2,467	2,737	2,874	407	Adequate	No
Wheaton	2,539	2,304	2,419	(120)	Inadequate	Yes
Walt Whitman	2,263	2,084	2,188	(75)	Inadequate	Yes
Thomas S. Wootton	2,904	3,083	3,237	333	Adequate	No

### Middle School Enrollment and MCPS Capacity @ 105%

Cluster Area	Projected August 2013 Enrollment	100% MCPS Program Capacity With CC Adopted FY09–14 CIP	105% MCPS Program Capacity With CC Adopted FY09–14 CIP	Capacity Remaining @ 105% MCPS capacity	Growth Policy 105% Test Result Capacity is:	School Facility Payment Required To Proceed?
Bethesda-Chevy Chase	1,059	1,037	1,089	30	Adequate	No
Montgomery Blair	1,849	2,253	2,366	517	Adequate	No
James Hubert Blake	1,006	1,332	1,399	393	Adequate	No
Winston Churchill	1,362	1,434	1,506	144	Adequate	No
Clarksburg	1,488	1,142	1,199	(289)	Inadequate	Yes
Damascus	903	941	988	85	Adequate	No
Albert Einstein	953	1,411	1,482	529	Adequate	No
Gaithersburg	1,337	1,800	1,890	553	Adequate	No
Walter Johnson	1,498	1,846	1,938	440	Adequate	No
John F. Kennedy	1,167	1,445	1,517	350	Adequate	No
Col. Zadok Magruder	1,055	1,594	1,674	619	Adequate	No
Richard Montgomery	1,004	973	1,022	18	Adequate	No
Northwest	1,873	1,964	2,062	189	Adequate	No
Northwood	895	1,344	1,411	516	Adequate	No
Paint Branch	1,052	1,308	1,373	321	Adequate	No
Poolesville	281	472	496	215	Adequate	No
Quince Orchard	1,239	1,638	1,720	481	Adequate	No
Rockville	913	972	1,021	108	Adequate	No
Seneca Valley	1,062	1,476	1,550	488	Adequate	No
Sherwood	1,170	1,475	1,549	379	Adequate	No
Springbrook	932	1,216	1,277	345	Adequate	No
Watkins Mill	997	1,251	1,314	317	Adequate	No
Wheaton	1,485	1,649	1,731	246	Adequate	No
Walt Whitman	1,194	1,267	1,330	136	Adequate	No
Thomas S. Wootton	1,330	1,578	1,657	327	Adequate	No

### High School Enrollment and MCPS Capacity @ 105%

Cluster Area	Projected August 2013 Enrollment	100% MCPS Program Capacity With CC Adopted FY09–14 CIP	105% MCPS Program Capacity With CC Adopted FY09–14 CIP	Capacity Remaining @ 105% MCPS capacity	Growth Policy 105% Test Result Capacity is:	School Facility Payment Required To Proceed?
Bethesda-Chevy Chase	1,605	1,656	1,739	134	Adequate	No
Montgomery Blair	2,304	2,885	3,029	725	Adequate	No
James Hubert Blake	1,653	1,715	1,801	148	Adequate	No
Winston Churchill	1,847	1,972	2,071	224	Adequate	No
Clarksburg	1,944	1,593	1,673	(271)	Inadequate	Yes
Damascus	1,256	1,589	1,668	412	Adequate	No
Albert Einstein	1,600	1,615	1,696	96	Adequate	No
Gaithersburg	1,856	2,067	2,170	314	Adequate	No
Walter Johnson	2,020	2,262	2,375	355	Adequate	No
John F. Kennedy	1,483	1,829	1,920	437	Adequate	No
Col. Zadok Magruder	1,709	1,958	2,056	347	Adequate	No
Richard Montgomery	1,846	1,967	2,065	219	Adequate	No
Northwest	2,217	2,151	2,259	42	Adequate	No
Northwood	1,190	1,526	1,602	412	Adequate	No
Paint Branch	1,670	1,899	1,994	324	Adequate	No
Poolesville	1,106	1,107	1,162	56	Adequate	No
Quince Orchard	1,709	1,791	1,881	172	Adequate	No
Rockville	1,144	1,602	1,682	538	Adequate	No
Seneca Valley	1,327	1,452	1,525	198	Adequate	No
Sherwood	1,913	2,022	2,123	210	Adequate	No
Springbrook	1,681	2,086	2,190	509	Adequate	No
Watkins Mill	1,478	1,958	2,056	578	Adequate	No
Wheaton	1,294	1,389	1,458	164	Adequate	No
Walt Whitman	1,820	1,891	1,986	166	Adequate	No
Thomas S. Wootton	2,256	2,059	2,162	(94)	Inadequate	Yes

## Growth Policy FY 2009 School Test @ 120% Program Capacity for 2013–2014

### Reflects County Council Adopted FY 2009–2014 Capital Improvements Program (CIP)

#### Elementary School Enrollment and MCPS Capacity @ 120%

Cluster Area	Projected August 2013 Enrollment	100% MCPS Program Capacity With CC Adopted FY09–14 CIP	120% MCPS Program Capacity With CC Adopted FY09–14 CIP	Capacity Remaining @ 120% MCPS capacity	Growth Policy 120% Test Result Capacity is:	Cluster Moratorium?
Bethesda-Chevy Chase	3,118	2,737	3,284	166	Adequate	No
Montgomery Blair	3,661	4,216	5,059	1398	Adequate	No
James Hubert Blake	2,337	2,370	2,844	507	Adequate	No
Winston Churchill	2,564	2,766	3,319	755	Adequate	No
Clarksburg	3,662	3,215	3,858	196	Adequate	No
Damascus	1,955	2,104	2,525	570	Adequate	No
Albert Einstein	2,261	2,466	2,959	698	Adequate	No
Gaithersburg	3,641	3,957	4,748	1107	Adequate	No
Walter Johnson	3,310	3,207	3,848	538	Adequate	No
John F. Kennedy	2,439	2,285	2,742	303	Adequate	No
Col. Zadok Magruder	2,582	2,542	3,050	468	Adequate	No
Richard Montgomery	2,322	2,155	2,586	264	Adequate	No
Northwest	3,998	3,521	4,225	227	Adequate	No
Northwood	2,773	2,668	3,202	429	Adequate	No
Paint Branch	2,328	2,315	2,778	450	Adequate	No
Poolesville	598	754	905	307	Adequate	No
Quince Orchard	2,897	2,667	3,200	303	Adequate	No
Rockville	2,484	2,229	2,675	191	Adequate	No
Seneca Valley	2,176	2,220	2,664	488	Adequate	No
Sherwood	2,407	2,660	3,192	785	Adequate	No
Springbrook	2,768	3,156	3,787	1019	Adequate	No
Watkins Mill	2,467	2,737	3,284	817	Adequate	No
Wheaton	2,539	2,304	2,765	226	Adequate	No
Walt Whitman	2,263	2,084	2,501	238	Adequate	No
Thomas S. Wootton	2,904	3,083	3,700	796	Adequate	No

#### Middle School Enrollment and MCPS Capacity @ 120%

Cluster Area	Projected August 2013 Enrollment	100% MCPS Program Capacity With CC Adopted FY09–14 CIP	120% MCPS Program Capacity With CC Adopted FY09–14 CIP	Capacity Remaining @ 120% MCPS capacity	Growth Policy 120% Test Result Capacity is:	Cluster Moratorium?
Bethesda-Chevy Chase	1,059	1,037	1,244	185	Adequate	No
Montgomery Blair	1,849	2,253	2,704	855	Adequate	No
James Hubert Blake	1,006	1,332	1,598	592	Adequate	No
Winston Churchill	1,362	1,434	1,721	359	Adequate	No
Clarksburg	1,488	1,142	1,370	(118)	Inadequate	Yes
Damascus	903	941	1,129	226	Adequate	No
Albert Einstein	953	1,411	1,693	740	Adequate	No
Gaithersburg	1,337	1,800	2,160	823	Adequate	No
Walter Johnson	1,498	1,846	2,215	717	Adequate	No
John F. Kennedy	1,167	1,445	1,734	567	Adequate	No
Col. Zadok Magruder	1,055	1,594	1,913	858	Adequate	No
Richard Montgomery	1,004	973	1,168	164	Adequate	No
Northwest	1,873	1,964	2,357	484	Adequate	No
Northwood	895	1,344	1,613	718	Adequate	No
Paint Branch	1,052	1,308	1,570	518	Adequate	No
Poolesville	281	472	566	285	Adequate	No
Quince Orchard	1,239	1,638	1,966	727	Adequate	No
Rockville	913	972	1,166	253	Adequate	No
Seneca Valley	1,062	1,476	1,771	709	Adequate	No
Sherwood	1,170	1,475	1,770	600	Adequate	No
Springbrook	932	1,216	1,459	527	Adequate	No
Watkins Mill	997	1,251	1,501	504	Adequate	No
Wheaton	1,485	1,649	1,979	494	Adequate	No
Walt Whitman	1,194	1,267	1,520	326	Adequate	No
Thomas S. Wootton	1,330	1,578	1,894	564	Adequate	No

#### High School Enrollment and MCPS Capacity @ 120%

Cluster Area	Projected August 2013 Enrollment	100% MCPS Program Capacity With CC Adopted FY09–14 CIP	120% MCPS Program Capacity With CC Adopted FY09–14 CIP	Capacity Remaining @ 120% MCPS capacity	Growth Policy 120% Test Result Capacity is:	Cluster Moratorium?
Bethesda-Chevy Chase	1,605	1,656	1,987	382	Adequate	No
Montgomery Blair	2,304	2,885	3,462	1158	Adequate	No
James Hubert Blake	1,653	1,715	2,058	405	Adequate	No
Winston Churchill	1,847	1,972	2,366	519	Adequate	No
Clarksburg	1,944	1,593	1,912	(32)	Inadequate	Yes
Damascus	1,256	1,589	1,907	651	Adequate	No
Albert Einstein	1,600	1,615	1,938	338	Adequate	No
Gaithersburg	1,856	2,067	2,480	624	Adequate	No
Walter Johnson	2,020	2,262	2,714	694	Adequate	No
John F. Kennedy	1,483	1,829	2,195	712	Adequate	No
Col. Zadok Magruder	1,709	1,958	2,350	641	Adequate	No
Richard Montgomery	1,846	1,967	2,360	514	Adequate	No
Northwest	2,217	2,151	2,581	364	Adequate	No
Northwood	1,190	1,526	1,831	641	Adequate	No
Paint Branch	1,670	1,899	2,279	609	Adequate	No
Poolesville	1,106	1,107	1,328	222	Adequate	No
Quince Orchard	1,709	1,791	2,149	440	Adequate	No
Rockville	1,144	1,602	1,922	778	Adequate	No
Seneca Valley	1,327	1,452	1,742	415	Adequate	No
Sherwood	1,913	2,022	2,426	513	Adequate	No
Springbrook	1,681	2,086	2,503	822	Adequate	No
Watkins Mill	1,478	1,958	2,350	872	Adequate	No
Wheaton	1,294	1,389	1,667	373	Adequate	No
Walt Whitman	1,820	1,891	2,269	449	Adequate	No
Thomas S. Wootton	2,256	2,059	2,471	215	Adequate	No

# Appendix J

## Facilities Data and State Rated Capacity School Year 2008–2009

	Elementary Schools	Sm. Gr.	Year Built	Year Renov./Reopen/Mod. *	Exist. Sq. Ft.	Site Size	Park	FACT Score	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
									Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
1	Arcola	S	2007		85,469	5			1	5	20	2	610	513
2	Ashburton	S	1957	1993	65,363	8.32			0	4	11	7	411	452
3	Bannockburn	S	1957	1988	54,234	8.34			0	3	13	0	365	365
4	Lucy V. Barnsley	S	1965	1998	72,024	10			0	4	17	4	519	513
5	Beall	S	1954	1991	79,477	8.44	Yes		2	6	19	2	629	540
6	Bel Pre	S	1968		59,031	8.91	Yes	1476	2	8	10	1	456	383
7	Bells Mill	S	1968		37,871	9.6		1319	0	3	13	0	365	365
8	Belmont	S	1974		49,279	10.52		TBD	0	3	14	2	408	414
9	Bethesda	R	1952	1999	62,557	8.42			0	3	13	2	385	384
10	Beverly Farms	S	1965		58,397	5	Yes	1427	0	4	18	3	532	541
11	Bradley Hills	S	1951	1984	42,368	6.71	Yes	TBD	0	4	11	0	341	341
12	Broad Acres	R	1952	1974	88,922	6.25	Yes	TBD	2	5	26	0	748	677
13	Brooke Grove	S	1990		72,582	10.96			1	3	17	5	527	530
14	Brookhaven	S	1961	1995	53,261	8.57			1	3	6	7	294	278
15	Brown Station	G	1969		58,338	9		1516	2	4	14	1	460	404
16	Burning Tree	S	1958	1991	68,119	6.78	Yes		0	3	14	4	428	428
17	Burnt Mills	S	1964	1990	57,318	15.14		TBD	1	4	14	0	430	386
18	Burtonsville	G	1952	1993	71,349	11.92			0	4	22	0	594	594
19	Candlewood	S	1968		48,543	11.78		1489	0	3	15	0	411	411
20	Cannon Road	S	1967		44,839	4.4		1357	0	4	9	5	345	283
21	Carderock Springs	S	1966		32,639	9		1316	0	2	9	0	251	251
22	Rachel Carson	G	1990		78,547	12.4			1	6	18	5	616	639
23	Cashell	S	1969		42,860	10.24		1292	1	2	10	2	314	306
24	Cedar Grove	G	1960	1987	57,037	10.12			0	4	17	0	479	479
25	Chevy Chase	S	1936	2000	70,976	3.78			0	0	19	0	437	429
26	Clarksburg	G	1952	1993	54,983	9.97			0	3	10	3	326	335
27	Clearspring	S	1988		77,535	10	Yes		1	4	21	4	631	631
28	Clopper Mill	S	1986		64,851	9			2	4	15	2	493	429
29	Cloverly	S	1961	1989	55,965	10	Yes		0	3	14	6	448	460
30	Cold Spring	S	1972		46,296	12.38		TBD	0	2	16	0	412	412
31	College Gardens	G	1967	2007	96,986	7.94		1282	1	5	26	0	728	728
32	Cresthaven	G	1962		46,490	9.81		1311	0	0	17	0	391	383
33	Capt. James E. Daly	S	1989		78,210	10			1	5	18	3	574	508
34	Damascus	S	1934	1980	53,239	9.42		TBD	0	2	12	3	350	338
35	Darnestown	S	1954	1980	37,685	7.21		TBD	0	3	9	0	273	273
36	Diamond	G	1975		64,950	10	Yes	TBD	0	3	19	2	523	528
37	Dr. Charles R. Drew	S	1991		73,975	12			1	2	16	6	492	465
38	DuFief	S	1975		59,013	10		TBD	0	3	12	5	392	394
39	East Silver Spring	R	1929	1975	57,684	8.43		TBD	2	4	13	1	437	354
40	Fairland	S	1992		66,422	11.79			1	5	13	2	449	354
41	Fallsmead	S	1974		50,850	8.98	Yes	TBD	0	2	13	3	373	382
42	Farmland	S	1963		70,006	4.75	Yes	1417	0	4	23	0	617	617
43	Fields Road	G	1973		47,140	10		TBD	1	3	11	0	339	339
44	Flower Hill	S	1985		58,770	10			1	5	14	2	472	403
45	Flower Valley	S	1967	1996	61,567	9.28			0	3	14	5	438	429
46	Forest Knolls	S	1960	1993	89,564	7.77			0	6	24	2	704	590
47	Fox Chapel	S	1974		56,518	10.34	Yes	TBD	1	5	13	2	449	386
48	Gaithersburg	S	1947	1983	94,468	8.39		TBD	1	5	28	2	794	729
49	Galway	S	1967		67,452	9		1301	1	6	13	6	511	417
50	Garrett Park	S	1952		54,035	4.37		1388	0	4	16	0	456	456
51	Georgian Forest	S	1961	1995	58,197	10.94	Yes		2	4	9	3	365	309
52	Germantown	G	1935	1978	57,668	7.75		TBD	0	2	13	3	373	361
53	Glen Haven	R	1950	2004	85,845	10		1409	1	6	16	6	580	495
54	Glenallan	S	1966		47,614	12.1		1418	1	4	10	2	358	294
55	Goshen	S	1988		76,740	10.47			0	4	23	3	647	655
56	Great Seneca Creek	G	2006		82,511	13.71			5	5	23	2	659	659
57	Greencastle	S	1988		78,275	18.88			1	6	22	0	658	576
58	Greenwood	G	1970		64,609	10		TBD	0	3	22	0	572	572
59	Harmony Hills	S	1957	1999	63,107	10.19			2	5	11	0	403	328
60	Highland	S	1950	1989	84,138	11	Yes		2	5	21	0	633	570
61	Highland View	S	1953	1994	59,213	6.61			1	4	9	1	325	278
62	Jackson Road	S	1959	1995	65,279	8.76			1	5	11	4	423	380
63	Jones Lane	S	1987		60,679	12.06			0	4	16	3	486	495
64	Kemp Mill	S	1960	1996	68,222	10			1	4	18	0	522	466
65	Kensington-Parkwood	S	1952	2005	77,136	9.86		1263	0	4	17	3	509	518
66	Lake Seneca	G	1985		58,770	9.35			0	3	14	4	428	460

\* Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for more information.

	Elementary Schools	Sm. Gr.	Year Built	Year Renov./ Reopen/ Mod. *	Exist. Sq. Ft.	Site Size	Park	FACT Score	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
									Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
67	Lakewood	G	1968	2003	77,526	13.07		1405	0	4	19	3	555	555
68	Laytonsville	S	1951	1989	64,160	10.43			0	3	17	4	497	488
69	Little Bennett	G	2006		82,511	4.81			0	6	24	0	684	684
70	Luxmanor	S	1966		41,432	6.5	Yes	1578	0	2	7	3	235	223
71	Thurgood Marshall	S	1993		77,798	12			0	3	16	5	484	519
72	Maryvale	S	1969		92,050	17.67		1578	3	5	20	3	660	579
73	Spark M. Matsunaga	G	2001		80,733	11.8			0	7	22	0	660	660
74	S. Christa McAuliffe	S	1987		77,240	10.59	Yes		1	4	21	3	621	630
75	Ronald McNair	S	1990		78,275	10			1	6	18	1	576	611
76	Meadow Hall	S	1956	1994	53,878	8.37	Yes		0	4	12	5	414	345
77	Mill Creek Towne	S	1966	2000	67,465	8.38			1	4	13	4	447	393
78	Monocacy	S	1961	1989	42,482	27			0	2	7	0	205	205
79	Montgomery Knolls	S	1952	1989	57,231	10.33	Yes		2	6	3	4	281	273
80	New Hampshire Estates	S	1954	1988	70,540	5.42	Yes		5	6	15	0	577	483
81	Roscoe R. Nix	G	2006		88,351	7.8			1	8	20	1	666	486
82	North Chevy Chase	S	1953	1995	42,035	7.94			0	0	12	0	276	276
83	Oak View	S	1949	1985	57,560	11.25	Yes		0	0	15	1	355	358
84	Oakland Terrace	S	1950	1993	79,145	9.54	Yes		0	8	18	1	600	469
85	Olney	G	1954	1990	68,755	9.88			0	4	21	1	581	584
86	William T. Page	S	1965	2003	58,726	9.76		1404	1	3	14	0	408	351
87	Pine Crest	S	1941	1992	53,778	5.64	Yes		0	0	15	1	355	358
88	Piney Branch	R	1971		99,706	1.97	Yes	TBD	0	0	24	1	562	565
89	Poolesville	S	1960	1978	64,803	12.28		TBD	0	3	21	0	549	549
90	Potomac	G	1949	1976	57,713	9.61		1550	0	3	15	0	411	411
91	Judith A. Resnik	S	1991		78,547	12.98			1	6	17	2	563	481
92	Sally K. Ride	S	1994		78,686	13.48			1	5	17	4	561	479
93	Ritchie Park	S	1966	1997	58,500	9.22			0	3	14	1	398	393
94	Rock Creek Forest	S	1950	1971	54,522	7.95		1492	0	4	16	0	456	380
95	Rock Creek Valley	S	1964	2001	76,692	10.44			1	4	12	7	454	363
96	Rock View	S	1955	1999	69,589	7.44			1	5	11	5	433	361
97	Lois P. Rockwell	S	1992		75,520	10.56			0	3	18	3	510	534
98	Rolling Terrace	S	1988		88,835	4.33			2	7	24	0	746	639
99	Rosemary Hills	S	1956	1988	70,541	6.07			1	8	11	3	479	494
100	Rosemont	G	1965	1995	88,764	8.91			1	5	22	2	656	573
101	Sequoayah	S	1990		72,582	10			0	5	17	3	531	451
102	Seven Locks	S	1964		29,190	9.98		1344	0	2	9	0	251	251
103	Sherwood	S	1977		60,064	10.85		TBD	0	3	13	2	385	377
104	Sargent Shriver	S	1954	2006	91,628	9.17			1	7	23	1	713	587
105	Sligo Creek	S	1934	1999	98,799	5	Yes		0	6	21	3	645	526
106	Somerset	R	1949	2005	80,122	3.71		1422	0	3	17	0	457	457
107	South Lake	S	1972		83,038	10.2		TBD	2	6	29		839	729
108	Stedwick	S	1974		84,335	10		TBD	1	5	16	2	518	437
109	Stone Mill	S	1988		78,617	11.76			0	4	22	4	634	666
110	Stonegate	S	1971		44,966	10.26		TBD	0	3	15	2	431	431
111	Strathmore	S	1970		52,451	10.8	Yes	TBD	0	0	18	3	444	447
112	Strawberry Knoll	G	1988		78,723	10.82			2	4	16	6	556	498
113	Summit Hall	S	1971		64,618	10.16	Yes	TBD	2	5	16	0	518	443
114	Takoma Park	R	1979		62,133	4.7		TBD	0	8	10	0	406	290
115	Travilah	G	1960	1992	50,588	9.3			0	3	12	0	342	342
116	Twinbrook	S	1952	1986	79,818	10.45			3	5	16	3	568	508
117	Viers Mill	S	1950	1991	86,978	10.37			2	5	12	2	446	393
118	Washington Grove	G	1956	1984	50,526	10.67		TBD	2	4	5	3	273	244
119	Waters Landing	S	1988		77,560	9.99			0	6	22	0	638	651
120	Watkins Mill	S	1970		80,923	10	Yes	TBD	1	6	27	3	803	695
121	Wayside	S	1969		57,749	9.26		1502	0	4	17	2	499	491
122	Weller Road	S	1953	1975	76,296	11.1		1461	2	5	21	0	633	570
123	Westbrook	S	1939	1990	46,822	12.46	Yes		0	3	9	2	293	293
124	Westover	S	1964	1998	54,645	7.56			0	2	10	3	304	298
125	Wheaton Woods	S	1952	1976	66,763	8		1525	2	4	12	0	404	348
126	Whetstone	S	1968		76,657	8.82		TBD	1	5	15	5	525	495
127	Wood Acres	S	1952	2002	73,138	4.78	Yes	1390	0	4	19	2	545	551
128	Woodfield	S	1962	1985	53,212	10			0	3	16	1	444	447
129	Woodlin	R	1944	1974	60,725	11		TBD	0	5	15	3	485	393
130	Wyngate	S	1952	1997	58,654	9.45			0	5	12	2	406	412
Total Elementary Schools					8,504,997	1231.15			83	519	2037	268	62,609	58,622

\* Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for more information.

## Facilities Data and State Rated Capacity School Year 2008–2009

Schools	Sm. Gr.	Year Built	Year Renov./ Reopen/ Mod. *	Existing Sq. Ft.	Site Size	Park	FACT Score	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)
								Reg. @25	Sp. Ed. @10		
Middle Schools										(85% + Sp. Ed.)	(X 85%)
1 Argyle	S	1971	1993	120,205	19.9		TBD	40	2	870	888
2 John T. Baker	G	1971		120,532	22	Yes	TBD	30	6	698	702
3 Benjamin Banneker	G	1974		117,035	20		TBD	39	3	859	876
4 Briggs Chaney	S	1991		115,000	29.37			41	4	911	927
5 Cabin John	S	1967	1989	120,788	18.24		1422	36	8	845	844
6 Roberto Clemente	G	1992	1994	148,246	19.87			52	6	1,165	1,175
7 Eastern	S	1951	1976	152,030	14.51		1472	41	5	921	978
8 William H. Farquhar	G	1968		116,300	20		1434	37	5	836	838
9 Forest Oak	G	1999		132,259	41.19			38	6	868	890
10 Robert Frost	G	1971		143,757	24.79		TBD	48	3	1,050	1,071
11 Gaithersburg	S	1960	1988	157,694	24.21			39	7	899	910
12 Herbert Hoover	S	1966		135,342	19.14		1427	40	5	900	927
13 Francis Scott Key	S	1966	1990	120,670	20.58		1389	40	3	880	901
14 Martin Luther King	G	1996		135,867	18.61			38	4	848	863
15 Kingsview	G	1997		140,398	18.45			42	4	933	956
16 Lakelands Park	G	2005		153,588	8.11			47	5	1,049	1,052
17 Col. E. Brooke Lee	S	1966		123,199	16.45	Yes	1479	29	8	696	711
18 A. Mario Loiederman	G	1956	2005	131,746	17.08			42	3	923	944
19 Montgomery Village	S	1968	2004	141,615	15.14		1358	30	10	738	762
20 Neelsville	S	1981		124,337	29.2		TBD	37	3	816	850
21 Newport Mill	S	1958	2002	108,240	8.4			33	5	751	769
22 North Bethesda	G	1955	1999	130,461	19.19			37	5	836	850
23 Parkland	G	1963	2007	151,169	9.18	Yes	1409	37	4	826	881
24 Rosa M. Parks	S	1992		130,374	24.05			40	3	880	888
25 John Poole	S	1997		85,669	20.51			21	2	466	472
26 Thomas W. Pyle	S	1962	1993	136,548	14.32			48	4	1,060	1,075
27 Redland	S	1971		111,697	20.64	Yes	TBD	33	2	721	740
28 Ridgeview	G	1975		136,379	20		TBD	45	3	986	1,007
29 Rocky Hill	G	2004		148,065	23.29			43	4	954	956
30 Shady Grove	S	1995	1999	129,206	20			36	7	835	854
31 Silver Spring International	G	1934	1999	152,731	10.64	Yes		46	2	998	1,029
32 Sligo	G	1959	1991	149,527	21.74	Yes		43	4	954	988
33 Takoma Park	S	1939	1999	137,348	18.83	Yes		37	2	806	863
34 Tilden	G	1967	1991	117,650	29.8		1455	41	9	961	962
35 Julius West	G	1961	1995	147,223	21.31			39	6	889	973
36 Westland	G	1951	1997	139,661	25.09			41	2	891	910
37 White Oak	S	1962	1993	140,990	17.34			37	7	856	886
38 Earle B. Wood	S	1965	2001	152,588	8.5	Yes		42	8	973	972
38 Total Middle Schools				5,056,134	749.67			1485	179	33,208	34,140

<b>High Schools</b>										(85% + Sp. Ed.)	(X 90%)
1 Bethesda-Chevy Chase	G	1934	2001	289,611	16.36			65	3	1411	1544
2 Montgomery Blair	G	1998		386,567	30.15	Yes		121	3	2601	2885
3 James H. Blake	G	1998		297,125	91.09			73	6	1611	1715
4 Winston Churchill	G	1964	2001	322,078	30.28			82	12	1863	1972
5 Clarksburg	G	1995	2006	309,216	62.73			66	7	1473	1593
6 Damascus	G	1950	1978	235,986	32.65		1496	66	9	1493	1590
7 Albert Einstein	G	1962	1997	276,462	26.67	Yes		60	17	1445	1565
8 Gaithersburg	G	1951	1978	323,476	40.48		1214	79	19	1869	2067
9 Walter Johnson	G	1956	1977	325,154	30.86		1405	78	12	1778	1905
10 John F. Kennedy	G	1964	1999	280,048	29.14			68	12	1565	1726
11 Col. Zadok Magruder	G	1970		295,478	30		1471	79	12	1799	1958
12 Richard Montgomery	G	1942	2007	311,500	26.71		1287	81	8	1801	1967
13 Northwest	G	1998		340,867	34.56			88	14	2010	2151
14 Northwood	G	1956	2004	253,488	29.56			63	8	1419	1526
15 Paint Branch	G	1969		260,680	33.6		1425	66	9	1493	1584
16 Poolesville	S	1953	1978	141,249	37.2		1362	41	2	891	950
17 Quince Orchard	G	1988		284,912	30.11			72	12	1650	1791
18 Rockville	G	1968	2004	316,973	30.32		1283	65	12	1501	1602
19 Seneca Valley	G	1974		251,278	29.37		1254	55	15	1319	1452
20 Sherwood	G	1950	1991	333,154	49.33			83	9	1854	2022
21 Springbrook	S	1960	1994	305,006	25.13			84	11	1895	2086
22 Watkins Mill	G	1989		301,579	50.99	Yes		73	14	1691	1832
23 Wheaton	G	1954	1983	258,117	28.23		1220	54	10	1248	1433
24 Walt Whitman	S	1992		261,295	30.67	Yes		78	10	1758	1891
25 Thomas S. Wootton	G	1970		295,620	27.37		1301	87	8	1929	2059
<b>25 Total High Schools</b>				<b>7,256,919</b>	<b>883.56</b>			<b>1827</b>	<b>254</b>	<b>41,364</b>	<b>44,866</b>
<b>63 Total Secondary Schools</b>				<b>12,313,053</b>	<b>1633.2</b>			<b>3312</b>	<b>433</b>	<b>74,572</b>	<b>79,006</b>

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education classes.

For MCPS calculations, please refer to the individual school calculations.

Smart Growth - S = Stabilized, R= Revitalization, G= Growth, N= Non Growth

\* modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for more information.



# Appendix K

## Schools Reopened and Extent of Improvements Made When Reopened

School	Year Facility Originally Opened	Year Facility Closed	Year Facility Reopened	Reopened Fully Modernized or Completely Rebuilt	Reopened With Facility Improvements
<b>Elementary Schools</b>					
Arcola (on site of former Arcola ES)	1956	1982	2007	X	
Burnt Mills	1964	1977	1990		X
Cloverly	1961	1983	1989	X	
Roscoe Nix (on site of former Brookview ES)	1955	1982	2006	X	
Sargent Shriver (former Connecticut Park ES)	1954	1983	2006	X	
Sligo Creek (part of former Blair HS)	1935	1998	1999	X	
<b>Middle Schools</b>					
Argyle	1971	1981	1993		X
Cabin John	1968	1987	1989		X
Francis Scott Key	1966	1983	1990		X
A. Mario Loiederman (former Belt JHS)	1956	1983	2005		X
Newport Mill	1958	1982	2002		X
North Bethesda	1955	1981	1999		X
Silver Spring International (part of former Blair HS)	1935	1998	1999		X
Tilden (Tilden MS relocated to former Woodward HS)	1967	1986	1991		X
<b>High Schools</b>					
Clarksburg (originally opened as Rocky Hill MS)	1995	2004	2006	X	
Northwood	1956	1985	2004		X

Notes: Schools that were reopened, but were not fully modernized or completely rebuilt, will be included in assessments for future modernization based on the year they were originally opened.

Schools that were fully modernized, or completely rebuilt, will be assessed for future modernization based on their reopening year.





# Appendix L

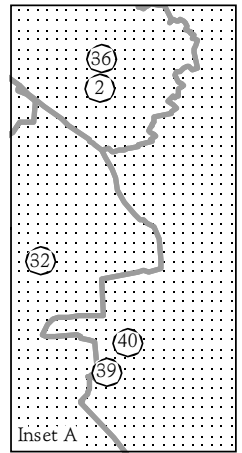
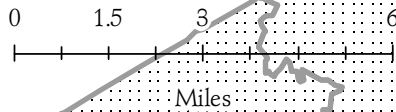
## Real Property Inventory for Closed Schools and Facilities as of October 2008

NAME	ADDRESS	CLUSTER	CURRENT USE	STRT MAP*	SITE	ROOMS	SF
<b>BOARD OF EDUCATION OWNED</b>							
Concord School	7210 Hidden Creek Road	Whitman	MCCPTA Creative Enrichment, Etc.	35-C12	3.45	12	26,444
Fairland Center	13313 Old Columbia Pike	Paint Branch	Holding School	32-B8	9.21	26	45,082
Grosvenor Center	5701 Grosvenor Lane	W. Johnson	Holding School	35-H04	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	B-CC	Occup. & Physical Therapy, etc.	36-B10	4.21	15	35,000
McKenney Hills Center	2600 Hayden Drive	Einstein	Alternative High School	36-G05	12.67	14	29,278
Montrose ES	12301 Academy Way	Johnson	Leased to private school	29-J11	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Rockville	Holding School	29-K03	9.66	22	40,378
Park Street ES (demolished)	401 Fleet Street	R. Montgomery	Reclaimed for R. Montgomery HS	37-C08	2.86	NA	NA
Radnor Center	7000 Radnor Road	Whitman	Holding School	35-H12	9.03	20	36,663
Rocking Horse Road ES	4910 Macon Road	Wheaton	ESOL; Head Start; Chapter 1	30-A12	8.25	28	57,639
Rollingwood ES	3200 Woodbine Street	B-CC	Leased to private school	36-E11	4.07	12	26,624
Silver Spring IS	615 Philadelphia Avenue	Blair	Local Park; building razed	37-B11	3.75	0	
Spring Mill Center	11721 Kemp Mill Road	Kennedy	Pupil services field office	31-A13	7.69	14	29,300
Taylor ES	19501 White Ground Road	Poolesville	Science Materials Center	17-G03	11.47	8	20,827
Tilden Center	6300 Tilden Lane	W. Johnson	Holding School	35-F01	19.70	39	119,516
Tuckerman ES	8224 Lochinver Lane	Churchill	Leased to private school	34-K01	9.13	24	47,965
Whittier Woods ES	7300 Whittier Boulevard	Whitman	Whitman HS; child care	35-F12	5.90	18	32,700
<b>MONTGOMERY COUNTY OWNED</b>							
Alta Vista ES	5615 Beech Avenue	W. Johnson	Leased to private school	32-E13	3.53	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rockville	Leased to private school	32-G03	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	W. Johnson	YMCA	38-D02	3.08	11	28,000
Barton ES	7425 MacArthur Boulevard	Whitman	Child Care; County Recreation	37-J07	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Whitman	Leased to private school	38-D11	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Rockville	Board of Elections; various other users	32-E01	19.49	45	135,210
Bushey Drive ES	12210 Bushey Drive	Wheaton	County Recreation Office	32-K05	6.07	NA	32,675
Colesville ES	14015 New Hampshire Avenue	Springbrook	Community services	26-B13	11.11	14	25,174
Congressional ES	1801 East Jefferson Street	W. Johnson	Bldg razed; elderly housing—DHCD	32-C05	9.91	NA	NA
Dennis Avenue ES	2000 Dennis Avenue	Einstein	MC Health Services	33-F11	6.97	12	26,790
English Manor ES	4511 Bestor Drive	Rockville	Leased to private school	24-J12	8.25	28	50,000
Fernwood ES	6801 Greentree Road	Whitman	Leased to private school	38-B01	6.15	18	32,000
Forest Grove ES	9805 Dameron Drive	Einstein	Hospital	33-G12	6.17	24	38,000
Four Corners ES	321 W. University Boulevard	Blair	Bldg razed; elderly housing	33-K11	5.66	NA	NA
Georgetown Hill ES	11614 Seven Locks Road	Churchill	Leased to private school	31-H07	10.35	28	50,000
Glenmont ES	12210 Georgia Avenue	Einstein	Building razed	33-E05	6.32	22	39,000
Hillandale ES	10501 New Hampshire Avenue	Springbrook	Handicapped services	34-E11	6.81	17	36,000
Holiday Park ES	3930 Farrara Avenue	Wheaton	Elderly services	33-A06	5.62	25	48,595
Hungerford Park ES	332 W. Edmonston Avenue	R. Montgomery	Family resources; child services	31-K03	11.06	26	34,511
Kensington ES	10400 Detrick Avenue	W. Johnson	HOC Offices	32-K11	4.54	19	45,206
Kensington JHS	3701 Saul Road	W. Johnson	Bldg razed; local park and HOC	33-A12		NA	NA
Lake Normandy ES	11315 Falls Road	Churchill	Recreation Center	31-D08	10.59	22	40,203
Lone Oak ES	1010 Grandin Avenue	Rockville	CHI Centers, Inc./Elderly day care	32-B01	7.09	28	40,000
Macdonald Knolls ES	10611 Tenbrook Drive	Einstein	Handicapped services	33-H10	8.06	15	28,000
Montgomery Hills JHS	2010 Linden Lane	Einstein	Leased to private school	39-E01	8.67	44	130,000
Parkside ES	9500 Brunett Avenue	Blair	M-NCCPC Parks Offices	33-J13	11.61	0	26,369
Peary HS	13300 Arctic Avenue	Rockville	Leased to private school	32-G02	19.52	NA	227,454
Pleasant View ES	3015 Upton Drive	Einstein	Single-parent housing	33-C08	6.22	0	NA
Randolph JHS	11710 Hunters Lane	Wheaton	Gr Wash Jewish Comm. Foundation	29-K12	18.52	40	110,000
Saddlebrook ES	12751 Layhill Road	Kennedy	Park Police HQ	33-E04	10.59	29	42,274
Sandy Spring ES	13025 Brooke Road	Sherwood	Community Center	16-G13	8.39	0	NA
Woodside ES	8818 Georgia Avenue	Einstein	Silver Spring Health Center	39-G03	2.70	23	36,614
<b>MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION OWNED</b>							
Kensington JHS	3701 Saul Road	W. Johnson	Bldg razed; local park and HOC	33-A12		NA	NA
Leland Center	4300 Elm Street	B-CC	Community Center	38-J06	3.71	NA	NA
Lynnbrook Center	8001 Lynnbrook Drive	B-CC	Local Park	38-J04	0.87	NA	NA
<b>CITY OF ROCKVILLE OWNED</b>							
Woodley Gardens ES	1150 Carnation Drive	R. Montgomery	Senior Center	23-F10	9.64	16	31,767

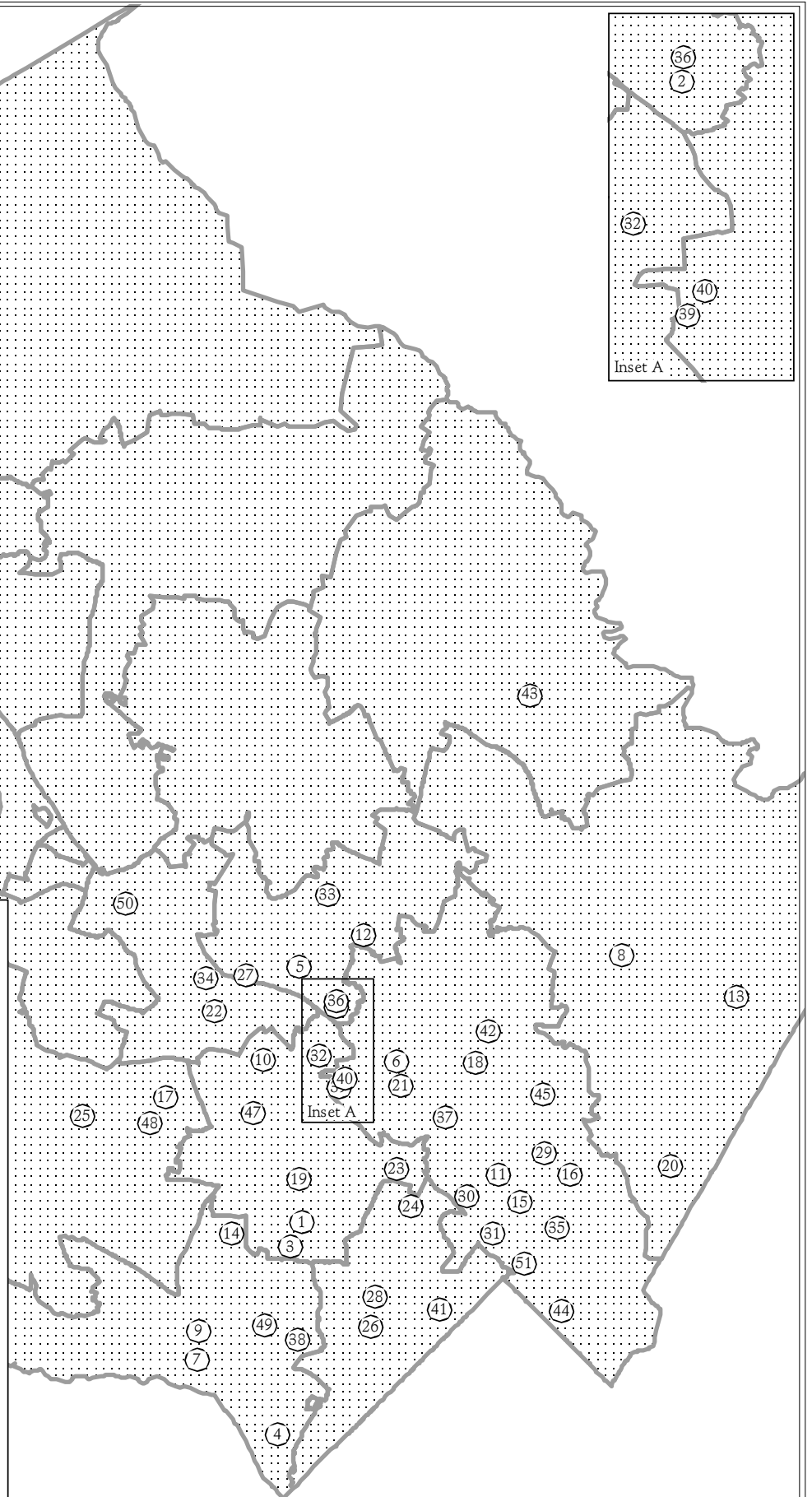
# Closed Schools

(47) Closed School

— Cluster Boundary



ID	NAME	ID	NAME
1	Alta Vista	27	Lone Oak
2	Aspen Hill	28	Lynnbrook
3	Ayrlawn	29	Macdonald Knolls
4	Brookmont	30	McKenney Hills
5	Broome	31	Montgomery Hills
6	Bushey Drive School	32	Montrose
7	Clara Barton	33	North Lake
8	Colesville	34	Park Street
9	Concord School	35	Parkside
10	Congressional	36	Peary
11	Dennis Avenue	37	Pleasant View
12	English Manor	38	Radnor
13	Fairland	39	Randolph
14	Fernwood	40	Rocking Horse Rd
15	Forest Grove	41	Rollingwood
16	Four Corners	42	Saddlebrook
17	Georgetown Hill	43	Sandy Springs
18	Glenmont	44	Silver Spring
19	Grosvenor	45	Spring Mill
20	Hillandale	46	Taylor
21	Holiday Park	47	Tilden
22	Hungerford Park	48	Tuckerman
23	Kensington	49	Whittier Woods
24	Kensington	50	Woodley Gardens
25	Lake Normandy	51	Woodside
26	Leland		



Montgomery County Public Schools - Division of Long-range Planning - October 14, 2008






## Future School Sites

as of October 2008

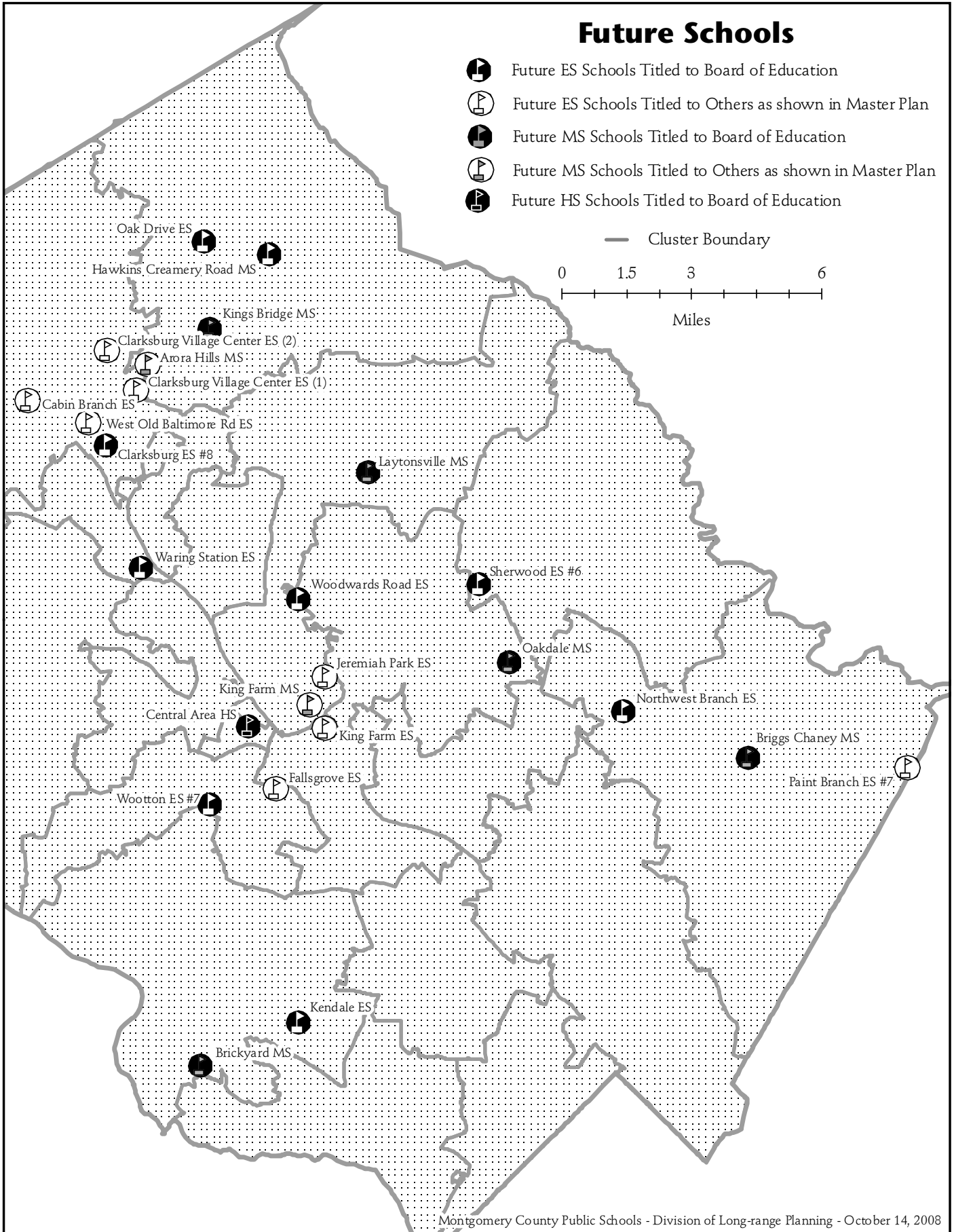
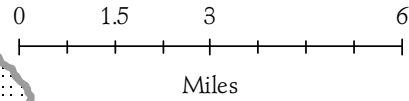
Name	Tax Grid	Address	Cluster	Street Map*	Site
<b>Future School Sites Titled to Board of Education</b>					
Brickyard MS	FN33	Brickyard Road	Churchill	34-B9	20.00
Briggs Chaney Road MS	KS11	Good Hope Road	Northeast Consortium	31-G3	20.96
Clarksburg ES #8	EV51	Royal Crown Drive	Clarksburg	9F-10	10.75
Hawkins Creamery Road ES	FX51	Hawkins Creamery Road	Damascus	4-F12	13.51
Kendale ES	GP12	Kendale Road	Churchill	34-H6	10.54
Kings Bridge MS	FW32	Founders Way	Damascus	10-C4	30.33
Laytonsville MS	GU33	Warfield Road	Gaithersburg	11-C12	22.74
Northwest Branch ES	JS12	Layhill Road	Northeast Consortium	21-J13	11.41
Oak Drive ES	FX31	Oak Drive	Damascus	4-B11	12.99
Oakdale MS	HT31	Cashell Road	Magruder	21-B10	18.49
Sherwood ES #6	HT23	Wickham Road	Sherwood	20-K5	17.00
Waring Station ES	EU61	Waring Station Road	Seneca Valley	18-H4	9.99
Woodwards Road ES	FT63	Emory Grove Road	Magruder	19-H6	8.38
Wootton ES # 7	FR32	Cavanaugh Drive	Wootton	28-C7	12.10
<b>Master Planned School Sites Titled to Others as Shown in County Master Plan</b>					
Cabin Branch ES	EV23	Clarksburg Road	Damascus	9-A7	TBD
Central Area HS	FS-52	Fields Road	Gaithersburg	28-F2	32.1
Clarksburg Village ES (1)	EW51	Snowden Farm Parkway	Clarksburg	9-F4	10.00
Clarksburg Village ES (2)	EV63	Snowden Farm Parkway	Clarksburg	9-H6	TBD
Fallsgrove ES	FR53	Shady Grove Road	Richard Montgomery	28-F4	TBD
Arora Hills MS	FW21	Skylark Road	Clarksburg/Damascus	9-J5	TBD
King Farm MS	GS12	Piccard Drive	Gaithersburg	19-J13	TBD
King Farm ES	GS11	Watkins Pond Road	Richard Montgomery	28-K1	TBD
West Old Baltimore Road ES	EV42	West Old Baltimore Road	Clarksburg	9-E9	9.30
Paint Branch ES #7	LS21	Saddle Creek Drive	Paint Branch	32-G4	TBD
Jeremiah Park ES		SE Shady Grove Road and Crabbs Branch Way	Gaithersburg	19-K11	TBD

\* As published in the 2006–2007 Montgomery County Public Schools Boundaries for Elementary and Secondary Schools boundary map books.

## Future Schools

-  Future ES Schools Titled to Board of Education
-  Future ES Schools Titled to Others as shown in Master Plan
-  Future MS Schools Titled to Board of Education
-  Future MS Schools Titled to Others as shown in Master Plan
-  Future HS Schools Titled to Board of Education

— Cluster Boundary



Montgomery County Public Schools - Division of Long-range Planning - October 14, 2008

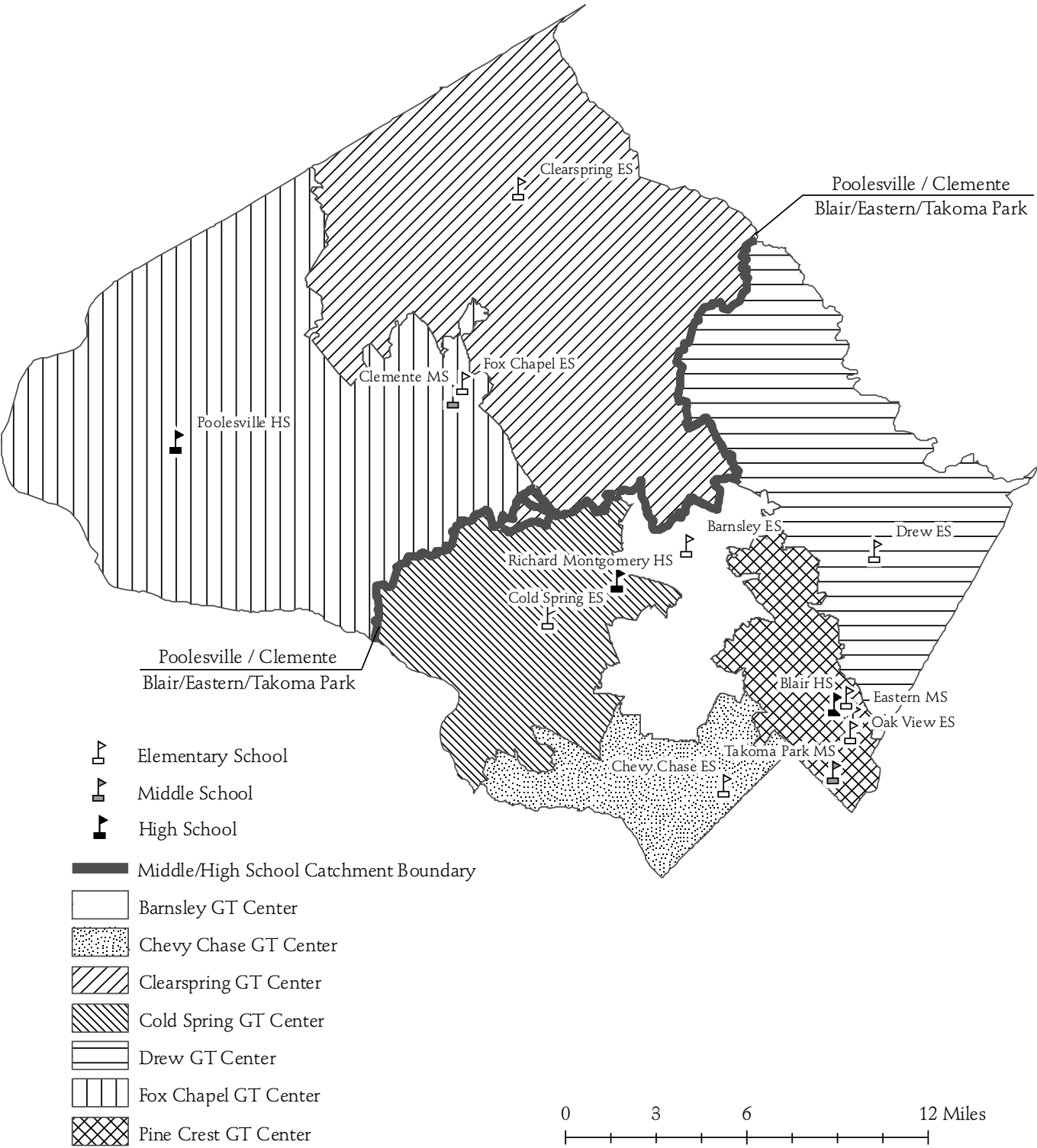
# Appendix M

## French Immersion Catchment Areas



Montgomery County Public Schools - Division of Long Range Planning - October 15, 2007

# Highly Gifted and Secondary Magnet Areas/Schools



# Appendix N

## Political Districts

### Board of Education

District	Name
1	Judy Docca
2	Stephen Abrams
3	Patricia O'Neill
4	Christopher S. Barclay
5	Nancy Navarro
At-large	Sharon W. Cox
At-large	Shirley Brandman

### County Council

District	Name
1	Roger Berliner
2	Mike Knapp
3	Phil Andrews
4	Donald Praisner
5	Valerie Ervin
At-large	Nancy Floreen
At-large	George Leventhal
At-large	Marc Elrich
At-large	Duchy Trachtenberg

### General Assembly

Legislative District 14	
Senator	Rona E. Kramer
Delegate	Anne R. Kaiser
Delegate	Karen S. Montgomery
Delegate	Herman L. Taylor, Jr.

Legislative District 15	
Senator	Robert J. Garagiola
Delegate	Kathleen M. Dumais
Delegate	Brian J. Feldman
Delegate	Craig L. Rice

Legislative District 16	
Senator	Brian E. Frosh
Delegate	William A. Bronrott
Delegate	C. William Frick
Delegate	Susan C. Lee

Legislative District 17	
Senator	Jennie M. Forehand
Delegate	Kumar P. Barve
Delegate	James W. Gilchrist
Delegate	Luis R. S. Simmons

Legislative District 18	
Senator	Richard S. Madaleno, Jr.
Delegate	Alfred C. Carr, Jr.
Delegate	Ana Sol Gutierrez
Delegate	Jeffrey D. Waldstreicher

Legislative District 19	
Senator	Michael G. Lenett
Delegate	Henry B. Heller
Delegate	Benjamin F. Kramer
Delegate	Roger Manno

Legislative District 20	
Senator	Jamin B. Raskin
Delegate	Sheila E. Hixson
Delegate	Tom Hucker
Delegate	Heather R. Mizeur

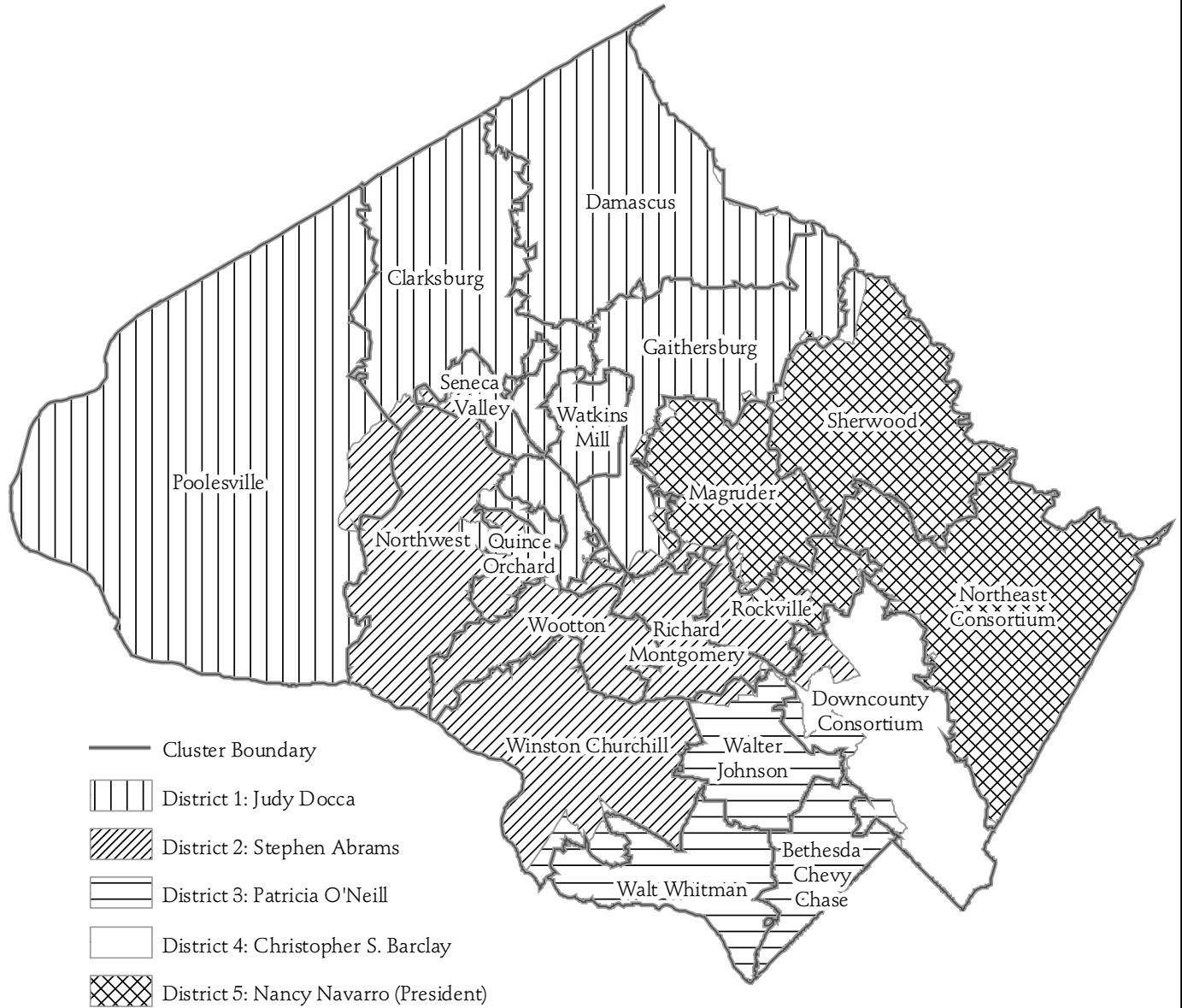
Legislative District 39	
Senator	Nancy J. King
Delegate	Saqib Ali
Delegate	Charles E. Barkley
Delegate	Kirill Reznik

School Name	Board of Education Districts	Councilmanic District	Legislative District	School Name	Board of Education Districts	Councilmanic District	Legislative District
Elementary Schools				Elementary Schools			
Arcola	4	4,5	18,19	Lake Seneca	1,2	2	15,39
Ashburton	2,3	1	15,16	Lakewood	2	1,3	15,17
Bannockburn	3	1	16	Laytonsville	1,5	2	14,19,39
Lucy V. Barnsley	2,4,5	3,4	19	Little Bennett	1	2	14,15
Beall	2,3	3	17	Luxmanor	2,3	1,3	16,17,18
Bel Pre	2,4,5	4	19	Thurgood Marshall	1,2	2,3	17,39
Bells Mill	2,3	1	15	Maryvale	2,5	3,4	17,19
Belmont	1,5	2,4	14,19	Spark M. Matsunaga	1,2	2	15,39
Bethesda	3	1	16,18	S. Christa McAuliffe	1,2	2,3	39
Beverly Farms	2,3	1,3	15,16	Ronald McNair	2	2	15
Bradley Hills	3	1	16	Meadow Hall	2,3	3,4,5	17
Broad Acres	4,5	5	20	Mill Creek Towne	1,5	2,3,4	19,39
Brooke Grove	5	2,4	14	Monocacy	1,2	2	15
Brookhaven	2,4,5	4	19	Montgomery Knolls	4,5	4,5	20
Brown Station	1,2	2,3	17,39	New Hampshire Estates	4	5	20
Burning Tree	2,3	1	16	Roscoe R. Nix	4,5	4,5	20
Burnt Mills	4,5	4,5	20	North Chevy Chase	3	1,5	16,18
Burtonsville	5	4	14	Oak View	4	5	20
Candlewood	1,2,5	3,4	17,19,39	Oakland Terrace	3,4	5	18
Cannon Road	5	4,5	14,20	Olney	5	2,4	14,19
Carderock Springs	2,3	1	16	William T. Page	5	4	14,20
Rachel Carson	1,2	3	17,39	Pine Crest	4,5	5	20
Cashell	5	2,4	14,19	Piney Branch	4	5	20
Cedar Grove	1	2	14,15,39	Poolesville	1,2	2	15
Chevy Chase	3	1,5	18,20	Potomac	2,3	1,3	15,16
Clarksburg	1,2	2	15	Judith A. Resnik	1,5	2,3	17,19,39
Clearspring	1	2	14	Dr. Sally K. Ride	1	2	39
Clopper Mill	1,2	2,3	15,39	Ritchie Park	1,2,3	1,3	15,17
Cloverly	5	4	14	Rock Creek Forest	3	1,5	18
Cold Spring	2	1,3	15	Rock Creek Valley	2,3,4	3,4,5	19
College Gardens	1,2	3	17,19	Rock View	3,4	1,5	18
Cresthaven	5	5	20	Lois P. Rockwell	1	2	14,15
Captain James Daly	1	2	15,39	Rolling Terrace	4	5	20
Damascus	1	2	14	Rosemary Hills	3,4	1,5	16,18,20
Darnestown	1,2	1,2,3	15,39	Rosemont	1,2	3	17
Diamond	1,2	2,3	17,39	Sequoyah	1,2,5	2,3,4	19,39
Dr. Charles R. Drew	5	4	14,20	Seven Locks	2,3	1	15
DuFief	1,2	3	17,39	Sherwood	5	2,4	14
East Silver Spring	3,4	5	20	Sargent Shriver	2,3,4	1,3,4,5	18
Fairland	5	4,5	14,20	Sligo Creek	4	5	18,20
Fallsmead	1,2	1,3	15,17	Somerset	3	1	16,18
Farmland	2,3	1,3	16,17	South Lake	1	2,3	14,17,39
Fields Road	1,2	3	17	Stedwick	1	2	39
Flower Hill	1,5	2,3	39	Stone Mill	2	1,3	15,17
Flower Valley	2,4,5	3,4	14,19	Stonegate	4,5	4	14,19
Forest Knolls	4,5	4,5	18,19,20	Strathmore	4,5	4	19
Fox Chapel	1	2,3	39	Strawberry Knoll	1,5	2,3	17,39
Gaithersburg	1,5	2,3	17,39	Summit Hall	1	3	17
Galway	5	4,5	14,20	Takoma Park	4	5	20
Garrett Park	2,3,4	1,3,4,5	16,17,18	Travilah	2	1,2,3	15,39
Georgian Forest	2,4	4	19	Twinbrook	2,3,4	1,3,5	17,18
Germantown	1,2	2	15,39	Viers Mill	3,4	1,3,4,5	18
Glen Haven	4	5	18	Washington Grove	1,2,5	3	17,19,39
Glenallan	4,5	4,5	14,19	Waters Landing	1,2	2	15,39
Goshen	1,5	2,3	14,39	Watkins Mill	1	2,3	17,39
Great Seneca Creek	1,2	2,3	15,39	Wayside	2	1,3	15
Greencastle	5	4	14	Weller Road	2,4	4,5	18,19
Greenwood	1,5	2,4	14	Westbrook	3	1	16
Harmony Hills	2,4	4	19	Westover	4,5	4	14,19
Highland	3,4	4,5	18	Wheaton Woods	2,3,4	3,4,5	18,19
Highland View	4	5	20	Whetstone	1	2,3	39
Jackson Road	4,5	4,5	20	Wood Acres	3	1	16
Jones Lane	1,2	2,3	15,17,39	Woodfield	1	2	14
Kemp Mill	4,5	4,5	18,19,20	Woodlin	3,4	1,5	18,20
Kensington-Parkwood	3	1,5	16,18	Wyngate	3	1	16

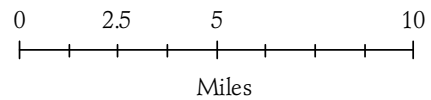


School Name	Board of Education Districts	Councilmanic District	Legislative District	School Name	Board of Education Districts	Councilmanic District	Legislative District
<b>Middle Schools</b>				<b>High Schools</b>			
Argyle	2,4,5	4	19	Bethesda-Chevy Chase	3,4	1,5	16,18
John T Baker	1	2	14	Montgomery Blair	3,4,5	4,5	20
Benjamin Banneker	5	4	14	James Blake	4,5	2,4,5	14,19,20
Briggs Chaney	5	4,5	14,20	Winston Churchill	2,3	1,3	15,16
Cabin John	2,3	1,3	15,17	Clarksburg	1,2	2,3	14,15,39
Roberto Clemente	1,2	2,3	15,39	Damascus	1	2	14,15
Eastern	4,5	4,5	20	Albert Einstein	3,4	1,4,5	18,20
William H. Farquhar	4,5	2,4	14,19	Gaithersburg	1,2,5	2,3	14,17,19,39
Forest Oak	1,2,5	2,3	14,17,19,39	Walter Johnson	2,3,4	1,3,4,5	15,16,17,18
Robert Frost	1,2	1,2,3	15,17,39	John F. Kennedy	2,4,5	4,5	14,19
Gaithersburg	1,5	2,3	14,17,19,39	Col. Zadok Magruder	1,2,5	2,3,4	14,19,39
Herbert Hoover	2,3	1,3	15,16	Richard Montgomery	1,2,3,4	1,3,5	17,19
Francis Scott Key	4,5	4,5	14,20	Northwest	1,2	1,2,3	15,17,39
Martin Luther King, Jr	1,2	2	15,39	Northwood	4,5	4,5	18,19,20
Kingsview	1,2	2,3	15,39	Paint Branch	5	4,5	14,20
Lakelands Park	1,2	1,2,3	15,17,39	Poolesville	1,2	2	15
Col. E. Brooke Lee	4,5	4,5	14,18,19	Quince Orchard	1,2	2,3	15,17,39
A. Mario Loiederman	2,3,4	1,3,4,5	18,19	Rockville	2,3,4,5	3,4,5	14,17,19
Montgomery Village	1	2,3	17,39	Seneca Valley	1,2	2,3	15,39
Neelsville	1	2,3	14,15,17,39	Sherwood	1,5	2,4	14,19
Newport Mill	3,4	1,4,5	18	Springbrook	4,5	4,5	14,20
North Bethesda	2,3	1,5	15,16,18	Watkins Mill	1	2,3	14,17,39
Parkland	2,3,4,5	3,4,5	19	Wheaton	2,3,4,5	1,3,4,5	17,18,19
Rosa Parks	1,5	2,4	14,19	Walt Whitman	2,3	1	16
John Poole	1,2	2	15	Thomas S. Wootton	1,2	1,2,3	15,17,39
Thomas W. Pyle	2,3	1	16	<b>Technical Career High School</b>			
Redland	1,2,5	2,3,4	14,17,19,39	Thomas Edison HS of Technology	4	4	18
Ridgeview	1,2	2,3	15,17,39	<b>Environmental Education Center</b>			
Rocky Hill	1,2	2	14,15	Lathrop E. Smith	5	3	19
Shady Grove	1,2,5	2,3,4	19,39	<b>Special Education Center</b>			
Silver Spring International	4,5	4,5	18,19,20	Longview	2	2	15
Sligo	3,4	1,4,5	18,20	RICA	2	3	17
Takoma Park	3,4	5	20	Rock Terrace	2	3	17
Tilden	2,3,4	1,3,4,5	16,17,18	Carl Sandburg	2	3	17
Julius West	1,2,3,4	1,3,5	17,19	Stephen Knolls	4	5	17
Westland	3,4	1,5	16,18	<b>Alternative Programs</b>			
White Oak	4,5	4,5	14,20	Glenmont	4	5	18
Earle B. Wood	2,3,4,5	3,4,5	14,17,19	Karma Academy	2	3	17
				McKenney Hills	4	5	18
				Phoenix at Longview	2	2	15
				Phoenix at McKenney Hills	4	5	18
				Randolph Academy	4	5	19

# Board of Education Districts

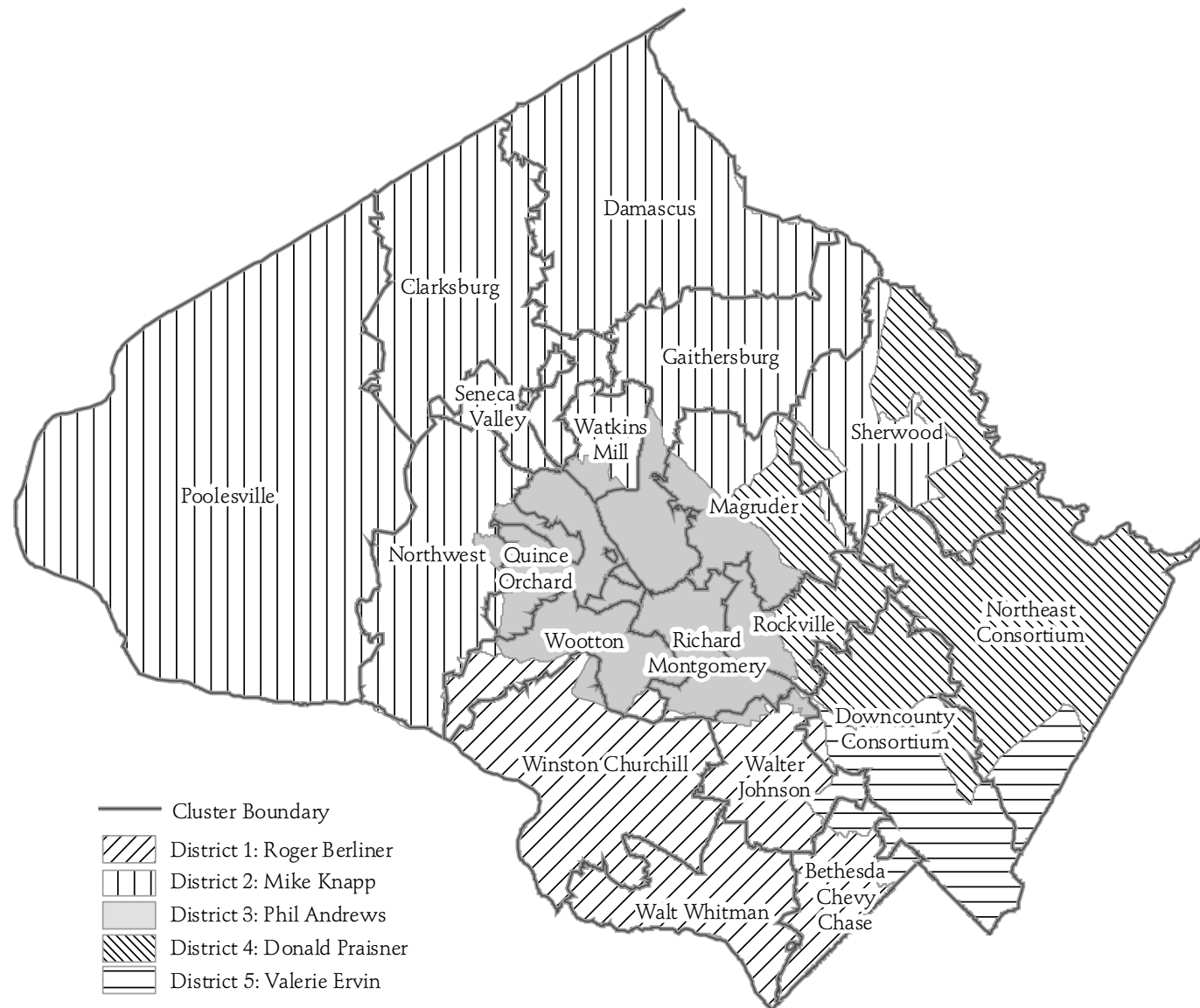


BOE Members at Large:  
 Shirley Brandman (Vice President)  
 Sharon W. Cox  
 BOE Student Member:  
 Quratul-Ann Malik

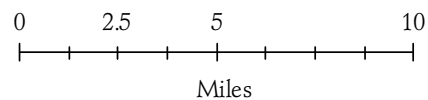


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# Councilmanic Districts

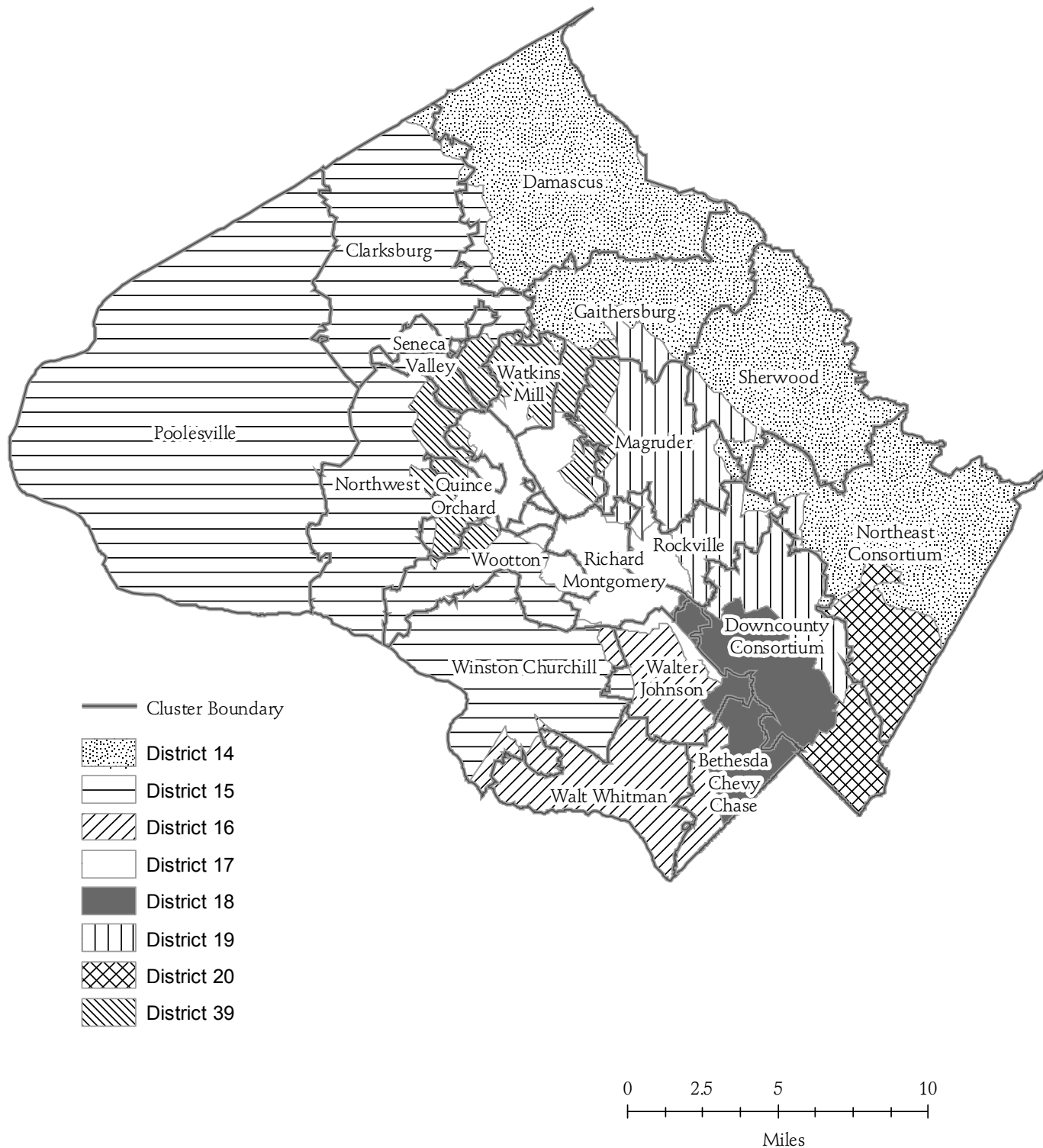


Councilmanic Members at Large:  
 Marc Elrich  
 Nancy Floreen  
 George Leventhal  
 Duchy Trachtenberg



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# Legislative Districts



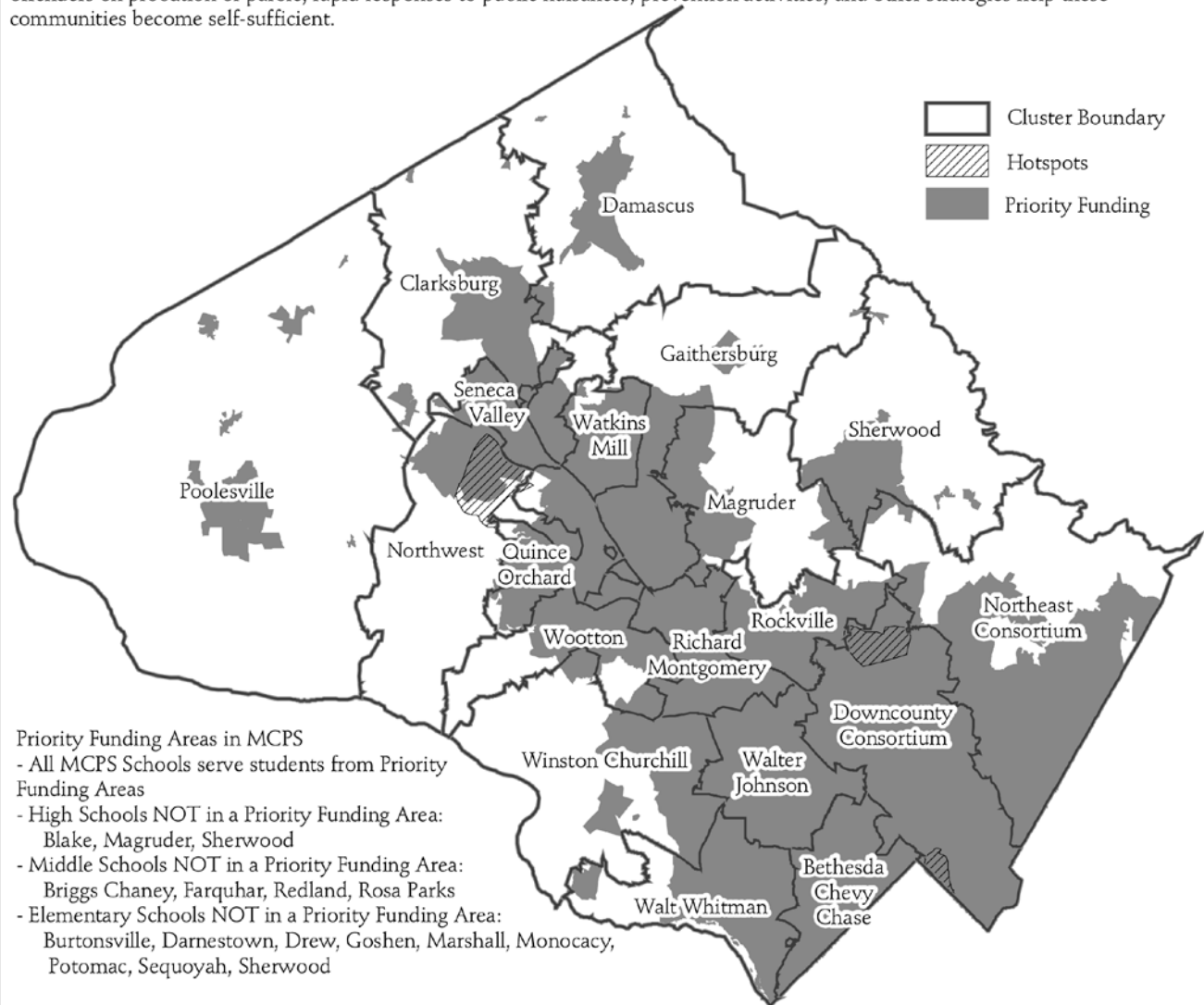
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# Appendix O

## Priority Funding Areas\* and CSAFE Areas\*\*

\*Priority Funding Areas are locations where the State and local governments want to target their efforts to encourage and support economic development and new growth. The following areas qualify as Priority Funding Areas: every municipality, as they existed in 1997; areas inside the Washington Beltway; areas already designated as enterprise zones, neighborhood revitalization areas, heritage areas and existing industrial land.

\*\*The CSAFE (Collaborative Supervision and Focused Enforcement) program improves public safety by combining intensive supervision, community policing and mobilization with activities to reclaim public space. Intensive supervision of adult and juvenile offenders on probation or parole, rapid responses to public nuisances, prevention activities, and other strategies help these communities become self-sufficient.



Montgomery County Public Schools - Division of Long Range Planning - October 15, 2007



# Appendix P

## MCPS Enrollment Forecasting

The prediction of school enrollment involves the consideration of a wide range of factors. The demographic makeup of communities is the foremost consideration. In addition, characteristics of schools, such as the programs they offer and changes within school service areas (such as new housing), can influence enrollment. Economic activity at the local, regional, and national levels also influences the accuracy of enrollment forecasts. Developing a forecast that extends from one to 15 years requires assessment of current local events in light of broader, long-term trends. Forecast accuracy varies depending on the projection's geographic scope as well as its time span. Accuracy is greatest when enrollment is projected for large areas and for the short-term (one or two years in the future). Accuracy in forecasts diminishes as the geographic area projected becomes smaller and as the forecast is made for more distant points in the future. Therefore, a one-year countywide forecast for total enrollment for all schools will have less error than forecasts that extend further into the future for individual schools.

The MCPS enrollment forecast is developed after an annual study of trends at the county and individual school levels. A history of each school's grade enrollments are compiled and updated annually. Analysis of this history uncovers patterns in the aging of students from one grade to the next. Extrapolating these patterns enables a school's forecast to be developed. This approach, termed the cohort-survivorship method, is the most widely accepted and applied school enrollment forecasting method.

MCPS projections, prepared in the fall of every year, extend through the upcoming six years, and for the tenth and fifteenth years in the future. The actual September enrollment at each school is used as the basis from which projections are developed. The cohort-survivorship method "ages" the student population ahead through the grade levels at each school to the desired forecast years. For each school in the system—and for the system as a whole—calculations of the net change in grade level enrollments—as students transition from one grade to the next—are developed. These enrollment change amounts are applied to current grade enrollments in order to project future enrollment in the grades system-wide, and at individual schools. For example, system-wide, and at many schools, the number of Grade 1 students typically exceeds the number of kindergarteners the previous year. This is usually the result of parents choosing private kindergarten for their children, and then enrolling them in public schools beginning in Grade 1. (This is less of a factor now that MCPS offers full-day kindergarten at all elementary schools.) Similar trends in the amount of "grade change" are discernable for each grade system-wide, and at individual schools. Each school is unique, and projections must be sensitive to population dynamics in

the communities served by the school, and the specific trends in the cohort movements through the grades.

Migration to Montgomery County by families with preschool and school-age children has yielded substantial numbers of new students. This source of enrollment growth was especially significant in the 1980s and 1990s, when a large number of new subdivisions were being built and turnover of homes in older communities hit record levels. Though the county's draw of migrating households is now more moderate, migration continues to be a key factor that is incorporated into enrollment forecasts. Forecasters add these new students by tracking enrollment changes in schools and by tracking residential building plans, construction, and sales activity in developing areas of the county. Estimates of student yield from subdivisions are applied to the forecast for the school serving the development after the projected building schedule is considered. Recently, MCPS has received more students from county private schools. This trend is monitored and factored into enrollment projections.

Because of the uncertainty that surrounds both short- and long-range forecasts, MCPS forecasts are revised each fall. In addition, the one-year forecast is revised each spring. The primary purpose of evaluating the upcoming school year's forecast is to increase accuracy in making staffing decisions and to place relocatable classrooms where needed. The evaluation assesses the enrollment change in each school from September, when the original forecast is made, to the time of spring revision. In areas of the county that are developing, an assessment of the rate of housing construction is made. Also, in some cases administrative or Board of Education actions, such as a change in a school service area, may affect enrollment.

The most difficult component of the enrollment forecast is predicting kindergarten enrollment. To develop forecasts for kindergarten, an annual review of resident birth records compiled by the Maryland Center for Health Statistics is undertaken. Births in nearby jurisdictions to mothers who reside in Montgomery County are included in the records that are reported at the county level. These records provide a general measure of potential kindergarten enrollment five years in the future.

Analyzing the relationship between actual and projected county births—kindergarten enrollment five years after the birth year—enables ratios of kindergarten enrollment to births five years previously, to be developed. These ratios are then applied to more recent birth numbers, and projected births, to develop the total kindergarten enrollment forecast for MCPS. Kindergarten enrollment forecasts are then developed for each school, using recent trends in kindergarten enrollment at the school to guide the forecast. Individual school kindergarten projections are then reconciled to the countywide kindergarten forecast at the end of the process. Kindergarten trends are reevaluated each year through close coordination with school principals.



Continuous efforts are underway to increase the accuracy of forecasting techniques. Advances continue to be made in the use of computers for the retrieval and analysis of demographic and facility planning data. For this reason MCPS is increasingly using the county's Geographic Information System (GIS). This GIS system contains extensive demographic and land-use data

that is used in the forecasting and facility planning processes. Ties between MCPS planners, county planning agencies, the real estate and development communities, and community representatives enable an ongoing exchange of information relevant to forecasting. This pooled knowledge is a valuable resource in the inherently difficult job of predicting the future.



# Appendix Q

## Capacity Calculations

School capacity is defined by the State of Maryland as the maximum number of students that can reasonably be accommodated in a facility without significantly hampering delivery of the given educational program. School capacity is the product of the number of teaching stations at a school and the average class size for each program (based generally on the student-to-teacher ratio). The state of Maryland and MCPS rate capacities using slightly different student-to-teacher ratios.

### MCPS Program Capacity

Class size for regular and supplemental programs, such as English for Speakers of Other Languages (ESOL), is based on MCPS policy, regulation, and budget guidelines. Most jurisdictions in Maryland, including Montgomery County, are striving to reduce class sizes. State and federal regulations mandate a maximum class size limit for preschool programs.

The current standard student-to-classroom ratios used to calculate school capacities as stated in the Board of Education Long-range Educational Facilities Regulation (FAA-RA) are as follows:

Head Start and prekindergarten—2 sessions	40:1
Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grade K—reduced class size full-day	15:1
Grades 1–2—Reduced class size	17:1
Grades 1–5/6 Elementary	23:1
Grades 6–8 Middle	25:1*
Grades 9–12 High	25:1**
ESOL (secondary)	15:1

\*Program capacity differs at the middle school level in that the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary facility (equivalent to 21.25 students per classroom.)

\*\*Program capacity differs at the high school in that the regular classroom capacity of 25 is multiplied by .9 to reflect the optimal utilization of a secondary facility (equivalent to 22.5 students per classroom.)

Many schools that appear to have space based on their calculated program capacity often need relocatable classrooms to accommodate the programs operating in the school. There are several explanations for this situation.

- **Staffing Ratio:** Capacity calculations for elementary schools are based on a student-to-classroom ratio of 23:1; however, staffing (student-to-teacher ratio) is not always provided at the same ratio. When the student-to-teacher ratio is less than the student-to-room ratio, the calculated capacity will not support the number of teachers provided by the staffing ratio in the facility.

For example, if staffing is provided at 22:1, and capacity is calculated at 23:1, then for a building with 20 classrooms the capacity would be 460 (20 x 23) students but there would be 21 teachers based on the staffing ratio ( $460/22 = 20.9$ ), therefore one additional classroom would be needed to accommodate a 22:1 staffing ratio.

- **Combined Staffing:** Some schools are provided additional staffing to meet the needs of students in the school. For example, a school that has a large number of students impacted by poverty may be allocated an additional .5 teaching position to assist students and an additional .5 teaching position for Title 1 services. The school may decide to combine the allocated staff to create an additional classroom teaching position, thereby creating the need for an additional classroom. In this case, the enrollment has not increased and the calculated capacity has not changed, but the need for classrooms has increased.
- **Capping Class Size:** In schools that may have very large class sizes in certain grades, additional staff may be provided to reduce the oversized classes to keep them within Board of Education guidelines. For example, if a school has two second-grade classes each with 28 students and four more students enroll in second grade, adding the additional students to the two large classes would cause the two classes to exceed the maximum class size cap of 28 students in Grades 1–3. If there was no opportunity to create combination classes with other grades, an additional teacher would be provided, and the school would reorganize with three second-grade classes of 20 students each. The additional teacher could create the need for a relocatable classroom.

Small instructional spaces and specialized classrooms are provided for all schools and are allocated on the basis of enrollment size and the need for supplementary instructional activities, such as remedial reading, special education resource, speech, art, and music.

In situations where the educational program will not be adversely affected, MCPS leases space on an annual basis to appropriate outside organizations. In most cases, these organizations are referred to as “joint occupants” and are usually day-care providers. Before and after school programs also are provided in many MCPS schools. Spaces used by day-care providers on MCPS sites range from shared use of multipurpose rooms before and after school, to relocatable classrooms on a school site that are financed by the provider and operated for the school community. If space is available, one or more classrooms can be leased for full-day programs.

# State-rated Capacity

State-rated capacity, used to determine state funding, is calculated using the following calculations. These calculations make MCPS and state capacity ratings differ. See appendix J for a comparison of capacity ratings for all schools.

Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grades 1–5/6 Elementary	23:1
Grades 6–12 Secondary	25:1*
Special Education	10:1

\*Program capacity differs at the secondary level in that regular classroom capacity in the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary school (equivalent to 21.25 students per classroom).

## Appendix R

# Assessing Schools for Modernization

In 1992, the Board of Education adopted a modernization policy that makes a strong statement for the need to update aging facilities through modernization in order to provide equitable learning environments across the county. Modernizations not only upgrade building systems, such as heating and air conditioning, plumbing, etc., it also bring aging facilities up to the same educational program standards as new schools. Modernizations also provide an opportunity to upgrade facilities to current building codes and regulations such as providing a facility that is accessible for persons with disabilities, abating hazardous materials, providing Fire Safety Code Upgrades, and improving Indoor Air Quality.

A detailed objective assessment process ranks schools in priority order for modernization. Facilities are evaluated based on physical condition and educational program capability. The physical condition assessment, called Facilities Assessment with Criteria and Testing (FACT), was developed by the MCPS Division of Construction with review and advice from facilities and planning staff members, experts from other area jurisdictions, and the Maryland State Department of Education School Construction Department. A team of trained technicians evaluates each school in need of modernization. Weighted scores are applied to the assessment for various aspects of the building, and based on the physical condition of the building, a final score is calculated, with a maximum of 1,000 points.

The Educational Program Assessment ranks each school based on how well the facility meets the educational space requirements of the current instructional program. This assessment process was developed in conjunction with MCPS instructional staff, planning and facilities staff, school principals, and Montgomery County Council of Parent Teacher Associations (MCCPTA) representatives. The Educational Program Assessment pays particular attention to comparing the amount of existing space within each building to the amount of space that would be provided by a modernization or a new school.

Other aspects of educational programs that are reviewed as part of the formal assessment relate to safety, security, energy conservation, and comfort.

The Educational Program Assessment also has a maximum score of 1,000 points. When both assessments are combined, a maximum of 2,000 points is possible. Both assessment components were reviewed and approved by the Board of Education. This process is widely recognized by school officials and community leaders as an objective and impartial tool for prioritizing modernizations.

In FY 1993, the modernization assessment process was performed on 37 elementary and secondary schools in the current and future modernization program. The ranking was established and adopted as the priority for modernizations by the Board of Education and has been adhered to since that time. Of the original 37 schools that were assessed, seven remain to be completed on the schedule. The original 37 schools were placed on the list primarily based on the age of the facility.

In FY 1996, the Board of Education asked for funds to assess all remaining schools for modernization. The County Council appropriated enough funds to assess an additional 35 schools. The schools chosen for assessment in FY 1996 were schools that were built before 1970 that were never modernized, or schools that were renovated before 1977. These schools were added to the end of the first list of schools assessed for modernization.

In FY 2000, the seven remaining high schools that were not assessed in FY 1992 and FY 1996 were assessed and added to the modernization schedule. The schools were placed in ranked order after the schools assessed in FY 1996. There remains a list of 41 schools built or renovated before 1985 that have not been assessed, and have not been added to the modernization schedule. The list includes: 29 elementary schools, 11 middle schools, and 1 high school.



# Appendix S

## Special Education Program Descriptions

### School-based Program Delivery Model

#### Resource Room Services

Resource Room Services, available in all MCPS schools, provide students with disabilities with the support they need in order to be academically successful in the general education environment. Resource room teachers provide an array of services to students with disabilities including direct instruction in reading/language arts, writing, mathematics, and organizational skills.

#### Speech and Language Programs

The goals of Speech and Language Services are to diagnose and remediate communication disorders, facilitate the development of compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills to support student access to the general education curriculum. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the student's general education teachers and parents for implementation within the classroom and home environments. Students with more intensive needs receive services individually or in small groups.

#### Elementary Home School Services

Elementary Home School Services support students in Grades K–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served by this model are assigned to age-appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and will encompass a variety of instructional models that may include instruction in a general education environment and/or a self-contained setting.

#### Secondary Learning and Academic Disabilities (LAD) Program

Secondary Learning and Academic Disabilities programs, available in all secondary schools in MCPS, provide services to students as a result of a disability that impacts academic achievement. Students served by this model have previously received a considerable amount of special education support, but need additional services to enable progress toward the Individualized Education Program (IEP) goals and objectives. These services are provided in a continuum of settings that may

include components of self-contained classes, cotaught general education classes, and other opportunities for participation with non disabled peers.

#### Transition Services

Transition Services are provided to special education students, age 14 or older, to facilitate a smooth transition from school to post-school activities. These activities include, but are not limited to, postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. Services are based on the individual student's needs, taking into account the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.

### Cluster-based Program Delivery Model

(The goal is to have the following program available in every high school cluster.)

#### Elementary Learning and Academic Disabilities (LAD) Program

Elementary Learning and Academic Disabilities classes provide services to students as a result of a disability that impacts academic achievement. Students served by this model have previously received a considerable amount of special education support in the general education environment, but require additional services to enable progress toward the IEP goals and objectives. Selected elementary schools provide this program within each cluster.

### Quad-cluster/Regionally-based Program Delivery Model

#### Elementary School-based Learning Center (ELC)

The Elementary Learning Centers provide comprehensive special education and related services. The program offers a continuum of services for Grades K–5 in several self-contained classes along with opportunities to be included with nondisabled peers in the general education environment. These services incorporate the student's IEP with the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.

## **Learning for Independence (LFI) Program**

The Learning for Independence (LFI) program is designed for students with complex learning and cognitive needs, including mild to moderate mental retardation. Services support the implementation of the Fundamental Life Skills (FLS) curriculum, or a combination of the FLS and accommodated general education curricula. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. They learn functional life skills and functional academics in the context of the general school environment and in community settings. Community based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition into the world of work upon graduation or exit from the school system.

## **School/Community-based Program**

School/Community-based Program (SCB) services serve students with moderate, severe, or profound mental retardation and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing the Fundamental Life Skills (FLS) curriculum, or a combination of the FLS curriculum and accommodated general education curricula, in comprehensive schools and related community and work environments. The School/Community-based Program model includes the following components: age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, and transition, and is available in all quad-clusters. The goal of the program is to prepare students to transition into the world of adult living upon graduation or exit from the school system.

## **Infants and Toddlers Program**

Infants and Toddlers early intervention services are provided to families and children with developmental delays from birth to age 3 via home visits from program staff. Services include specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language therapy. Parental involvement is a major service component based on the philosophy that a parent can be a child's most effective teacher in the natural setting.

## **Preschool Education Program**

(PEP, PEP Intensive Needs, Medically Fragile, Beginnings and Itinerant Services)

The Preschool Education Program (PEP) offers a variety of pre-kindergarten classes and services for children with disabilities ages 3 through 5. PEP serves children with multiple and/or moderate disabilities that impact their ability to learn. Services include instruction at home for medically fragile children, consultative and itinerant services for eligible children in day care centers and preschools, and classes for children who need a comprehensive approach to address their learning issues. Intensive Needs classes serve children with severe sensory and/or communication issues. Beginnings classes provide services to

students with severe or profound physical and/or cognitive disabilities. Programs are offered at selected elementary schools in one or more quad-cluster administrative area(s). A two-day per week combination, special education/early childhood classes, is available for 3 year old children in six locations.

## **Preschool Language Classes**

Preschool Language classes serve 3 and 4 year old children with moderate to severe disorders in receptive and/or expressive language that significantly impact their ability to communicate and learn in typical preschool environments. Speech and language supports and related services are provided within a developmentally appropriate class. The purpose is to use oral language for successful communication and to develop preacademic skills in preparation for kindergarten. Selected elementary schools offer this program to support one or more quad-cluster administrative area(s).

## **Autism Spectrum Disorders**

The Autism Preschool Program provides highly intensive and individualized services for students ages 3–5. State-of-the-art instructional practices are utilized to increase acquisition of academic, language, social, and adaptive skills, as well as to provide access to typical peers and prepare students to be as independent as possible as they approach elementary school age. The autism program for school-aged students provides access to the MCPS FLS curriculum. Students receive intensive instruction in a highly structured setting to improve communication and interaction with non disabled peers. At the secondary level, students also receive vocational and community support and instruction.

Students with Asperger's Syndrome receive direct instruction in the areas of coping strategies and pro-social behaviors. Access is reinforced in the general education curriculum with enrichment and/or remediation.

## **Augmentative and Alternative Communication**

The Augmentative and Alternative Communication (AAC) classrooms provide intensive support for students who are not verbal or have limited speech with severe intelligibility issues. Students use augmentative communication devices in order to access the curriculum. Emphasis is on the use of alternative communication systems to enhance language development, vocabulary development, and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.

## **Emotional Disabilities Cluster Program**

The Emotional Disabilities (ED) Cluster Model provides services within comprehensive schools to students with social, emotional, behavioral, and learning challenges that adversely impact their success in school. The majority of students are identified with an emotional disability. Some students are identified with disabilities, such as other health impairments, language disabilities, and learning disabilities. Students demonstrate average to above average cognitive abilities yet



may not demonstrate commensurate academic achievement due to a history of emotional and behavioral difficulties that interfere with their ability to participate successfully in the general education curriculum. The program provides services in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate. The model also has an alternative structure component that provides levels of containment to respond effectively to students' inappropriate and disruptive behavior.

### **Bridge Program**

The Bridge Program is designed to meet the needs of students who demonstrate significant social, emotional, learning, and/or behavioral issues that make it difficult for them to be successful in a large school environment. Many of the students are identified as having an emotional disability. Some students are identified with disabilities such as other health impairment, autism (Asperger's Syndrome), language disability, or learning disability.

Comprehensive behavior management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Individualized and comprehensive behavior management strategies and systems are used to promote students' acquisition of skills that allow them to be successful in school. The program provides services in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

### **Learning Disabled/Gifted and Talented Classes**

Students receiving learning disabled/gifted and talented (LD/GT) services demonstrate superior cognitive ability in at least one area and typically have production problems, particularly in the area of written expression. LD/GT services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to rigorous instruction in the least restrictive environment, which may include placement in Honors or Advanced Placement classes, and access to the acceleration and enrichment components in the MCPS instructional guidelines. Some students may receive services in specialized classrooms.

### **Secondary (School-based) Learning Center**

The Secondary Learning Center (SLC) provides comprehensive special education instruction and related services. The program offers a continuum of services at the middle and high school level. Students are served in a combination of self-contained and cotaught classes, as well as having opportunities to be fully included with nondisabled peers. Related services are integrated into the delivery of specialized instruction through a team approach.

### **Elementary Physical Disabilities Program**

The elementary physical disabilities program provides services and comprehensive supports to students with physical and health-related disabilities that cause a significant impact on educational performance in the general education class. These students exhibit needs in motor development and information processing. Services provided to students include special education instruction, consultation with classroom teachers, and occupational and physical therapy services.

### **Longview Center**

The Longview Center provides services to students aged 5–21 with severe to profound mental retardation and multiple disabilities. The FLS curriculum is utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

### **Stephen Knolls Center**

The Stephen Knolls Center services students aged 5–21 with severe to profound mental retardation and multiple disabilities. The FLS curriculum is utilized to provide students with skills in communication, mobility, self-help, functional academics, and transition services.

### **Countywide Program Delivery Model**

(Because of low incidence, these programs are based in central locations and serve students from the entire county. In some cases the programs are provided regionally when the level of incidence increases.)

### **Services for the Visually Impaired**

Vision services are provided to students with significant visual impairments. These services enable students to develop effective compensatory skills and provide them with equal access to the general education environment. A prekindergarten class prepares children who are blind or have low vision for entry into school. Itinerant vision services are provided to school-aged students in their home school or other MCPS facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. High school students requiring more intensive services receive specialized transition support, orientation, and mobility training.

### **Deaf and Hard of Hearing Program**

The Deaf and Hard of Hearing Program provides comprehensive educational services to students with a significant hearing loss. This program enables students to develop effective language and communication skills and provides them with equal access to the general education environment. Students with significant needs receive services in centrally-located classes. Services are provided in three communications options: oral/aural, total communication, and cued speech. Students with less intensive needs receive services from itinerant teachers at neighborhood schools or other MCPS facilities. Assistive

technology and consultation also are provided to students and school staff.

### **Services for Students with Physical Disabilities/Occupational/Physical Therapy**

Occupational and physical therapy provide comprehensive supports that facilitate access to the general education curriculum for students with physical and health-related disabilities. These services address the needs of students whose physical disabilities are causing a significant impact on educational performance in the general education class. Students needs include motor development and information processing. Services include special education instruction, consultation with classroom teachers, and occupational and physical therapy. Occupational and physical therapy services are provided as related services to students with other educational disabilities. These services are provided at elementary, middle, and high schools throughout MCPS.

### **Extensions Program**

The Extensions Program serves students of middle and high school age who have moderate, severe, or profound mental retardation, or multiple disabilities including mental retardation and/or autism. These are students with a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors who have not responded to functional and systematic behavioral interventions in the least restrictive setting. The goal of the Extensions Program is to provide intensive educational programming designed to enable these students to acquire more appropriate social and communicative skills in order to facilitate their return to a less restrictive educational setting. At the same time, Extensions ensures that students have access to the FLS curriculum and opportunities to participate in integrated employment and community activities.

### **Carl Sandburg Learning Center**

Carl Sandburg Learning Center is designed for elementary students who need a highly structured setting. The MCPS general education program and the MCPS FLS curriculum are both used to provide instruction for students. Modification of curriculum materials and instructional strategies, based on students' needs, is the basis of all instruction. Emphasis is placed on the development of language, academic, and social skills provided through an in-class transdisciplinary model of service delivery in which all staff implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.

### **Rock Terrace School**

The Rock Terrace School is comprised of middle, high school, and an upper school which implements school-to-work programs. The instructional focus of the middle school is on functional skills while integrating content from reading/language

arts and mathematics that prepare the students for transition to the high school program. The high school program emphasizes the application of functional academic skills that lead to full participation in the school-to-work plan and vocational/community experiences. Authentic jobs help in reinforcing classroom learning.

### **Emotional Disabilities (ED) Countywide Model**

Students served through these programs require special education services as a result of significant emotional and/or behavioral difficulties, which adversely impact their success in school.

### **RICA Program**

The RICA—Rockville Program, in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to all students and their families through highly-structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse are also on staff.

RICA offers fully accredited special education services which emphasize rigorous academic and vocational/occupational opportunities, day and residential treatment, and individual, group, and family therapy. The RICA program promotes acquisition of grade and age appropriate social and emotional skills and allows students to access the general education curriculum.

### **Crossroads Program (Located at the Rock Terrace School)**

The Crossroads Program provides students with instruction in functional academics, vocational, and social skills within the context of the FLS curriculum. The primary objective is to address behavioral issues that have been barriers to learning and to facilitate a transition back to a less restrictive educational setting. A major emphasis is the acquisition of job-readiness skills that are relevant to a variety of settings and include working effectively with others, problem solving, and effective self advocacy. Social skills and behavioral management are addressed using individualized positive intervention strategies derived from a functional behavioral analysis.

### **Assistive Technology Services**

Assistive Technology Services provides support for students from birth–21. Augmentative communication and technology services support non verbal students who are severely limited in verbal expression or written communication skills due to physical disabilities. These services are provided for students at their elementary, middle, or high school, whenever the individual need is identified.



## Appendix T

# **Long-range Educational Facilities Planning Policy (FAA) and Regulation (FAA-RA)**

On May 23, 2005, the Board of Education adopted a revision to Policy FAA—Long-range Educational Facilities Planning. This policy was revised in order for Policy FAA to conform to other Board of Education policies that separate policy requirements from regulations. Subsequently, on June 1, 2005, the superintendent issued interim Regulation FAA-RA. The regulation was created from language previously contained in Policy FAA that was regulatory in nature.

In adopting revisions to Policy FAA, the Board of Education directed the superintendent to conduct a public review process for Regulation FAA-RA, prior to a final regulation being issued. A review process was conducted in the fall 2005 with input from MCCPTA and other community representatives. The superintendent incorporated this input in issuing the Regulation FAA-RA on March 21, 2006.

# POLICY

## BOARD OF EDUCATION OF MONTGOMERY COUNTY

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**Related Entries:** ABA, ABC, ABC-RA, ACD, CFA, DNA, FAA-RA (pending), JEE, JEE-RA  
**Responsible Office:** Chief Operating Officer  
Planning and Capital Programming

### Long-Range Educational Facilities Planning

#### A. PURPOSE

The Board of Education has a primary responsibility to plan for school facilities that address changing enrollment patterns and sustain high quality educational programs in accordance with the policies of the Board. The Board of Education fulfills this responsibility through the facilities planning process. Long-range educational facilities planning is essential to identify the infrastructure needed to ensure success for every student.

The Long-range Educational Facilities Planning (LREFP) policy guides the planning process. The process is designed to promote public understanding of planning for Montgomery County Public Schools (MCPS) and to ensure that there are sufficient opportunities for parents, students, staff, community members and organizations, local government agencies, and municipalities to identify and communicate their priorities and concerns to the superintendent and the Board. Long-range Educational Facilities Planning will be in accordance with all federal, state, local laws, and regulations.

#### B. ISSUE

Enrollment in MCPS is constantly changing. The fundamental goal of facilities planning is to provide a sound educational environment for changing enrollment. The number of students, their geographic distribution, and the demographic characteristics of this population all impact facilities planning. Net enrollment changes are driven by factors including birth rates, movement within the school system and into the school system from other parts of the United States and the world.

MCPS is among the largest school systems in the country in terms of enrollment and serves a county of approximately 500 square miles. The full range of population density, from rural to urban, is present in the county. Since 1984, enrollment has increased where new

communities have formed, as well as in established areas of the county where turnover of houses has altered the demographic composition of communities. In areas with affordable housing, there is often greater diversity in enrollment caused by immigration.

MCPS is challenged continually to anticipate and plan for facilities in an efficient and fiscally responsible way to meet the varied educational needs of students. The LREFP policy describes how the school system responds to educational and enrollment change, the rate of change, its geographic distribution, and the racial, ethnic, and socioeconomic diversification of enrollment.

School facilities also change. Aging of the physical plant requires a program of maintenance, renovation, and modernization. Acquiring new sites, designing new facilities, and modifying existing facilities to keep current with program needs is essential. This policy provides the framework to coordinate planning for capital improvements.

### C. POSITION

The long-range facilities planning process will continue to:

1. Plan for utilization of schools in ways that are consistent with sound educational practice and consider the impact of facility changes on educational program and related operating budget requirements and on the community
2. Provide a constructive and collaborative advisory role through public hearings, position papers, written comments, and advisory committee memberships for parent organizations (such as the PTA) and other community groups in the capital improvements program. An advisory committee will be established for facilities planning activities listed below:
  - a) Selection of school sites
  - b) Facility design
  - c) Boundary changes
  - d) Geographic student choice assignment plans (such as consortia)
  - e) School closures and consolidations
3. Provide a six-year capital improvements program and educational facilities master plan which include enrollment projections, educational program needs, and available school capacity countywide, and identify:

- a) When new schools and additions will be needed to keep facilities current with enrollment levels and educational program needs
  - b) When to modernize older school buildings in order to continue their use on a cost-effective basis, and to keep facilities current with educational program needs
  - c) When school closures and consolidations are appropriate due to declining enrollment levels
  - d) Facility utilization levels, capacity calculations, school enrollment size guidelines, and school site size (adopted as part of the Board of Education review of the superintendent's recommended CIP)
4. Provide for the Board of Education to hold public hearings and solicit written testimony on the recommendations of the superintendent
  5. Provide a process for facility design that ensures a safe and secure environment and is consistent with educational program needs and includes community input
  6. Provide a process for changing school boundaries and establishing geographic student choice assignment plans that:
    - a) Solicit input at the outset of the process by forming a community advisory committee
    - b) Consider four main factors in development of school boundaries and student choice assignment plans, including:
      - 1) Demographic characteristics of student population
      - 2) Geographic proximity of communities to schools
      - 3) Stability of school assignments over time
      - 4) Facility utilization
    - c) The Board of Education may, by majority vote, identify alternatives to the superintendent's recommendations for review

- d) The Board of Education will hold public hearings and solicit written testimony on the recommendations of the superintendent and Board identified alternatives
  - e) At such time as the Board of Education takes action on school boundaries or geographic student choice assignment plans, the Board has the discretion to adopt minor modifications to the superintendent's recommendation or Board identified alternatives if, by a majority vote, the Board has determined that such action will not have a significant impact on an option that has received public review
7. Provide a process for closing and consolidating schools that meets the requirements of COMAR (Chapter 13A)
  8. Provide for articulation in school assignments by:
    - a) Traditional Student Assignments
 

Structuring high schools for Grades 9-12 and, where possible, creating straight articulation for clusters composed of one high school, and a sufficient number of elementary and middle schools, each of which sends its students, including special education and ESOL students, to the next higher level school in that cluster
    - b) Student Choice Assignment Plans
 

In cases where schools do not have boundaries and students participate in a student choice assignment plan (e.g., consortium) to identify the school they wish to attend, articulation patterns may vary from the straight articulation pattern that is desired in traditional student assignment
  9. The superintendent will develop regulations with student, staff, community, and parental input to guide implementation of this policy

#### **D. DESIRED OUTCOMES**

A long-range educational facilities planning process that identifies the infrastructure necessary to deliver high quality educational facilities to all students and incorporates the input of parents, staff, and community and, as appropriate, students.

**E. REVIEW AND REPORTING**

1. The annual June publication of the Educational Facilities Master Plan will constitute the official reporting on facility planning. This document will reflect all facilities actions taken during the year by the Board of Education and approved by the County Council. The Master Plan will project the enrollment and utilization of each school, and identify schools and sites that may be involved in future planning activities.
2. This policy will be reviewed after its initial implementation, but no later than 2007, in accordance with the Board of Education's policy review process.

***Policy History:*** Adopted by Resolution No. 257-86, April 28, 1986; amended by Resolution No. 271-87, May 12, 1987; amended by Resolution No. 831-93, November 22, 1993; amended by Resolution No. 679-95, October 10, 1995; amended by Resolution No. 581-99 September 14, 1999; updated office titles June 1, 2000; updated November 4, 2003; amended by Resolution No. 268-05, May 23, 2005.

# REGULATION

## MONTGOMERY COUNTY PUBLIC SCHOOLS

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**Related Entries:** ACD, CFA, DNA, FAA, JEE, JEE-RA

**Responsible Office:** Chief Operating Officer  
Planning and Capital Programming

### Long-Range Educational Facilities Planning

#### I. PURPOSE

To implement the Board of Education Long-Range Educational Facilities Planning policy (FAA) to achieve success for every student by providing appropriately utilized, functional, and modern facilities. These regulations provide direction on how the planning process should be conducted.

#### II. BACKGROUND

Montgomery County Public Schools (MCPS) operates in a dynamic environment and is among the largest school systems in the country. Montgomery County is increasingly diverse, both in terms of population and types of communities encompassed within the county. This environment, combined with the needs of the physical infrastructure and fiscal realities, demands a planning process that incorporates the needs of our community and produces the physical foundation for an excellent school system.

#### III. DEFINITIONS

- A. The *Capital Improvements Program (CIP)* is a comprehensive six-year spending plan for capital improvements. The CIP focuses on the acquisition, construction, modernization, and renovation of public school facilities. The CIP is reviewed and approved through a biennial process that takes effect for the six-year period that begins in each odd-numbered fiscal year. For even-numbered fiscal years, only amendments are considered to the adopted CIP for changes needed in the second year of the six-year CIP period.
- B. The *Capital Budget* is the annual budget adopted for capital project appropriations.
- C. *Cluster* is a geographic grouping of schools within a defined attendance area that includes a high school and the elementary and middle schools that send students to that high school.

- D. *Community outreach*, for the purposes of Policy FAA: *Long-Range Educational Facilities Planning*, and this regulation means that reasonable and systematic efforts will be made to solicit input from stakeholders on decisions that impact them. These efforts may include, but are not limited to, postings to the MCPS Web site and related electronic media, notices published in local newspapers, newsletters, and/or notices sent to community representatives.
- E. *Consortium* is a grouping of high schools or middle schools within close proximity to one another that provide students the opportunity to express their preference for attending one of the schools based on a specific instructional program or emphasis.
- F. *Geographic Student Choice Assignment Plans* identify the geographic area(s) wherein students may express a preference for a school assignment, based on program offerings or emphasis. These geographic areas may include areas, known as “base areas,” where students may be guaranteed attendance at the school under certain criteria; or, the area may be a single unified area with no base areas for individual schools.
- G. *Program Capacity* is the student capacity figure that reflects how a school facility is used based on the educational programs at the school. The MCPS program capacity is calculated as the product of the number of teaching stations in a school and the student-to-classroom ratio for each grade or program in each classroom. The MCPS program capacity is used for county capital budgeting and facility planning analyses for future capital project needs, boundary changes, and geographic student choice assignment plans.
- H. *Quad-cluster* is a grouping of geographically contiguous clusters that is overseen by a community superintendent.
- I. *State-rated Capacity (SRC)* is defined by the state of Maryland as the maximum number of students who can reasonably be accommodated in a facility without significantly hampering delivery of the given educational program. The SRC is calculated as the product of the number of teaching stations in a school and a state-determined student-to-classroom ratio. The SRC is used by the state to determine state budget eligibility for capital projects funded through the Public School Construction Program administered by the Interagency Committee for Public School Construction (IAC).



#### IV. PROCEDURES

The following procedures, criteria, or standards apply to the facilities planning process:

##### A. Capital Improvements Program (CIP)

1. On or about November 1 of each year, the superintendent of schools will publish recommendations for an annual Capital Budget and a six-year CIP or amendments to the previously adopted CIP. Boundary change or geographic student choice assignment plan recommendations, if any, will be released by mid-October.
2. The six-year CIP will include:
  - a) Background information on the enrollment forecasting methodology
  - b) Current enrollment figures and demographic profiles of all schools including racial/ethnic composition, Free and Reduced-price Meals System (FARMS) program participation, English for Speakers of Other Languages (ESOL) enrollment, and school mobility rates
  - c) Enrollment forecasts for each of the next six years and long-term cluster, consortium, or base area forecasts for secondary schools for a period of 10 and 15 years
  - d) A profile of each school facility showing facility characteristics, capacity, and room use for programs, such as Head Start, prekindergarten, kindergarten, ESOL, special education, or other special use
  - e) A line item summary of Capital Budget appropriation requests by the Board of Education
  - f) Recommendations on the following guidelines for Board review and action:
    - (1) Preferred range of enrollment
    - (2) School capacity calculations
    - (3) Facility utilization
    - (4) School site size

- g) A summary of recommended actions that affect programs at schools or the service area of the schools. Supplements to the CIP may be published to provide more information on issues when deemed advisable by the superintendent of schools
  - h) Project Description Forms (PDF), the official, county authorized budget forms used for all requested capital projects, are included in the Board adopted CIP request to the County Council
3. Copies of the superintendent's recommended CIP will be sent to MCPS executive staff, department and division directors, school principals, Montgomery County Council of Parent Teacher Associations (MCCPTA) cluster coordinators, local PTA presidents, and public libraries. (In lieu of, and in the absence of a regular PTA, the existing affiliation of parents and teachers that serves a comparable purpose will be provided with copies of the superintendent's CIP.) The superintendent's recommended CIP also will be posted on the MCPS Web site. In addition, notification of the CIP's publication and availability will be sent to municipalities, civic groups registered with the Maryland-National Capital Park and Planning Commission, the Montgomery County Region of the Maryland Association of Student Councils, and the Montgomery County Junior Council. This notification will include the Board of Education schedule for worksessions, public hearings, and action on the CIP. Other interested parties may request a copy of the CIP document from the MCPS Division of Long-range Planning.
  4. The Board of Education timeline for review and action on the CIP consists of a worksession in early November, followed by a public hearing in mid-November, and action in mid- to late November of each year. (See Section V of this regulation for the public hearing process and Section VII for the annual calendar.) The superintendent's recommendation on any deferred planning issues and/or amendments to the CIP is made in mid-February. The Board of Education timeline for these items consists of a worksession in late February to early March, a public hearing in mid-March, and action in late March.
  5. After review and Board of Education action, the Board-adopted CIP is submitted to the County Council and county executive for their review and County Council action. The Board-adopted CIP also is sent for information to the Maryland-National Capital Park and Planning Commission, Maryland State Department of Education, State IAC, and municipalities.
  6. The county executive forwards his/her recommendations to the County Council in mid-January for inclusion in the overall county CIP. The County

Council timeline for review and action on the Board-adopted CIP is from February to May.

7. The County Council, as required by county charter, adopts the biennial six-year CIP.

## B. Master Plan

By June 30 of each year, the superintendent of schools will publish a summary of all County Council-adopted capital and Board of Education-adopted non-capital facilities actions. This document, called the *Educational Facilities Master Plan*, is required under the rules and regulations of the State Public School Construction Program.

1. The facilities master plan will incorporate the projected impact of all capital projects approved for funding by the County Council and any non-capital facilities actions approved by the Board of Education.
2. The facilities master plan will show projected enrollment and utilization for schools for the next six years and for a period of 10 and 15 years for secondary schools. This information will reflect projections made the previous fall with an updated one-year projection in the spring, and any changes in enrollment or capacity projected that result from capital projects, boundary changes, geographic student choice assignment plans, or other changes authorized by the Board of Education.
3. The master plan will include demographic characteristics of school enrollments, facility characteristics, and program capacities of schools.
4. The master plan will include County Council-adopted PDFs that provide schedules, estimated costs, and funding sources.

## C. Enrollment Forecasts

1. Each fall, enrollment forecasts for each school will be developed for a six-year period. In addition, long-term forecasts for a period of 10 and 15 years also will be developed for secondary schools. These forecasts will be the basis for evaluating facility space needs and initiating planning activities. The forecasts should be developed in coordination with the Montgomery County Department of Parks and Planning county population forecast and any other relevant planning sources.

2. On or about March 1, a revision to the enrollment forecast for the next school year will be developed to refine the forecast for all schools and to reflect any changes in service areas or programs.
3. The enrollment forecast methodology utilized will be identified in an Appendix in the CIP and Master Plan documents.

D. Preferred Range of Enrollment

Unless otherwise specified by Board action in the adopted CIP, the preferred ranges of enrollment for schools includes all students attending the school.

1. A preferred range of enrollment for schools is:
  - a) 300 to 750 students in elementary schools
  - b) 600 to 1,200 students in middle schools
  - c) 1,000 to 2,000 students in high schools
  - d) Special and alternative program centers will differ from the above ranges and generally be lower in enrollment
2. The preferred range of enrollment will be considered when planning new schools or changes to existing facilities. Departures from the preferred range may occur if an educational program justifies or requires it. Fiscal constraints also may require MCPS to operate schools of other sizes. If larger or smaller schools are built or created, alternative approaches to school construction, management, organization, or staffing will be considered in order to facilitate effective delivery of educational programs.

E. Capacity Calculations and Facility Utilization

1. Unless otherwise specified by Board action in the adopted CIP, the capacity of a facility is determined by the space needs of educational programs. The MCPS program capacity is based on the student-to-classroom ratios shown in the following table, and should not be confused with staffing ratios as determined through the operating budget process.

Level	Student-to-Classroom Ratios
Head Start & prekindergarten	40:1 (2 sessions per day)
Head Start & prekindergarten	20:1 (1 session per day)

Grade K full-day	22:1 (1 session per day)
Grade K-reduced class size full-day	15:1
Grades 1-2—reduced class size	17:1
Grades 1-5/6 Elementary	23:1
Grades 6-12 Secondary	
Grade: 6-8 Middle School	25.1*
Grades: 9-12 High School	25.1**
ESOL	15:1

\* Program capacity differs at the middle school level in that the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a middle school facility (equivalent to 21.25 students per classroom).

\*\*Program capacity differs at the high school level in that the regular classroom capacity of 25 is multiplied by .90 to reflect the optimal utilization of a high school facility (equivalent of 22.5 students per classroom).

Special education, some special programs, and class size reduction initiatives may require classroom ratios different from those listed.

2. Unless otherwise specified by Board action in the adopted CIP, elementary, middle, and high schools should operate in an efficient utilization range of 80 to 100 percent of program capacity. If a school is projected to be underutilized (less than 80 percent) or does not meet the preferred range of enrollment, or is overutilized (over 100 percent) or does not meet the preferred range of enrollment, a boundary study, non-capital action, or a capital project for facilities planning may be undertaken. In the case of overutilization, an effort to judge the long-term needs for permanent space should be made prior to planning for new construction. Underutilization of facilities also should be evaluated in the context of short-term and long-term enrollment forecasts.
3. Relocatable classrooms may be used on an interim basis to provide program space for enrollment growth and class-size reduction initiatives until the demonstrated need for permanent capacity is met. Relocatable classrooms also may be used to enable day care programs to be housed in schools, and may be used to accommodate such programs as:
  - a) Parent Resource Centers

- b) Linkages to Learning
- c) College Connection Programs
- d) Judy Centers
- e) Baldrige Training Labs
- f) Career and Community Connections
- g) Other programs as appropriate

Relocatable classrooms should meet the same health and safety standards as other MCPS facilities.

#### F. School Site Size

Unless otherwise specified by Board action in the adopted CIP, preferred school site sizes are:

- 1. 12 usable acres for elementary schools
- 2. 20 usable acres for middle schools
- 3. 30 usable acres for high schools

Sites of these approximate sizes accommodate the instructional program including related outdoor activities. In some circumstances school sites may be smaller or larger than the preferred sizes. In these circumstances special efforts to accommodate outdoor activities may include the use of adjacent or nearby park properties or shared use of school fields. In some cases it may be necessary to acquire more than the standard acreage in order to accommodate environmental concerns, unusual topography, or surrounding street patterns.

### V. GUIDELINES FOR FACILITY PLANNING

#### A. Evaluating Utilization of Facilities

- 1. By November 1 each year, after new enrollment forecasts are developed, utilization of all school facilities will be evaluated and incorporated into the superintendent's CIP recommendations. The effect of any proposed educational program changes, including prekindergarten programs, special education programs, ESOL programs and centers, or grade level

reorganizations also will be evaluated. For schools that are projected to have insufficient capacity, excess capacity, or other facility issues, the superintendent may recommend:

- a) A capital project
  - b) A non-capital action such as boundary change, geographic student choice assignment plan, school pairing, facility sharing, closing/consolidation, or any other similar action
  - c) No action or deferral pending further study of enrollment or other factors
2. Facility recommendations made by the superintendent of schools will incorporate consideration of educational program impacts. As part of the process of developing facility plans, MCPS staff will work closely with appropriate program staff to identify program requirements for facility plans.
  3. Recommendations that relate to school boundary changes or geographic student choice assignment plans will be made after the superintendent of schools receives advice from a school boundary or choice area advisory committee.
  4. The superintendent of schools also may request advice from the community for other types of facility recommendations.

**B. Development of School Boundaries and Geographic Student Choice Assignment Plans**

In cases where the utilization of a new school, or the utilization of existing schools (including school pairings) are reviewed through a boundary study, or where revisions to geographic student choice assignment areas are reviewed through a study, the following factors should be considered by any advisory committee, the superintendent of schools, and the Board of Education in the study process.

1. Facility
  - a) School boundary and geographic student choice assignment plans should result in school utilizations in the eighty percent to one-hundred percent efficient range whenever possible.
  - b) Plans should be fiscally responsible to minimize capital and operating costs whenever feasible. The geographic scope of the studies should

be broad enough to realize economies in costs and provide long-range plans to address facility issues while preserving as much stability in school assignments as possible.

- c) When special education programs are assigned to a facility, any required modifications to the facility will be made in accordance with the *Americans with Disabilities Act* (ADA).
- d) Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases. In these cases, it is desirable for 25 percent or more of articulating enrollment to move on to each of the assigned upper-level schools.

## 2. Population

- a) School boundary and geographic student choice assignment plans should consider the impact of various options on the affected school populations. A school population consists of students assigned from a specific geographic attendance area regardless of the school building itself.
- b) Where reasonable, school boundaries or geographic student choice assignment plans should be established to promote the creation of a diverse student body in each of the affected schools. Data showing the impact of various options shall be provided for the following factors:
  - (1) The socioeconomic background of students as measured by participation in the federal FARMS program
  - (2) The level of English language learners as measured by enrollment in the ESOL program
  - (3) Student mobility rates at schools
  - (4) The racial/ethnic composition in accordance with the Quality Integrated Education policy
  - (5) Other reliable demographic indicators, such as the mix of single family and multiple family dwellings, also may be considered where applicable



- (6) Special education programs (large special education programs in schools or proposed to be in new schools) should be considered

### 3. Geography

- a) In most cases, the geographic scope of elementary school boundary studies and geographic student choice assignment plan studies should be limited to the high school cluster area. For secondary schools, one or more clusters of schools may be studied.
- b) In accordance with MCPS emphasis on community involvement in schools, one of the goals of boundary and student choice area plans should be service areas that are, as much as practical, made up of contiguous communities surrounding the school. Walking access to the school should be maximized and transportation distances minimized when other factors do not require otherwise.

### 4. Stability

- a) Recognizing that, at times, changes to boundaries and student choice assignment plans may be necessary, plans should result in as long a period as possible of stable assignments.
- b) Recommendations for student reassignments should consider recent boundary or geographic student choice assignment area changes, and/or school closings and consolidations that may have affected the same students.

## C. Cluster Comments

- 1. In May, cluster representatives should state in writing to the superintendent of schools any proposals, priorities, or concerns that they have identified for their schools in consultation with local PTA leadership, principals, and the community. (In lieu of, and in the absence of a regular PTA, the existing affiliation of parents and teachers that serves a comparable purpose will be provided with copies of the superintendent's CIP.)
- 2. Amendments to cluster comments may be submitted by September 1 in cases where preliminary fall enrollments or unusual events require them.
- 3. Cluster comments are to be considered in the development of facilities recommendations made by the superintendent of schools in the CIP.

## D. Public Hearing Process

1. Public hearings are held annually following publication of the superintendent's CIP recommendations.
  - a) The PTA cluster coordinators and/or PTA area vice presidents in consultation with the cluster PTA presidents will coordinate testimony at the hearing on behalf of cluster schools and are encouraged to ensure that diversity of opinions are accommodated when scheduling testimony. Testimony time for each cluster will be scheduled and organized by quad-cluster and/or consortium whenever possible.
  - b) Civic groups, municipalities, and countywide organizations should contact the Board of Education office to schedule testimony.
  - c) Public comments from individuals also will be heard by the Board of Education. Individuals should contact the Board Office to schedule testimony.
2. Written comments from the community will be accepted at any point, but in order to be considered, comments must reach the Board 48 hours before the time scheduled for action by the Board.
3. Public hearings also may be held on any CIP or facilities planning issues deferred from the fall. These hearings usually would occur in late February or early March. In unusual circumstances, public hearings may be called at other times to consider facility issues that do not fit into the fall or spring timetables.

## VI. COMMUNITY INVOLVEMENT PROCESSES

### A. Community Representation

School and community involvement in MCPS facility planning is important to the success of its plans. Parents, staff, and students are the primary stakeholders in the planning process.

1. Stakeholders and interested members of the community have several opportunities for input into the facilities planning process that may include: participation as members of advisory committees; submission of letters, alternative proposals, or other written material for consideration by the

superintendent of schools and staff; and/or testimony in written or oral form before the Board of Education.

2. MCCPTA, local PTAs, or other parent or student representatives along with appropriate MCPS staff should be involved in the following planning processes:
    - a) Site selection
    - b) School boundary or geographic student choice assignment plans
    - c) Issue roundtables
    - d) School closings and consolidations
    - e) Facility planning (educational specifications, architect selection, and architectural design) for new schools, additions, and modernizations
  3. Additionally, MCPS employees, municipalities, local government agencies, civic and homeowner associations, and countywide organizations contribute to the planning process. A civic or homeowner association must be registered with the Maryland-National Capital Park and Planning Commission. Countywide organizations are those with members throughout the county.
  4. The Board will conduct public hearings for potentially affected school communities prior to actions affecting attendance and/or choice areas and the closure or consolidation of schools.
    - a) Public hearings will be conducted following publication of the superintendent's recommended Capital Budget and six-year CIP.
    - b) Public hearings also may be held in March for any boundary/choice assignment recommendations deferred in November or in cases where boundary/choice assignment and non-capital decisions must be made in March.
    - c) Written comments from the community will be accepted at any point but, in order to be considered, comments must reach the Board 48 hours before the time scheduled for action by the Board.
- B. The following sections describe the community involvement process in site selection, facility design, boundary changes, geographic student choice assignment plans, and

school closures and consolidations. These sections refer to the formation and operation of advisory groups. In addition to these activities, all community members have opportunities to advise the superintendent of schools and Board annually through cluster comments, written correspondence, and public testimony.

1. Site Selection

- a) MCPS staff will work with the Montgomery County Planning Board during the development of county land use master plans to identify future school site requirements based on existing and proposed residential development. General locations of sites are identified on master plan maps. As subdivision occurs, site dedications may be requested. If not identified for a specific school construction project, sites acquired through dedication or purchase are placed in the Board's sites inventory for future selection.
- b) Site selection for a specific school construction project begins when MCPS projections indicate a new facility is required in the six year CIP.
- c) MCPS staff works with MCCPTA area vice presidents, cluster coordinators, or PTA presidents to form a Site Selection Advisory Committee (SSAC) composed of MCPS staff; PTA representatives; appropriate municipal and county government agency officials. For a secondary school site, representatives of more than one cluster may be involved in the committee.
  - (1) MCPS staff work with the SSAC identifying and reviewing alternative site candidates from the Board's sites inventory and, in some cases, from private ownership for potential site purchase.
  - (2) The SSAC considers and compares the attributes of each candidate site, including but not limited to:
    - (a) The geographic location relative to existing and future student populations
    - (b) Environmental constraints
    - (c) Availability of utilities
    - (d) Vehicular and pedestrian access

- (e) Cost to acquire
- (f) Cost to develop
- (g) Ability to meet educational program requirements
- (h) Compatibility with an educational environment
- (3) The SSAC reaches consensus and makes a recommendation to the superintendent of schools.
  - (a) The superintendent of schools evaluates the recommendation and then makes his/her recommendation to the Board.
  - (b) The Board considers the committee and superintendent's recommendations before formally taking action to select a site for the specified school construction project.

## 2. Facility Design

- a) Parent representatives will serve with MCPS staff on facility advisory committees to modify, modernize/replace, or construct new facilities.
  - (1) Parent representatives will be identified by MCCPTA area vice presidents, cluster coordinators, or PTA presidents in collaboration with school principals.
  - (2) Student representatives at the high school level will be identified by the principal or chair of the committee to serve on the committee.
  - (3) Adjacent property owners are invited to serve on the advisory committee. Representatives of the neighborhood homeowner and/or civic association registered with the Maryland-National Capital Park and Planning Commission also may be invited to serve on the advisory committee.
- b) Educational specifications developed by MCPS staff will be reviewed in consultation with school-based administrators, staff, and PTA representatives, as needed.

- c) MCPS staff will involve the school administration, school staff, and PTA representatives in selection of an architect.
- d) Viewpoints of adjacent homeowners and registered homeowner and/or civic associations will be included in the review of architectural plans. Concerns of these groups should be considered at the design stage before architectural plans are finalized.

### 3. School Boundary Changes and Geographic Student Choice Assignment Plans

When directed by the Board of Education, MCPS staff will facilitate the process of community input on school boundary changes or geographic student choice assignment plans.

- a) When the Board of Education identifies the need for changes in school service areas and the geographic scope of a study, an advisory committee will be formed to evaluate boundary change options or geographic student choice assignment plan options developed by MCPS staff. The superintendent of schools will develop the charge for the advisory committee. MCPS staff will organize and work directly with this group.
  - (1) Membership on school boundary or geographic student choice assignment plan advisory committees will consist of individuals who are familiar with the affected school communities. The advisory committee membership should be racially, ethnically, and socioeconomically diverse.
  - (2) The MCCPTA area vice president, cluster coordinator(s), or PTA presidents will identify parent representation from areas throughout the geographic scope of the study approved by the Board.
  - (3) The MCCPTA area vice president, cluster coordinator(s), or PTA presidents also may identify additional representatives from parent or student organizations who have knowledge of the schools involved.
  - (4) MCPS staff may call on other community resources such as civic and homeowner associations for input.
- b) At the outset of meetings, the committee will identify community criteria to assist staff in the development of options. In addition, the

committee will consider factors outlined in the section of this regulation titled "*Development of School Boundaries and Geographic Student Choice Assignment Plans*" (Section V.B). MCPS staff will consider community criteria and factors included in this regulation in developing options. The superintendent of schools and the Board of Education also will consider community criteria and factors in this regulation in their review of boundary changes or geographic student choice assignment plans.

- c) Staff will develop and present approximately three to five viable options for the advisory committee to consider. The advisory committee may request development of additional options; however, the total number of options developed for the committee shall not exceed 10.
- d) MCPS staff will notify civic and homeowner associations registered with the Maryland-National Capital Park and Planning Commission in the potentially affected communities of proposed boundary changes or geographic student choice assignment plans being considered by MCPS in their area.
- e) Advisory committee representatives serve as liaisons between the committee and the community they represent. Representatives share committee discussions and options with their community through PTA meetings and other forums. Input received from the community is then presented by representatives at subsequent advisory committee meetings. Community input also is factored into committee member option evaluations and optional PTA or cluster position papers.
- f) An advisory committee report including evaluations of the options by committee representatives, and any individual PTA or cluster position papers submitted on the options, will be forwarded to the superintendent of schools.
- g) The superintendent of schools will develop a recommendation after considering staff advice, the advisory committee report, option evaluations and any PTA or cluster position papers, as well as input from other organizations and individuals who have provided comments. The superintendent of schools will publish his/her recommendation in mid-October, or mid-February when necessary.

- h) Copies of the superintendent's recommendation are distributed to the affected schools and PTAs and posted to the MCPS Web site.
- i) The Board of Education will hold a worksession and may request by majority vote that alternatives to the superintendent's recommendation be developed for Board consideration. Any significant modification to the superintendent's recommendation requires an alternative. Any modification that impacts any or all of a school community that has not previously been included in the superintendent's recommendation should be considered a significant modification.
- j) Recommendations from the superintendent of schools and Board-identified alternatives will be the subject of a public hearing prior to final Board action.
- k) The Board has the discretion to adopt minor modifications to the superintendent's recommendation or Board-identified alternatives if this action will not have a significant impact on a plan that has received public review. To the greatest extent possible, additional alternatives will not be considered after the Board of Education alternatives worksession without adequate notification and opportunity for comment by the affected communities.

#### 4. School Closures and Consolidations

In cases where a school closure or consolidation is contemplated, the Board of Education, superintendent of schools, and MCPS staff will follow requirements of the Maryland State Board of Education set forth in COMAR, Chapter 13A ([www.dsd.state.md.us/comar/13a/13a.02.09.01.htm](http://www.dsd.state.md.us/comar/13a/13a.02.09.01.htm)).

This regulation provides the procedures governing school closings that must be used by local school systems. The regulation also sets the timeline for announcing school closings, and the procedure for appealing a local Board decision to the Maryland State Board of Education.

## VII. CALENDAR

The long-range facilities planning process will be conducted according to the county's biennial CIP process and will adhere to the following calendar adjusted annually to account for holidays and other anomalies.



MCPS staff meets with school principals, cluster coordinators, and PTA representatives to exchange information about the adopted CIP and consider issues in the upcoming CIP or amendments to the CIP. (In lieu of, and in the absence of a regular PTA, the existing affiliation of parents and teachers that serves a comparable purpose will be provided with copies of the superintendent's CIP.)	Summer
MCPS staff presents enrollment trends and planning issues to the Board of Education	Mid-October
County Council adopts Spending Affordability Guidelines (SAG) for the new CIP cycle. SAG sets limits on debt affordability	Early-October of odd numbered fiscal years
Superintendent publishes and sends to the Board of Education any recommendations for school boundary or geographic student choice assignment plans	Mid-October
Superintendent publishes and sends to the Board of Education recommendations for the annual Capital Budget and biennial six-year CIP or amendments to the CIP	November 1
Board of Education holds a worksession to consider alternatives to superintendent recommended boundary changes or school choice assignment plans	Early-November
Board of Education holds a public hearing on the recommended CIP and boundary or school choice assignment plan recommendations and any alternatives identified by the Board at its worksession	Mid-November
Board of Education acts on Capital Budget, CIP, amendments, and any boundary changes or geographic student choice assignment plans	Late November
County executive and County Council receive Board of Education adopted capital budget and CIP for review	December 1
County executive transmits his/her recommended Capital Budget and CIP or amendments to County Council	January 15
County Council may hold public hearings on CIP	February - March
County Council reviews Board of Education requested and County executive recommended Capital Budget and CIP	March - April
Superintendent recommendations on any deferred planning issues, boundary change or geographic student choice assignment plans, and/or recommended amendment(s) to the CIP are published for Board of Education review	Mid-February
Board holds worksession and identifies any alternatives to boundary change or geographic student choice assignment plan recommendations	Late-February/early-March
Board holds public hearing (if needed)	Mid-March
Board acts on deferred CIP recommendations and/or boundary or geographic student choice assignment plans	Late-March
County Council approves Capital Budget and CIP	Late-May

Cluster PTA representatives submit comments to the superintendent about issues affecting their schools for the upcoming CIP or amendments to the CIP	May
Superintendent publishes a summary of all actions to date affecting schools (Educational Facilities Master Plan) and identifies future needs	June 30

In the event the Board of Education determines that an unusual circumstance exists, the superintendent will establish a different and/or condensed time schedule for making recommendations to the Board, for scheduling public hearings on recommendations for alternatives not previously subject to public hearing and for Board action.

**Regulation History:** Interim Regulation, June 1, 2005; revised March 21, 2006; revised October 17, 2006; revised June 8, 2008.

## **POLICY** BOARD OF EDUCATION OF MONTGOMERY COUNTY

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**Related Entries:** ACA, ACB, ACC, GEG, JEE, JEE-RA

**Responsible Office:** Superintendent of Schools

### **Quality Integrated Education**

#### **A. PURPOSE**

1. The Board of Education's primary responsibility is to provide the opportunity for each student to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities.
2. The Board of Education is committed to the proposition that education is most effective in a diverse, integrated setting, and that therefore a major purpose of this policy is to provide a framework for actions designed to promote diversity so that the isolation of racial, ethnic, and socioeconomic groups is avoided and the full benefits of integration are achieved.
3. Another important goal of the Board is to ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that they may function well as members of this pluralistic democratic society. The Board will continue to adhere to its commitment to racial and ethnic diversity in staffing in all schools.
4. This policy statement sets forth a design for achieving the combination of these two related goals – quality education and integrated education – while operating the schools as economically as possible.

#### **B. ISSUE**

The student population in the Montgomery County Public Schools (MCPS) has become increasingly diverse. Further, the numbers of students who require specialized assistance because they lack English or adequate educational preparation have increased dramatically. The school system must respond to the needs of these children, and must do so in a setting which does not isolate them, stereotype them, or fail to educate them effectively. The education of these students is a great challenge, one to which the school system must respond with creativity, with determination

and with carefully crafted educational strategies that will meet every student's need for success. The integrated settings in which this must occur must not be left to chance, but must be created and supported by MCPS.

Quality educational opportunities for children cannot be dependent on either racial or ethnic backgrounds or on family, or on socioeconomic status. Intensive support is necessary, however, for students whose opportunities have been limited by background or experience. Providing a quality education where there is evidence of educational disadvantage requires additional effort on the part of the school system.

Among the many factors influencing students' academic achievement, some are more directly under the control of the school system and others are more directly related to family and community conditions. The latter may include parental support for education and learning, economic resources, individual talents, community demographic conditions affecting mobility, employment opportunities, or cultural resources. The factors more directly under control of the schools include varieties of teaching strategies, application of appropriate classroom technologies, staff training, staff preparation, professional renewal, classroom support personnel, and other administrative and material resources.

Integrated schooling has inherent educational value from the standpoint of education's role in a democratic society. The survival and vigor of democracy depends upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it. Diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process. It also fosters racial and cultural understanding which is particularly important in a racially and culturally diverse society such as ours. In addition, research shows that integrated education expands postsecondary opportunities for diverse populations.

This school system is fortunate to have the pluralism brought by the African American, American Indian, Asian American, Hispanic, and White communities in our county and by the multi-ethnic groups within each. Some factors contributing to this diversity in the schools are under the control of the administration and other, more powerful, factors are due to community demographic conditions. The school system's diversity reflects the increasing pluralism of the U.S. society and emphasizes the broader need for international awareness and cooperation. Diversity is thus a valuable resource for teaching students to become citizens in a multi-racial/multi-ethnic world.

Therefore, a policy that supports quality education for integration of all students will have a positive effect on our students who will live and work together in a culturally diverse society.

**C. POSITION**

It is the position of the Board of Education that there is a logical analytic approach to decisions that need to be taken to achieve the goals of this policy. This approach is detailed in the section and concludes with a range of possible actions which might be taken to enhance diversity in the schools.

**1. Supporting Academic Achievement****a) Identifying Schools**

The method for identification of schools most in need of support to improve academic achievement and for allocating supplementary resources to support quality education involves the following factors.

**(1) Educational load, which may include:**

- a) Free and Reduced Meals (FARMS)
- b) Students older than grade age
- c) Internal mobility
- d) External mobility
- e) Students with limited English proficiency
- f) Other factors which may correlate with school achievement levels

**(2) Academic Achievement Levels**

Staff will utilize the following indicators of academic achievement levels and may use others as it examines the levels of academic achievement in schools throughout the county: MCPS Criterion Referenced Tests, MSPAP results, and the percentage of students who qualify for Algebra I in ninth grade.

**(3) Analysis of schools**

Staff will analyze school needs based on educational load and achievement levels, among other appropriate factors.

**b) Strengthening Schools**

Based on the analysis described above, the need for action will be identified and recommended to the Board, and appropriate resources should be allocated to

assist those schools in delivering educational services that reinforce the academic opportunities for students there.

## 2. Supporting Diversity

### a) Identifying Schools

Staff will assess annually the “diversity profile” of each school, which should take into account the following factors:

#### (1) Composition

The extent to which the school differs from the school system’s overall composition with respect to each of the four major racial/ethnic groups.

#### (2) Rate of Change

The rate of change in those four racial/ethnic compositions within the school over the past several years, using four years as the initial factor.

#### (3) Analysis of Schools

Based on the diversity profile and such other factors as are appropriate, the staff will prioritize the school’s need for administrative attention based on these factors.

### b) Strengthening Schools

(1) The Board of Education is committed to taking reasonable measures to enhance the diversity of the student enrollments within each school. Such measures include, but are not limited to:

(a) Monitoring and regulating all interschool transfer requests from parents pursuant to the transfer policy

(b) Planning for balanced school populations when facility space needs require change in service areas, including consideration of socioeconomic diversity

- (c) Considering acquisition of school sites that have potential to maintain or improve diversity, including socioeconomic diversity
  - (d) Pairing, clustering, and creating consortia of schools
  - (e) Implementing magnet and special programs
- (2) The Board of Education will direct the superintendent to take measures to implement program strategies for increasing the opportunities for students to develop multicultural understanding and appreciation through the interaction with others of different races and ethnic groups. Such program alternatives can include, but are not limited to:
- (a) Curricular or extracurricular offerings
  - (b) Joint school activities
  - (c) Other activities designed to help students function in a multi-racial/multi-ethnic society
- (3) The Board of Education will direct the superintendent to implement one or more of such remedies in schools whose profiles warrant a need for increased diversity or for preserving diversity in the student body.

#### **D. DESIRED OUTCOME**

The Board of Education is committed to providing quality educational opportunities for all students regardless of background characteristics by providing an educational environment that enhances their educational success. The Board of Education is also committed to the provision of integrated settings for education that promote understanding of diversity, tolerance, and fair play, so that the tenets of a democratic society are reinforced by what students experience in school. Further, the Board of Education expects that the result of this policy will be that resources are allocated to meet the challenges of educating a diverse population with steadily greater success.

#### **E. IMPLEMENTATION STRATEGIES**

1. The superintendent will recommend to the Board of Education, as appropriate, actions that implement this policy and his/her recommendations will be based on these three factors below:

- a) Staff will examine annually the various factors that correlate with achievement levels that represent a school's educational load
  - b) Staff will assess annually the diversity profile of each school
  - c) Based on the diversity profile and other factors that are appropriate, staff will prioritize the school's need for administrative attention
- 2. The Board will advise the Montgomery County Planning Board, County Council, county executive, and other appropriate state, county, and municipal agencies of any governmental policies or practices which have or could have a beneficial or adverse impact on maintaining quality integrated education in the schools. The public schools alone cannot assure quality integrated education for all students. Other agencies, both public and private, must assume leadership to bring about greater opportunities for all persons to become part of our community fabric.
  - 3. The Board commits itself to seek concerted action by all state, county, and municipal agencies and groups to help achieve the goals of this policy. It calls upon all citizens to join it in urging other agencies to work toward achieving quality integrated education in all public schools.

**F. REVIEW AND REPORTING**

- 1. The superintendent will present the Board of Education with an annual report that defines each school's educational load and diversity profile, reports progress toward achieving the desired outcomes of this policy, and contains appropriate recommendations for further actions designed to achieve those outcomes.
- 2. This policy will be reviewed on an ongoing basis in accordance with the Board of Education's policy review process.

**Policy History:** Adopted by Resolution No. 837-83, October 10, 1983; amended by Resolution No. 401-93, May 17, 1993.



# POLICY

## BOARD OF EDUCATION OF MONTGOMERY COUNTY

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Related Entries: FAA

### **Modernization/Renovation**

#### **A. PURPOSE**

To establish a facilities life-span process for Montgomery County Public Schools (MCPS) that addresses changing educational program standards and deteriorating physical conditions at reasonable cost while providing appropriate spaces for educational programs and services and maintaining a safe, secure, and healthy physical environment for students and staff

#### **B. PROCESS AND CONTENT**

##### 1. Issue

Buildings, building components, and equipment all require various and continuing levels of maintenance to achieve their expected useful life. MCPS views maintenance as being on a continuum encompassing repairs, renovation, and modernization.

The Board of Education should determine when funds will be spent on aging school facilities:

- a) To maintain the plant's existing physical capabilities
- b) To renew building systems and/or site components by replacement or other means
- c) To bring the facility up to current educational and building standards through either modernization or replacement because of an outdated educational environment or deteriorated building and site conditions

##### 2. Background

Following a period of extensive school closures and consolidations in the 1970's and early 1980's, the Board of Education reactivated a capital program to schedule the systematic modernization of its aging schools still in operation. Closing more than 60 schools had

eliminated many of those in the poorest condition, but the remaining facilities built in the 1950's and 1960's have become 30-40 year old school facilities in the 1980's and 1990's, which are difficult and expensive to maintain.

The County Council has urged MCPS to consider whether schools must be modernized, or whether some, instead, could be renovated at a lower cost. The school system is committed to using its resources as efficiently as possible while providing an appropriate learning environment for all children. For these reasons, a step-by-step approach to the care and modification of facilities from the time of their construction will continue to be followed.

### 3. Applicable Laws, Rules, and Regulations

The first goal of the MCPS policy FAA: *Long-Range Educational Facilities Planning* is to provide the facilities necessary to sustain high quality educational programs at reasonable cost. Among the objectives of this policy are to consider the impact of facility changes on the delivery and equity of educational programs; to provide adequate school space to accommodate future improvements in educational programs and services to the extent these can be anticipated; and to recognize that “older school buildings must be renovated to continue their use on a cost-effective basis and that modernization to current educational program standards is necessary to maintain program quality.”

State and county fire/life safety and health codes, national standards for accessibility for the physical handicapped, Department of General Service criteria for energy conservation, and applicable rules of State of Interagency Committee for School Construction must be considered when any changes to facilities are contemplated. The Annotated Code of Maryland and the Charter of Montgomery County require a comprehensive six-year program for capital improvements, State law requires each county board of education to “maintain throughout its county a reasonably uniform system of public schools that is designed to provide quality education and equal education opportunity for all children.” (*Annotated Code of Maryland, 4-107*)

### 4. Definitions

- a) *Maintenance/Preventive and Routine Repairs* refers to, on a day-to-day basis, the ongoing upkeep of property and equipment that includes an annual physical assessment by school and area maintenance staff, as well as the repair and minor replacement activities necessary to support a safe and healthy environment.

- b) *Renovation* is the design, construction, and equipping process through which a school facility and its systems are renewed and updated to meet county, state, and federal codes and requirements. An addition or major redesign of building spaces for program reasons is not included.
  - (1) *Local Capital Projects* are specific projects to restore and/or improve school environments for students, staff, and community. Examples are modifications for handicapped accessibility, space modifications for program, installation of ceiling fans, and school security systems. These are renovation-type projects that provide minor modifications to a facility to restore/continue its physical and educational functionality.
  - (2) *Planned Life-Cycle Asset Replacement (PLAR)* is the comprehensive replacement of key facility site components, based on age and condition, in order to anticipate and avoid potential failure, and to prolong the useful life of the facility. Related to PLAR projects are roof replacement and mechanical systems rehabilitation projects funded through the capital budget. These major maintenance projects are renovative in nature.
- c) *Modernization* refers to the design, construction, and equipping process through which an aging school facility is brought up to current educational standards as established by MCPS, and through which its systems are renewed and updated to meet school, county, state, and federal codes and requirements. Modernization may require an addition or redesign of space to meet educational program requirements.

## 5. Continuum of Activities

To maintain and extend the life of facilities, MCPS initiate and follows a continuum of activities from the first day of new school occupancy. The timeliness shown in parenthesis are intended as suggestions and are not absolutes. The condition of the building will be the determining factor.

### a) Maintenance/Preventive and Routine Repair (Occupancy-Onward)

Preventive maintenance is provided to ensure that a building component or item of equipment will achieve its expected useful life. This effort begins when the item is new and continues until it is replaced or modernized. Facilities receive regular operational care such as cleaning and maintenance of systems and finishes,

lubricating, checking for proper operation, adjusting and aligning, and identifying items to be repaired or modified.

Preventive maintenance is accomplished by a team of electricians, plumbers, carpenters, heating mechanics, and general maintenance workers. The program is scheduled and directed by each maintenance trade. Schools and users are not expected to request preventive maintenance services. The program is staffed and funded through the operating budget of the Division of Maintenance.

Routine maintenance restores items and components to their normal operating condition. Planned repairs are made while the component is still operational to avoid a breakdown. “Broken-fix-it” repairs may require immediate attention to prevent damage to other building or equipment components. Repairs are initiated by maintenance staff, preventive maintenance reports, manufacturers’ recommendations, and school requests. Both planned and “broken-fix-it” repairs are funded from operating budget accounts.

b) Renovation

(1) Local Capital Projects (5-25 years)

Capital projects are scheduled that enhance, protect, or restore physical environment in schools. Recent examples include modifications to lights and windows to increase energy conservation, installation of ceiling fans in non-air-conditioned buildings, and replacement of identified environmental hazards such as contaminated plumbing systems. Minor modifications also may be made to existing spaces/components to allow the educational program or activity to operate effectively and efficiently. These capital projects are not intended, primarily, to lengthen the life of the facility and probably will not lessen the needs of facilities in the 30-year-old range. School and area administrators and area maintenance staff identify these needs. These projects are funded through the capital budget.

(2) Major Maintenance (15 - 30 years)

The major maintenance program completely overhauls or replaces worn-out building components. Based on annual maintenance requests submitted by principals, trade/manufacturer recommendations, and analyses by maintenance technicians, a comprehensive, six-year, school-by-school major maintenance plan is developed each fiscal year.

Facilities are evaluated and components scheduled for replacement. These include roofs, mechanical systems, and key facility components such as classroom and hallway lighting, floor surfaces, doors and partitions, as well as exterior asphalt, fields, fencing, and concrete. A replacement program (Planned Life-Cycle Asset Replacement - PLAR) has been initiated to replace components that do not last 30 years. Major replacement projects are expected to extend the useful life of a facility and may reduce the overall needs of a 30-year-old facility. For this reason, schools identified on the six-year modernization schedule are excluded from replacement projects, such as PLAR, for the same period.

The program is funded through the capital budget and reduces impact on the operating budget because resources will not be applied to continuing, costly routine repairs to worn-out building components/equipment.

c) Modernization (30-Plus Years)

An evaluation of physical conditions and educational standards are reviewed along with long-term projections for schools in the 30-plus year-old range. A ranking of facilities based on these factors is developed, with those schools most in need of educational and physical improvements assessed for estimated modernization costs. When previous capital projects at a school have impacted the scope of its anticipated modernization, these are identified. Base on life cycle cost analyses and unusual circumstances, it may be necessary to replace buildings. The department of school facilities and facilities planning develop this schedule. The superintendent will recommend and the Board of Education will approve and request fund for modernization projects for the six years of the Capital Improvements Program.

Public comment and testimony on the recommendations are provided through the MCPS annual capital budget and CIP process. Public comments on the Board-adopted request are directed to the County Executive and County Council.

## C. REVIEW AND REPORTING

1. The superintendent, through the annual capital budget process, will review with the Board and the public which facility improvements have been accomplished through replacement or modernization projects. For schools identified as eligible for future modernization, an annual assessment will confirm or modify the previously adopted schedule based on physical condition, educational standards, enrollment projections, available funds, holding schools, outstanding planning issues, and other factors as appropriate.

2. Because schools identified for future modernization are excluded from other six-year renovation/replacement projects, modernization projects are expected to move forward in a systematic manner based on assessment procedures. When extenuating circumstances are identified, a project may be moved forward, given priority consideration, or receive other unusual capital remedies until such time as modernization can occur.
3. This policy will be reviewed every three years in accordance with the Board of Education policy review process.

***Policy History:*** Adopted by Resolution No. 835-91, October 8, 1991.

## REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

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**Related Entries:** ACD, JEE, FAA  
**Responsible Office:** Chief Operating Officer

### Transfer of Students

#### I. PURPOSE

To establish procedures concerning the within-county transfer of students

#### II. BACKGROUND

Students are expected to attend the school within the established attendance area in which they reside (home school) or are assigned in accordance with an IEP. A request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (18 years of age or older), student services staff, or the principal of the home school.

#### III. DEFINITIONS

- A. The *home school* is the school to which a student is assigned based upon the Board of Education geographical boundary decision. Absent any other considerations, this will be the assigned school. In addition, should the student be reassigned through the transfer process, he or she may elect at any time to return to the home school.
- B. The *base school* is, within a Consortium, the school to which the student is assigned absent an approved choice to attend another. The school is assigned a catchment area, which includes the student's residence.
- C. The *assigned school* is the school to which the student has been assigned for a given school year. This is the home school in the absence of an approved change of school assignment, or the base school in the absence of an approved preferred choice. When a student is granted a preferred choice or a change of school assignment, the requested school becomes the assigned school.

**IV. PROCEDURES**

- A. Only documented hardship situations will be considered for a change in school assignment.
- B. Exemptions
  - 1. An older sibling attending the requested school at the same time
  - 2. The student is ready to move from middle school to high school, except for boundary change
  - 3. The student has met the criteria for and been admitted to a countywide program
- C. Timetables and Deadlines
  - 1. Change of school assignment requests for the next school year will be accepted only between February 1 and April 1 for the following school year.
  - 2. Every effort will be made to notify parents and students in May.
  - 3. Some programs, such as elementary language immersion programs, admit students by lottery when there are more requests than spaces allotted.
  - 4. Change of school assignment requests submitted after April 1 will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to April 1. Documentation supporting this situation must be supplied. Students must enroll in and attend their home school while a change of school assignment request is being processed.
- D. Process for Change of School Assignment
  - 1. General
    - a) Paired elementary schools are considered one school for change of school assignment purposes. However, a new form must be submitted when the student matriculates from the primary grades to the next school.



- b) A student who transfers to another school without a change in residence of his/her parents or legal guardian shall attend the new school for one calendar year in order to be able to participate in athletics. A waiver from this restriction may be requested.
- c) Middle school students who received a change of school assignment, or are reassigned, to a new secondary feeder pattern for high school and wish to remain in that pattern will be required to reapply at the end of middle school. The exemption will be approved and the athletic ineligibility will be waived.
- d) A change in school assignment form must be submitted for any high school student who wishes to change or is reassigned to a high school outside his or her existing feeder pattern or home school. If the change of school assignment is approved, the athletic ineligibility applies. Parents may request a waiver by writing to the director of systemwide athletics explaining the reason for the change of school assignment.
- e) In unique circumstances, change of school assignments may be granted for one year only. Parents/guardians must reapply for change of school assignment or students must return to their home school for the next school year.
- f) Students whose families have moved within the county who wish to continue attending their former home school should request a change of school assignment from the school serving their new neighborhood to the school they have been attending. Such requests will be given preference for the remainder of the current school year only. Continuation in feeder pattern does not apply. Students in Grades 11 or 12 are exempt from this restriction and will be allowed to stay through graduation.
- g) Change of school assignment or exemption requests for younger siblings of students, including step brothers and sisters and half brothers and sisters, for whom changes of school assignment have been approved will be given a preference for change of school assignment, provided that the older sibling will also be in attendance at the receiving school.
- h) Change of school assignment requests after an extended suspension will be addressed by the appropriate field office staff in consultation

with the school principals involved. School changes for this reason are not generally approved.

- i) Students who have been given permission to attend schools other than assigned may, with proper cause, have that permission rescinded.
2. Initiated by Parent/Guardian/Eligible Student (18 years of age or older)
- a) If a change of school assignment is desired, MCPS Form 335-45: *Request for Change of School Assignment*, must be obtained from the principal of the home school.
  - b) This completed form must be submitted to the principal of the student's home school by the deadline. The principal's signature signifies verification of residency and knowledge of the request, but does not constitute agreement or disagreement with the request.
  - c) The principal will forward the requests as received to the field office for a decision, or to the division of special education programs and services if the student is receiving special education services other than resource and/or itinerant services such as speech and language.
  - d) The change of school assignment may be approved or denied after considering the reason(s) for the change of school assignment and, for students receiving special education services, whether the IEP can be implemented, considering staffing and services available at the required school.
  - e) Parents accepting an approved change of school assignment or exemption assume responsibility for transportation.
  - f) The parent/guardian will receive written notification of approval or disapproval of a change of school assignment or exemption request from the field office. The student must enroll in and attend the home school while the appeal of a denial is in process. The sending and receiving schools will be notified that the request has been approved or disapproved.

## 3. Initiated by the Principal

- a) Prior to initiating a request for an administrative change of assignment of a student, the principal and the pupil personnel worker assigned to the student's home school will:
  - (1) Review the student's educational, medical, and behavioral record and consider alternative programs
  - (2) Schedule a conference with the parent/guardian and the student
- b) If a change of school assignment is indicated, the following steps are implemented:
  - (1) The principal will inform the field office director in writing of the reason(s) for the recommended change of school assignment and the alternatives, if any, which were attempted to maintain the student in the home school
  - (2) The pupil personnel worker will arrange the necessary conferences with the parent/guardian, student, and principal of the receiving school and student services staff and supply written confirmation of the placement, athletic eligibility, and athletic waiver process
- c) Student Services staff, for the area in which the receiving school is located, is responsible for monitoring the academic progress and social adjustment of the student whose change of school assignment was initiated by the principal.

## 4. Initiated by Student Services

Change of school assignment may be initiated by Student Services staff, in concert with the parent/guardian and the concerned school's staff, at any time for special circumstances. The approval or denial of Student Services initiated changes of school assignment are the responsibility of the director of Student Services for the area in which the receiving school is located.

- a) Students transferred and assigned under this provision [IV.D.4.a] based on their behavior that raised concerns about the health and/or safety of others in the school setting must attend the assigned school

for one calendar year in order to be eligible to participate in athletics. Parents may request a waiver by writing to the director, Systemwide Athletics, explaining the reason for the change of school assignment.

- b) Students transferred and assigned under this provision [IV.D.4.b] based on concerns about their health and/or safety in the school setting must attend the assigned school for one calendar year in order to be eligible to participate in athletics. However, with assistance from pupil services, parents may request a waiver by writing to the director, Systemwide Athletics, explaining the reason for the change of school assignment. In these cases, a waiver will be granted.

## E. Appeals

### 1. Superintendent of Schools

If a change of school assignment is denied by the field office director, the parent/guardian may appeal the decision to the superintendent of schools. Appeals must be made in writing and must be received by the Office of the Chief Operating Officer (the chief operating officer serves as the superintendent's designee) within 15 days of the date of the decision letter. The appeal should state the reason(s) for seeking review of the decision. It is not necessary to provide additional information in order to appeal, but the appellant should include any additional information in order for it to be considered. The superintendent, or the chief operating officer as his designee, will review all available information before issuing a decision. Although the matter is usually considered on the basis of the documents and telephone conferences, personal conferences may be arranged by the chief operating officer's hearing officer. Decisions will be made promptly given the number, complexity, and timing of appeals being handled at the same time. Appeals received by the chief operating officer before June 30 will be decided prior to the beginning of school.

### 2. Board of Education

An appeal after the decision of the superintendent or his designee must be made in writing and received by the Board of Education within 30 days of the date on the superintendent's decision letter, although appellants are strongly encouraged to note any appeal within 10 days of receipt of the superintendent's decision. If there is additional information in the appeal to the Board, the superintendent will be given the opportunity to respond, with a

copy sent to the appellant, before the Board considers the appeal. The Board's decision will be rendered in writing.

***Regulation History:*** Formerly Regulation 265-2, February 22, 1980, revised January 23, 1992, revised April 25, 1994; revised December 23, 1994; revised December 30, 1997; revised July 20, 1998; revised December 2, 1999; updated office titles June 1, 2000; revised December 6, 2000; revised January 7, 2002; revised January 10, 2003; revised November 29, 2006; non-substantive revision, November 27, 2007.



# Appendix X

EEA

## POLICY

## BOARD OF EDUCATION OF MONTGOMERY COUNTY

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**Related Entries:** EEA-RA, EBH-RA, JEE, JEE-RA, JFA-RA, KLA

**Related Sources:** *Annotated Code of Maryland, Education Article, §3-903(c); Code of Maryland Regulations §13A.06.07.09 Instructional Content Requirements; Montgomery County Code, Article II, §44-7 Denominational and parochial school students entitled to transportation; and Montgomery County Code, Article II, §44-8, Cost of transportation of students; levy and appropriation; charge to students.*

**Responsible Office:** Chief Operating Officer  
Department of Transportation

### Student Transportation

#### A. PURPOSE

To establish safe, responsive, and accountable operation of the Montgomery County Public Schools (MCPS) student transportation system, in partnership with parents and students, and to delineate the services provided.

#### B. ISSUE

MCPS is authorized by the regulations of the State of Maryland to provide safe and efficient transportation to the students residing within Montgomery County. The Montgomery County Board of Education is responsible for establishing the operational expectations and eligibility criteria for its student transportation services. It is the responsibility of the Montgomery County Board of Education to work with other agencies when needed and to consider the safety of students when designing school site plans including pedestrian and vehicular traffic patterns; assessing routes for walking to and from school and school bus stops; and, establishing bus routes and locations of school bus stops.

#### C. POSITION

##### 1. Eligibility for Transportation

- a) The Board of Education adopted attendance areas for each school are the basis upon which transported areas are defined. Students attending their home school who reside beyond the distances defined below will receive transportation services.

- (1) Transported areas surrounding MCPS schools are as follows:

Elementary Schools—beyond 1 mile

Middle Schools—beyond 1.5 miles

High Schools—beyond 2.0 miles

- (2) The superintendent of schools is authorized to extend these distances by one-tenth of a mile to establish a reasonable line of demarcation between transported and non-transported areas.
- (3) Transportation may be provided for distances less than that authorized by Board policy if a condition is considered hazardous to the safety of students walking to or from school, or to establish a reasonable boundary consistent with the safety criteria outlined in C.2.
- b) The Board of Education may establish transportation services for certain consortia schools, magnet, gifted and talented, International Baccalaureate, language immersion, alternative, or other programs based on the purposes of the programs, attendance areas, and available funding.
- c) Enhanced levels of transportation services will be provided to those students, such as special education students, who meet the eligibility requirements of federal and state laws. Commercial carriers may be used to provide required services.
- d) Students who attend denominational and parochial schools may be transported as specified under provisions of the Montgomery County Code. This service will be provided only on a space-available basis along established bus routes designed to serve public schools in keeping with the terms and conditions as set forth in this policy.
- e) Under special circumstances, students may ride established bus routes across attendance boundaries for valid educational reasons.
- f) Mixed grade/age level student loads are permitted.
- g) Every effort is made to balance ride times and resources.
- h) Buses may be used for educationally valuable purposes other than transporting students to and from the regular school day, such as field trips, extracurricular events, interscholastic sports, and outdoor education or



academic programs. Unless otherwise approved by the superintendent or his or her designee, use of MCPS buses is limited to MCPS and other governmental agencies. MCPS will establish criteria and rates for the use of MCPS transportation services for purposes other than transporting students to and from school on the regular school day.

- i) In exigent circumstances, the superintendent may apply to the Board of Education for a waiver to temporarily adjust transported distances. Board action on the waiver request can be taken after allowing at least 21 days for public comment following publication of the waiver request. If the Board deems an emergency exists, this notification provision may be waived without notice if all Board members are present and there is unanimous agreement.

## 2. Student Safety

- a) MCPS is responsible for routing buses in a manner that maximizes safety and efficiency.
- b) MCPS buses will not cross a main line railroad at grade crossing while in Montgomery County.
- c) MCPS is responsible for designing traffic control patterns for new and renovated schools prior to the completion of construction. MCPS will assess the safety of proposed traffic control patterns taking into consideration safe approaches by pedestrians, bicyclists, and motorists.
- d) MCPS is responsible for conducting safety evaluations of bus stops and recommended walking routes. The following criteria will apply to students walking to schools or school bus stops:
  - (1) Students are expected to walk in residential areas along and across streets, with or without sidewalks.
  - (2) Students are expected to walk along primary roadways with sidewalks or shoulders of sufficient width to allow walking off the main road.
  - (3) Middle and high school students are expected to cross all controlled intersections where traffic signals, lined crosswalks, or other traffic control devices are available.

- (4) Elementary school students may be required to cross primary roadways where an adult crossing guard is present.
  - (5) Elementary and middle school students are not expected to cross mainline railroad tracks unless a pedestrian underpass, overpass or adult crossing guard is present.
  - (6) Students are expected to walk along public or private pathways or other pedestrian routes.
- e) MCPS will follow an effective process for handling and investigating accidents so that injured students and staff are cared for promptly, further injury is prevented, and correct and timely information is disseminated to all necessary parties.
  - f) Student safety, security, and comfort depend on appropriate behavior on MCPS buses identical to that expected of students in school. The Board of Education affirms that, while riding the bus, students are on school property, and disciplinary infractions are handled in accordance with Regulation JFA-RA: *Student Rights and Responsibilities* and other related policies and regulations.

### 3. Community Partnerships

- a) MCPS will encourage a partnership of students, parents, and school staff to teach and enforce safe transportation practices.
  - (1) MCPS will implement a systemwide outreach and education program to teach safe walking practices en route to and from school, encourage safe bus-riding behavior, and reinforce appropriate student conduct while riding the bus.
  - (2) School staffs will encourage parents to teach their students safe walking practices en route to and from school.
  - (3) Bus operators and attendants are responsible for maintaining safe conditions for students boarding, riding, and exiting the bus. MCPS will provide preservice and in-service instruction to bus operators and attendants, consistent with COMAR 13A.06.07.09.
  - (4) Parents will be responsible for their child's safety along their walking route and at the bus stop. While waiting at bus stops, students should

observe safe practices, respect persons and private property, and stand well off the traveled portion of the road.

- b) Principals and the leadership of PTAs or parent teacher organizations at special programs located at special centers that operate in lieu of nationally affiliated PTAs will be notified in advance of routing changes that involve reductions of service, as described in Regulation EEA-RA.

#### 4. Identification and Resolution of Transportation and Safety Issues

Members of the public are encouraged to address inquiries, concerns, or complaints regarding student transportation as set forth in Policy KLA: *Responding to Inquiries and Complaints from the Public*. Complaints not resolved through the cluster transportation supervisor or other department staff, including the director of transportation may be appealed to the chief operating officer who will render a decision on behalf of the superintendent of schools, advising the appellant of the right to further appeal to the Board of Education consistent with the Education Article, *Annotated Code of Maryland*, Section 3-903(c).

#### 5. Environmental and Economic Considerations

MCPS will balance environmental and economic factors when operating and maintaining its vehicles.

### **D. DESIRED OUTCOME**

MCPS will have an efficient system of student transportation that provides an appropriate means of travel to and from school, is responsive to community input, and, in partnership with parents and students, coordinates effective community participation in the safe movement of students on a daily basis.

### **E. IMPLEMENTATION STRATEGIES**

The superintendent will develop regulations to implement this policy as needed.

### **F. REVIEW AND REPORTING**

This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

***Policy History:*** Adopted by Resolution No. 89-78, February 13, 1978; amended by Resolution No. 219-78, March 14, 1978, Resolution No. 718-78, October 10, 1978, and Resolution No. 725-79, August 20, 1979; amended by Resolution No. 403-84, July 23, 1984; reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 438-86, August 12, 1986, and accepted by Resolution No. 147-87, February 25, 1987; amended by Resolution No. 284-97, May 13, 1997; amended by Resolution No. 616-01, November 13, 2001; amended by Resolution No. 252-08, June 23, 2008.

# Appendix Y

## Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2008

	School/Facility	Project Scope		School/Facility	Project Scope
1	Argyle MS	Fire Alarm System	56	Fairland Center	Skirting
2	Argyle MS	Partition Panels	57	Fairland Center	Skirting
3	Argyle MS	Restroom Renovations	58	Fairland Center	Skirting
4	John T. Baker MS	Partition Panels	59	Fairland Center	Skirting
5	John T. Baker MS	Restroom Renovations	60	Fairland ES	Canopy and Skirting
6	John T. Baker MS	Walk-in Box Combo Freez/Cool	61	Fairland ES	Canopy and Skirting
7	Benjamin Banneker MS	Partition Panels	62	Fairland ES	Canopy and Skirting
8	Benjamin Banneker MS	Restroom Renovations	63	Fairland ES	Canopy and Skirting
9	Benjamin Banneker MS	Floor Covering	64	Fairland ES	Canopy and Skirting
10	Beall ES	Skirting	65	Fairland ES	Floor Covering
11	Bel Pre ES	Trash Compactors	66	Fairland ES	Asbestos Abatement
12	Belmont ES	Asbestos Abatement	67	Fairland ES	Floor Covering
13	Belmont ES	Floor Covering	68	Farquhar MS	Asbestos Abatement
14	Belmont ES	Partition Panels	69	Fields Road ES	Fire Door Modifications
15	Belmont ES	Restroom Renovations	70	Forest Knolls ES	Field Renovation
16	Beverly Farms ES	Asbestos Abatement	71	Forest Knolls ES	Floor Covering
17	Beverly Farms ES	Floor Covering	72	Fox Chapel ES	Ceiling & Lights
18	Montgomery Blair HS	Floor Covering	73	Fox Chapel ES	Asbestos Abatement
19	Montgomery Blair HS	Greenhouse/Steeple Repairs	74	Fox Chapel ES	Floor Covering
20	Montgomery Blair HS	Hood Cleaning	75	Robert Frost MS	Doors
21	Bradley Hills ES	Fire Door Modifications	76	Robert Frost MS	Library Security Gates
22	Bradley Hills ES	Gym Floor	77	Robert Frost MS	Asbestos Abatement
23	Brooke Grove ES	Asphalt	78	Robert Frost MS	Floor Covering
24	Brooke Grove ES	Fire Door Modifications	79	Gaithersburg HS	Asbestos Abatement
25	Brooke Grove ES	Floor Covering	80	Gaithersburg HS	Floor Covering
26	Brooke Grove ES	Striping	81	Gaithersburg HS	Roof Repairs
27	Brown Station ES	Asbestos Abatement	82	Gaithersburg HS	Running Tracks
28	Brown Station ES	Floor Covering	83	Gaithersburg HS	Skirting
29	Burning Tree ES	Floor Covering	84	Gaithersburg HS	Tree Removal
30	Burning Tree ES	Plumbing Fixtures	85	Gaithersburg MS	Courtyard Doors
31	Burnt Mills ES	Asphalt	86	Gaithersburg MS	Emergency Generator
32	Burnt Mills ES	Striping	87	Gaithersburg MS	Emergency Kitchen Panel
33	Candlewood ES	Play Equipment Replacement	88	Gaithersburg MS	Fire Door Modifications
34	Rachel Carson ES	PA System	89	Glenallan ES	Floor Covering
35	Cedar Grove ES	Fencing	90	Glenallan ES	Skirting
36	Cedar Grove ES	Fire Door Modifications	91	Glenallan ES	Skirting
37	Winston Churchill HS	Grandstand Repairs	92	Greencastle ES	Exterior Wall Waterproofing
38	Clopper Mill ES	Doors	93	Greencastle ES	PA System
39	Clopper Mill ES	PA System	94	Greencastle ES	Painting
40	Clopper Mill ES	Trash Compactor	95	Greencastle ES	Full Re-Roofing 545 Sq.
41	Clopper Mill ES	Trash Room Renovation	96	Highland ES	Door Closure
42	Cloverly ES	Painting	97	Herbert Hoover MS	Skirting
43	Captain James Daly ES	Full Re-Roofing 660 Sq.	98	Herbert Hoover MS	Skirting
44	Damascus HS	Floor Covering	99	Herbert Hoover MS	Skirting
45	Damascus HS	Hood Cleaning	100	Herbert Hoover MS	Skirting
46	Darnestown ES	Air Monitoring	101	Jones Lane ES	PA System
47	Darnestown ES	Gym Floor	102	Jones Lane ES	Full Re-Roofing 690 Sq.
48	Darnestown ES	Gym Floor Asbestos Removal	103	John F. Kennedy HS	Concrete
49	Darnestown ES	Light Fixtures (Exterior)	104	John F. Kennedy HS	Hood Cleaning
50	Diamond ES	Fire Alarm System	105	Kingsley	Portable Roofing
51	Charles Drew ES	Play Renovation	106	Kingsley	Portable Roofing
52	East Silver Spring ES	Fire Alarm System	107	Kingsley	Portable Roofing
53	Eastern MS	Hood Cleaning	108	Laytonsville ES	Floor Covering
54	Albert Einstein HS	Hood Cleaning	109	Col. E. Brook Lee MS	Ceiling and Lights
55	Albert Einstein HS	Library Security Gate	110	Col. E. Brook Lee MS	Concrete

## Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2008

	School/Facility	Project Scope		School/Facility	Project Scope
111	Col. E. Brook Lee MS	Lockers, Athletic	166	Quince Orchard HS	Partial Re-Roofing 950 Sq.
112	Col. E. Brook Lee MS	Mirrors	167	Radnor Center	Air Monitoring
113	Col. E. Brook Lee MS	PA System	168	Radnor Center	Asbestos Abatement
114	Col. E. Brook Lee MS	Partition Panels	169	Radnor Center	Building and Ground Site Work
115	Col. E. Brook Lee MS	Restroom Renovations	170	Radnor Center	Ceiling and Lights
116	Luxmanor ES	Sprinkler Repairs	171	Radnor Center	Painting/Carpentry
117	Col. Zadok Magruder HS	Ceiling & Lights (Plaster)	172	Radnor Center	Plumbing Replacement
118	Col. Zadok Magruder HS	Elevator	173	Radnor Center	Stair Treads
119	Col. Zadok Magruder HS	Fencing	174	Radnor Center	Toilet Partitions
120	Col. Zadok Magruder HS	Lockers, Athletic	175	Radnor Center	Trash Compactor
121	Col. Zadok Magruder HS	Sewer Injection Pumps	176	Radnor Center	Whiteboards
122	Thurgood Marshall ES	Skirting	177	Judith A. Resnik ES	Canopy
123	Maryvale ES	Play Equipment Replacement	178	Judith A. Resnik ES	Floor Covering
124	Maryvale ES	Remove Tennis Courts	179	Judith A. Resnik ES	Masonry Wall
125	Maryvale ES	Windows	180	Dr. Sally K. Ride ES	Floor Covering
126	Maryvale ES	Asbestos Abatement	181	Dr. Sally K. Ride ES	Masonry Wall
127	Maryvale ES	Floor Covering	182	Ridgeview MS	Exterior Wall Repairs
128	S. Christa McAuliffe ES	Play Equipment Replacement	183	Ridgeview MS	Partition Panels
129	S. Christa McAuliffe ES	Partial Re-Roofing 260 Sq	184	Ridgeview MS	Restroom Renovations
130	S. Christa McAuliffe ES	Windows	185	Rock Creek Forest ES	Asphalt
131	Ronald McNair ES	Full Re-Roofing 545 Sq.	186	Rock Creek Forest ES	Striping
132	Mill Creek Towne ES	Fire Alarm Repair	187	Rock Terrace	Asbestos Abatement
133	Monocacy ES	PA System	188	Rock Terrace	Floor Covering
134	Monocacy ES	Play Equipment Replacement	189	Lois P. Rockwell ES	Floor Covering
135	Monocacy ES	Skirting	190	Rocky Hill MS	Portable Roofing
136	Monocacy ES	Skirting	191	Rocky Hill MS	Portable Roofing
137	Monocacy ES	Skirting	192	Rocky Hill MS	Skirting
138	Montgomery Knolls ES	Skirting	193	Rocky Hill MS	Skirting
139	Neelsville MS	Asphalt	194	Rocky Hill MS	Skirting
140	Neelsville MS	Floor Covering	195	Rolling Terrace ES	PA System
141	Neelsville MS	Striping	196	Rolling Terrace ES	Partial Re-Roofing 392 Sq.
142	New Hampshire Estates ES	Full Re-Roofing 440 Sq	197	Rosemary Hills ES	PA System
143	New Hampshire Estates ES	Floor Covering	198	Carl Sandburg Learning Center	Asbestos Abatement
144	New Hampshire Estates ES	Walk-in Box Combo Freezer/Cooler	199	Carl Sandburg Learning Center	Floor Covering
145	Newport Mill MS	Hood Cleaning	200	Seneca Valley HS	Fencing
146	Northlake Center	Handrails, Canopy and Skirting	201	Seneca Valley HS	Partition Panels
147	Northlake Center	Handrails, Canopy and Skirting	202	Seneca Valley HS	Restroom Renovations
148	Northlake Center	Handrails, Canopy and Skirting	203	Seneca Valley HS	Walk-In Box Combo Replace
149	Northlake Center	Portable HVAC Replacement	204	Seneca Valley HS	Concrete Slabs
150	Northlake Center	Portable HVAC Replacement	205	Sequoyah ES	Playground Equipment
151	Oakland Terrace ES	Play Equipment Replacement	206	Seven Locks ES	Skirting
152	Olney ES	Concrete	207	Sherwood ES	Concrete
153	Pine Crest ES	Floor Covering	208	Sherwood ES	Fire Alarm System
154	Piney Branch ES	Fencing	209	Sherwood ES	Gym Floor
155	Piney Branch ES	Gym Roof Replacement	210	Sherwood HS	Grandstand Repairs
156	Piney Branch ES	Masonry Repairs	211	Silver Spring International MS	Partial Re-Roofing 142 Sq
157	Piney Branch ES	Partition Panels	212	Sligo Creek ES	Asphalt
158	Piney Branch ES	Restroom Renovations	213	Sligo Creek ES	Concrete
159	Poolesville ES	Chimney Repairs	214	Sligo Creek ES	Striping
160	Poolesville ES	Asbestos Abatement	215	Sligo MS	Asphalt
161	Poolesville ES	Floor Covering	216	Sligo MS	Concrete Sidewalks
162	Poolesville HS	Windows	217	Sligo MS	Sewer Piping Replacement
163	Poolesville MS	Running Tacks	218	Sligo MS	Striping
164	Quince Orchard HS	Painting	219	Smith Center	Painting
165	Quince Orchard HS	Partial Re-Roofing 70 Sq	220	Smith Center	Skirting

## Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2008

	School/Facility	Project Scope		School/Facility	Project Scope
221	Smith Center	Skirting	250	Watkins Mill ES	Floor Covering
222	Stone Mill ES	Fire Door Modifications	251	Watkins Mill ES	Painting
223	Stonegate ES	Asbestos Abatement	252	Watkins Mill HS	Floor Covering
224	Stonegate ES	Floor Covering	253	Wayside ES	Modify Fire Doors
225	Strathmore ES	Air Monitoring	254	Westland MS	Skirting
226	Strawberry Knolls ES	Asphalt	255	Westland MS	Water Tank (200 Gallon)
227	Strawberry Knolls ES	Counter Top	256	Wheaton HS	Hood Cleaning
228	Strawberry Knolls ES	Floor Covering	257	Wheaton Woods ES	Concrete
229	Strawberry Knolls ES	PA System	258	Wheaton Woods ES	Fire Alarm System
230	Strawberry Knolls ES	Striping	259	Wheaton Woods ES	Partition Panels
231	Summit Hall ES	Concrete Sidewalks	260	Wheaton Woods ES	Restroom Renovations
232	Summit Hall ES	Electrical Feeder	261	Wheaton Woods ES	Trash Compactors
233	Summit Hall ES	Partition Panels	262	Wheaton Woods ES	Windows and Doors
234	Summit Hall ES	Restroom Renovations	263	Whetstone ES	Floor Covering
235	Summit Hall ES	Partial Re-Roofing 390 Sq.	264	Whetstone ES	Play Renovation
236	Tilden MS	Fire Alarm System	265	Whetstone ES	Windows and Doors
237	Tilden MS	Library Security Gate	266	Whetstone ES	Asbestos Abatement
238	Tilden MS	Running Track	267	Whetstone ES	Play Equipment Replacement
239	Tilden MS	Storage Cabinetry	268	White Oak MS	Canopy Renovation
240	Tilden MS	Suspended Ceiling and Lights	269	Walt Whitman HS	Doors, Exterior
241	Tilden MS	Asbestos Abatement	270	Woodfield ES	Asbestos Abatement
242	Travilah ES	Trash Compactors	271	Woodfield ES	Windows
243	Mark Twain Facility	Exterior Wall Repairs	272	Woodfield ES	Floor Covering
244	Mark Twain Facility	Masonry Wall	273	Woodlin ES	Install Escape Window
245	Mark Twain Facility	Pool Windows	274	Woodlin ES	New Kitchen Hood
246	Mark Twain Facility	Pool Windows/Doors	275	Thomas S. Wootton HS	Grandstands
247	Walter Johnson HS	Hood Cleaning	276	Thomas S. Wootton HS	Tree Replacement
248	Washington Grove ES	Hood Cleaning	277	Thomas S. Wootton HS	Asbestos Abatement
249	Watkins Mill ES	Asbestos Abatement			





2008–2009



Rockville, MD

# Montgomery County Public Schools

[www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org)

August 2008

## ELEMENTARY SCHOOLS

No.	Name and Address	Principal	Telephone
790.....	<b>Arcola</b> , 1820 Franwall Ave., Silver Spring 20902.....	Eric A. Wilson.....	301-649-8590
425.....	<b>Ashburton</b> , 6314 Lone Oak Dr., Bethesda 20817.....	Charlene Eroh.....	301-571-6959
420.....	<b>Bannockburn</b> , 6520 Dalroy La., Bethesda 20817.....	Kimberly B. Bosnic.....	301-320-6555
505.....	<b>Lucy V. Barnsley</b> , 14516 Nadine Dr., Rockville 20853.....	Kristin A. Alban.....	301-460-2121
207.....	<b>Beall</b> , 451 Beall Ave., Rockville 20850.....	Troy E. Boddy.....	301-279-8460
780.....	<b>Bel Pre</b> , 13801 Rippling Brook Dr., Silver Spring 20906.....	Carmen van Zutphen.....	301-460-2145
607.....	<b>Bells Mill</b> , 8225 Bells Mill Rd., Potomac 20854.....	Jerri B. Oglesby.....	301-571-6920
	<i>Housed at Grosvenor Center, 5701 Grosevenor Ln., Bethesda 20814</i>		
513.....	<b>Belmont</b> , 19528 Olney Mill Rd., Olney 20832.....	Peter H. Bray.....	301-924-3140
401.....	<b>Bethesda</b> , 7600 Arlington Rd., Bethesda 20814.....	Lisa S. Seymour.....	301-657-4979
226.....	<b>Beverly Farms</b> , 8501 Post Oak Rd., Potomac 20854.....	Dr. Beth Brown.....	301-469-1050
410.....	<b>Bradley Hills</b> , 8701 Hartsdale Ave., Bethesda 20817.....	Sandra Reece.....	301-571-6966
304.....	<b>Broad Acres</b> , 710 Beacon Rd., Silver Spring 20903.....	Michael D. Bayewitz.....	301-431-7616
518.....	<b>Brooke Grove</b> , 2700 Spartan Rd., Olney 20832.....	Gail M. West.....	301-924-3154
807.....	<b>Brookhaven</b> , 4610 Renn St., Rockville 20853.....	Robert B. Grundy.....	301-460-2140
559.....	<b>Brown Station</b> , 851 Quince Orchard Blvd., Gaithersburg 20878.....	Jan Riley.....	301-840-7172
419.....	<b>Burning Tree</b> , 7900 Beech Tree Rd., Bethesda 20817.....	Nancy L. Erdrich.....	301-320-6510
309.....	<b>Burnt Mills</b> , 11211 Childs St., Silver Spring 20901.....	Lisa O. Thomas.....	301-649-8192
302.....	<b>Burtonsville</b> , 15516 Old Columbia Pike, Burtonsville 20866.....	Melissa F. Smith.....	301-989-5654
508.....	<b>Candlewood</b> , 7210 Osprey Dr., Rockville 20855.....	Dr. Linda B. Sheppard.....	301-840-7167
310.....	<b>Cannon Road</b> , 901 Cannon Rd., Silver Spring 20904.....	Dr. Judith A. Theiss.....	301-989-5662
604.....	<b>Carderock Springs</b> , 7401 Persimmon Tree La., Bethesda 20817.....	Susan D. Thompson.....	301-469-1034
	<i>Housed at Radnor Center, 7000 Radnor Rd., Bethesda 20817</i>		
159.....	<b>Rachel Carson</b> , 100 Tschiffely Square Rd., Gaithersburg 20878.....	Lawrence D. Chep.....	301-840-5333
511.....	<b>Cashell</b> , 17101 Cashell Rd., Rockville 20853.....	Maureen Ahern-Stamoulis.....	301-924-3130
	<i>Housed at North Lake Center, 15101 Bauer Dr., Rockville 20852</i>		
703.....	<b>Cedar Grove</b> , 24001 Ridge Rd., Germantown 20876.....	Lee F. Derby.....	301-253-7000
403.....	<b>Chevy Chase</b> , 4015 Rosemary St., Chevy Chase 20815.....	Jody L. Smith.....	301-657-4994
101.....	<b>Clarksburg</b> , 13530 Redgrave Pl., Clarksburg 20871.....	Kwang-Ja Lee.....	301-353-8060
706.....	<b>Clearspring</b> , 9930 Moyer Rd., Damascus 20872.....	B. Gayle Mollet.....	301-253-7004
100.....	<b>Clopper Mill</b> , 18501 Cinnamon Dr., Germantown 20874.....	Stephanie B. Curry.....	301-353-8065
308.....	<b>Cloverly</b> , 800 Briggs Chaney Rd., Silver Spring 20905.....	Melissa A. Brunson.....	301-989-5770
238.....	<b>Cold Spring</b> , 9201 Falls Chapel Way, Potomac 20854.....	Martin J. Barnett.....	301-279-8480
229.....	<b>College Gardens</b> , 1700 Yale Pl., Rockville 20850.....	Dr. Albert P. DuPont.....	301-279-8470
808.....	<b>Cresthaven</b> , 1234 Cresthaven Dr., Silver Spring 20903.....	Kafi R. Berry.....	301-431-7622
111.....	<b>Capt. James E. Daly</b> , 20301 Brandermill Dr., Germantown 20876.....	Nora G. Dietz.....	301-353-0939
702.....	<b>Damascus</b> , 10201 Bethesda Church Rd., Damascus 20872.....	Rebecca Jones.....	301-253-7080
351.....	<b>Darnestown</b> , 15030 Turkey Foot Rd., Gaithersburg 20878.....	Laura S. Colgary.....	301-840-7157
570.....	<b>Diamond</b> , 4 Marquis Dr., Gaithersburg 20878.....	Carol Lange.....	301-840-7177
747.....	<b>Dr. Charles R. Drew</b> , 1200 Swingingdale Dr., Silver Spring 20905.....	Gail Scott-Parizer.....	301-989-6030
241.....	<b>DuFief</b> , 15001 DuFief Dr., Gaithersburg 20878.....	Dorothy J. Reitz.....	301-279-4980
756.....	<b>East Silver Spring</b> , 631 Silver Spring Ave., Silver Spring 20910.....	Adrienne L. Morrow.....	301-650-6420
303.....	<b>Fairland</b> , 14315 Fairdale Rd., Silver Spring 20905.....	Tillie C. Garfinkel.....	301-989-5658
233.....	<b>Fallsmead</b> , 1800 Greenplace Terr., Rockville 20850.....	R. Kevin Payne, Jr.....	301-279-4984
219.....	<b>Farmland</b> , 7000 Old Gate Rd., Rockville 20852.....	Katherine Diane Smith.....	301-230-5919
566.....	<b>Fields Road</b> , One School Dr., Gaithersburg 20878.....	Kathryn E. Schiavone-Rupp.....	301-840-7131
549.....	<b>Flower Hill</b> , 18425 Flower Hill Way, Gaithersburg 20879.....	Lamar Whitmore.....	301-840-7161
506.....	<b>Flower Valley</b> , 4615 Sunflower Dr., Rockville 20853.....	Wilma K. Holmes.....	301-924-3135
803.....	<b>Forest Knolls</b> , 10830 Eastwood Ave., Silver Spring 20901.....	Donald D. Masline.....	301-649-8060
106.....	<b>Fox Chapel</b> , 19315 Archdale Rd., Germantown 20874.....	Diana L. Zabetakis.....	301-353-8055
553.....	<b>Gaithersburg</b> , 35 North Summit Ave., Gaithersburg 20877.....	Niki T. Hazel.....	301-840-7136
313.....	<b>Galway</b> , 12612 Galway Dr., Silver Spring 20904.....	Shahid Muhammad.....	301-595-2930
204.....	<b>Garrett Park</b> , 4810 Oxford St., Garrett Park 20896.....	Elaine L. Chang-Baxter.....	301-929-2170
786.....	<b>Georgian Forest</b> , 3100 Regina Dr., Silver Spring 20906.....	Aara L. Davis.....	301-460-2170
102.....	<b>Germantown</b> , 19110 Liberty Mill Rd., Germantown 20874.....	Amy D. Bryant.....	301-353-8050

No.	Name and Address	Principal	Telephone
767.....	<b>Glen Haven</b> , 10900 Inwood Ave., Silver Spring 20902.	Dr. Joanne Smith	301-649-8051
817.....	<b>Glenallan</b> , 12520 Heurich Rd., Silver Spring 20902.	Ronnie S. Fields	301-929-2014
546.....	<b>Goshen</b> , 8701 Warfield Rd., Gaithersburg 20882.	Linda F. King	301-840-8165
340.....	<b>Great Seneca Creek</b> , 13010 Dairymaid Dr., Germantown 20874	Gregory S. Edmundson	301-353-8500
334.....	<b>Greencastle</b> , 13611 Robey Rd., Silver Spring 20904	Andrew J. Winter	301-595-2940
512.....	<b>Greenwood</b> , 3336 Gold Mine Rd., Brookeville 20833	Cheryl A. Bunyan	301-924-3145
797.....	<b>Harmony Hills</b> , 13407 Lydia St., Silver Spring 20906	Robin Weaver	301-929-2157
774.....	<b>Highland</b> , 3100 Medway St., Silver Spring 20902.	Raymond Myrtle	301-929-2040
784.....	<b>Highland View</b> , 9010 Providence Ave., Silver Spring 20901	Anne M. Dardarian	301-650-6426
305.....	<b>Jackson Road</b> , 900 Jackson Rd., Silver Spring 20904.	Sally Ann Macias	301-989-5650
360.....	<b>Jones Lane</b> , 15110 Jones La., Gaithersburg 20878.	Carole W. Sample	301-840-8160
805.....	<b>Kemp Mill</b> , 411 Sisson St., Silver Spring 20902.	Floyd D. Starnes	301-649-8046
783.....	<b>Kensington Parkwood</b> , 4710 Saul Rd., Kensington 20895	Barbara A. Liess	301-571-6949
108.....	<b>Lake Seneca</b> , 13600 Wanegarden Dr., Germantown 20874.	Teri Johnson	301-353-0929
209.....	<b>Lakewood</b> , 2534 Lindley Terr., Rockville 20850	Robin L. Malcotti	301-279-8465
051.....	<b>Laytonsville</b> , 21401 Laytonsville Rd., Gaithersburg 20882	Hilarie Rooney	301-840-7145
336.....	<b>Little Bennett</b> , 23930 Burdette Forest Rd., Clarksburg 20871	Shawn D. Miller	301-540-5535
220.....	<b>Luxmanor</b> , 6201 Tilden La., Rockville 20852	Ryan Forkert	301-230-5914
244.....	<b>Thurgood Marshall</b> , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	301-670-8282
210.....	<b>Maryvale</b> , 1000 First St., Rockville 20850	Kimberly L. Kimber	301-279-4990
523.....	<b>Spark M. Matsunaga</b> , 13902 Bromfield Rd., Germantown 20874	Judy L. Brubaker	301-601-4350
110.....	<b>S. Christa McAuliffe</b> , 12500 Wisteria Dr., Germantown 20874.	Loretta M. Favret	301-353-0910
158.....	<b>Ronald McNair</b> , 13881 Hopkins Rd., Germantown 20874.	Eileen Macfarlane	301-353-0854
212.....	<b>Meadow Hall</b> , 951 Twinbrook Pkwy., Rockville 20851	Cabell W. Lloyd	301-279-4988
556.....	<b>Mill Creek Towne</b> , 17700 Park Mill Dr., Rockville 20855	Kenneth L. Marcus	301-840-7149
652.....	<b>Monocacy</b> , 18801 Barnesville Rd., Dickerson 20842.	Cynthia R. Duranko	301-972-7990
776.....	<b>Montgomery Knolls</b> , 807 Daleview Dr., Silver Spring 20901	Deann M. Collins	301-431-7667
791.....	<b>New Hampshire Estates</b> , 8720 Carroll Ave., Silver Spring 20903.	Jane S. Litchko	301-431-7607
307.....	<b>Roscoe R. Nix</b> , 1100 Corliss St., Silver Spring 20903.	Annette M. Ffolkes	301-422-5070
415.....	<b>North Chevy Chase</b> , 3700 Jones Bridge Rd., Chevy Chase 20815	Gary B. Bartee	301-657-4950
766.....	<b>Oak View</b> , 400 East Wayne Ave., Silver Spring 20901	Peggy E. Salazar	301-650-6434
769.....	<b>Oakland Terrace</b> , 2720 Plyers Mill Rd., Silver Spring 20902.	Cheryl D. Pulliam	301-929-2161
502.....	<b>Olney</b> , 3401 Queen Mary Dr., Olney 20832	Joan A. O'Brien	301-924-3126
312.....	<b>William Tyler Page</b> , 13400 Tamarack Rd., Silver Spring 20904	Debra A. Berner	301-989-5672
761.....	<b>Pine Crest</b> , 201 Woodmoor Dr., Silver Spring 20901.	Meredith Casper	301-649-8066
749.....	<b>Piney Branch</b> , 7510 Maple Ave., Takoma Park 20912.	Bertram B. Generlette	301-891-8000
153.....	<b>Poolesville</b> , 19565 Fisher Ave., Poolesville 20837	Darlyne A. McEleney	301-972-7960
601.....	<b>Potomac</b> , 10311 River Rd., Potomac 20854.	Linda Z. Goldberg	301-469-1042
514.....	<b>Judith A. Resnik</b> , 7301 Hadley Farms Dr., Gaithersburg 20879	Dr. Roy Settles, Jr.	301-670-8200
242.....	<b>Dr. Sally K. Ride</b> , 21301 Seneca Crossing Dr., Germantown 20876.	Christopher A. Wynne	301-353-0994
227.....	<b>Ritchie Park</b> , 1514 Dunster Rd., Rockville 20854.	Bonnie G. Dougherty	301-279-8475
773.....	<b>Rock Creek Forest</b> , 8330 Grubb Rd., Chevy Chase 20815.	David Chia	301-650-6410
819.....	<b>Rock Creek Valley</b> , 5121 Russett Rd., Rockville 20853.	Catherine A. Jasperse	301-460-2195
795.....	<b>Rock View</b> , 3901 Denfeld Ave., Kensington 20895.	Kyle J. Heatwole	301-929-2002
156.....	<b>Lois P. Rockwell</b> , 24555 Cutsail Dr., Damascus 20872	Cheryl Ann Clark	301-253-7088
771.....	<b>Rolling Terrace</b> , 705 Bayfield St., Takoma Park 20912	Jennifer L. Connors	301-431-7600
794.....	<b>Rosemary Hills</b> , 2111 Porter Rd., Silver Spring 20910	Ralph Viggiano	301-650-6400
555.....	<b>Rosemont</b> , 16400 Alden Ave., Gaithersburg 20877	James A. Sweeney	301-840-7123
565.....	<b>Sequoyah</b> , 17301 Bowie Mill Rd., Derwood 20855	Dr. Barbara A. Jasper	301-840-5335
603.....	<b>Seven Locks</b> , 9500 Seven Locks Rd., Bethesda 20817.	Rebecca T. Gordon	301-469-1038
501.....	<b>Sherwood</b> , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860.	Jerrold C. Perlet	301-924-3195
779.....	<b>Sargent Shriver</b> , 12518 Greenly Dr., Silver Spring 20906.	Janet L. Dunn	301-929-4426
517.....	<b>Sligo Creek</b> , 500 Schuyler Rd., Silver Spring 20910.	Diantha R. Lay	301-562-2722
405.....	<b>Somerset</b> , 5811 Warwick Pl., Chevy Chase 20815	Laurie Gross	301-657-4985
564.....	<b>South Lake</b> , 18201 Contour Rd., Gaithersburg 20877.	Nicole M. Priestly	301-840-7141
568.....	<b>Stedwick</b> , 10631 Stedwick Rd., Gaithersburg 20886	Dr. Margaret B. Pastor	301-840-7187
653.....	<b>Stone Mill</b> , 14323 Stonebridge View Dr., North Potomac 20878	Kimberly A. Williams	301-279-4975
316.....	<b>Stonegate</b> , 14811 Notley Rd., Silver Spring 20905	Audra M. Fladung	301-989-5668
822.....	<b>Strathmore</b> , 3200 Beaverwood La., Silver Spring 20906	Robert W. Dodd	301-460-2135
569.....	<b>Strawberry Knoll</b> , 18820 Strawberry Knoll Rd., Gaithersburg 20879.	E. Frank Kaplan	301-840-7112
563.....	<b>Summit Hall</b> , 101 West Deer Park Rd., Gaithersburg 20877	Keith R. Jones	301-840-7127
754.....	<b>Takoma Park</b> , 7511 Holly Ave., Takoma Park 20912	Zadia Gadsden	301-650-6414
216.....	<b>Travilah</b> , 13801 DuFief Mill Rd., Gaithersburg 20878.	Susan J. Shenk	301-840-7153
206.....	<b>Twinbrook</b> , 5911 Ridgeway Ave., Rockville 20851.	Karen L. Johnson	301-230-5925
772.....	<b>Viers Mill</b> , 11711 Joseph Mill Rd., Silver Spring 20906	Matthew A. Devan	301-929-2165
552.....	<b>Washington Grove</b> , 8712 Oakmont St., Gaithersburg 20877	Susan B. Barranger	301-840-7120
109.....	<b>Waters Landing</b> , 13100 Waters Landing Dr., Germantown 20877.	William R. Poole, Jr.	301-353-0915
561.....	<b>Watkins Mill</b> , 19001 Watkins Mill Rd., Montgomery Village 20886.	Stephanie G. Spencer	301-840-7181

\*Acting

No.	Name and Address	Principal	Telephone
235.....	<b>Wayside</b> , 10011 Glen Rd., Potomac 20854	Yong-Mi Kim	301-279-8484
777.....	<b>Weller Road</b> , 3301 Weller Rd., Silver Spring 20906	Michaela Manaigo	301-929-2010
408.....	<b>Westbrook</b> , 5110 Allan Terr., Bethesda 20816	John D. Ewald	301-320-6506
504.....	<b>Westover</b> , 401 Hawkesbury La., Silver Spring 20904	Dr. Patricia A. Kelly	301-989-5676
788.....	<b>Wheaton Woods</b> , 4510 Faroe Pl., Rockville 20853	Judith F. Lewis	301-929-2018
558.....	<b>Whetstone</b> , 19201 Thomas Farm Rd., Gaithersburg 20879	Victoria (Vicky) A. Casey	301-840-7191
417.....	<b>Wood Acres</b> , 5800 Cromwell Dr., Bethesda 20816	Marita R. Sherburne	301-320-6502
704.....	<b>Woodfield</b> , 24200 Woodfield Rd., Gaithersburg 20882	Gayle J. Starr	301-253-7085
764.....	<b>Woodlin</b> , 2101 Luzerne Ave., Silver Spring 20910	Sarah E. Sirgo	301-650-6440
422.....	<b>Wyngate</b> , 9300 Wadsworth Dr., Bethesda 20817	Barbara J. Leister	301-571-6979

## MIDDLE SCHOOLS

823.....	<b>Argyle</b> , 2400 Bel Pre Rd., Silver Spring 20906	Dr. Debra K. Mugge	301-460-2400
705.....	<b>John T. Baker</b> , 25400 Oak Dr., Damascus 20872	Louise Worthington	301-253-7010
333.....	<b>Benjamin Banneker</b> , 14800 Perrywood Dr., Burtonsville 20866	Samuel A. Rivera	301-989-5747
335.....	<b>Briggs Chaney</b> , 1901 Rainbow Dr., Silver Spring 20904	Kimberly Johnson	301-989-6000
606.....	<b>Cabin John</b> , 10701 Gainsborough Rd., Potomac 20854	Dr. Paulette L. Smith	301-469-1150
157.....	<b>Roberto W. Clemente</b> , 18808 Waring Station Rd., Germantown 20874	Shawn Joseph	301-601-0344
775.....	<b>Eastern</b> , 300 University Blvd., East, Silver Spring 20901	Charlotte C. Boucher	301-650-6650
507.....	<b>William H. Farquhar</b> , 16915 Batchellors Forest Rd., Olney 20832	Scott W. Murphy	301-924-3100
248.....	<b>Forest Oak</b> , 651 Saybrooke Oaks Blvd., Gaithersburg 20877	John M. Burley	301-670-8242
237.....	<b>Robert Frost</b> , 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	301-279-3949
554.....	<b>Gaithersburg</b> , 2 Teachers' Way, Gaithersburg 20877	Carol Goddard	301-840-4554
228.....	<b>Herbert Hoover</b> , 8810 Post Oak Rd., Rockville 20854	Billie-Jean Bensen	301-469-1010
311.....	<b>Francis Scott Key</b> , 910 Schindler Dr., Silver Spring 20903	Eric L. Minus	301-770-8015
<i>Housed at Tilden Center, 6300 Tilden Lane, Rockville 20852</i>			
107.....	<b>Dr. Martin Luther King, Jr.</b> , 13737 Wisteria Dr., Germantown 20874	Marc J. Cohen	301-353-8080
708.....	<b>Kingsview</b> , 18909 Kingsview Rd., Germantown 20874	Elizabeth L. Thomas	301-601-4611
522.....	<b>Lakelands Park</b> , 1200 Main St., Gaithersburg 20878	Joseph M. Sacco	301-670-1400
818.....	<b>Col. E. Brooke Lee</b> , 11800 Monticello Ave., Silver Spring 20902	Joseph L. Rubens, Jr.*	301-649-8100
787.....	<b>A. Mario Loiederman</b> , 12701 Goodhill Rd., Silver Spring 20906	Alison L. Serino	301-929-2282
557.....	<b>Montgomery Village</b> , 19300 Watkins Mill Rd., Montgomery Village 20886	Dr. Edgar E. Malker	301-840-4660
115.....	<b>Neelsville</b> , 11700 Neelsville Church Rd., Germantown 20876	Dollye V. McClain	301-353-8064
792.....	<b>Newport Mill</b> , 11311 Newport Mill Rd., Kensington 20895	Panagiota (Penny) K. Tsonis*	301-929-2244
413.....	<b>North Bethesda</b> , 8935 Bradmoor Dr., Bethesda 20817	Alton E. Sumner	301-571-3883
812.....	<b>Parkland</b> , 4610 West Frankfort Dr., Rockville 20853	Dr. Benjamin T. OuYang	301-438-5700
155.....	<b>Rosa M. Parks</b> , 19200 Olney Mill Rd., Olney 20832	Sarah Pinkney-Murkey	301-924-3180
247.....	<b>John Poole</b> , 17014 Tom Fox Ave., Poolesville 20837	Richard H. Bishop	301-972-7979
428.....	<b>Thomas W. Pyle</b> , 6311 Wilson La., Bethesda 20817	Michael J. Zarchin	301-320-6540
562.....	<b>Redland</b> , 6505 Muncaster Mill Rd., Rockville 20855	Robert Sinclair, Jr.	301-840-4680
105.....	<b>Ridgeview</b> , 16600 Raven Rock Dr., Gaithersburg 20878	Dr. Carol K. LeVine	301-840-4770
707.....	<b>Rocky Hill</b> , 22401 Brick Haven Way, Clarksburg 20871	Stephen C. Whiting	301-353-8282
521.....	<b>Shady Grove</b> , 8100 Midcounty Hwy., Gaithersburg 20877	Eileen Lancellotti Dempsey	301-548-7540
647.....	<b>Silver Spring International</b> , 313 Wayne Ave., Silver Spring 20910	Victoria Parcan	301-650-6544
778.....	<b>Sligo</b> , 1401 Dennis Ave., Silver Spring 20902	Richard J. Rhodes	301-649-8121
755.....	<b>Takoma Park</b> , 7611 Piney Branch Rd., Silver Spring 20910	Renay C. Johnson	301-650-6444
232.....	<b>Tilden</b> , 11211 Old Georgetown Rd., Rockville 20852	Jennifer A. Baker	301-230-5930
211.....	<b>Julius West</b> , 651 Great Falls Rd., Rockville 20850	Nanette W. Poirier	301-279-3979
412.....	<b>Westland</b> , 5511 Massachusetts Ave., Bethesda 20816	Daniel J. Vogelmann	301-320-6515
811.....	<b>White Oak</b> , 12201 New Hampshire Ave., Silver Spring 20904	Virginia A. de los Santos	301-989-5780
820.....	<b>Earle B. Wood</b> , 14615 Bauer Dr., Rockville 20853	Eugenia (Jeanie) Dawson*	301-460-2150

## HIGH SCHOOLS

406.....	<b>Bethesda-Chevy Chase</b> , 4301 East-West Hwy., Bethesda 20814	Karen Lockard	240-497-6300
757.....	<b>Montgomery Blair</b> , 51 University Blvd., East, Silver Spring 20901	Darryl L. Williams	301-649-2800
321.....	<b>James Hubert Blake</b> , 300 Norwood Rd., Silver Spring 20905	Carole C. Goodman	301-879-1300
602.....	<b>Winston Churchill</b> , 11300 Gainsborough Rd., Potomac 20854	Dr. Joan C. Benz	301-469-1200
249.....	<b>Clarksburg</b> , 22500 Wims Rd., Clarksburg 20871	James P. Koutsos	301-444-3000
701.....	<b>Damascus</b> , 25921 Ridge Rd., Damascus 20872	Robert G. Domergue	301-253-7030
789.....	<b>Albert Einstein</b> , 11135 Newport Mill Rd., Kensington 20895	James G. Fernandez	301-929-2200
551.....	<b>Gaithersburg</b> , 314 South Frederick Ave., Gaithersburg 20877	Christine Handy Collins	301-840-4700
424.....	<b>Walter Johnson</b> , 6400 Rock Spring Dr., Bethesda 20814	Dr. Christopher S. Garran	301-571-6900
815.....	<b>John F. Kennedy</b> , 1901 Randolph Rd., Silver Spring 20902	Thomas Anderson	301-929-2100
510.....	<b>Col. Zadok Magruder</b> , 5939 Muncaster Mill Rd., Rockville 20855	Leroy C. Evans	301-840-4600
201.....	<b>Richard Montgomery</b> , 250 Richard Montgomery Dr., Rockville 20852	Nelson McLeod, II	301-279-8400
246.....	<b>Northwest</b> , 13501 Richter Farm Rd., Germantown 20874	Sylvia K. Morrison	301-601-4660
796.....	<b>Northwood</b> , 919 University Blvd., West, Silver Spring 20901	Henry R. Johnson, Jr.	301-649-8088

\*Acting



No.	Name and Address	Principal	Telephone
315.....	<b>Paint Branch</b> , 14121 Old Columbia Pike, Burtonsville 20866	Jeanette E. Dixon	301-989-5600
152.....	<b>Poolesville</b> , 17501 Willard Rd., Poolesville 20837	Deena Levine	301-972-7900
125.....	<b>Quince Orchard</b> , 15800 Quince Orchard Rd., Gaithersburg 20878	Carol A. Working	301-840-4686
230.....	<b>Rockville</b> , 2100 Baltimore Rd., Rockville 20851	Dr. Debra S. Munk	301-517-8105
104.....	<b>Seneca Valley</b> , 19401 Crystal Rock Dr., Germantown 20874	Dennis G. Queen	301-353-8000
503.....	<b>Sherwood</b> , 300 Olney-Sandy Spring Rd., Sandy Spring 20860	William M. Gregory	301-924-3200
798.....	<b>Springbrook</b> , 201 Valleybrook Dr., Silver Spring 20904	Michael A. Durso	301-989-5700
545.....	<b>Watkins Mill</b> , 10301 Apple Ridge Rd., Gaithersburg 20879	Kevin A. Hobbs	301-840-3959
782.....	<b>Wheaton</b> , 12601 Dalewood Dr., Silver Spring 20906	Kevin E. Lowndes	301-929-2050
427.....	<b>Walt Whitman</b> , 7100 Whittier Blvd., Bethesda 20817	Dr. Alan Goodwin	301-320-6600
234.....	<b>Thomas S. Wootton</b> , 2100 Wootton Pkwy., Rockville 20850	Dr. Michael J. Doran	301-279-8550

### TECHNICAL CAREER HIGH SCHOOL

748.....	<b>Thomas Edison High School of Technology</b> , 12501 Dalewood Dr., Silver Spring 20906	Carlos Hamlin	301-929-2175
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### ENVIRONMENTAL EDUCATION CENTER

990.....	<b>Lathrop E. Smith Environmental Education Center</b> , 5110 Meadowside La., Rockville 20855	Laurie C. Bricker	301-924-3123
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### SPECIAL SCHOOLS AND ALTERNATIVE PROGRAMS

215.....	<b>Carl Sandburg Learning Center</b> , 451 Meadow Hall Dr., Rockville 20851	Jane A. Parra	301-279-8490
239.....	<b>Emory Grove Center</b> , 18100 Washington Grove La., Gaithersburg 20877	Dr. Andrei Ghelman	301-840-7179
239.....	<b>Emory Grove Program</b> , 18100 Washington Grove La., Gaithersburg 20877	Andrea Carter, Brandy Reazer	301-548-4966
239.....	<b>Fleet Street Program</b> , 14501 Avery Rd., Rockville 20853	Carthel Russell	301-517-5860
239.....	<b>Glenmont Program</b> , 8001 Lynnbrook Dr., Bethesda 20814	Debbie Buchanan	301-657-4977
239.....	<b>Hadley Farms Program</b> , 7401 Hadley Farms Dr., Gaithersburg 20879	Jerome Addis	301-548-4960
239.....	<b>Karma Academy</b> , 175 Watts Branch Pkwy., Rockville 20850	Veda Carter	301-340-8880
951.....	<b>Longview School</b> , 13900 Bromfield Rd., Germantown 20874	Helen Steele	301-601-4830
239.....	<b>McKenney Hills Center</b> , 2600 Hayden Dr., Silver Spring 20902	James E. Dingle*	301-649-8056
239.....	<b>McKenney Hills Program</b> , 2600 Hayden Dr., Silver Spring 20902	Yvonne Dunham	301-649-8056
239.....	<b>Phoenix at Emory Grove</b> , 18100 Washington Grove La., Gaithersburg 20877	Mary Jenkins	301-840-7198
239.....	<b>Phoenix at McKenney Hills</b> , 2600 Hayden Dr., Silver Spring 20902	Jane Durand	301-649-8139
239.....	<b>Randolph Academy</b> , 11721 Kemp Mill Rd., Silver Spring 20902	Joy Jackson	301-517-8616
965.....	<b>Regional Institute for Children and Adolescents (RICA)</b> , 15000 Broschart Rd., Rockville 20850	Dr. Darlene Simmons	301-251-6900
916.....	<b>Rock Terrace School</b> , 390 Martins La., Rockville 20850	Dr. Dianne G. Thornton	301-279-4940
799.....	<b>Stephen Knolls School</b> , 10731 St. Margaret's Way, Kensington 20895	Tina W. Shrewsbury	301-929-2151

### CENTERS, FACILITIES, AND OFFICES

	<b>Carver Educational Services Center</b> , 850 Hungerford Dr., Rockville 20850	301-309-6277
	<b>Center for Technology Innovation</b> , 4 Choke Cherry Rd., Rockville 20850	240-314-2250
	<b>Century 21 Bldg.</b> , 20010 Century Blvd., Germantown 20874	301-601-4600
	<b>County Service Park</b> , 16651 Crabbs Branch Way, Rockville 20855	
	<b>Maintenance</b>	301-840-8100
	<b>Transportation</b>	301-840-8130
	<b>Department of Facilities Management</b> , 2096 Gaither Rd., Ste. 200, Rockville 20850	240-314-1060
	<b>Department of Materials Management</b> , 580 North Stonestreet Ave., Rockville 20850	301-279-3346
	<b>Division of Career and Technology Education</b> , Oak Grove Bldg., 2096 Gaither Rd., #101, Rockville 20850	240-632-6900
	<b>Division of Family and Community Partnerships</b> , 451 Hungerford Dr., Rm. 508, Rockville 20850	301-279-3100
	<b>Division of Long-Range Planning</b> , 2096 Gaither Rd., Ste. 201, Rockville 20850	240-314-4710
	<b>Employee and Retiree Service Center</b> , 7361 Calhoun Place, Ste. 190, Rockville 20855	301-517-8100
	<b>Field Offices</b>	
	<b>Metro Park North</b> , 7361 Calhoun Pl., Ste. 402, Rockville 20855	301-315-7335
	<b>Spring Mill Center</b> , 11721 Kemp Mill Rd., Silver Spring 20902	301-649-8006
	<b>Upcounty Regional Services Center</b> , 12900 Middlebrook Rd., Ste. 3380, Germantown 20874	301-353-0833
	<b>Food Services Warehouse</b> , 16644 Crabbs Branch Way, Rockville 20855	301-840-8170
	<b>Germantown Square</b> , 12627 Wisteria Dr., Rm. C, Germantown 20874	301-601-4800
	<b>Mark Twain</b> , 14501 Avery Rd., Rockville 20853	301-279-4920
	<b>Office of Human Resources</b> , 7361 Calhoun Pl., Ste. 401, Rockville 20855	301-279-3515
	<b>Office of Organizational Development</b> , Upcounty Regional Services Center, 12900 Middlebrook Rd., 3rd Floor, Germantown 20874	301-601-0300
	<b>Professional Library—USG</b> , 9636 Gudelsky Dr., Education Bldg. III, Rm. 1200, Rockville 20850	301-279-3227
	<b>Rocking Horse Road Center</b> , 4910 Macon Rd., Rockville 20852	301-230-0676

\*Acting

# Planning Calendar

The following is the planning calendar for the Amended FY 2009–2014 Capital Improvements Program (CIP).

Date	Activity
June 1, 2008.....	Clusters submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2008.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Late August 2008 .....	Cluster representatives meet with staff to identify issues and data pertaining to enrollments, utilization, and program needs
October 6, 2008.....	MCPS FY 2010 State CIP request to the Interagency Committee (IAC) on Public School Construction
October 14, 2008.....	Board of Education presentation on enrollment trends and facilities planning issues
October 15, 2008.....	Superintendent releases recommendations on boundary studies and/or planning studies conducted in the spring 2008
October 29, 2008.....	Six-year enrollment projections are revised and published
October 29, 2008.....	Superintendent publishes recommendations for the Amended FY 2009–2014 CIP
November 3, 2008 .....	MCCPTA CIP Forum
November 6, 2008*.....	IAC staff recommendations on FY 2010 State CIP
November 6, 2008 .....	Board of Education work session on superintendent's recommendations on spring boundary studies and CIP
November 12 and 13, 2008 .....	Public hearings on the superintendent's recommendations for boundary changes and the Amended FY 2009–2014 CIP
November 20, 2008 .....	Board of Education action on boundary studies and the Amended FY 2009–2014 CIP
December 2008.....	County executive reviews Board requested Amended FY 2009–2014 CIP
December 2, 2008.....	Final revisions on FY 2010 state aid request due to IAC
Mid-December 2008 .....	IAC appeal hearing on FY 2010 State CIP
January 15, 2009*.....	County executive recommendations for the Amended FY 2009–2014 CIP
Late-January 2009* .....	Board of Public Works hearing on the FY 2010 State CIP
February–May 2009.....	County Council reviews requested Amended FY 2009–2014 CIP
Mid-February 2009 .....	Superintendent releases recommendations on winter boundary studies and CIP recommendations for deferred items (if any)
February 23, 2009 .....	Board of Education facilities work session for winter boundary studies and deferred items (if any)
March 4, 2009.....	Public hearing on superintendent's recommendations for winter boundary studies and deferred items (if any)
March 10, 2009.....	Board of Education action on winter boundary studies and deferred items (if any) for the Amended FY 2009–2014 CIP
Early-May 2009* .....	Board of Public Works decisions on FY 2010 State CIP
May 31, 2009* .....	County Council approves the Amended FY 2009–2014 CIP and the FY 2010 Capital Budget

\*Estimated date



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