

**Superintendent's
Recommended
FY 2014 Capital Budget
and Amendments to the
FY 2013–2018
Capital Improvements Program**



**Montgomery County Public Schools
Rockville, Maryland**

Published by:

the Department of Materials Management

for the Department of Facilities Management and the Division of Long-range Planning

2096 Gaither Road, Suite 201

Rockville, Maryland 20850

<http://www.montgomeryschoolsmd.org/departments/planning>



MONTGOMERY COUNTY PUBLIC SCHOOLS

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MARYLAND

October 30, 2012



Ms. Shirley Brandman, President
and Members of the Montgomery County Board of Education
Carver Educational Services Center
850 Hungerford Drive, Room 123
Rockville, Maryland 20850

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

I am submitting for your consideration and adoption the *Recommended Fiscal Year (FY) 2014 Capital Budget and Amendments to the FY 2013–2018 Capital Improvements Program (CIP)*. This amended six-year plan includes the expenditure recommendations for FY 2013–2018 and provides the recommended FY 2014 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2013, and ends June 30, 2014. FY 2014 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 2013 Capital Budget and FY 2013–2018 CIP* totals \$1.353 billion for the six-year period and includes funding for the planning and construction of six new elementary school addition projects, as well as an addition at one middle school and funding for a new elementary school and middle school. The adopted CIP maintains the completion dates of all elementary school modernization projects; however, middle and high school modernizations were delayed two years beginning with Tilden Middle School and Seneca Valley High School. The adopted CIP also provides funding for many of the countywide systemic projects that maintain our aging infrastructure and which directly affect students, teachers, and administrators each school day.

In keeping with the spirit of the biennial process, as well as consideration of the significant six-year expenditure plan approved by the County Council in May 2012, my recommendation includes only an additional \$14.17 million over the adopted CIP. My recommended amendments to the adopted FY 2013–2018 CIP are for the following three existing countywide projects: \$220,000 for Facility Planning; \$11.46 million for Heating, Ventilation, and Air Conditioning (HVAC) Replacement; and \$2.49 million for Planned Life-cycle Asset Replacement (PLAR). The first amendment will provide additional funding to conduct feasibility studies to address overutilization at various schools throughout the county, and the latter two recommended amendments will reinstate FY 2014 funds that the Board requested last year but that were removed by the County Council in the adopted CIP.

With the approved two-year delay of the secondary modernization schedule, it is vital that Montgomery County Public Schools (MCPS) has the necessary funding to address our aging infrastructure. The recommended amendment for the HVAC project will provide additional funds for

Office of the Superintendent of Schools

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upgrades and/or replacements of HVAC systems that are beyond their expected service life. This amendment will only begin to address the significant backlog of approximately \$160 million. To eliminate the backlog, MCPS would require approximately \$28 million per year for the next 10-year period. Additional funding beyond the approved levels will be considered as part of the FY 2015–2020 CIP. The recommended amendment for PLAR will provide additional funds to address other aging building components, such as fire alarm systems, public address systems, emergency generators, water and sewer systems, floors, ceilings, lights, windows, and doors. This project is critical to keep our school buildings safe and structurally sound.

For the 2012–2013 school year, MCPS continues to experience its fifth straight year of enrollment growth. Preliminary September 30, 2012, enrollment is 149,051. Since 2007, MCPS has experienced a significant surge in enrollment. This growth has resulted from rising births as well as from the unusual impact of the recent Great Recession. This recession resulted in fewer families migrating out of the county and more families migrating into the county, in some cases to share housing with parents or family members. In addition, more students have entered MCPS from nonpublic schools during this period. Between 2007 and 2012, enrollment increased by more than 11,000 students and projections for the 2018–2019 school year indicate an increase of approximately 2,100 more elementary school students, 5,600 more middle school students, and 2,400 more high school students.

Total enrollment is projected to reach 159,433 in 2018, an increase of 10,382 students from this year's preliminary enrollment of 149,051. At the elementary school level, capacity shortages are the most severe, with 90 percent of our 385 relocatable classrooms located at these schools. As the wave of elementary school enrollment ages up to middle and high school, MCPS will begin to face more capacity deficits at these levels.

Funding for the CIP continues to be a complex issue. Local funding sources such as County General Obligation 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 2014, the state aid request is \$147.3 million. This figure is based on current eligibility of projects approved by the County Council in May 2012. Of the \$147.3 million request, \$26.96 million is for three projects that have received partial state funding in a prior year; \$27.62 million is for four construction projects; \$9.77 million is for systemic roofing and HVAC projects, as well as energy efficient systemic projects; and the remaining \$82.99 million is for 11 projects that will require state planning approval in addition to construction 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. We must continue to make a compelling case to our state leaders to increase the state construction funds and provide Montgomery County with its fair share of state construction funds.

As noted above, capacity shortages are most severe at the elementary school level. In the Downcounty Consortium, several elementary schools are projected to exceed capacity during the six-year period. Therefore, I recommend a comprehensive capacity study that will include 12 elementary schools in the Downcounty Consortium to evaluate options to address the projected space shortages. The study will assess the option of building additions at several elementary schools in the area compared to the option of opening a new elementary school in the area. The scope of the

study is broad and includes schools that do not exceed capacity but that may be added onto, or may have potential school sites in the school service area that could be used for a new elementary school. A supplement to the *FY 2013 Capital Budget and Amendments to the FY 2013–2018 CIP* is available and provides additional information on this comprehensive study.

Finally, the recommended CIP includes one new boundary study and one roundtable discussion group. The boundary study is recommended to determine the service area for the Clarksburg Cluster Elementary School (Clarksburg Village Site #1). The new school will address overutilization of Cedar Grove and Little Bennett elementary schools and representatives from those two schools will participate on the boundary advisory committee. The boundary study will be conducted in spring 2013 with Board of Education action in November 2013. Participants in the roundtable discussion group will review the impact of un-pairing New Hampshire Estates and Oak View elementary schools. The roundtable discussion process will be conducted in spring 2013 and representatives from the New Hampshire Estates and Oak View elementary schools Parent Teacher Associations will be included in the discussion group.

The Board of Education is scheduled to hold a work session on November 8, 2012, to discuss the CIP amendment recommendations. Public hearings on the Superintendent's Recommended FY 2014 Capital Budget and Amendments to the FY 2013–2018 Capital Improvements Program are scheduled for November 12 and 15, 2012, and the Board of Education will take final action on these items on November 19, 2012.

The county executive will publish his CIP amendment recommendations for all county agencies by mid-January 2013 for County Council discussion and action. The County Council will hold a hearing in early February 2013, conduct work sessions in March and April 2013, and adopt the *FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP* in late May 2013.

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.

Sincerely,



Joshua P. Starr, Ed.D.
Superintendent of Schools

JPS:ak

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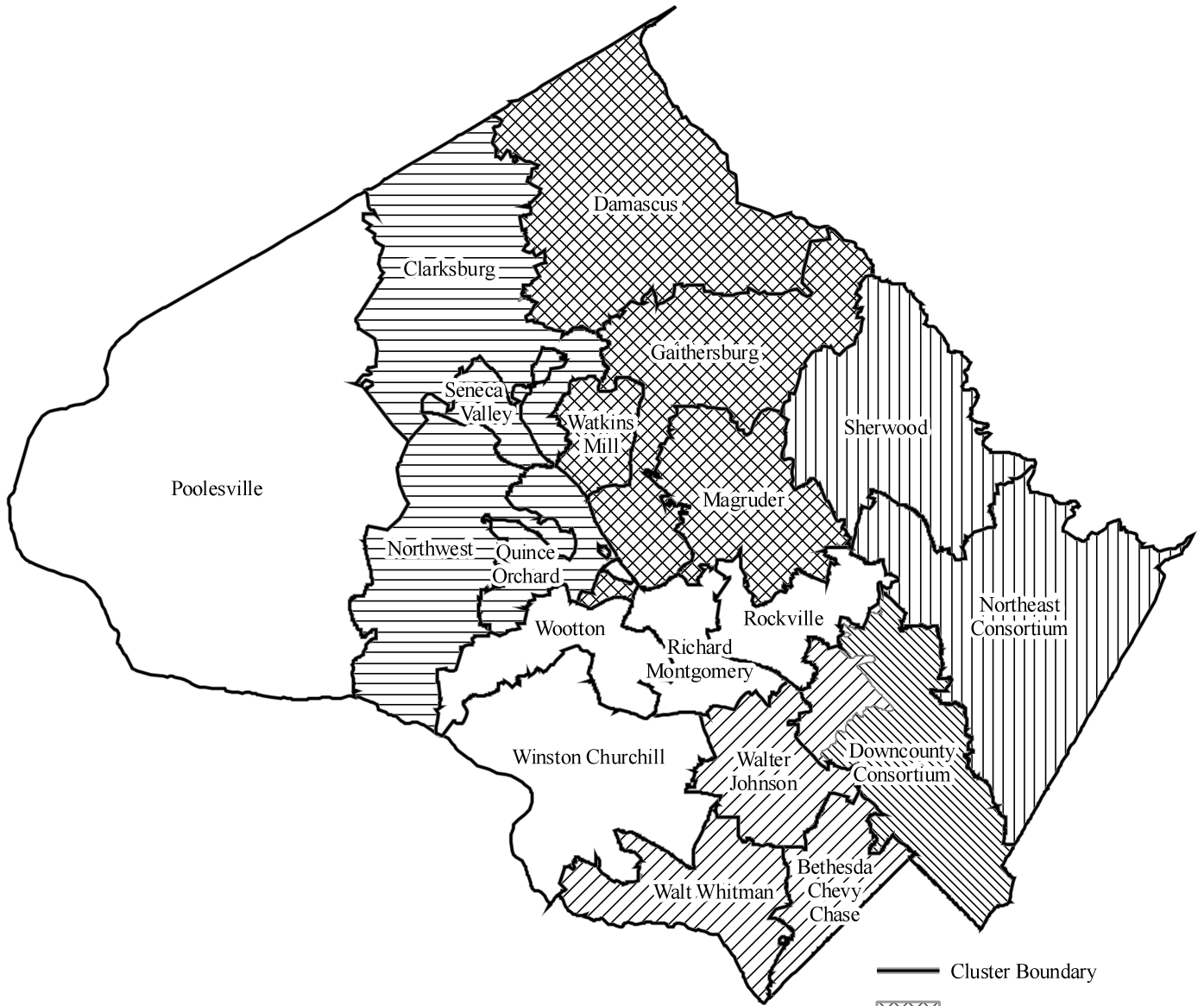
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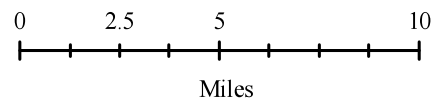
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**Office of School Support and Improvement
Officers, Community Superintendents, and Directors of School Performance**

Mrs. Beth Schiavino-Narvaez, Deputy Superintendent

| Quad Cluster | Community Superintendent | Director of School Performance |
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| 2 | Dr. LaVerna G. Kimball | Mrs. Elizabeth L. Thomas |
| 3 | Dr. Donna S. Hollingshead | Mr. Pat D. Abrunzo |
| 4 | Dr. Christopher S. Garran | Dr. Denise C. Greene |
| 5 | Dr. Myra J. Smith | Mr. Michael J. Zarchin |
| 6 | Ms. Bronda L. Mills | Dr. Sito J. Narcisse |

Montgomery County Public Schools - Division of Long-range Planning - October 12, 2012

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 2014 Capital Budget and Amendments to the FY 2013–2018 CIP provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2014 as well as proposed amendments to the Adopted FY 2013–2018 CIP.

This document contains the following sections:

Chapter 1, "The Recommended FY 2014 Capital Budget and Amendments to the FY 2013–2018 Capital Improvements Program (CIP)," is a review of the major factors that have influenced the development of recommended projects to the FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP. This chapter includes a table summarizing recommended Amendments to the FY 2013–2018 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 six 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 actions 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

The Superintendent's Recommended FY 2014 Capital Budget and Amendments to the FY 2013–2018 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 (FY) 2013 was a full CIP review year and resulted in the County Council adopting the FY 2013–2018 CIP in May 2012. Fiscal Year 2014 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 2013–2018 CIP that request appropriations for the FY 2014 Capital Budget and that changes expenditures for the FY 2014–2018 out-years of the adopted CIP.

In an off-budget year, such as FY 2014, 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 FYs 2014–2018.

Overview

The County Council Adopted FY 2013 Capital Budget and the FY 2013–2018 CIP totaled \$1.352 billion for the six-year period, a decrease of \$6.1 million over the previously approved CIP, and included an FY 2013 expenditure of \$272.5 million. The adopted CIP included funding for the planning and construction of six new elementary school addition projects—Arcola, Bethesda, Highland View, North Chevy Chase, Rosemary Hills, and Wood Acres; as well as, an addition at Julius West Middle School, and funding for a new elementary school and new middle school. The six-year plan also included funding for many countywide systemic projects including: ADA Compliance; Energy Conservation; Fire Safety Code Upgrades; Roof Replacement; and, Restroom Renovations. All countywide systemic projects are necessary to keep our aging facilities operational.

The County Council adopted six-year CIP for MCPS was, however, \$136.2 million less than the Board of Education's Requested FY 2013–2018 CIP of \$1.489 billion. The adopted CIP maintains the completion dates for all individual school and addition projects, with the exception of the Richard Montgomery Elementary School #5, which was delayed two years. The adopted CIP included \$4.4 million, not originally requested by the Board of Education, to address the overutilization at the high school level in the Bethesda-Chevy Chase cluster, which will keep the cluster out of residential moratorium. Also, the adopted CIP maintained the completion dates for all elementary school modernizations; however, middle and high school modernizations were delayed two years beginning with Tilden Middle School and Seneca Valley High School. The delay of the modernization schedule for secondary schools reduced the requested six-year CIP by \$49 million. With respect to countywide projects, the County Council, in the adopted CIP, cut and removed a portion of the funding requested by the Board of Education in FYs 2014–2018 for Design and Construction Management; Heating, Ventilation, and Air-conditioning (HVAC) Replacement; Planned Life-cycle Asset Replacement (PLAR); and, Technology Modernization.

The Superintendent's Recommended Amendments to the Capital Improvements Program

This document contains the recommended FY 2014 Capital Budget appropriation amounts and amendments to the FY 2013–2018 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 and the significant expenditure plan approved by the County Council in May 2012, the Superintendent's Recommended FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP only includes an additional \$14.17 million over the adopted CIP.

During the County Council's reconciliation process in May 2012, funding requested by the Board of Education for two county-wide projects was cut and removed from the FY 2013–2018 CIP to bring the county's six-year expenditure plan within the Spending Affordability Guidelines (SAG). This funding is critical to keep MCPS infrastructure operational and address the backlog of projects, especially Heating, Ventilation, and Air Conditioning (HVAC) projects, which directly affect students, teachers, and administrators each school day. Therefore, the superintendent's recommended CIP includes amendments for three countywide projects— Facility Planning, Heating, Ventilation, and Air-Conditioning (HVAC) Replacement; and, Planned Life-cycle Asset Replacement (PLAR) to provide additional funding in FY 2014 for these vital countywide projects. The first recommended amendment will provide additional funding to conduct feasibility studies to address overutilization at various schools throughout the county and the latter two recommended amendments will reinstate funds that were removed by the County Council in the adopted CIP.

The summary table at the end of this chapter, titled "Superintendent's Recommended FY 2014 Capital Budget and Amendments to the FY 2013–2018 Capital Improvements Program," (page 1-5) summarizes the superintendent's recommendations for 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 2013–2018 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 2013–2018 CIP (page 1-10). The table also includes the superintendent's recommendations for the Amended FY 2013–2018 CIP for these projects. The final two tables contain summary information regarding the appropriation request and the expenditure schedule for the FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP (page 1-12) and the FY 2014 State CIP funding request for MCPS (page 1-13).

It is important to note that an appropriation differs from an 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 County resources are expected to be spent over the six-year period.

Funding the Capital Improvements Program

The CIP is funded mainly from four types of revenue sources— county General Obligation (GO) bonds, state aid, current revenue, and Recordation and School Impact taxes. 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

| Fiscal Years | Spending Affordability Guidelines |
|-------------------------------------|--|
| 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 |
| FY 2009–2014 Amended | \$1.84 billion |
| FY 2011–2016 CIP | \$1.95 billion |
| FY 2011–2016 Amended | \$1.91 billion* |
| FY 2013–2018 CIP | \$1.77 billion |
| *Limits set during biennial process | |

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. And, the amount of Recordation and School Impact taxes is governed by the amount collected by the county from the sale and refinancing of existing homes and, the construction of new residential development. All four types of 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 consideration 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.

As the table above indicates, since FY 1994, the County Council has steadily increased the SAG limits. For FY 2011, the County Council, in October 2009, set the capital budget SAG limits at \$325 million for both FY 2011 and FY 2012, with a six-year total of \$1.95 billion, an increase of \$110 million more than the previously approved SAG limit. In February 2010, the County Council reviewed the approved SAG limits and upheld the limits set in October 2009. For FY 2012, an off-year of the CIP, the County Council, in February 2011 decreased the SAG limit by \$5 million in both FY 2011 and FY 2012 and decreased the six-year total to \$1.92 billion, a total reduction of \$30 million. This was the first time in nearly 20 years that the six-year total for SAG was reduced. During the County Council's reconciliation process in May 2011, the \$320 million programmed for FY 2012 was reduced to \$310 million resulting in a six-year total of \$1.91 billion.

For FY 2013, the County Council, in October 2011, set the capital budget SAG limits at \$295 million for both FY 2013 and FY 2014, with a six-year total of \$1.77 billion, a decrease of \$140 million from the previously approved SAG limit. The County Council had an opportunity to review the SAG limit in February 2012 and on February 7, 2012, the Council upheld the SAG limit that was set in October 2011—\$295 million per year and a six-year total of \$1.77 billion. For FY 2014, an off-year of the CIP, the County Council will have an opportunity to review the SAG limit in February 2013. 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 are 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. The following table shows the amount of state aid received each fiscal year since FY 1992.

For FY 2011, the state aid request was \$139.1 million. Of the \$139.1 million request, the FY 2011 state aid approved for MCPS was \$30.18 million, approximately \$108.9 million less than the amount requested, but slightly more than the \$30 million assumed for FY 2011 in the Amended FY 2009–2014 CIP. For FY 2012, the revised state aid request was \$163.7 million. Of the \$163.7 million request, the FY 2012 state aid approved for MCPS was \$42 million, approximately \$121.7 million less than the amount requested, but \$2 million more than the \$40 million assumed for FY 2012 in the Amended FY 2011–2016 CIP. For FY 2013, the state aid request was \$184.5 million. Of the \$184.5 million request, the FY 2013 state aid approved for MCPS was \$43.1 million, approximately \$141.4 million less than the amount requested, but \$3.1 million more than the \$40 million assumed for FY 2013.

For FY 2014, the state aid request is \$147.3 million. This figure is based on current eligibility of projects approved by the County Council in May 2012. Of the \$147.3 million request, \$26.96 million is for three projects that have received partial state funding in a prior year; \$27.62 million is for four construction projects; \$9.77 million is for systemic roofing and HVAC projects, as well as energy efficient systemic projects; and, the remaining \$82.99 million is for 11 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 only has five planning approval projects. 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

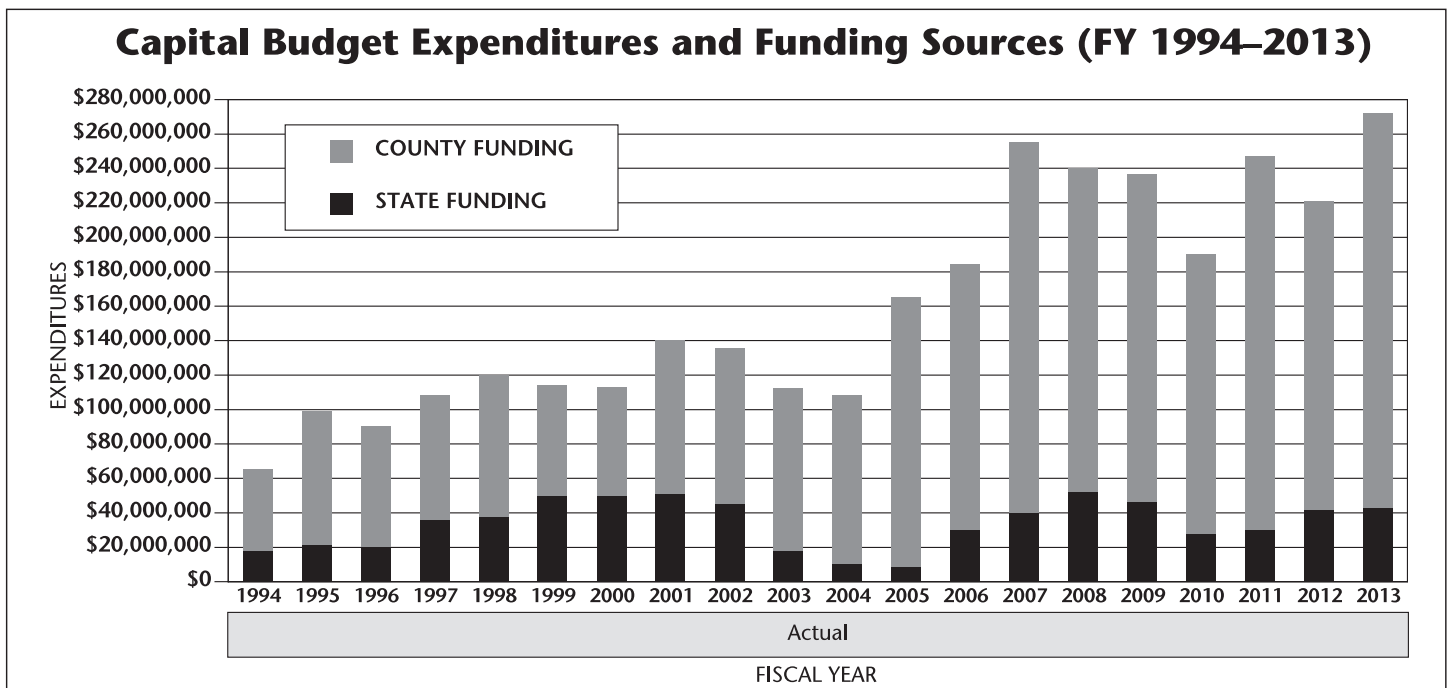
On average, MCPS receives 25 to 30 percent of the cost of eligible project expenditures from state funds. There are, however, many countywide projects in the CIP that are not eligible for state funding. Federal mandates such as projects to comply with the Americans with Disabilities Act, the Clean Air 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 2014 Capital Budget
and Amendments to the FY 2013–2018 Capital Improvements Program
Summary Table¹**

| Individual Projects | County Council Adopted Action May 2012 | Superintendent's Recommendation | Anticipated Completion Date |
|--|--|---|-----------------------------------|
| Bethesda-Chevy Chase Cluster | | | |
| Bethesda-Chevy Chase HS Cluster Solution | Approved FY 2015 expenditures for planning funds. | | 8/17 |
| Bethesda-Chevy Chase MS #2 | Approved FY 2014 expenditures for planning funds. | Recommend FY 2014 appropriation for planning funds. | 8/17 |
| Bethesda ES Addition | Approved FY 2013 appropriation for planning funds. | Recommend FY 2014 appropriation for construction funds. | 8/15 |
| North Chevy Chase ES Addition | Approved FY 2013 appropriation for planning funds. | Recommend FY 2014 appropriation for construction funds. | 8/15 |
| Rock Creek Forest ES Modernization | | Recommend FY 2014 appropriation for construction funds. | 1/15 |
| Rosemary Hills ES Addition | Approved FY 2013 appropriation for planning funds. | Recommend FY 2014 appropriation for construction funds. | 8/15 |
| Rosemary Hills ES Modernization | Approved FY 2016 expenditures for facility planning. | | 1/21 |
| Westbrook ES Addition | Approved FY 2013 appropriation for balance of funding. | | 8/13 |
| Westbrook ES Gymnasium | | | 8/13 |
| Winston Churchill Cluster | | | |
| Herbert Hoover MS Modernization | | | 8/13 |
| Beverly Farms ES Modernization | | | 1/13 |
| Potomac ES Modernization | Approved FY 2013 appropriation for facility planning. | | 1/18 |
| Wayside ES Modernization | Approved FY 2013 appropriation for planning funds. | | 8/16 |
| Clarksburg Cluster | | | |
| Clarksburg HS Addition | Approved FY 2013 appropriation for planning funds. | Recommend FY 2014 appropriation for construction funds. | 8/15 |
| Clarksburg/Damascus MS (New) | Approved one year delay with FY 2013 appropriation for planning funds. | | 8/16 |
| Clarksburg Cluster ES (Clarksburg Village Site #1) | Approved FY 2013 appropriation for construction funds. | Recommend FY 2014 appropriation for balance of funding. | 8/14 |
| Captain James E. Daly ES Addition | | | TBD |
| Damascus Cluster | | | |
| Clarksburg/Damascus MS (New) | Approved one year delay with FY 2013 appropriation for planning funds. | | 8/16 |
| Damascus ES Modernization | Approved FY 2016 expenditures for facility planning. | | 8/21 |

¹Bold indicates amendment to the FY 2013–2018 CIP. Blank indicates no change to the approved project.

| Individual Projects | County Council Adopted Action May 2012 | Superintendent's Recommendation | Anticipated Completion Date |
|---|--|---|-----------------------------------|
| Downcounty Consortium | | | |
| Wheaton HS Modernization | Approved FY 2013 appropriation for planning funds. | Recommend FY 2014 appropriation for construction funds. | 8/15 Building 8/18 Site |
| Eastern Middle School Modernization | Approved two year delay with FY 2017 expenditures for facility planning. | | 8/21 |
| A. Mario Loiederman MS Addition | | Recommend FY 2014 appropriation for facility planning. | TBD |
| Arcola ES Addition | Approved FY 2013 appropriation for planning funds. | Recommend FY 2014 appropriation for construction funds. | 8/15 |
| Bel Pre ES Modernization | Approved FY 2013 appropriation for construction funds. | Recommend FY 2014 appropriation for balance of funding. | 8/14 |
| Georgian Forest ES Addition | Approved FY 2013 appropriation for balance of funding. | | 8/13 |
| Glenallan ES Modernization | | | 8/13 |
| Highland View ES Addition | Approved FY 2015 expenditures for planning funds. | | 8/17 |
| Rolling Terrace ES Addition | | Recommend FY 2014 appropriation for facility planning. | TBD |
| Sargent Shriver ES Addition | | | TBD |
| Viers Mill ES Addition | Approved FY 2013 appropriation for balance of funding. | | 8/13 |
| Weller Road ES Modernization | Approved FY 2013 appropriation for balance of funding. | | 8/13 |
| Wheaton Woods ES Modernization | Approved FY 2013 appropriation for planning funds. | | 8/16 |
| Woodlin ES Addition | Approved FY 2013 appropriation for facility planning. | | TBD |
| Gaithersburg Cluster | | | |
| Gaithersburg HS Modernization/ Replacement | | | Build. 8/13 Site 8/14 |
| Gaithersburg ES Addition | | Recommend FY 2014 appropriation for facility planning. | TBD |
| Goshen ES Addition | | Recommend FY 2014 appropriation for facility planning. | TBD |
| Strawberry Knoll ES Addition | | | TBD |
| Summit Hall ES Addition | | | TBD |
| Summit Hall ES Modernization | Approved FY 2016 expenditures for facility planning. | | 1/21 |

¹ Bold indicates amendment to the FY2013–2018 CIP. Blank indicates no change to the approved project.

| Individual Projects | County Council Adopted Action May 2012 | Superintendent's Recommendation | Anticipated Completion Date |
|--|---|---|-----------------------------------|
| Walter Johnson Cluster | | | |
| North Bethesda MS Addition | Approved FY 2013 appropriation for facility planning. | | TBD |
| Tilden MS Modernization | Approved two year delay with FY 2014 expenditures for facility planning. | Recommend FY 2014 appropriation for facility planning. | 8/19 |
| Ashburton ES Addition | Approved FY 2013 appropriation for facility planning. | | TBD |
| Kensington-Parkwood ES Addition | | | TBD |
| Luxmanor ES Modernization | Approved FY 2013 appropriation for facility planning. | | 1/18 |
| Wyngate ES Addition | Approved FY 2013 appropriation for balance of funding. | | 8/13 |
| Col. Zadok Magruder Cluster | | | |
| Candlewood ES Modernization | | Recommend FY 2014 appropriation for construction funds. | 1/15 |
| Judith A. Resnik ES Addition | | | TBD |
| Richard Montgomery Cluster | | | |
| Julius West MS Addition | Approved FY 2014 expenditures for planning funds. | Recommend FY 2014 appropriation for planning funds. | 8/16 |
| Richard Montgomery ES #5 (Hungerford Park Site) | Approved a two year delay with FY 2015 expenditures for planning funds. | | 8/17 |
| Twinbrook ES Modernization | Approved FY 2016 expenditures for facility planning. | | 1/21 |
| Northeast Consortium | | | |
| Paint Branch HS Modernization/Replacement | | | Building 8/12 Site 8/13 |
| William Farquhar MS Modernization | Approved one year delay with FY 2015 expenditures for construction funds. | | 8/16 |
| Broad Acres ES Addition | | Recommend FY 2014 appropriation for facility planning. | TBD |
| Burnt Mills ES Addition | | | TBD |
| Burtonsville ES Addition | Approved FY 2013 appropriation for facility planning. | | TBD |
| Greencastle ES Addition | Approved FY 2013 appropriation for facility planning. | | TBD |
| Stonegate ES Modernization | Approved FY 2015 expenditures for planning funds. | | 8/19 |
| Northwest Cluster | | | |
| Darnestown ES Addition | Approved FY 2013 appropriation for balance of funding. | | 8/13 |
| Diamond ES Addition | | | TBD |
| Northwest ES #8 | Approved FY 2015 expenditures for planning funds. | | 8/17 |

¹ Bold indicates amendment to the FY 2013–2018 CIP. Blank indicates no change to the approved project.

| Individual Projects | County Council Adopted Action May 2012 | Superintendent's Recommendation | Anticipated Completion Date |
|-----------------------------------|---|---|-----------------------------------|
| Poolesville Cluster | | | |
| Poolesville HS Modernization | Approved two year delay with FY 2016 expenditures for facility planning. | | Bldg. 8/22 Site 8/23 |
| Quince Orchard Cluster | | | |
| Brown Station ES Modernization | Approved FY 2013 appropriation for planning funds. | | 8/16 |
| Rockville Cluster | | | |
| Earl B. Wood MS Addition | | Recommend FY 2014 appropriation for facility planning. | TBD |
| Lucy Barnsley ES Addition | Approved FY 2013 appropriation for facility planning. | | TBD |
| Maryvale ES Modernization | Approved FY 2013 appropriation for facility planning. | | 1/18 |
| Meadow Hall ES Addition | Approved FY 2013 appropriation for facility planning. | | TBD |
| Seneca Valley Cluster | | | |
| Seneca Valley HS Modernization | Approved two year delay with FY 2014 appropriation for planning funds. | Recommend FY 2014 appropriation for planning funds. | Building 8/18 Site 8/19 |
| Lake Seneca ES Addition | | Recommend FY 2014 appropriation for facility planning. | TBD |
| S. Christa McAuliffe ES Addition | | | TBD |
| Waters Landing ES Addition | Approved FY 2013 appropriation for construction funds. | Recommend FY 2014 appropriation for balance of funding. | 8/14 |
| Sherwood Cluster | | | |
| William Farquhar MS Modernization | Approved one year delay with FY 2015 expenditures for construction funds. | | 8/16 |
| Belmont ES Modernization | Approved FY 2015 expenditures for facility planning. | | 8/19 |
| Watkins Mill Cluster | | | |
| South Lake ES Addition | | Recommend FY 2014 appropriation for facility planning. | TBD |
| Walt Whitman Cluster | | | |
| Whitman HS Addition | | Recommend FY 2014 appropriation for facility planning. | TBD |
| Bradley Hills ES Addition | Approved FY 2013 appropriation for balance of funding. | | 8/13 |
| Burning Tree ES Addition | | Recommend FY 2014 appropriation for facility planning. | TBD |
| Wood Acres ES Addition | Approved FY 2014 expenditures for planning funds. | Recommend FY 2014 appropriation for planning funds. | 8/16 |

¹ Bold indicates amendment to the FY 2013–2018 CIP. Blank indicates no change to the approved project.

| Individual Projects | County Council Adopted Action May 2012 | Superintendent's Recommendation | Anticipated Completion Date |
|--|--|---------------------------------|-----------------------------------|
| Thomas S. Wootton Cluster | | | |
| Wootton HS Modernization | Approved two year delay with FY 2015 expenditures for facility planning. | | Building 8/20 Site 8/21 |
| Cold Spring ES Modernization | Approved FY 2015 expenditure for facility planning. | | 8/19 |
| DuFief ES Modernization | Approved FY 2015 expenditures for facility planning. | | 8/19 |
| Other Educational Facilities | | | |
| Thomas Edison High School for Technology Modernization | Approved FY 2013 appropriation for planning funds. | | Building 8/17 Site 8/18 |
| Blair G. Ewing Center Modifications | Approved FY 2013 appropriation for facility planning. | | TBD |
| Rock Terrace School Modifications | Approved FY 2013 appropriation for facility planning. | | TBD |
| Carl Sandburg Modernization (collocation with Maryvale ES) | Approved FY 2013 appropriation for facility planning. | | 1/18 |
| Stephen Knolls School Modifications | Approved FY 2013 appropriation for facility planning. | | TBD |

¹Bold indicates amendment to the FY 2013-2018 CIP. Blank indicates no change to the approved project.

**Superintendent Recommended FY 2013 Capital Budget
and Amendments to the FY 2013–2018 Capital Improvements Program
Summary Table¹**

| Countywide Projects | County Council Adopted Action May 2012 | Superintendent's Recommendation | Anticipated Completion Date |
|--|--|---|-----------------------------------|
| ADA Compliance | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Asbestos Abatement and Hazardous Materials Remediation | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Building Modifications and Program Improvements | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Current Replacements/ Modernizations | Approved a one year delay for William H. Farquhar MS and a two year delay for middle and high school modernizations beginning with Tilden MS and Seneca Valley HS. | Recommend FY 2014 appropriation for one planning and three construction modernization projects. | Ongoing |
| Design, Engineering, & Construction | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Energy Conservation | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Facility Planning | Request FY 2013 appropriation to continue this project. | Recommend amendment to the FY2013–2018 CIP to increase level of funding for FY 2014. | Ongoing |
| Fire Safety Code Upgrades | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Future Replacements/Modernization | Approved a one year delay for William H. Farquhar MS and a two year delay for middle and high school modernizations beginning with Tilden MS and Seneca Valley HS. | | Ongoing |
| HVAC Replacement | Approved increase in this project for FY 2013 but reduced expenditures for FY 2014 and beyond. Approved FY 2013 appropriation to continue this project. | Recommend amendment to the FY2013–2018 CIP to increase level of funding for FY 2014. | Ongoing |
| Improved (SAFE) Access to Schools | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Indoor Air Quality Improvements | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Land Acquisition | Approved an FY 2013 appropriation for land purchases. | | Ongoing |
| Modifications to Holding, Special Education, and Alternative Centers | Approved FY 2013 appropriation for planning funds. | | Ongoing |
| Planned Life Cycle Asset Replacement (PLAR) | Approved FY 2013 appropriation to continue this project. | Recommend amendment to the FY2013–2018 CIP to increase level of funding for FY 2014. | Ongoing |
| Rehab./Reno. of Closed Schools (RROCS) | Approved an FY 2015 expenditure for planning funds to reopen an elementary school and approved expenditures in the outyears to reopen one closed school as a holding facility and to renovate an existing middle school for a future holding school. | | Ongoing |

¹Bold indicates amendment to the FY 2013-2018 CIP. Blank indicates no change to the approved project.

| Countywide Projects | County Council Adopted Action May 2012 | Superintendent's Recommendation | Anticipated Completion Date |
|---|--|---|-----------------------------------|
| Relocatable Classrooms | Approved FY 2013 expenditure to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Restroom Renovations | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Roof Replacement | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| School Gymnasiums | | | 8/13 |
| School Security Systems | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Stormwater Discharge and Water Quality Management | Approved FY 2013 appropriation to continue this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Technology Modernization | Approved reduction in FY 2013 appropriation and expenditures in the outyears for this project. | Recommend FY 2014 appropriation to continue this project. | Ongoing |
| Transportation Depots | Approved removal of all expenditures for this project. | | TBD |
| WSSC Compliance | Approved FY 2013 appropriation to address compliance requirements. | | Ongoing |

¹Bold indicates amendment to the FY 2013-2018 CIP. Blank indicates no change to the approved project.

**Superintendent's Recommended FY 2014 Capital Budget
and Amendments to the FY 2013–2018 Capital Improvements Program
(figures in thousands)**

| Project | FY 2014 Approp. | Total | Thru FY 2011 | Remaining FY 2012 | Total Six-Years | FY 2013 | FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 |
|---|--------------------|------------------|-----------------|----------------------|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Individual School Projects | | | | | | | | | | | |
| Arcola ES Addition | 3,430 | 3,841 | | | 3,841 | 141 | 1,096 | 1,057 | 1,547 | | |
| Bethesda ES Addition | 3,513 | 3,970 | | | 3,970 | 143 | 1,168 | 1,082 | 1,577 | | |
| Bethesda-Chevy Chase HS Cluster Solution | | 4,398 | | | 4,398 | | | 157 | 1,302 | 1,199 | 1,740 |
| Bethesda-Chevy Chase MS #2 | 2,698 | 46,485 | | | 46,485 | | 250 | 1,099 | 18,054 | 15,798 | 11,284 |
| Bradley Hills ES Addition | | 17,449 | | 2,650 | 14,799 | 8,094 | 6,705 | | | | |
| Clarksburg Cluster ES (Clarksburg Village Site #1) | 951 | 28,218 | | 784 | 27,434 | 6,410 | 8,613 | 12,411 | | | |
| Clarksburg HS Addition | 10,539 | 11,823 | | | 11,823 | 377 | 3,229 | 3,269 | 4,948 | | |
| Clarksburg/Damascus MS (New) | | 44,808 | | | 44,808 | 200 | 1,107 | 15,400 | 17,225 | 10,876 | |
| Darnestown ES Addition | | 15,400 | | 2,488 | 12,912 | 8,369 | 4,543 | | | | |
| Georgian Forest ES Addition | | 10,620 | | 2,337 | 8,283 | 3,924 | 4,359 | | | | |
| Highland View ES Addition | | 10,551 | | | 10,551 | | | 346 | 2,806 | 2,955 | 4,444 |
| North Chevy Chase ES Addition | 6,101 | 6,820 | | | 6,820 | 230 | 1,921 | 1,880 | 2,789 | | |
| Northwest ES #8 | | 28,157 | | | 28,157 | | | 738 | 10,967 | 8,597 | 7,855 |
| Rosemary Hills ES Addition | 5,141 | 5,708 | | | 5,708 | 198 | 1,668 | 1,569 | 2,273 | | |
| Viers Mill ES Addition | | 11,177 | | 2,347 | 8,830 | 4,092 | 4,738 | | | | |
| Waters Landing ES Addition | 400 | 8,827 | | 268 | 8,559 | 1,526 | 3,487 | 3,546 | | | |
| Julius West MS Addition | 817 | 12,311 | | | 12,311 | | 409 | 3,265 | 3,447 | 5,190 | |
| Westbrook ES Addition | | 11,805 | | 2,177 | 9,628 | 4,744 | 4,884 | | | | |
| Wood Acres ES Addition | 464 | 6,853 | | | 6,853 | | 232 | 2,051 | 1,874 | 2,696 | |
| Wyngate ES Addition | | 10,230 | | 1,914 | 8,316 | 4,272 | 4,044 | | | | |
| Countywide Projects | | | | | | | | | | | |
| ADA Compliance: MCPS | 3,200 | 18,393 | 6,158 | 1,200 | 11,035 | 3,035 | 3,200 | 1,200 | 1,200 | 1,200 | 1,200 |
| Asbestos Abatement | 1,145 | 13,230 | 5,215 | 1,145 | 6,870 | 1,145 | 1,145 | 1,145 | 1,145 | 1,145 | 1,145 |
| Building Modifications and Program Improvements | 2,300 | 19,222 | 12,622 | 2,000 | 4,600 | 2,300 | 2,300 | | | | |
| Current Replacement/Modernizations | 149,840 | 967,354 | 269,617 | 106,778 | 590,959 | 131,510 | 121,982 | 101,441 | 102,121 | 76,627 | 57,278 |
| Design, Engineering & Construction | 4,900 | 55,575 | 21,775 | 4,800 | 29,000 | 4,900 | 4,900 | 4,800 | 4,800 | 4,800 | 4,800 |
| Energy Conservation: MCPS | 2,057 | 25,636 | 11,237 | 2,057 | 12,342 | 2,057 | 2,057 | 2,057 | 2,057 | 2,057 | 2,057 |
| Facility Planning: MCPS | 600 | 8,667 | 5,097 | 1,100 | 2,470 | 610 | 600 | 420 | 440 | 200 | 200 |
| Fire Safety Upgrades | 1,503 | 11,483 | 4,392 | 817 | 6,274 | 1,503 | 1,503 | 817 | 817 | 817 | 817 |
| Future Replacements/Modernizations | | 59,420 | | | 59,420 | | | 893 | 1,963 | 16,824 | 39,740 |
| HVAC (Mechanical Systems) Replacement | 18,000 | 107,575 | 26,415 | 15,000 | 66,160 | 22,000 | 18,000 | 6,540 | 6,540 | 6,540 | 6,540 |
| Improved (Safe) Access to Schools | 1,200 | 8,428 | 4,528 | 1,200 | 2,700 | 1,500 | 1,200 | | | | |
| Indoor Air Quality Improvements | 1,497 | 23,767 | 12,697 | 2,088 | 8,982 | 1,497 | 1,497 | 1,497 | 1,497 | 1,497 | 1,497 |
| Land Acquisition | | 4,200 | | | 4,200 | 4,200 | | | | | |
| Modifications to Holding, Special Education & Alternative Centers | 1,500 | 3,000 | | | 3,000 | 1,500 | 1,500 | | | | |
| Planned Life-Cycle Asset Replacement (PLAR) | 7,229 | 73,292 | 31,008 | 8,862 | 33,422 | 7,229 | 7,229 | 4,741 | 4,741 | 4,741 | 4,741 |
| Rehabilitation/Renovation of Closed Schools (RROCS) | | 111,777 | 57,611 | 12,826 | 41,340 | 5,002 | | 175 | 4,106 | 11,299 | 20,758 |
| Relocatable Classrooms | 4,000 | 32,811 | 20,611 | 2,200 | 10,000 | 4,000 | 4,000 | 2,000 | | | |
| Restroom Renovations | 1,000 | 13,085 | 6,735 | 1,000 | 5,350 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 350 |
| Roof Replacement: MCPS | 6,468 | 62,929 | 17,653 | 6,468 | 38,808 | 6,468 | 6,468 | 6,468 | 6,468 | 6,468 | 6,468 |
| School Security Systems | 1,500 | 12,750 | 6,250 | 1,500 | 5,000 | 1,500 | 1,500 | 500 | 500 | 500 | 500 |
| Stormwater Discharge and Water Quality Management | 616 | 8,135 | 3,835 | 604 | 3,696 | 616 | 616 | 616 | 616 | 616 | 616 |
| Technology Modernization | 22,088 | 247,647 | 98,182 | 18,178 | 131,287 | 20,547 | 22,088 | 22,758 | 22,538 | 21,358 | 21,998 |
| WSSC Compliance | | 6,400 | | 775 | 5,625 | 5,625 | | | | | |
| Total Recommended CIP | 264,697 | 2,194,227 | 621,638 | 205,563 | 1,367,026 | 272,464 | 255,238 | 206,938 | 231,358 | 205,000 | 196,028 |

*Bold indicates amendment to the FY 2013-2018 CIP.

FY 2014 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 2013 | FY 2014 Request For Funding |
|---|---------|--|----------------------|----------------|--------------------------------|-----------------------------|
| Balance of Funding (Forward-Funded) | | | | | | |
| 1 | N | Redland MS Upgrades/Limited Renovation | 14,233 | 11,102 | 2,419 | 712 |
| 2 | Y | Ridgeview MS Limited Renovation | 13,524 | 8,059 | 1,954 | 3,511 |
| | | Subtotal | 27,757 | 19,161 | 4,373 | 4,223 |
| Balance of Funding | | | | | | |
| 3 | Y | Paint Branch HS Modernization | 93,745 | 62,022 | 8,981 | 22,742 |
| | | Subtotal | 93,745 | 62,022 | 8,981 | 22,742 |
| Construction Request | | | | | | |
| 4 | Y | Herbert Hoover MS Modernization | 44,930 | 30,843 | 0 | 14,087 |
| 5 | Y | Glenallan ES Modernization (CSR) | 26,591 | 19,500 | 0 | 7,091 |
| 6 | Y | Beverly Farms ES Modernization | 26,247 | 19,800 | 0 | 6,447 |
| | | Subtotal | 97,768 | 70,143 | 0 | 27,625 |
| Systemic Projects | | | | | | |
| 7 | N | Sherwood ES HVAC | 1,950 | 977 | | 973 |
| 8 | Y | Thomas W. Pyle MS HVAC, Phase 1 | 1,800 | 902 | | 898 |
| 9 | Y | Stedwick ES HVAC | 1,778 | 891 | | 887 |
| 10 | Y | Damascus HS HVAC, Phase 1 | 1,650 | 827 | | 823 |
| 11 | Y | Neelsville MS HVAC, Phase 2 | 1,600 | 802 | | 798 |
| 12 | Y | Takoma Park ES HVAC | 1,300 | 651 | | 649 |
| 13 | Y | Robert Frost MS Roof | 1,242 | 622 | | 620 |
| 14 | Y | Viers Mills ES Roof | 1,176 | 589 | | 587 |
| 15 | N | Burtonsville ES Roof | 1,114 | 559 | | 555 |
| 16 | Y | Brooke Grove ES Roof | 1,108 | 555 | | 553 |
| 17 | Y | Fairland ES HVAC | 900 | 451 | | 449 |
| 18 | Y | Lois P. Rockwell ES Roof | 750 | 383 | | 367 |
| 19 | Y | Clarksburg ES Roof | 690 | 346 | | 344 |
| 20 | Y | Strathmore ES Roof | 665 | 333 | | 332 |
| 21 | Y | Stone Mill ES HVAC | 400 | 201 | | 199 |
| | | Subtotal | 18,123 | 9,089 | 0 | 9,034 |
| Energy Efficiency Initiative (EEI) Systemic Projects | | | | | | |
| 22 | Y | Walt Whitman HS EEI (Lighting) | 234 | 94 | | 140 |
| 23 | Y | Springbrook HS EEI (Lighting) | 174 | 75 | | 99 |
| 24 | Y | Stone Mill ES EEI (Lighting) | 114 | 36 | | 78 |
| 25 | Y | Silver Spring Int'l MS EEI (Lighting) | 108 | 43 | | 65 |
| 26 | Y | Takoma Park ES EEI (Lighting) | 81 | 33 | | 48 |
| 27 | N | Sherwood ES EEI (Lighting) | 79 | 32 | | 47 |
| 28 | N | Dr. Charles R. Drew ES EEI (Lighting) | 72 | 29 | | 43 |
| 29 | Y | Kemp Mill ES (Lighting) | 67 | 27 | | 40 |
| 30 | Y | Argyle MS EEI (Lighting) | 64 | 27 | | 37 |
| 31 | Y | Montgomery Knolls ES EEI (Lighting) | 56 | 22 | | 34 |
| 32 | Y | Takoma Park MS EEI (Lighting) | 47 | 17 | | 30 |
| 33 | Y | DuFief ES EEI (Lighting) | 37 | 15 | | 22 |
| 34 | Y | Montgomery Blair HS EEI (Lighting) | 31 | 10 | | 21 |
| 35 | Y | Cold Spring ES EEI (Lighting) | 29 | 13 | | 16 |
| 36 | Y | John F. Kennedy HS EEI (Lighting) | 30 | 18 | | 12 |
| | | Subtotal | 1,223 | 491 | 0 | 732 |
| Planning and Construction Request | | | | | | |
| 37/38 | Y | Weller Road ES Modernization (CSR) | 24,547 | 17,482 | | 7,065 |
| 39/40 | Y | Bradley Hills ES Addition | 17,949 | 13,363 | | 4,586 |
| 41/42 | Y | Westbrook ES Addition | 11,805 | 8,144 | | 3,661 |
| 43/44 | Y | Wyngate ES Addition | 10,230 | 7,458 | | 2,772 |
| 45/46 | Y | Georgian Forest ES Addition (CSR) | 10,620 | 8,154 | | 2,466 |
| 47/48 | N | Darnestown ES Addition | 15,400 | 12,985 | | 2,415 |
| 49/50 | Y | Waters Landing ES Addition (CSR) | 8,827 | 7,137 | | 1,690 |
| 51/52 | Y | Viers Mills ES Addition (CSR) | 11,177 | 10,320 | | 857 |
| 53/54 | Y | Gaithersburg HS Modernization | 109,100 | 69,869 | | 39,231 |
| 55/56 | Y | Clarksburg Cluster ES | 28,732 | 19,311 | | 9,421 |
| 57/58 | Y | Bel Pre ES Modernization (CSR) | 29,387 | 20,558 | | 8,829 |
| | | Subtotal | 277,774 | 194,781 | 0 | 82,993 |
| Planning Approval Request | | | | | | |
| 59 | Y | Rock Creek Forest ES Modernization* (CSR) | LP | | | LP |
| 60 | Y | Candlewood ES Modernization* | LP | | | LP |
| 61 | Y | Clarksburg HS Addition* | LP | | | LP |
| 62 | Y | North Chevy Chase ES Addition | LP | | | LP |
| 63 | Y | Rosemary Hills ES Addition | LP | | | LP |
| 64 | Y | Bethesda ES Addition | LP | | | LP |
| 65 | Y | Arcola ES Addition (CSR) | LP | | | LP |
| 66 | Y | Wheaton HS/Thomas Edison HS of Technology Modernization* | LP | | | LP |
| | | TOTAL | 516,390 | 355,687 | 13,354 | 147,349 |

*Split-FY Funding Request

Chapter 2

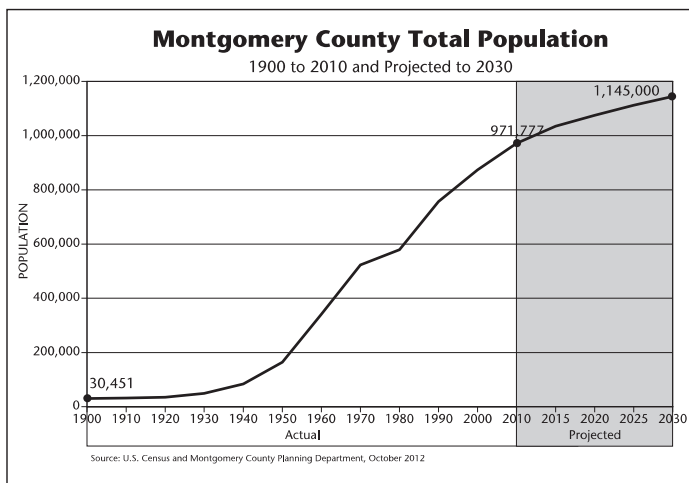
The Planning Environment

Facility plans are developed in a very dynamic planning environment. The major driver for these plans, since the mid-1980s, has been an enrollment increase of 58,000 students. Integral to this enrollment growth has been increased diversity, as seen in the wide range of cultures, language groups, and racial and ethnic populations that make up our cosmopolitan county. Enrollment growth since 2007 has been particularly strong. Enrollment has increased by 11,000 students in this five-year period. This enrollment increase is greater than the total enrollment in any one MCPS cluster of schools. Enrollment increases have occurred during a period of severe economic distress, known as the Great Recession. In addition, the latest enrollment projections, presented in this document, show further enrollment increases for the next six years. Enrollment growth will continue at a slowing pace at elementary schools and become more pronounced at middle schools and high schools. Total MCPS enrollment is projected to increase by 10,382 students by 2018.

Community Trends

Population

Demographic trends in Montgomery County are part of a national trend in large metropolitan areas where African Americans, Asians, 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 the 2010 U.S. Census, the total population of Montgomery County increased by 214,750 since 1990—from 757,027 to 971,777 in 2010. County population is projected to top one million by 2015. All of the county population growth since 1990 is due to increases in non-White race groups and the Hispanic ethnic group. Since 1990, the White, non-Hispanic population has decreased in the county by 2 percent, while



the population of African Americans increased by 75 percent, the population of Asians increased by 118 percent, and the population of Hispanics of any race increased by 197 percent.

A significant share of the population increase in the county is the result of resident births outnumbering deaths by more than 2 to 1. From 2000 through 2011, there were 161,137 births and 65,754 deaths in the county for a net natural increase in population of 95,383 residents. The other major factor in population growth is immigration from outside the United States that has countered the outflow of county population to other places. Between 2000 and 2011, immigration contributed 99,387 residents while out-migration from the county resulted in a loss of 64,903 residents. Notably, in the past four years the outflow of residents has slowed considerably. 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 32.2 percent in 2010.

Economy

Beginning in the summer 2007, turmoil in the nation's housing market led to the deepest economic decline since the Great Depression. The bursting of the housing "bubble" had devastating implications for banks holding large amounts of mortgage debt. Home buyers who should not have been qualified for mortgages defaulted on their loans and foreclosures escalated, which led to a credit crisis that rippled through the economy and led to millions of job losses and a national unemployment rate that was last reported to be 7.8 percent in September 2012. The credit crisis and related job losses also led to unprecedented federal involvement to contain the financial meltdown and stimulate the economy. In addition to the banking crisis, huge losses in the stock market resulted in a steep reduction in the value of personal investments and retirement accounts, sharply reducing consumer spending patterns.

The National Bureau of Economic Research, considered the arbiter of recessions, declared the recession that began in December 2007, to be over in June 2009. The depth and length of this recession led many to call it the "Great Recession," and to note that it was the longest economic downturn since the Great Depression. Despite the declaration that the recession ended in 2009, full recovery—especially in terms of employment—is proving to be a slow process. In addition, a great deal of national and international financial and economic uncertainty continues to exist, adding to fears that our country may once again enter recession.

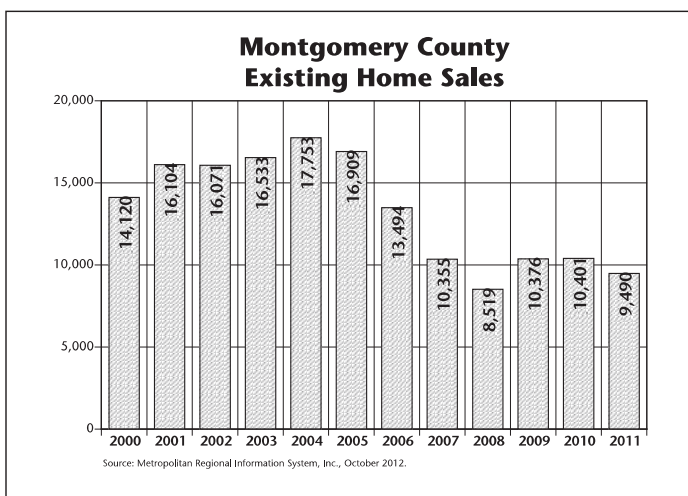
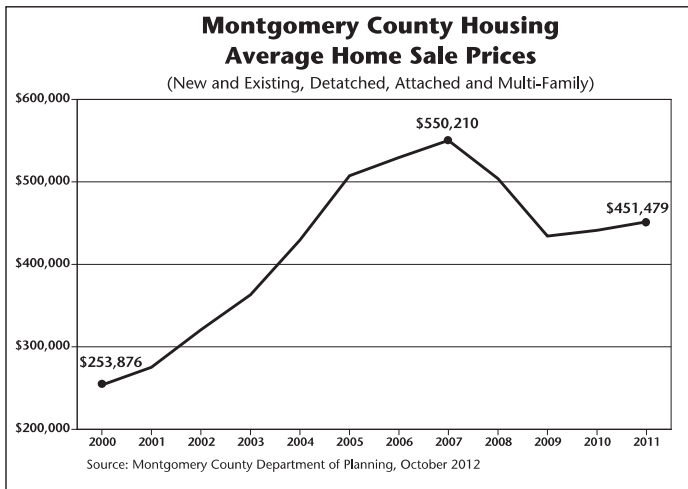
The impact of the recession has been less severe in Montgomery County, compared to other parts of the country. In August 2012, the Maryland unemployment rate was 7.1 percent and

the Montgomery County unemployment rate was 5.2 percent. In Montgomery County, the 5.2 percent unemployment rate is still above the more typical rates of 2.5 to 3.5 percent. In addition, resident employment in the county declined during the recession, from 504,000 in 2008 to 489,700 in 2011. Weakness in the county economy also is reflected in housing prices and sales activity.

Housing

High construction costs, a decreasing supply of residentially zoned land, and a preference for housing as an investment, led to extreme housing value appreciation, beginning in 2000. The Montgomery County Planning Department reports that the average sales price of new and existing housing combined rose from \$254,000 in 2000 to \$550,000 in 2007. Since 2007, a market correction and weakened demand resulted in a drop in the average sales price of housing to \$451,500 in 2011. The market for new home construction has been weak for the past four years. In 2011, only 2,267 new housing starts (single-family detached, townhouses, and multi-family units) were reported. More recently the county housing market is showing signs of increased activity.

A growing supply of condominiums and apartments came on the market over the past ten years. This trend was 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. Nearly 70 percent of residential starts in 2011 were multi-family units. Most 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 multi-family communities has been small.

Compared to the “sellers market” in the early 2000s, today the housing market favors the buyer. Evidence of a tightened housing market is reflected by the average number of days that houses are on the market before being sold. The average time a house was on the market increased from 28 days in 2005 during the housing boom, up to a peak of 108 days in 2008 at the depth of the recession. It improved somewhat by June 2012 when it decreased to 56 days.

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. As the economy improves, it is anticipated that demand will drive the housing market to renewed growth. In addition, a large supply of existing housing that has not sold, and new housing that has approval for construction, will quickly become available. This supply and demand condition should produce stronger sales than have been seen in the past few years.

Master Plans

Traditional suburban residential development is becoming 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, and a new school cluster was formed in 2006 when Clarksburg High School opened to accommodate the new communities.

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 seen substantial 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. Plans for high-density residential projects have been adopted in recent years for Germantown, the Great Seneca Science Corridor, and at the Shady Grove, White Flint, and Wheaton METRO stations. In addition, new plans are now being drafted, including the Glenmont and White Flint 2 sector plans, the White Oak Science Gateway Master Plan, and the Rockville Pike Corridor Plan. These new plans are expected to include substantial numbers of high density housing units. MCPS participates in county and city land use planning to ensure adequate school sites are identified. (See Appendix P-1 for further information on the role of MCPS in land use plans.)

Subdivision Staging Policy

The Montgomery County Subdivision Staging Policy is the tool the county uses to regulate subdivision approvals commensurate with the availability of adequate transportation and school facilities. The policy was formerly known as the “Growth Policy,” but the name was changed to better reflect the purpose and scope of the policy. The policy includes an annual test of school adequacy that compares projected school enrollment to school capacity in 25 school cluster areas. The school test 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. The Subdivision Staging Policy school test is updated annually, using the latest school enrollment projections and capital projects that are funded and add capacity.

The annual school adequacy test has the following two thresholds: Clusters where projected enrollment exceeds capacity—and results in school utilizations between 105 and 120 percent—require a school facility payment in order to obtain building permits; and clusters where projected enrollment exceeds capacity and results in school utilizations exceeding 120 percent are placed in moratorium and no residential subdivisions may be approved. Because school enrollment growth is strong, many clusters exceed the 105 percent threshold for the school facility payment. Fifteen clusters are in this status for FY 2013. No cluster exceeds the 120 percent threshold for moratorium.

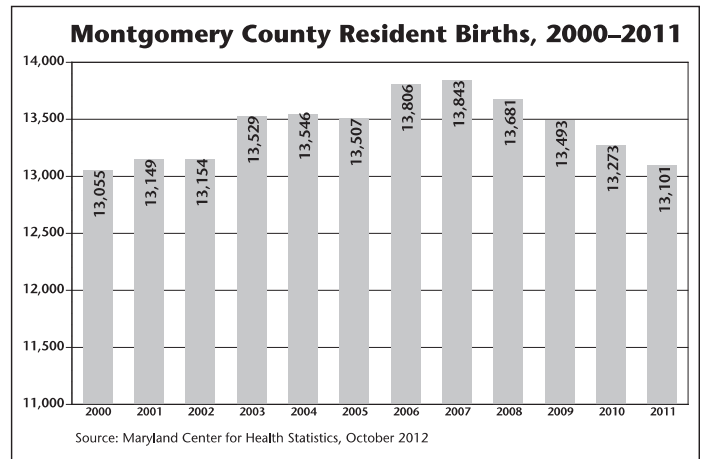
Results of the FY 2013 school test are summarized in the table below. The Bethesda-Chevy Chase Cluster would have exceeded the 120 percent utilization level in the FY 2013 school test, but its high school utilization rate was reduced with the inclusion of a “placeholder” capital project in the adopted CIP.

Placeholder CIP projects enable the county to avoid moratoria in areas where MCPS is in the preliminary stages of planning for additional capacity and will be requesting capital projects in a future CIP.

More detailed cluster tables showing the FY 2013 school test results may be found in Appendix I. Additional information on the role of MCPS in the Subdivision Staging Policy can be found in Appendix P-1.

Student Population Trends

Resident births, migration, and immigration are the basic factors that create enrollment change at MCPS. Regarding births, between 1990 and 1997, a dip in births was followed by steady increases, rising to a peak of 13,843 births in 2007. Since 2007, births have decreased each year, and 13,101 were recorded in 2011. The decrease in county births is consistent with state and national trends of declining births over the past four years. This trend is attributed to the Great Recession and its impact



Results of Subdivision Staging Policy School Test for FY 2013

Based on County Council Adopted FY 2013–2018 CIP and Cluster Enrollment Forecasts for 2017–2018

See appendix I for more detailed information.

| School Test Level | Cluster Outcomes by Level | | |
|---|---|---|--|
| | Elementary Inadequate | Middle Inadequate | High Inadequate |
| Clusters over 105 percent utilization School facility payment required in inadequate clusters to proceed. | Blake Gaithersburg Magruder Paint Branch Quince Orchard Rockville Seneca Valley | Blair Walter Johnson Rockville Springbrook Wheaton Whitman | Bethesda–Chevy Chase Blake Walter Johnson Northwood Quince Orchard Whitman Wootton |
| Clusters over 120 percent utilization Moratorium required in cluster that are inadequate. | None | None | None |

Source: Montgomery County Public Schools, Division of Long-range Planning, October 2012

on household formation and family planning in difficult economic times. Gradual increases in births are projected in the county beginning in 2012, when the economy is expected to start improving. The number of births in 2011 equates to an average of 36 children born per day to Montgomery County mothers. Birth trends have a long-range impact—children born in 2011 will reach elementary school in 2016, middle school in 2022, and high school in 2025.

Records of county resident births show increasing numbers of African American, Asian and Hispanic births, while the share of births to White, non-Hispanic mothers dropped to 36 percent in 2011. Demographic momentum for further gains in diversity is building as the median age for the Hispanic, Asian, 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, 12,000 to 13,000 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.) In the past five years, entries into MCPS have significantly exceeded withdrawals, resulting in net increases in enrollment, despite the poor economy. For example, for the most recent year that records are complete—the 2011–2012 school year, there was positive net migration into MCPS from international and domestic sources. This was a change from the past when there had been net out migration to domestic locations.

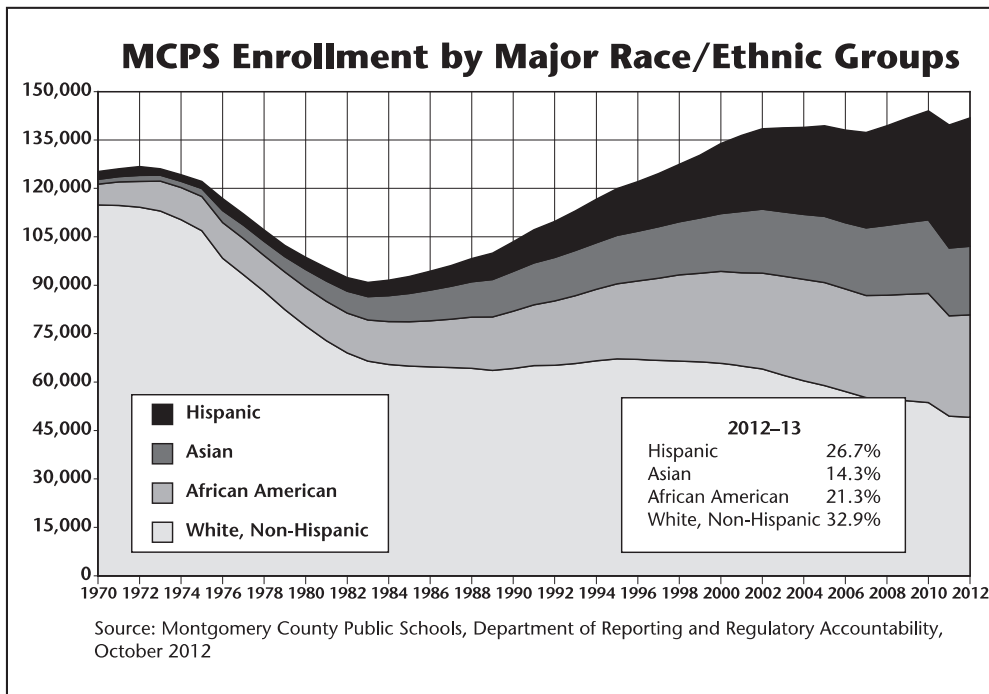
The weak housing market has made it difficult for residents to sell their homes, contributing to less household mobility. In addition, since most areas of the nation have higher unemployment than the Washington region, movement out of the area for job opportunities has been greatly reduced. Consequently, more households are ‘staying put’ in the county and fewer MCPS students are moving out to other counties and states. Another contributing factor to enrollment change is the increasing share of county students who are enrolled in public schools. In 2011, 85 percent of students enrolled in Montgomery County schools were enrolled in MCPS, while 15 percent of students were enrolled in county nonpublic schools. This is up from 82 percent in previous years.

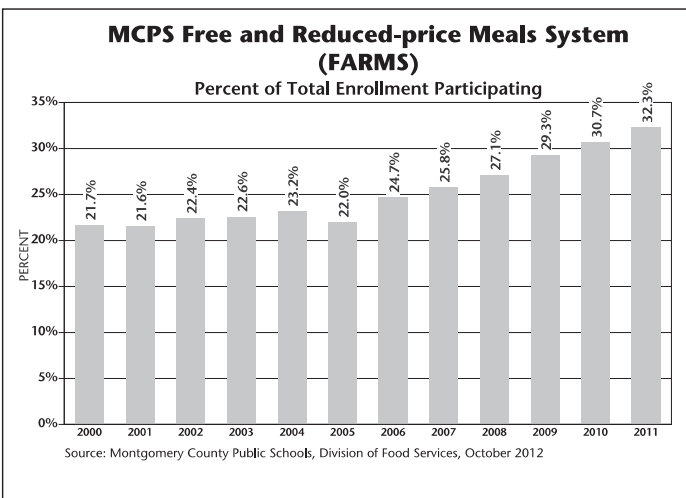
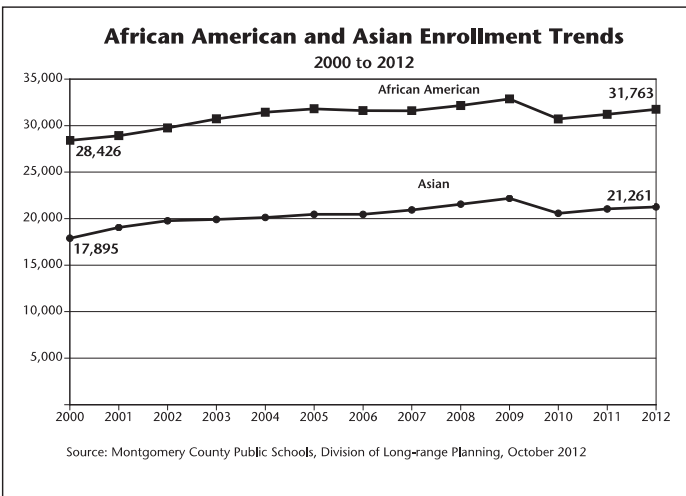
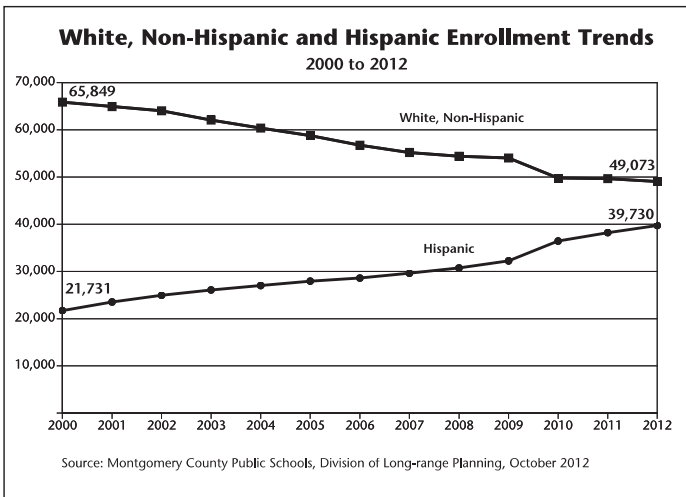
Student Diversity

Preliminary MCPS enrollment for the 2012–2013 school year is 149,051 students. (Official enrollment was not available at time of publication.) Disaggregation of enrollment by race and ethnic groups reveals the importance of diversity to enrollment growth. Since 2000, MCPS enrollment has grown by 14,743 students, an 11 percent increase over the 2000 enrollment of 134,308 students. Over this period, White, non-Hispanic enrollment declined by 16,776 students. The entire enrollment increase, since 2000, is attributed to increases in Asian (+3,366) students, African American (+3,337) students, and Hispanic (+17,999) students. In addition, 6,682 students were recorded this year in the new category of “two or more races,” that was established in 2010. MCPS enrollment is now 14.3 percent Asian, 21.3 percent African American, 26.7 percent Hispanic, 32.9 percent White, non-Hispanic, 4.6 percent two or more races; .1 percent Native Hawaiian/Pacific Islander; and .2 percent American Indian/Alaskan Native. The accompanying chart illustrates the trend of increasing student diversity beginning in 1970. This chart shows a virtual wave of demographic

change from a school system that was 91.6% White, non-Hispanic in 1970 to a school system where there is no longer a majority race/ethnic group. Only the four major race/ethnic groups are shown in this graph for the purpose of presenting long-term trends.

Also shown on accompanying charts are enrollments in the four major race and ethnic groups from 2000 to 2012. These charts show how the greatest amount of enrollment change has been in White, non-Hispanic enrollment that decreased by 16,776 students since 2000, and countering these decreases, the large increase of 17,999 Hispanic students since 2000. African American and Asian enrollments increased more gradually since 2000, and both increased by comparable amounts (up 3,337 African American students and up 3,366 Asian students). Not shown in the charts is enrollment in the “two





or more races” category since this category was just established in 2010. However, it can be seen in the accompanying charts how the addition of this new category resulted in a dip in enrollment between 2009 and 2010 in White, non-Hispanic, African American and Asian students as some members of these groups’ began to identify with the “two or more races” category.

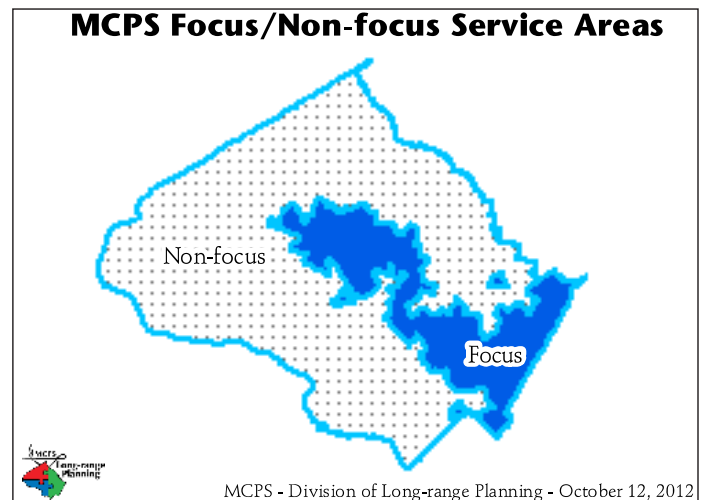
Enrollment in MCPS special programs that serve the diverse student body occurred at rates significantly higher than the

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 2000, 29,196 students (21.7 percent of enrollment) participated in the program. By 2011, 47,365 students (32.3 percent of enrollment) participated in the program, an increase of 18,169 students. Student enrollment in the English for Speakers of Other Languages (ESOL) program is a measure of student ethnic and language diversity. In 2000, 10,194 students (7.6 percent of enrollment) enrolled in this program. By 2011, 19,182 students (13.1 percent of enrollment) enrolled in this program, an increase of 8,988 students. An increasing share of the ESOL students live in households where the parents were born in another country and the children were born in the United States. In 2011, 67 percent of students in the ESOL program were born in this country. (Enrollment figures for FARMS and ESOL for 2012 were not complete 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 and the effects of the recession 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 students participating in the FARMS program are found and elementary school class-size reduction initiatives have been put in place. A more detailed discussion of demographic trends in focus and non-focus elementary schools follows.

Focus and Non-focus Elementary Schools

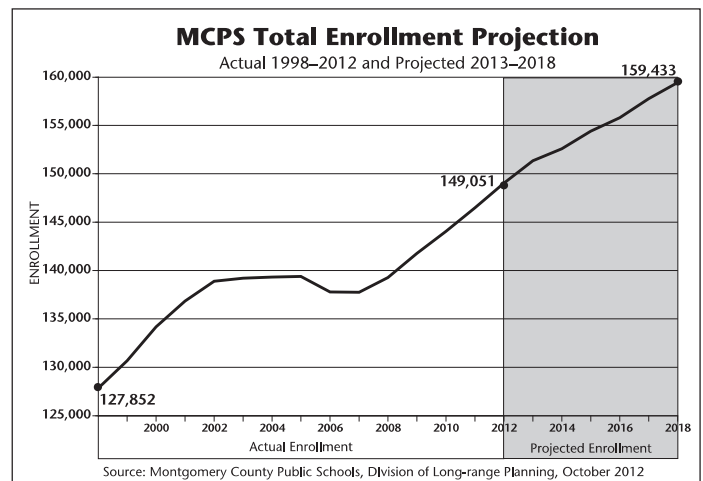
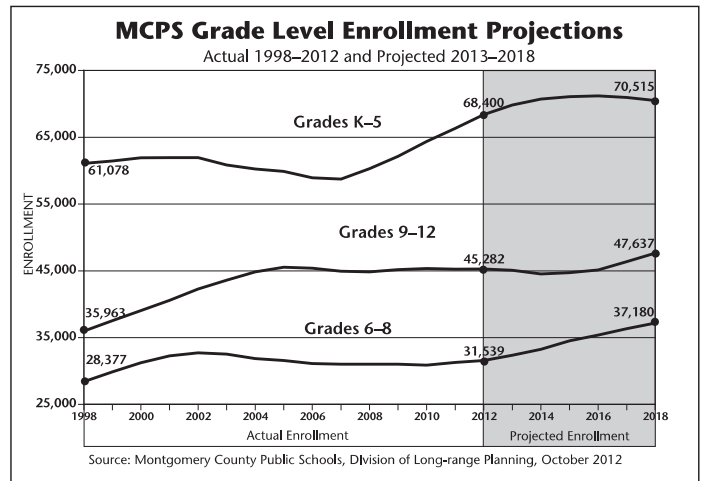
The greatest concentration of student race and ethnic diversity and participation in the FARMS and ESOL programs is found in areas of the county where two conditions exist—major transportation corridors are present and affordable housing is available. In Silver Spring and Wheaton, these conditions are found in communities bordering New Hampshire Avenue, Georgia Avenue, and Columbia Pike. In Rockville, Gaithersburg,



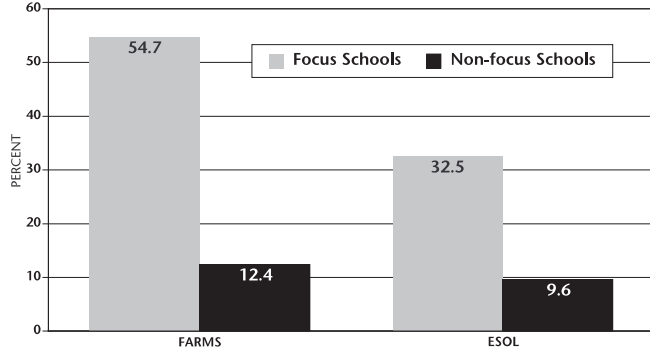
MCPS Enrollment Forecast

The school enrollment forecasts presented in this document are based on county births, aging of the current student population, student migration patterns, and the latest assessment of housing market trends. As county births increased through 2007, more and more kindergarten students entered MCPS. The advent of full-day kindergarten, countywide since 2006, also has been a major factor in elementary school enrollment increases. Due to decreasing births from 2007 to 2011, elementary enrollment growth will slow in the next few years. However, due to the large elementary enrollment increases in the past five years, MCPS is now entering a strong growth phase for secondary school enrollments.

The six-year forecast for Grades K–5 enrollment shows an increase of 2,115 students from the 2012 enrollment of 68,400 students, to the projected 2018 enrollment of 70,515 students. The six-year forecast for Grades 6–8 enrollment shows an increase of 5,641 students from the 2012 enrollment of 31,539 students to the projected 2018 enrollment of 37,180 students. The six-year forecast for Grades 9–12 enrollment shows an increase of 2,355 students from the 2012 enrollment of 45,282 students to the projected 2018 enrollment of 47,637 students. The six-year forecast for total MCPS enrollment shows an increase of 10,382 students from the 2012 enrollment of 149,051 students to the projected 2018 enrollment of 159,433 students.

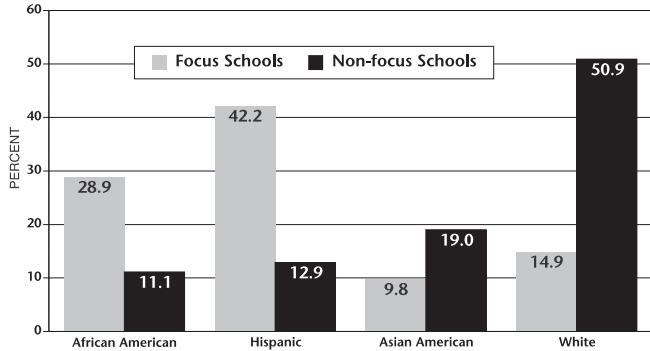


Percent FARMS and ESOL Enrollment at Focus and Non-focus Schools in 2011–12



Source: Montgomery County Public Schools, Division of Long-range Planning, October 2012

Percent Race/Ethnic Enrollment at Focus and Non-focus Schools in 2011–12



Source: Montgomery County Public Schools, Division of Long-range Planning, October 2012

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. Schools in these areas have reduced class-size in Grades K–2 in order to address student needs and prepare the students for success in later grade levels.

At one time, communities in the “focus” elementary school service areas had little race and ethnic diversity. The wave of immigration over the past three decades has transformed these communities. In these focus school communities, enrollment growth has been driven by turnover of existing housing units. There are currently 67 elementary schools in the focus school group (including the upper schools in the case of paired schools) and 65 elementary schools in the non-focus group. The 2011 demographic composition of focus and non-focus schools is compared in the accompanying charts. (School demographic data for 2012 was not complete at time of publication.)

(See appendices A and B for further details on enrollments by grade level and program; see Appendix P-2 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 and 1964—enrolled in schools. Enrollment from this wave of births peaked in 1972 at 126,912 students. Thereafter, the so-called Baby Bust era saw births decline and MCPS enrollment decrease to a low of 91,030 students 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 significantly surpasses this figure with 13,843 births in 2007. Contributing to enrollment increases is the movement of households into the county from other parts of the world and the reduction in out migration of households due to the economy.

The current era of enrollment increases has already seen enrollment grow by 58,000 students since the low point of 1983. Keeping pace with enrollment growth, implementing full-day kindergarten at all elementary schools and accommodating class-size reductions at focus elementary schools have required a major investment in school facilities.

In the 2012–2013 school year, MCPS is operating 132 elementary schools, 38 middle schools, 25 high schools, one career and technology high school, five special program centers and one charter school, for a total of 202 facilities. Since 1983, MCPS has opened 33 elementary schools, 17 middle schools, and 6 high schools (including 13 reopenings of closed schools). During the next six years, additional school capacity will be added through new school openings and classroom additions. 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, 60 elementary schools, 12 middle schools, and 12 high schools have been modernized. However, the pace of school modernizations limits the school system’s ability to keep all schools in good condition. Consequently, the school system is now placing a new emphasis on countywide projects to regularly upgrade building systems in aging facilities. Funding for such capital projects as Heating Ventilation and Air Conditioning (HVAC) and Planned Life-cycle Asset Replacement (PLAR) is important to extending the life-cycle of our schools and keeping all schools in good condition. The facility plans and capital projects described in this document will enable the school system to add school capacity, systematically renew modernize older schools, and maintain all schools in good condition.

Chapter 3

Facility Planning Objectives

The Superintendent's Recommended FY 2014 Capital Budget and Amendments to the FY 2013–2018 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 prekindergarten 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.

Capital Improvement Priorities

1. Compliance Projects
2. Capital Maintenance Projects
3. Capacity Projects
4. Modernization/Replacement Projects
5. System Infrastructure Projects
6. Technology Modernization Project

Setting priorities is important in this time of fiscal constraints. The CIP includes funding for capital projects in all priority areas, and represent a balanced approach to addressing the many needs of the school system. Following is a brief description of the type of projects that are included in each priority area.

The first priority for capital funds is compliance projects. This includes funding to address mandates, including ADA, asbestos abatement, fire safety upgrades, stormwater discharge and water quality management, and Washington Suburban Sanitary Commission (WSSC) requirements. These projects must be completed in a timely fashion to be in compliance with laws and regulations. The second priority is capital maintenance and includes funding countywide projects that maintain school facilities in good condition so that they are safe, secure, and comfortable learning environments. In addition, capital projects in this area preserve school assets and can avert more costly repairs or replacements in the future. The third priority is capacity projects and includes funding for new schools and additions so facilities can operate within capacity. The fourth priority is school modernizations. Funding in this area is important to preserve aging facilities and bring schools up to current educational program and building standards. The fifth priority is system infrastructure. Funding in this area provides for facilities important to the operation of schools, including transportation depots, maintenance depots, our warehouse, and the upgrading of food services equipment. The final priority is technology modernization. Funding in this area enables computers and technology to be upgraded periodically so that student learning is supported by up-to-date technologies.

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) in order for it to conform to other Board of Education policies that separate policy requirements from regulations. On March 21, 2006, the superintendent of schools issued Regulation FAA-RA. Since then, there have been two revisions, on October 17, 2006, and on June 8, 2008.

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 at 63 of the 133 elementary schools. Policy FAA and Regulation FAA–RA can be found in Appendix T.

Policy FAA requires that the superintendent of schools include in the CIP recommendations, each fall, a review of certain guidelines involved in facility planning activities. The four

guidelines include the following: preferred range of enrollment, school capacity calculations, desired facility utilization levels, and school site size. Having the guidelines included as part of the superintendent’s CIP recommendations allows 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.

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 reflected 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.

Six objectives guide the facilities planning process and development of each CIP. 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:

Sustaining and Modernizing Facilities

OBJECTIVE 4:

Provide schools that are environmentally safe, secure, functionally efficient, and comfortable

OBJECTIVE 5:

Support multipurpose use of schools

OBJECTIVE 6:

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 are developed to address the space needs and facility requirements of schools. Implementing school system educational priorities that require more classroom and support space continues to be a challenge during the past 28 years of steady enrollment growth. With enrollment now increasing rapidly at the secondary schools, the school system will continue to be challenged in providing adequate capacity.

In recent years, several educational program initiatives have required more classroom and support space. These initiatives include 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, additional classrooms are provided to accommodate these initiatives. These initiatives are described in further detail in the following paragraphs.

Class Size Reductions

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 2012, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2. In FY 2012, Burtonsville, Lucy V. Barnsley, and Goshen elementary schools became focus schools and received staffing to reduce class sizes. Beall, Sligo Creek, and Woodlin elementary schools lost the focus school status and no longer receive staffing to reduce class sizes.

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 yearly, based on need in the community and transportation travel times. The locations are shown in Appendix H.

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 may require facility modifications to accommodate signature or academy programs. Minor modifications that are needed to individual classrooms are completed through countywide capital projects.

2012–2013 Class Size Reduction Schools

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

Schools receive staffing to reduce class sizes in Grades K–2.

*These schools are paired, Grades K–2/3–5.

Schools in bold are Title I schools in the 2012–2013 school year.

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. Funding was approved in the FY 2011–2016 CIP to construct gymnasiums at all elementary schools that currently do not have a gymnasium.

The following schools recently had, or will have gymnasiums completed as part of an addition or modernization project:

- Flora M. Singer Elementary School (McKenney Hills Site) (August 2012)
- Westbrook Elementary School addition (August 2013)

The following two schools had stand-alone gymnasiums completed:

- North Chevy Chase Elementary School (August 2012)
- Cold Spring Elementary School (August 2012)

Information Technologies

MCPS has a strong commitment to prepare today’s students for life in the 21st century and to ensure a technologically literate citizenry and an internationally competitive work force. Board of Education Policy IGS, Educational Technology strives to ensure that educational technology is appropriately and equitably integrated into instruction and management to increase student learning, enhance the teaching process, and improve the operation of the school system.

The Technology Modernization project provides the needed technology updates and computers in every school. Funds included in this project update schools’ technology hardware, software, and network infrastructure. Up-to-date technology will enhance student learning through access to online information and through the ability to use the latest instructional software. These technologies also are critical to the reporting required by No Child Left Behind and for implementing state proposed online testing strategies.

OBJECTIVE 2:

Meet Long-term and Interim Space Needs

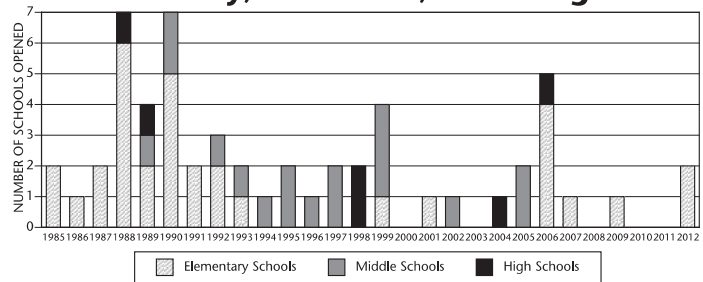
Montgomery County has demonstrated a strong commitment to providing adequate school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. MCPS enrollment is now 58,000 students greater than it was in 1983, and 33 elementary schools, 17 middle schools, and 6 high schools have been opened in the school system since that time. Numerous additions to existing schools also have been constructed to accommodate the growth in enrollment. This year, MCPS is operating a total of 202 school facilities, including the following: 132 elementary schools, 38 middle schools, and 25 high schools; 1 career and technology center; 5 special education program centers; and 1 charter school.

Number of Additional Rooms Planned—Addition Projects

| School | Number of Rooms Planned* | Completion Date |
|----------------------|--------------------------|-----------------|
| Bradley Hills ES | 17 | 8/13 |
| Darnestown ES | 10 | 8/13 |
| Georgian Forest ES | 14 | 8/13 |
| Viers Mill ES | 14 | 8/13 |
| Westbrook ES | 12 | 8/13 |
| Wyngate ES | 16 | 8/13 |
| Waters Landing ES | 11 | 8/14 |
| Clarksburg HS | 18 | 8/15 |
| Arcola ES | 6 | 8/15 |
| Bethesda ES | 8 | 8/15 |
| North Chevy Chase ES | 6 | 8/15 |
| Rosemary Hills ES | 7 | 8/15 |
| Julius West MS | 18 | 8/16 |
| Wood Acres ES | 8 | 8/16 |
| Highland View ES | 10 | 8/17 |

*The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary school that are not counted in the capacity—art, music, dual purpose room, and the computer laboratory.

New and Reopened Schools by Type 1985 to 2012 33 Elementary, 17 Middle, and 6 High Schools



- 1985 — Flower Hill ES, Lake Seneca ES
- 1986 — Clopper Mill ES
- 1987 — Jones Lane ES, S. Christa McAuliffe ES
- 1988 — Goshen ES, Greencastle ES, Clearspring ES, Stone Mill ES, Strawberry Knoll ES, Waters Landing ES, Quince Orchard HS
- 1989 — Cloverly ES, Daily ES, Cabin John MS, Watkins Mill HS
- 1990 — Brooke Grove ES, Burnt Mill ES, Rachel Carson ES, Ronald McNair ES, Sequoyah ES, Briggs Chaney MS, Francis Scott Key MS
- 1991 — Dr. Charles R. Drew ES, Judith A. Resnik ES
- 1992 — Dr. Sally K. Ride ES, Lois P. Rockwell ES, Rosa M. Parks MS
- 1993 — Thurgood Marshall ES, Argyle MS
- 1994 — Roberto Clemente MS
- 1995 — Forest Oak MS, Rocky Hill MS
- 1996 — Needville MS
- 1997 — Kingsview MS, John Poole MS
- 1998 — James Hubert Blake HS, Northwest HS
- 1999 — Sligo Creek ES, North Bethesda MS, Shady Grove MS, Silver Spring International MS
- 2000 — None
- 2001 — Spark M. Matsunaga ES
- 2002 — Newport Mill MS
- 2003 — None
- 2004 — Northwood HS
- 2005 — Lakelands Park MS, A. Mario Loiderman MS
- 2006 — Great Seneca Creek ES, Little Bennett ES, Roscoe R. Nix ES, Sargent Shriver ES, Clarksburg HS
- 2007 — Arcola ES
- 2008 — None
- 2009 — William B. Gibbs, Jr. ES
- 2010 — None
- 2011 — None
- 2012 — Flora M. Singer ES, Montessori Charter ES

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

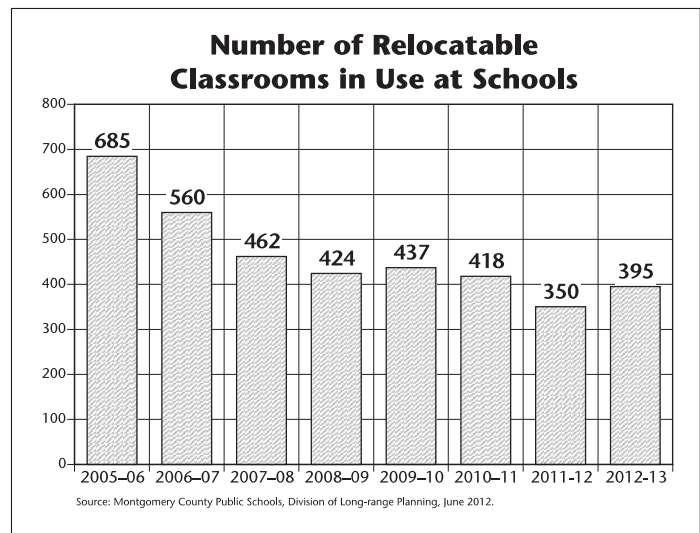
Number of Additional Rooms Planned—Modernization Projects

| School | Number of Rooms Planned | Completion Date |
|---------------------------|-------------------------|-----------------|
| Beverly Farms ES | 6 | 1/13 |
| Gaithersburg HS | 13 | 8/13 |
| Glenallan ES | 16 | 8/13 |
| Herbert Hoover MS | 9 | 8/13 |
| Weller Road ES | 4 | 8/13 |
| Bel Pre ES | 12 | 8/14 |
| Candlewood ES | 6 | 1/15 |
| Rock Creek Forest ES | 16 | 1/15 |
| Wheaton HS | 15 | 8/15 |
| Brown Station ES | 10 | 8/16 |
| Wheaton Woods ES | 17 | 8/16 |
| Luxmanor ES | 10 | 8/16 |
| Maryvale ES | 7 | 1/18 |
| Potomac ES | 6 | 1/18 |
| Seneca Valley HS | 18 | 8/18 |
| Tilden MS @ Tilden Center | 3 | 8/19 |

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 enrollment is 149,051 students. Enrollment is projected to be 159,405 students by 2018. 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 2014 Capital Budget and Amendments to the FY 2013–2018 Capital Improvements Program Summary Table” (page 1–5).

To develop long-term space plans for schools, school planners annually review the space available at schools by comparing the enrollment projections with program capacity in the sixth year of the CIP planning period. For a classroom addition to be considered at an elementary school, the enrollment needs to exceed capacity by four classrooms or more (a minimum of 92 seats) in the sixth year of the CIP period. Enrollment at a middle school needs to exceed capacity by six classrooms or more (a minimum of 150 seats) and at a high school by eight classrooms or more (a minimum of 200 seats) in the sixth year of the CIP period, for a classroom addition to be considered. A new elementary school may be considered if the clusterwide deficit of space exceeds 500–600 seats. Deficits close to the size

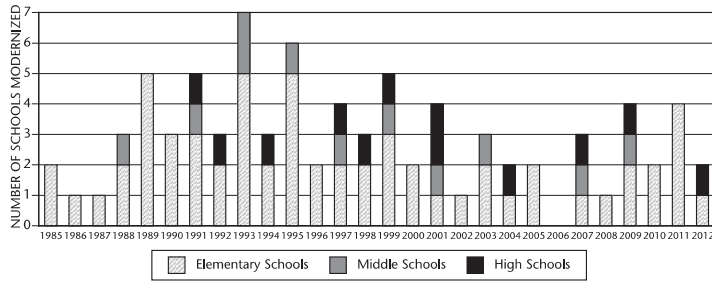


of a new secondary school would support a new middle or high school. As part of the review of space availability, school planners also review the impact of the county Subdivision Staging Policy. Whenever possible, school facility plans attempt to keep a cluster from being placed in a housing moratorium. To address growing enrollment in the county, funding is programmed in the FY 2013–2018 CIP for five new schools that are listed below:

- Bethesda-Chevy Chase Middle School #2 (opens August 2017)
- Clarksburg Cluster Elementary School (Clarksburg Village Site #1) (opens August 2014)
- Clarksburg/Damascus Middle School (opens August 2016)
- Richard Montgomery Cluster #5 (opens August 2017)
- Northwest Elementary School #8 (opens August 2017)

In addition to new school openings, classroom addition projects are planned to address overutilization at schools. Seven classroom addition projects were approved as part of the FY 2013–2018 CIP for completion in the next six years. The table on the previous page lists the schools, the number of rooms in the additions, and the completion dates. Prior to requesting funding for a classroom addition project, facility planning funds are requested to conduct a feasibility study to determine the feasibility, scope, and cost of a classroom addition. An FY 2012 appropriation was approved for facility planning funds for facility planning funds for the following schools: Bethesda-Chevy Chase High School; and Burnt Mills, Captain James E. Daly, Diamond, Kensington-Parkwood, S. Christa McAuliffe, Judith A. Resnik, Strawberry Knolls, and Summit Hall elementary schools. An FY 2013 appropriation for facility planning funds was approved for the following schools: Ashburton, Lucy V. Barnsley, Burtonsville, Greencastle, and Woodlin elementary schools and North Bethesda Middle School. An FY 2014 appropriation for facility funds is recommended for the following schools: Broad Acres, Burning Tree, Gaithersburg, Goshen, Lake Seneca, Rolling Terrace, and South Lake elementary schools and A. Mario Loiderman and Earle B. Wood middle schools.

School Modernized by Type, 1985 to 2012 60 Elementary, 12 Middle, and 12 High Schools



| | |
|--|--|
| 1985 — Oak View ES, Woodfield ES | 1998 — Lucy Barnley ES, Westover ES, Montgomery Blair HS |
| 1986 — Twinbrook ES | 1999 — Bethesda ES, Harmony Hills ES, Rock View ES, Takoma Park MS, John F. Kennedy HS |
| 1987 — Cedar Grove ES | 2000 — Mill Creek Towne ES, Chevy Chase ES |
| 1988 — Bannockburn ES, Rosemary Hill ES, Gaithersburg MS | 2001 — Rock Creek Valley ES, Earle B. Wood MS, Bethesda-Chevy Chase HS |
| 1989 — Cloverly ES, Highland ES, Laytonville ES, Monocacy ES, Montgomery Knolls ES | 2002 — Wood Acres ES |
| 1990 — Olney ES, Westbrook ES | 2003 — Lakewood ES, William Tyler Page ES |
| 1991 — Beall ES, Burning Tree ES, Viers Mill ES, Sligo MS, Sherwood HS | 2004 — Glen Haven ES, Rockville HS |
| 1992 — Pine Crest ES, Travilah ES, Walt Whitman HS | 2005 — Somerset ES, Kensington-Parkwood ES |
| 1993 — Ashburton ES, Burtonsville ES, Clarksburg ES, Forest Knolls ES, Oakland Terrace ES, Pyle MS, White Oak MS | 2006 — None |
| 1994 — Highland View ES, Meadow Hall ES, Springbrook HS | 2007 — College Gardens ES, Parkland MS, Richard Montgomery HS |
| 1995 — Brookhaven ES, Georgian Forest ES, Jackson Road ES, North Chevy Chase ES, Rosemont ES, Julius West MS | 2008 — Galway ES |
| 1996 — Flower Valley ES, Kemp Mill ES | 2009 — Belts Mill ES, Cashell ES, Francis Scott Key MS, Walter Johnson HS |
| 1997 — Ritchie Park ES, Wyngate ES, Westland MS, Albert Einstein HS | 2010 — Carderock ES, Cresthaven ES |
| | 2011 — Cannon Road ES, Farmland ES, Garrett Park ES, Seven Locks ES |
| | 2012 — Paint Branch HS and Beverly Farms ES |

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

Some schools that are scheduled for modernization also may have increases in capacity as part of the project to accommodate growing enrollment. The table opposite left lists the schools that will have modernizations complete in the six-year CIP period and the number of rooms being added as part of the modernization.

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. Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms also enable the school system to avoid significant capital investment where building needs are only short term. The number of relocatable classrooms in use grew dramatically as program initiatives described under Objective 1 were implemented and enrollment increased. The number of relocatables declined between 2005 and 2008 as enrollment plateaued. However, with enrollment increasing again, the number of relocatables is once again increasing. In the 2012–2013 school year, about 9,000 students will attend class in 395 relocatable classrooms. This number does not include relocatable classrooms used for daycare, to stage construction on site at schools or relocatables located at holding facilities and other facilities throughout the school system.

Non-Capital Actions

A boundary study is recommended to determine the service area for Clarksburg Cluster Elementary School (Clarksburg Village Site #1). Representatives from Cedar Grove and Little Bennett elementary schools will participate in the boundary advisory study. The boundary study will take place in spring 2013 with Board of Education action in November 2013.

New Hampshire Estates, which serves Grades pre-K–2, is paired with Oak View Elementary School, which serves Grades 3–5 students. A roundtable discussion is recommended to review the impact of unpairing New Hampshire Estates and Oak View elementary schools. Representatives from the New Hampshire Estates and Oak View elementary schools Parent Teacher Association will serve on the roundtable discussion. The roundtable advisory study will take place in spring 2013.

OBJECTIVE 3: Sustaining and Modernizing Facilities

The Board of Education, superintendent of schools, and school community recognize the necessity of maintaining schools in good condition through a range of activities, including routine daily maintenance to the systematic replacement of building systems. A number of capital projects provide funds for systematic life-cycle asset replacement, including the Roof Replacement program, the Heating, Ventilation, and Air Conditioning (HVAC) program, and the Planned Life Cycle Asset Replacement (PLAR) program. Because schools built or modernized since 1985 are generally of higher construction quality than schools built prior to 1985, it is possible to extend the useful life through a high level of maintenance and replacement of building systems. In the coming years, more funds will be directed to capital projects that sustain facilities in good condition for longer periods than have been feasible in the past.

The Board of Education, superintendent of schools, and school community also recognize that even well-maintained facilities eventually reach the end of their useful life span and require modernization. Modernizations update school facilities and provide the variety of instructional spaces necessary to effectively deliver the current curriculum. Modernizations also bring schools up to current design and code standards. 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. In most cases, a life cycle cost analysis shows it is more cost effective to replace an older school facility rather than attempting to salvage portions of the old facility.

In recognition of the need to place more emphasis on sustaining all schools in good condition, the Board of Education recently updated its policy on school modernizations. The previous policy, called Policy FKB, *Modernization/Renovation*, was adopted in 1992. On December 7, 2010, the Board of Education adopted a new policy, called FKB, *Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities*. The policy is found in Appendix V. The updated Policy FKB enacts a long-term view for sustaining MCPS facilities until the point where full modernization is necessary. The greater emphasis on maintaining schools in good condition addresses concerns over the length of time it takes before schools are modernized.

Although a high number of schools have been modernized since 1985—60 elementary schools, 12 middle schools, and 12 high schools—the availability of funds and the limited number of holding centers constrains the pace of modernizations. At the current rate, modernizations of elementary schools occur on a 65-year cycle, middle schools occur on a 76-year cycle, and high schools occur on a 50-year cycle. By providing a higher level of maintenance at schools, facilities will be in good condition for a longer period of time.

The original list of schools for modernization was scheduled using 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 scheduled for modernization were ordered, according to their ranking, after the assessment. Because the original list of elementary schools in the queue for modernization is almost complete—with the last three elementary schools in the queue scheduled for completion in January 2018—it was necessary to prepare for the assessment of additional schools that are aging and in need of modernization. Therefore, the FACT methodology used to assess schools was updated in 2010–2011 to reflect current educational program and school design and code standards. The updated FACT methodology describes the criteria for assessing the condition of schools, measures for each criterion, and relative weights to apply to various criteria to obtain an overall score for each facility. The Board of Education adopted the updated FACT methodology on July 8, 2010.

Fifty-three school assessments were completed at the end of June 2011 and the scores and rankings are included in Appendix R. Schools with planning or construction funds in the six-year CIP period appear in Appendix E with a completion date assigned.

In order to facilitate secondary school modernizations, funding is approved in the Rehabilitation/Renovation of Closed Schools (RROCS) project to take possession of the Broome facility (currently owned by Montgomery County) and reopen it as a middle school holding facility. This facility will require significant facility modifications to support a middle school

program. In addition, since the reopening of Northwood High School in 2004, there has been no high school holding facility. Tilden Middle School is currently located at the Woodward facility, located on Old Georgetown Road. Rather than modernize the Woodward facility for Tilden Middle School, the current Tilden Holding Facility, that is used for middle schools and is located on Tilden Lane, will be modernized to house Tilden Middle School. The Woodward facility will become the secondary school holding facility for middle and high school modernizations scheduled after Tilden Middle School. Funding is approved in the RROCS project to make facility modifications to the Woodward facility. On January 10, 2012, the Board of Education selected the Emory Grove Center to be the fifth elementary school holding center. Renovations will be made to this facility during the 2012–2013 school year so that the facility may be used as a holding facility beginning in August 2013.

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. 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 work with environmental issues, safety and security, and major

Holding Facility Schedule

| Holding Facility | SY 12–13 | SY 13–14 | SY 14–15 | SY 15–16 | SY 16–17 | SY 17–18 | SY 18–19 |
|---------------------------|----------------|-------------------|----------|-----------------------|----------|----------|--------------------|
| ELEMENTARY SCHOOLS | | | | | | | |
| Emory Grove | | Candlewood | | Brown Station | | | |
| Fairland | Glenallan | | | | | | Stonegate |
| Grosvenor | Weller Road | | | | Luxmanor | | DuFief |
| North Lake | Beverly Farms | Bel Pre | | Wheaton Woods | Maryvale | | Belmont |
| Radnor | Bradley Hills | Rock Creek Forest | | Wayside | Potomac | | Cold Spring |
| MIDDLE SCHOOLS | | | | | | | |
| Tilden | Herbert Hoover | | | William H. Farquhar * | | | Tilden at Woodward |

* In the event that M-NCPPC does not support the "land swap" option, the relocation of William H. Farquhar Middle School to the Tilden Holding Center during the school's modernization is the back-up plan.

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 2012 can be found in Appendix F.

The Indoor Air Quality (IAQ) Project funds mechanical retrofits and building modifications to address 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.

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 Energy and Recycling Team (SERT) program promotes efficient and responsible energy use and active recycling in all schools. The SERT program strives to significantly reduce energy consumption and to increase recycling system wide by providing training and education; incentives, recognition, and award programs for conservation; accessible energy and recycling data; individual school programs for energy and environmental investigation-based learning opportunities; and conservation operations and procedures. SERT staff works with students, teachers, staff, and the community to practice environmental stewardship and to develop strategies to reduce the carbon footprint of MCPS.

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, which 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 have been incorporated in the design guidelines for future schools. Beginning in FY 2007, all new schools and modernizations in design development are designed to achieve a LEED for Schools "silver" certification. The following schools have earned LEED for Schools "gold" certification: Francis Scott Key Middle School, Carderock Springs, Cashell, Cresthaven, and William B. Gibbs

elementary schools. 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 FY 2013–20118 CIP includes funding to implement 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: Support Multipurpose Use of Schools

MCPS 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 childcare providers. Most of the elementary schools in the system provide space for childcare providers through a mixture of full-day centers and before and after school services.

The Montgomery County Department of Health and Human Services (DHHS) Capital Budget includes several projects to provide services in county schools. In the Child Care in Schools project, DHHS funds the construction of childcare classrooms in schools undergoing major construction or renovation. MCPS oversees the construction of the childcare classroom while DHHS arranges for the lease of the childcare classroom to a private childcare provider. Funds are included in the DHHS CIP to construct childcare classrooms at Bel Pre, Brown Station, Weller Road, and Wheaton Woods 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. In addition, 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. Funding is included in the DHHS CIP to construct a Linkages to Learning suite at Bel Pre, Georgian Forest, Maryvale, Viers Mill, and Weller Road elementary schools.

Since fall 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 families. 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. 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 DHHS. The planning group was an interagency group that developed selection criteria to rank schools and a timeline for constructing new SBHCs at school sites. School-based health centers opened at Gaithersburg Elementary School during the 2005–2006 school year, at Summit Hall Elementary School in August 2008, and at New Hampshire Estates Elementary School in August 2009. Funding was approved in the DHHS Capital Improvements Program to plan and construct additional SBHCs at Rolling Terrace Elementary School in August 2011 and Highland Elementary School in August 2012. Planning and construction funds also have been approved to construct a SBHC as part of the Viers Mill Elementary School addition project and the Weller Road Elementary School modernization. Both of these projects are scheduled for completion in August 2013.

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 in August 2007. Funding is included in the DHHS CIP for School-based Wellness Centers at Gaithersburg, Watkins Mill, and Wheaton high schools. MCPS and DHHS staffs work collaboratively 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 also 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. Other opportunities to collocate schools with compatible uses will be pursued in the future as land for new schools sites becomes more limited.

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 of schools are childcare providers, county recreation groups, sports groups, and religious groups.

OBJECTIVE 6: Meet Special Education Program Space Needs

The Maryland State Department of Education 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 2014 proposed target requires 63.11 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 Support and Improvement (OSSI), plan and coordinate 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 appropriate in the school the student would attend if non-disabled.

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. 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. Sixty-six elementary schools have been designated as Home School Model Schools for the 2012–2013 school year.
- Learning and Academic Disabilities (LAD) Services are in all secondary schools. Transition services are provided in all secondary schools.
- Special education services are cluster and quad-cluster-based for elementary students who are recommended for LAD Services.
- Special education services are available in quad clusters or regionally for students who are recommended for the following services:
 - Augmentative and Alternative Communication Services
 - Autism Spectrum Disorders Services
 - Autism Resource Services
 - Aspergers Services
 - Bridge Services
 - Elementary Physical Disabilities Services
 - Elementary Learning Center
 - Emotional Disabilities Cluster Services
 - Learning Disabled Program/Gifted and Talented Services
 - Infants and Toddlers
 - Learning for Independence (LFI) Program
 - Preschool Education Program (PEP)
 - Prekindergarten Language Classes

- School/Community-based (SCB) Program
- Special Education Centers of Longview and Stephen Knolls
- Special education services are county-based for students in need of the following programs:
 - Carl Sandburg Learning Center
 - Deaf and Hard-of-Hearing Services
 - Preschool Vision Class
 - John L. Gildner Regional Institute for Children and Adolescents (RICA)
 - Rock Terrace School
 - Extensions Secondary Physical Disabilities Services

Birth through 5 Years of Age Special Education Growth

The Montgomery County Infants and Toddlers Program provides services to children with developmental delays from birth to three years of age, or until age four, under the Extended Individualized Family Service Plan, in natural environments, such as home, childcare, or other community settings. Growth in the Infants and Toddlers Program has resulted in five centers being located in the county.

MCPS provides a continuum of special education services for children ages three through five. Most students are served in the Preschool Education Program (PEP) or receive speech and language services. Special education services provide instruction at home for medically fragile children, itinerant services in MCPS schools or community-based child care and preschool settings, and classroom environments for children who need a comprehensive approach to their learning needs.

Providing prekindergarten special education services in the least restrictive environment (LRE) is challenging because of the limited number of general education prekindergarten classrooms and services available in MCPS. DSES and the Division of Early Childhood Programs and Services (DECPS) are collaborating to collocate general and special education preschool classes to provide additional LRE opportunities to prekindergarten students. MCPS also is embarking on the task of expanding community-based partnerships to promote inclusive opportunities for prekindergarten students. DFM and OSSI are closely involved with DSES in this process.

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 recommended for the FY 2014 Capital Budget and Amendments to the FY 2013–2018 Capital Improvements Program (CIP) are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning actions 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. School system enrollment continues to grow. Over the next six years, enrollment is projected to increase by about 10,000 students. Although temporary overutilization of facilities can be accommodated with relocatable classrooms, long-term overutilization will require additional capacity to both elementary and secondary schools through classroom additions, modernizations, and new or reopened facilities. This year, MCPS houses about 8,800 students in 395 relocatable classrooms.

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 recommended capital projects or non-capital actions. All clusters

may not have clusterwide planning issues, and only schools with plans 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 2013 appropriation approved in the FY 2013 Capital Budget.
- “Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- “Proposed”—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.
- “Recommended”—Project has an FY 2014 appropriation recommended for the FY 2014 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 additions to capacity in the calculation of future utilization levels. The “Projected Enrollment and Available Capacity” table reflects the projected enrollment six years into the future for elementary and secondary schools and to the years 2022 and 2027 at the secondary level. Space availability is shown with recommended CIP actions. This table also has a “comments”

AAC—Augmentative and Alternative Communication

Add.—Addition

AUT—Autism Spectrum Disorders

BRIDGE—Bridge services

Cap.—Capacity

Comp.—Complete

CSR—Class size reduction

DCC—Downcounty Consortium

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

LTL—Linkages to Learning

METS—Multidisciplinary Educational Training and Support class (for non-English-speaking students with limited educational experience)

Mod.—Modernization

MSMC—Middle School Magnet Consortium

NEC—Northeast 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

SBHC—School-based Health Center

SCB—School/Community-Based Programs for Students with Intellectual Disabilities

SLC—Secondary Learning Center

Sup. Rms.—Support rooms, such as art, music, and computer labs

TBD—To be determined

VIS—Preschool or secondary Vision Impairment

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 on the previous page. A second table, titled “Demographic Characteristics of Schools, 2012–2013,” shows the racial and ethnic group composition percentages, the student participation in the Free and Reduced-price Meals System (FARMS) program, and the percentage of English for Speakers of Other Languages (ESOL) for each school for the

2011–2012 school year. This table also displays the Mobility Rate (the number of entries and withdrawals during the 2011–2012 school year as compared to total enrollment) for the 2011–2012 school year. The “Room Use Table (School Year 2012–2013)” reflects detailed room use information for each school along with special education program information. The final table, titled “Facilities Characteristics of Schools 2012–2013,” shows facility information for each school.

Clusters for 2012–2013 School Year

BETHESDA-CHEVY CHASE CLUSTER

Bethesda-Chevy Chase HS (9–12)
Westland MS (6–8)
Bethesda ES (K–5)*
(Westland MS articulation beginning 2013-2014)
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 (HS–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)
William B. Gibbs, Jr. ES (pre-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)*
Lois P. Rockwell ES (K–5)
Woodfield ES (K–5)
Rocky Hill MS (6–8) (shared with Clarksburg Cluster)*
Cedar Grove 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 and pre-K–5)
Harmony Hills ES (HS and pre-K–5)
Sargent Shriver ES (pre-K–5)
Strathmore ES (3–5)
Viers Mill ES (HS and pre-K–5)
Weller Road ES (HS and pre-K–5)
Wheaton Woods ES (HS and pre-K–5)
Eastern MS (6–8)
Montgomery Knolls ES (HS and pre-K–2)
New Hampshire Estates ES (HS and pre-K–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 and pre-K–5)*
Oakland Terrace ES (pre-K–5)*
(Newport Mill MS articulation beginning 2014-2015)
Rock View ES (pre-K–5)
Silver Spring International MS (6–8)
Forest Knolls ES (HS and pre-K–5)
Highland View ES (K–5)
Rolling Terrace ES (HS and pre-K–5)
Sligo Creek ES (K–5)
Sligo MS (6–8)
Glen Haven ES (pre-K–5)
Highland ES (HS and pre-K–5)*
Oakland Terrace ES (pre-K–5)*
(Newport Mill MS articulation beginning 2014-2015)
Flora M. Singer ES (pre-K-4, 2012-2013; pre-K-5, beginning 2013-2014)
Woodlin ES (K–5)
Takoma Park MS (6–8)
East Silver Spring ES (HS and pre-K–5)
Piney Branch ES (3–5)
Takoma Park ES (pre-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 and pre-K–5)
Washington Grove ES (HS and pre-K–5)
Gaithersburg MS (6–8)
Gaithersburg ES (pre-K–5)
Laytonsville ES (K–5)*
Strawberry Knoll ES (HS and pre-K–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 and pre-K–5)
College Gardens ES (HS–5)
Ritchie Park ES (K–5)
Twinbrook ES (HS and pre-K–5)

Clusters for 2012–2013 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 and pre-K–5)*
Greencastle ES (pre-K–5)
Briggs Chaney MS (6–8)
Cloverly ES (K–5)*
Fairland ES (HS and pre-K–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 and pre-K–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 and pre-K–5)
Germantown ES (K–5)
Great Seneca Creek 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 and pre-K–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 (pre-K–5)
Flower Valley ES (K–5)

Maryvale ES (HS and pre-K–5)
Meadow Hall ES (K–5)
Rock Creek Valley ES (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 (HS and pre-K–5)*
Dr. Martin Luther King, Jr. MS (6–8)
Lake Seneca ES (pre-K–5)
Dr. Sally K. Ride ES (HS and 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 and pre-K–5)
Whetstone ES (pre-K–5)
Neelsville MS (6–8) (shared with Clarksburg Cluster)*
South Lake ES (HS and pre-K–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)*
(Westland MS articulation beginning 2013-2014)
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)

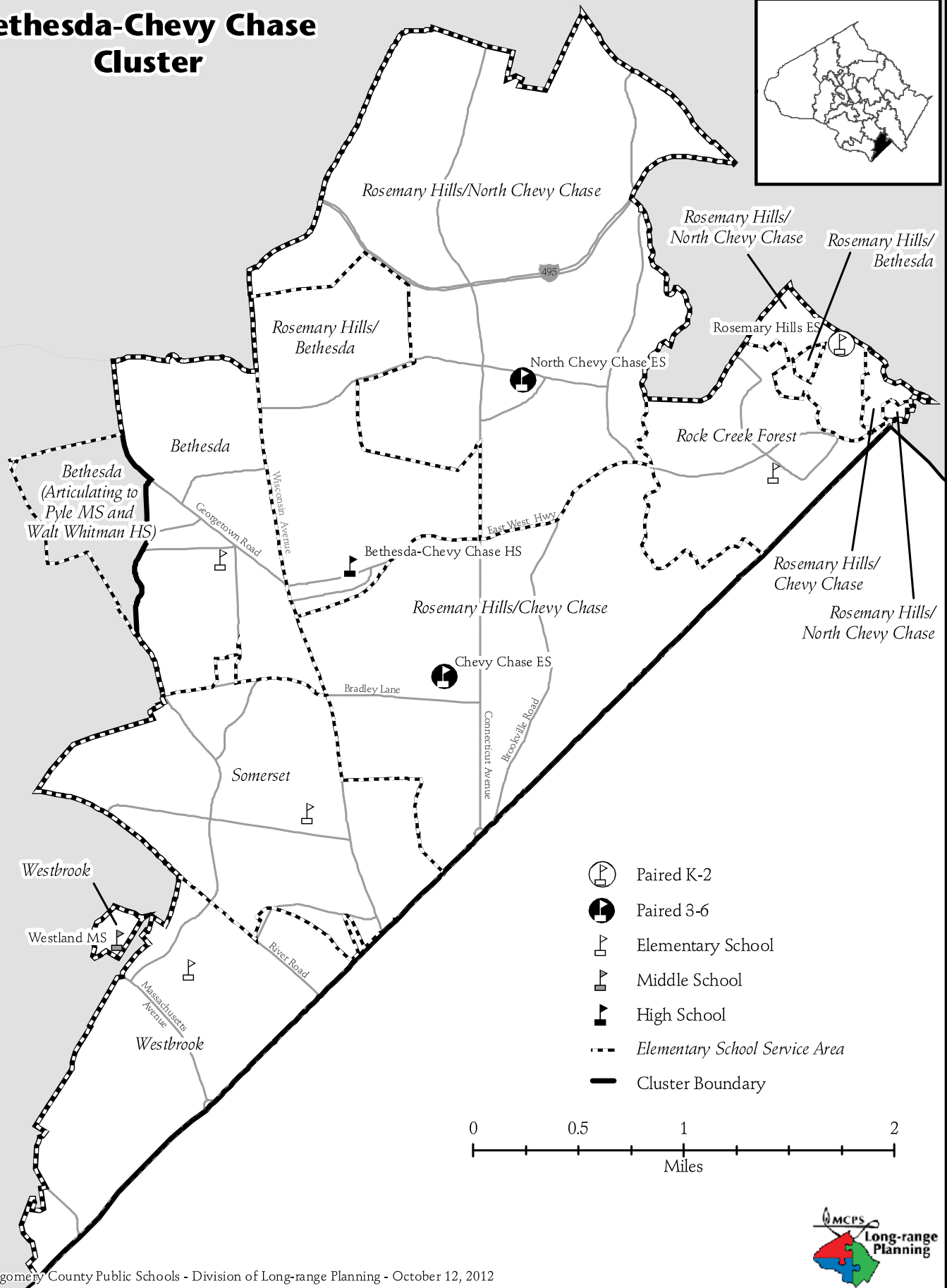
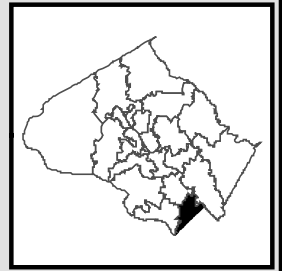
OTHER EDUCATIONAL FACILITIES

Additionally, Montgomery County Public Schools operates the following facilities:

Thomas Edison High School of Technology
Blair G. Ewing Center
Stephen Knolls Center
Longview Center
RICA—Regional Institute for Children and Adolescents
Rock Terrace Center
Carl Sandburg Learning Center

*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



CLUSTER PLANNING ISSUES

Student enrollment at all the schools in the Bethesda-Chevy Chase Cluster has increased dramatically over the past few years. To address the overutilization at the schools, capital projects were approved as part of the Amended FY 2011–2016 CIP and FY 2013–2018 CIP and several planning activities occurred over the past two years to develop long-range plans for schools in this cluster. The approved capital projects include the following:

- An addition that opened at Somerset Elementary School during the 2010–2011 school year;
- An addition at Westbrook Elementary School to open in August 2013;
- An addition at Bethesda Elementary School to open in August 2015;
- An addition at North Chevy Chase Elementary School to open in August 2015;
- A modernization at Rock Creek Forest Elementary School (with increased capacity) to open in January 2015; and
- An addition at Rosemary Hills Elementary School to open in August 2015.

A summary of other planning actions and activities for other Bethesda-Chevy Chase Cluster schools include the following:

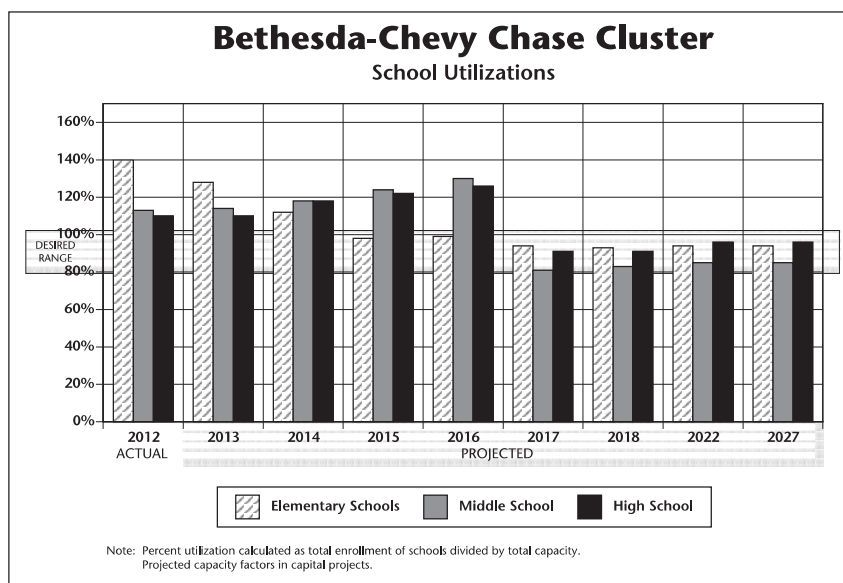
- In March 2010, the Board of Education adopted a boundary change between Bethesda and Bradley Hills elementary schools to address the overutilization at Bethesda Elementary School. Beginning in August 2013, the western portion of the Bethesda Elementary School service area (that articulates to the Walt Whitman Cluster secondary schools) will be reassigned to Bradley Hills Elementary School. A classroom addition was approved at Bradley Hills Elementary School that will provide sufficient capacity for the expansion of the school’s service area. The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/Bethesda_Bradley_Hills_BOE_action.pdf
- In November 2011, the Board of Education adopted the following boundary changes:
 - Reassign the East Bethesda community from Rosemary Hills Elementary School to Bethesda Elementary School for Grades K–2, with continuance at this school through Grade 5.
 - Reassign the Paddington Square Apartments community and the area occupied by the Walter Reed National Military Medical Center from Bethesda Elementary School to North Chevy Chase Elementary School for Grades 3–6 (and when reorganization occurs in August 2017, for Grades 3–5). Both of these areas remain assigned to Rosemary Hills Elementary School for Grades K–2.

- Reassign the portion of the Summit Hills Apartments community with addresses 1703 and 1705 East West Highway from North Chevy Chase Elementary School to Chevy Chase Elementary School for Grades 3–6 (and when reorganization occurs in August 2017, for Grades 3–5).
- The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/BCC_Greensheet_111711.pdf
- A new middle school is needed in the Bethesda-Chevy Chase Cluster to address Grades 6–8 enrollment growth in the cluster and allow the Grade 6 students currently enrolled at Chevy Chase and North Chevy Chase elementary schools to be reassigned to the middle school level. In addition, the reorganization of these two elementary schools, from Grades 3–6 to Grades 3–5, will help relieve some of the projected overutilization at these schools when the new middle school opens. A feasibility study for the new middle school, to be located at the Rock Creek Hills Local Park site, was conducted in summer 2011. An FY 2014 appropriation for planning funds is recommended to begin the architectural design for Bethesda-Chevy Chase Middle School #2 for completion in August 2017.

SCHOOLS

Bethesda Chevy Chase High School

Capital Project: Enrollment increases occurring at cluster elementary schools, and at Westland Middle School, are moving up to the high school level. Bethesda-Chevy Chase High School is projected to exceed capacity by over 500 students by the end of the six-year CIP planning period. An FY 2012 appropriation for facility planning funds was approved to determine the feasibility, scope, and cost of an addition at



Bethesda-Chevy Chase High School. FY 2015 expenditures for planning funds were approved in the Bethesda-Chevy Chase High School Cluster Solution project for a 10-classroom addition to be completed in August 2017. Additional funds will need to be requested as part of the FY 2015–2020 CIP to increase the size of the addition to accommodate all of the projected deficit at the school. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Bethesda Chevy Chase Middle School #2 (B-CC MS #2)

Capital Project: Enrollment increases at Westland Middle School, and the plan to reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level, will result in a total cluster middle school enrollment of over 1,600 students. This projected enrollment would far exceed the current capacity of Westland Middle School. A new middle school is needed in the cluster to accommodate the projected enrollment. An FY 2014 appropriation is recommended for planning funds to begin the architectural design for a new school. The scheduled completion date for the new school is August 2017. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Westland Middle School

Planning Issue: Although a six-classroom addition opened in the 2009–2010 school year to accommodate the overutilization at Westland Middle School, enrollment continues to increase beyond the capacity of the school. The opening of a new middle school in the cluster will address overutilization of Westland Middle School. Relocatable classrooms will be utilized until the new school opens.

Bethesda Elementary School

Non-capital Solution: In March 2010, the Board of Education recommended the reassignment of the western portion of the Bethesda Elementary School service area (the area that articulates to Whitman Cluster secondary schools) to Bradley Hills Elementary School.

In November 2011, the Board of Education adopted boundary changes for Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/BCC_Green-sheet_111711.pdf

Capital Project: Enrollment projections that incorporate approved boundary changes indicate that enrollment at Bethesda Elementary School will exceed capacity by four or more classrooms throughout the six-year CIP planning period. Relocatable classrooms will be utilized until an addition is completed. An FY 2014 appropriation for construction funds is recommended to construct the classroom addition. The scheduled completion

date for the addition is August 2015. 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: An FY 2012 appropriation for Bradley Hills Elementary School was approved for construction funds to begin the construction of the addition. The scope of the addition at Bradley Hills Elementary School includes additional classrooms and an expansion of the administration suite and multipurpose room to accommodate the reassignment of students from Bethesda Elementary School. The scheduled completion date for the addition is August 2013. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Chevy Chase Elementary School

Non-capital Solution: In November 2010, the Board of Education approved a plan to construct a new middle school in the Bethesda-Chevy Chase Cluster and reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level when the new middle school opens in August 2017.

In November 2011, the Board of Education adopted boundary changes for Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/BCC_Green-sheet_111711.pdf

North Chevy Chase Elementary School

Non-capital Solution: In November 2010, the Board of Education recommended a plan to construct a new middle school in the Bethesda-Chevy Chase Cluster and reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level when the new middle school opens in August 2017.

In November 2011, the Board of Education adopted boundary changes for Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/BCC_Green-sheet_111711.pdf

Capital Project: Projections that incorporate approved boundary changes indicate enrollment at North Chevy Chase Elementary School will exceed capacity by four or more classrooms throughout the six-year CIP period. The reassignment of Grade 6 students out of North Chevy Chase Elementary School will relieve some, but not all, of the projected space deficit. Relocatable classrooms will be utilized until the addition is completed. An FY 2014 appropriation for construction funds is recommended to construct the classroom addition. The scheduled completion date for the addition is August 2015. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended 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. An FY 2014 appropriation for construction funds is recommended to construct 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. Because 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

Non-capital Solution: In November 2011, the Board of Education adopted boundary changes for Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/BCC_Greensheet_111711.pdf

Capital Project: Enrollment projections that incorporate the approved boundary changes indicate enrollment at Rosemary Hills Elementary School will exceed capacity by four or more classrooms throughout the six-year CIP period. Relocatable classrooms will be utilized until the addition is completed. An FY 2014 appropriation for construction funds is recommended to construct the classroom addition. The scheduled completion date for the addition is August 2015. 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: A modernization project is scheduled for this school with a completion date of January 2021. FY 2016 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Westbrook Elementary School

Capital Project: Projections indicate enrollment at Westbrook Elementary School will exceed capacity by four or more classrooms by the end of the six-year CIP planning period. An FY 2012 appropriation was approved for construction funds to begin construction for a classroom addition and gymnasium. The scheduled completion date for the addition and gymnasium is August 2013.

CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|--|--------------------|-----------------|--------------------|
| Bethesda-Chevy Chase HS | Classroom addition | Programmed | Aug. 2017 |
| Bethesda-Chevy Chase MS #2 | New school | Recommended | Aug. 2017 |
| Bethesda ES (Addition at Bradley Hills ES) | Boundary change | Approved | Aug. 2013 |
| Bethesda ES | Classroom addition | Recommended | Aug. 2015 |
| North Chevy Chase ES | Classroom addition | Recommended | Aug. 2015 |
| Rock Creek Forest ES | Modernization | Recommended | Jan. 2015 |
| Rosemary Hills ES | Classroom addition | Recommended | Aug. 2015 |
| | Modernization | Programmed | Jan. 2021 |
| Westbrook ES | Classroom addition | Approved | Aug. 2013 |
| | Gymnasium | Approved | Aug. 2013 |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

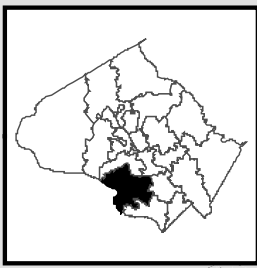
| Schools | | Actual | Projections | | | | | | | |
|--|------------------|-----------------------------|---------------------------------|-------------------------|-----------------------|-----------|----------------------------|-------|-------|-------|
| | | | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 |
| Bethesda-Chevy Chase HS | Program Capacity | 1665 | 1665 | 1665 | 1665 | 1665 | 2400 | 2400 | 2400 | 2400 |
| | Enrollment | 1839 | 1835 | 1957 | 2025 | 2099 | 2176 | 2191 | 2300 | 2300 |
| | Available Space | (174) | (170) | (263) | (315) | (375) | 224 | 209 | 100 | 100 |
| | Comments | | | Planning for Addition | | | Addition Complete | | | |
| Bethesda-Chevy Chase MS #2 | Program Capacity | | | | | | 944 | 944 | 944 | 944 |
| | Enrollment | | | | | | 0 | 0 | 0 | 0 |
| | Available Space | | | | | | 944 | 944 | 944 | 944 |
| | Comments | | | Planning for new school | | | Opens | | | |
| Westland MS | Program Capacity | 1063 | 1063 | 1063 | 1063 | 1063 | 1063 | 1063 | 1063 | 1063 |
| | Enrollment | 1198 | 1215 | 1255 | 1315 | 1382 | 1616 | 1660 | 1700 | 1700 |
| | Available Space | (136) | (152) | (192) | (252) | (320) | (554) | (598) | (637) | (637) |
| | Comments | | | | | | See text | | | |
| Bethesda ES Grades (K-5) Grades (3-5) Paired With Rosemary Hills ES | Program Capacity | 384 | 384 | 384 | 568 | 568 | 568 | 568 | | |
| | Enrollment | 512 | 485 | 471 | 493 | 520 | 542 | 555 | | |
| | Available Space | (128) | (101) | (87) | 75 | 48 | 26 | 13 | | |
| | Comments | Planning for Addition | Boundary Change | | Addition Complete | | | | | |
| Chevy Chase ES Grades (3-6) Paired With Rosemary Hills ES | Program Capacity | 450 | 450 | 450 | 450 | 450 | 450 | 450 | | |
| | Enrollment | 523 | 523 | 536 | 548 | 544 | 445 | 433 | | |
| | Available Space | (73) | (73) | (86) | (98) | (94) | 5 | 17 | | |
| | Comments | | Boundary Change | | | | See text | | | |
| North Chevy Chase ES Grades (3-6) Paired With Rosemary Hills ES | Program Capacity | 220 | 220 | 220 | 358 | 358 | 358 | 358 | | |
| | Enrollment | 409 | 428 | 437 | 442 | 459 | 347 | 345 | | |
| | Available Space | (189) | (208) | (217) | (84) | (101) | 11 | 13 | | |
| | Comments | + Gym Planning for Addition | Boundary Change | | Addition Complete | | See text | | | |
| Rock Creek Forest ES | Program Capacity | 325 | 325 | 718 | 718 | 718 | 718 | 718 | | |
| | Enrollment | 597 | 633 | 647 | 700 | 700 | 702 | 685 | | |
| | Available Space | (272) | (308) | 71 | 18 | 18 | 16 | 33 | | |
| | Comments | Planning for Mod | @ Radnor Mod Complete Jan. 2015 | | + 2 AUT +1 PEP + PreK | | | | | |
| Rosemary Hills ES Grades (preK-2) Paired With Bethesda ES Chevy Chase ES North Chevy Chase ES | Program Capacity | 475 | 475 | 475 | 644 | 644 | 644 | 644 | | |
| | Enrollment | 730 | 699 | 681 | 633 | 618 | 615 | 613 | | |
| | Available Space | (255) | (224) | (206) | 11 | 26 | 29 | 31 | | |
| | Comments | Planning for Addition | Boundary Change | | Addition Complete | Fac. Plng | Planning for Modernization | | | |
| Somerset ES | Program Capacity | 515 | 515 | 515 | 515 | 515 | 515 | 515 | | |
| | Enrollment | 516 | 558 | 546 | 526 | 514 | 508 | 500 | | |
| | Available Space | (1) | (43) | (31) | (11) | 1 | 7 | 15 | | |
| | Comments | | | | | | | | | |
| Westbrook ES | Program Capacity | 283 | 558 | 558 | 558 | 558 | 558 | 558 | | |
| | Enrollment | 434 | 434 | 427 | 431 | 430 | 434 | 430 | | |
| | Available Space | (151) | 124 | 131 | 127 | 128 | 124 | 128 | | |
| | Comments | | Addition Gym Complete | | | | | | | |
| Cluster Information | HS Utilization | 110% | 110% | 118% | 122% | 126% | 91% | 91% | 96% | 96% |
| | HS Enrollment | 1839 | 1835 | 1957 | 2025 | 2099 | 2176 | 2191 | 2300 | 2300 |
| | MS Utilization | 113% | 114% | 118% | 124% | 130% | 81% | 83% | 85% | 85% |
| | MS Enrollment | 1198 | 1215 | 1255 | 1315 | 1382 | 1616 | 1660 | 1700 | 1700 |
| | ES Utilization | 140% | 128% | 113% | 99% | 99% | 94% | 93% | 94% | 94% |
| ES Enrollment | 3721 | 3760 | 3745 | 3773 | 3785 | 3593 | 3561 | 3600 | 3600 | |








BETHESDA-CHEVY CHASE CLUSTER

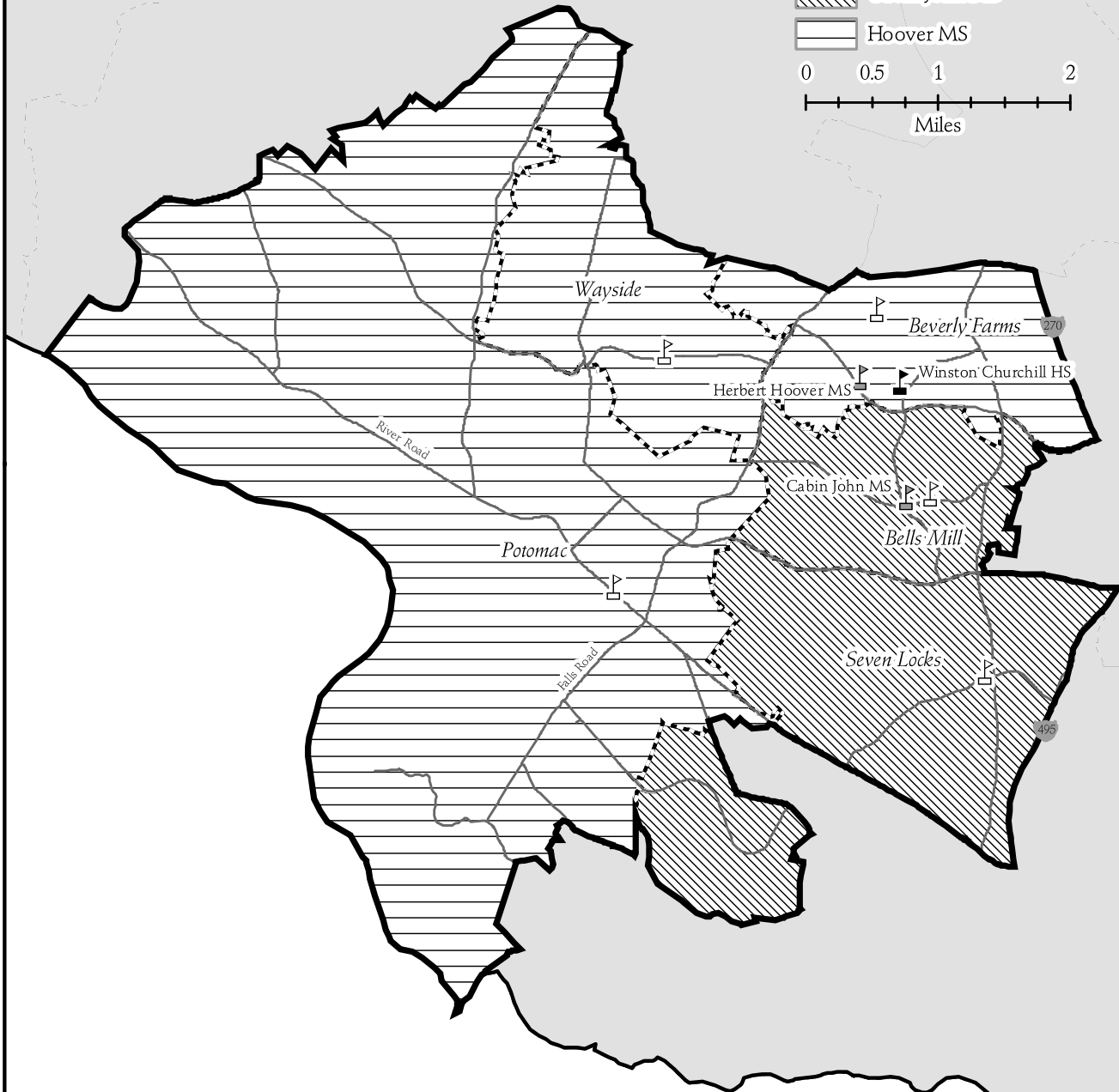
Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|-------------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Bethesda-Chevy Chase HS | 1934 | 2001 | 308,215 | 16.4 | | 2 | | |
| Westland MS | 1951 | 1997 | 146,006 | 25.1 | | 5 | | |
| Bethesda ES | 1952 | 1999 | 68,254 | 8.42 | | 5 | | Yes |
| Chevy Chase ES | 1936 | 2000 | 70,976 | 3.8 | | | | Yes |
| North Chevy Chase ES | 1953 | 1995 | 47,635 | 7.9 | | 5 | | Yes |
| Rock Creek Forest ES | 1950 | 1971 | 54,522 | 8 | | 6 | | Yes |
| Rosemary Hills ES | 1956 | 1988 | 70,541 | 6.1 | | 7 | | Yes |
| Somerset ES | 1949 | 2005 | 80,122 | 3.7 | | | | Yes |
| Westbrook ES | 1939 | 1990 | 46,822 | 12.5 | Yes | 8 | | Yes |

Winston Churchill Cluster



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



SCHOOLS

Herbert Hoover Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2013. An FY 2012 appropriation for construction funds was approved for the construction of the modernization.

Beverly Farms Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2013. An FY 2012 appropriation was approved for construction funds for the construction of the modernization.

Potomac Elementary School

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

Wayside Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2016. An FY 2013 appropriation for planning funds was approved to begin the architectural design 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

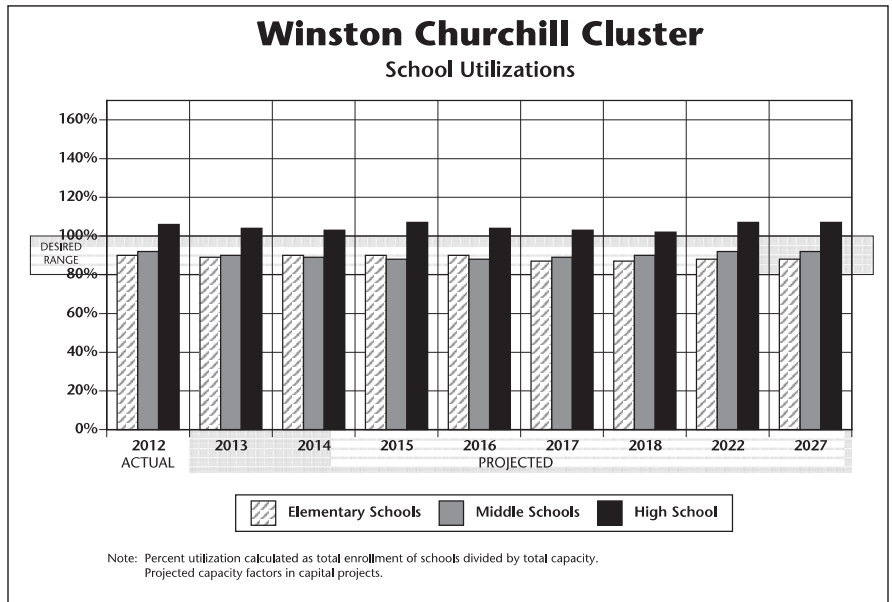
| School | Project | Project Status | Date of Completion |
|------------------|---------------|----------------|--------------------|
| Hoover MS | Modernization | Approved | Aug. 2013 |
| Beverly Farms ES | Modernization | Approved | Jan. 2013 |
| Potomac ES | Modernization | Programmed | Jan. 2018 |
| Wayside ES | Modernization | Approved | Aug. 2016 |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.



WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability

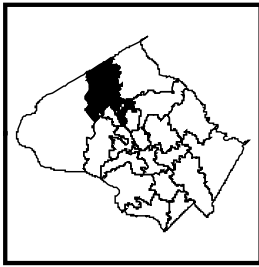
Effects of the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

| Schools | | | Actual | Projections | | | | | | | |
|----------------------|------------------|---------------------------|----------------------------|--------------------------|----------------------------|------------------------|------------------------|-------|-------|-------|------|
| | | | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 |
| Winston Churchill HS | Program Capacity | 1968 | 1968 | 1968 | 1968 | 1968 | 1968 | 1968 | 1968 | 1968 | 1968 |
| | Enrollment | 2094 | 2044 | 2020 | 2098 | 2039 | 2022 | 2000 | 2100 | 2100 | |
| | Available Space | (126) | (76) | (52) | (130) | (71) | (54) | (32) | (132) | (132) | |
| | Comments | | | | | | | | | | |
| Cabin John MS | Program Capacity | 1099 | 1099 | 1099 | 1099 | 1099 | 1099 | 1099 | 1099 | 1099 | 1099 |
| | Enrollment | 922 | 935 | 944 | 968 | 1002 | 1020 | 1030 | 1050 | 1050 | |
| | Available Space | 177 | 164 | 155 | 131 | 97 | 79 | 69 | 49 | 49 | |
| | Comments | | | | | | | | | | |
| Herbert Hoover MS | Program Capacity | 978 | 1084 | 1084 | 1084 | 1084 | 1084 | 1084 | 1084 | 1084 | 1084 |
| | Enrollment | 999 | 1022 | 988 | 946 | 922 | 933 | 929 | 950 | 950 | |
| | Available Space | (22) | 62 | 96 | 138 | 162 | 151 | 155 | 134 | 134 | |
| | Comments | @ Tilden Center | Mod. Complete Aug. 2013 | | | | | | | | |
| Bells Mill ES | Program Capacity | 609 | 609 | 609 | 609 | 609 | 609 | 609 | | | |
| | Enrollment | 578 | 583 | 594 | 593 | 596 | 583 | 584 | | | |
| | Available Space | 31 | 26 | 15 | 16 | 13 | 26 | 25 | | | |
| | Comments | | | | | | | | | | |
| Beverly Farms ES | Program Capacity | 689 | 689 | 689 | 689 | 689 | 689 | 689 | | | |
| | Enrollment | 576 | 568 | 575 | 569 | 568 | 570 | 570 | | | |
| | Available Space | 113 | 121 | 114 | 120 | 121 | 119 | 119 | | | |
| | Comments | Mod Complete Jan 2013 | | | | | | | | | |
| Potomac ES | Program Capacity | 424 | 424 | 424 | 424 | 424 | 550 | 550 | | | |
| | Enrollment | 496 | 477 | 463 | 459 | 454 | 464 | 475 | | | |
| | Available Space | (72) | (53) | (39) | (35) | (30) | 86 | 75 | | | |
| | Comments | Facility Planning for Mod | | | Planning for Modernization | @ Radnor | Mod Complete Jan. 2018 | | | | |
| Seven Locks ES | Program Capacity | 425 | 425 | 425 | 425 | 425 | 425 | 425 | | | |
| | Enrollment | 358 | 361 | 374 | 388 | 383 | 391 | 390 | | | |
| | Available Space | 67 | 64 | 51 | 37 | 42 | 34 | 35 | | | |
| | Comments | | | | | | | | | | |
| Wayside ES | Program Capacity | 670 | 670 | 670 | 670 | 670 | 670 | 670 | | | |
| | Enrollment | 536 | 516 | 531 | 529 | 544 | 543 | 547 | | | |
| | Available Space | 134 | 154 | 139 | 141 | 126 | 127 | 123 | | | |
| | Comments | | Planning for Modernization | Move to Radnor Jan. 2015 | @ Radnor | Mod Complete Aug. 2016 | | | | | |
| Cluster Information | HS Utilization | 106% | 104% | 103% | 107% | 104% | 103% | 102% | 107% | 107% | |
| | HS Enrollment | 2094 | 2044 | 2020 | 2098 | 2039 | 2022 | 2000 | 2100 | 2100 | |
| | MS Utilization | 92% | 90% | 89% | 88% | 88% | 89% | 90% | 92% | 92% | |
| | MS Enrollment | 1921 | 1957 | 1932 | 1914 | 1924 | 1953 | 1959 | 2000 | 2000 | |
| | ES Utilization | 90% | 89% | 90% | 90% | 90% | 87% | 87% | 88% | 88% | |
| ES Enrollment | 2544 | 2505 | 2537 | 2538 | 2545 | 2551 | 2566 | 2600 | 2600 | | |

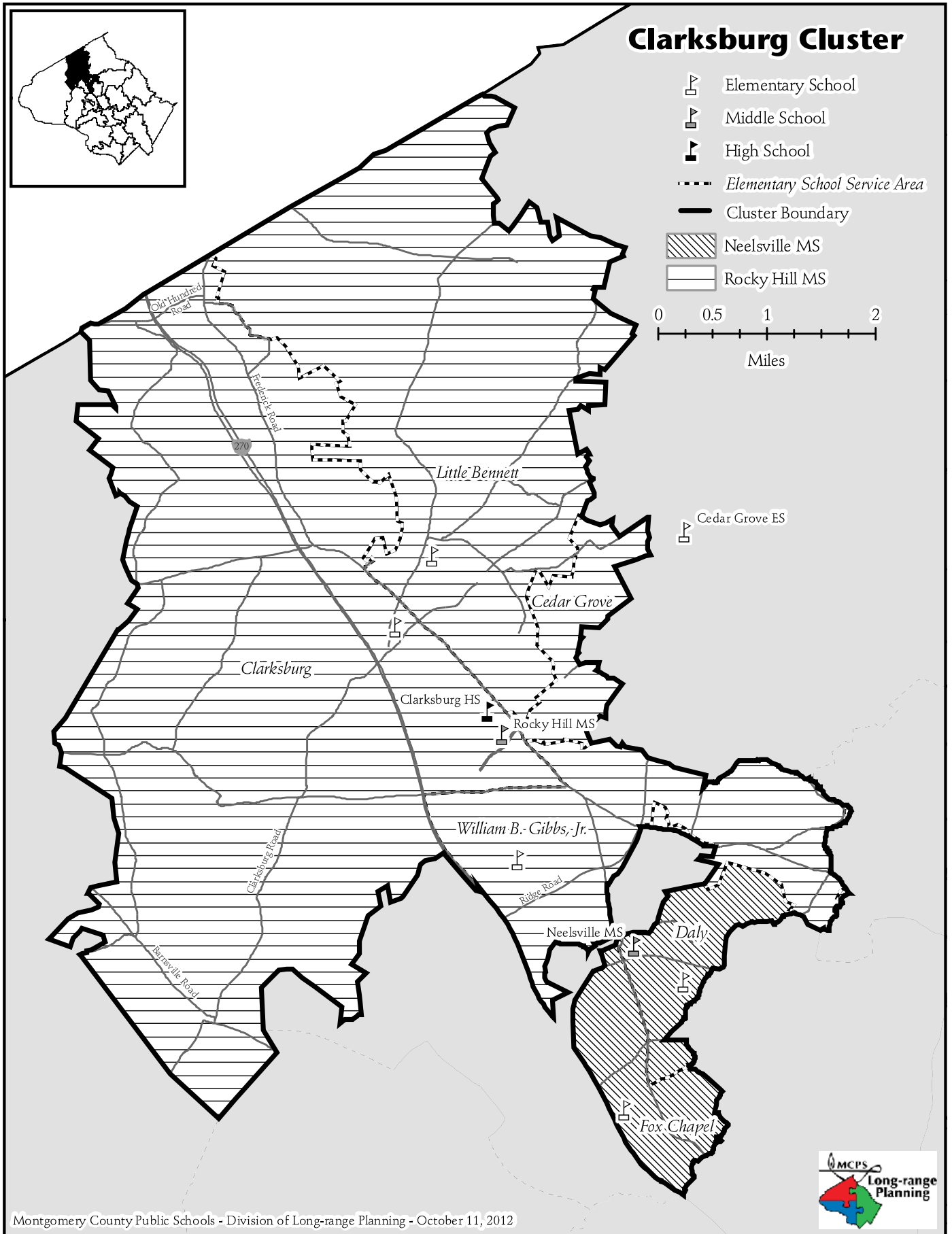
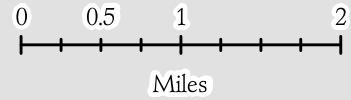
Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|----------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Winston Churchill HS | 1964 | 2001 | 322,078 | 30.3 | | | | |
| Cabin John MS | 1967 | 2011 | 159,514 | 18.2 | | | | |
| Herbert Hoover MS | 1966 | 2013 | 135,342 | 19.1 | | | | |
| Bells Mill ES | 1968 | 2009 | 77,244 | 9.6 | | | | |
| Beverly Farms ES | 1965 | | 97,965 | 5 | Yes | | | |
| Potomac ES | 1949 | 1976 | 57,713 | 9.6 | | 5 | | Yes |
| Seven Locks ES | 1964 | 2012 | 66,915 | 9.9 | | | | Yes |
| Wayside ES | 1969 | | 77,507 | 9.3 | | | | |

Clarksburg Cluster



- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary
- Neelsville MS
- Rocky Hill MS



Montgomery County Public Schools - Division of Long-range Planning - October 11, 2012



CLUSTER PLANNING ISSUES

Planning Issue: The Clarksburg Master Plan provides for the development of up to 15,000 housing units. A large number of housing units have been constructed. A new cluster of schools was formed in the 2006–2007 school year with the opening of Clarksburg High School to accommodate the enrollment growth from the new development. Little Bennett Elementary School opened in August 2006 and William B. Gibbs, Jr. Elementary School opened in August 2009 to accommodate growing elementary school enrollment. A high school addition, a new middle school and a new elementary school are needed in the future to accommodate future enrollment growth.

SCHOOLS

Clarksburg High School

Capital Project: Projections indicate that enrollment at Clarksburg High School will exceed capacity throughout the six-year period. An FY 2014 appropriation is recommended for construction funds to construct the classroom addition project. The scheduled completion date for the addition is August 2015. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Clarksburg/Damascus Middle School

Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout out the six-year CIP period. A new school is needed to address middle school space shortages in the cluster. Although the opening date was previously planned for August 2015, due to fiscal constraints in the county, the opening of the school was delayed by one year to August 2016. An FY 2013 appropriation was approved for planning funds to begin the architectural design of the school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Rocky Hill Middle School

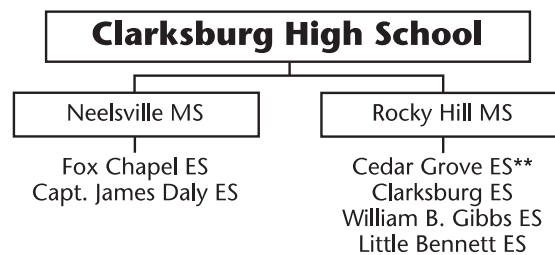
Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout out the six-year CIP period. A new school is needed to address middle school space shortages in the cluster. Although the opening date was previously planned for August 2015, due to fiscal constraints in the county, the opening of the school was delayed by one year to August 2016.

An FY 2013 appropriation was approved for planning funds to begin the architectural design of the school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Cedar Grove Elementary School

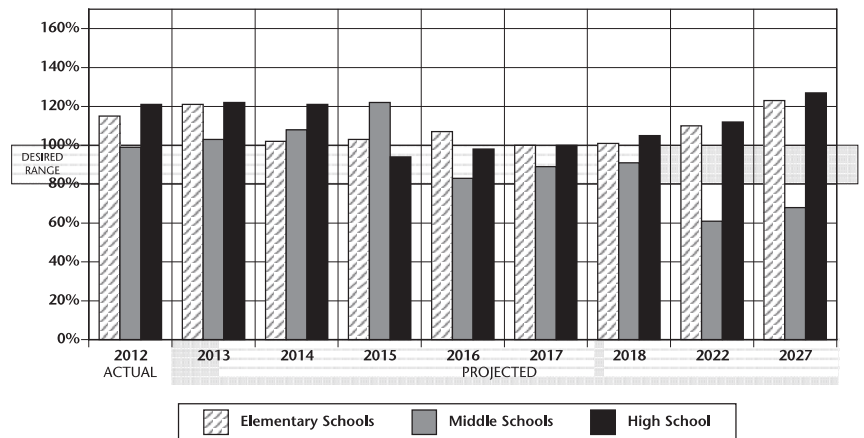
Capital Project: Enrollment at Cedar Grove Elementary School is projected to exceed capacity throughout the six-year CIP period. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens in August 2014. An FY 2013 appropriation was approved for construction funds to begin the construction of the new school. The school is scheduled for completion in August 2014. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

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.

Non-capital Solution: A boundary study is recommended to determine the service area for Clarksburg Cluster Elementary School (Clarksburg Village Site #1). The new school will address overutilization of Cedar Grove and Little Bennett elementary schools. Representatives from Cedar Grove and Little Bennett elementary schools will participate in the boundary advisory study. The boundary advisory study will take place in spring 2013 with Board of Education action in November 2013.

Clarksburg Elementary School

Utilization Enrollment at Clarksburg Elementary School is projected to exceed capacity by the end of the six-year CIP period. The degree of enrollment growth at Clarksburg Elementary School does not warrant inclusion of Clarksburg Elementary School in the upcoming boundary study for the new Clarksburg Cluster Elementary School (Clarksburg Cluster Site #1). Relocatable classrooms will be utilized until funding for a new elementary school and after the opening of Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens, in the Clarksburg Cluster is requested in a future CIP.

Clarksburg Cluster Elementary School (Clarksburg Village Site #1)

Capital Project: An FY 2013 appropriation was approved for construction funds to begin construction of the new school. The school is scheduled for completion in August 2014. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Non-capital Solution: A boundary study is recommended to determine the service area for Clarksburg Cluster Elementary School (Clarksburg Village Site #1). The new school will address overutilization of Cedar Grove and Little Bennett elementary schools. Representatives from Cedar Grove and Little Bennett elementary schools will participate in the boundary advisory study. The boundary advisory study will take place in spring 2013 with Board of Education in November 2013.

Capt. James E. Daly Elementary School

Capital Project: Projections indicate enrollment at Capt. James E. Daly Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 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.

Little Bennett Elementary School

Capital Project: Enrollment at Little Bennett Elementary School is projected to exceed capacity by the end of the six-year CIP period. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens in August 2014. An FY 2013 appropriation was approved for construction funds to begin construction of the new school. The school is scheduled for completion in August 2014. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Non-capital Solution: A boundary study is recommended to determine the service area for Clarksburg Cluster Elementary School (Clarksburg Village Site #1). The new school will address overutilization of Cedar Grove and Little Bennett elementary schools. Representatives from Cedar Grove and Little Bennett elementary schools will participate in the boundary advisory study. The boundary advisory study will take place in spring 2013 with Board of Education action in November 2013.

CAPITAL PROJECTS

| School | Project | Project Status | Date of Completion |
|--|--------------------|----------------|---------------------|
| Clarksburg HS | Classroom addition | Approved | Aug. 2015 |
| Clarksburg/Damascus MS | New school | Approved | Aug. 2016 (delayed) |
| Clarksburg Cluster ES (Clarksburg Village Site #1) | New school | Approved | Aug. 2014 |
| Capt. James E. Daly ES | Classroom addition | Proposed | TBD |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

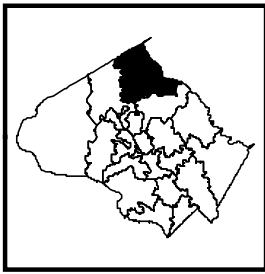
| Schools | | Actual | Projections | | | | | | | |
|--|------------------|-----------------------|-------------------------|-------|-------------------|-------|-------|-------|-------|-------|
| | | | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 |
| Clarksburg HS | Program Capacity | 1575 | 1575 | 1575 | 1980 | 1980 | 1980 | 1980 | 1980 | 1980 |
| | Enrollment | 1909 | 1925 | 1911 | 1846 | 1926 | 1967 | 2076 | 2200 | 2500 |
| | Available Space | (334) | (350) | (336) | 134 | 54 | 13 | (96) | (220) | (520) |
| | Comments | Planning for Addition | | | Addition Complete | | | | | |
| Clarksburg/Damascus MS | Program Capacity | | | | | 965 | 965 | 965 | 965 | 965 |
| | Enrollment | | | | | 0 | 0 | 0 | 0 | 0 |
| | Available Space | | | | | 965 | 965 | 965 | 965 | 965 |
| | Comments | | Planning for new school | | | Opens | | | | |
| Neelsville MS | Program Capacity | 905 | 905 | 905 | 905 | 905 | 905 | 905 | 905 | 905 |
| | Enrollment | 824 | 842 | 899 | 975 | 991 | 1022 | 1059 | 1100 | 1100 |
| | Available Space | 81 | 63 | 6 | (70) | (86) | (117) | (154) | (195) | (195) |
| | Comments | | | | | | | | | |
| Rocky Hill MS | Program Capacity | 935 | 935 | 935 | 935 | 935 | 935 | 935 | 935 | 935 |
| | Enrollment | 998 | 1056 | 1084 | 1261 | 1349 | 1466 | 1489 | 1700 | 1900 |
| | Available Space | (63) | (121) | (149) | (326) | (414) | (531) | (554) | (765) | (965) |
| | Comments | | | | | | | | | |
| Cedar Grove ES | Program Capacity | 422 | 422 | 422 | 422 | 422 | 422 | 422 | | |
| | Enrollment | 528 | 614 | 661 | 695 | 745 | 778 | 808 | | |
| | Available Space | (106) | (175) | (239) | (273) | (323) | (356) | (386) | | |
| | Comments | | | | | | | | | |
| Clarksburg ES | Program Capacity | 313 | 313 | 313 | 313 | 313 | 313 | 313 | | |
| | Enrollment | 266 | 278 | 301 | 321 | 348 | 391 | 435 | | |
| | Available Space | 47 | 35 | 12 | (8) | (35) | (78) | (122) | | |
| | Comments | | | | | | | | | |
| Clarksburg Cluster ES (Clarksburg Village Site #1) | Program Capacity | | | 740 | 740 | 740 | 740 | 740 | | |
| | Enrollment | | | 0 | 0 | 0 | 0 | 0 | | |
| | Available Space | | | 740 | 740 | 740 | 740 | 740 | | |
| | Comments | | | Opens | | | | | | |
| Capt. James E. Daly ES | Program Capacity | 471 | 471 | 471 | 471 | 471 | 471 | 471 | | |
| | Enrollment | 594 | 610 | 628 | 643 | 659 | 657 | 654 | | |
| | Available Space | (123) | (139) | (157) | (172) | (188) | (186) | (183) | | |
| | Comments | | | | | | | | | |
| Fox Chapel ES | Program Capacity | 632 | 632 | 632 | 632 | 632 | 632 | 632 | | |
| | Enrollment | 623 | 643 | 644 | 627 | 634 | 635 | 620 | | |
| | Available Space | 9 | (11) | (12) | 5 | (2) | (3) | 12 | | |
| | Comments | | | | | | | | | |
| William B. Gibbs Jr. ES | Program Capacity | 734 | 734 | 734 | 734 | 734 | 734 | 734 | | |
| | Enrollment | 755 | 757 | 773 | 757 | 751 | 741 | 742 | | |
| | Available Space | (21) | (13) | (39) | (23) | (17) | (7) | (8) | | |
| | Comments | | | | | | | | | |
| Little Bennett ES | Program Capacity | 673 | 673 | 673 | 673 | 673 | 673 | 673 | | |
| | Enrollment | 958 | 1030 | 1076 | 1081 | 1079 | 1090 | 1075 | | |
| | Available Space | (285) | (357) | (403) | (408) | (406) | (417) | (402) | | |
| | Comments | | | | | | | | | |
| Cluster Information | HS Utilization | 121% | 122% | 121% | 93% | 97% | 99% | 105% | 111% | 126% |
| | HS Enrollment | 1909 | 1925 | 1911 | 1846 | 1926 | 1967 | 2076 | 2200 | 2500 |
| | MS Utilization | 99% | 103% | 108% | 122% | 83% | 89% | 91% | 100% | 107% |
| | MS Enrollment | 1822 | 1898 | 1983 | 2236 | 2340 | 2488 | 2548 | 2800 | 3000 |
| | ES Utilization | 115% | 121% | 102% | 104% | 107% | 109% | 110% | 115% | 125% |
| ES Enrollment | 3724 | 3932 | 4083 | 4124 | 4216 | 4292 | 4334 | 4600 | 5000 | |







CLARKSBURG CLUSTER

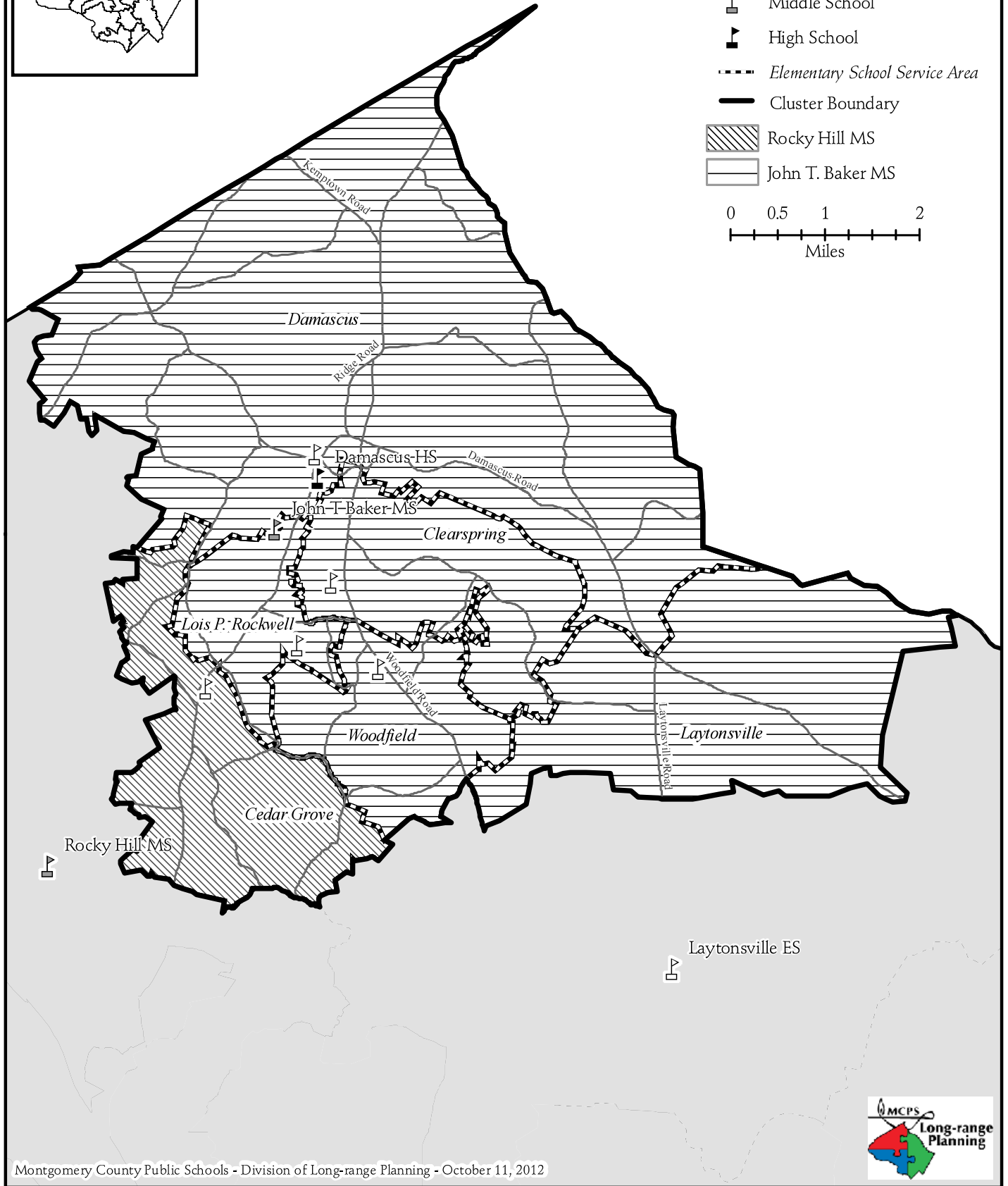
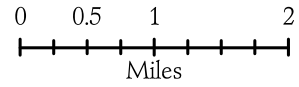
Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Relocatable Classrooms | Linkages to Learning Program | Home School Model |
|-------------------------|----------------------|---------------------------|----------------------|-----------------|---------------|------------------------|------------------------------|-------------------|
| Clarksburg HS | 1995 | 2006 | 344,574 | 62.73 | | 11 | | |
| Neelsville MS | 1981 | | 131,432 | 29.2 | | | | |
| Rocky Hill MS | 2004 | | 148,065 | 23.3 | | 7 | | |
| Cedar Grove ES | 1960 | 1987 | 57,037 | 10.1 | | 4 | | |
| Clarksburg ES | 1952 | 1993 | 54,983 | 9.97 | | 4 | | |
| Captain James Daly ES | 1989 | | 78,210 | 10 | Yes | 4 | | |
| Fox Chapel ES | 1974 | | 85,182 | 10.34 | Yes | | Yes | Yes |
| William B. Gibbs Jr. ES | 2009 | | 88,042 | 10.75 | | | | Yes |
| Little Bennett ES | 2006 | | 82,511 | 4.81 | Yes | 8 | | Yes |

Damascus Cluster



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



SCHOOLS

Clarksburg/Damascus Middle School

Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout the six-year CIP period. A new school is needed to address middle school space shortages in the cluster. Although the opening date was previously planned for August 2015, due to fiscal constraints in the county, as explained in Chapter 1, the opening of the school was delayed by one year to August 2016. An FY 2013 appropriation was approved for planning funds to begin the architectural design of the school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Cedar Grove Elementary School

Capital Project: Enrollment at Cedar Grove Elementary School is projected to exceed capacity by the end of the six-year CIP period. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens in August 2014. An FY 2013 appropriation was approved for construction funds to begin construction of the new school. The school is scheduled for completion in August 2014. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Non-capital Solution: A boundary study is recommended to determine the service area for Clarksburg Cluster Elementary School (Clarksburg Village Site #1). The new school will address overutilization of Cedar Grove and Little Bennett elementary schools. Representatives from Cedar Grove and Little Bennett elementary schools will participate in the boundary advisory study. The boundary advisory study will take place in spring 2013 with Board of Education action in November 2013.

Damascus Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2021. FY 2016 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. 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 |
|--|---------------|-----------------|---------------------|
| Clarksburg/Damascus MS | New school | Approved | Aug. 2016 (delayed) |
| Clarksburg Cluster ES (Clarksburg Village Site #1) | New school | Approved | Aug. 2014 |
| Damascus ES | Modernization | Programmed | Jan. 2021 |

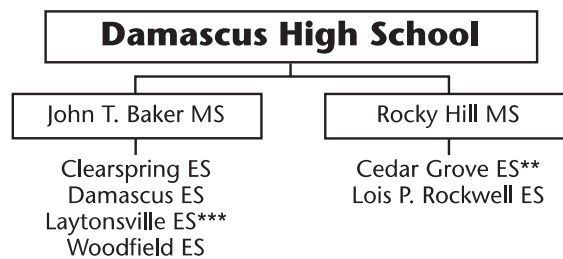
Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

Damascus Cluster Articulation*



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

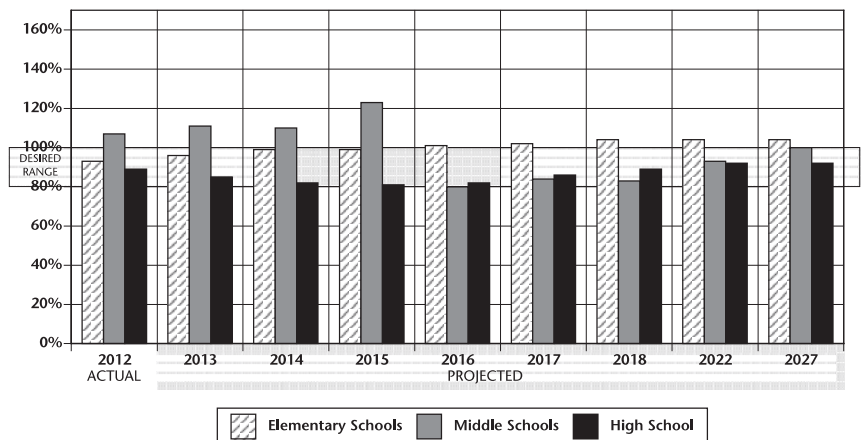
* Clarksburg Elementary School and Little Bennett Elementary School also articulate to Rocky Hill Middle School but thereafter to Clarksburg High School.

** 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.

DAMASCUS CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non–CIP Actions on Space Available

| Schools | | Actual 12-13 | Projections | | | | | | | | |
|------------------------|-------------------|-----------------|-------------------------------|-------------|---------------------------------|-------------|----------------------------------|-------------|-------------|-------------|------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 | |
| Damascus HS | Program Capacity | 1470 | 1470 | 1470 | 1470 | 1470 | 1470 | 1470 | 1470 | 1470 | 1470 |
| | Enrollment | 1310 | 1253 | 1203 | 1188 | 1212 | 1267 | 1314 | 1350 | 1350 | |
| | Available Space | 160 | 217 | 267 | 282 | 258 | 203 | 156 | 209 | 209 | |
| | Comments | | | | | | | | | | |
| John T. Baker MS | Program Capacity | 740 | 740 | 740 | 740 | 740 | 740 | 740 | 740 | 740 | |
| | Enrollment | 794 | 798 | 766 | 792 | 766 | 747 | 710 | 750 | 750 | |
| | Available Space | (54) | (58) | (26) | (52) | (26) | (7) | 30 | (10) | (10) | |
| | Comments | | | | | | | | | | |
| Clarksburg/Damascus MS | Program Capacity | | | | | 965 | 965 | 965 | 965 | 965 | |
| | Enrollment | | | | | 0 | 0 | 0 | 0 | 0 | |
| | Available Space | | | | | 965 | 965 | 965 | 965 | 965 | |
| | Comments | | Planning for new school | | | Opens | | | | | |
| Rocky Hill MS | Program Capacity | 935 | 935 | 935 | 935 | 935 | 935 | 935 | 935 | 935 | |
| | Enrollment | 998 | 1056 | 1084 | 1261 | 1349 | 1466 | 1489 | 1700 | 1900 | |
| | Available Space | (63) | (121) | (149) | (326) | (414) | (531) | (554) | (765) | (965) | |
| | Comments | | | | | | | | | | |
| Cedar Grove ES | Program Capacity | 422 | 422 | 422 | 422 | 422 | 422 | 422 | 422 | | |
| | Enrollment | 528 | 597 | 661 | 695 | 745 | 778 | 808 | | | |
| | Available Space | (106) | (175) | (239) | (273) | (323) | (356) | (386) | | | |
| | Comments | | | | | | | | | | |
| Clearspring ES | Program Capacity | 655 | 655 | 655 | 655 | 655 | 655 | 655 | 655 | | |
| | Enrollment | 628 | 614 | 614 | 616 | 623 | 622 | 620 | | | |
| | Available Space | 27 | 41 | 41 | 39 | 32 | 33 | 35 | | | |
| | Comments | | | | | | | | | | |
| Damascus ES | Program Capacity | 345 | 345 | 345 | 345 | 345 | 345 | 345 | 345 | | |
| | Enrollment | 305 | 297 | 294 | 291 | 281 | 282 | 286 | | | |
| | Available Space | 40 | 48 | 51 | 54 | 64 | 63 | 59 | | | |
| | Comments | | | | Facility Planning for Mod | | Planning for Modernization | | | | |
| Lois P. Rockwell ES | Program Capacity | 523 | 523 | 523 | 523 | 523 | 523 | 523 | 523 | | |
| | Enrollment | 450 | 470 | 492 | 476 | 476 | 475 | 471 | | | |
| | Available Space | 73 | 53 | 31 | 47 | 47 | 48 | 52 | | | |
| | Comments | | | | | | | | | | |
| Woodfield ES | Program Capacity | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | | |
| | Enrollment | 325 | 309 | 309 | 300 | 294 | 304 | 310 | | | |
| | Available Space | 134 | 150 | 150 | 159 | 165 | 155 | 149 | | | |
| | Comments | | | | | | | | | | |
| Cluster Information | HS Utilization | 89% | 85% | 82% | 81% | 82% | 86% | 89% | 92% | 92% | |
| | HS Enrollment | 1310 | 1253 | 1203 | 1188 | 1212 | 1267 | 1314 | 1350 | 1350 | |
| | MS Utilization | 107% | 111% | 110% | 123% | 80% | 84% | 83% | 93% | 100% | |
| | MS Enrollment | 1792 | 1854 | 1850 | 2053 | 2115 | 2213 | 2199 | 2450 | 2650 | |
| | ES Utilization | 93% | 95% | 99% | 99% | 101% | 102% | 104% | 104% | 104% | |
| ES Enrollment | 2236 | 2287 | 2370 | 2378 | 2419 | 2461 | 2495 | 2500 | 2500 | | |

DAMASCUS CLUSTER

Demographic Characteristics of Schools

| Schools | 2012-2013 | | | | | | 2011-2012 | | |
|---------------------------------|------------------|---------------------|-----------------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| | Total Enrollment | Two or more races % | Black or Afr. Amer. % | Asian% | Hispanic % | White % | FARMS%* | ESOL%** | Mobility Rate%*** |
| Damascus HS | 1310 | 4.9% | 9.3% | 5.2% | 13.1% | 67.3% | 11.8% | 0.0% | 6.0% |
| John T Baker MS | 794 | 5.0% | 9.1% | 4.7% | 16.4% | 64.9% | 18.0% | 0.0% | 6.1% |
| Rocky Hill MS | 998 | 4.3% | 21.0% | 24.3% | 15.2% | 34.9% | 19.4% | 1.4% | 7.3% |
| Cedar Grove ES | 528 | 4.7% | 10.2% | 36.2% | 10.6% | 37.9% | 13.7% | 11.8% | 14.2% |
| Clearspring ES | 628 | 6.8% | 11.9% | 14.2% | 19.3% | 47.6% | 22.5% | 7.0% | 7.2% |
| Damascus ES | 305 | 4.3% | 5.2% | 3.0% | 23.6% | 63.9% | 28.3% | 15.3% | 11.1% |
| Lois P. Rockwell ES | 450 | 6.2% | 12.4% | 10.7% | 21.1% | 49.1% | 23.0% | 18.5% | 7.4% |
| Woodfield ES | 325 | 4.3% | 8.6% | 4.6% | 16.0% | 66.2% | 12.7% | 6.5% | 3.3% |
| Elementary Cluster Total | 2236 | 5.5% | 10.2% | 15.7% | 17.7% | 50.5% | 20.1% | 11.5% | 8.6% |
| Elementary County Total | 72144 | 4.9% | 20.5% | 14.1% | 28.8% | 31.5% | 37.0% | 22.0% | 12.6% |

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2011-2012 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2011-2012 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2011-2012 school year compared to total enrollment.

Note: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

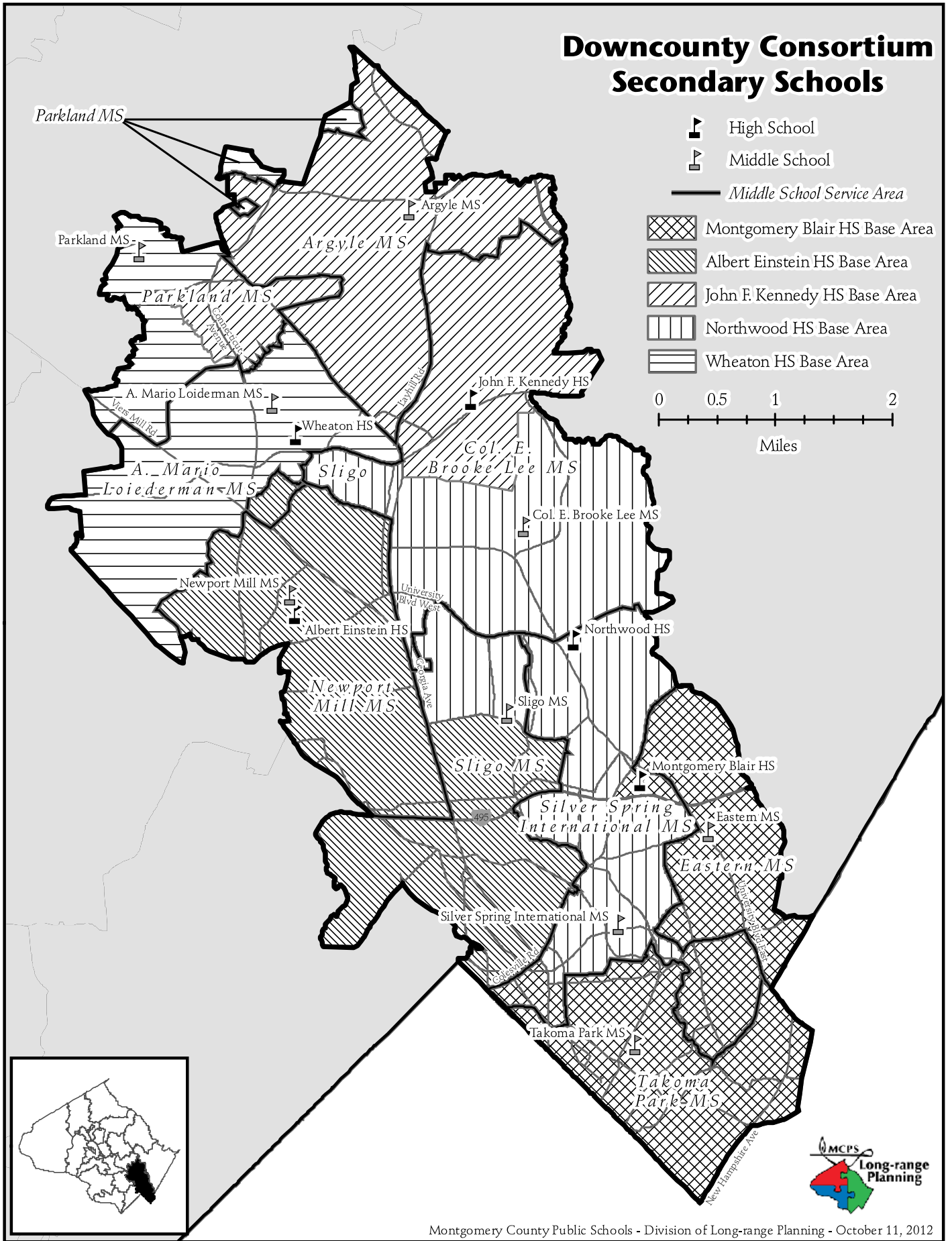
Program Capacity and Room Use Table
(School Year 2012-2013)

| 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 | PD @7 | PEP@6 | PEP @12 | PEP @18 | SLC @10 | VISION (Elementary) @7 | OTHER | | | |
| Damascus HS | 9-12 | 1470 | 74 | | 58 | | | | | | | | | | 9 | | | | | 3 | 3 | | | | | | | | | | | | | | | | 1 | |
| John T Baker MS | 6-8 | 740 | 37 | | 33 | | | | | | | | | | 2 | | | | | 1 | 1 | | | | | | | | | | | | | | | | | |
| Rocky Hill MS | 6-8 | 935 | 48 | | 39 | | | | | | | | 1 | | 6 | | | | | | | | | | | 2 | | | | | | | | | | | | |
| Cedar Grove ES | K-5 | 422 | 25 | 5 | 14 | | | | | | 4 | | | | | | | | | | | | | 2 | | | | | | | | | | | | | | |
| Clearspring ES | HS-5 | 655 | 34 | 3 | 23 | | | | | 1 | 3 | | | | | | | 4 | | | | | | | | | | | | | | | | | | | | |
| Damascus ES | K-5 | 345 | 21 | 4 | 12 | | | | | | 2 | | | | 1 | | | | | | 2 | | | | | | | | | | | | | | | | | |
| Lois P. Rockwell ES | K-5 | 523 | 29 | 4 | 17 | | | | | | 3 | | | | | | | | | | | | | | | | | | | | 1 | 3 | | | | 1 | | |
| Woodfield ES | K-5 | 459 | 24 | 3 | 17 | | | | | | 2 | | | | | | | | | | | | | | | | | | | 1 | | 1 | | | | | | |

Facility Characteristics of Schools 2012–2013

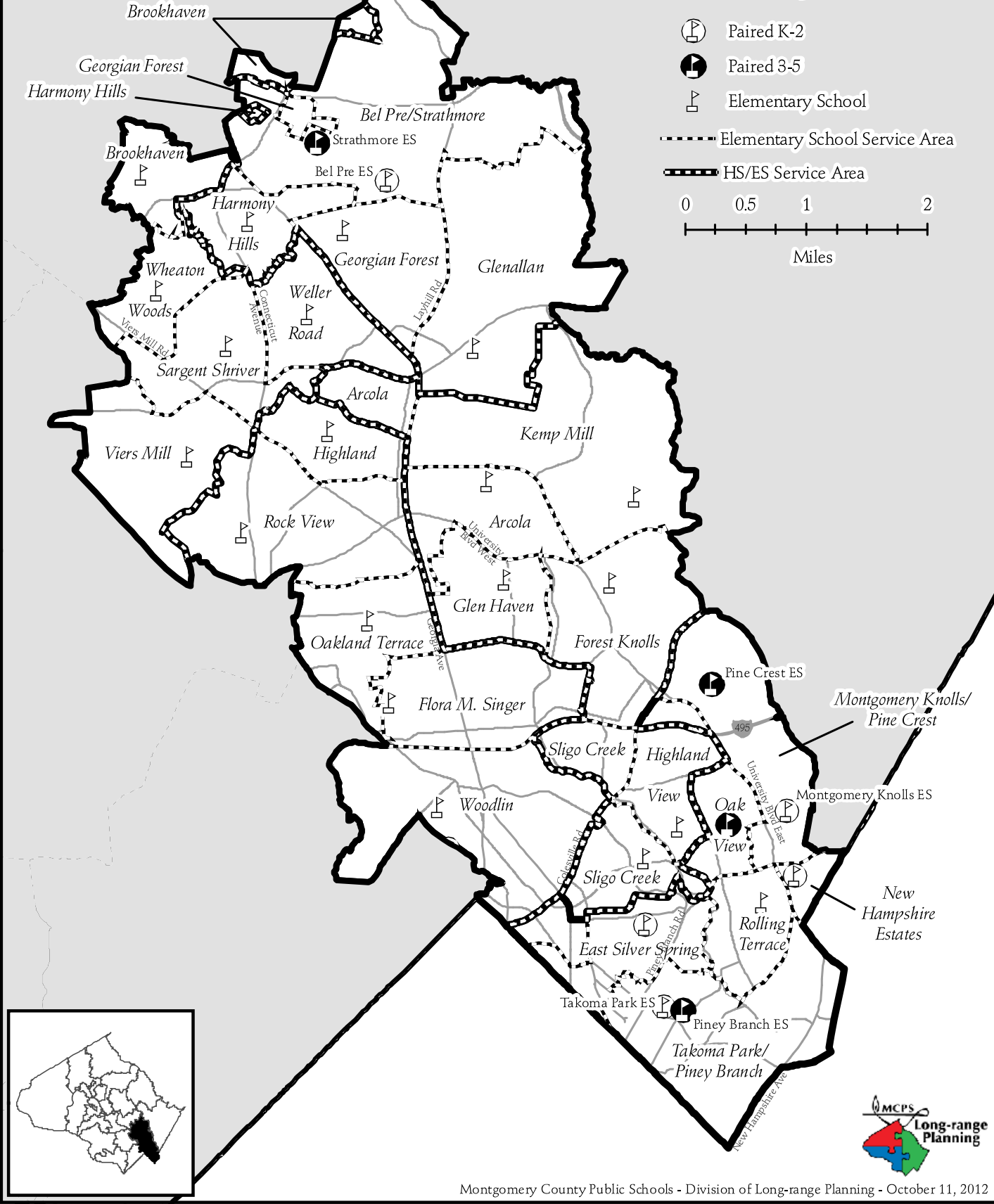
| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|---------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Damascus HS | 1950 | 1978 | 235,986 | 32.7 | | | | |
| John T Baker MS | 1971 | | 120,532 | 22 | Yes | | | |
| Rocky Hill MS | 2004 | | 148,065 | 23.3 | | 7 | | |
| Cedar Grove ES | 1960 | 1987 | 57,037 | 10.1 | | 4 | | |
| Clearspring ES | 1988 | | 77,535 | 10 | Yes | | | |
| Damascus ES | 1934 | 1980 | 53,239 | 9.4 | | | | Yes |
| Lois P. Rockwell ES | 1992 | | 75,520 | 10.6 | | | | |
| Woodfield ES | 1962 | 1985 | 53,212 | 10 | | | | |

Downcounty Consortium Secondary Schools



Montgomery County Public Schools - Division of Long-range Planning - October 11, 2012

Downcounty Consortium Elementary Schools



Montgomery County Public Schools - Division of Long-range Planning - October 11, 2012

CONSORTIUM PLANNING ISSUES

The Downcounty Consortium provides a 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 choice programs are offered at Montgomery Blair, Albert Einstein, John F. Kennedy, Northwood, and Wheaton high schools. Choice patterns are monitored for the 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 to attend the high school located serving 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 programs at these schools are open to all middle school students in the county.

Planning Issue: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/Index2.shtml>

SCHOOLS

Montgomery Blair High School

Planning Issue: Enrollment at Montgomery Blair High School is projected to exceed capacity by more than 200 seats by the end of the six-year planning period. Enrollment and choice patterns will be monitored to determine whether it is necessary to relieve overutilization at Montgomery Blair High School in the future.

Wheaton High School

Planning Study: Wheaton High School and Thomas Edison High School of Technology (TEHST) are currently located on the same site and share one facility. These schools are scheduled for modernization. During the past two years, two major planning studies were conducted to prepare for the modernization of these schools. During the fall and winter 2010–2011, a Roundtable Discussion, with broad stakeholder involvement, met to explore various approaches

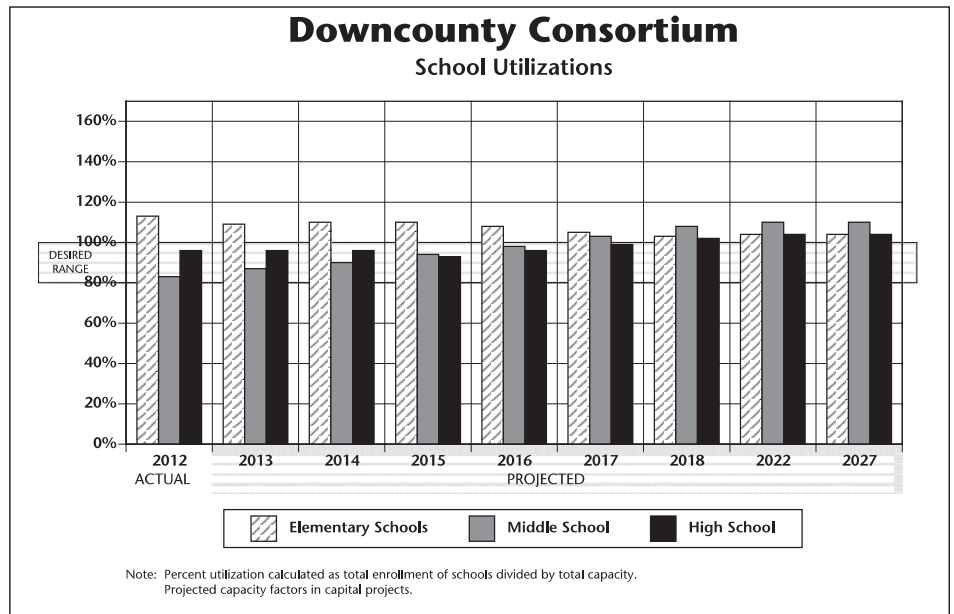
for the future relationship between the two schools. Following the Roundtable review, the Board of Education took action on March 28, 2011, to keep the two schools separate with distinct identities and directed staff to conduct a feasibility study to review two options—a one building option and a two building option. At the conclusion of the feasibility study, on September 13, 2011, the Board of Education adopted a two-building option for the modernizations of Wheaton High School and Thomas Edison High School of Technology.

Capital Project: An FY 2014 appropriation for construction funds is recommended to begin the construction of the replacement facilities for Wheaton High School and Thomas Edison High School of Technology. The completion dates for these schools are scheduled for August 2015 for the Wheaton High School facility, August 2017 for the Thomas Edison High School of Technology facility, and August 2018 for restoration of the site. In order for this project to be completed on the new schedule, county and state funding must be provided at levels recommended in this CIP.

Capital Project: An FY 2014 appropriation for construction funds is programmed in the Department of Health and Human Services (DHHS) Capital Budget for a School-based Wellness Center at Wheaton High School. The design and construction of the Wellness Center will be included as part of the replacement facility.

Eastern Middle School

Capital Project: A modernization project was scheduled for this school for completion in August 2019. However, due to fiscal constraints in the county, the modernization was delayed by two years to August 2021. FY 2017 expenditures are programmed for facility planning funds 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.



A. Mario Loiederman Middle School

Capital Project: Projections indicate enrollment at A. Mario Loiederman Middle School will exceed capacity by 150 seats or more by the end of the six-year period. An FY 2014 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.

Newport Mill Middle School

Non-capital Solution: On November 17, 2011, the Board of Education adopted boundary changes for Oakland Terrace Elementary School, Newport Mill and Sligo middle schools, and created the service area for Flora M. Singer Elementary School. The boundary changes for the middle school will be phased in, beginning in the 2014–2015 school year. The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/DCC29ES_Greensheet_111711.pdf

Silver Spring International Middle School

Non-capital Solution: In November 2009, the Board of Education adopted boundary changes to relieve overutilization at Sligo Creek Elementary School. The boundary changes went into effect at the elementary school level, beginning in August 2010 and began phasing in at the middle school level, beginning in August 2012.

Sligo Middle School

Non-capital Solution: On November 17, 2011, the Board of Education adopted boundary changes for Oakland Terrace Elementary School, Newport Mill and Sligo middle schools, and created the service area for Flora M. Singer Elementary School. The boundary changes for the middle school will be phased in, beginning in the 2014–2015 school year. The Board

of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/DCC29ES_Greensheet_111711.pdf

Takoma Park Middle School

Non-capital Solution: In November 2009, the Board of Education adopted boundary changes to relieve overutilization at Sligo Creek Elementary School. The boundary changes went into effect at the elementary school level, beginning in August 2010 and began phasing in at the middle school level, beginning in August 2012.

Arcola Elementary School

Capital Project: An FY 2014 appropriation for funds is recommended for the construction of a classroom addition. The scheduled completion date for the addition is August 2015. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Issue: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Bel Pre Elementary School

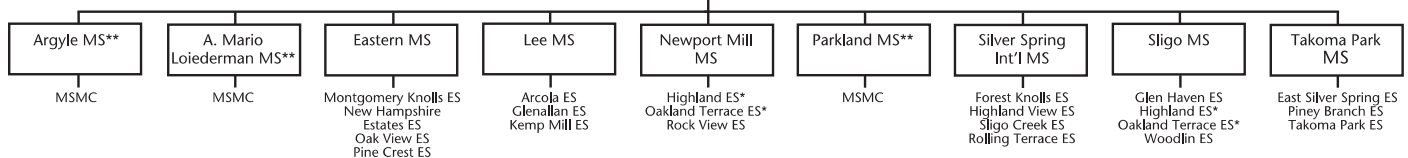
Capital Project: A modernization project is scheduled for this school with a completion date of August 2014. An FY 2013 appropriation for construction funds was approved to construct

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.

the modernization. Projections indicate that enrollment at Bel Pre Elementary School will exceed capacity by 92 seats or more throughout the six-year CIP period. Relocatable classrooms will be utilized until additional capacity can be added as part 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.

Brookhaven Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Forest Knolls Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Georgian Forest Elementary School

Capital Project: Projections indicate enrollment at Georgian Forest Elementary School will exceed capacity by 92 seats or more by the end of the six-year CIP planning period. An FY 2012 appropriation was approved for construction funds to begin the construction of the classroom addition. The scheduled completion date is August 2013. Relocatable classrooms will be utilized until additional capacity can be added.

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Glen Haven Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Glenallan Elementary School

Capital Project: Projections indicate enrollment at Glenallan Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization project. A modernization project is scheduled for this school with a completion date of August 2013. An FY 2012 appropriation was approved for construction funds to begin the construction of the modernization.

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Harmony Hills Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Highland Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary

school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Highland View Elementary School

Capital Project: Projections indicate enrollment at Highland View Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. FY 2015 expenditures for planning funds are programmed to begin the architectural design of a classroom addition project. The scheduled completion date for the addition is August 2017. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Kemp Mill Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Oak View Elementary School

Planning Issue: Oak View Elementary School, that serves Grades 3–5 students, is paired with New Hampshire Estates Elementary School that serves Grades pre-K–2 students. A roundtable discussion is recommended to review the impact of unpairing New Hampshire Estates and Oak View elementary schools. Representatives from the New Hampshire Estates and Oak View elementary schools Parent Teacher Association will serve on the roundtable discussion. The roundtable discussion will take place in spring.

New Hampshire Estates Elementary School

Planning Study: New Hampshire Estates Elementary School, that serves Grades pre-K–2 students, is paired with Oak View Elementary School that serves Grades 3–5 students. A roundtable discussion is recommended to review the impact of unpairing New Hampshire Estates and Oak View elementary schools. Representatives from the New Hampshire Estates and Oak View elementary schools Parent Teacher Association will serve on the roundtable discussion. The roundtable discussion will take place in spring 2013.

Rolling Terrace Elementary School

Capital Project: Projections indicate enrollment at Rolling Terrace Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 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.

Sargent Shriver Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Viers Mill Elementary School

Capital Project: Projections indicate enrollment at Viers Mill Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 appropriation was approved for construction funds to begin the construction of the classroom addition. The scheduled completion date for the addition is August 2013. 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 2012 appropriation was approved for construction funds to begin the construction of the modernization.

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Wheaton Woods Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2016. An FY 2013 appropriation was approved for planning funds to begin the architectural design 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.

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the Downcounty Consortium will be conducted during the 2012–2013 school year. The following schools are included in the scope of the

study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. A detailed description of the purpose and process for the comprehensive study is included in the Supplement to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Woodlin Elementary School

Capital Project: Enrollment projections indicate enrollment at Woodlin Elementary School will exceed capacity by four or more classrooms throughout the six-year CIP period. An FY 2013 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition at Woodlin Elementary School. 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 |
|-----------------------|--------------------|-----------------|------------------------------|
| Wheaton HS | Modernization | Recommended | Aug. 2015 Aug. 2018, site |
| | Wellness Center | Programmed | Aug. 2015 |
| Eastern MS | Modernization | Programmed | Aug. 2021 (delayed) |
| A. Mario Loiderman MS | Classroom addition | Proposed | TBD |
| Arcola ES | Classroom addition | Approved | Aug. 2015 |
| Bel Pre ES | Modernization | Approved | Aug. 2014 |
| Georgian Forest ES | Addition | Approved | Aug. 2013 |
| Glenallan ES | Modernization | Approved | Aug. 2013 |
| Harmony Hills ES | Classroom addition | Proposed | TBD |
| Highland View ES | Addition | Programmed | Aug. 2017 |
| Rolling Terrace ES | Proposed | Proposed | TBD |
| Viers Mill ES | Addition | Approved | Aug. 2013 |
| Weller Road ES | Modernization | Approved | Aug. 2013 |
| Wheaton Woods ES | Modernization | Approved | Aug. 2016 |
| Woodlin ES | Addition | Proposed | TBD |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

DOWNCOUNTY CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

| Schools | | Actual 12-13 | Projections | | | | | | | |
|--------------------------------|------------------|----------------------------------|--------------------------------------|--------------------|--|-------|---------------------------------|-------|-------|-------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 |
| Montgomery Blair HS | Program Capacity | 2875 | 2875 | 2875 | 2875 | 2875 | 2875 | 2875 | 2875 | 2875 |
| | Enrollment | 2811 | 2764 | 2812 | 2849 | 2893 | 3016 | 3080 | 3100 | 3100 |
| | Available Space | 64 | 111 | 64 | 26 | (18) | (140) | (204) | (225) | (225) |
| | Comments | | | | | | | | | |
| Albert Einstein HS | Program Capacity | 1615 | 1615 | 1615 | 1615 | 1615 | 1615 | 1615 | 1615 | 1615 |
| | Enrollment | 1583 | 1516 | 1408 | 1340 | 1370 | 1455 | 1561 | 1600 | 1600 |
| | Available Space | 32 | 99 | 268 | 355 | 356 | 254 | 151 | 15 | 15 |
| | Comments | | | | | | | | | |
| John F. Kennedy HS | Program Capacity | 1802 | 1802 | 1802 | 1802 | 1802 | 1802 | 1802 | 1802 | 1802 |
| | Enrollment | 1610 | 1699 | 1691 | 1714 | 1788 | 1777 | 1838 | 1850 | 1850 |
| | Available Space | 192 | 103 | 111 | 88 | 14 | 25 | (36) | (48) | (48) |
| | Comments | | | | | | | | | |
| Northwood HS | Program Capacity | 1512 | 1512 | 1512 | 1512 | 1512 | 1512 | 1512 | 1512 | 1512 |
| | Enrollment | 1507 | 1465 | 1504 | 1551 | 1586 | 1616 | 1661 | 1700 | 1700 |
| | Available Space | 5 | 47 | 8 | (39) | (74) | (104) | (149) | (188) | (188) |
| | Comments | | | | | | | | | |
| Wheaton HS | Program Capacity | 1258 | 1258 | 1258 | 1596 | 1596 | 1596 | 1596 | 1596 | 1596 |
| | Enrollment | 1231 | 1246 | 1265 | 1333 | 1361 | 1446 | 1486 | 1500 | 1500 |
| | Available Space | 27 | 12 | (7) | 263 | 235 | 150 | 110 | 96 | 96 |
| | Comments | Planning for Modernization | | | Modernization Complete Aug. 2015 | | | | | |
| Argyle MS | Program Capacity | 871 | 871 | 871 | 871 | 871 | 871 | 871 | 871 | 871 |
| | Enrollment | 794 | 813 | 810 | 822 | 833 | 836 | 843 | 850 | 850 |
| | Available Space | 77 | 58 | 61 | 49 | 38 | 35 | 28 | 21 | 21 |
| | Comments | | | | | | | | | |
| Eastern MS | Program Capacity | 1003 | 1003 | 1003 | 1003 | 1003 | 1003 | 1003 | 1003 | 1003 |
| | Enrollment | 878 | 888 | 904 | 960 | 1004 | 1072 | 1092 | 1100 | 1100 |
| | Available Space | 125 | 115 | 99 | 43 | (1) | (69) | (89) | (97) | (97) |
| | Comments | | | | | | Facility Planning for Mod | | | |
| Col. E. Brooke Lee MS | Program Capacity | 768 | 768 | 768 | 768 | 768 | 768 | 768 | 768 | 768 |
| | Enrollment | 600 | 647 | 699 | 764 | 791 | 841 | 897 | 900 | 900 |
| | Available Space | 168 | 121 | 69 | 4 | (23) | (73) | (129) | (132) | (132) |
| | Comments | | | | | | | | | |
| A. Mario Loiederman MS | Program Capacity | 871 | 871 | 871 | 871 | 871 | 871 | 871 | 871 | 871 |
| | Enrollment | 808 | 839 | 871 | 884 | 929 | 980 | 1063 | 1100 | 1100 |
| | Available Space | 63 | 32 | 0 | (13) | (58) | (109) | (192) | (229) | (229) |
| | Comments | | Facility Planning for Addition | | | | | | | |
| Newport Mill MS | Program Capacity | 778 | 778 | 778 | 778 | 778 | 778 | 778 | 778 | 778 |
| | Enrollment | 575 | 622 | 623 | 634 | 637 | 688 | 718 | 750 | 750 |
| | Available Space | 203 | 156 | 155 | 144 | 141 | 90 | 60 | 28 | 28 |
| | Comments | | | Boundary Change | | | | | | |
| Parkland MS | Program Capacity | 906 | 906 | 906 | 906 | 906 | 906 | 906 | 906 | 906 |
| | Enrollment | 872 | 908 | 915 | 878 | 883 | 956 | 1045 | 1050 | 1050 |
| | Available Space | 34 | (2) | (9) | 28 | 23 | (50) | (139) | (144) | (144) |
| | Comments | | | | | | | | | |
| Silver Spring International MS | Program Capacity | 1092 | 1092 | 1092 | 1092 | 1092 | 1092 | 1092 | 1092 | 1092 |
| | Enrollment | 916 | 964 | 996 | 1040 | 1091 | 1161 | 1234 | 1250 | 1250 |
| | Available Space | 176 | 128 | 96 | 52 | 1 | (69) | (142) | (158) | (158) |
| | Comments | Boundary Change | | | | | | | | |
| Sligo MS | Program Capacity | 903 | 903 | 903 | 903 | 903 | 903 | 903 | 903 | 903 |
| | Enrollment | 412 | 461 | 543 | 698 | 795 | 811 | 831 | 850 | 850 |
| | Available Space | 491 | 442 | 360 | 205 | 108 | 92 | 72 | 53 | 53 |
| | Comments | | | Boundary Change | | | | | | |
| Takoma Park MS | Program Capacity | 922 | 922 | 922 | 922 | 922 | 922 | 922 | 922 | 922 |
| | Enrollment | 916 | 946 | 974 | 974 | 1017 | 1033 | 1080 | 1100 | 1100 |
| | Available Space | 6 | (24) | (52) | (52) | (95) | (111) | (158) | (178) | (178) |
| | Comments | Boundary Change | | | | | | | | |

DOWNCOUNTY CONSORTIUM

| Schools | | Actual 12-13 | Projections | | | | | | 2022 | 2027 |
|--|-----|------------------|---------------------------------|-------------------------------------|----------------------------|-------------------|-------|-------------------|-------|------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | | |
| Arcola ES | CSR | Program Capacity | 434 | 434 | 434 | 624 | 624 | 624 | 624 | |
| | | Enrollment | 719 | 757 | 762 | 767 | 759 | 743 | 734 | |
| | | Available Space | (285) | (323) | (328) | (143) | (135) | (119) | (110) | |
| | | Comments | | Plng. For Addition See text | | Addition Complete | | | | |
| Bel Pre ES Grades (preK-2) Paired With Strathmore ES | CSR | Program Capacity | 368 | 368 | 568 | 568 | 568 | 568 | 568 | |
| | | Enrollment | 481 | 462 | 493 | 492 | 492 | 489 | 488 | |
| | | Available Space | (113) | (94) | 75 | 76 | 76 | 79 | 80 | |
| | | Comments | Move to North Lake Jan. 2013 | @ North Lake | Mod. Complete Aug. 2014 | | | | | |
| Brookhaven ES | CSR | Program Capacity | 512 | 512 | 512 | 512 | 512 | 512 | 512 | |
| | | Enrollment | 431 | 457 | 461 | 469 | 477 | 456 | 451 | |
| | | Available Space | 81 | 55 | 51 | 43 | 35 | 56 | 61 | |
| | | Comments | | See text | | | | | | |
| East Silver Spring ES | CSR | Program Capacity | 558 | 558 | 558 | 558 | 558 | 558 | 558 | |
| | | Enrollment | 486 | 531 | 545 | 574 | 570 | 575 | 559 | |
| | | Available Space | 72 | 27 | 13 | (16) | (12) | (17) | (1) | |
| | | Comments | | | | | | | | |
| Forest Knolls ES | CSR | Program Capacity | 506 | 506 | 506 | 506 | 506 | 506 | 506 | |
| | | Enrollment | 687 | 687 | 691 | 702 | 693 | 694 | 689 | |
| | | Available Space | (181) | (181) | (185) | (196) | (187) | (188) | (183) | |
| | | Comments | | See text | | | | | | |
| Georgian Forest ES | CSR | Program Capacity | 304 | 583 | 583 | 583 | 583 | 583 | 583 | |
| | | Enrollment | 554 | 572 | 577 | 584 | 577 | 568 | 560 | |
| | | Available Space | (250) | 11 | 6 | (1) | 6 | 15 | 23 | |
| | | Comments | | Addition Complete See text | | | | | | |
| Glen Haven ES | CSR | Program Capacity | 551 | 551 | 551 | 551 | 551 | 551 | 551 | |
| | | Enrollment | 555 | 584 | 594 | 604 | 604 | 592 | 589 | |
| | | Available Space | (4) | (33) | (43) | (53) | (53) | (41) | (38) | |
| | | Comments | | See text | | | | | | |
| Glenallan ES | CSR | Program Capacity | 274 | 723 | 723 | 723 | 723 | 723 | 723 | |
| | | Enrollment | 472 | 500 | 534 | 548 | 578 | 591 | 602 | |
| | | Available Space | (198) | 223 | 189 | 175 | 145 | 132 | 121 | |
| | | Comments | @ Fairland | Mod. Comp. Aug. 2013 See text | | | | | | |
| Harmony Hills ES | CSR | Program Capacity | 671 | 671 | 671 | 671 | 671 | 671 | 671 | |
| | | Enrollment | 741 | 797 | 817 | 834 | 848 | 831 | 794 | |
| | | Available Space | (70) | (126) | (146) | (163) | (177) | (160) | (123) | |
| | | Comments | | See text | | | | | | |
| Highland ES | CSR | Program Capacity | 462 | 462 | 462 | 462 | 462 | 462 | 462 | |
| | | Enrollment | 534 | 540 | 548 | 553 | 561 | 549 | 535 | |
| | | Available Space | (72) | (78) | (86) | (91) | (99) | (87) | (73) | |
| | | Comments | | See text | | | | | | |
| Highland View ES | CSR | Program Capacity | 278 | 278 | 278 | 278 | 278 | 548 | 548 | |
| | | Enrollment | 392 | 404 | 415 | 422 | 433 | 435 | 435 | |
| | | Available Space | (114) | (126) | (137) | (144) | (155) | 113 | 113 | |
| | | Comments | | | Planning for Addition | | | Addition Complete | | |
| Kemp Mill ES | CSR | Program Capacity | 442 | 442 | 442 | 442 | 442 | 442 | 442 | |
| | | Enrollment | 474 | 480 | 496 | 506 | 503 | 508 | 490 | |
| | | Available Space | (32) | (38) | (54) | (64) | (61) | (66) | (48) | |
| | | Comments | | See text | | | | | | |
| Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES | CSR | Program Capacity | 501 | 501 | 501 | 501 | 501 | 501 | 501 | |
| | | Enrollment | 485 | 499 | 470 | 479 | 478 | 475 | 475 | |
| | | Available Space | 16 | 2 | 31 | 22 | 23 | 26 | 26 | |
| | | Comments | | | | | | | | |
| New Hampshire Estates ES Grades (K-2) Paired With Oak View ES | CSR | Program Capacity | 444 | 444 | 444 | 444 | 444 | 444 | 444 | |
| | | Enrollment | 509 | 531 | 531 | 507 | 487 | 484 | 484 | |
| | | Available Space | (65) | (87) | (87) | (63) | (43) | (40) | (40) | |
| | | Comments | | See text | | | | | | |
| Oak View ES Grades (3-5) Paired With New Hampshire ES | CSR | Program Capacity | 358 | 358 | 358 | 358 | 358 | 358 | 358 | |
| | | Enrollment | 353 | 387 | 410 | 445 | 461 | 463 | 438 | |
| | | Available Space | 5 | (29) | (52) | (87) | (103) | (105) | (80) | |
| | | Comments | | See text | | | | | | |

DOWNCOUNTY CONSORTIUM

| Schools | | | Actual 12-13 | Projections | | | | | 2022 | 2027 |
|--|-----|------------------|-----------------|---|------------------------------|--------------|----------------------------------|-------|-------|-------|
| | | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | | |
| Oakland Terrace ES | CSR | Program Capacity | 496 | 496 | 496 | 496 | 496 | 496 | 496 | |
| | | Enrollment | 517 | 472 | 469 | 474 | 471 | 463 | 460 | |
| | | Available Space | (21) | 24 | 27 | 22 | 25 | 33 | 36 | |
| | | Comments | Boundary Change | | | | | | | |
| Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES | CSR | Program Capacity | 381 | 381 | 381 | 381 | 381 | 381 | 381 | |
| | | Enrollment | 438 | 451 | 494 | 474 | 478 | 435 | 445 | |
| | | Available Space | (57) | (70) | (113) | (93) | (97) | (54) | (64) | |
| | | Comments | | | | | | | | |
| Piney Branch ES Grades (3-5) Paired With Takoma Park ES | CSR | Program Capacity | 611 | 611 | 611 | 611 | 611 | 611 | 611 | |
| | | Enrollment | 495 | 537 | 556 | 584 | 589 | 587 | 573 | |
| | | Available Space | 116 | 74 | 55 | 27 | 22 | 24 | 38 | |
| | | Comments | | | | | | | | |
| Rock View ES | CSR | Program Capacity | 631 | 631 | 631 | 631 | 631 | 631 | 631 | |
| | | Enrollment | 626 | 643 | 668 | 676 | 674 | 656 | 654 | |
| | | Available Space | 5 | (12) | (37) | (45) | (43) | (25) | (23) | |
| | | Comments | | | | | | | | |
| Rolling Terrace ES | CSR | Program Capacity | 672 | 672 | 672 | 672 | 672 | 672 | 672 | |
| | | Enrollment | 812 | 850 | 868 | 879 | 873 | 845 | 818 | |
| | | Available Space | (140) | (178) | (196) | (207) | (201) | (173) | (146) | |
| | | Comments | | Facility Planning for Addition | | | | | | |
| Sargent Shriver ES | CSR | Program Capacity | 541 | 541 | 541 | 541 | 541 | 541 | 541 | |
| | | Enrollment | 758 | 788 | 793 | 825 | 825 | 814 | 793 | |
| | | Available Space | (217) | (247) | (252) | (284) | (284) | (273) | (252) | |
| | | Comments | | See text | | | | | | |
| Flora M. Singer | CSR | Program Capacity | 652 | 652 | 652 | 652 | 652 | 652 | 652 | |
| | | Enrollment | 505 | 627 | 657 | 658 | 669 | 660 | 644 | |
| | | Available Space | 147 | 25 | (5) | (6) | (17) | (8) | 8 | |
| | | Comments | | | | | | | | |
| Sligo Creek ES | | Program Capacity | 665 | 665 | 665 | 665 | 665 | 665 | 665 | |
| | | Enrollment | 565 | 586 | 590 | 607 | 618 | 609 | 609 | |
| | | Available Space | 100 | 79 | 75 | 58 | 47 | 56 | 56 | |
| | | Comments | | | | | | | | |
| Strathmore ES Grades (3-5) Paired With Bel Pre ES | CSR | Program Capacity | 460 | 460 | 460 | 460 | 460 | 460 | 460 | |
| | | Enrollment | 408 | 408 | 400 | 396 | 382 | 415 | 414 | |
| | | Available Space | 52 | 52 | 60 | 64 | 78 | 45 | 46 | |
| | | Comments | | | | | | | | |
| Takoma Park ES Grades (preK-2) Paired With Piney Branch ES | CSR | Program Capacity | 586 | 586 | 586 | 586 | 586 | 586 | 586 | |
| | | Enrollment | 592 | 604 | 600 | 587 | 577 | 574 | 572 | |
| | | Available Space | (6) | (18) | (14) | (1) | 9 | 12 | 14 | |
| | | Comments | | | | | | | | |
| Viers Mill ES | CSR | Program Capacity | 389 | 740 | 740 | 740 | 740 | 740 | 740 | |
| | | Enrollment | 642 | 684 | 706 | 728 | 741 | 741 | 726 | |
| | | Available Space | (253) | 56 | 34 | 12 | (1) | (1) | 14 | |
| | | Comments | | Addition Complete | | | | | | |
| Weller Road ES | CSR | Program Capacity | 527 | 743 | 743 | 743 | 743 | 743 | 743 | |
| | | Enrollment | 607 | 644 | 668 | 682 | 690 | 688 | 679 | |
| | | Available Space | (80) | 99 | 75 | 61 | 53 | 55 | 64 | |
| | | Comments | | @ Grosvenor Mod. Comp. Aug. 2013 See text | | | | | | |
| Wheaton Woods ES | CSR | Program Capacity | 334 | 334 | 334 | 334 | 740 | 740 | 740 | |
| | | Enrollment | 472 | 503 | 533 | 553 | 571 | 585 | 585 | |
| | | Available Space | (138) | (169) | (199) | (219) | 169 | 155 | 155 | |
| | | Comments | | Planning for Modernization See text | Move to North Lake Jan. 2015 | @ North Lake | Modernization Complete Aug. 2016 | | | |
| Woodlin ES | | Program Capacity | 463 | 463 | 463 | 463 | 463 | 463 | 463 | |
| | | Enrollment | 562 | 602 | 625 | 607 | 601 | 574 | 574 | |
| | | Available Space | (99) | (139) | (162) | (144) | (138) | (111) | (111) | |
| | | Comments | | Facility Planning for Addition | | | | | | |
| Cluster Information | | HS Utilization | 96% | 96% | 96% | 93% | 96% | 99% | 102% | 104% |
| | | HS Enrollment | 8742 | 8690 | 8680 | 8787 | 8998 | 9310 | 9626 | 9750 |
| | | MS Utilization | 83% | 87% | 90% | 94% | 98% | 103% | 108% | 110% |
| | | MS Enrollment | 6771 | 7088 | 7335 | 7654 | 7980 | 8378 | 8803 | 8950 |
| | | ES Utilization | 113% | 108% | 109% | 109% | 107% | 104% | 103% | 103% |
| | | ES Enrollment | 15872 | 16587 | 16971 | 17216 | 17280 | 17099 | 16869 | 17000 |

DOWNCOUNTY CONSORTIUM

Demographic Characteristics of Schools

| Schools | 2012–2013 | | | | | | 2011–2012 | | |
|---------------------------------|------------------|---------------------|-----------------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| | Total Enrollment | Two or more races % | Black or Afr. Amer. % | Asian% | Hispanic % | White % | FARMS%* | ESOL%** | Mobility Rate%*** |
| Montgomery Blair HS | 2811 | 3.7% | 26.1% | 16.6% | 29.8% | 23.5% | 35.0% | 9.4% | 9.6% |
| Albert Einstein HS | 1583 | 2.7% | 21.9% | 10.2% | 43.7% | 21.4% | 40.7% | 8.4% | 12.1% |
| John F. Kennedy HS | 1610 | 1.9% | 37.8% | 9.1% | 45.4% | 5.7% | 48.5% | 6.1% | 13.9% |
| Northwood HS | 1507 | 2.5% | 28.1% | 6.2% | 45.5% | 17.3% | 42.4% | 7.0% | 18.4% |
| Wheaton HS | 1231 | 2.4% | 23.2% | 9.5% | 56.8% | 8.0% | 61.4% | 17.2% | 17.5% |
| Argyle MS | 794 | 2.8% | 37.8% | 10.7% | 39.3% | 9.4% | 61.1% | 6.8% | 13.8% |
| Eastern MS | 878 | 5.5% | 20.4% | 14.2% | 37.4% | 22.6% | 46.7% | 7.5% | 10.9% |
| Col. E. Brooke Lee MS | 600 | 1.8% | 32.5% | 8.0% | 51.7% | 5.7% | 60.6% | 10.6% | 20.1% |
| A. Mario Loiederman MS | 808 | 4.0% | 26.0% | 6.7% | 49.4% | 13.9% | 56.0% | 6.8% | 13.2% |
| Newport Mill MS | 575 | 2.8% | 19.0% | 12.3% | 44.9% | 20.5% | 52.5% | 5.0% | 10.8% |
| Parkland MS | 872 | 2.8% | 24.1% | 17.5% | 43.2% | 12.3% | 51.3% | 4.5% | 7.3% |
| Silver Spring International MS | 916 | 4.6% | 24.9% | 6.1% | 37.1% | 27.3% | 48.7% | 8.5% | 12.0% |
| Sligo MS | 412 | 3.4% | 22.8% | 8.5% | 42.7% | 22.3% | 49.3% | 5.6% | 19.1% |
| Takoma Park MS | 916 | 6.3% | 27.5% | 19.5% | 15.2% | 31.2% | 25.0% | 3.7% | 9.2% |
| Arcola ES | 719 | 2.4% | 17.8% | 9.9% | 65.5% | 4.0% | 78.0% | 48.2% | 15.6% |
| Bel Pre ES | 481 | 2.5% | 44.1% | 6.0% | 38.7% | 7.9% | 64.2% | 44.1% | 19.7% |
| Brookhaven ES | 431 | 2.1% | 30.2% | 6.5% | 49.4% | 11.6% | 65.8% | 48.4% | 14.1% |
| East Silver Spring ES | 486 | 2.9% | 52.1% | 5.1% | 22.2% | 17.5% | 58.1% | 28.8% | 17.2% |
| Forest Knolls ES | 687 | 4.5% | 14.3% | 7.1% | 41.5% | 32.6% | 41.7% | 29.7% | 7.8% |
| Georgian Forest ES | 554 | 2.5% | 36.6% | 8.8% | 44.6% | 7.0% | 72.1% | 26.6% | 25.1% |
| Glen Haven ES | 555 | 3.1% | 22.7% | 8.8% | 51.4% | 14.1% | 70.6% | 38.1% | 25.5% |
| Glenallan ES | 472 | 4.2% | 29.7% | 11.9% | 48.1% | 5.9% | 63.3% | 29.4% | 25.8% |
| Harmony Hills ES | 741 | 1.1% | 17.9% | 6.2% | 71.5% | 2.8% | 88.2% | 50.6% | 20.8% |
| Highland ES | 534 | 2.2% | 12.7% | 5.6% | 74.0% | 4.5% | 82.6% | 61.8% | 10.8% |
| Highland View ES | 393 | 5.6% | 24.2% | 3.6% | 27.7% | 38.9% | 45.2% | 31.7% | 18.4% |
| Kemp Mill ES | 474 | 1.9% | 19.8% | 5.3% | 68.1% | 4.6% | 72.6% | 46.0% | 25.7% |
| Montgomery Knolls ES | 485 | 2.3% | 22.9% | 7.6% | 48.9% | 18.1% | 63.3% | 49.0% | 10.8% |
| New Hampshire Estates ES | 509 | 0.8% | 14.5% | 2.6% | 79.8% | 2.4% | 89.3% | 72.0% | 13.6% |
| Oak View ES | 353 | 2.0% | 19.0% | 8.2% | 55.2% | 15.6% | 71.5% | 25.2% | 12.7% |
| Oakland Terrace ES | 518 | 7.5% | 14.7% | 8.5% | 27.2% | 41.7% | 32.6% | 19.4% | 7.8% |
| Pine Crest ES | 438 | 4.8% | 17.4% | 13.9% | 35.8% | 28.1% | 43.9% | 20.8% | 11.9% |
| Piney Branch ES | 495 | 5.5% | 34.1% | 4.0% | 17.2% | 38.8% | 32.5% | 15.4% | 11.9% |
| Rock View ES | 626 | 5.4% | 16.3% | 11.5% | 43.6% | 23.0% | 49.1% | 29.1% | 9.5% |
| Rolling Terrace ES | 812 | 3.8% | 14.2% | 3.7% | 62.1% | 16.1% | 64.9% | 46.4% | 13.7% |
| Sargent Shriver ES | 758 | 1.2% | 12.3% | 9.0% | 73.2% | 4.4% | 80.4% | 60.5% | 14.2% |
| Flora M. Singer ES | 505 | 5.7% | 14.7% | 7.1% | 32.7% | 39.0% | | | |
| Sligo Creek ES | 565 | 9.4% | 21.6% | 4.8% | 11.0% | 52.9% | 15.5% | 6.7% | 9.9% |
| Strathmore ES | 408 | 3.9% | 44.6% | 7.4% | 37.7% | 6.1% | 62.5% | 14.4% | 18.6% |
| Takoma Park ES | 592 | 5.9% | 32.1% | 5.2% | 18.2% | 38.3% | 38.1% | 30.3% | 9.2% |
| Viers Mill ES | 642 | 2.5% | 12.0% | 8.3% | 63.4% | 13.4% | 72.5% | 46.8% | 10.9% |
| Weller Road ES | 607 | 1.5% | 12.4% | 8.9% | 73.3% | 3.5% | 77.5% | 52.6% | 16.8% |
| Wheaton Woods ES | 472 | 1.5% | 26.9% | 7.2% | 58.3% | 6.1% | 78.7% | 61.9% | 11.1% |
| Woodlin ES | 562 | 5.3% | 27.6% | 6.8% | 17.4% | 42.5% | 23.0% | 11.2% | 11.2% |
| Elementary Cluster Total | 15874 | 3.5% | 22.5% | 7.2% | 48.2% | 18.3% | 60.3% | 37.8% | 14.6% |
| Elementary County Total | 72144 | 4.9% | 20.5% | 14.1% | 28.8% | 31.5% | 37.0% | 22.0% | 12.6% |

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2011–2012 school year.

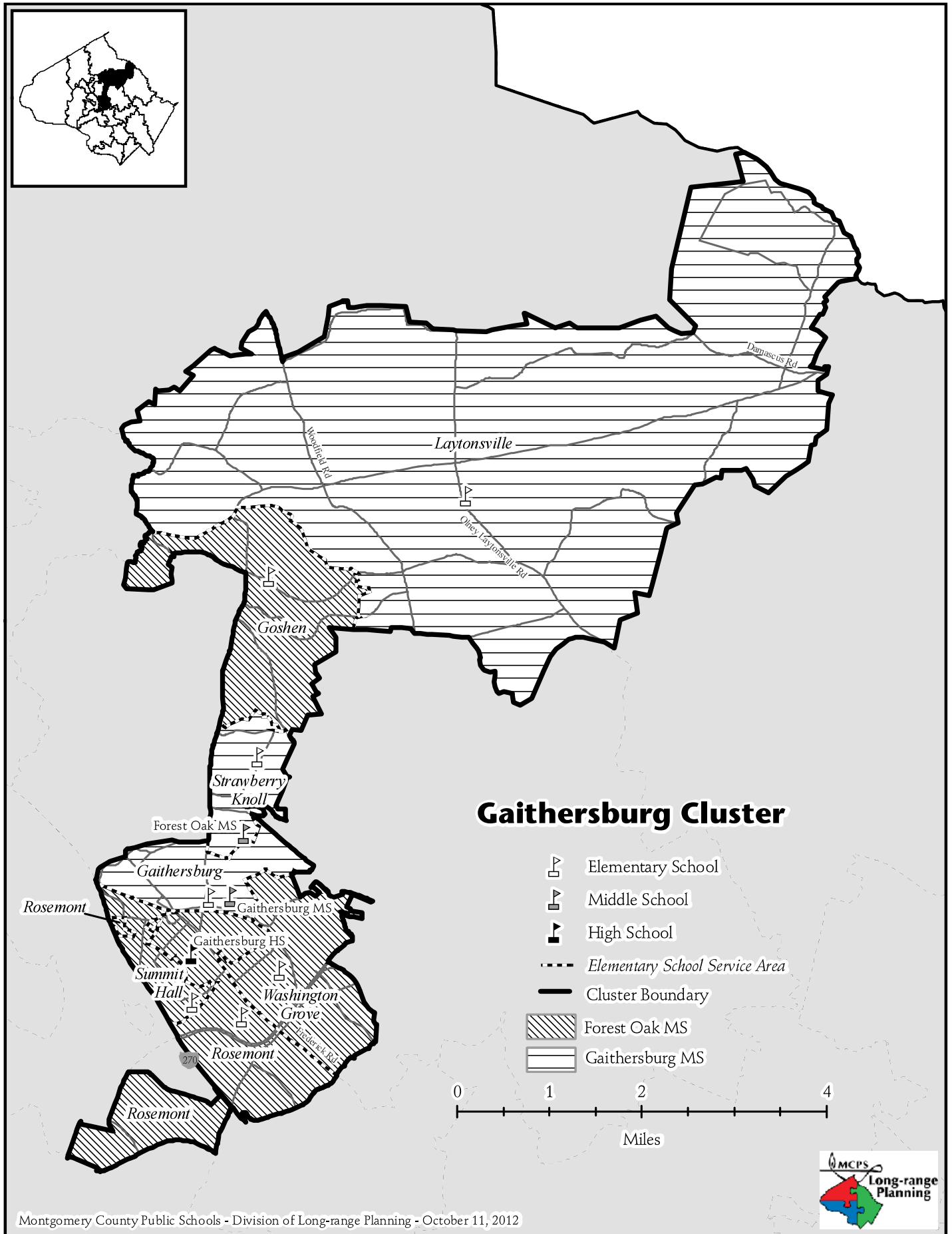
**Percent of English for Speakers of Other Languages (ESOL) during the 2011–2012 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2011–2012 school year compared to total enrollment.

Note: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Facility Characteristics of Schools 2012-2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|--------------------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Montgomery Blair HS | 1998 | | 386,567 | 30.2 | Yes | | | |
| Albert Einstein HS | 1962 | 1997 | 276,462 | 26.67 | Yes | | | |
| John F. Kennedy HS | 1964 | 1999 | 280,048 | 29.1 | | | | |
| Northwood HS | 1956 | 2004 | 254,054 | 29.6 | | | | |
| Wheaton HS | 1954 | 1983 | 258,117 | 28.2 | | 2 | | |
| Argyle MS | 1971 | 1993 | 120,205 | 19.9 | | | Yes | |
| Eastern MS | 1951 | 1976 | 152,030 | 14.5 | | | Yes | |
| Col. E. Brooke Lee MS | 1966 | | 123,199 | 16.5 | Yes | | Yes | |
| A. Mario Loiederman MS | 1956 | 2005 | 131,746 | 17.08 | | | Yes | |
| Newport Mill MS | 1958 | 2002 | 108,240 | 8.4 | Yes | | | |
| Parkland MS | 1963 | 2007 | 151,169 | 9.2 | Yes | | 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 | 6 | | Yes |
| Bel Pre ES | 1968 | | 59,031 | 8.9 | Yes | 8 | Yes | Yes |
| Brookhaven ES | 1961 | 1995 | 81,320 | 8.57 | | | Yes | |
| East Silver Spring ES | 1929 | 1975 | 88,895 | 8.4 | | | | |
| Forest Knolls ES | 1960 | 1993 | 89,564 | 7.8 | | 3 | | Yes |
| Georgian Forest ES | 1961 | 1995 | 58,197 | 11 | Yes | 11 | Yes | Yes |
| Glen Haven ES | 1950 | 2004 | 85,845 | 10 | Yes | | | |
| Glenallan ES | 1966 | | 47,614 | 12.1 | | | | |
| Harmony Hills ES | 1957 | 1999 | 85,648 | 10.2 | Yes | | Yes | Yes |
| Highland ES | 1950 | 1989 | 87,491 | 11 | Yes | | | Yes |
| Highland View ES | 1953 | 1994 | 59,213 | 6.6 | | 6 | | Yes |
| Kemp Mill ES | 1960 | 1996 | 68,222 | 10 | | 1 | | Yes |
| Montgomery Knolls ES | 1952 | 1989 | 97,213 | 10.3 | | | Yes | |
| New Hampshire Estates ES | 1954 | 1988 | 73,306 | 5.4 | | | Yes | |
| Oak View ES | 1949 | 1985 | 57,560 | 11.3 | | | Yes | Yes |
| Oakland Terrace ES | 1950 | 1993 | 79,145 | 9.5 | Yes | 4 | | Yes |
| Pine Crest ES | 1941 | 1992 | 53,778 | 5.6 | Yes | 2 | Yes | Yes |
| Piney Branch ES | 1973 | | 99,706 | 1.97 | Yes | | | Yes |
| Rock View ES | 1955 | 1999 | 91,977 | 7.4 | | | | Yes |
| Rolling Terrace ES | 1988 | | 92,241 | 4.3 | | 3 | Yes | Yes |
| Sargent Shriver ES | 1954 | 2006 | 91,628 | 9.17 | | 6 | | Yes |
| Flora M. Singer ES | 2012 | | 95,831 | 12.67 | Yes | | | Yes |
| Sligo Creek ES | 1934 | 1999 | 98,799 | 15.6 | Yes | | | Yes |
| Strathmore ES | 1970 | | 59,497 | 10.8 | Yes | | Yes | Yes |
| Takoma Park ES | 1979 | | 85,553 | 4.7 | | | | |
| Viers Mill ES | 1950 | 1991 | 86,978 | 10.52 | | 15 | Yes | Yes |
| Weller Road ES | 1953 | 1975 | 76,296 | 11.1 | | | | |
| Wheaton Woods ES | 1952 | 1976 | 66,763 | 8 | | 8 | | |
| Woodlin ES | 1944 | 1974 | 60,725 | 11 | | 6 | | Yes |



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 replacement facility is scheduled for this school. An FY 2012 appropriation was approved for construction funds to begin the construction of the replacement school. The scheduled completion date for the modernization of the facility is August 2013 with restoration of the site scheduled for completion in August 2014.

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. The design and construction of the Wellness Center will be included as part of the replacement facility.

Gaithersburg Elementary School

Capital Project: Projections indicate enrollment at Gaithersburg Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 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.

Goshen Elementary School

Capital Project: Projections indicate enrollment at Goshen Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 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.

Strawberry Knoll Elementary School

Capital Project: Projections indicate enrollment at Strawberry Knoll Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 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.

Summit Hall Elementary School

Capital Project: Projections indicate enrollment at Summit Hall Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 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.

Capital Project: A modernization project is scheduled for this school with a completion date of January 2021. FY 2016 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. 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

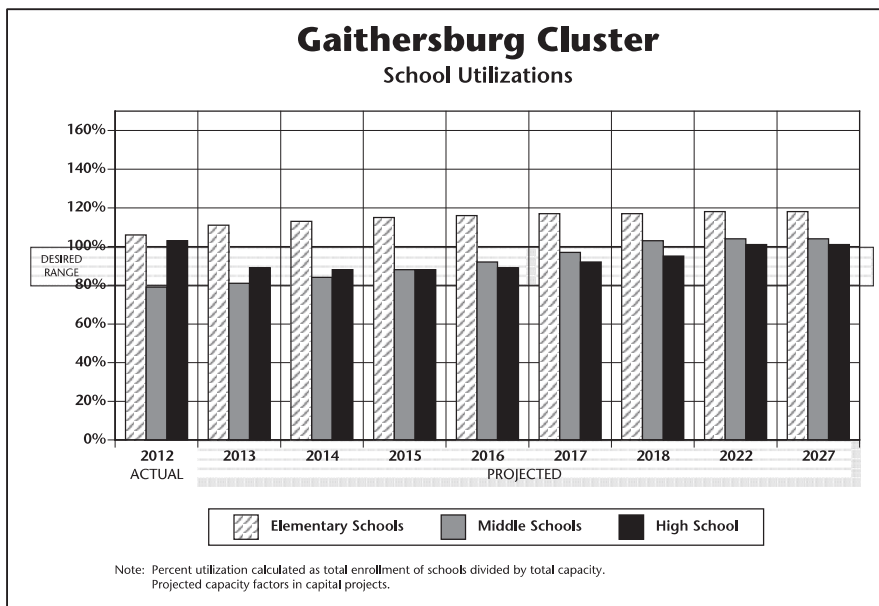
| School | Project | Project Status* | Date of Completion |
|---------------------|--------------------|-----------------|--------------------|
| Gaithersburg HS | Modernization | Approved | Aug. 2013 |
| | Site work | Approved | Aug. 2014 |
| | Wellness Center | Approved | Aug. 2013 |
| Gaithersburg ES | Classroom addition | Proposed | TBD |
| Goshen ES | Classroom addition | Proposed | TBD |
| Strawberry Knoll ES | Classroom Addition | Proposed | TBD |
| Summit Hall ES | Classroom addition | Proposed | TBD |
| | Modernization | Programmed | Jan. 2021 |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.



GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non–CIP Actions on Space Available

| Schools | | | Actual | Projections | | | | | | | |
|---------------------|------------------|--------------------------------|--------------------------------|------------------------------|---------------------------|-------|----------------------------|-------|-------|------|------|
| | | | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 |
| Gaithersburg HS | Program Capacity | 1992 | 2284 | 2284 | 2284 | 2284 | 2284 | 2284 | 2284 | 2284 | 2284 |
| | Enrollment | 2060 | 2038 | 2013 | 2001 | 2035 | 2092 | 2180 | 2284 | 2300 | 2300 |
| | Available Space | (68) | 246 | 271 | 283 | 249 | 192 | 104 | (16) | (16) | (16) |
| | Comments | Replace. of School in Progress | Replace. Complete Aug. 2013 | Site Work Complete Aug. 2014 | | | | | | | |
| Forest Oak MS | Program Capacity | 910 | 910 | 910 | 910 | 910 | 910 | 910 | 910 | 910 | 910 |
| | Enrollment | 772 | 825 | 844 | 863 | 877 | 942 | 989 | 1000 | 1000 | 1000 |
| | Available Space | 138 | 85 | 66 | 47 | 33 | (32) | (79) | (90) | (90) | (90) |
| | Comments | | | | | | | | | | |
| Gaithersburg MS | Program Capacity | 924 | 924 | 924 | 924 | 924 | 924 | 924 | 924 | 924 | 924 |
| | Enrollment | 682 | 662 | 698 | 743 | 806 | 843 | 906 | 900 | 900 | 900 |
| | Available Space | 242 | 262 | 226 | 181 | 118 | 81 | 18 | 24 | 24 | 24 |
| | Comments | | | | | | | | | | |
| Gaithersburg ES | Program Capacity | 657 | 657 | 657 | 657 | 657 | 657 | 657 | 657 | | |
| | Enrollment | 741 | 830 | 857 | 861 | 868 | 854 | 798 | | | |
| | Available Space | (84) | (173) | (200) | (204) | (211) | (197) | (141) | | | |
| | Comments | | Facility Planning for Addition | | | | | | | | |
| Goshen ES | Program Capacity | 503 | 503 | 503 | 503 | 503 | 503 | 503 | 503 | | |
| | Enrollment | 581 | 594 | 600 | 606 | 604 | 613 | 608 | | | |
| | Available Space | (78) | (91) | (97) | (103) | (101) | (110) | (105) | | | |
| | Comments | | Facility Planning for Addition | | | | | | | | |
| Laytonsville ES | Program Capacity | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | | |
| | Enrollment | 471 | 486 | 478 | 473 | 468 | 472 | 465 | | | |
| | Available Space | (6) | (21) | (13) | (8) | (3) | (7) | 0 | | | |
| | Comments | | | | | | | | | | |
| Rosemont ES | Program Capacity | 592 | 592 | 592 | 592 | 592 | 592 | 592 | 592 | | |
| | Enrollment | 530 | 542 | 539 | 567 | 597 | 612 | 659 | | | |
| | Available Space | 62 | 50 | 53 | 25 | (5) | (20) | (67) | | | |
| | Comments | | | | | | | | | | |
| Strawberry Knoll ES | Program Capacity | 433 | 433 | 433 | 433 | 433 | 433 | 433 | 433 | | |
| | Enrollment | 560 | 578 | 591 | 592 | 589 | 580 | 581 | | | |
| | Available Space | (127) | (145) | (158) | (159) | (156) | (147) | (148) | | | |
| | Comments | | | | | | | | | | |
| Summit Hall ES | Program Capacity | 419 | 419 | 419 | 419 | 419 | 419 | 419 | 419 | | |
| | Enrollment | 604 | 623 | 652 | 656 | 651 | 637 | 625 | | | |
| | Available Space | (185) | (204) | (233) | (237) | (232) | (218) | (206) | | | |
| | Comments | | | | Facility Planning for Mod | | Planning for Modernization | | | | |
| Washington Grove ES | Program Capacity | 586 | 586 | 586 | 586 | 586 | 586 | 586 | 586 | | |
| | Enrollment | 384 | 382 | 398 | 435 | 466 | 503 | 544 | | | |
| | Available Space | 202 | 204 | 188 | 151 | 120 | 83 | 42 | | | |
| | Comments | | | | | | | | | | |
| Cluster Information | HS Utilization | 103% | 89% | 88% | 88% | 89% | 92% | 95% | 101% | 101% | |
| | HS Enrollment | 2060 | 2038 | 2013 | 2001 | 2035 | 2092 | 2180 | 2300 | 2300 | |
| | MS Utilization | 79% | 81% | 84% | 88% | 92% | 97% | 103% | 104% | 104% | |
| | MS Enrollment | 1454 | 1487 | 1542 | 1606 | 1683 | 1785 | 1895 | 1900 | 1900 | |
| | ES Utilization | 106% | 110% | 113% | 115% | 116% | 117% | 117% | 118% | 118% | |
| | ES Enrollment | 3871 | 4035 | 4115 | 4190 | 4243 | 4271 | 4280 | 4300 | 4300 | |

GAITHERSBURG CLUSTER

Demographic Characteristics of Schools

| Schools | 2012–2013 | | | | | | 2011–2012 | | |
|---------------------------------|------------------|---------------------|-----------------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| | Total Enrollment | Two or more races % | Black or Afr. Amer. % | Asian % | Hispanic % | White % | FARMS%* | ESOL%** | Mobility Rate%*** |
| Gaithersburg HS | 2060 | 3.6% | 25.5% | 9.8% | 40.0% | 20.9% | 39.7% | 9.8% | 14.1% |
| Forest Oak MS | 772 | 4.3% | 25.9% | 9.6% | 44.6% | 15.3% | 51.4% | 8.3% | 15.3% |
| Gaithersburg MS | 682 | 5.1% | 23.5% | 8.7% | 35.3% | 27.3% | 40.0% | 5.6% | 14.8% |
| Gaithersburg ES | 741 | 2.4% | 16.1% | 5.5% | 70.2% | 5.7% | 78.1% | 42.5% | 19.6% |
| Goshen ES | 581 | 7.1% | 26.3% | 11.0% | 28.9% | 26.3% | 37.2% | 17.4% | 14.1% |
| Laytonsville ES | 471 | 7.0% | 11.0% | 9.6% | 12.3% | 59.9% | 13.6% | 4.8% | 7.7% |
| Rosemont ES | 530 | 6.2% | 23.0% | 10.0% | 44.2% | 16.0% | 58.1% | 34.0% | 17.4% |
| Strawberry Knoll ES | 560 | 3.4% | 33.2% | 14.5% | 33.2% | 15.4% | 46.9% | 19.6% | 14.9% |
| Summit Hall ES | 604 | 1.8% | 26.2% | 5.3% | 61.9% | 4.5% | 78.8% | 48.1% | 17.8% |
| Washington Grove ES | 384 | 4.2% | 18.2% | 9.9% | 56.8% | 10.4% | 72.6% | 61.9% | 15.3% |
| Elementary Cluster Total | 3871 | 4.4% | 22.2% | 9.1% | 45.4% | 18.5% | 55.6% | 32.0% | 15.5% |
| Elementary County Total | 72144 | 4.9% | 20.5% | 14.1% | 28.8% | 31.5% | 37.0% | 22.0% | 12.6% |

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2011–2012 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2011–2012 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2011–2012 school year compared to total enrollment.

Note: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Program Capacity and Room Use Table
(School Year 2012–2013)








| 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 | PD @7 | PEP@6 | PEP @12 | PEP @18 | SLC @10 | VISION (Elementary) @7 | OTHER | | |
| Gaithersburg HS | 9-12 | 1992 | 104 | 73 | | | | | | | | | 5 | 1 | 12 | | | | | 3 | 3 | | | | 7 | | | | | | | | | | | | |
| Forest Oak MS | 6-8 | 910 | 46 | 39 | | | | | | | | | | | 5 | | | | | | | | | | | | | | | | | | | | | | |
| Gaithersburg MS | 6-8 | 924 | 49 | 39 | | | | | | | | | 1 | | 3 | | | | | | | | | 2 | 4 | | | | | | | | | | | | |
| Gaithersburg ES | PreK-5 | 657 | 42 | 5 | 10 | 13 | | 1 | | 9 | | | | | | 1 | | | | | | | | 3 | | | | | | | | | | | | | |
| Goshen ES | K-5 | 503 | 34 | 6 | 8 | 12 | | | | 6 | | | | | | 1 | | | 1 | | | | | | | | | | | | | | | | | | |
| Laytonsville ES | K-5 | 465 | 27 | 4 | 16 | | | | | | 3 | | | | | 1 | | | | 3 | | | | | | | | | | | | | | | | | |
| Rosemont ES | PreK-5 | 592 | 36 | 4 | 12 | 10 | | 1 | | 5 | | | | | | 1 | | | | | | | 3 | | | | | | | | | | | | | | |
| Strawberry Knoll ES | HS-5 | 433 | 32 | 5 | 3 | 10 | 1 | | 1 | 5 | | | | | | 1 | | | | | | | 2 | | | | | | 1 | 1 | 2 | | | | | | |
| Summit Hall ES | HS-5 | 419 | 28 | 5 | 3 | 11 | | 1 | 1 | 6 | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | |
| Washington Grove ES | HS-5 | 586 | 34 | 4 | 14 | 6 | 1 | 1 | 1 | 3 | | | | | | 1 | | | | | | | | | | | | | 1 | | 1 | | | | | 1 | |

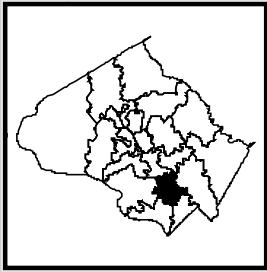
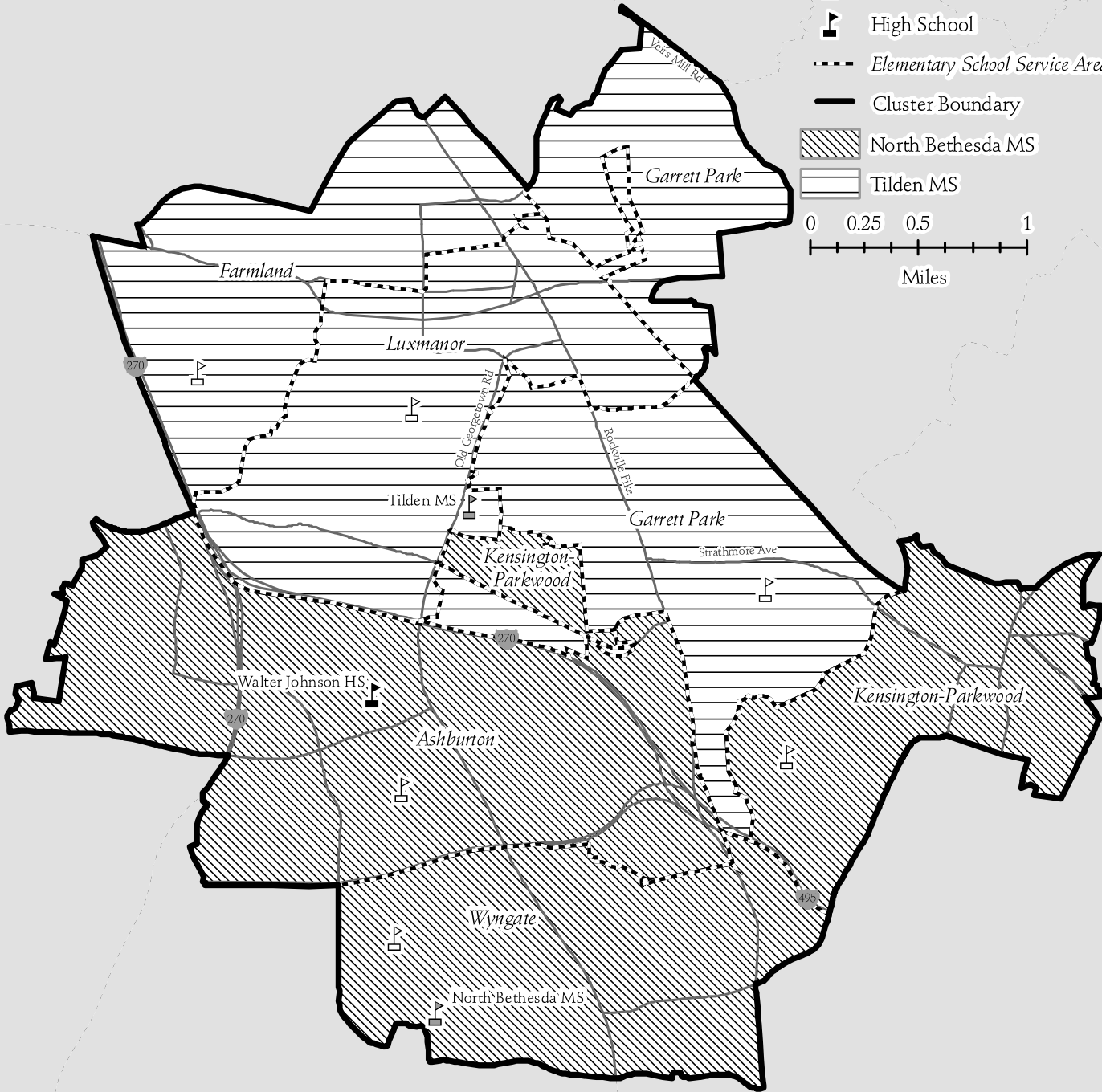
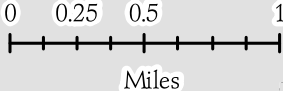
GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|---------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Gaithersburg HS | 1951 | | 431,178 | 41.07 | Yes | 15 | | |
| Forest Oak MS | 1999 | | 132,259 | 41.2 | | | Yes | |
| Gaithersburg MS | 1960 | 1988 | 157,694 | 22.82 | | | Yes | |
| Gaithersburg ES | 1947 | | 94,468 | 9.22 | | 1 | Yes | Yes |
| Goshen ES | 1988 | | 76,740 | 10.5 | | 5 | | Yes |
| Laytonsville ES | 1951 | 1989 | 64,160 | 10.4 | | 1 | | Yes |
| Rosemont ES | 1965 | 1995 | 88,764 | 8.9 | | 1 | Yes | Yes |
| Strawberry Knoll ES | 1988 | | 78,723 | 10.8 | Yes | 5 | | Yes |
| Summit Hall ES | 1971 | | 68,059 | 10.2 | Yes | 9 | Yes | Yes |
| Washington Grove ES | 1956 | 1984 | 86,266 | 10.7 | | | Yes | Yes |

Walter Johnson Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  North Bethesda MS
-  Tilden MS



SCHOOLS

North Bethesda Middle School

Capital Project: Projections indicate enrollment at North Bethesda Middle School will exceed capacity by 150 seats or more by the end of the six-year planning period. An FY 2013 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.

Tilden Middle School

Capital Project: A modernization project was scheduled for this school with a completion date of August 2017. However, due to fiscal constraints in the county, as described in Chapter 1, the completion date for the modernization has been delayed by two years to August 2019. The school is currently located in the Woodward facility on Old Georgetown Road. With the reopening of Northwood High School, there is no holding facility that can accommodate high schools during their modernization. Rather than modernize the Woodward facility for Tilden Middle School, the current Tilden Holding Facility, located on Tilden Lane, will be modernized to house Tilden Middle School. The Woodward facility will then become a secondary school holding facility for school modernizations scheduled after Tilden Middle School. Tilden Middle School will remain at the Woodward facility until the modernization of the Tilden Lane facility is complete. An FY 2014 appropriation is recommended for facility planning funds for a feasibility study to determine the scope for facility planning and cost for the modernization of the Tilden Lane facility. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Ashburton Elementary School

Capital Project: Projections indicate enrollment at Ashburton Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2013 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.

Kensington-Parkwood Elementary School

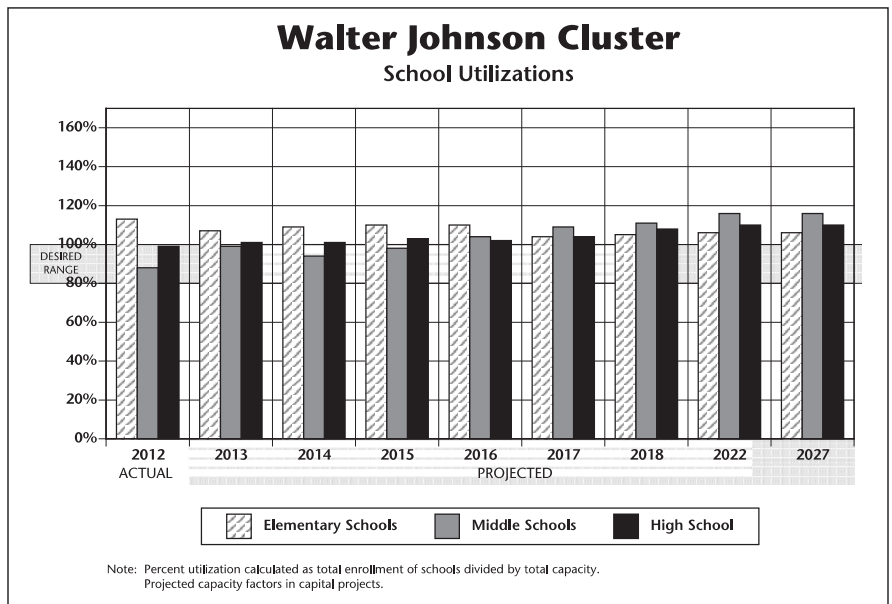
Capital Project: Projections indicate enrollment at Kensington-Parkwood Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Luxmanor Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2018. An FY 2013 appropriation was approved for facility planning funds 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 92 seats or more by the end of the six-year period. An FY 2012 appropriation was approved for construction funds to begin the construction of the classroom addition. The scheduled completion date is August 2013. Relocatable classrooms will be utilized until the addition is complete.



CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|------------------------|--------------------|-----------------|--------------------|
| North Bethesda MS | Classroom Addition | Proposed | TBD |
| Tilden MS | Modernization | Recommended | Aug. 2019 |
| Ashburton ES | Classroom Addition | Proposed | TBD |
| Luxmanor ES | Modernization | Programmed | Jan. 2018 |
| Kensington-Parkwood ES | Classroom addition | Proposed | TBD |
| Wyngate ES | Classroom addition | Approved | Aug. 2013 |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

| Schools | | Actual 12-13 | Projections | | | | | | | | |
|------------------------|-------------------|--------------------------------------|---------------------------------|-------------|-------------------------------|----------------------------------|------------------------------|-------------|-------------|-------------|------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 | |
| Walter Johnson HS | Program Capacity | 2274 | 2274 | 2274 | 2274 | 2274 | 2274 | 2274 | 2274 | 2274 | 2274 |
| | Enrollment | 2257 | 2297 | 2305 | 2335 | 2313 | 2363 | 2467 | 2500 | 2500 | |
| | Available Space | 17 | (23) | (31) | (61) | (39) | (89) | (193) | (226) | (226) | |
| | Comments | | | | | | | | | | |
| North Bethesda MS | Program Capacity | 847 | 847 | 847 | 847 | 847 | 847 | 847 | 847 | 847 | |
| | Enrollment | 819 | 876 | 919 | 985 | 1042 | 1100 | 1101 | 1150 | 1150 | |
| | Available Space | 28 | (29) | (72) | (138) | (195) | (253) | (254) | (303) | (303) | |
| | Comments | Facility Planning for Addition | | | | | | | | | |
| Tilden MS | Program Capacity | 963 | 963 | 963 | 963 | 963 | 963 | 963 | 963 | 963 | |
| | Enrollment | 769 | 754 | 784 | 793 | 848 | 874 | 917 | 950 | 950 | |
| | Available Space | 194 | 209 | 179 | 170 | 115 | 89 | 46 | 13 | 13 | |
| | Comments | | Facility Planning for Mod | | | Planning for Modernization | | | | | |
| Ashburton ES | Program Capacity | 629 | 629 | 629 | 629 | 629 | 629 | 629 | 629 | 629 | |
| | Enrollment | 796 | 814 | 820 | 816 | 794 | 771 | 760 | | | |
| | Available Space | (167) | (185) | (191) | (187) | (165) | (142) | (131) | | | |
| | Comments | Facility Planning for Addition | | | | | | | | | |
| Farmland ES | Program Capacity | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | |
| | Enrollment | 651 | 654 | 659 | 667 | 683 | 685 | 684 | | | |
| | Available Space | 64 | 61 | 56 | 48 | 32 | 30 | 31 | | | |
| | Comments | | | | | | | | | | |
| Garrett Park ES | Program Capacity | 755 | 755 | 755 | 755 | 755 | 755 | 755 | 755 | 755 | |
| | Enrollment | 631 | 667 | 703 | 714 | 723 | 739 | 733 | | | |
| | Available Space | 124 | 88 | 52 | 41 | 32 | 16 | 22 | | | |
| | Comments | | | | | | | | | | |
| Kensington-Parkwood ES | Program Capacity | 471 | 471 | 471 | 471 | 471 | 471 | 471 | 471 | 471 | |
| | Enrollment | 653 | 661 | 656 | 662 | 666 | 660 | 669 | | | |
| | Available Space | (182) | (190) | (185) | (191) | (195) | (189) | (198) | | | |
| | Comments | Facility Planning for Addition | | | | | | | | | |
| Luxmanor ES | Program Capacity | 428 | 428 | 428 | 428 | 428 | 642 | 642 | | | |
| | Enrollment | 452 | 485 | 503 | 530 | 544 | 570 | 596 | | | |
| | Available Space | (24) | (57) | (75) | (102) | (116) | 72 | 46 | | | |
| | Comments | Facility Planning For Mod. | | | Planning for Modernization | @ Grosvenor | Mod Complete Jan. 2018 | | | | |
| Wyngate ES | Program Capacity | 432 | 734 | 734 | 734 | 734 | 734 | 734 | 734 | 734 | |
| | Enrollment | 710 | 708 | 718 | 719 | 703 | 684 | 689 | | | |
| | Available Space | (278) | 26 | 16 | 15 | 31 | 50 | 45 | | | |
| | Comments | | Addition Complete | | | | | | | | |
| Cluster Information | HS Utilization | 99% | 101% | 101% | 103% | 102% | 104% | 108% | 110% | 110% | |
| | HS Enrollment | 2257 | 2297 | 2305 | 2335 | 2313 | 2363 | 2467 | 2500 | 2500 | |
| | MS Utilization | 88% | 90% | 94% | 98% | 104% | 109% | 111% | 116% | 116% | |
| | MS Enrollment | 1588 | 1630 | 1703 | 1778 | 1890 | 1974 | 2018 | 2100 | 2100 | |
| | ES Utilization | 113% | 107% | 109% | 110% | 110% | 104% | 105% | 106% | 106% | |
| ES Enrollment | 3893 | 3989 | 4059 | 4108 | 4113 | 4109 | 4131 | 4200 | 4200 | | |

WALTER JOHNSON CLUSTER

Demographic Characteristics of Schools

| Schools | 2012–2013 | | | | | | 2011–2012 | | |
|---------------------------------|------------------|---------------------|-----------------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| | Total Enrollment | Two or more races % | Black or Afr. Amer. % | Asian% | Hispanic % | White % | FARMS%* | ESOL%** | Mobility Rate%*** |
| Walter Johnson HS | 2257 | 5.0% | 7.8% | 13.5% | 17.2% | 56.2% | 7.7% | 4.6% | 8.3% |
| North Bethesda MS | 820 | 7.4% | 7.1% | 9.8% | 13.5% | 61.8% | 5.4% | 5.1% | 8.4% |
| Tilden MS | 769 | 4.0% | 9.6% | 15.7% | 16.8% | 53.7% | 13.5% | 7.8% | 9.9% |
| Ashburton ES | 796 | 8.9% | 12.8% | 15.7% | 14.1% | 48.2% | 11.2% | 12.8% | 12.4% |
| Farmland ES | 651 | 4.0% | 4.6% | 35.2% | 8.1% | 47.8% | 8.4% | 25.0% | 12.4% |
| Garrett Park ES | 631 | 7.0% | 8.7% | 16.0% | 25.0% | 42.5% | 14.0% | 16.7% | 15.3% |
| Kensington-Parkwood ES | 653 | 4.9% | 5.7% | 6.9% | 8.6% | 74.0% | 7.5% | 4.8% | 5.1% |
| Luxmanor ES | 452 | 3.3% | 13.1% | 21.2% | 18.1% | 44.2% | 12.6% | 17.6% | 13.1% |
| Wyngate ES | 710 | 7.5% | 3.2% | 7.7% | 8.9% | 72.4% | 1.0% | 7.0% | 6.0% |
| Elementary Cluster Total | 3893 | 6.2% | 7.9% | 16.7% | 13.5% | 55.5% | 8.8% | 13.6% | 10.4% |
| Elementary County Total | 72144 | 4.9% | 20.5% | 14.1% | 28.8% | 31.5% | 37.0% | 22.0% | 12.6% |

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2011–2012 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2011–2012 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2011–2012 school year compared to total enrollment.

Note: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.








Program Capacity and Room Use Table
(School Year 2012–2013)

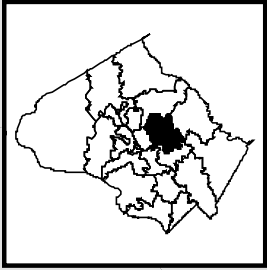
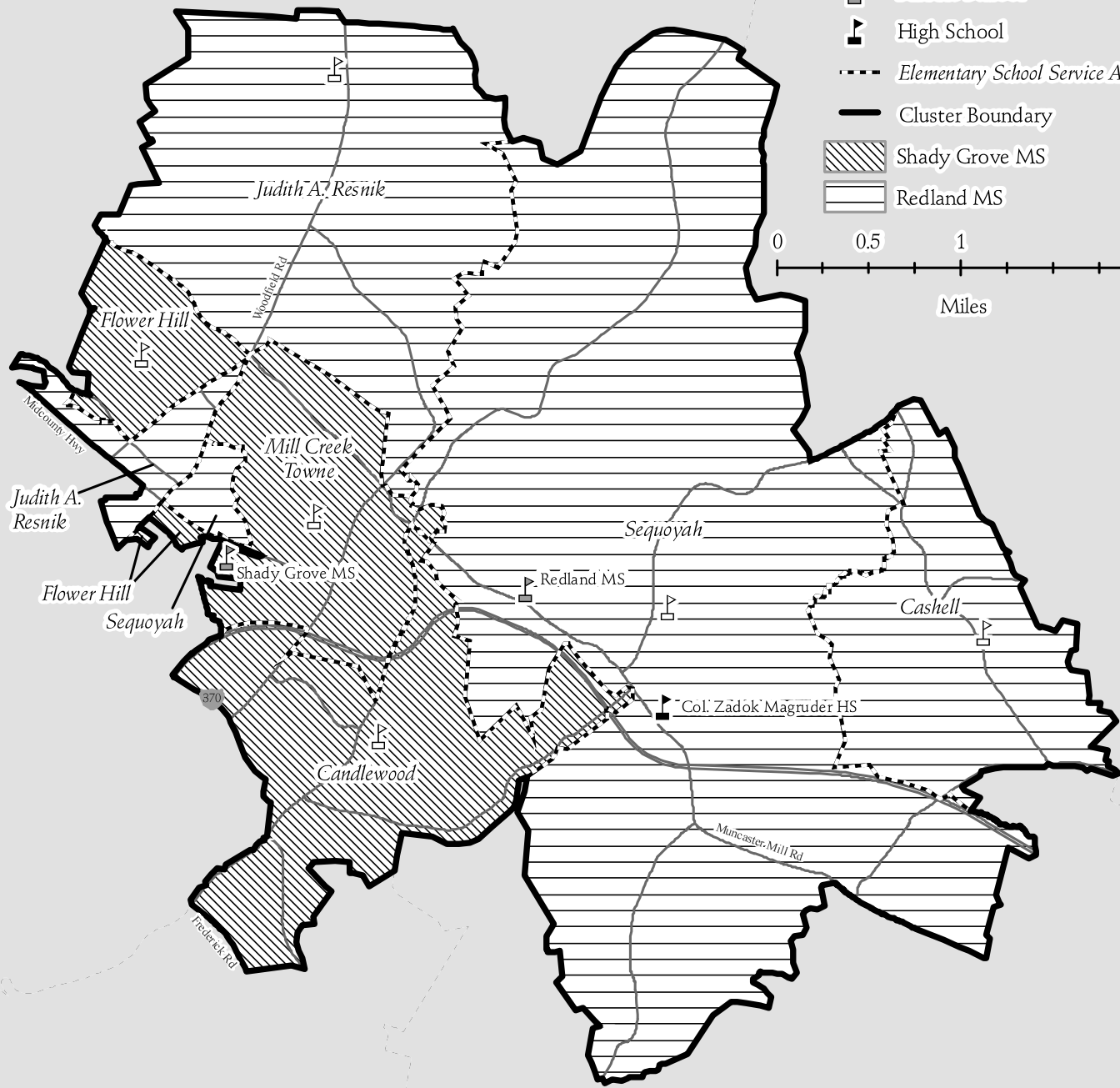
| Schools | Grades Served | Capacity (HS @90% MS@85%) | Total Rooms | Support Rooms | Regular Secondary @25 | Regular Elementary @23 | CSR Grades 1–2 @17 | Pre-K @20 | Pre-K @40 | HS @20 | CSR KIND @15 | KIND @22 | ESOL @15 | METS @15 | Special Education Programs | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|---------------|---------------------------|-------------|---------------|-----------------------|------------------------|--------------------|-----------|-----------|--------|--------------|----------|----------|----------|----------------------------|---------------|--------------------|---------|----------|---------|-------------------------|-------|--------|------------|---------|--------|---------------|-----------|-------|-------|---------|---------|---------|------------------------|-------|--|---|--|--|
| | | | | | | | | | | | | | | | School Based | Cluster Based | Quad Cluster Based | | | | County & Regional Based | | | | | | | | OTHER | | | | | | | | | | |
| | | | | | | | | | | | | | | | 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 | PD @7 | PEP@6 | PEP @12 | PEP @18 | SLC @10 | VISION (Elementary) @7 | OTHER | | | | |
| Walter Johnson HS | 9-12 | 2274 | 107 | | 96 | | | | | | | | 2 | 3 | | | | | 2 | 1 | | | 1 | | | | | | | | | | | | | | | | |
| North Bethesda MS | 6-8 | 847 | 42 | | 37 | | | | | | | | 1 | 2 | | | | | | | | | | | | | | 2 | | | | | | | | | | | |
| Tilden MS | 6-8 | 963 | 52 | | 42 | | | | | | | | 1 | 2 | | | | | 2 | | | | 3 | | | | | | | | | | | | | | 2 | | |
| Ashburton ES | K-5 | 629 | 34 | 4 | 18 | | | | | | | 5 | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | |
| Farmland ES | K-5 | 715 | 37 | 4 | 25 | | | | | | | 5 | | | | | | | 3 | | | | | | | | | | | | | | | | | | | | |
| Garrett Park ES | K-5 | 755 | 37 | 4 | 29 | | | | | | | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kensington-Parkwood ES | K-5 | 471 | 27 | 5 | 14 | | | | | | | 5 | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | |
| Luxmanor ES | K-5 | 428 | 24 | 4 | 14 | | | | | | | 4 | | | | | | | 1 | | | | | | | | | | | 1 | | | | | | | | | |
| Wyngate ES | K-5 | 432 | 22 | 3 | 14 | | | | | | | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|------------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Walter Johnson HS | 1956 | 2009 | 365,138 | 30.9 | | | | |
| North Bethesda MS | 1955 | 1999 | 130,461 | 19.99 | | | | |
| Tilden MS | 1967 | 1991 | 135,150 | 29.8 | | | | |
| Ashburton ES | 1957 | 1993 | 81,438 | 8.3 | | 6 | | |
| Farmland ES | 1963 | 2011 | 89,988 | 4.8 | Yes | | | |
| Garrett Park ES | 1948 | 2012 | 96,348 | 4.4 | Yes | | | |
| Kensington-Parkwood ES | 1952 | 2006 | 77,136 | 9.9 | | 7 | | |
| Luxmanor ES | 1966 | | 61,694 | 6.5 | Yes | 3 | | |
| Wyngate ES | 1952 | 1997 | 58,654 | 9.5 | | 10 | | |

Col. Zadok Magruder Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Shady Grove MS
-  Redland MS



SCHOOLS

Candlewood Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2015. An FY 2014 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.

Judith A. Resnik Elementary School

Capital Project: Projections indicate enrollment at Judith A. Resnik Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 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.

CAPITAL PROJECTS

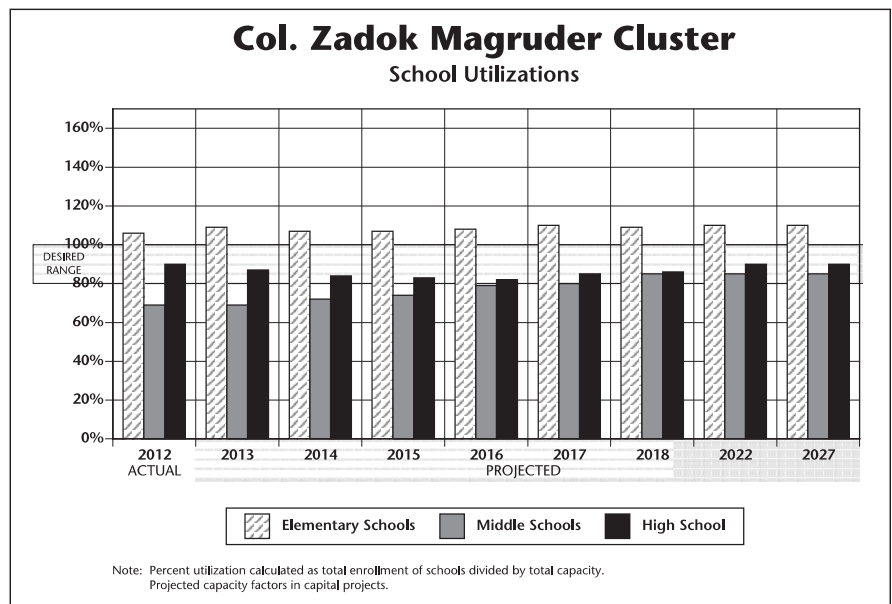
| School | Project | Project Status* | Date of Completion |
|---------------------|--------------------|-----------------|--------------------|
| Candlewood ES | Modernization | Recommended | Jan. 2015 |
| Judith A. Resnik ES | Classroom addition | Proposed | TBD |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.



COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability






Effects of the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

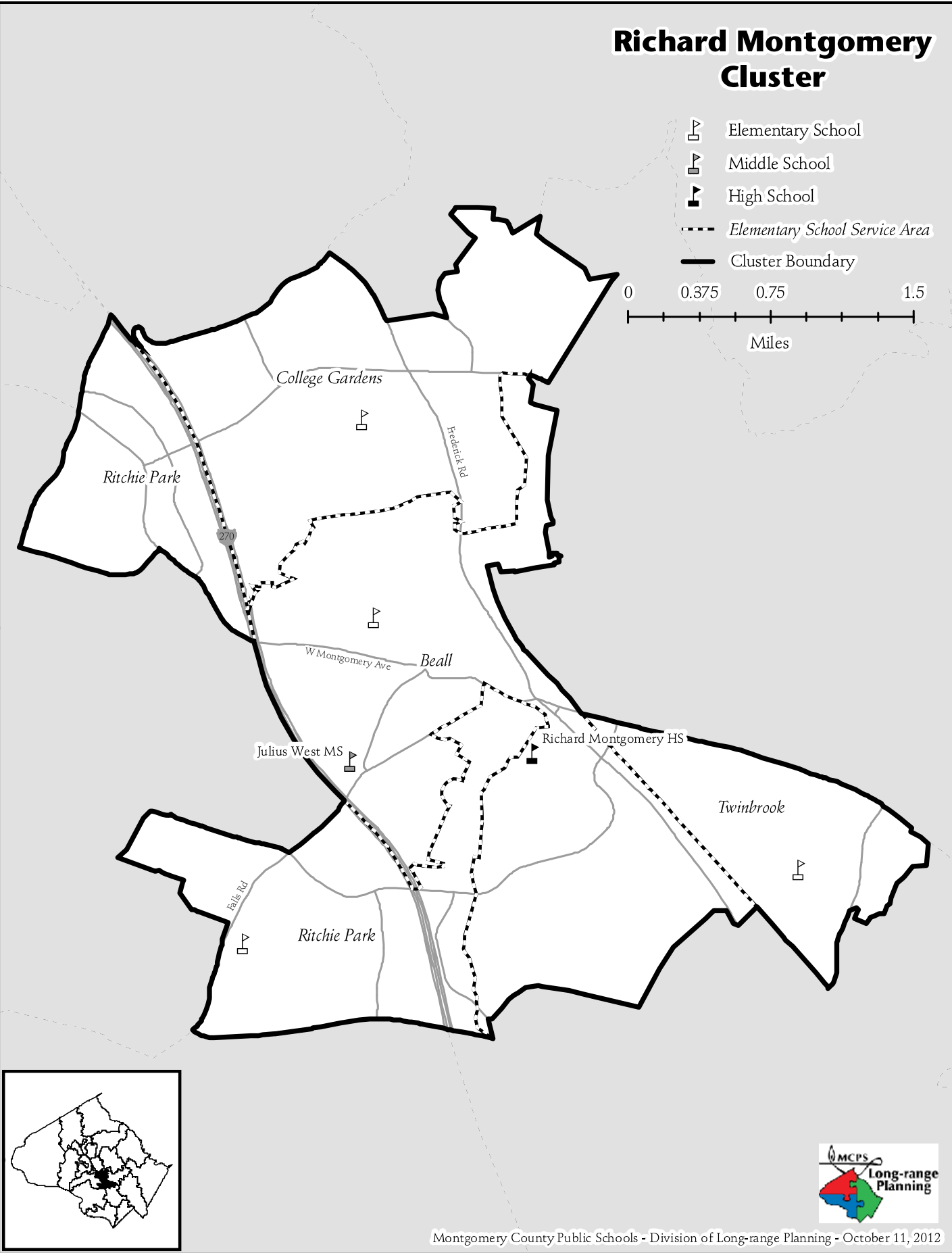
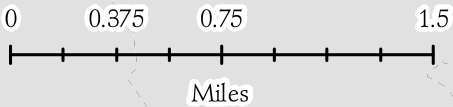
| Schools | | | Actual | Projections | | | | | | | |
|------------------------|---------------|-------------------|-------------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 |
| Col. Zadok Magruder HS | | Program Capacity | 1896 | 1896 | 1896 | 1896 | 1896 | 1896 | 1896 | 1896 | 1896 |
| | | Enrollment | 1699 | 1658 | 1602 | 1571 | 1557 | 1617 | 1640 | 1700 | 1700 |
| | | Available Space | 197 | 238 | 294 | 325 | 339 | 279 | 256 | 196 | 196 |
| | | Comments | | | | | | | | | |
| Redland MS | | Program Capacity | 740 | 740 | 740 | 740 | 740 | 740 | 740 | 740 | 740 |
| | | Enrollment | 534 | 528 | 561 | 589 | 634 | 639 | 697 | 700 | 700 |
| | | Available Space | 206 | 212 | 178 | 150 | 106 | 100 | 42 | 40 | 40 |
| | | Comments | | | | | | | | | |
| Shady Grove MS | | Program Capacity | 842 | 842 | 842 | 842 | 842 | 842 | 842 | 842 | 842 |
| | | Enrollment | 551 | 570 | 582 | 583 | 622 | 619 | 642 | 650 | 650 |
| | | Available Space | 290 | 272 | 260 | 258 | 220 | 222 | 200 | 192 | 192 |
| | | Comments | | | | | | | | | |
| Candlewood ES | | Program Capacity | 434 | 434 | 502 | 502 | 502 | 502 | 502 | | |
| | | Enrollment | 359 | 360 | 377 | 388 | 392 | 399 | 400 | | |
| | | Available Space | 75 | 74 | 125 | 114 | 110 | 103 | 102 | | |
| | | Comments | | Planning @ Emory for Modernization Grove Complete Jan. 2015 | | | | | | | |
| Cashell ES | | Program Capacity | 341 | 341 | 341 | 341 | 341 | 341 | 341 | | |
| | | Enrollment | 326 | 327 | 328 | 343 | 329 | 324 | 317 | | |
| | | Available Space | 15 | 14 | 13 | (2) | 12 | 17 | 24 | | |
| | | Comments | | | | | | | | | |
| Flower Hill ES | CSR | Program Capacity | 440 | 440 | 440 | 440 | 440 | 440 | 440 | | |
| | | Enrollment | 484 | 489 | 485 | 481 | 463 | 478 | 475 | | |
| | | Available Space | (44) | (49) | (45) | (41) | (23) | (38) | (35) | | |
| | | Comments | | | | | | | | | |
| Mill Creek Towne ES | CSR | Program Capacity | 333 | 333 | 333 | 333 | 333 | 333 | 333 | | |
| | | Enrollment | 409 | 427 | 435 | 380 | 430 | 428 | 418 | | |
| | | Available Space | (76) | (94) | (102) | (47) | (97) | (95) | (85) | | |
| | | Comments | | | | | | | | | |
| Judith A. Resnik ES | CSR | Program Capacity | 463 | 463 | 463 | 463 | 463 | 463 | 463 | | |
| | | Enrollment | 597 | 629 | 641 | 667 | 665 | 663 | 660 | | |
| | | Available Space | (134) | (166) | (178) | (204) | (202) | (200) | (197) | | |
| | | Comments | | | | | | | | | |
| Sequoyah ES | CSR | Program Capacity | 465 | 465 | 465 | 465 | 465 | 465 | 465 | | |
| | | Enrollment | 445 | 457 | 463 | 472 | 479 | 497 | 495 | | |
| | | Available Space | 20 | 8 | 2 | (7) | (14) | (32) | (30) | | |
| | | Comments | | | | | | | | | |
| Cluster Information | | HS Utilization | 90% | 87% | 84% | 83% | 82% | 85% | 86% | 90% | 90% |
| | | HS Enrollment | 1699 | 1658 | 1602 | 1571 | 1557 | 1617 | 1640 | 1700 | 1700 |
| | | MS Utilization | 69% | 69% | 72% | 74% | 79% | 80% | 85% | 85% | 85% |
| | | MS Enrollment | 1085 | 1098 | 1143 | 1172 | 1256 | 1258 | 1339 | 1350 | 1350 |
| | | ES Utilization | 106% | 109% | 107% | 107% | 108% | 110% | 109% | 110% | 110% |
| | ES Enrollment | 2620 | 2689 | 2729 | 2731 | 2758 | 2789 | 2765 | 2800 | 2800 | |

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|------------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Col. Zadok Magruder HS | 1970 | | 295,478 | 30 | | | | |
| Redland MS | 1971 | | 112,297 | 20.64 | Yes | | | |
| Shady Grove MS | 1995 | 1999 | 129,206 | 20 | | | | |
| Candlewood ES | 1968 | | 48,543 | 11.8 | | | | |
| Cashell ES | 1969 | 2009 | 71,171 | 10.24 | | | | |
| Flower Hill ES | 1985 | | 58,770 | 10 | Yes | 4 | | |
| Mill Creek Towne ES | 1966 | 2000 | 67,465 | 8.4 | | 3 | | |
| Judith A. Resnik ES | 1991 | | 78,547 | 12.8 | | 4 | | |
| Sequoyah ES | 1990 | | 72,582 | 10 | Yes | | | |

Richard Montgomery Cluster

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



Montgomery County Public Schools - Division of Long-range Planning - October 11, 2012

CLUSTER PLANNING ISSUE

Student enrollment at elementary schools in the Richard Montgomery Cluster has increased dramatically over the past four school years. The magnitude of enrollment growth in the cluster requires the opening of a new elementary school. A feasibility study was conducted during the 2010–2011 school year for a new elementary school at the site of the former Hungerford Park Elementary School, located at 332 W. Edmonston Avenue in the City of Rockville. Based on County Council action, the new school is scheduled to open in August 2017.

Julius West Middle School enrollment is projected to exceed capacity by over 300 students by the end of the six-year CIP planning period. A feasibility study was completed during the 2010–2011 school year to determine the feasibility, scope, and cost of an addition at the school. County Council approved funding for an addition with a scheduled completion date of August 2016.

SCHOOLS

Julius West Middle School

Capital Project: Projections indicate enrollment at Julius West Middle School will exceed capacity by 150 seats or more by the end of the six-year CIP planning period. An FY 2014 appropriation is recommended for planning funds to begin the architectural design of a classroom addition. The scheduled completion date for the school is August 2016. Relocatable classrooms will be utilized until additional capacity can be provided. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Beall Elementary School

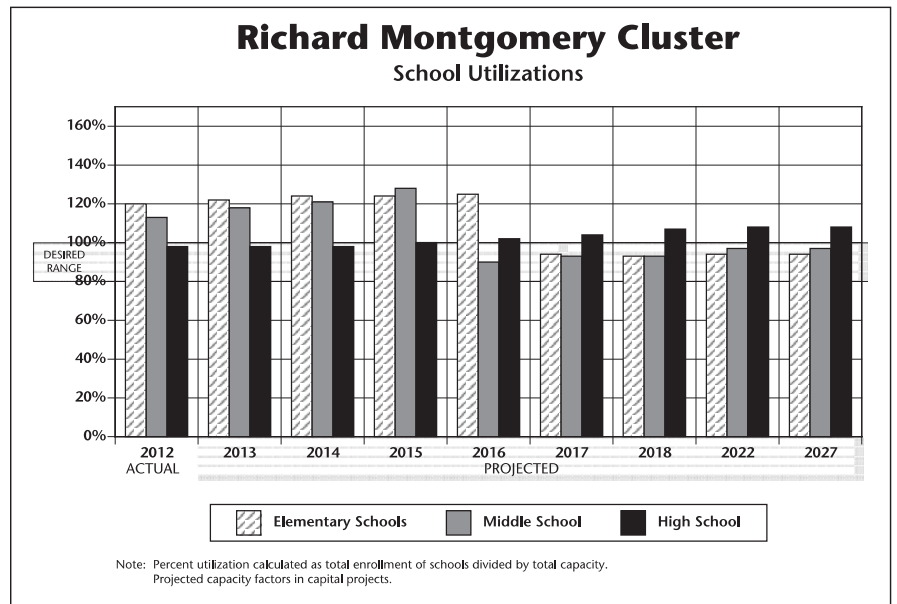
Capital Project: Projections indicate enrollment at Beall Elementary School will exceed capacity by 92 seats or more throughout the six-year CIP planning period. Relocatable classrooms will be utilized until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens. Although the Board of Education requested funding to open the school in August 2015, due to fiscal constraints in the county, the County Council delayed the opening by two years to August 2017. FY 2015 expenditures are programmed in the Rehabilitation and Renovation of Closed Schools (RROCS) project to begin the architectural design for the opening of the new elementary school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

College Gardens Elementary School

Capital Project: Projections indicate enrollment at College Gardens Elementary School will exceed capacity by 92 seats or more throughout the six-year CIP planning period. Relocatable classrooms will be utilized until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens. Although the Board of Education requested funding to open the school in August 2015, due to fiscal constraints in the county, the County Council delayed the opening by two years to August 2017. FY 2015 expenditures are programmed in the Rehabilitation and Renovation of Closed Schools (RROCS) project to begin the architectural design for the opening of the new elementary school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Ritchie Park Elementary School

Capital Project: Projections indicate enrollment at Ritchie Park Elementary School will exceed capacity by 92 seats or more throughout the six-year CIP planning period. Relocatable classrooms will be utilized until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens. Although the Board of Education requested funding to open the school in August 2015, due to fiscal constraints in the county, the County Council delayed the opening by two years to August 2017. FY 2015 expenditures are programmed in the Rehabilitation and Renovation of Closed Schools (RROCS) project to begin the architectural design for the opening of the new elementary school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.



Richard Montgomery Cluster Elementary School #5 (Hungerford Park site)

Capital Project: Enrollment projections indicate the need for a new school in the cluster. Relocatable classrooms will be utilized at existing elementary schools until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens. Although the Board of Education requested funding to open the school in August 2015, due to fiscal constraints in the county, the County Council delayed the opening by two years to August 2017. FY 2015 expenditures are programmed in the Rehabilitation and Renovation of Closed Schools (RROCS) project to begin the architectural design for the opening of the new elementary school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Twinbrook Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2021. FY 2016 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. 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 |
|----------------------------------|--------------------|-----------------|--------------------|
| Julius West MS | Classroom addition | Recommended | Aug. 2016 |
| Richard Montgomery Cluster ES #5 | New school | Programmed | Aug. 2017 |
| Twinbrook ES | Modernization | Programmed | Jan. 2021 |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability


Effects of the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available


| Schools | | Actual 12-13 | Projections | | | | | | | | |
|--|-------------------|-----------------|-------------------------|-------------|---------------------------|-------------------|----------------------------|-------------|-------------|-------------|-------------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 | |
| Richard Montgomery HS | Program Capacity | 2218 | 2218 | 2218 | 2218 | 2218 | 2218 | 2218 | 2218 | 2218 | 2218 |
| | Enrollment | 2171 | 2166 | 2169 | 2211 | 2255 | 2316 | 2377 | 2400 | 2400 | 2400 |
| | Available Space | 48 | 52 | 50 | 8 | (36) | (98) | (158) | (182) | (182) | (182) |
| | Comments | | | | | | | | | | |
| Julius West MS | Program Capacity | 995 | 995 | 995 | 995 | 1445 | 1445 | 1445 | 1445 | 1445 | 1445 |
| | Enrollment | 1120 | 1174 | 1204 | 1277 | 1303 | 1338 | 1347 | 1400 | 1400 | 1400 |
| | Available Space | (126) | (180) | (210) | (282) | 142 | 107 | 98 | 45 | 45 | 45 |
| | Comments | | Planning for Addition | | | Addition Complete | | | | | |
| Beall ES | Program Capacity | 641 | 641 | 641 | 641 | 641 | 641 | 641 | | | |
| | Enrollment | 784 | 794 | 802 | 809 | 790 | 788 | 788 | | | |
| | Available Space | (143) | (153) | (161) | (168) | (149) | (147) | (147) | | | |
| | Comments | | | | | | | | | | |
| College Gardens ES | Program Capacity | 671 | 671 | 671 | 671 | 671 | 671 | 671 | | | |
| | Enrollment | 837 | 819 | 838 | 836 | 845 | 834 | 833 | | | |
| | Available Space | (166) | (148) | (167) | (165) | (174) | (163) | (162) | | | |
| | Comments | | | | | | | | | | |
| Richard Montgomery Cluster ES #5 (Hungerford Park) | Program Capacity | | | | | | 740 | 740 | | | |
| | Enrollment | | | | | | 0 | 0 | | | |
| | Available Space | | | | | | 740 | 740 | | | |
| | Comments | | Planning for new school | | | | Opens | | | | |
| Ritchie Park ES | Program Capacity | 387 | 387 | 387 | 387 | 387 | 387 | 387 | | | |
| | Enrollment | 521 | 537 | 535 | 529 | 536 | 540 | 540 | | | |
| | Available Space | (134) | (150) | (148) | (142) | (149) | (153) | (153) | | | |
| | Comments | | | | | | | | | | |
| Twinbrook ES | Program Capacity | 538 | 538 | 538 | 538 | 538 | 538 | 538 | | | |
| | Enrollment | 551 | 582 | 596 | 604 | 619 | 625 | 620 | | | |
| | Available Space | (13) | (44) | (58) | (66) | (81) | (87) | (82) | | | |
| | Comments | | | | Facility Planning for Mod | | Planning for Modernization | | | | |
| Cluster Information | HS Utilization | 98% | 98% | 98% | 100% | 102% | 104% | 107% | 108% | 108% | |
| | HS Enrollment | 2171 | 2166 | 2169 | 2211 | 2255 | 2316 | 2377 | 2400 | 2400 | |
| | MS Utilization | 113% | 118% | 121% | 128% | 90% | 93% | 93% | 97% | 97% | |
| | MS Enrollment | 1120 | 1174 | 1204 | 1277 | 1303 | 1338 | 1347 | 1400 | 1400 | |
| | ES Enrollment | 2693 | 2732 | 2771 | 2778 | 2790 | 2787 | 2781 | 2800 | 2800 | |

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|-----------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Richard Montgomery HS | 1942 | 2007 | 311,500 | 29.05 | | | | |
| Julius West MS | 1961 | 1995 | 147,223 | 21.3 | | 2 | | |
| Beall ES | 1954 | 1991 | 79,477 | 8.4 | Yes | 8 | | |
| College Gardens ES | 1967 | 2008 | 96,986 | 7.9 | Yes | 4 | | |
| Ritchie Park ES | 1966 | 1997 | 58,500 | 9.2 | | 5 | | |
| Twinbrook ES | 1952 | 1986 | 79,818 | 10.5 | | 4 | | |

Northeast Consortium Secondary Schools


 Middle School

 High School

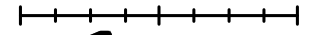
 Middle School Service Area

 James Blake HS Base Area

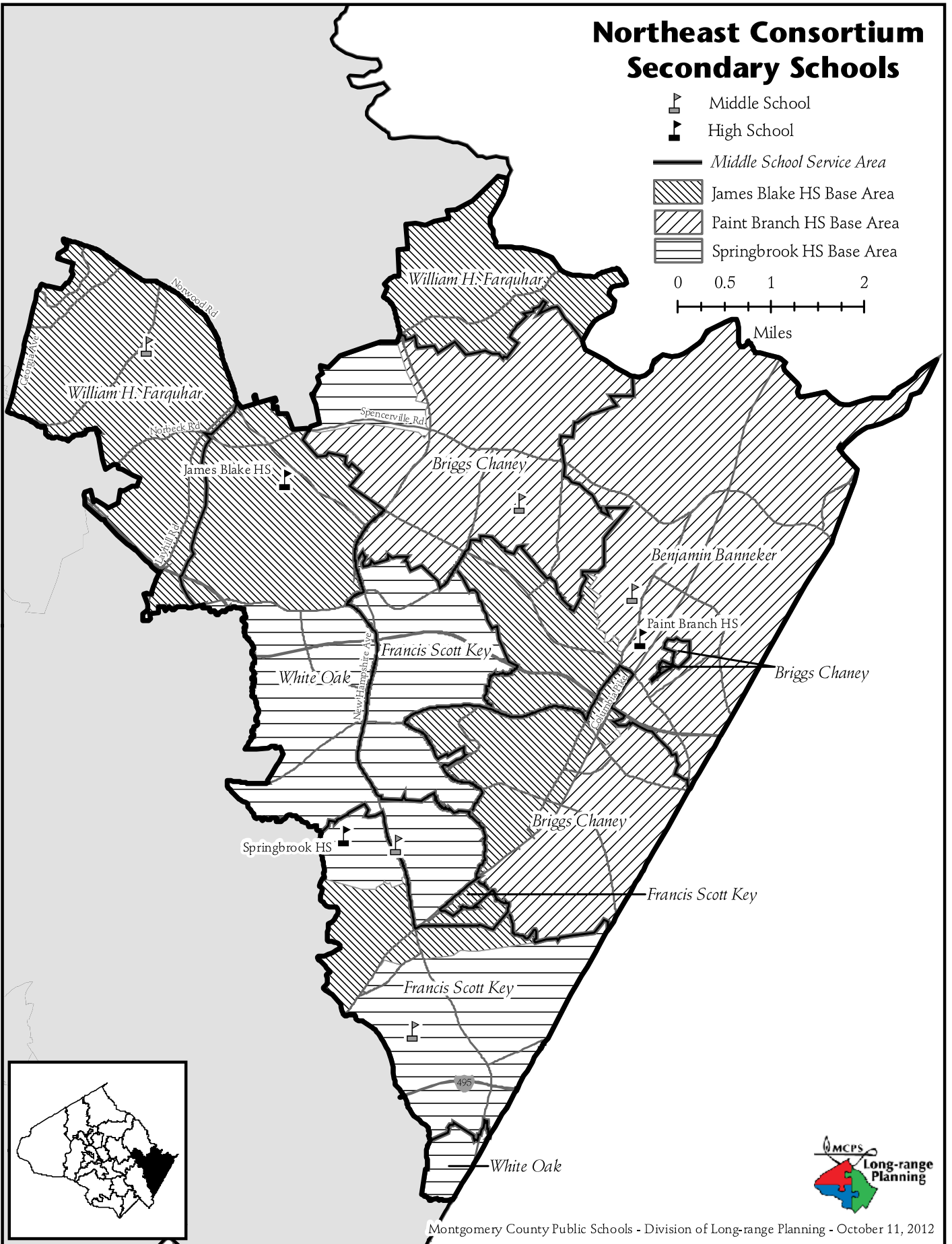
 Paint Branch HS Base Area

 Springbrook HS Base Area

0 0.5 1 2






Miles



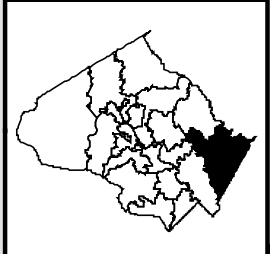
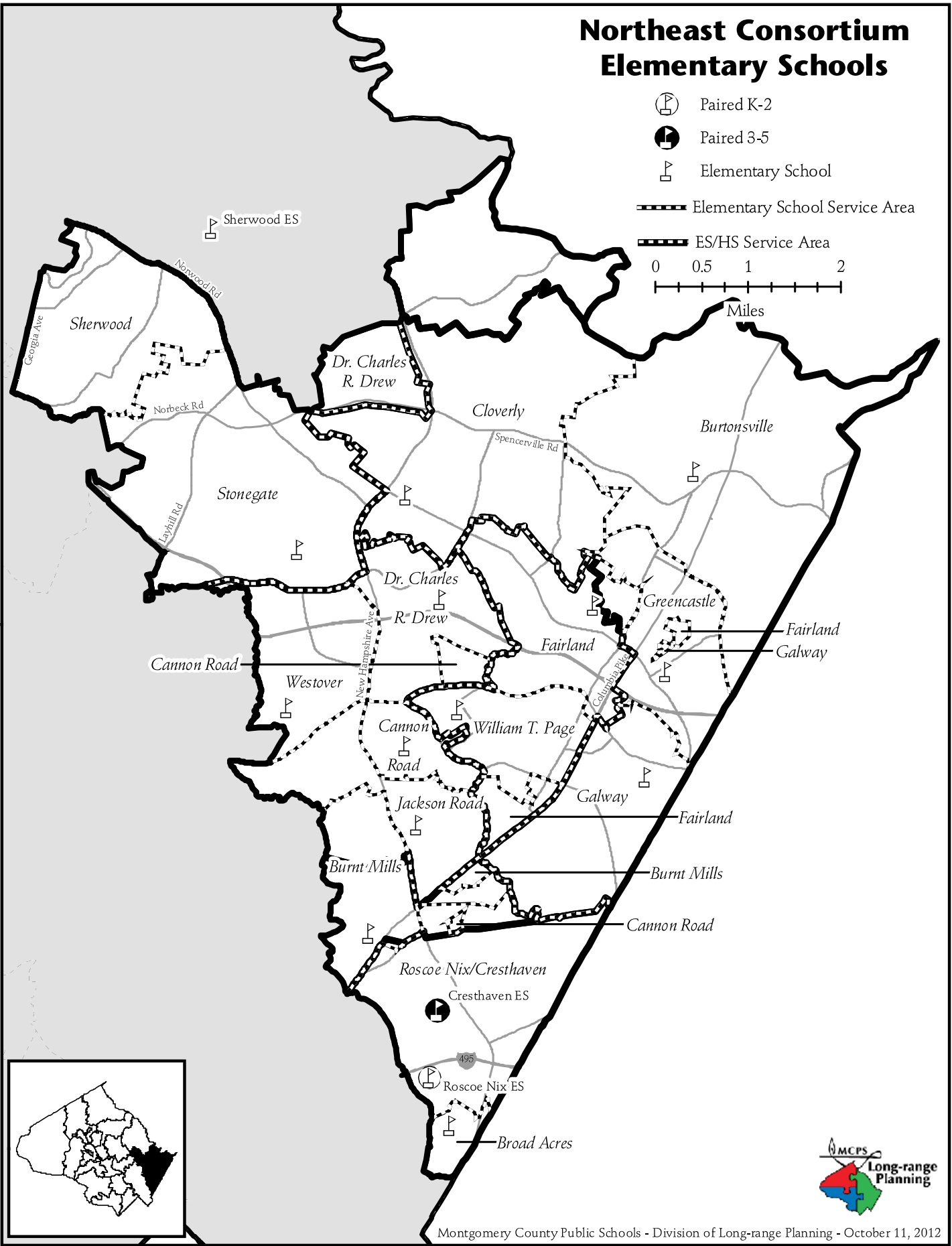
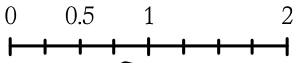
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2012

Northeast Consortium Elementary Schools

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

 Elementary School Service Area

 ES/HS Service Area



CONSORTIUM PLANNING ISSUES

The Northeast Consortium provides a 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 choice programs are offered at James Hubert Blake, Paint Branch, and Springbrook high schools. Choice patterns will 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 to attend the high school serving that base area, if it is their first choice.

SCHOOLS

Paint Branch High School

Capital Project: A replacement facility opened in August 2012 as part of the Current Replacements/Modernization Project. Restoration of the site is scheduled for completion by August 2013.

William H. Farquhar Middle School

Capital Project: A modernization project was scheduled for this school with a completion date of August 2015. However, due to fiscal constraints in the county, the completion date was delayed by one year to August 2016. An FY 2012 appropriation was approved for planning funds 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.

Broad Acres Elementary School

Capital Project: Projections indicate enrollment at Broad Acres Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 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.

Burnt Mills Elementary School

Capital Project: Projections indicate enrollment at Burnt Mills Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 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.

Burtonsville Elementary School

Capital Project: Projections indicate enrollment at Burtonsville Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2013 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.

Greencastle Elementary School

Capital Project: Projections indicate enrollment at Greencastle Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2013 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.

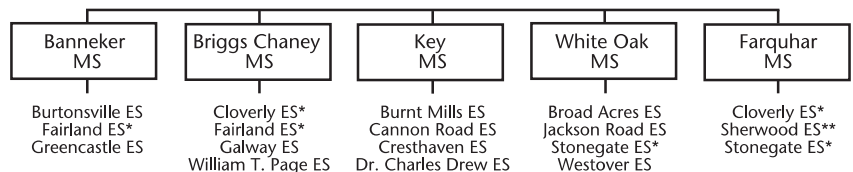
Stonegate Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2019. FY 2015 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

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

Northeast Consortium High Schools

James Hubert Blake HS
Paint Branch HS
Springbrook HS



* 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.

CAPITAL PROJECTS

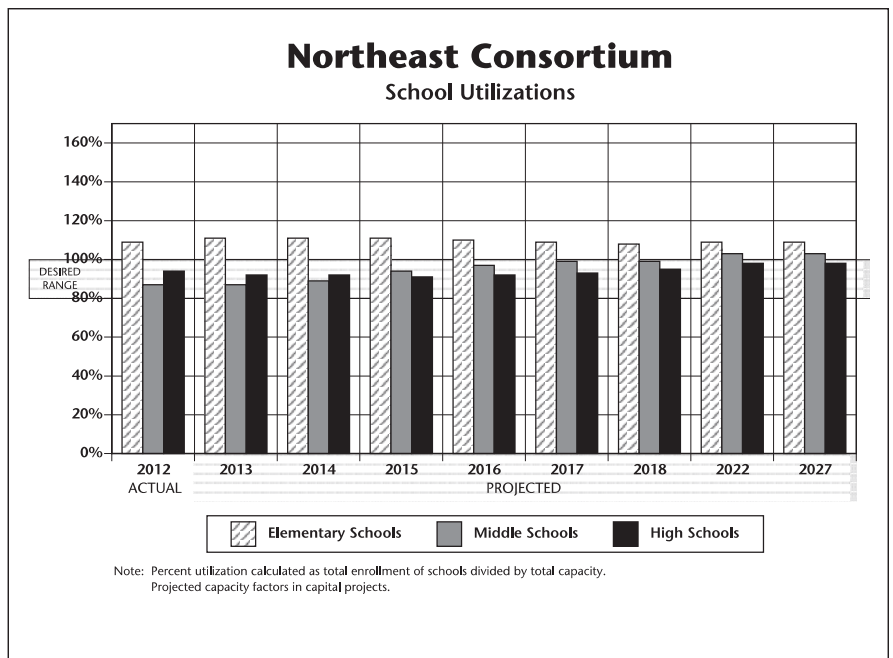
| School | Project | Project Status* | Date of Completion |
|-----------------|--------------------|-----------------|------------------------|
| Paint Branch HS | Modernization | Approved | Aug. 2012 |
| | Site work | Approved | Aug. 2013 |
| Farquhar MS | Modernization | Programmed | Aug. 2016 (delayed) |
| Broad Acres ES | Classroom addition | Proposed | TBD |
| Burnt Mill ES | Classroom addition | Proposed | TBD |
| Burtonsville ES | Classroom addition | Proposed | TBD |
| Greencastle ES | Classroom addition | Proposed | TBD |
| Stonegate ES | Modernization | Programmed | Aug. 2019 |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.



NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

| Schools | | Actual | Projections | | | | | | | | |
|------------------------|-------------------|-------------|------------------------------|---------------------------|------------------------|-------------|-------------|-------------|-------------|-------------|------|
| | | | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 |
| James Blake HS | Program Capacity | 1724 | 1724 | 1724 | 1724 | 1724 | 1724 | 1724 | 1724 | 1724 | 1724 |
| | Enrollment | 1757 | 1730 | 1708 | 1687 | 1709 | 1727 | 1760 | 1850 | 1850 | |
| | Available Space | (33) | (6) | 16 | 37 | 15 | (3) | (36) | (126) | (126) | |
| | Comments | | | | | | | | | | |
| Paint Branch HS | Program Capacity | 1993 | 1993 | 1993 | 1993 | 1993 | 1993 | 1993 | 1993 | 1993 | |
| | Enrollment | 1925 | 1903 | 1934 | 1935 | 1907 | 1938 | 1976 | 2000 | 2000 | |
| | Available Space | 68 | 90 | 60 | 58 | 86 | 56 | 18 | (7) | (7) | |
| | Comments | | Site Work Complete Aug. 2013 | | | | | | | | |
| Springbrook HS | Program Capacity | 2073 | 2073 | 2073 | 2073 | 2073 | 2073 | 2073 | 2073 | 2073 | |
| | Enrollment | 1739 | 1698 | 1666 | 1645 | 1687 | 1727 | 1792 | 1800 | 1800 | |
| | Available Space | 334 | 375 | 407 | 428 | 386 | 346 | 281 | 273 | 273 | |
| | Comments | | | | | | | | | | |
| Benjamin Banneker MS | Program Capacity | 778 | 778 | 778 | 778 | 778 | 778 | 778 | 778 | 778 | |
| | Enrollment | 768 | 779 | 812 | 826 | 820 | 815 | 783 | 850 | 850 | |
| | Available Space | 10 | (1) | (34) | (48) | (42) | (37) | (5) | (72) | (72) | |
| | Comments | | | | | | | | | | |
| Briggs Chaney MS | Program Capacity | 910 | 910 | 910 | 910 | 910 | 910 | 910 | 910 | 910 | |
| | Enrollment | 877 | 865 | 862 | 897 | 931 | 913 | 886 | 950 | 950 | |
| | Available Space | 32 | 44 | 48 | 12 | (22) | (4) | 24 | (40) | (40) | |
| | Comments | | | | | | | | | | |
| William H. Farquhar MS | Program Capacity | 881 | 881 | 881 | 881 | 796 | 796 | 796 | 796 | 796 | |
| | Enrollment | 638 | 594 | 620 | 625 | 626 | 602 | 621 | 650 | 650 | |
| | Available Space | 243 | 287 | 261 | 256 | 170 | 194 | 175 | 0 | 0 | |
| | Comments | | Planning for Modernization | Modernization in Progress | Mod Complete Aug. 2016 | | | | | | |
| Francis Scott Key MS | Program Capacity | 944 | 944 | 944 | 944 | 944 | 944 | 944 | 944 | 944 | |
| | Enrollment | 869 | 916 | 933 | 1001 | 982 | 1045 | 1075 | 1100 | 1100 | |
| | Available Space | 74 | 28 | 10 | (58) | (38) | (102) | (132) | (156) | (156) | |
| | Comments | | | | | | | | | | |
| White Oak MS | Program Capacity | 945 | 945 | 945 | 945 | 945 | 945 | 945 | 945 | 945 | |
| | Enrollment | 706 | 722 | 761 | 826 | 889 | 953 | 964 | 950 | 950 | |
| | Available Space | 239 | 223 | 184 | 119 | 56 | (8) | (19) | (5) | (5) | |
| | Comments | | | | | | | | | | |

NORTHEAST CONSORTIUM

| Schools | | | Actual 12-13 | Projections | | | | | | 2022 | 2027 |
|--|-----|-------------------|-----------------|--------------------------------|------------|------------|------------|------------|------------|------|------|
| | | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | | |
| Broad Acres ES | CSR | Program Capacity | 618 | 618 | 618 | 618 | 618 | 618 | 618 | | |
| | | Enrollment | 697 | 742 | 764 | 773 | 785 | 749 | 734 | | |
| | | Available Space | (79) | (124) | (146) | (155) | (167) | (131) | (116) | | |
| | | Comments | | Facility Planning for Addition | | | | | | | |
| Burnt Mills ES | CSR | Program Capacity | 358 | 358 | 358 | 358 | 358 | 358 | 358 | | |
| | | Enrollment | 503 | 522 | 540 | 536 | 539 | 537 | 535 | | |
| | | Available Space | (145) | (164) | (182) | (178) | (181) | (179) | (177) | | |
| | | Comments | | | | | | | | | |
| Burtonsville ES | CSR | Program Capacity | 455 | 455 | 455 | 455 | 455 | 455 | 455 | | |
| | | Enrollment | 683 | 662 | 663 | 655 | 660 | 654 | 669 | | |
| | | Available Space | (228) | (207) | (208) | (200) | (205) | (199) | (214) | | |
| | | Comments | | Facility Planning for Addition | | | | | | | |
| Cannon Road ES | CSR | Program Capacity | 521 | 521 | 521 | 521 | 521 | 521 | 521 | | |
| | | Enrollment | 420 | 426 | 435 | 444 | 446 | 437 | 427 | | |
| | | Available Space | 101 | 95 | 86 | 77 | 75 | 84 | 94 | | |
| | | Comments | | | | | | | | | |
| Cloverly ES | | Program Capacity | 454 | 454 | 454 | 454 | 454 | 454 | 454 | | |
| | | Enrollment | 452 | 460 | 463 | 460 | 455 | 453 | 453 | | |
| | | Available Space | 2 | (6) | (9) | (6) | (1) | 1 | 1 | | |
| | | Comments | | | | | | | | | |
| Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES | CSR | Program Capacity | 493 | 493 | 493 | 493 | 493 | 493 | 493 | | |
| | | Enrollment | 490 | 475 | 515 | 515 | 537 | 489 | 473 | | |
| | | Available Space | 3 | 18 | (22) | (22) | (44) | 4 | 20 | | |
| | | Comments | | | | | | | | | |
| Dr. Charles R. Drew ES | CSR | Program Capacity | 431 | 431 | 431 | 431 | 431 | 431 | 431 | | |
| | | Enrollment | 469 | 473 | 471 | 477 | 474 | 483 | 475 | | |
| | | Available Space | (38) | (42) | (40) | (46) | (43) | (52) | (44) | | |
| | | Comments | | | | | | | | | |
| Fairland ES | CSR | Program Capacity | 650 | 650 | 650 | 650 | 650 | 650 | 650 | | |
| | | Enrollment | 601 | 602 | 580 | 571 | 564 | 574 | 560 | | |
| | | Available Space | 49 | 48 | 70 | 79 | 86 | 76 | 90 | | |
| | | Comments | | | | | | | | | |
| Galway ES | CSR | Program Capacity | 733 | 733 | 733 | 733 | 733 | 733 | 733 | | |
| | | Enrollment | 832 | 818 | 804 | 774 | 754 | 746 | 743 | | |
| | | Available Space | (99) | (85) | (71) | (41) | (21) | (13) | (10) | | |
| | | Comments | | | | | | | | | |
| Greencastle ES | CSR | Program Capacity | 567 | 567 | 567 | 567 | 567 | 567 | 567 | | |
| | | Enrollment | 718 | 730 | 721 | 711 | 701 | 694 | 690 | | |
| | | Available Space | (151) | (163) | (154) | (144) | (134) | (127) | (123) | | |
| | | Comments | | Facility Planning for Addition | | | | | | | |

NORTHEAST CONSORTIUM

| Schools | | | Actual | Projections | | | | | | 2022 | 2027 |
|---|-----|------------------|--------|-------------|---------------------------------|-------|-------------------------------|-------|-------|------|------|
| | | | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | | |
| Jackson Road ES | CSR | Program Capacity | 661 | 661 | 661 | 661 | 661 | 661 | 661 | | |
| | | Enrollment | 677 | 704 | 701 | 699 | 675 | 677 | 665 | | |
| | | Available Space | (16) | (43) | (40) | (38) | (14) | (16) | (4) | | |
| | | Comments | | | | | | | | | |
| Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES | CSR | Program Capacity | 480 | 480 | 480 | 480 | 480 | 480 | 480 | | |
| | | Enrollment | 545 | 574 | 524 | 509 | 494 | 491 | 489 | | |
| | | Available Space | (65) | 6 | (44) | (29) | (14) | (11) | (9) | | |
| | | Comments | | | | | | | | | |
| William T. Page ES | CSR | Program Capacity | 341 | 341 | 341 | 341 | 341 | 341 | 341 | | |
| | | Enrollment | 404 | 428 | 429 | 433 | 424 | 421 | 420 | | |
| | | Available Space | (63) | (87) | (88) | (92) | (83) | (80) | (79) | | |
| | | Comments | | | | | | | | | |
| Sherwood ES | | Program Capacity | 568 | 568 | 568 | 568 | 568 | 568 | 568 | | |
| | | Enrollment | 489 | 514 | 510 | 526 | 537 | 542 | 537 | | |
| | | Available Space | 79 | 54 | 58 | 42 | 31 | 26 | 31 | | |
| | | Comments | +1 PEP | | | | | | | | |
| Stonegate ES | | Program Capacity | 395 | 395 | 395 | 395 | 395 | 395 | 395 | | |
| | | Enrollment | 468 | 456 | 475 | 467 | 464 | 462 | 460 | | |
| | | Available Space | (73) | (61) | (80) | (72) | (69) | (67) | (65) | | |
| | | Comments | | | Facility Planning for Mod | | Planning for Modernization | | | | |
| Westover ES | | Program Capacity | 293 | 293 | 293 | 293 | 293 | 293 | 293 | | |
| | | Enrollment | 320 | 344 | 341 | 337 | 332 | 328 | 338 | | |
| | | Available Space | (27) | (51) | (48) | (44) | (39) | (35) | (45) | | |
| | | Comments | | | | | | | | | |
| Cluster Information | | HS Utilization | 94% | 92% | 92% | 91% | 92% | 93% | 95% | 98% | 98% |
| | | HS Enrollment | 5421 | 5331 | 5308 | 5267 | 5303 | 5392 | 5528 | 5550 | 5550 |
| | | MS Utilization | 87% | 87% | 89% | 94% | 97% | 99% | 99% | 103% | 103% |
| | | MS Enrollment | 3858 | 3876 | 3988 | 4175 | 4248 | 4328 | 4329 | 4400 | 4400 |
| | | ES Enrollment | 8768 | 8930 | 8936 | 8887 | 8841 | 8737 | 8668 | 8700 | 8700 |

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

| Schools | 2012–2013 | | | | | | 2011–2012 | | |
|---------------------------------|------------------|---------------------|-----------------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| | Total Enrollment | Two or more races % | Black or Afr. Amer. % | Asian% | Hispanic % | White % | FARMS%* | ESOL%** | Mobility Rate%*** |
| James Blake HS | 1757 | 4.0% | 43.5% | 9.2% | 20.2% | 22.8% | 29.1% | 1.1% | 12.8% |
| Paint Branch HS | 1925 | 3.9% | 52.8% | 15.6% | 15.9% | 11.5% | 32.2% | 1.3% | 11.2% |
| Springbrook HS | 1739 | 2.9% | 41.5% | 12.4% | 34.0% | 9.1% | 44.7% | 5.5% | 13.8% |
| Benjamin Banneker MS | 768 | 5.3% | 61.1% | 10.9% | 14.5% | 7.9% | 40.5% | 3.2% | 13.7% |
| Briggs Chaney MS | 877 | 4.3% | 49.3% | 13.7% | 20.1% | 12.2% | 43.2% | 2.2% | 15.5% |
| William H. Farquhar MS | 638 | 5.3% | 20.4% | 13.5% | 11.6% | 49.2% | 12.9% | 1.7% | 6.9% |
| Francis Scott Key MS | 869 | 1.6% | 47.2% | 10.9% | 34.6% | 5.6% | 58.2% | 6.4% | 16.4% |
| White Oak MS | 706 | 3.1% | 35.7% | 10.1% | 38.2% | 12.6% | 55.0% | 7.5% | 14.6% |
| Broad Acres ES | 698 | 0.4% | 16.8% | 6.6% | 75.9% | 0.1% | 93.6% | 68.7% | 24.0% |
| Burnt Mills ES | 503 | 1.6% | 67.0% | 4.0% | 20.5% | 7.0% | 66.6% | 18.5% | 28.6% |
| Burtonsville ES | 683 | 4.8% | 60.0% | 17.1% | 11.6% | 6.1% | 47.3% | 20.6% | 13.1% |
| Cannon Road ES | 420 | 4.8% | 36.2% | 10.2% | 39.5% | 9.3% | 57.6% | 18.5% | 16.8% |
| Cloverly ES | 452 | 6.6% | 19.9% | 15.9% | 18.6% | 38.7% | 14.5% | 11.6% | 12.5% |
| Cresthaven ES | 490 | 1.8% | 36.9% | 11.8% | 43.7% | 5.5% | 67.7% | 18.0% | 15.8% |
| Dr. Charles R. Drew ES | 471 | 4.2% | 45.4% | 14.2% | 22.1% | 13.8% | 49.5% | 16.4% | 13.8% |
| Fairland ES | 601 | 3.2% | 56.9% | 9.8% | 20.6% | 9.3% | 53.4% | 19.4% | 21.4% |
| Galway ES | 832 | 4.0% | 56.7% | 13.2% | 22.5% | 2.8% | 57.0% | 24.4% | 14.4% |
| Greencastle ES | 718 | 2.4% | 70.5% | 8.6% | 16.3% | 1.8% | 57.9% | 17.0% | 23.6% |
| Jackson Road ES | 677 | 2.5% | 48.7% | 11.2% | 34.3% | 3.1% | 67.1% | 28.5% | 14.7% |
| Roscoe R. Nix ES | 545 | 0.9% | 34.5% | 12.1% | 46.6% | 5.1% | 65.8% | 36.0% | 18.5% |
| William T. Page ES | 405 | 3.7% | 50.4% | 20.5% | 18.3% | 6.9% | 46.4% | 20.1% | 18.4% |
| Sherwood ES | 489 | 4.9% | 18.0% | 13.7% | 10.4% | 53.0% | 10.7% | 7.2% | 7.9% |
| Stonegate ES | 468 | 5.6% | 32.1% | 14.1% | 15.8% | 32.5% | 18.5% | 4.1% | 9.8% |
| Westover ES | 320 | 5.0% | 32.2% | 15.6% | 19.7% | 26.9% | 23.1% | 12.6% | 12.3% |
| Elementary Cluster Total | 8772 | 3.4% | 44.3% | 12.1% | 28.0% | 12.0% | 52.3% | 22.9% | 17.0% |
| Elementary County Total | 72144 | 4.9% | 20.5% | 14.1% | 28.8% | 31.5% | 37.0% | 22.0% | 12.6% |

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2011–2012 school year.

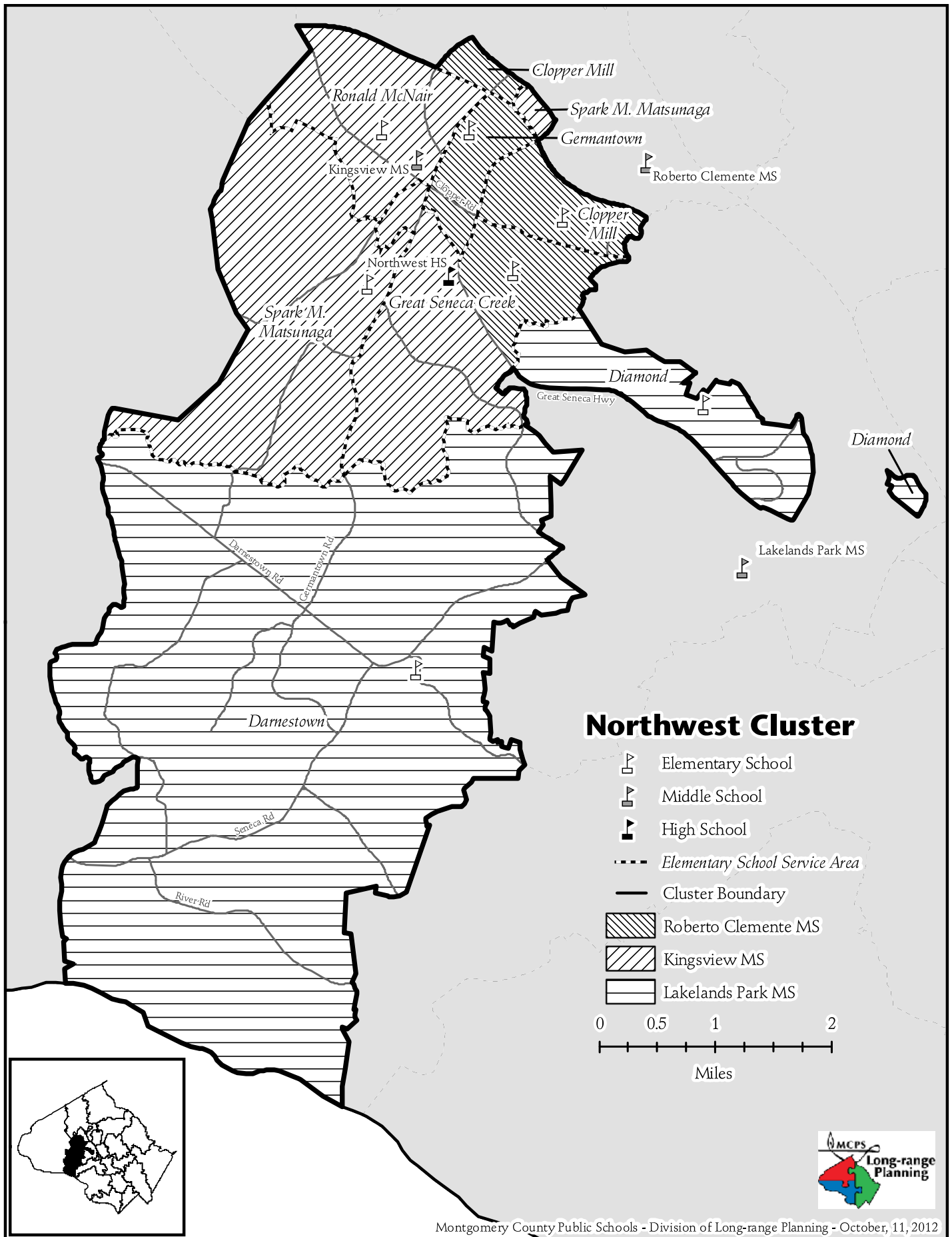
**Percent of English for Speakers of Other Languages (ESOL) during the 2011–2012 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2011–2012 school year compared to total enrollment.

Note: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|------------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| James Blake HS | 1998 | | 297,125 | 91.09 | | 4 | | |
| Paint Branch HS | 1969 | 2012 | 347,169 | 45.98 | | | | |
| Springbrook HS | 1960 | 1994 | 305,006 | 25.13 | Yes | | | |
| Benjamin Banneker MS | 1974 | | 117,035 | 20 | | | Yes | |
| Briggs Chaney MS | 1991 | | 115,000 | 29.4 | | | | |
| William H. Farquhar MS | 1968 | | 116,300 | 20 | | | | |
| Francis Scott Key MS | 1966 | 2009 | 147,424 | 20.6 | | | Yes | |
| White Oak MS | 1962 | 1993 | 140,990 | 17.3 | | | | |
| Broad Acres ES | 1952 | 1974 | 88,922 | 6.2 | Yes | 4 | Yes | Yes |
| Burnt Mills ES | 1964 | 1990 | 57,318 | 15.1 | | 4 | Yes | Yes |
| Burtonsville ES | 1952 | 1993 | 71,349 | 11.9 | | 6 | | |
| Cannon Road ES | 1967 | 2012 | 83,377 | 4.4 | Yes | | | |
| Cloverly ES | 1961 | 1989 | 61,991 | 10 | Yes | 2 | | |
| Cresthaven ES | 1962 | 2010 | 76,862 | 9.8 | | | Yes | Yes |
| Dr. Charles R. Drew ES | 1991 | | 73,975 | 12 | | | | |
| Fairland ES | 1992 | | 92,227 | 11.8 | | | | |
| Galway ES | 1967 | 2009 | 103,170 | 9 | Yes | | | Yes |
| Greencastle ES | 1988 | | 78,275 | 18.9 | | 4 | Yes | Yes |
| Jackson Road ES | 1959 | 1995 | 91,465 | 8.8 | | | | |
| Roscoe R. Nix ES | 2006 | | 88,351 | 8.97 | Yes | | | Yes |
| William T. Page ES | 1965 | 2003 | 58,726 | 9.8 | | 2 | | Yes |
| Sherwood ES | 1977 | | 81,727 | 10.85 | | 1 | | Yes |
| Stonegate ES | 1971 | | 52,468 | 10.3 | | 4 | | |
| Westover ES | 1964 | 1998 | 54,645 | 7.6 | | 4 | | |



SCHOOLS

Northwest High School

Planning Issue: Projections indicate enrollment at Northwest High School will exceed capacity by 200 seats or more by the end of the six-year CIP planning period. Enrollment will continue to be monitored to determine if space is needed in the future. The modernization of Seneca Valley High School, scheduled for completion in August 2018, provides the opportunity to construct enough capacity to address the projected overutilization at Northwest High School in the future.

Darnestown Elementary School

Capital Project: Projections indicate enrollment at Darnestown Elementary School will exceed capacity by 92 seats or more by the end of the six-year CIP planning period. An FY 2012 appropriation was approved for construction funds to begin the construction of a classroom addition. The scheduled completion date for the addition is August 2013. Relocatable classrooms will be utilized until additional capacity can be added.

Diamond Elementary School

Capital Project: Projections indicate enrollment at Diamond Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 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.

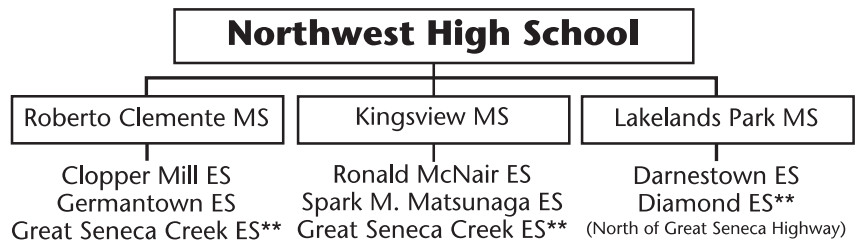
Spark M. Matsunaga Elementary School

Capital Project: Projections indicate enrollment at Spark M. Matsunaga and Ronald McNair elementary schools will exceed capacity throughout the six-year CIP period. In order to relieve the overutilization of these schools, FY 2015 expenditures are programmed for planning funds to open Northwest Elementary School #8 in August 2017. 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 the new school new opens.

Ronald McNair Elementary School

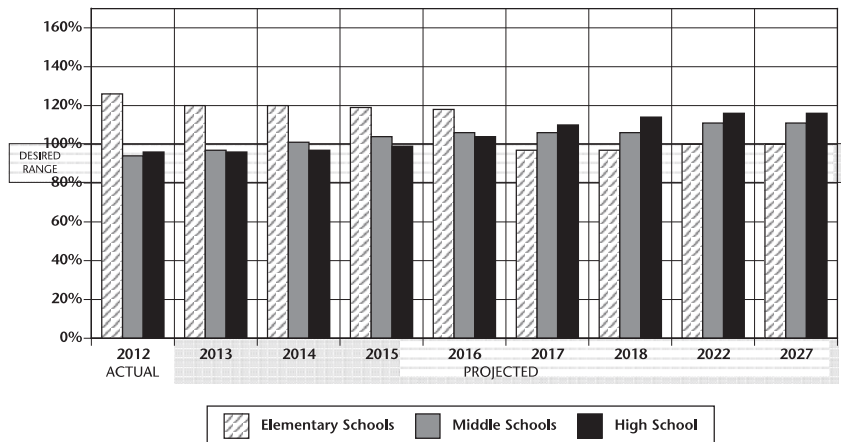
Capital Project: Projections indicate enrollment at Spark M. Matsunaga and Ronald McNair elementary schools will exceed capacity throughout the six-year CIP period. In order to relieve the overutilization of these facilities, FY 2015 expenditures are programmed for planning funds to open Northwest Elementary School #8 in August 2017. 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 the new school new opens.

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 Elementary School #8

Capital Project: Projections indicate enrollment at Spark M. Matsunaga and Ronald McNair elementary schools will exceed capacity by four or more classrooms throughout the six-year CIP period. In order to relieve the overutilization of these facilities, FY 2015 expenditures are programmed for planning funds to open Northwest Elementary School #8 in August 2017. 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 |
|-----------------|--------------------|-----------------|--------------------|
| Darnestown ES | Classroom addition | Approved | Aug. 2013 |
| Diamond ES | Classroom addition | Proposed | TBD |
| Northwest ES #8 | New school | Programmed | Aug. 2017 |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

NORTHWEST CLUSTER

Projected Enrollment and Space Availability






Effects of the Recommended Amendments to the FY2013–2018 CIP and Non–CIP Actions on Space Available

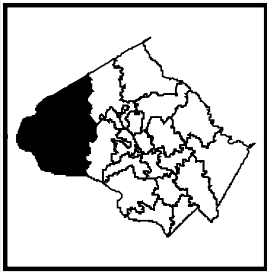
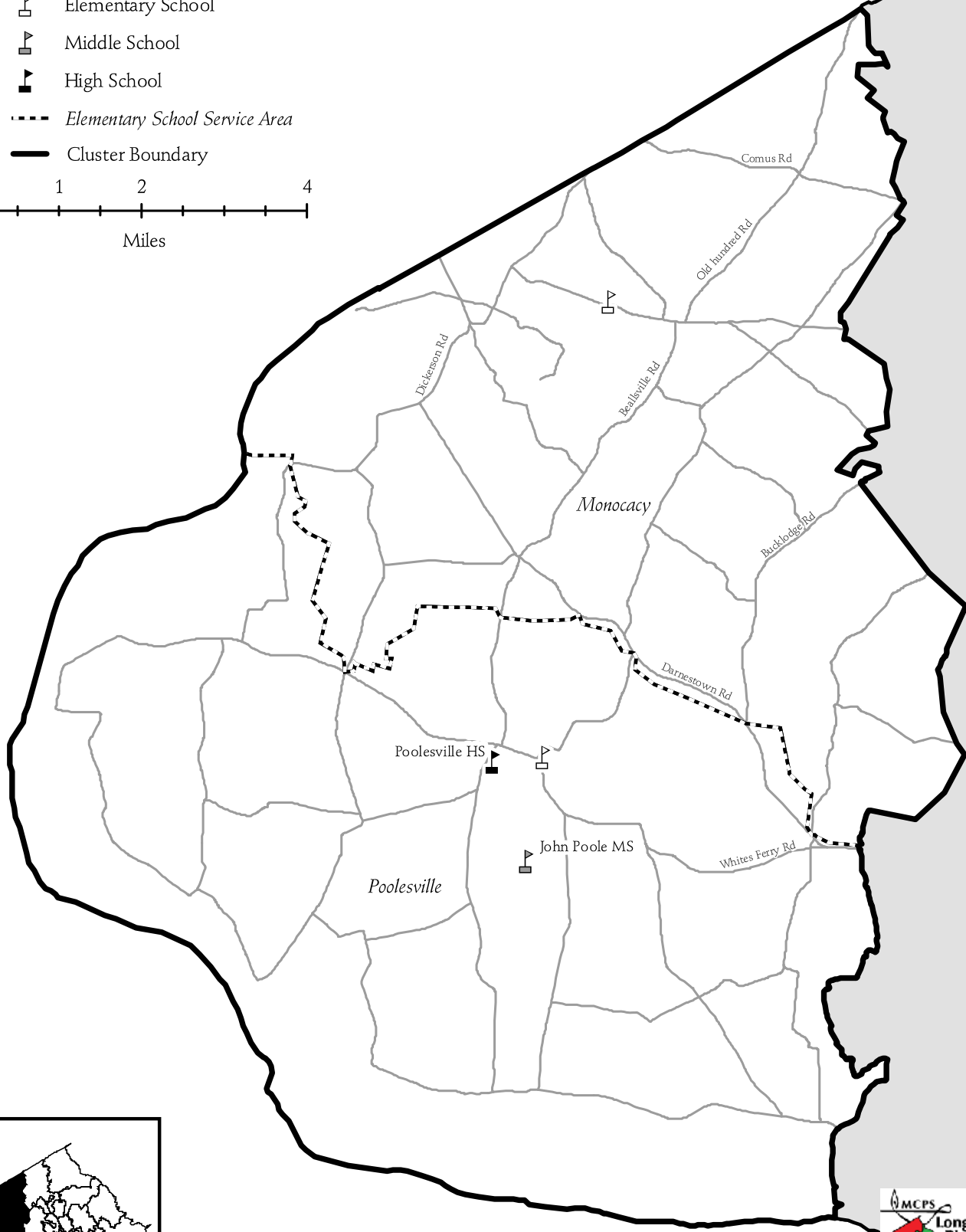
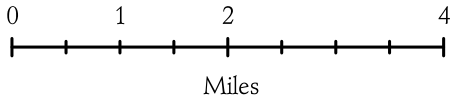
| Schools | | Actual 12-13 | Projections | | | | | | | | |
|-----------------------|------------------|-----------------|-------------------|-------|-------------------------|-------|-------|-------|-------|-------|-------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 | |
| Northwest HS | Program Capacity | 2151 | 2151 | 2151 | 2151 | 2151 | 2151 | 2151 | 2151 | 2151 | 2151 |
| | Enrollment | 2073 | 2059 | 2080 | 2140 | 2243 | 2374 | 2448 | 2500 | 2500 | 2500 |
| | Available Space | 78 | 92 | 71 | 11 | (92) | (223) | (297) | (349) | (349) | (349) |
| | Comments | | | | | | | | | | |
| Roberto Clemente MS | Program Capacity | 1165 | 1165 | 1165 | 1165 | 1165 | 1165 | 1165 | 1165 | 1165 | 1165 |
| | Enrollment | 1159 | 1197 | 1201 | 1232 | 1225 | 1252 | 1270 | 1300 | 1300 | 1300 |
| | Available Space | 6 | (32) | (36) | (68) | (60) | (88) | (106) | (135) | (135) | (135) |
| | Comments | | | | | | | | | | |
| Kingsview MS | Program Capacity | 1016 | 1016 | 1016 | 1016 | 1016 | 1016 | 1016 | 1016 | 1016 | 1016 |
| | Enrollment | 950 | 992 | 1077 | 1078 | 1127 | 1116 | 1081 | 1150 | 1150 | 1150 |
| | Available Space | 66 | 24 | (61) | (62) | (111) | (100) | (65) | (134) | (134) | (134) |
| | Comments | | | | | | | | | | |
| Lakelands Park MS | Program Capacity | 1104 | 1104 | 1104 | 1104 | 1104 | 1104 | 1104 | 1104 | 1104 | 1104 |
| | Enrollment | 980 | 991 | 1050 | 1102 | 1129 | 1106 | 1131 | 1200 | 1200 | 1200 |
| | Available Space | 124 | 113 | 54 | 2 | (25) | (2) | (27) | (96) | (96) | (96) |
| | Comments | | | | | | | | | | |
| Clopper Mill ES | Program Capacity | 416 | 416 | 416 | 416 | 416 | 416 | 416 | 416 | 416 | 416 |
| | Enrollment | 437 | 437 | 448 | 448 | 473 | 472 | 480 | 480 | 480 | 480 |
| | Available Space | (21) | (21) | (32) | (32) | (57) | (56) | (64) | (64) | (64) | (64) |
| | Comments | | | | | | | | | | |
| Darnestown ES | Program Capacity | 264 | 455 | 455 | 455 | 455 | 455 | 455 | 455 | 455 | 455 |
| | Enrollment | 345 | 337 | 343 | 340 | 349 | 363 | 365 | 365 | 365 | 365 |
| | Available Space | (81) | 118 | 112 | 115 | 106 | 92 | 90 | 90 | 90 | 90 |
| | Comments | | Addition Complete | | | | | | | | |
| Diamond ES | Program Capacity | 463 | 463 | 463 | 463 | 463 | 463 | 463 | 463 | 463 | 463 |
| | Enrollment | 610 | 639 | 631 | 630 | 621 | 628 | 619 | 619 | 619 | 619 |
| | Available Space | (147) | (176) | (168) | (167) | (158) | (165) | (156) | (156) | (156) | (156) |
| | Comments | | | | | | | | | | |
| Germantown ES | Program Capacity | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 |
| | Enrollment | 298 | 302 | 299 | 306 | 317 | 304 | 297 | 297 | 297 | 297 |
| | Available Space | 18 | 14 | 17 | 10 | (1) | 12 | 19 | 19 | 19 | 19 |
| | Comments | | | | | | | | | | |
| Great Seneca Creek ES | Program Capacity | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 |
| | Enrollment | 766 | 753 | 741 | 732 | 701 | 701 | 703 | 703 | 703 | 703 |
| | Available Space | (117) | (104) | (92) | (83) | (52) | (52) | (54) | (54) | (54) | (54) |
| | Comments | | | | | | | | | | |
| Spark M. Matsunaga ES | Program Capacity | 651 | 651 | 651 | 651 | 651 | 651 | 651 | 651 | 651 | 651 |
| | Enrollment | 1011 | 1016 | 999 | 980 | 967 | 959 | 966 | 966 | 966 | 966 |
| | Available Space | (360) | (365) | (348) | (329) | (316) | (308) | (315) | (315) | (315) | (315) |
| | Comments | | | | | | | | | | |
| Ronald McNair ES | Program Capacity | 613 | 613 | 613 | 613 | 613 | 613 | 613 | 613 | 613 | 613 |
| | Enrollment | 792 | 799 | 798 | 787 | 771 | 765 | 758 | 758 | 758 | 758 |
| | Available Space | (179) | (186) | (185) | (174) | (158) | (152) | (145) | (145) | (145) | (145) |
| | Comments | | | | | | | | | | |
| Northwest ES #8 | Program Capacity | | | | | | 740 | 740 | 740 | 740 | 740 |
| | Enrollment | | | | | | 0 | 0 | 0 | 0 | 0 |
| | Available Space | | | | | | 740 | 740 | 740 | 740 | 740 |
| | Comments | | | | Planning for New School | | Opens | | | | |
| Cluster Information | HS Utilization | 96% | 96% | 97% | 99% | 104% | 110% | 114% | 116% | 116% | 116% |
| | HS Enrollment | 2073 | 2059 | 2080 | 2140 | 2243 | 2374 | 2448 | 2500 | 2500 | 2500 |
| | MS Utilization | 94% | 97% | 101% | 104% | 106% | 106% | 106% | 111% | 111% | 111% |
| | MS Enrollment | 3089 | 3180 | 3328 | 3412 | 3481 | 3474 | 3482 | 3650 | 3650 | 3650 |
| | ES Utilization | 126% | 120% | 120% | 119% | 118% | 97% | 97% | 100% | 100% | 100% |
| ES Enrollment | 4259 | 4283 | 4259 | 4223 | 4199 | 4192 | 4188 | 4300 | 4300 | 4300 | |

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|-----------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Northwest HS | 1998 | | 340,867 | 34.6 | Yes | | | |
| Roberto Clemente MS | 1992 | | 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 | | Yes |
| Darnestown ES | 1954 | 1980 | 37,685 | 7.2 | | 6 | | Yes |
| Diamond ES | 1975 | | 64,950 | 10 | Yes | 3 | | Yes |
| Germantown ES | 1935 | 1978 | 57,668 | 7.8 | | | | Yes |
| Great Seneca Creek ES | 2006 | | 82,511 | 13.71 | | 3 | | Yes |
| Spark M. Matsunaga ES | 2001 | | 90,718 | 11.8 | | 15 | | Yes |
| Ronald McNair ES | 1990 | | 78,275 | 10 | Yes | 5 | | Yes |

Poolesville Cluster

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



SCHOOLS

Poolesville High School

Capital Project: A modernization project was scheduled for this school with completion in August 2020. However, due to fiscal constraints in the county, the completion date for this project was delayed by two years to August 2022 for the building and August 2023 for restoration of the site. FY 2016 expenditures are programmed for facility planning funds to determine the scope and cost of the modernization. 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

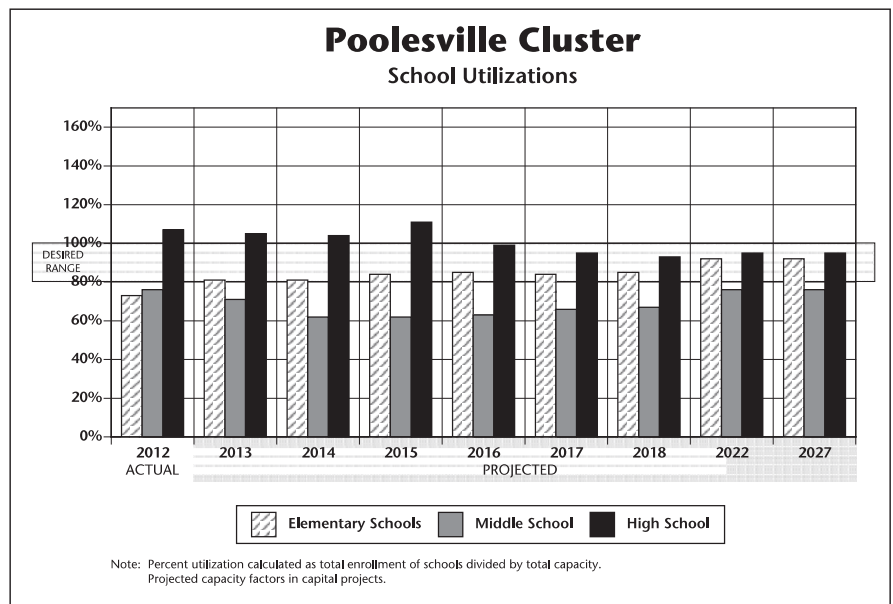
| School | Project | Project Status* | Date of Completion |
|----------------|---------------|-----------------|--|
| Poolesville HS | Modernization | Programmed | Aug. 2022, building Aug. 2023, site (delayed) |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

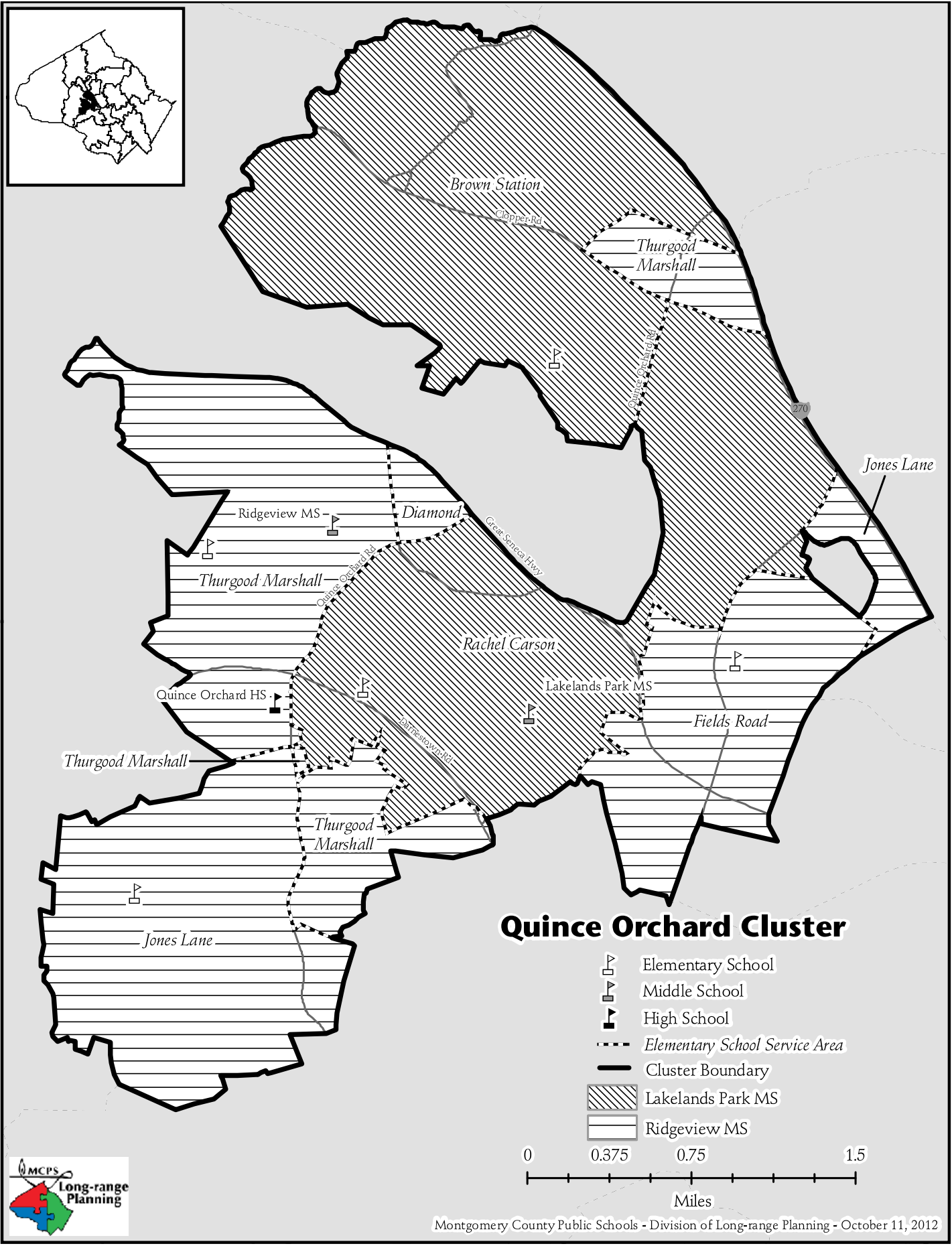


POOLESVILLE CLUSTER








Projected Enrollment and Space Availability

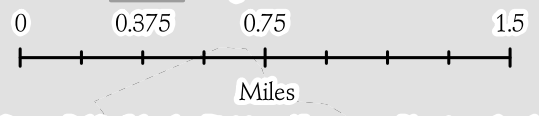
Effects of the Recommended Amendments to the FY2013–2018 CIP and Non–CIP Actions on Space Available

| Schools | | Actual 12-13 | Projections | | | | | | | |
|---------------------|-------------------|-----------------|-------------|-------------|---------------------------------|-------------|-------------------------------|-------------|-------------|-------------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 |
| Poolesville HS | Program Capacity | 1152 | 1152 | 1152 | 1152 | 1152 | 1152 | 1152 | 1152 | 1152 |
| | Enrollment | 1235 | 1205 | 1196 | 1167 | 1137 | 1100 | 1076 | 1100 | 1100 |
| | Available Space | (83) | (53) | (44) | (15) | 15 | 52 | 76 | 52 | 52 |
| | Comments | | | | Facility Planning for Mod | | Planning for Modernization | | | |
| John Poole MS | Program Capacity | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 | 459 |
| | Enrollment | 350 | 324 | 286 | 284 | 291 | 302 | 307 | 350 | 350 |
| | Available Space | 109 | 135 | 173 | 175 | 168 | 157 | 152 | 109 | 109 |
| | Comments | | | | | | | | | |
| Monocacy ES | Program Capacity | 219 | 219 | 219 | 219 | 219 | 219 | 219 | | |
| | Enrollment | 160 | 160 | 156 | 155 | 150 | 150 | 150 | | |
| | Available Space | 59 | 59 | 63 | 64 | 69 | 69 | 69 | | |
| | Comments | | | | | | | | | |
| Poolesville ES | Program Capacity | 539 | 539 | 539 | 539 | 539 | 539 | 539 | | |
| | Enrollment | 391 | 453 | 456 | 480 | 491 | 489 | 493 | | |
| | Available Space | 148 | 86 | 83 | 59 | 48 | 50 | 46 | | |
| | Comments | | | | | | | | | |
| Cluster Information | HS Utilization | 107% | 105% | 104% | 101% | 99% | 95% | 93% | 95% | 95% |
| | HS Enrollment | 1235 | 1205 | 1196 | 1167 | 1137 | 1100 | 1076 | 1100 | 1100 |
| | MS Utilization | 76% | 71% | 62% | 62% | 63% | 66% | 67% | 76% | 76% |
| | MS Enrollment | 350 | 324 | 286 | 284 | 291 | 302 | 307 | 350 | 350 |
| | ES Utilization | 73% | 81% | 81% | 84% | 85% | 84% | 85% | 92% | 92% |
| ES Enrollment | 551 | 613 | 612 | 635 | 641 | 639 | 643 | 700 | 700 | |



Quince Orchard Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Lakeland Park MS
-  Ridgeview MS



SCHOOLS

Brown Station Elementary School

Capital Project: Projections indicate enrollment at Brown Station Elementary School will exceed capacity by 92 seats 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. A modernization project is scheduled for this school with a completion date of August 2016. An FY 2013 appropriation was approved for planning funds to begin the architectural design 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.

Rachel Carson Elementary School

Planning Study: Projections indicate enrollment at Rachel Carson Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. Enrollment will continue to be monitored to determine whether it is necessary to develop plans to relieve the overutilization at Rachel Carson Elementary School in the future.

CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|------------------|---------------|-----------------|--------------------|
| Brown Station ES | Modernization | Approved | Aug. 2016 |

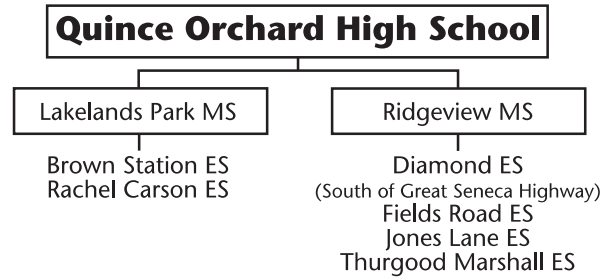
Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

Quince Orchard Cluster Articulation*

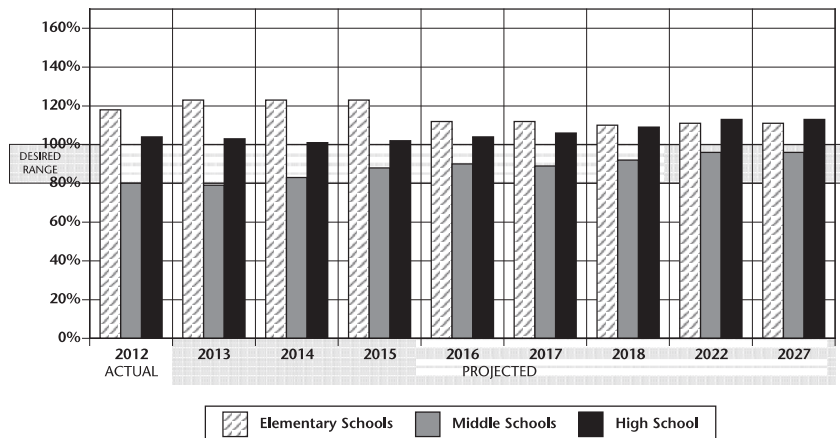


* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

* 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 the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

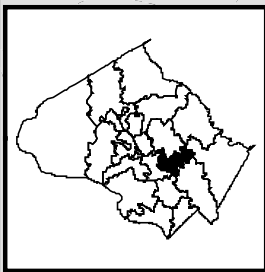
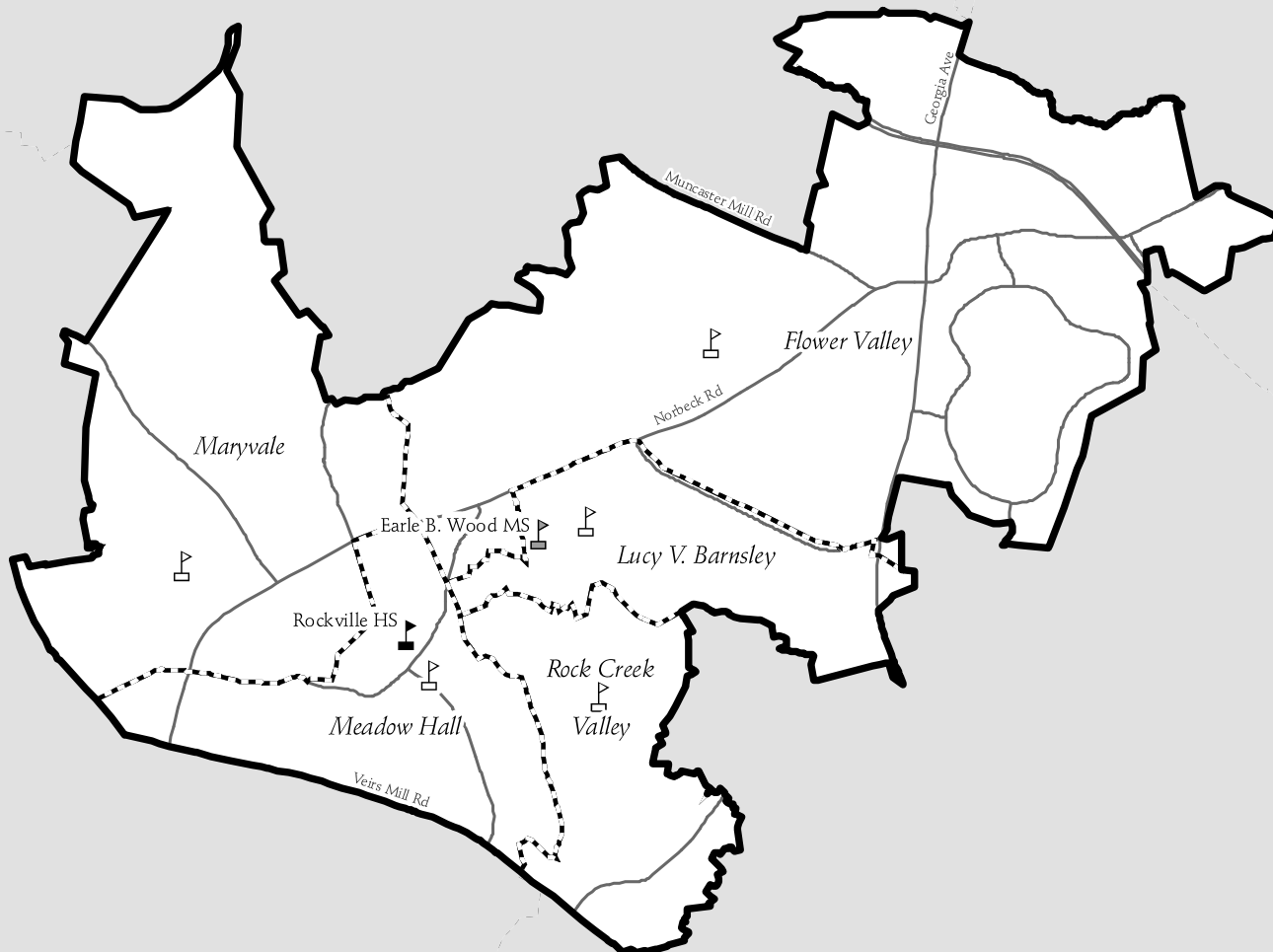
| Schools | | Actual 12-13 | Projections | | | | | | | | |
|----------------------|-------------------|-------------------|----------------------------|-------------|-------------------------------|---------------|------------------------|-------------|-------------|-------------|-------------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 | |
| Quince Orchard HS | Program Capacity | 1777 | 1777 | 1777 | 1777 | 1777 | 1777 | 1777 | 1777 | 1777 | 1777 |
| | Enrollment | 1840 | 1830 | 1789 | 1811 | 1844 | 1877 | 1938 | 2000 | 2000 | 2000 |
| | Available Space | (63) | (53) | (12) | (34) | (67) | (100) | (161) | (223) | (223) | (223) |
| | Comments | | | | | | | | | | |
| Lakelands Park MS | Program Capacity | 1104 | 1104 | 1104 | 1104 | 1104 | 1104 | 1104 | 1104 | 1104 | 1104 |
| | Enrollment | 980 | 991 | 1050 | 1102 | 1129 | 1106 | 1131 | 1200 | 1200 | 1200 |
| | Available Space | 124 | 113 | 54 | 2 | (25) | (2) | (27) | (96) | (96) | (96) |
| | Comments | | | | | | | | | | |
| Ridgeview MS | Program Capacity | 986 | 986 | 986 | 986 | 986 | 986 | 986 | 986 | 986 | 986 |
| | Enrollment | 686 | 668 | 693 | 727 | 752 | 760 | 788 | 800 | 800 | 800 |
| | Available Space | 300 | 318 | 293 | 259 | 234 | 226 | 198 | 186 | 186 | 186 |
| | Comments | | | | | | | | | | |
| Brown Station ES | CSR | Program Capacity | 420 | 420 | 420 | 420 | 658 | 658 | 658 | | |
| | | Enrollment | 526 | 567 | 565 | 572 | 567 | 588 | 597 | | |
| | | Available Space | (106) | (147) | (145) | (152) | 91 | 70 | 61 | | |
| | | Comments | Planning for Modernization | | Move to Emory Grove Jan. 2015 | @ Emory Grove | Mod Complete Aug. 2016 | | | | |
| Rachel Carson ES | Program Capacity | 667 | 667 | 667 | 667 | 667 | 667 | 667 | 667 | | |
| | Enrollment | 933 | 955 | 956 | 943 | 949 | 935 | 897 | | | |
| | Available Space | (266) | (288) | (289) | (276) | (282) | (268) | (230) | | | |
| | Comments | | | | | | | | | | |
| Fields Road ES | Program Capacity | 485 | 485 | 485 | 485 | 485 | 485 | 485 | 485 | | |
| | Enrollment | 471 | 502 | 499 | 507 | 499 | 501 | 489 | | | |
| | Available Space | 14 | (17) | (14) | (22) | (14) | (16) | (4) | | | |
| | Comments | | | | | | | | | | |
| Jones Lane ES | Program Capacity | 440 | 440 | 440 | 440 | 440 | 440 | 440 | 440 | | |
| | Enrollment | 489 | 479 | 482 | 471 | 470 | 459 | 465 | | | |
| | Available Space | (49) | (39) | (42) | (31) | (30) | (19) | (25) | | | |
| | Comments | | | | | | | | | | |
| Thurgood Marshall ES | Program Capacity | 535 | 535 | 535 | 535 | 535 | 535 | 535 | 535 | | |
| | Enrollment | 593 | 632 | 631 | 637 | 630 | 623 | 606 | | | |
| | Available Space | (58) | (97) | (96) | (102) | (95) | (88) | (71) | | | |
| | Comments | | | | | | | | | | |
| Cluster Information | HS Utilization | 104% | 103% | 101% | 102% | 104% | 106% | 109% | 113% | 113% | |
| | HS Enrollment | 1840 | 1830 | 1789 | 1811 | 1844 | 1877 | 1938 | 2000 | 2000 | |
| | MS Utilization | 80% | 79% | 83% | 88% | 90% | 89% | 92% | 96% | 96% | |
| | MS Enrollment | 1666 | 1659 | 1743 | 1829 | 1881 | 1866 | 1919 | 2000 | 2000 | |
| | ES Enrollment | 3012 | 3135 | 3133 | 3130 | 3115 | 3106 | 3054 | 3100 | 3100 | |

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|----------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Quince Orchard HS | 1988 | | 284,912 | 30.1 | | | | |
| Lakelands Park MS | 2005 | | 153,588 | 8.11 | Yes | | | |
| Ridgeview MS | 1975 | | 139,742 | 20 | | 4 | | |
| Brown Station ES | 1969 | | 58,338 | 9 | Yes | 6 | | Yes |
| Rachel Carson ES | 1990 | | 78,547 | 12.4 | | 7 | | Yes |
| Fields Road ES | 1973 | | 72,302 | 10 | | | | Yes |
| Jones Lane ES | 1987 | | 60,679 | 12.1 | | 6 | | Yes |
| Thurgood Marshall ES | 1993 | | 77,798 | 12 | | 1 | | Yes |

Rockville Cluster

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



Montgomery County Public Schools - Division of Long-range Planning - October, 11, 2012

SCHOOLS

Earle B. Wood School

Capital Project: Projections indicate enrollment at Earle B. Wood Middle School will exceed capacity by 150 seats or more by the end of the six-year period. An FY 2014 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.

Lucy V. Barnsley Elementary School

Capital Project: Projections indicate enrollment at Lucy V. Barnsley Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2013 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.

Maryvale Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2018. An FY 2013 appropriation was approved for facility planning funds to conduct a feasibility study to determine the 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. On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus when the modernization is complete.

Meadow Hall Elementary School

Capital Project: Projections indicate enrollment at Meadow Hall Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2013 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.

CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|---------------------|---|-----------------|--------------------|
| Earle B. Wood MS | Classroom addition | Proposed | TBD |
| Lucy V. Barnsley ES | Addition | Proposed | TBD |
| Maryvale ES | Modernization, with collocation of Carl Sandburg LC | Programmed | Jan. 2018 |
| Meadow Hall ES | Classroom addition | Proposed | TBD |

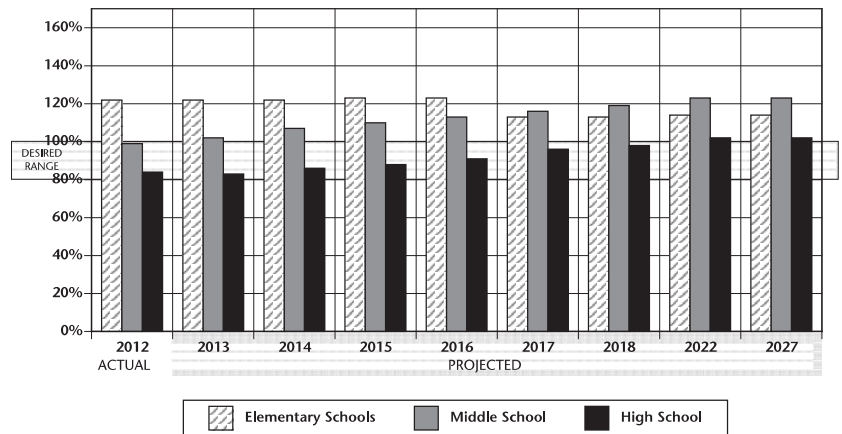
Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

Rockville Cluster School Utilizations



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

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non–CIP Actions on Space Available








| Schools | | | Actual | Projections | | | | | | | |
|----------------------|-----|-------------------|-------------|--------------------------------|-------------|----------------------------|--------------|------------------------|-------------|-------------|-------------|
| | | | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 |
| Rockville HS | | Program Capacity | 1516 | 1516 | 1516 | 1516 | 1516 | 1516 | 1516 | 1516 | 1516 |
| | | Enrollment | 1271 | 1260 | 1299 | 1335 | 1385 | 1453 | 1479 | 1550 | 1550 |
| | | Available Space | 246 | 256 | 218 | 182 | 132 | 64 | 38 | (34) | (34) |
| | | Comments | | | | | | | | | |
| Earle B. Wood MS | | Program Capacity | 936 | 936 | 936 | 936 | 936 | 936 | 936 | 936 | 936 |
| | | Enrollment | 924 | 958 | 1000 | 1027 | 1057 | 1090 | 1112 | 1150 | 1150 |
| | | Available Space | 12 | (22) | (64) | (91) | (121) | (154) | (176) | (214) | (214) |
| | | Comments | | Facility Planning for Addition | | | | | | | |
| Lucy V. Barnsley ES | CSR | Program Capacity | 395 | 395 | 395 | 395 | 395 | 395 | 395 | | |
| | | Enrollment | 663 | 643 | 631 | 622 | 611 | 609 | 610 | | |
| | | Available Space | (268) | (248) | (236) | (227) | (216) | (214) | (215) | | |
| | | Comments | | Facility Planning for Addition | | | | | | | |
| Flower Valley ES | | Program Capacity | 429 | 429 | 429 | 429 | 429 | 429 | 429 | | |
| | | Enrollment | 472 | 472 | 459 | 468 | 464 | 483 | 490 | | |
| | | Available Space | (43) | (43) | (30) | (39) | (35) | (54) | (61) | | |
| | | Comments | | | | | | | | | |
| Maryvale ES | CSR | Program Capacity | 570 | 570 | 570 | 570 | 570 | 740 | 740 | | |
| | | Enrollment | 582 | 609 | 636 | 647 | 645 | 648 | 648 | | |
| | | Available Space | (12) | (39) | (66) | (77) | (75) | 92 | 92 | | |
| | | Comments | | Facility Planning For Mod. | | Planning for Modernization | @ North Lake | Mod Complete Jan. 2018 | | | |
| Meadow Hall ES | CSR | Program Capacity | 332 | 332 | 332 | 332 | 332 | 332 | 332 | | |
| | | Enrollment | 426 | 436 | 432 | 441 | 438 | 432 | 435 | | |
| | | Available Space | (94) | (104) | (100) | (109) | (106) | (100) | (103) | | |
| | | Comments | | Facility Planning for Addition | | | | | | | |
| Rock Creek Valley ES | CSR | Program Capacity | 383 | 383 | 383 | 383 | 383 | 383 | 383 | | |
| | | Enrollment | 423 | 414 | 421 | 421 | 428 | 397 | 385 | | |
| | | Available Space | (40) | (31) | (38) | (38) | (45) | (14) | (2) | | |
| | | Comments | | | | | | | | | |
| Cluster Information | | HS Utilization | 84% | 83% | 86% | 88% | 91% | 96% | 98% | 102% | 102% |
| | | HS Enrollment | 1271 | 1260 | 1299 | 1335 | 1385 | 1453 | 1479 | 1550 | 1550 |
| | | MS Utilization | 99% | 102% | 107% | 110% | 113% | 116% | 119% | 123% | 123% |
| | | MS Enrollment | 924 | 958 | 1000 | 1027 | 1057 | 1090 | 1112 | 1150 | 1150 |
| | | ES Enrollment | 2566 | 2574 | 2579 | 2599 | 2586 | 2569 | 2568 | 2600 | 2600 |

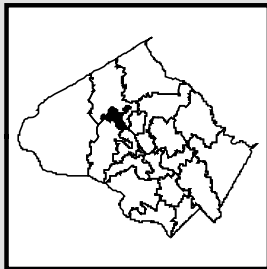
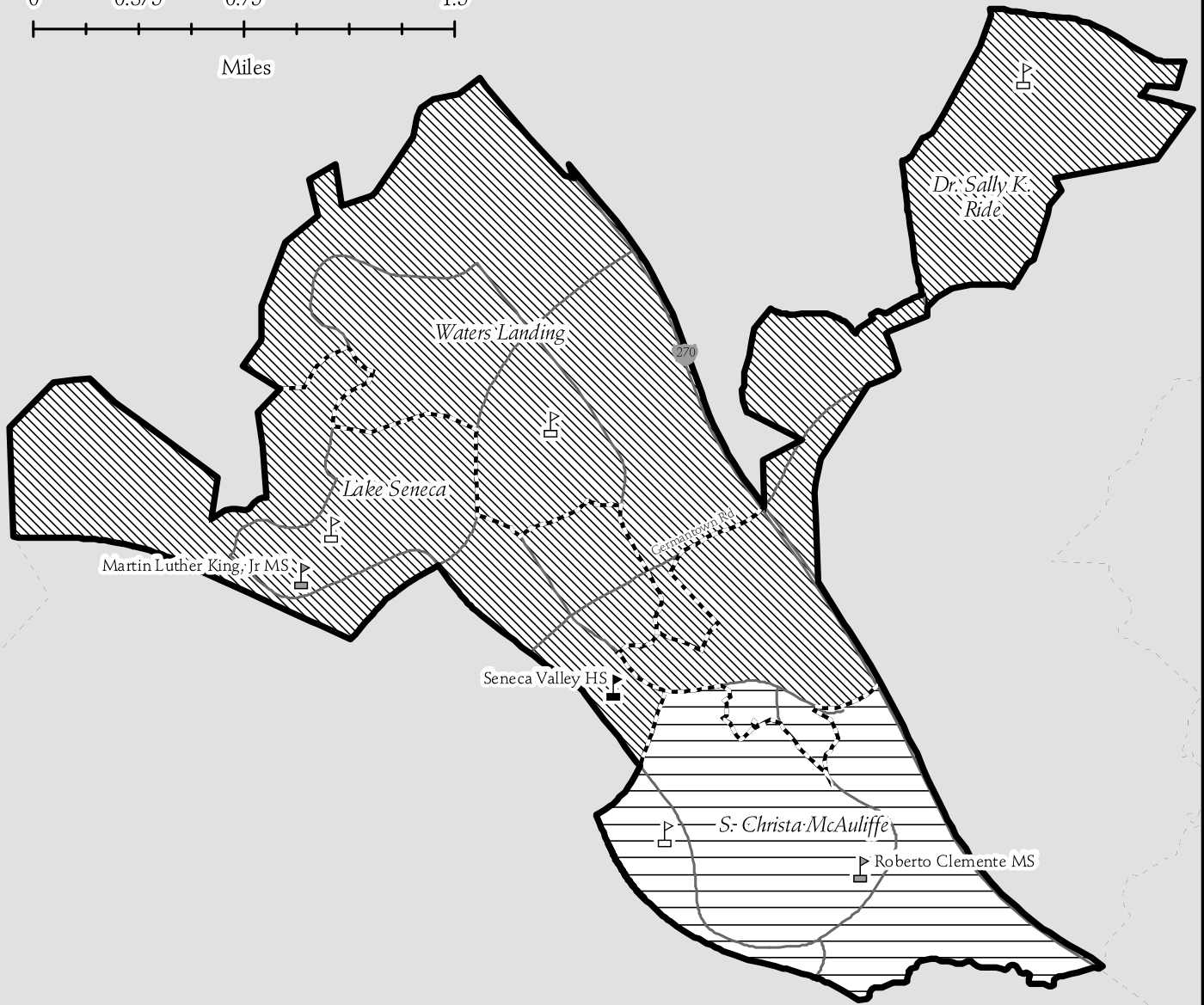
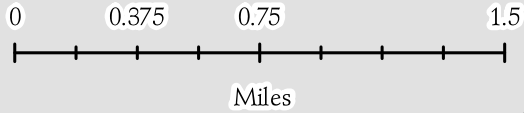
ROCKVILLE CLUSTER

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|----------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Rockville HS | 1968 | 2004 | 316,973 | 29.61 | | | | |
| Earle B. Wood MS | 1965 | 2001 | 152,588 | 8.5 | Yes | | | |
| Lucy V. Barnsley ES | 1965 | 1998 | 72,024 | 10 | | 9 | | |
| Flower Valley ES | 1967 | 1996 | 61,567 | 9.3 | | 1 | | |
| Maryvale ES | 1969 | | 92,050 | 17.7 | | 1 | | |
| Meadow Hall ES | 1956 | 1994 | 61,694 | 8.4 | Yes | 3 | | |
| Rock Creek Valley ES | 1964 | 2001 | 76,692 | 10.4 | | 4 | | |

Seneca Valley Cluster

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



CLUSTER PLANNING ISSUES

Seneca Valley High School

Capital Project: A modernization project was previously scheduled for this school for completion of the building in August 2016 and the completion of the site work in August 2017. However, due to fiscal constraints in the county, the completion date for the modernization has been delayed by two years to August 2018 for the facility and August 2019 for restoration of the site. An FY 2014 appropriation is recommended for planning funds to begin the architectural design 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. The modernization of Seneca Valley High School provides the opportunity to construct enough capacity to address the projected overutilization of Northwest High School in the future.

Lake Seneca Elementary School

Capital Project: Projections indicate enrollment at Lake Seneca Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 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.

S. Christa McAuliffe Elementary School

Capital Project: Projections indicate enrollment at S. Christa McAuliffe Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 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.

Waters Landing Elementary School

Capital Project: Projections indicate enrollment at Waters Landing Elementary School will exceed capacity by 92 seats or more by the end of the six-year CIP planning period. An FY 2013 appropriation for construction funds was approved for the addition. The scheduled completion date for the addition is August 2014. 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 |
|-------------------------|--------------------|-----------------|--|
| Seneca Valley HS | Modernization | Recommended | Aug. 2018, building Aug. 2019, site (delayed) |
| Lake Seneca ES | Classroom addition | Proposed | TBD |
| S. Christa McAuliffe ES | Classroom addition | Proposed | TBD |
| Waters Landing ES | Classroom addition | Approved | August 2014 |

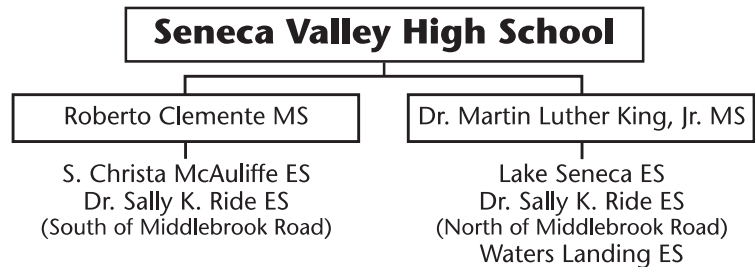
Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

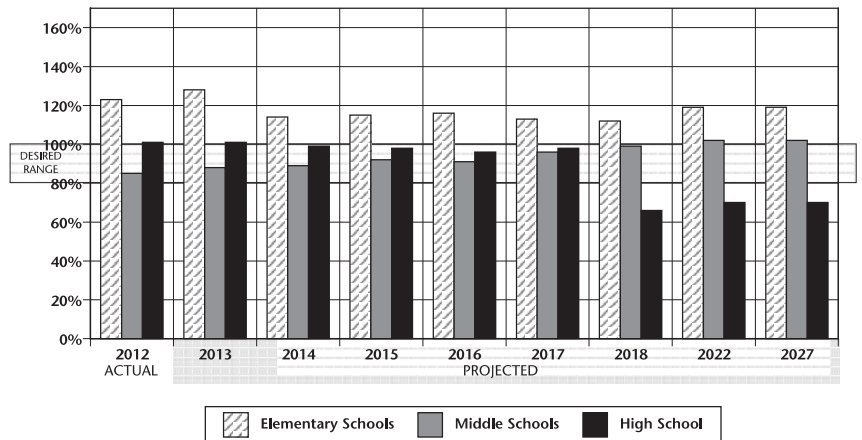
Seneca Valley Cluster Articulation*



- * "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 the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

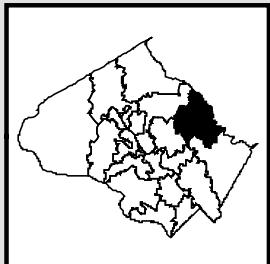
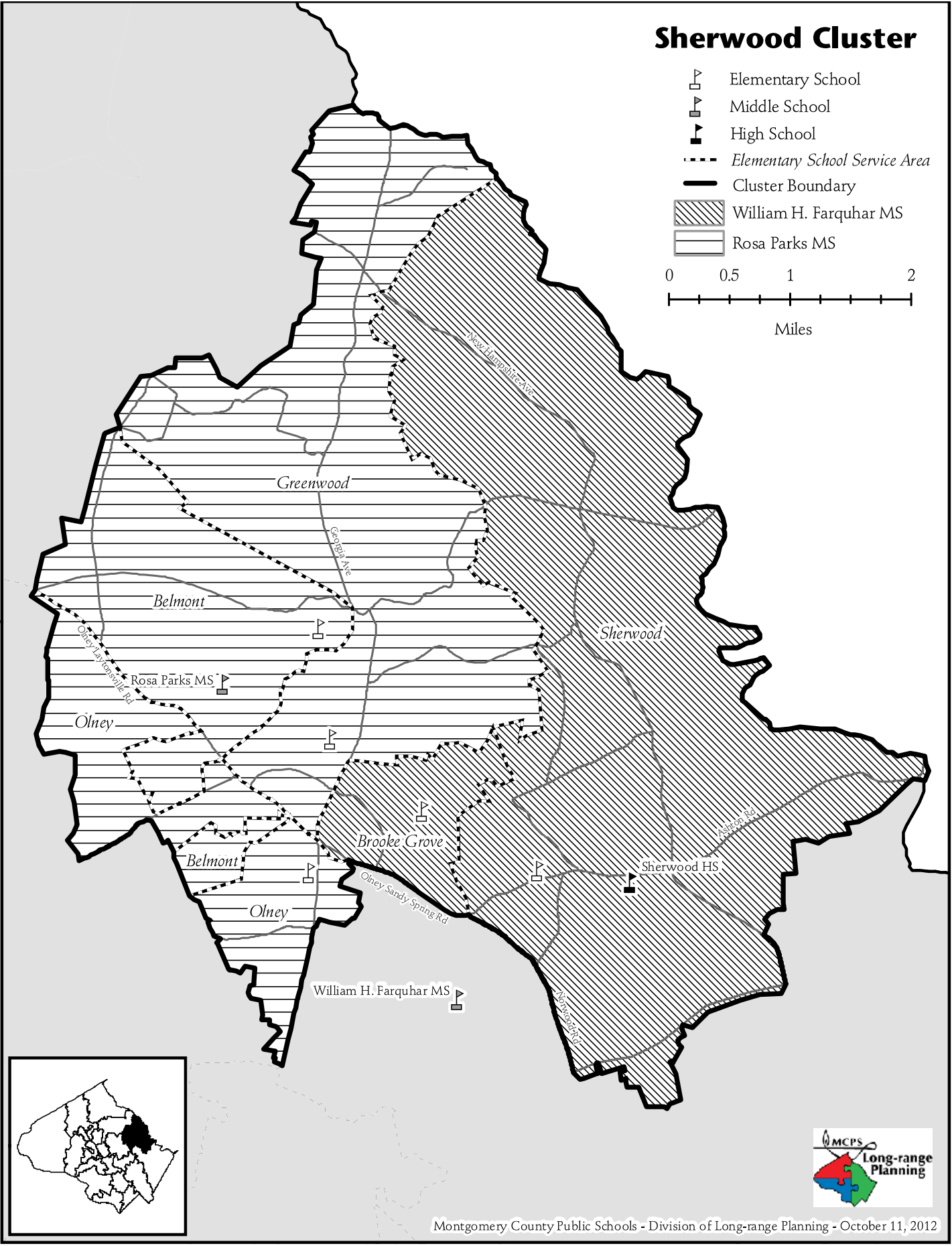
| Schools | | Actual 12-13 | Projections | | | | | | | |
|----------------------------|-------------------|-----------------|--------------------------------|-------------------|-------------|---------------------------|-------------|-------------------------|-------------|-------------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 |
| Seneca Valley HS | Program Capacity | 1298 | 1298 | 1298 | 1298 | 1298 | 1298 | 1995 | 1995 | 1995 |
| | Enrollment | 1315 | 1314 | 1290 | 1267 | 1244 | 1275 | 1310 | 1400 | 1400 |
| | Available Space | (17) | (16) | 8 | 31 | 54 | 23 | 685 | 595 | 595 |
| | Comments | | Planning for Modernization | | | Modernization in Progress | | Mod. Complete Aug. 2018 | | |
| Roberto Clemente MS | Program Capacity | 1165 | 1165 | 1165 | 1165 | 1165 | 1165 | 1165 | 1165 | 1165 |
| | Enrollment | 1159 | 1197 | 1201 | 1232 | 1225 | 1252 | 1270 | 1300 | 1300 |
| | Available Space | 6 | (32) | (36) | (68) | (60) | (88) | (106) | (135) | (135) |
| | Comments | | | | | | | | | |
| Martin Luther King, Jr. MS | Program Capacity | 888 | 888 | 888 | 888 | 888 | 888 | 888 | 888 | 888 |
| | Enrollment | 595 | 617 | 616 | 648 | 651 | 726 | 755 | 800 | 800 |
| | Available Space | 293 | 271 | 272 | 240 | 237 | 162 | 133 | 88 | 88 |
| | Comments | | | | | | | | | |
| Lake Seneca ES | Program Capacity | 371 | 371 | 371 | 371 | 371 | 371 | 371 | | |
| | Enrollment | 454 | 497 | 508 | 529 | 532 | 515 | 494 | | |
| | Available Space | (83) | (126) | (137) | (158) | (161) | (144) | (123) | | |
| | Comments | | Facility Planning for Addition | | | | | | | |
| S. Christa McAuliffe ES | Program Capacity | 489 | 489 | 489 | 489 | 489 | 489 | 489 | | |
| | Enrollment | 636 | 668 | 669 | 686 | 677 | 672 | 669 | | |
| | Available Space | (147) | (179) | (180) | (197) | (188) | (183) | (180) | | |
| | Comments | | | | | | | | | |
| Dr. Sally K. Ride ES | Program Capacity | 503 | 503 | 503 | 503 | 503 | 503 | 503 | | |
| | Enrollment | 508 | 514 | 518 | 512 | 526 | 519 | 522 | | |
| | Available Space | (5) | (11) | (15) | (9) | (23) | (16) | (19) | | |
| | Comments | | | | | | | | | |
| Waters Landing ES | Program Capacity | 482 | 482 | 736 | 736 | 736 | 736 | 736 | | |
| | Enrollment | 669 | 676 | 704 | 697 | 693 | 676 | 674 | | |
| | Available Space | (187) | (194) | 32 | 39 | 43 | 60 | 62 | | |
| | Comments | | | Addition Complete | | | | | | |
| Cluster Information | HS Utilization | 101% | 101% | 99% | 98% | 96% | 98% | 66% | 70% | 70% |
| | HS Enrollment | 1315 | 1314 | 1290 | 1267 | 1244 | 1275 | 1310 | 1400 | 1400 |
| | MS Utilization | 85% | 88% | 89% | 92% | 91% | 96% | 99% | 102% | 102% |
| | MS Enrollment | 1754 | 1814 | 1817 | 1880 | 1876 | 1978 | 2025 | 2100 | 2100 |
| | ES Utilization | 123% | 128% | 114% | 115% | 116% | 113% | 112% | 119% | 119% |
| ES Enrollment | 2267 | 2355 | 2399 | 2424 | 2428 | 2382 | 2359 | 2500 | 2500 | |

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|---------------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Seneca Valley HS | 1974 | | 251,278 | 29.4 | | 1 | | |
| Roberto Clemente MS | 1992 | | 148,246 | 19.9 | | | | |
| Martin Luther King, Jr MS | 1996 | | 135,867 | 19 | | | | |
| Lake Seneca ES | 1985 | | 58,770 | 9.4 | | 5 | | |
| S. Christa McAuliffe ES | 1987 | | 77,240 | 10.6 | Yes | 5 | | |
| Dr. Sally K. Ride ES | 1994 | | 78,686 | 13.5 | | 4 | Yes | |
| Waters Landing ES | 1988 | | 77,560 | 10 | | 9 | | Yes |

Sherwood Cluster

-  Elementary School
 -  Middle School
 -  High School
 -  Elementary School Service Area
 -  Cluster Boundary
 -  William H. Farquhar MS
 -  Rosa Parks MS
- 0 0.5 1 2
Miles



SCHOOLS

William H. Farquhar Middle School

Capital Project: A modernization project was scheduled for this school with a completion date of August 2015. However, due to fiscal constraints in the county, the completion date has been delayed by one year to August 2016. An FY 2012 appropriation was approved for planning funds 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.

Belmont Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2019. FY 2015 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. 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

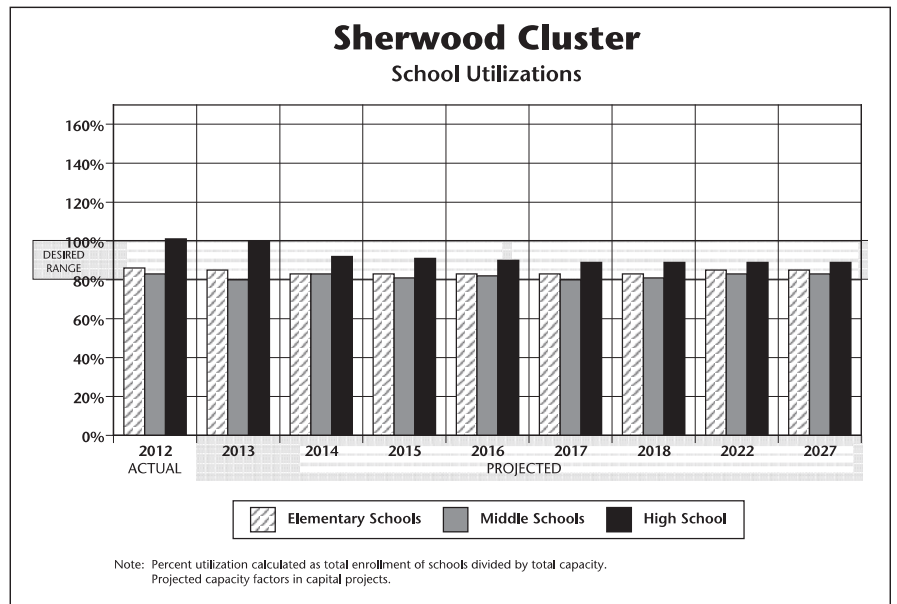
| School | Project | Project Status* | Date of Completion |
|-------------|---------------|-----------------|---------------------|
| Farquhar MS | Modernization | Programmed | Aug. 2016 (delayed) |
| Belmont ES | Modernization | Programmed | Aug. 2019 |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.



SHERWOOD CLUSTER

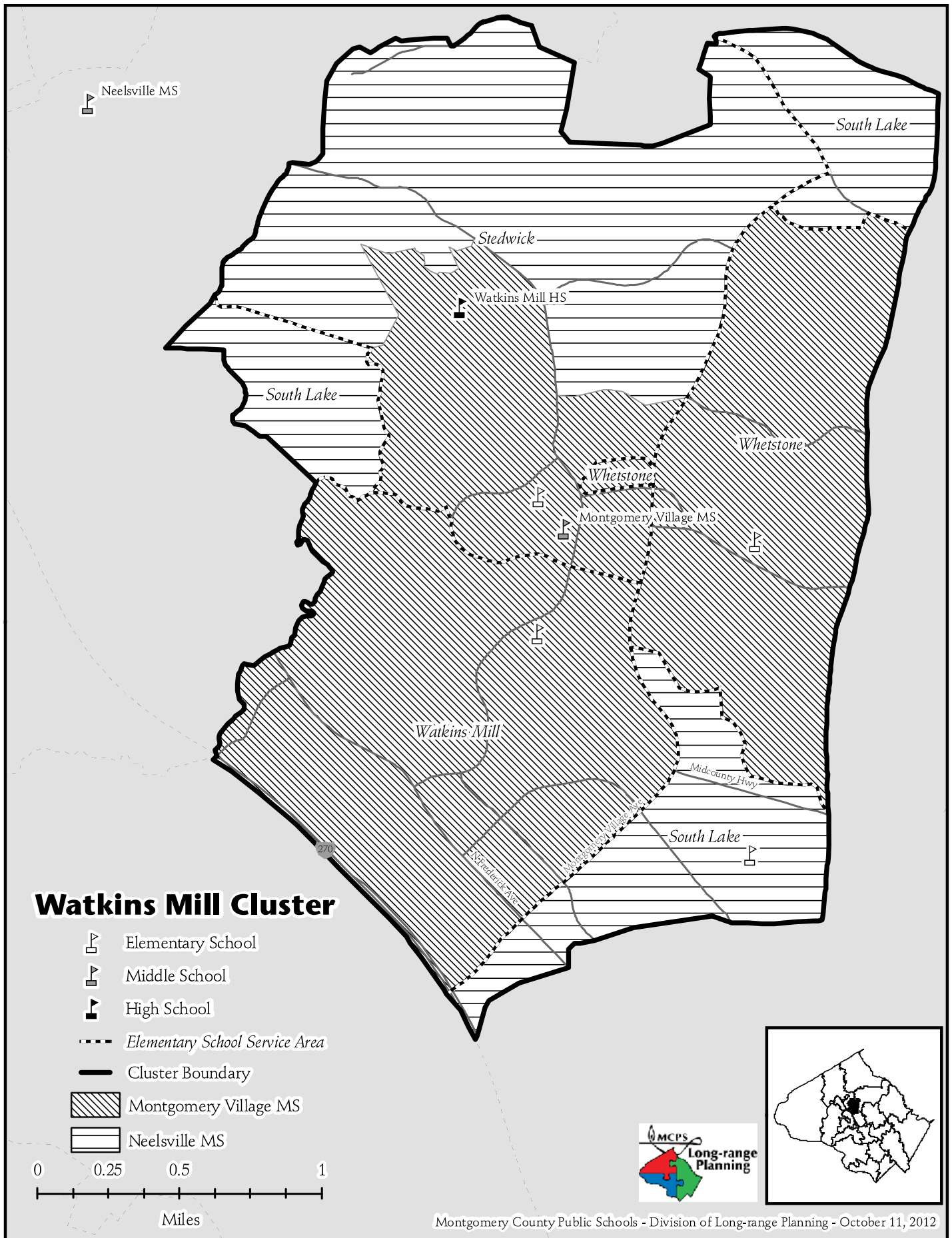
Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non–CIP Actions on Space Available

| Schools | | Actual 12-13 | Projections | | | | | | | | |
|------------------------|-------------------|-----------------|----------------------------------|---------------------------------|------------------------------|-------------------------------|-------------|-------------|-------------|-------------|-------------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 | |
| Sherwood HS | Program Capacity | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 |
| | Enrollment | 2029 | 2014 | 1862 | 1840 | 1814 | 1792 | 1785 | 1800 | 1800 | 1800 |
| | Available Space | (16) | (1) | 151 | 173 | 199 | 221 | 228 | 213 | 213 | 213 |
| | Comments | | | | | | | | | | |
| William H. Farquhar MS | Program Capacity | 881 | 881 | 881 | 881 | 796 | 796 | 796 | 796 | 796 | 796 |
| | Enrollment | 638 | 594 | 620 | 625 | 626 | 602 | 621 | 650 | 650 | 650 |
| | Available Space | 243 | 287 | 261 | 256 | 170 | 194 | 175 | 146 | 146 | 146 |
| | Comments | | Planning for Modernization | Modernization in Progress | Mod Complete Aug. 2016 | | | | | | |
| Rosa Parks MS | Program Capacity | 944 | 944 | 944 | 944 | 944 | 944 | 944 | 944 | 944 | 944 |
| | Enrollment | 871 | 873 | 887 | 853 | 809 | 793 | 786 | 800 | 800 | 800 |
| | Available Space | 72 | 70 | 56 | 90 | 134 | 150 | 158 | 144 | 144 | 144 |
| | Comments | | | | | | | | | | |
| Belmont ES | Program Capacity | 425 | 425 | 425 | 425 | 425 | 425 | 425 | 425 | 425 | 425 |
| | Enrollment | 318 | 293 | 285 | 285 | 284 | 287 | 285 | 285 | 285 | 285 |
| | Available Space | 107 | 132 | 140 | 140 | 141 | 138 | 140 | | | |
| | Comments | | | Facility Planning for Mod | | Planning for Modernization | | | | | |
| Brooke Grove ES | Program Capacity | 544 | 544 | 544 | 544 | 544 | 544 | 544 | 544 | 544 | 544 |
| | Enrollment | 386 | 377 | 368 | 366 | 360 | 366 | 365 | 365 | 365 | 365 |
| | Available Space | 158 | 167 | 176 | 178 | 184 | 178 | 179 | | | |
| | Comments | | | | | | | | | | |
| Greenwood ES | Program Capacity | 584 | 584 | 584 | 584 | 584 | 584 | 584 | 584 | 584 | 584 |
| | Enrollment | 529 | 529 | 516 | 512 | 506 | 495 | 490 | 490 | 490 | 490 |
| | Available Space | 55 | 55 | 68 | 72 | 78 | 89 | 94 | | | |
| | Comments | | | | | | | | | | |
| Olney ES | Program Capacity | 584 | 584 | 584 | 584 | 584 | 584 | 584 | 584 | 584 | 584 |
| | Enrollment | 613 | 578 | 568 | 566 | 564 | 558 | 565 | 565 | 565 | 565 |
| | Available Space | (29) | 6 | 16 | 18 | 20 | 26 | 19 | | | |
| | Comments | | | | | | | | | | |
| Sherwood ES | Program Capacity | 568 | 568 | 568 | 568 | 568 | 568 | 568 | 568 | 568 | 568 |
| | Enrollment | 489 | 514 | 510 | 526 | 537 | 542 | 537 | 537 | 537 | 537 |
| | Available Space | 79 | 54 | 58 | 42 | 31 | 26 | 31 | | | |
| | Comments | +1 PEP | | | | | | | | | |
| Cluster Information | HS Utilization | 101% | 100% | 92% | 91% | 90% | 89% | 89% | 89% | 89% | 89% |
| | HS Enrollment | 2029 | 2014 | 1862 | 1840 | 1814 | 1792 | 1785 | 1800 | 1800 | 1800 |
| | MS Utilization | 83% | 80% | 83% | 81% | 82% | 80% | 81% | 83% | 83% | 83% |
| | MS Enrollment | 1509 | 1467 | 1507 | 1478 | 1435 | 1395 | 1407 | 1450 | 1450 | 1450 |
| | ES Enrollment | 2335 | 2291 | 2247 | 2255 | 2251 | 2248 | 2242 | 2300 | 2300 | 2300 |

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|------------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Sherwood HS | 1950 | 1991 | 333,154 | 49.3 | | | | |
| William H. Farquhar MS | 1968 | | 116,300 | 20 | | | | |
| Rosa Parks MS | 1992 | | 137,469 | 24.1 | Yes | | | |
| Belmont ES | 1974 | | 49,279 | 10.5 | | 1 | | Yes |
| Brooke Grove ES | 1990 | | 72,582 | 10.96 | | | | Yes |
| Greenwood ES | 1970 | | 64,609 | 10 | Yes | | | Yes |
| Olney ES | 1954 | 1990 | 68,755 | 9.9 | | | | Yes |
| Sherwood ES | 1977 | | 81,727 | 10.85 | | 1 | | Yes |



SCHOOLS

Watkins Mill High School

Capital Project: A School-based Wellness Center School is programmed in the Department of Health and Human Services (DHHS) CIP with a scheduled completion date of August 2013.

South Lake Elementary School

Capital Project: Projections indicate enrollment at South Lake Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 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.

CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|-----------------|--------------------|-----------------|--------------------|
| Watkins Mill HS | Wellness Center | Approved | Aug. 2013 |
| South Lake ES | Classroom addition | Proposed | TBD |

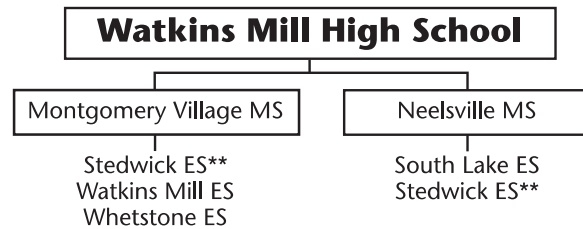
Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

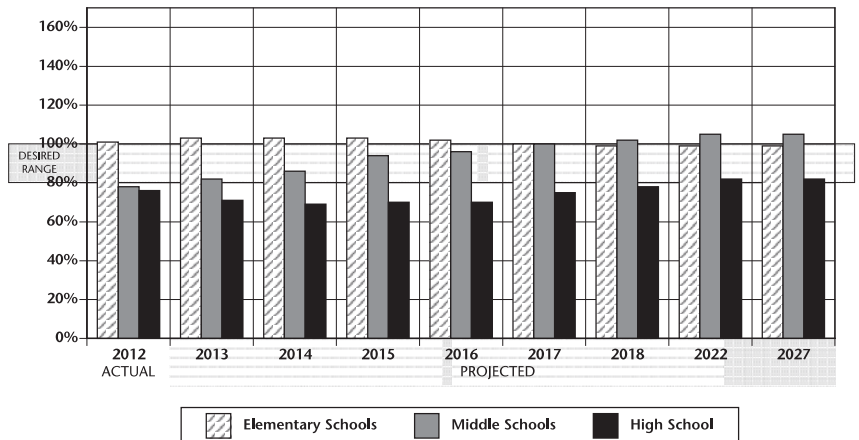
Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

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.

WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

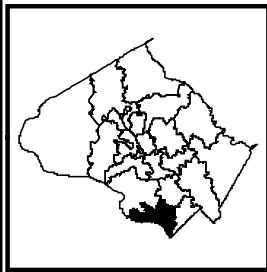
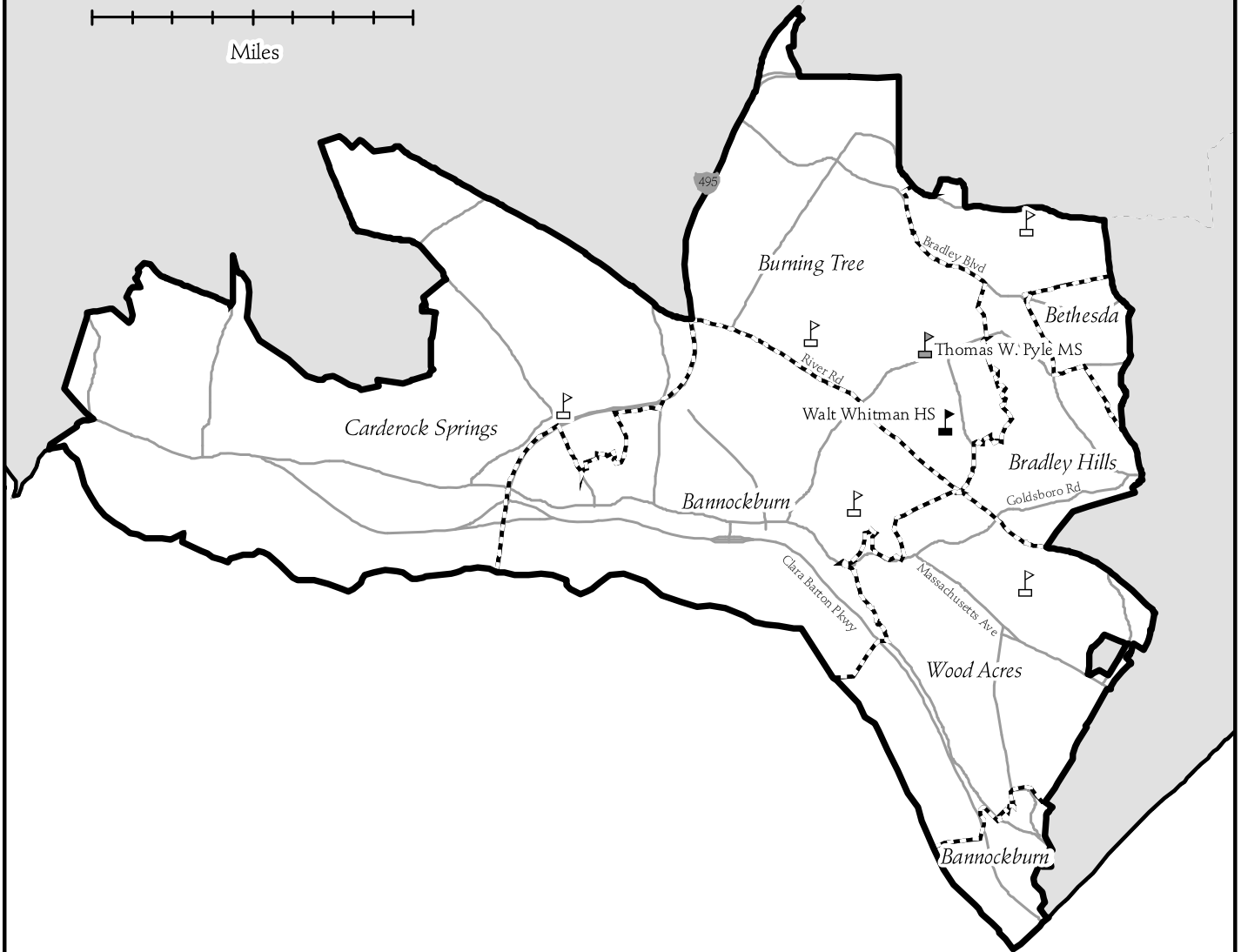
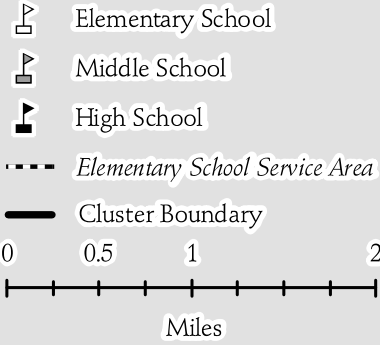
Effects of the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

| Schools | | | Actual | Projections | | | | | | | |
|-----------------------|-----|------------------|--------|--------------------------------|-------|-------|-------|-------|-------|-------|-------|
| | | | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 |
| Watkins Mill HS | | Program Capacity | 1894 | 1962 | 1962 | 1962 | 1962 | 1962 | 1962 | 1962 | 1962 |
| | | Enrollment | 1436 | 1395 | 1353 | 1372 | 1372 | 1462 | 1531 | 1600 | 1600 |
| | | Available Space | 458 | 567 | 609 | 590 | 590 | 500 | 431 | 362 | 362 |
| | | Comments | | Wellness Center Complete | | | | | | | |
| Montgomery Village MS | | Program Capacity | 910 | 910 | 910 | 910 | 910 | 910 | 910 | 910 | 910 |
| | | Enrollment | 600 | 640 | 660 | 726 | 746 | 793 | 793 | 800 | 800 |
| | | Available Space | 310 | 270 | 250 | 184 | 164 | 116 | 116 | 110 | 110 |
| | | Comments | | | | | | | | | |
| Neelsville MS | | Program Capacity | 905 | 905 | 905 | 905 | 905 | 905 | 905 | 905 | 905 |
| | | Enrollment | 824 | 842 | 899 | 975 | 991 | 1022 | 1059 | 1100 | 1100 |
| | | Available Space | 81 | 63 | 6 | (70) | (86) | (117) | (154) | (195) | (195) |
| | | Comments | | | | | | | | | |
| South Lake ES | CSR | Program Capacity | 679 | 679 | 679 | 679 | 679 | 679 | 679 | | |
| | | Enrollment | 785 | 818 | 829 | 832 | 818 | 817 | 788 | | |
| | | Available Space | (106) | (139) | (150) | (153) | (139) | (138) | (109) | | |
| | | Comments | | Facility Planning for Addition | | | | | | | |
| Stedwick ES | CSR | Program Capacity | 614 | 614 | 614 | 614 | 614 | 614 | 614 | | |
| | | Enrollment | 597 | 597 | 581 | 569 | 573 | 556 | 565 | | |
| | | Available Space | 17 | 17 | 33 | 45 | 41 | 58 | 49 | | |
| | | Comments | | | | | | | | | |
| Watkins Mill ES | CSR | Program Capacity | 700 | 700 | 700 | 700 | 700 | 700 | 700 | | |
| | | Enrollment | 648 | 658 | 658 | 653 | 646 | 620 | 619 | | |
| | | Available Space | 52 | 42 | 42 | 47 | 54 | 80 | 81 | | |
| | | Comments | | | | | | | | | |
| Whetstone ES | CSR | Program Capacity | 724 | 724 | 724 | 724 | 724 | 724 | 724 | | |
| | | Enrollment | 711 | 733 | 742 | 745 | 736 | 723 | 712 | | |
| | | Available Space | 13 | (9) | (18) | (21) | (12) | 1 | 12 | | |
| | | Comments | | | | | | | | | |
| Cluster Information | | HS Utilization | 76% | 71% | 69% | 70% | 70% | 75% | 78% | 82% | 82% |
| | | HS Enrollment | 1436 | 1395 | 1353 | 1372 | 1372 | 1462 | 1531 | 1600 | 1600 |
| | | MS Utilization | 78% | 82% | 86% | 94% | 96% | 100% | 102% | 105% | 105% |
| | | MS Enrollment | 1424 | 1482 | 1559 | 1701 | 1737 | 1815 | 1852 | 1900 | 1900 |
| | | ES Enrollment | 2741 | 2806 | 2810 | 2799 | 2773 | 2716 | 2684 | 2700 | 2700 |

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|-----------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Watkins Mill HS | 1989 | | 301,579 | 50.99 | Yes | | | |
| Montgomery Village MS | 1968 | 2003 | 141,615 | 15.1 | | | | |
| Neelsville MS | 1981 | | 131,432 | 29.2 | | | | |
| South Lake ES | 1972 | | 83,038 | 10.2 | | | | |
| Stedwick ES | 1974 | | 109,677 | 10 | | | | |
| Watkins Mill ES | 1970 | | 80,923 | 10 | Yes | | | |
| Whetstone ES | 1968 | | 96,946 | 8.8 | Yes | | | |

Walt Whitman Cluster



SCHOOLS

Walt Whitman High School

Capital Project: Projections indicate enrollment at Walt Whitman High School will exceed capacity by 200 seats or more by the end of the six-year period. An FY 2014 appropriation is recommended for facility planning funds for a feasibility study to determine the feasibility cost and scope of an addition. Relocatable classrooms will be utilized when needed until additional capacity can be provided.

Thomas W. Pyle Middle School

Planning Issue: Enrollment projections for Thomas W. Pyle Middle School indicate that the school will have an enrollment of over 1,500 students and be more than 200 seats over capacity by the end of the six-year CIP planning period. A nine-classroom addition was added to the school in August 2008, bringing the capacity to 1271 students. Enrollment will be monitored in the coming years to determine if capital or non-capital actions will be needed in the future.

Bradley Hills Elementary School

Planning Issue: Student enrollment at elementary schools in the Bethesda-Chevy Chase Cluster has increased dramatically over the past two school years. Bethesda Elementary School is one of the schools in the Bethesda-Chevy Chase Cluster that exceeds capacity throughout the six-year CIP planning period. Students in the western portion of the Bethesda Elementary School service area attend secondary schools in the Walt Whitman Cluster instead of the secondary schools in the Bethesda-Chevy Chase Cluster. As part of the Amended FY 2009–2014 CIP, a feasibility study was conducted during the 2008–2009 school year for an addition to Bradley Hills Elementary School. The scope of the feasibility study for Bradley Hills Elementary School was expanded to include the option of accommodating the possible future reassignment of students who currently attend Bethesda Elementary School for Grades K–5 and articulate to secondary schools in the Walt Whitman Cluster.

Non-capital Solution: A boundary study was conducted in winter 2010 to evaluate reassignment of the western portion of the Bethesda Elementary School service area (that articulates to the Walt Whitman Cluster secondary schools) to Bradley Hills Elementary School. Representatives from Bethesda Elementary School in the Bethesda-Chevy Chase Cluster and Bradley Hills Elementary School in the Walt Whitman Cluster participated on the Boundary Advisory Study. On March 9, 2010, the Board of Education recommended the reassignment of the western portion of the Bethesda Elementary School service area to Bradley Hills Elementary School, beginning in August 2013.

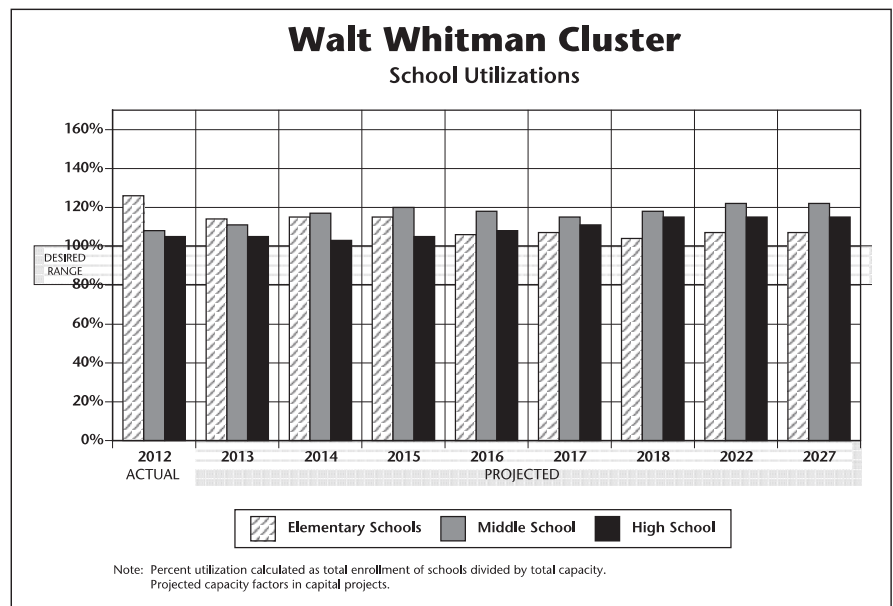
Capital Project: Projections indicate that enrollment at Bradley Hills Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 appropriation was approved for construction funds to begin the construction of the classroom addition. The scope of the addition includes additional classrooms and an expansion of the administration suite and multipurpose room to accommodate the reassignment of students from Bethesda Elementary School. The scheduled completion date for the addition is August 2013. Due to the expanded scope of the addition, and in order to minimize disruption to the school, the school will be housed at the Radnor Holding Facility, which is located within the Bradley Hills Elementary School service area, during construction. The school moved into the Radnor Holding Facility in January 2012.

Burning Tree Elementary School

Capital Project: Projections indicate enrollment at Burning Tree Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 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.

Wood Acres Elementary School

Capital Project: Projections indicate enrollment at Wood Acres Elementary School will exceed capacity by 92 seats or more by the end of the six-year CIP planning period. An FY 2014 appropriation is recommended for planning funds to begin the architectural design for a classroom addition. The scheduled completion date for the addition for planning funds is August 2016. 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 |
|------------------|--------------------|-----------------|--------------------|
| Bradley Hills ES | Classroom addition | Approved | Aug. 2013 |
| Burning Tree ES | Classroom addition | Proposed | TBD |
| Wood Acres ES | Classroom addition | Recommended | Aug. 2016 |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non-CIP Actions on Space Available

| Schools | | Actual 12-13 | Projections | | | | | | | | |
|----------------------|-------------------|-----------------|---------------------------------|-------------|-------------|-------------------|-------------|-------------|-------------|-------------|-------------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 | |
| Walt Whitman HS | Program Capacity | 1828 | 1828 | 1828 | 1828 | 1828 | 1828 | 1828 | 1828 | 1828 | 1828 |
| | Enrollment | 1918 | 1927 | 1887 | 1918 | 1980 | 2034 | 2098 | 2100 | 2100 | 2100 |
| | Available Space | (90) | (99) | (59) | (90) | (152) | (206) | (270) | (272) | (272) | (272) |
| | Comments | | Facility Planning for Addition | | | | | | | | |
| Thomas W. Pyle MS | Program Capacity | 1271 | 1271 | 1271 | 1271 | 1271 | 1271 | 1271 | 1271 | 1271 | 1271 |
| | Enrollment | 1370 | 1413 | 1486 | 1523 | 1496 | 1465 | 1506 | 1550 | 1550 | 1550 |
| | Available Space | (99) | (142) | (215) | (252) | (225) | (194) | (235) | (279) | (279) | (279) |
| | Comments | | | | | | | | | | |
| Bannockburn ES | Program Capacity | 365 | 365 | 365 | 365 | 365 | 365 | 365 | 365 | | |
| | Enrollment | 390 | 410 | 417 | 426 | 422 | 422 | 400 | | | |
| | Available Space | (25) | (45) | (52) | (61) | (57) | (57) | (35) | | | |
| | Comments | | | | | | | | | | |
| Bradley Hills ES | Program Capacity | 342 | 638 | 638 | 638 | 638 | 638 | 638 | 638 | | |
| | Enrollment | 508 | 599 | 633 | 635 | 625 | 631 | 619 | | | |
| | Available Space | (166) | 39 | 5 | 3 | 13 | 7 | 19 | | | |
| | Comments | @ Radnor | Addition Complete Bound. Change | | | | | | | | |
| Burning Tree ES | Program Capacity | 391 | 391 | 391 | 391 | 391 | 391 | 391 | | | |
| | Enrollment | 506 | 508 | 507 | 522 | 518 | 511 | 500 | | | |
| | Available Space | (115) | (117) | (116) | (131) | (127) | (120) | (109) | | | |
| | Comments | | Facility Planning for Addition | | | | | | | | |
| Carderock Springs ES | Program Capacity | 406 | 406 | 406 | 406 | 406 | 406 | 406 | | | |
| | Enrollment | 410 | 422 | 419 | 408 | 415 | 415 | 405 | | | |
| | Available Space | (4) | (16) | (13) | (2) | (9) | (9) | 1 | | | |
| | Comments | | | | | | | | | | |
| Wood Acres ES | Program Capacity | 550 | 550 | 550 | 550 | 734 | 734 | 734 | | | |
| | Enrollment | 767 | 749 | 731 | 709 | 714 | 720 | 718 | | | |
| | Available Space | (217) | (199) | (181) | (159) | 20 | 14 | 16 | | | |
| | Comments | | Planning for Addition | | | Addition Complete | | | | | |
| Cluster Information | HS Utilization | 105% | 105% | 103% | 105% | 108% | 111% | 115% | 115% | 115% | 115% |
| | HS Enrollment | 1918 | 1927 | 1887 | 1918 | 1980 | 2034 | 2098 | 2100 | 2100 | 2100 |
| | MS Utilization | 108% | 111% | 117% | 120% | 118% | 115% | 118% | 122% | 122% | 122% |
| | MS Enrollment | 1370 | 1413 | 1486 | 1523 | 1496 | 1465 | 1506 | 1550 | 1550 | 1550 |
| | ES Utilization | 126% | 114% | 115% | 115% | 106% | 107% | 104% | 107% | 107% | 107% |
| ES Enrollment | 2581 | 2688 | 2707 | 2700 | 2694 | 2699 | 2642 | 2700 | 2700 | 2700 | |

WALT WHITMAN CLUSTER

Demographic Characteristics of Schools

| Schools | 2012-2013 | | | | | | 2011-2012 | | |
|---------------------------------|------------------|---------------------|-----------------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| | Total Enrollment | Two or more races % | Black or Afr. Amer. % | Asian% | Hispanic % | White % | FARMS%* | ESOL%** | Mobility Rate%*** |
| Walt Whitman HS | 1918 | 5.1% | 3.6% | 12.3% | 8.8% | 70.2% | 2.5% | 5.2% | 8.3% |
| Thomas W. Pyle MS | 1370 | 5.7% | 2.6% | 11.2% | 8.0% | 72.2% | 1.4% | 4.3% | 5.2% |
| Bannockburn ES | 390 | 9.2% | 2.8% | 8.5% | 6.4% | 73.1% | 2.2% | 9.7% | 4.4% |
| Bradley Hills ES | 508 | 9.8% | 2.0% | 11.2% | 9.6% | 66.9% | 1.0% | 6.2% | 5.2% |
| Burning Tree ES | 507 | 7.7% | 3.4% | 16.4% | 6.9% | 65.3% | 2.8% | 14.1% | 10.5% |
| Carderock Springs ES | 410 | 3.7% | 2.7% | 13.7% | 7.6% | 72.4% | 1.3% | 2.7% | 5.1% |
| Wood Acres ES | 767 | 5.7% | 2.9% | 10.0% | 7.8% | 73.4% | 2.2% | 5.1% | 5.3% |
| Elementary Cluster Total | 2582 | 7.1% | 2.7% | 11.9% | 7.7% | 70.3% | 1.9% | 7.4% | 6.2% |
| Elementary County Total | 72144 | 4.9% | 20.5% | 14.1% | 28.8% | 31.5% | 37.0% | 22.0% | 12.6% |

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2011-2012 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2011-2012 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2011-2012 school year compared to total enrollment.

Note: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.








Program Capacity and Room Use Table
(School Year 2012-2013)

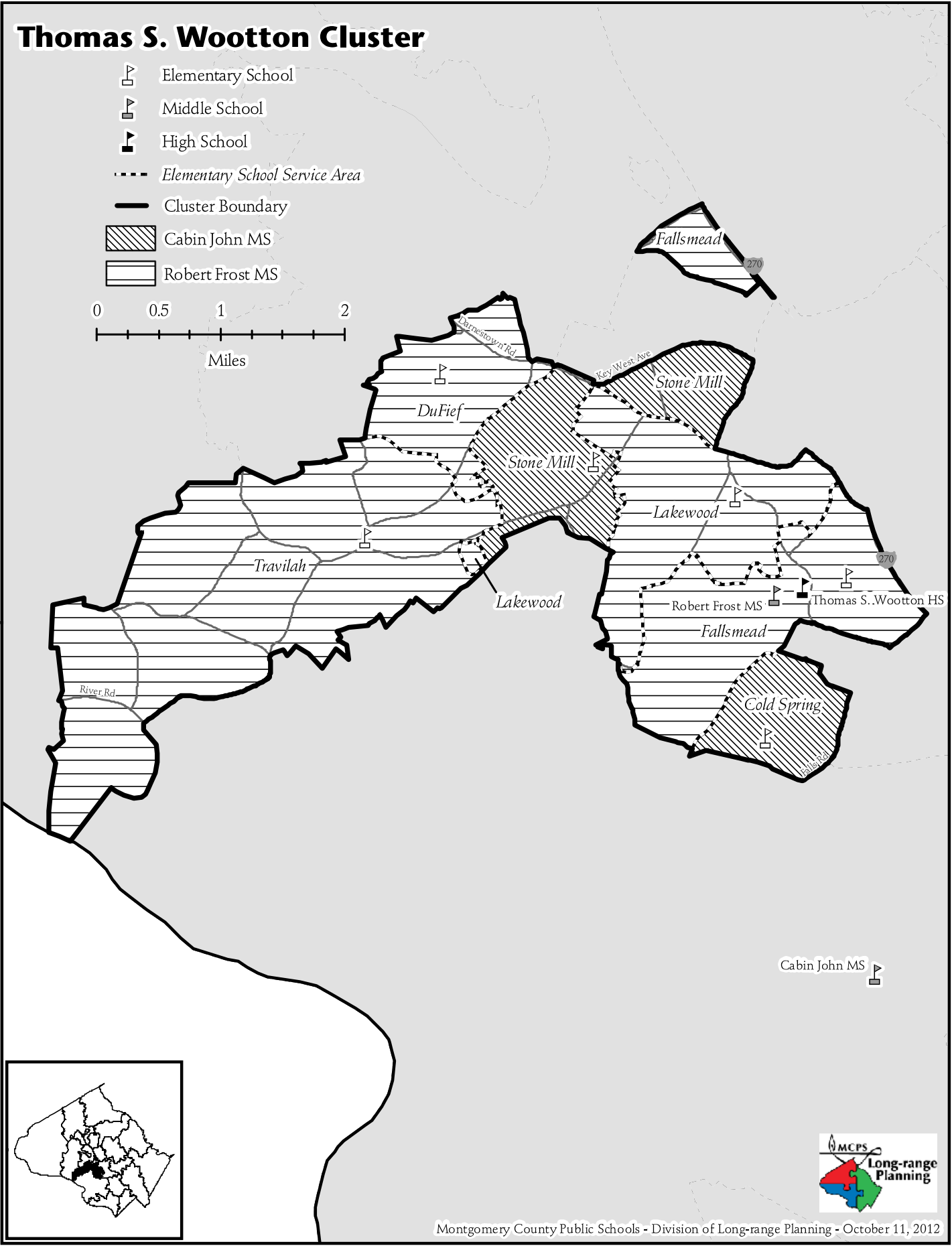
| Schools | Grades Served | Capacity (HS @90% MS@85%) | Total Rooms | Support Rooms | Regular Secondary @25 | Regular Elementary @23 | CSR Grades 1-2 @17 | Pre-K @20 | Pre-K @40 | HS @20 | CSR KIND @15 | KIND @22 | ESOL @15 | METS @15 | SEC LAD@15 | HSM @13 | ELEM LAD @13 | Special Education Programs | | | | | | | | | | | | | | | | | | | | |
|----------------------|---------------|---------------------------|-------------|---------------|-----------------------|------------------------|--------------------|-----------|-----------|--------|--------------|----------|----------|----------|------------|---------|--------------|----------------------------|---------------|--------------------|--------|-------|-------------------------|------------|---------|--------|---------------|-----------|-------|-------|---------|---------|---------|------------------------|-------|--|--|--|
| | | | | | | | | | | | | | | | | | | 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 | PD @7 | PEP@6 | PEP @12 | PEP @18 | SLC @10 | VISION (Elementary) @7 | OTHER | | | |
| Walt Whitman HS | 9-12 | 1828 | 88 | | 75 | | | | | | | | 3 | | 3 | | | | | 2 | 1 | | | | | | 4 | | | | | | | | | | | |
| Thomas W. Pyle MS | 6-8 | 1271 | 63 | | 56 | | | | | | | | 1 | | 4 | | | | | | | | | | | | 2 | | | | | | | | | | | |
| Bannockburn ES | K-5 | 365 | 20 | 4 | | 13 | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bradley Hills ES | K-5 | 342 | 19 | 4 | | 12 | | | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Burning Tree ES | K-5 | 391 | 24 | 4 | | 11 | | | | | | 4 | | | | | | | 5 | | | | | | | | | | | | | | | | | | | |
| Carderock Springs ES | K-5 | 406 | 24 | 4 | | 14 | | | | | | 3 | | | | | | | | | | | | 3 | | | | | | | | | | | | | | |
| Wood Acres ES | K-5 | 550 | 28 | 3 | | 18 | | | | | | 5 | | | | | 2 | | | | | | | | | | | | | | | | | | | | | |

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|----------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| 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 | 76,745 | 6.7 | Yes | | | |
| Burning Tree ES | 1958 | 1991 | 68,119 | 6.8 | Yes | 3 | | |
| Carderock Springs ES | 1966 | 2010 | 75,351 | 9 | | | | |
| Wood Acres ES | 1952 | 2002 | 73,138 | 4.78 | Yes | 7 | | |

Thomas S. Wootton Cluster

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



SCHOOLS

Thomas S. Wootton High School

Capital Project: A modernization project was previously scheduled for this school with completion in August 2018. However, due to fiscal constraints in the county, the completion date for this project has been delayed by two years to August 2020 for the building and August 2021 for restoration of the site. FY 2015 expenditures are programmed for facility planning funds to determine the scope and cost of the modernization. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Cold Spring Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2019. FY 2015 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

DuFief Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2019. FY 2015 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. 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

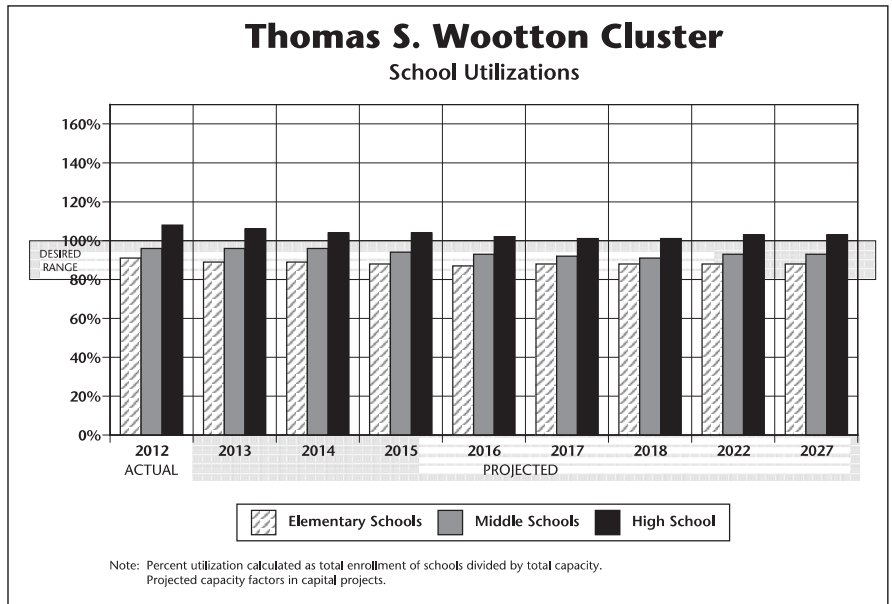
| School | Project | Project Status* | Date of Completion |
|----------------|---------------|-----------------|--|
| Wootton HS | Modernization | Programmed | Aug. 2020, building Aug. 2021, site (Delayed) |
| Cold Spring ES | Modernization | Programmed | Aug. 2019 |
| DuFief ES | Modernization | Programmed | Aug. 2019 |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.



THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non–CIP Actions on Space Available


| Schools | | | Actual 12-13 | Projections | | | | | | | |
|----------------------|-------------------|-------------|-----------------|---------------------------------|-------------|-------------|----------------------------------|-------------|-------------|-------------|------|
| | | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 2022 | 2027 |
| Thomas S. Wootton HS | Program Capacity | 2127 | 2127 | 2127 | 2127 | 2127 | 2127 | 2127 | 2127 | 2127 | 2127 |
| | Enrollment | 2299 | 2264 | 2219 | 2214 | 2176 | 2156 | 2143 | 2200 | 2200 | |
| | Available Space | (172) | (137) | (92) | (87) | (49) | (29) | (16) | (73) | (73) | |
| | Comments | | | Facility Planning for Mod | | | Planning for Modernization | | | | |
| Cabin John MS | Program Capacity | 1099 | 1099 | 1099 | 1099 | 1099 | 1099 | 1099 | 1099 | 1099 | 1099 |
| | Enrollment | 922 | 935 | 944 | 968 | 1002 | 1020 | 1030 | 1050 | 1050 | |
| | Available Space | 177 | 164 | 155 | 131 | 97 | 79 | 69 | 49 | 49 | |
| | Comments | | | | | | | | | | |
| Robert Frost MS | Program Capacity | 1058 | 1058 | 1058 | 1058 | 1058 | 1058 | 1058 | 1058 | 1058 | 1058 |
| | Enrollment | 1138 | 1143 | 1118 | 1065 | 1001 | 958 | 937 | 950 | 950 | |
| | Available Space | (80) | (85) | (60) | (7) | 57 | 100 | 121 | 108 | 108 | |
| | Comments | | | | | | | | | | |
| Cold Spring ES | Program Capacity | 458 | 458 | 458 | 458 | 458 | 458 | 458 | | | |
| | Enrollment | 363 | 365 | 358 | 353 | 344 | 350 | 355 | | | |
| | Available Space | 95 | 93 | 100 | 105 | 114 | 108 | 103 | | | |
| | Comments | | | Facility Planning for Mod | | | Planning for Modernization | | | | |
| DuFief ES | Program Capacity | 405 | 405 | 405 | 405 | 405 | 405 | 405 | | | |
| | Enrollment | 372 | 351 | 340 | 343 | 342 | 342 | 342 | | | |
| | Available Space | 33 | 54 | 65 | 62 | 63 | 63 | 63 | | | |
| | Comments | | | Facility Planning for Mod | | | Planning for Modernization | | | | |
| Fallsmead ES | Program Capacity | 597 | 597 | 597 | 597 | 597 | 597 | 597 | | | |
| | Enrollment | 532 | 535 | 530 | 522 | 523 | 535 | 530 | | | |
| | Available Space | 65 | 62 | 67 | 75 | 74 | 62 | 67 | | | |
| | Comments | | | | | | | | | | |
| Lakewood ES | Program Capacity | 556 | 556 | 556 | 556 | 556 | 556 | 556 | | | |
| | Enrollment | 569 | 546 | 536 | 524 | 518 | 517 | 515 | | | |
| | Available Space | (13) | 10 | 20 | 32 | 38 | 39 | 41 | | | |
| | Comments | | | | | | | | | | |
| Stone Mill ES | Program Capacity | 654 | 654 | 654 | 654 | 654 | 654 | 654 | | | |
| | Enrollment | 629 | 623 | 636 | 636 | 632 | 635 | 634 | | | |
| | Available Space | 25 | 31 | 18 | 18 | 22 | 19 | 20 | | | |
| | Comments | | | | | | | | | | |
| Travilah ES | Program Capacity | 504 | 504 | 504 | 504 | 504 | 504 | 504 | | | |
| | Enrollment | 427 | 412 | 415 | 409 | 404 | 403 | 405 | | | |
| | Available Space | 77 | 92 | 89 | 95 | 100 | 101 | 99 | | | |
| | Comments | | | | | | | | | | |
| Cluster Information | HS Utilization | 108% | 106% | 104% | 104% | 102% | 101% | 101% | 103% | 103% | |
| | HS Enrollment | 2299 | 2264 | 2219 | 2214 | 2176 | 2156 | 2143 | 2200 | 2200 | |
| | MS Utilization | 96% | 96% | 96% | 94% | 93% | 92% | 91% | 93% | 93% | |
| | MS Enrollment | 2060 | 2078 | 2062 | 2033 | 2003 | 1978 | 1967 | 2000 | 2000 | |
| | ES Utilization | 91% | 89% | 89% | 88% | 87% | 88% | 88% | 88% | 88% | |
| ES Enrollment | 2892 | 2832 | 2815 | 2787 | 2763 | 2782 | 2781 | 2800 | 2800 | | |

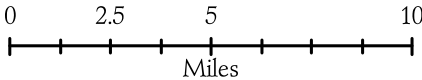
Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|----------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Thomas S. Wootton HS | 1970 | | 295,620 | 27.4 | | 10 | | |
| Cabin John MS | 1967 | 2011 | 159,514 | 18.2 | | | | |
| Robert Frost MS | 1971 | | 143,757 | 24.8 | | | | |
| Cold Spring ES | 1972 | | 55,158 | 12.4 | | 1 | | |
| DuFief ES | 1975 | | 59,013 | 10 | Yes | 2 | | |
| Fallsmead ES | 1974 | | 67,472 | 9 | Yes | | | |
| Lakewood ES | 1968 | 2003 | 77,526 | 13.1 | | | | |
| Stone Mill ES | 1988 | | 78,617 | 11.8 | | | | |
| Travilah ES | 1960 | 1992 | 65,378 | 9.3 | | | | |

Special Education Centers

 SP: Special Education Center

 Cluster Boundary



SPECIAL EDUCATION CENTERS

Longview School

Longview School provides services to students aged 5–21 with severe to profound intellectual disabilities 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. Longview School is collocated with Spark Matsunaga Elementary School in the Northwest Cluster.

John L. Gildner 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.

Rock Terrace School

Rock Terrace School is comprised of a middle school, a high school, and an upper school that prepares students for post secondary opportunities, including gainful employment and adult day programs. The Fundamental Life Skills curriculum and electives in culinary arts, computer science, and career job training programs prepare students to transition from school to work. Authentic work experiences in the community prepare students for post secondary opportunities.

Capital Project: Rock Terrace School was assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. (See Appendix R for the FACT score of this facility.) To address facilities needs at this school, an FY 2013 appropriation for facility planning was approved in the Modification to Holding, Special Education, and Alternative Centers Project for a feasibility study to identify improvement for this building. A recommendation for facility improvements will be made in a future CIP.

Carl Sandburg Learning Center

Carl Sandburg Learning Center is designed for elementary students who need a highly structured setting. The MCPS FLS curriculum and the general education curriculum are used to instruct the students. Emphasis is placed on the development

of language, academics, and social skills, which is provided through a transdisciplinary model. 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.

Planning Study: On November 27, 2007, the Board of Education adopted a resolution concerning stand-alone special education centers. The resolution stated that when the superintendent of schools was ready to address facility improvements for stand-alone special education centers, a multi-stakeholder work group of community members and MCPS staff should be convened to review and make recommendations for the Board of Education to consider. The Maryland State Department of Education (MSDE) has stated that state funding would be very difficult to acquire for stand-alone special education centers because students in these centers are not provided opportunities to receive instruction in the general education setting to the maximum extent appropriate.

Carl Sandburg Learning Center was previously scheduled for a modernization in the Amended FY 2007–2012 CIP because the program is in need of an up-to-date facility to support the level of services that the students at this center receive. In order to continue providing the high level of services in a modern, up-to-date facility for Carl Sandburg Learning Center, the superintendent of schools directed MCPS staff to convene a Roundtable Discussion with a multi-stakeholder representation to review the possibility of collocating Carl Sandburg Learning Center on the Maryvale Elementary School campus. Maryvale Elementary School was identified due to an upcoming modernization, the school is centrally located in the Rockville Cluster, and there is a large site to accommodate the school and the Carl Sandburg Learning Center program.

The Roundtable Discussion included both the parents and staff from Carl Sandburg Learning Center and Maryvale Elementary School. Staff from the Office of School Performance, the Department of Special Education, and the Division of Long-range Planning facilitated the process. The Roundtable Discussion discussed the various implications of collocation, including facilities, staffing, and opportunities for special education students to receive instruction in the general education setting. On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus. The Board of Education action is posted at the following link: <http://www.montgomeryschoolsmd.org/boe/meetings/agenda/2011-12/2011-1117/4.0%20Collocation%20of%20Carl%20Sandburg%20Learning%20Center%20and%20Maryvale%20Elem%20School.pdf>

Capital Project: A modernization project is scheduled for the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus, with a completion date of January 2018. However, Carl Sandburg Learning Students students will move to the new facility at the beginning of the 2018–2019 school year, so that the school is not disrupted during mid-year.

An FY 2013 appropriation was approved for facility planning funds to conduct a feasibility study to determine the scope and cost of the modernization and collocation 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.

Stephen Knolls School

The Stephen Knolls program services students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. The Fundamental Life Skills (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.

Capital Project: Stephen Knolls School was assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. (See Appendix R for the FACT score of this facility.) To address facilities needs to this school, an FY 2013 appropriation for facility planning is approved in the Modification to Holding, Special Education and Alternative Centers Project for a feasibility study to identify improvement for this building. A recommendation for facility improvements will be made in a future CIP.

CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|-------------------------------|---|-----------------|--------------------|
| Rock Terrace School | Facility Improvements | Proposed | TBD |
| Carl Sandberg Learning Center | Modernization with collocation at Maryvale ES | Programmed | Aug. 2018 |
| Stephen Knolls School | Facility Improvements | Proposed | TBD |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability

Effects of the Recommended Amendments to the FY2013–2018 CIP and Non–CIP Actions on Space Available

| Schools | | Actual 12-13 | Projections | | | | | | 2022 | 2027 |
|---------------------|-------------------|----------------------------------|-------------|------------|------------|------------|------------------------------|------------|------|------|
| | | | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | | |
| Stephen Knolls | Program Capacity | 190 | 190 | 190 | 190 | 190 | 190 | 190 | | |
| | Enrollment | 48 | 48 | 48 | 48 | 48 | 48 | 48 | | |
| | Available Space | 142 | 142 | 142 | 142 | 142 | 142 | 142 | | |
| | Comments | | | | | | | | | |
| Longview | Program Capacity | 48 | 48 | 48 | 48 | 48 | 48 | 48 | | |
| | Enrollment | 48 | 48 | 48 | 48 | 48 | 48 | 48 | | |
| | Available Space | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Comments | | | | | | | | | |
| RICA | Program Capacity | 180 | 180 | 180 | 180 | 180 | 180 | 180 | | |
| | Enrollment | 96 | 96 | 96 | 96 | 96 | 96 | 96 | | |
| | Available Space | 84 | 84 | 84 | 84 | 84 | 84 | 84 | | |
| | Comments | | | | | | | | | |
| Rock Terrace | Program Capacity | 100 | 100 | 100 | 100 | 100 | 100 | 100 | | |
| | Enrollment | 109 | 109 | 109 | 109 | 109 | 109 | 109 | | |
| | Available Space | (9) | (9) | (9) | (9) | (9) | (9) | (9) | | |
| | Comments | | | | | | | | | |
| Carl Sandburg | Program Capacity | 102 | 102 | 102 | 102 | 102 | 142 | 142 | | |
| | Enrollment | 130 | 130 | 130 | 130 | 130 | 130 | 130 | | |
| | Available Space | (28) | (28) | (28) | (28) | (28) | 12 | 12 | | |
| | Comments | Facility Planning for Mod. | | | | | Mod Complete Aug. 2018 | | | |
| Cluster Information | Utilization | 70% | 70% | 70% | 70% | 70% | 65% | 65% | | |
| | Enrollment | 431 | 431 | 431 | 431 | 431 | 431 | 431 | | |

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

| Schools | 2012–2013 | | | | | | 2011–2012 | | |
|--------------------------------|------------------|---------------------|-----------------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| | Total Enrollment | Two or more races % | Black or Afr. Amer. % | Asian% | Hispanic % | White % | FARMS%* | ESOL%** | Mobility Rate%*** |
| Stephen Knolls SP | 93 | 3.2% | 25.8% | 4.3% | 39.8% | 26.9% | 39.8% | 17.3% | 5.1% |
| Longview SP | 47 | 8.5% | 23.4% | 14.9% | 25.5% | 27.7% | 22.7% | 0.0% | 13.6% |
| RICA SP | 97 | 2.1% | 32.0% | 2.1% | 18.6% | 45.4% | 35.8% | 0.0% | 97.2% |
| Rock Terrace SP | 85 | 5.9% | 35.3% | 7.1% | 21.2% | 30.6% | 34.1% | 6.6% | 13.2% |
| Carl Sandburg SP | 118 | 5.1% | 30.5% | 13.6% | 22.0% | 28.8% | 40.7% | 11.9% | 18.6% |
| Elementary County Total | 72144 | 4.9% | 20.5% | 14.1% | 28.8% | 31.5% | 37.0% | 22.0% | 12.6% |

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2011–2012 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2011–2012 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2011–2012 school year compared to total enrollment.

Note: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Program Capacity and Room Use Table
(School Year 2012–2013)

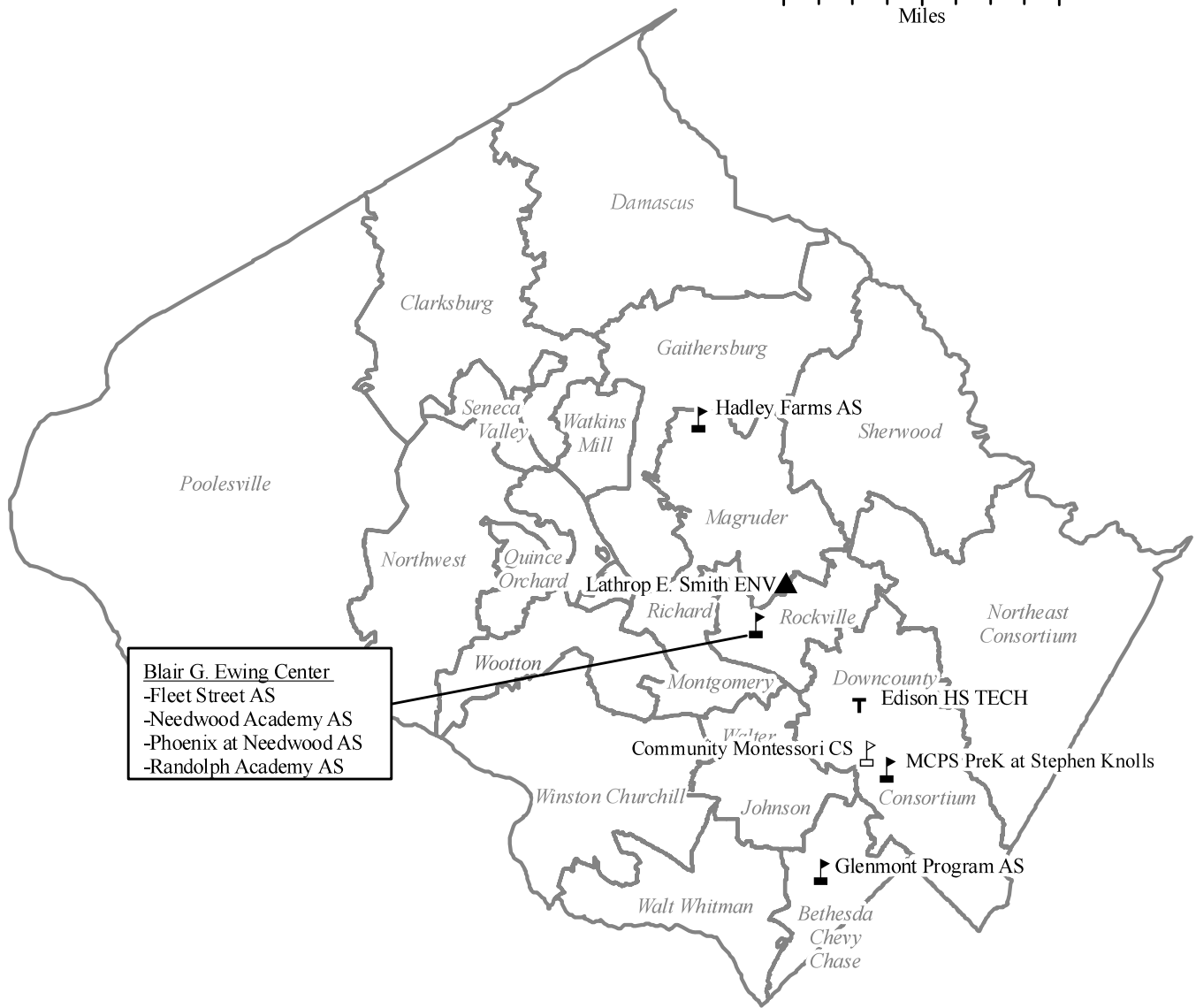
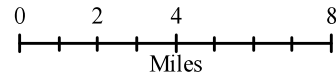
| Schools | Grades or Ages Served | Capacity (HS @90% MS@85%) | Total Rooms | Support Rooms | Regular Secondary @25 | Regular Elementary @23 | CSR Grades 1–2 @17 | Pre-K @20 | Pre-K @40 | HS @20 | CSR KIND @15 | KIND @22 | ESOL @15 | METS @15 | Special Education Programs | | | | | | | | | | | | | | | | | | | | | |
|-------------------|-----------------------|---------------------------|-------------|---------------|-----------------------|------------------------|--------------------|-----------|-----------|--------|--------------|----------|----------|----------|----------------------------|---------------|--------------------|-------------------------|----------|---------|--------|-------|--------|------------|---------|--------|---------------|-----------|-------|--------------------|---------|---------|---------|------------------------|-------|---|
| | | | | | | | | | | | | | | | 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 | PD @7 | SPECIAL SCHOOLS @6 | PEP @12 | PEP @18 | SLC @10 | VISION (Elementary) @7 | OTHER | |
| Stephen Knolls SP | 5-21 | 190 | 19 | 4 | | | | 1 | | | | | | | | | | | | | | | | | | | | | | 7 | 6 | | | | 1 | |
| Longview SP | 5-21 | 48 | 10 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | 8 | | | | | | | |
| RICA SP | K-12 | 180 | 18 | | | | | | | | | | | | | | | | | | | | | | | 18 | | | | | | | | | | |
| Rock Terrace SP | Gr 6-12 | 100 | 16 | 2 | | | | | | | | | | | | | | | 10 | | | | | | | | | | | | | | | | | 4 |
| Carl Sandburg SP | K-6 | 102 | 16 | | | | | | | | | | | | | | | | | | | 2 | | | | 1 | | | 13 | | | | | | | |

Facility Characteristics of Schools 2012–2013

| Schools | Year Facility Opened | Year Reopened/ Modernized | Total Square Footage | Site Size Acres | Adjacent Park | Reloc-atable Classrooms | Linkages to Learning Program | Home School Model |
|-------------------|----------------------|---------------------------|----------------------|-----------------|---------------|-------------------------|------------------------------|-------------------|
| Stephen Knolls SP | 1958 | 1979 | 48,872 | 6.6 | | | | |
| Longview SP | 2001 | | 40,362 | 10 | | | | |
| RICA SP | 1977 | | 95,000 | 14.3 | | | | |
| Rock Terrace SP | 1950 | 1974 | 48,024 | 10.3 | | | | |
| Carl Sandburg SP | 1962 | | 31,252 | 7.6 | | 2 | | |

Other Educational Facilities

- ▮ ALT : Alternative School
- ▮ CS: Charter School
- ▲ ENV: Environmental Education Center
- ▮ TECH: Technical Career High School
- ▭ Cluster



Blair G. Ewing Center
 -Fleet Street AS
 -Needwood Academy AS
 -Phoenix at Needwood AS
 -Randolph Academy AS



Alternative Programs

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 should 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 Collaborative Problem-solving Team (CPS). 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. The behavior management system follows the principles of Positive Behavior Interventions and Supports (PBIS), which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors. In addition to academic and behavioral interventions, the programs also offer counseling, case management services, parent outreach, and frequent progress monitoring.

Needwood Academy

The program is located in the Blair G. Ewing Center and is operated for high school students who are not achieving at their potential for a wide variety of reasons, usually including behavior, academic and/or attendance problems. Students are referred through the home school Collaborative Problem-solving Team (CPS) team and facilitated by the referring school pupil personnel worker (PPW). The program provides academic instruction in coursework for credits toward a high school diploma. In addition, a behavioral/social skills component is infused into the curriculum to teach social skills necessary to return to home schools and succeed. The program provides a teacher advisory program as one method to ensure that each student is known well by at least one adult in the program.

Level 2 High School Recovery Program

Phoenix Program

Also located in the Blair G. Ewing Center, the Phoenix Program is a structured recovery program for high school students with substance abuse problems that interfere with school attendance, performance, and behavior. Students can be referred directly by agency drug treatment partners or through the home school Collaborative Problem-solving Team (CPS). The referral process is facilitated by the pupil personnel worker (PPW) and includes required written documentation from the student's

treatment provider. Student participation in the home school level 1 program is not a requirement for Phoenix students. The Phoenix Program includes academic instruction through the Needwood Academy in courses for credit toward a high school diploma. A drug-free environment is maintained through weekly urinalysis and group counseling on recovery. In addition, high adventure activities and a community service component foster self-esteem and team building in drug-free activities. Phoenix is not a treatment program; rather it is a support program for students in treatment or immediately after treatment.

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 School Collaborative Problem-solving Team (CPS). 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. The behavior management system follows the principles of Positive Behavior Interventions and Supports (PBIS), which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors. In addition to academic and behavioral interventions, the programs also offer counseling, case management services, parent outreach, and frequent progress monitoring.

Glenmont Middle School Program at Lynnbrook Center

Glenmont serves students attending schools in the Downcounty area.

Hadley Farms Middle School Program

Hadley Farms Center serves students attending schools in the Upcounty area.

Level 3 Programs

Blair G. Ewing Center

Capital Project: Blair G. Ewing Center was assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. (See Appendix R for the FACT score of this facility.) To address facilities needs at this school, an FY 2013 appropriation for facility planning was approved in the Modification to Holding, Special Education and Alternative Centers Project for a feasibility study to identify improvement for this building. A recommendation for facility improvements will be made in a future CIP.

The following programs are located at Blair G. Ewing Center.

Fleet Street Program

Fleet Street Middle School program serves students grades 6–8 who have been involved in a serious disciplinary action that warranted a recommendation for expulsion. Students are referred by the Chief Operating Officer's office in lieu of expulsion. The referral process is facilitated by the referring school's pupil personnel worker (PPW). The program provides academic instruction in courses leading to completion of grade level objectives 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 also are placed here. The program provides small structured classes, close supervision, direct instruction in behavioral skills, and immediate reinforcement to students. In addition to differentiated academic and behavioral interventions, the program also offers counseling, case management services, parent outreach, and frequent progress monitoring. The intent of the program is to help students return to and function effectively in their home middle school.

Randolph Academy

Randolph Academy serves students in grades 9–12 who have been involved in a serious disciplinary action that warranted a recommendation for expulsion. Students are referred by the Chief Operating Officer's office in lieu of expulsion. The referral process is facilitated by the referring school's pupil personnel worker (PPW). The program provides an academic program in courses for credit toward a high school diploma. Special education students who have been expelled also are placed here. Students utilize direct teacher instruction along with Distance Learning during a modified school day schedule. The program provides small structured classes, close supervision, direct instruction in behavioral skills, and immediate reinforcement to students. In addition to differentiated academic and

behavioral interventions, the program also offers counseling, case management services, parent outreach, and frequent progress monitoring. The intent of the program is to help students return to and function effectively in their home high school. The program provides transportation for the morning and afternoon sessions. Meals are not included.

45-day Interim Placement Program

45-day Interim Alternative Education Setting (IAES) is for special education students, grades 6–12, and is managed by the Randolph Academy site coordinator. Students are placed in the program for involvement in drugs, weapons, or serious bodily injury. Students remain enrolled in their home school, which provides daily class work and assignments. Principals can locate the process for accessing this program in the "Discipline for Special Education Student Procedures" and through consultation with the Department of Equity, Assurance and Compliance (DEAC) and their special education supervisors. Students attend for three hours a day, and there are morning and afternoon sessions—one session is for high school students and the other session is for middle school students.

CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|-----------------------|-----------------------|-----------------|--------------------|
| Blair G. Ewing Center | Facility Improvements | Proposed | TBD |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

Alternative Programs

| Programs | Location | Year Established | Grades | Program Enrollment | Length of Stay |
|------------------|-----------------------|------------------|--------|--------------------|----------------|
| Level 2 | | | | | |
| Needwood | Blair G. Ewing Center | 2009 | 9-12 | 120 | 1-3 semesters |
| Phoenix | Blair G. Ewing Center | 1979 | 9-12 | 50 | 1-3 semesters |
| Glenmont MS | Lynnbrook Center | 1997 | 6-8 | 25 | 1-3 semesters |
| Hadley Farms | 7401 Hadley Farms Dr. | 2002 | 6-8 | 25 | 1-3 semesters |
| Level 3 | | | | | |
| Fleet Street | Blair G. Ewing Center | 2003 | 6-8 | 30 | 1-2 semesters |
| Randolph Academy | Blair G. Ewing Center | 1999 | 9-12 | 50 | 1-2 semesters |

Career Technology Education Programs

Career and Technology Education (CTE) Programs of Study (POS) prepare students for lifelong learning. Montgomery County Public Schools (MCPS) currently offers over 40 POS organized within the following 11 career clusters:

- Arts, Humanities, Media, and Communications;
- Biosciences, Health Science, and Medicine;
- Business Management and Finance;
- Construction and Development;
- Education, Training, and Child Studies;
- Engineering, Scientific Research, and Manufacturing Technologies;
- Environmental, Agricultural, and Natural Resources;
- Human and Consumer Services, Hospitality, and Tourism;
- Information Technology;
- Law, Government, Public Safety, and Administration; and
- Transportation, Distribution, and Logistics.

Over 22,000 MCPS students are enrolled in at least one CTE POS pathway course at high schools throughout the county or at Thomas Edison High School of Technology (TEHST).

CTE POS continue to focus on challenging, meaningful instruction that provides academic and technical knowledge and skills and prepares students for college and careers. Most POS provide opportunities to earn college credit at selected postsecondary institutions. Students are taking and passing industry credentialing examinations in areas, such as business, information technology, hospitality, and cosmetology.

CTE POS may be housed at the home schools or at TEHST. TEHST gives students from all high schools equitable access to some POS. 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 established for each career cluster a Cluster Advisory Board (CAB) that includes representatives from the business community and postsecondary institutions. CABs strive to provide seamless experiences for students as they move from elementary and middle school to high school and postsecondary experiences.

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 10 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 Thomas Edison High School of Technology (TEHST). The programs are nationally certified by National Automotive Technicians Education Foundation (NATEF), an affiliation of Automotive Service Excellence (ASE). The 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 the following: Carpentry, Electricity, Masonry, Plumbing, HVAC, Principles of Architecture and CAD Technology, and Foundations of Building and Construction Technology. The CTF programs are located at 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 High School, and TEHST. 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 ITFs 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.

Thomas Edison High School of Technology

Planning Study: Wheaton High School and Thomas Edison High School of Technology (TEHST) are currently located on the same site and share one facility. These schools are scheduled for modernization. During the past two years, two major planning studies were conducted to prepare for the modernization of these schools. During the fall and winter 2010–2011, a Roundtable Discussion, with broad stakeholder involvement, met to explore various approaches for the future relationship between the two schools. Following the Roundtable review, the Board of Education took action on March 28, 2011, to keep the two schools separate with distinct identities and directed staff to conduct a feasibility study to review two options—a one

OTHER EDUCATIONAL FACILITIES

building option and a two building option. At the conclusion of the feasibility study, on September 13, 2011, the Board of Education adopted a two-building option for the modernizations of Wheaton High School and Thomas Edison High School of Technology.

Capital Project: An FY 2014 appropriation for planning funds is recommended for construction funds to construct the replacement facilities for Wheaton High School and Thomas Edison High School of Technology. The completion dates for these schools are scheduled for August 2015 for the Wheaton High School facility, August 2017 for the Thomas Edison High School of Technology facility, and August 2018 for restoration of the site. In order for this project to be completed on the new schedule, county and state funding must be provided at levels recommended in this CIP.

CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|--------------------------------|---------------|-----------------|--|
| Thomas Edison HS of Technology | Modernization | Programmed | Aug. 2017, Building Aug. 2018, Site |




Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

Holding Facilities

-  Future Holding Facility
-  Holding Facility
-  Cluster

0 2 4 8
Miles



Holding Facilities

Holding facilities are utilized for capital projects, such as modernizations and large-scale addition projects to house students and staff during construction. By relocating students and staff to a holding facility, MCPS is able to reduce the length of time required for construction and provide a safe and secure environment for the students and staff. Currently, MCPS utilizes the following facilities as holding schools for modernizations and large-scale addition projects.

Elementary School Holding Facilities

The elementary school holding facilities were assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. To address needs at these facilities, an FY 2013 appropriation for facility planning is recommended in the Modifications to Holding, Special Education and Alternative Centers Project for feasibility studies to identify improvements for these buildings. A recommendation for facility improvements will be made in a future CIP.

- Fairland
- Grosvenor
- North Lake
- Radnor

Middle School Holding Facility

Broome Holding Facility

Capital Project: FY 2015 expenditures for planning funds are recommended to reopen the Broome facility, currently owned by Montgomery County, for use as a middle school holding facility. This facility will require significant modifications to support a middle school program. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Emory Grove Holding Facility

In the coming years, elementary schools upcounty will reach an age and condition that will require modernization. Currently, all holding facilities for elementary schools undergoing modernization are located in the mid-to lower part of the county. A site selection was conducted in spring 2011 to identify a site for an upcounty holding facility. The site selection process was completed in fall 2011. On January 10, 2012, the Board of Education selected the Emory Grove Center to be the fifth elementary school holding facility. Renovations will be made to this facility during the 2012–2013 school year so that the facility may be used as a holding facility beginning in August 2013.

Tilden Center

MCPS has been unable to accelerate the pace of middle school modernizations because currently there is only one middle school holding facility. In addition, with the reopening of Northwood High School in 2004, there is no high school holding facility, requiring high school modernizations to be constructed on site. In order to accelerate the pace of modernizations, funding is recommended in the Amended FY 2011–2016 CIP to replace the Tilden Holding Facility with the Woodward Holding Facility, which will serve as a secondary school holding facility for middle and high schools. In addition, the Amended FY 2011–2016 CIP includes funds to reopen the former Broome Middle School facility as a middle school holding facility for the county.

Woodward Holding Facility

Capital Project: With the reopening of Northwood High School in 2004, there has been no high school holding facility. Tilden Middle School is currently located at the former Woodward High School facility, which is located on Old Georgetown Road. Tilden Middle School has a modernization scheduled for completion in August 2017. Although the school is currently located in the Woodward facility, the current Tilden Holding Facility, located on Tilden Lane, will be modernized to house Tilden Middle School. The Woodward facility will then become a secondary school holding facility for school modernizations scheduled after Tilden Middle School. Tilden Middle School will remain at the Woodward facility until the modernization of the Tilden Lane facility is complete in August 2017. FY 2017 expenditures are programmed in the CIP to design the renovations of the Woodward facility for use as a secondary holding facility.

CAPITAL PROJECTS

| School | Project | Project Status* | Date of Completion |
|---------------------------|-------------|-----------------|--------------------|
| Broome Holding Facility | Renovations | Programmed | TBD |
| Woodward Holding Facility | Renovations | Programmed | TBD |

Approved—Project has an FY 2013 appropriation approved in the FY 2013 Capital Budget.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for FY 2013 or recommended for FY 2014 for a feasibility study.

Recommended—Project has an FY 2014 appropriation recommended for the FY 2014 Capital Budget.

OTHER EDUCATIONAL FACILITIES

Holding Facility Schedule

| Holding Facility | SY 12-13 | SY 13-14 | SY 14-15 | SY 15-16 | SY 16-17 | SY 17-18 | SY 18-19 |
|---------------------------|----------------|-------------------|----------|-----------------------|----------|----------|--------------------|
| ELEMENTARY SCHOOLS | | | | | | | |
| Emory Grove | | Candlewood | | Brown Station | | | |
| Fairland | Glenallan | | | | | | Stonegate |
| Grosvenor | Weller Road | | | | Luxmanor | | DuFief |
| North Lake | Beverly Farms | Bel Pre | | Wheaton Woods | | Maryvale | Belmont |
| Radnor | Bradley Hills | Rock Creek Forest | | Wayside | | Potomac | Cold Spring |
| MIDDLE SCHOOLS | | | | | | | |
| Tilden | Herbert Hoover | | | William H. Farquhar * | | | Tilden at Woodward |

* In the event that M-NCPPC does not support the "land swap" option, the relocation of William H. Farquhar Middle School to the Tilden Holding Center during the school's modernization is the back-up plan.

Holding Facility Data (2012-2013 School Year)

| Holding Facility | Level | Facility Address | Rooms | Total Square Footage | Site Size Acres | Relocatable Classrooms |
|-------------------|------------|-------------------------|-------|----------------------|-----------------|------------------------|
| Fairland Center | Elementary | 13313 Old Columbia Pike | 26 | 45,082 | 9.21 | 9 |
| Grosvenor Center | Elementary | 5701 Grosvenor Lane | 19 | 36,770 | 10.21 | 21 |
| North Lake Center | Elementary | 15101 Bauer Drive | 22 | 40,378 | 9.66 | 16 |
| Radnor Center | Elementary | 7000 Radnor Lane | 16 | 36,663 | 9.03 | 15 |
| Tilden Center | Middle | 6300 Tilden Lane | 39 | 119,516 | 19.7 | 14 |

Community Montessori Charter School

On July 25, 2011, the Board of Education approved the application for the first charter school in Montgomery County. The Community Montessori Charter School (CMSC) opened in August 2012 and serves prekindergarten students ages 3 and 4 years old. The school is located at 3015 Upton Drive in Kensington, Maryland. CMSC is not an MCPS facility and MCPS is not responsible for the capital investments in this facility. However, the students enrolled at the school are Montgomery County Public Schools students. Full implementation of the charter school plan will occur by the 2016–2017 school year with CMCS employing a Montessori educational model with three age groups in the same class. With full implementation, CMCS will serve prekindergarten and kindergarten children (ages 3 to 6) in classes together and Grades 1–3 (ages 6 to 9) together in other classes.

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); Indoor Air Quality (IAQ); 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.

Maintenance and replacement projects are critical to keep aging school facilities operational. As schools age, they are 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.

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. The goal is to provide access to all spaces in MCPS 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.

Current Replacements/Modernizations

This is a summary project for all modernization projects that have planning or construction expenditures for either FY 2013 or FY 2014. 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.

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.

Heating, Ventilation, and Air Conditioning (HVAC) Mechanical Systems 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.

Indoor Air Quality Improvements

This project provides mechanical retrofits and building envelope modifications necessary to address Indoor Air Quality (IAQ) problems at schools. In the past, funds in this project also addressed lead abatement remediation at identified schools and will be used to develop specific remediation and work plans for schools that have complete test results and lead source assessment.

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.

Modifications to Holding, Special Education and Alternative Centers

This project provides funding for feasibility studies at four holding centers, two special education learning centers, and one alternative program center as a result of the Facility Assessment with Criteria and Testing (FACT) assessment that occurred from December 2010–June 2011. Funds will be requested in a future CIP to address the modifications to these facilities.

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. A second study was conducted in FY 2010 to provide restroom renovations at additional schools. 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 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.

Stormwater Discharge and Water Quality Management

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. Also, this project will provide funding to meet State of Maryland requirements that all industrial sites be surveyed and a plan developed to mitigate stormwater runoff.

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.

WSSC Compliance

This project will provide maintenance and upgrades to our existing grease removal devices located in our kitchen facilities throughout the school system in order to be in compliance with WSSC regulations.

Appendix A-1

Montgomery County Public Schools Actual and Projected Enrollment: 2012–2013 to 2018–2019

October 30, 2012

| Grade Level & Program | Preliminary Enrollment | Projected Enrollment | | | | | |
|-------------------------|------------------------|----------------------|----------------|----------------|----------------|----------------|----------------|
| | 2012–13 | 2013–14 | 2014–15 | 2015–16 | 2016–17 | 2017–18 | 2018–19 |
| Prekindergarten | 2,071 | 2,206 | 2,206 | 2,206 | 2,206 | 2,206 | 2,206 |
| Head Start | 618 | 628 | 628 | 628 | 628 | 628 | 628 |
| Grades K–5 | 68,400 | 69,844 | 70,723 | 71,080 | 71,191 | 70,956 | 70,515 |
| Grades 6–8 | 31,539 | 32,340 | 33,239 | 34,499 | 35,378 | 36,332 | 37,180 |
| Grades 9–12 | 45,282 | 45,069 | 44,527 | 44,733 | 45,128 | 46,376 | 47,637 |
| Total K–12 | 145,221 | 147,253 | 148,489 | 150,312 | 151,697 | 153,664 | 155,332 |
| Pre-K Special Education | 1,141 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 |
| GRAND TOTAL | 149,051 | 151,354 | 152,590 | 154,413 | 155,798 | 157,765 | 159,433 |

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

Appendix A-2

Montgomery County Public Schools Actual and Projected Grade Enrollment: 2012–2013 to 2018–2019

October 30, 2012

| Grades | Preliminary Enrollment | Projected Enrollment | | | | | |
|-------------------------|------------------------|----------------------|----------------|----------------|----------------|----------------|----------------|
| | 2012–13 | 2013–14 | 2014–15 | 2015–16 | 2016–17 | 2017–18 | 2018–19 |
| Kindergarten | 11,676 | 11,540 | 11,350 | 11,150 | 11,000 | 11,150 | 11,200 |
| Grade 1 | 11,789 | 12,041 | 11,900 | 11,750 | 11,550 | 11,400 | 11,550 |
| Grade 2 | 11,405 | 11,885 | 12,141 | 12,000 | 11,850 | 11,650 | 11,500 |
| Grade 3 | 11,433 | 11,519 | 12,015 | 12,271 | 12,130 | 11,980 | 11,780 |
| Grade 4 | 11,202 | 11,548 | 11,644 | 12,140 | 12,396 | 12,255 | 12,105 |
| Grade 5 | 10,895 | 11,311 | 11,673 | 11,769 | 12,265 | 12,521 | 12,380 |
| Grade 6 | 10,525 | 10,990 | 11,411 | 11,773 | 11,869 | 12,365 | 12,621 |
| Grade 7 | 10,618 | 10,613 | 11,090 | 11,511 | 11,873 | 11,969 | 12,465 |
| Grade 8 | 10,396 | 10,737 | 10,738 | 11,215 | 11,636 | 11,998 | 12,094 |
| Grade 9 | 12,508 | 12,189 | 12,337 | 12,338 | 12,815 | 13,236 | 13,598 |
| Grade 10 | 11,701 | 12,045 | 11,488 | 11,837 | 11,838 | 12,315 | 12,736 |
| Grade 11 | 10,718 | 10,563 | 10,720 | 10,288 | 10,637 | 10,638 | 11,115 |
| Grade 12 | 10,355 | 10,272 | 9,982 | 10,270 | 9,838 | 10,187 | 10,188 |
| K–5 Total | 68,400 | 69,844 | 70,723 | 71,080 | 71,191 | 70,956 | 70,515 |
| 6–8 Total | 31,539 | 32,340 | 33,239 | 34,499 | 35,378 | 36,332 | 37,180 |
| 9–12 Total | 45,282 | 45,069 | 44,527 | 44,733 | 45,128 | 46,376 | 47,637 |
| K–12 Total | 145,221 | 147,253 | 148,489 | 150,312 | 151,697 | 153,664 | 155,332 |
| Prekindergarten | 2,071 | 2,206 | 2,206 | 2,206 | 2,206 | 2,206 | 2,206 |
| Head Start | 618 | 628 | 628 | 628 | 628 | 628 | 628 |
| Pre-K Special Education | 1,141 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 | 1,267 |
| GRAND TOTAL | 149,051 | 151,354 | 152,590 | 154,413 | 155,798 | 157,765 | 159,433 |

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

Appendix A-3

Montgomery County Public Schools Enrollment by Race/Ethnic Groups: 1968-2012

October 30, 2012

| School Year | Native Hawaiian / Pacific Islander | | American Indian / Alaskan Native | | Two or more races | | Asian | | Black or African American | | Hispanic | | White | | Total Enrollment |
|-----------------|------------------------------------|---------|----------------------------------|---------|-------------------|---------|--------|---------|---------------------------|---------|----------|---------|---------|---------|------------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| 1968-69 | | | 75 | 0.1% | | | 1,208 | 1.0% | 4,872 | 4.0% | 1,673 | 1.4% | 113,621 | 93.6% | 121,449 |
| 1969-70 | | | 123 | 0.1% | | | 1,401 | 1.1% | 5,716 | 4.6% | 1,832 | 1.5% | 115,899 | 92.7% | 124,971 |
| 1970-71 | | | 131 | 0.1% | | | 1,476 | 1.2% | 6,454 | 5.1% | 2,438 | 1.9% | 114,845 | 91.6% | 125,344 |
| 1971-72 | | | 113 | 0.1% | | | 1,640 | 1.3% | 7,292 | 5.8% | 2,475 | 2.0% | 114,687 | 90.9% | 126,207 |
| 1972-73 | | | 194 | 0.2% | | | 1,904 | 1.5% | 8,013 | 6.3% | 2,688 | 2.1% | 114,113 | 89.9% | 126,912 |
| 1973-74 | | | 77 | 0.1% | | | 1,849 | 1.5% | 9,264 | 7.3% | 1,996 | 1.6% | 112,990 | 89.5% | 126,176 |
| 1974-75 | | | 113 | 0.1% | | | 1,929 | 1.6% | 9,928 | 8.0% | 2,050 | 1.6% | 110,299 | 88.7% | 124,319 |
| 1975-76 | | | 122 | 0.1% | | | 2,438 | 2.0% | 10,578 | 8.7% | 2,234 | 1.8% | 106,900 | 87.4% | 122,272 |
| 1976-77 | | | 822 | 0.7% | | | 3,758 | 3.2% | 11,012 | 9.4% | 3,668 | 3.1% | 98,370 | 83.6% | 117,630 |
| 1977-78 | | | 545 | 0.5% | | | 4,084 | 3.6% | 11,201 | 9.9% | 3,517 | 3.1% | 93,278 | 82.8% | 112,625 |
| 1978-79 | | | 334 | 0.3% | | | 4,360 | 4.1% | 11,192 | 10.4% | 3,486 | 3.2% | 88,058 | 82.0% | 107,430 |
| 1979-80 | | | 209 | 0.2% | | | 4,774 | 4.7% | 11,648 | 11.4% | 3,442 | 3.4% | 82,446 | 80.4% | 102,519 |
| 1980-81 | | | 187 | 0.2% | | | 5,598 | 5.7% | 11,912 | 12.1% | 3,760 | 3.8% | 77,386 | 78.3% | 98,843 |
| 1981-82 | | | 161 | 0.2% | | | 6,291 | 6.6% | 12,175 | 12.7% | 4,122 | 4.3% | 72,838 | 76.2% | 95,587 |
| 1982-83 | | | 156 | 0.2% | | | 6,791 | 7.3% | 12,345 | 13.3% | 4,231 | 4.6% | 68,994 | 74.6% | 92,517 |
| 1983-84 | | | 166 | 0.2% | | | 7,266 | 8.0% | 12,714 | 14.0% | 4,388 | 4.8% | 66,496 | 73.0% | 91,030 |
| 1984-85 | | | 136 | 0.1% | | | 8,024 | 8.7% | 13,327 | 14.5% | 4,807 | 5.2% | 65,410 | 71.3% | 91,704 |
| 1985-86 | | | 140 | 0.2% | | | 8,759 | 9.4% | 13,765 | 14.8% | 5,273 | 5.7% | 64,934 | 69.9% | 92,871 |
| 1986-87 | | | 142 | 0.2% | | | 9,471 | 10.0% | 14,342 | 15.2% | 5,845 | 6.2% | 64,660 | 68.5% | 94,460 |
| 1987-88 | | | 194 | 0.2% | | | 10,229 | 10.6% | 14,984 | 15.6% | 6,376 | 6.6% | 64,488 | 67.0% | 96,271 |
| 1988-89 | | | 223 | 0.2% | | | 10,960 | 11.1% | 15,900 | 16.1% | 7,208 | 7.3% | 64,228 | 65.2% | 98,519 |
| 1989-90 | | | 294 | 0.3% | | | 11,565 | 11.5% | 16,612 | 16.6% | 8,199 | 8.2% | 63,589 | 63.4% | 100,259 |
| 1990-91 | | | 268 | 0.3% | | | 12,352 | 11.9% | 17,721 | 17.1% | 9,202 | 8.9% | 64,189 | 61.9% | 103,732 |
| 1991-92 | | | 293 | 0.3% | | | 12,983 | 12.1% | 18,867 | 17.6% | 10,189 | 9.5% | 65,067 | 60.6% | 107,399 |
| 1992-93 | | | 323 | 0.3% | | | 13,521 | 12.3% | 19,938 | 18.1% | 11,071 | 10.1% | 65,184 | 59.2% | 110,037 |
| 1993-94 | | | 397 | 0.3% | | | 14,014 | 12.4% | 21,009 | 18.5% | 12,260 | 10.8% | 65,749 | 58.0% | 113,429 |
| 1994-95 | | | 464 | 0.4% | | | 14,440 | 12.3% | 22,170 | 18.9% | 13,439 | 11.5% | 66,569 | 56.9% | 117,082 |
| 1995-96 | | | 400 | 0.3% | | | 15,016 | 12.5% | 23,265 | 19.3% | 14,437 | 12.0% | 67,173 | 55.8% | 120,291 |
| 1996-97 | | | 440 | 0.4% | | | 15,384 | 12.6% | 24,281 | 19.8% | 15,348 | 12.5% | 67,052 | 54.7% | 122,505 |
| 1997-98 | | | 442 | 0.4% | | | 15,904 | 12.7% | 25,420 | 20.3% | 16,502 | 13.2% | 66,767 | 53.4% | 125,035 |
| 1998-99 | | | 428 | 0.3% | | | 16,380 | 12.8% | 26,820 | 21.0% | 17,815 | 13.9% | 66,409 | 51.9% | 127,852 |
| 1999-00 | | | 385 | 0.3% | | | 17,093 | 13.1% | 27,490 | 21.0% | 19,485 | 14.9% | 66,236 | 50.7% | 130,689 |
| 2000-01 | | | 407 | 0.3% | | | 17,895 | 13.3% | 28,426 | 21.2% | 21,731 | 16.2% | 65,849 | 49.0% | 134,308 |
| 2001-02 | | | 414 | 0.3% | | | 19,042 | 13.9% | 28,928 | 21.1% | 23,517 | 17.2% | 64,931 | 47.5% | 136,832 |
| 2002-03 | | | 428 | 0.3% | | | 19,765 | 14.2% | 29,755 | 21.4% | 24,915 | 17.9% | 64,028 | 46.1% | 138,891 |
| 2003-04 | | | 429 | 0.3% | | | 19,908 | 14.3% | 30,736 | 22.1% | 26,058 | 18.7% | 62,072 | 44.6% | 139,203 |
| 2004-05 | | | 396 | 0.3% | | | 20,118 | 14.4% | 31,446 | 22.6% | 27,011 | 19.4% | 60,366 | 43.3% | 139,337 |
| 2005-06 | | | 402 | 0.3% | | | 20,458 | 14.7% | 31,816 | 22.8% | 27,931 | 20.0% | 58,780 | 42.2% | 139,387 |
| 2006-07 | | | 418 | 0.3% | | | 20,452 | 14.8% | 31,620 | 22.9% | 28,582 | 20.7% | 56,726 | 41.2% | 137,798 |
| 2007-08 | | | 403 | 0.3% | | | 20,931 | 15.2% | 31,597 | 22.9% | 29,602 | 21.5% | 55,212 | 40.1% | 137,745 |
| 2008-09 | | | 399 | 0.3% | | | 21,551 | 15.5% | 32,173 | 23.1% | 30,738 | 22.1% | 54,415 | 39.1% | 139,276 |
| 2009-10 | | | 433 | 0.3% | | | 22,177 | 15.6% | 32,883 | 23.2% | 32,236 | 22.7% | 54,048 | 38.1% | 141,777 |
| 2010-11 | 82 | 0.1% | 233 | 0.2% | 6,228 | 4.3% | 20,573 | 14.3% | 30,720 | 21.3% | 36,433 | 25.3% | 49,795 | 34.6% | 144,064 |
| 2011-12 | 95 | 0.1% | 256 | 0.2% | 6,519 | 4.4% | 20,984 | 14.3% | 31,106 | 21.2% | 38,102 | 26.0% | 49,435 | 33.7% | 146,497 |
| 2012-13 prelim. | 86 | 0.1% | 276 | 0.2% | 6,862 | 4.6% | 21,261 | 14.3% | 31,763 | 21.3% | 39,730 | 26.7% | 49,073 | 32.9% | 149,051 |

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, September 30, 2012

Notes: All Hispanic students, regardless of their race, are included under Hispanic enrollment.

Beginning in 2010-11 changes in the reporting of race/ethnicity were made. These changes are reflected in the table, where "Two of more races" and "Native Hawaiian/Pacific Islander" are new categories, and "American Indian/Alaskan Native" is an expanded category.

Appendix A-4

Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Groups: 1968 to 2012

October 30, 2012

| School Year | Native Hawaiian / Pacific Islander | | American Indian / Alaskan Native | | Two or more races | | Asian | | Black or African American | | Hispanic | | White | | Total | |
|----------------|---------------------------------------|--------|-------------------------------------|--------|-------------------|--------|--------|---------|------------------------------|---------|----------|--------|---------|---------|------------|---------|
| | Number | Change | Number | Change | Number | Change | Number | Change | Number | Change | Number | Change | Number | Change | Enrollment | Change |
| 1968-69 | | | 75 | | | | 1,208 | | 4,872 | | 1,673 | | 113,621 | | 121,449 | |
| 1969-70 | | | 123 | 48 | | | 1,401 | 193 | 5,716 | 844 | 1,832 | 159 | 115,899 | 2,278 | 124,971 | 3,522 |
| 1970-71 | | | 131 | 8 | | | 1,476 | 75 | 6,454 | 738 | 2,438 | 606 | 114,845 | (1,054) | 125,344 | 3,733 |
| 1971-72 | | | 113 | (18) | | | 1,640 | 164 | 7,292 | 838 | 2,475 | 37 | 114,687 | (158) | 126,207 | 863 |
| 1972-73 | | | 194 | 81 | | | 1,904 | 264 | 8,013 | 721 | 2,688 | 213 | 114,113 | (574) | 126,912 | 705 |
| 1973-74 | | | 77 | (117) | | | 1,849 | (55) | 9,264 | 1,251 | 1,996 | (692) | 112,990 | (1,123) | 126,176 | (736) |
| 1974-75 | | | 113 | 36 | | | 1,929 | 80 | 9,928 | 664 | 2,050 | 54 | 110,299 | (2,691) | 124,319 | (1,857) |
| 1975-76 | | | 122 | 9 | | | 2,438 | 509 | 10,578 | 650 | 2,234 | 184 | 106,900 | (3,399) | 122,272 | (2,047) |
| 1976-77 | | | 822 | 700 | | | 3,758 | 1,320 | 11,012 | 434 | 3,668 | 1,434 | 98,370 | (8,530) | 117,630 | (4,642) |
| 1977-78 | | | 545 | (277) | | | 4,084 | 326 | 11,201 | 189 | 3,517 | (151) | 93,278 | (5,092) | 112,625 | (5,005) |
| 1978-79 | | | 334 | (211) | | | 4,360 | 276 | 11,192 | (9) | 3,486 | (31) | 88,058 | (5,220) | 107,430 | (5,195) |
| 1979-80 | | | 209 | (125) | | | 4,774 | 414 | 11,648 | 456 | 3,442 | (44) | 82,446 | (5,612) | 102,519 | (4,911) |
| 1980-81 | | | 187 | (22) | | | 5,598 | 824 | 11,912 | 264 | 3,760 | 318 | 77,386 | (5,060) | 98,843 | (3,676) |
| 1981-82 | | | 161 | (26) | | | 6,291 | 693 | 12,175 | 263 | 4,122 | 362 | 72,838 | (4,548) | 95,587 | (3,256) |
| 1982-83 | | | 156 | (5) | | | 6,791 | 500 | 12,345 | 170 | 4,231 | 109 | 68,994 | (3,844) | 92,517 | (3,070) |
| 1983-84 | | | 166 | 10 | | | 7,266 | 475 | 12,714 | 369 | 4,388 | 157 | 66,496 | (2,498) | 91,030 | (1,487) |
| 1984-85 | | | 136 | (30) | | | 8,024 | 758 | 13,327 | 613 | 4,807 | 419 | 65,410 | (1,086) | 91,704 | 674 |
| 1985-86 | | | 140 | 4 | | | 8,759 | 735 | 13,765 | 438 | 5,273 | 466 | 64,934 | (476) | 92,871 | 1,167 |
| 1986-87 | | | 142 | 2 | | | 9,471 | 712 | 14,342 | 577 | 5,845 | 572 | 64,660 | (274) | 94,460 | 1,589 |
| 1987-88 | | | 194 | 52 | | | 10,229 | 758 | 14,984 | 642 | 6,376 | 531 | 64,488 | (172) | 96,271 | 1,811 |
| 1988-89 | | | 223 | 29 | | | 10,960 | 731 | 15,900 | 916 | 7,208 | 832 | 64,228 | (260) | 98,519 | 2,248 |
| 1989-90 | | | 294 | 71 | | | 11,565 | 605 | 16,612 | 712 | 8,199 | 991 | 63,589 | (639) | 100,259 | 1,740 |
| 1990-91 | | | 268 | (26) | | | 12,352 | 787 | 17,721 | 1,109 | 9,202 | 1,003 | 64,189 | 600 | 103,732 | 3,473 |
| 1991-92 | | | 293 | 25 | | | 12,983 | 631 | 18,867 | 1,146 | 10,189 | 987 | 65,067 | 878 | 107,399 | 3,667 |
| 1992-93 | | | 323 | 30 | | | 13,521 | 538 | 19,938 | 1,071 | 11,071 | 882 | 65,184 | 117 | 110,037 | 2,638 |
| 1993-94 | | | 397 | 74 | | | 14,014 | 493 | 21,009 | 1,071 | 12,260 | 1,189 | 65,749 | 565 | 113,429 | 3,392 |
| 1994-95 | | | 464 | 67 | | | 14,440 | 426 | 22,170 | 1,161 | 13,439 | 1,179 | 66,569 | 820 | 117,082 | 3,653 |
| 1995-96 | | | 400 | (64) | | | 15,016 | 576 | 23,265 | 1,095 | 14,437 | 998 | 67,173 | 604 | 120,291 | 3,209 |
| 1996-97 | | | 440 | 40 | | | 15,384 | 368 | 24,281 | 1,016 | 15,348 | 911 | 67,052 | (121) | 122,505 | 2,214 |
| 1997-98 | | | 442 | 2 | | | 15,904 | 520 | 25,420 | 1,139 | 16,502 | 1,154 | 66,767 | (285) | 125,035 | 2,530 |
| 1998-99 | | | 428 | (14) | | | 16,380 | 476 | 26,820 | 1,400 | 17,815 | 1,313 | 66,409 | (358) | 127,852 | 2,817 |
| 1999-00 | | | 385 | (43) | | | 17,093 | 713 | 27,490 | 670 | 19,485 | 1,670 | 66,236 | (173) | 130,689 | 2,837 |
| 2000-01 | | | 407 | 22 | | | 17,895 | 802 | 28,426 | 936 | 21,731 | 2,246 | 65,849 | (387) | 134,308 | 3,619 |
| 2001-02 | | | 414 | 7 | | | 19,042 | 1,147 | 28,928 | 502 | 23,517 | 1,786 | 64,931 | (918) | 136,832 | 2,524 |
| 2002-03 | | | 428 | 14 | | | 19,765 | 723 | 29,755 | 827 | 24,915 | 1,398 | 64,028 | (903) | 138,891 | 2,059 |
| 2003-04 | | | 429 | 1 | | | 19,908 | 143 | 30,736 | 981 | 26,058 | 1,143 | 62,072 | (1,956) | 139,203 | 312 |
| 2004-05 | | | 396 | (33) | | | 20,118 | 210 | 31,446 | 710 | 27,011 | 953 | 60,366 | (1,706) | 139,337 | 134 |
| 2005-06 | | | 402 | 6 | | | 20,458 | 340 | 31,816 | 370 | 27,931 | 920 | 58,780 | (1,586) | 139,387 | 50 |
| 2006-07 | | | 418 | 16 | | | 20,452 | (6) | 31,620 | (196) | 28,582 | 651 | 56,726 | (2,054) | 137,798 | (1,589) |
| 2007-08 | | | 403 | (15) | | | 20,931 | 479 | 31,597 | (23) | 29,602 | 1,020 | 55,212 | (1,514) | 137,745 | (53) |
| 2008-09 | | | 399 | (4) | | | 21,551 | 620 | 32,173 | 576 | 30,738 | 1,136 | 54,415 | (797) | 139,276 | 1,531 |
| 2009-10 | | | 433 | 34 | | | 22,177 | 626 | 32,883 | 710 | 32,236 | 1,498 | 54,048 | (367) | 141,777 | 2,501 |
| 2010-11 | 82 | 82 | 233 | (200) | 6,228 | 6,228 | 20,573 | (1,604) | 30,720 | (2,163) | 36,433 | 4,197 | 49,795 | (4,253) | 144,064 | 2,287 |
| 2011-12 | 95 | 13 | 256 | 23 | 6,519 | 291 | 20,984 | 411 | 31,106 | 386 | 38,102 | 1,669 | 49,435 | (360) | 146,497 | 2,433 |
| 2011-12 | 86 | (9) | 276 | 43 | 6,862 | 343 | 21,261 | 277 | 31,763 | 657 | 39,730 | 1,628 | 49,073 | (362) | 149,051 | 2,554 |

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, September 30, 2012

Notes: All Hispanic students, regardless of their race, are included under Hispanic enrollment.

Beginning in 2010-11 changes in the reporting of race/ethnicity were made. These changes are reflected in the table, where "Two or more races" and

"Native Hawaiian/Pacific Islander" are new categories, and "American Indian/Alaskan Native" is an expanded category.

Appendix B-1

Actual and Projected ESOL Enrollment

October 30, 2012

| Program | Actual | | Budgeted | Projected Enrollment | | | | | |
|-------------------|-----------------|-----------------|-----------------|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY11 2010-11 | FY12 2011-12 | FY13 2012-13 | FY14 2013-14 | FY15 2014-15 | FY16 2015-16 | FY17 2016-17 | FY18 2017-18 | FY19 2018-19 |
| Elementary School | 15,102 | 15,450 | 15,500 | 16,300 | 16,300 | 16,300 | 16,300 | 16,300 | 16,300 |
| Middle School | 1,505 | 1,480 | 1,500 | 1,700 | 1,700 | 1,700 | 1,700 | 1,700 | 1,700 |
| High School | 2,211 | 2,252 | 2,200 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 |
| Special Centers | | | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Total Enrollment | 18,818 | 19,182 | 19,250 | 20,150 | 20,150 | 20,150 | 20,150 | 20,150 | 20,150 |
| METS: | | | | | | | | | |
| Elementary | 53 | 34 | 60 | 45 | 45 | 45 | 45 | 45 | 45 |
| Middle | 99 | 78 | 100 | 90 | 90 | 90 | 90 | 90 | 90 |
| High | 123 | 127 | 130 | 130 | 130 | 130 | 130 | 130 | 130 |

* Actual ESOL enrollment is based on the average monthly enrollment reported by the Division of ESOL/Bilingual programs from October 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

October 30, 2012

| Program | Actual | | Budgeted | Projected Enrollment | | | | | |
|-----------------|-----------------|-----------------|-----------------|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY11 2010-11 | FY12 2011-12 | FY13 2012-13 | FY14 2013-14 | FY15 2014-15 | FY16 2015-16 | FY17 2016-17 | FY18 2017-18 | FY19 2018-19 |
| Head Start | 618 | 618 | 618 | 628 | 628 | 628 | 628 | 628 | 628 |
| Prekindergarten | 2027 | 2,060 | 2,085 | 2,206 | 2,206 | 2,206 | 2,206 | 2,206 | 2,206 |

* Actual Head Start and Prekindergarten enrollment is as of official September 30th each year. Prekindergarten enrollment includes 61 students at the Montessori Charter School and 2,145 at regular schools. 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

October 30, 2012

| Program | Actual | | Budgeted | Projected Enrollment | | | | | |
|----------------------|-----------------|-----------------|-----------------|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | FY11 2010-11 | FY12 2011-12 | FY13 2012-13 | FY14 2013-14 | FY15 2014-15 | FY16 2015-16 | FY17 2016-17 | FY18 2017-18 | FY19 2018-19 |
| Alternative Programs | 213 | 185 | 225 | 225 | 225 | 225 | 225 | 225 | 225 |
| Gateway to College | 117 | 129 | 160 | 134 | 70 | 35 | 0 | 0 | 0 |

* Actual Alternative Programs and Gateway to College enrollment is as of official September 30th each year. The Gateway to College program ends following 2015-16 school year. Forecasts developed cooperatively by the Division of Long-range Planning, the Department of Alternative Programs.

Appendix C

School Enrollment and Capacity (2012–2013 and 2018–2019 School year)

| | School | 2012–2013 School Year | | | 2018–2019 School Year | | |
|---------------------------|----------------------|-----------------------|----------|-------------|-----------------------|-----------|-------------|
| | | Enrollment | Capacity | Utilization | Enrollment | Capacity* | Utilization |
| Elementary Schools | | | | | | | |
| 1 | Arcola | 719 | 434 | (285) | 734 | 624 | (110) |
| 2 | Ashburton | 796 | 629 | (167) | 760 | 629 | (131) |
| 3 | Bannockburn | 390 | 365 | (25) | 400 | 365 | (35) |
| 4 | Lucy V. Barnsley | 663 | 395 | (268) | 610 | 395 | (215) |
| 5 | Beall | 784 | 641 | (143) | 788 | 641 | (147) |
| 6 | Bel Pre | 481 | 368 | (113) | 488 | 568 | 80 |
| 7 | Bells Mill | 578 | 609 | 31 | 584 | 609 | 25 |
| 8 | Belmont | 318 | 425 | 107 | 285 | 425 | 140 |
| 9 | Bethesda | 512 | 384 | (128) | 555 | 568 | 13 |
| 10 | Beverly Farms | 576 | 689 | 113 | 570 | 689 | 119 |
| 11 | Bradley Hills | 508 | 342 | (166) | 619 | 638 | 19 |
| 12 | Broad Acres | 697 | 618 | (79) | 734 | 618 | (116) |
| 13 | Brooke Grove | 386 | 544 | 158 | 365 | 544 | 179 |
| 14 | Brookhaven | 431 | 512 | 81 | 451 | 512 | 61 |
| 15 | Brown Station | 526 | 420 | (106) | 597 | 658 | 61 |
| 16 | Burning Tree | 506 | 391 | (115) | 500 | 391 | (109) |
| 17 | Burnt Mills | 503 | 358 | (145) | 535 | 358 | (177) |
| 18 | Burtonsville | 683 | 455 | (228) | 669 | 455 | (214) |
| 19 | Candlewood | 359 | 434 | 75 | 400 | 502 | 102 |
| 20 | Cannon Road | 420 | 521 | 101 | 427 | 521 | 94 |
| 21 | Carderock Springs | 410 | 406 | (4) | 405 | 406 | 1 |
| 22 | Rachel Carson | 933 | 667 | (266) | 897 | 667 | (230) |
| 23 | Cashell | 326 | 341 | 15 | 317 | 341 | 24 |
| 24 | Cedar Grove | 528 | 422 | (106) | 808 | 422 | (386) |
| 25 | Chevy Chase | 523 | 450 | (73) | 433 | 450 | 17 |
| 26 | Clarksburg | 266 | 313 | 47 | 435 | 313 | (122) |
| 27 | Clearspring | 628 | 655 | 27 | 620 | 655 | 35 |
| 28 | Clopper Mill | 437 | 416 | (21) | 480 | 416 | (64) |
| 29 | Cloverly | 452 | 454 | 2 | 453 | 454 | 1 |
| 30 | Cold Spring | 363 | 458 | 95 | 355 | 458 | 103 |
| 31 | College Gardens | 837 | 671 | (166) | 833 | 671 | (162) |
| 32 | Cresthaven | 490 | 493 | 3 | 473 | 493 | 20 |
| 33 | Captain James Daly | 594 | 471 | (123) | 654 | 471 | (183) |
| 34 | Damascus | 305 | 345 | 40 | 286 | 345 | 59 |
| 35 | Darnestown | 345 | 264 | (81) | 365 | 455 | 90 |
| 36 | Diamond | 610 | 463 | (147) | 619 | 463 | (156) |
| 37 | Dr. Charles R. Drew | 469 | 431 | (38) | 475 | 431 | (44) |
| 38 | DuFief | 372 | 405 | 33 | 342 | 405 | 63 |
| 39 | East Silver Spring | 486 | 558 | 72 | 559 | 558 | (1) |
| 40 | Fairland | 601 | 650 | 49 | 560 | 650 | 90 |
| 41 | Fallsmead | 532 | 597 | 65 | 530 | 597 | 67 |
| 42 | Farmland | 651 | 715 | 64 | 684 | 715 | 31 |
| 43 | Fields Road | 471 | 485 | 14 | 489 | 485 | (4) |
| 44 | Flower Hill | 484 | 440 | (44) | 475 | 440 | (35) |
| 45 | Flower Valley | 472 | 429 | (43) | 490 | 429 | (61) |
| 46 | Forest Knolls | 687 | 506 | (181) | 689 | 506 | (183) |
| 47 | Fox Chapel | 623 | 632 | 9 | 620 | 632 | 12 |
| 48 | Gaithersburg | 741 | 657 | (84) | 798 | 657 | (141) |
| 49 | Galway | 832 | 733 | (99) | 743 | 733 | (10) |
| 50 | Garrett Park | 631 | 755 | 124 | 733 | 755 | 22 |
| 51 | Georgian Forest | 554 | 304 | (250) | 560 | 583 | 23 |
| 52 | Germantown | 298 | 316 | 18 | 297 | 316 | 19 |
| 53 | William B. Gibbs Jr. | 755 | 734 | (21) | 742 | 734 | (8) |
| 54 | Glen Haven | 555 | 551 | (4) | 589 | 551 | (38) |
| 55 | Glenallan | 472 | 274 | (198) | 602 | 631 | 29 |
| 56 | Goshen | 581 | 503 | (78) | 608 | 503 | (105) |
| 57 | Great Seneca Creek | 766 | 649 | (117) | 703 | 649 | (54) |
| 58 | Greencastle | 718 | 567 | (151) | 690 | 567 | (123) |
| 59 | Greenwood | 529 | 584 | 55 | 490 | 584 | 94 |
| 60 | Harmony Hills | 741 | 671 | (70) | 794 | 671 | (123) |
| 61 | Highland | 534 | 462 | (72) | 535 | 462 | (73) |
| 62 | Highland View | 392 | 278 | (114) | 435 | 548 | 113 |
| 63 | Jackson Road | 677 | 661 | (16) | 665 | 661 | (4) |
| 64 | Jones Lane | 489 | 440 | (49) | 465 | 440 | (25) |

*Includes capacity from recommended projects.

| | School | 2012–2013 School Year | | | 2018–2019 School Year | | |
|-----|-----------------------|-----------------------|----------|-------------|-----------------------|-----------|-------------|
| | | Enrollment | Capacity | Utilization | Enrollment | Capacity* | Utilization |
| 65 | Kemp Mill | 474 | 442 | (32) | 490 | 442 | (48) |
| 66 | Kensington-Parkwood | 653 | 471 | (182) | 669 | 471 | (198) |
| 67 | Lake Seneca | 454 | 371 | (83) | 494 | 371 | (123) |
| 68 | Lakewood | 569 | 556 | (13) | 515 | 556 | 41 |
| 69 | Laytonsville | 471 | 465 | (6) | 465 | 465 | 0 |
| 70 | Little Bennett | 958 | 673 | (285) | 1075 | 673 | (402) |
| 71 | Luxmanor | 452 | 428 | (24) | 596 | 642 | 46 |
| 72 | Thurgood Marshall | 593 | 535 | (58) | 606 | 535 | (71) |
| 73 | Maryvale | 582 | 570 | (12) | 648 | 740 | 92 |
| 74 | Spark M. Matsunaga | 1011 | 651 | (360) | 966 | 651 | (315) |
| 75 | S. Christa McAuliffe | 636 | 489 | (147) | 669 | 489 | (180) |
| 76 | Ronald McNair | 792 | 613 | (179) | 758 | 613 | (145) |
| 77 | Meadow Hall | 426 | 332 | (94) | 435 | 332 | (103) |
| 78 | Mill Creek Towne | 409 | 333 | (76) | 418 | 333 | (85) |
| 79 | Monocacy | 160 | 219 | 59 | 150 | 219 | 69 |
| 80 | Montgomery Knolls | 485 | 501 | 16 | 475 | 501 | 26 |
| 81 | New Hampshire Estates | 509 | 444 | (65) | 484 | 444 | (40) |
| 82 | Roscoe R. Nix | 545 | 480 | (65) | 489 | 480 | (9) |
| 83 | North Chevy Chase | 409 | 220 | (189) | 345 | 358 | 13 |
| 84 | Oak View | 353 | 358 | 5 | 438 | 358 | (80) |
| 85 | Oakland Terrace | 517 | 496 | (21) | 460 | 496 | 36 |
| 86 | Olney | 613 | 584 | (29) | 565 | 584 | 19 |
| 87 | William T. Page | 404 | 341 | (63) | 420 | 341 | (79) |
| 88 | Pine Crest | 438 | 381 | (57) | 445 | 381 | (64) |
| 89 | Piney Branch | 495 | 611 | 116 | 573 | 611 | 38 |
| 90 | Poolesville | 391 | 539 | 148 | 493 | 539 | 46 |
| 91 | Potomac | 496 | 424 | (72) | 475 | 550 | 75 |
| 92 | Judith A. Resnik | 597 | 463 | (134) | 660 | 463 | (197) |
| 93 | Dr. Sally K. Ride | 508 | 503 | (5) | 522 | 503 | (19) |
| 94 | Ritchie Park | 521 | 387 | (134) | 540 | 387 | (153) |
| 95 | Rock Creek Forest | 597 | 325 | (272) | 685 | 745 | 60 |
| 96 | Rock Creek Valley | 423 | 383 | (40) | 385 | 383 | (2) |
| 97 | Rock View | 626 | 631 | 5 | 654 | 631 | (23) |
| 98 | Lois P. Rockwell | 450 | 523 | 73 | 471 | 523 | 52 |
| 99 | Rolling Terrace | 812 | 672 | (140) | 818 | 672 | (146) |
| 100 | Rosemary Hills | 730 | 475 | (255) | 613 | 644 | 31 |
| 101 | Rosemont | 530 | 592 | 62 | 659 | 592 | (67) |
| 102 | Sequoyah | 445 | 465 | 20 | 495 | 465 | (30) |
| 103 | Seven Locks | 358 | 425 | 67 | 390 | 425 | 35 |
| 104 | Sherwood | 489 | 568 | 79 | 537 | 568 | 31 |
| 105 | Sargent Shriver | 758 | 541 | (217) | 793 | 541 | (252) |
| 106 | Flora M. Singer | 505 | 652 | 147 | 644 | 652 | 8 |
| 107 | Sligo Creek | 565 | 665 | 100 | 609 | 665 | 56 |
| 108 | Somerset | 516 | 515 | (1) | 500 | 515 | 15 |
| 109 | South Lake | 785 | 679 | (106) | 788 | 679 | (109) |
| 110 | Stedwick | 597 | 614 | 17 | 565 | 614 | 49 |
| 111 | Stone Mill | 629 | 654 | 25 | 634 | 654 | 20 |
| 112 | Stonegate | 468 | 395 | (73) | 460 | 395 | (65) |
| 113 | Strathmore | 408 | 460 | 52 | 414 | 460 | 46 |
| 114 | Strawberry Knoll | 560 | 433 | (127) | 581 | 433 | (148) |
| 115 | Summit Hall | 604 | 419 | (185) | 625 | 419 | (206) |
| 116 | Takoma Park | 592 | 586 | (6) | 572 | 586 | 14 |
| 117 | Travilah | 427 | 504 | 77 | 405 | 504 | 99 |
| 118 | Twinbrook | 551 | 538 | (13) | 620 | 538 | (82) |
| 119 | Viers Mill | 642 | 389 | (253) | 726 | 740 | 14 |
| 120 | Washington Grove | 384 | 586 | 202 | 544 | 586 | 42 |
| 121 | Waters Landing | 669 | 482 | (187) | 674 | 736 | 62 |
| 122 | Watkins Mill | 648 | 700 | 52 | 619 | 700 | 81 |
| 123 | Wayside | 536 | 670 | 134 | 547 | 670 | 123 |
| 124 | Weller Road | 607 | 527 | (80) | 679 | 743 | 64 |
| 125 | Westbrook | 434 | 283 | (151) | 430 | 558 | 128 |
| 126 | Westover | 320 | 293 | (27) | 338 | 293 | (45) |
| 127 | Wheaton Woods | 472 | 334 | (138) | 585 | 740 | 155 |
| 128 | Whetstone | 711 | 724 | 13 | 712 | 724 | 12 |
| 129 | Wood Acres | 767 | 550 | (217) | 718 | 734 | 16 |
| 130 | Woodfield | 325 | 459 | 134 | 310 | 459 | 149 |
| 131 | Woodlin | 562 | 463 | (99) | 574 | 463 | (111) |
| 132 | Wyngate | 710 | 432 | (278) | 689 | 734 | 45 |

*Includes capacity from recommended projects.

| | School | 2012–2013 School Year | | | 2018–2019 School Year | | |
|-----------------------|-----------------------------|-----------------------|----------|-------------|-----------------------|-----------|-------------|
| | | Enrollment | Capacity | Utilization | Enrollment | Capacity* | Utilization |
| High Schools | | | | | | | |
| 1 | Bethesda-Chevy Chase | 1839 | 1665 | (174) | 2191 | 2400 | 209 |
| 2 | Montgomery Blair | 2811 | 2875 | 64 | 3080 | 2875 | (205) |
| 3 | James Blake | 1757 | 1724 | (33) | 1760 | 1724 | (36) |
| 4 | Winston Churchill | 2094 | 1968 | (126) | 2000 | 1968 | (32) |
| 5 | Clarksburg | 1909 | 1575 | (334) | 2076 | 1971 | (105) |
| 6 | Damascus | 1310 | 1470 | 160 | 1314 | 1470 | 156 |
| 7 | Albert Einstein | 1583 | 1615 | 32 | 1561 | 1615 | 54 |
| 8 | Gaithersburg | 2060 | 1992 | (68) | 2180 | 2284 | 104 |
| 9 | Walter Johnson | 2257 | 2274 | 17 | 2467 | 2274 | (193) |
| 10 | John F. Kennedy | 1610 | 1802 | 192 | 1838 | 1802 | (36) |
| 11 | Col. Zadok Magruder | 1699 | 1896 | 197 | 1640 | 1896 | 256 |
| 12 | Richard Montgomery | 2171 | 2218 | 47 | 2377 | 2218 | (159) |
| 13 | Northwest | 2073 | 2151 | 78 | 2448 | 2151 | (297) |
| 14 | Northwood | 1507 | 1512 | 5 | 1661 | 1512 | (149) |
| 15 | Paint Branch | 1925 | 1993 | 68 | 1976 | 1993 | 17 |
| 16 | Poolesville | 1235 | 1152 | (83) | 1076 | 1152 | 76 |
| 17 | Quince Orchard | 1840 | 1777 | (63) | 1938 | 1777 | (161) |
| 18 | Rockville | 1271 | 1516 | 245 | 1479 | 1516 | 37 |
| 19 | Seneca Valley | 1315 | 1298 | (17) | 1310 | 1298 | (12) |
| 20 | Sherwood | 2029 | 2013 | (16) | 1785 | 2013 | 228 |
| 21 | Springbrook | 1739 | 2073 | 334 | 1792 | 2073 | 281 |
| 22 | Watkins Mill | 1436 | 1894 | 458 | 1531 | 1962 | 431 |
| 23 | Wheaton | 1231 | 1258 | 27 | 1486 | 1605 | 119 |
| 24 | Walt Whitman | 1918 | 1828 | (90) | 2098 | 1828 | (270) |
| 25 | Thomas S. Wootton | 2299 | 2127 | (172) | 2143 | 2127 | (16) |
| Middle Schools | | | | | | | |
| 1 | Argyle | 794 | 871 | 77 | 843 | 871 | 28 |
| 2 | John T Baker | 794 | 740 | (54) | 710 | 740 | 30 |
| 3 | Benjamin Banneker | 768 | 778 | 10 | 783 | 778 | (5) |
| 4 | Briggs Chaney | 877 | 910 | 33 | 886 | 910 | 24 |
| 5 | Cabin John | 922 | 1099 | 177 | 1030 | 1099 | 69 |
| 6 | Roberto Clemente | 1159 | 1165 | 6 | 1270 | 1165 | (105) |
| 7 | Eastern | 878 | 1003 | 125 | 1092 | 1003 | (89) |
| 8 | William H. Farquhar | 638 | 881 | 243 | 621 | 796 | 175 |
| 9 | Forest Oak | 772 | 910 | 138 | 989 | 910 | (79) |
| 10 | Robert Frost | 1138 | 1058 | (80) | 937 | 1058 | 121 |
| 11 | Gaithersburg | 682 | 924 | 242 | 906 | 924 | 18 |
| 12 | Herbert Hoover | 999 | 978 | (21) | 929 | 1084 | 155 |
| 13 | Francis Scott Key | 869 | 944 | 75 | 1075 | 944 | (131) |
| 14 | Martin Luther King, Jr | 595 | 888 | 293 | 755 | 888 | 133 |
| 15 | Kingsview | 950 | 1016 | 66 | 1081 | 1016 | (65) |
| 16 | Lakelands Park | 980 | 1104 | 124 | 1131 | 1104 | (27) |
| 17 | Col. E. Brooke Lee | 600 | 768 | 168 | 897 | 768 | (129) |
| 18 | A. Mario Loiederman | 808 | 871 | 63 | 1063 | 871 | (192) |
| 19 | Montgomery Village | 600 | 910 | 310 | 793 | 910 | 117 |
| 20 | Neelsville | 824 | 905 | 81 | 1059 | 905 | (154) |
| 21 | Newport Mill | 575 | 778 | 203 | 718 | 778 | 60 |
| 22 | North Bethesda | 819 | 847 | 28 | 1101 | 847 | (254) |
| 23 | Parkland | 872 | 906 | 34 | 1045 | 906 | (139) |
| 24 | Rosa Parks | 871 | 944 | 73 | 786 | 944 | 158 |
| 25 | John Poole | 350 | 459 | 109 | 307 | 459 | 152 |
| 26 | Thomas W. Pyle | 1370 | 1271 | (99) | 1506 | 1271 | (235) |
| 27 | Redland | 534 | 740 | 206 | 697 | 740 | 43 |
| 28 | Ridgeview | 686 | 986 | 300 | 788 | 986 | 198 |
| 29 | Rocky Hill | 998 | 935 | (63) | 1489 | 935 | (554) |
| 30 | Shady Grove | 551 | 842 | 291 | 642 | 842 | 200 |
| 31 | Silver Spring International | 916 | 1092 | 176 | 1234 | 1092 | (142) |
| 32 | Sligo | 412 | 903 | 491 | 831 | 903 | 72 |
| 33 | Takoma Park | 916 | 922 | 6 | 1080 | 922 | (158) |
| 34 | Tilden | 769 | 963 | 194 | 917 | 963 | 46 |
| 35 | Julius West | 1120 | 995 | (125) | 1347 | 1445 | 98 |
| 36 | Westland | 1198 | 1063 | (135) | 1660 | 1063 | (597) |
| 37 | White Oak | 706 | 945 | 239 | 964 | 945 | (19) |
| 38 | Earle B. Wood | 924 | 936 | 12 | 1112 | 936 | (176) |

*Includes capacity from recommended projects.

Appendix D

Montgomery County Public Schools Relocatable Classrooms: 2012–2013 School Year

| Cluster/ School | Relocatables on site for 2013–2013 to Address: | | | Cluster/ School | Relocatables on site for 2012–2013 to Address: | | | Cluster/ School | Relocatables on site for 2012–2013 to Address: | | |
|-------------------------------|---|----------|-----------|------------------------------|---|----------|-----------|-------------------------------|---|-------------------------|------------|
| | Overutilization | DC | Total | | Overutilization | DC | Total | | Overutilization | DC | Total |
| Bethesda-Chevy Chase | | | | Col. Zadok Magruder | | | | Watkins Mill | | | |
| Bethesda-Chevy Chase HS | 2 | | 2 | Flower Hill | 4 | | 4 | Total | 0 | 0 | 0 |
| Westland MS | 4 | 1 | 5 | Mill Creek Towne | 3 | | 3 | Walt Whitman | | | |
| Bethesda | 5 | | 5 | Judith A. Resnik | 4 | | 4 | Bannockburn | 2 | | 2 |
| North Chevy Chase | 5 | | 5 | Total | 11 | 0 | 11 | Burning Tree | 3 | | 3 |
| Rock Creek Forest | 5 | 1 | 6 | Richard Montgomery | | | | Wood Acres | 7 | | 7 |
| Rosemary Hills | 6 | | 6 | Julius West MS | 2 | | 2 | Total | 12 | 0 | 12 |
| Westbrook | 5 | | 5 | Beall | 8 | | 8 | Thomas S. Wootton | | | |
| Total | 32 | 2 | 34 | College Gardens | 4 | | 4 | Thomas S. Wootton HS | 9 | | 9 |
| Winston Churchill | | | | Ritchie Park | 5 | | 5 | Cold Spring | 1 | | 1 |
| Potomac | 5 | | 5 | Twinbrook | 4 | | 4 | DuFief | 1 | 1 | 2 |
| Total | 5 | 0 | 5 | Total | 23 | 0 | 23 | Total | 11 | 1 | 12 |
| Clarksburg | | | | Northeast Consortium* | | | | Grand Total by Use | 385 | 10 | 395 |
| Clarksburg HS | 11 | | 11 | James H. Blake HS | 4 | | 4 | | | | |
| Rocky Hill MS | 7 | | 7 | Broad Acres | 4 | | 4 | SCHOOL TOTAL: | 395 | | |
| Clarksburg ES | 4 | | 4 | Burnt Mills | 4 | | 4 | | | | |
| Daly | 4 | | 4 | Burtonsville | 6 | | 6 | | | | |
| Little Bennett | 8 | | 8 | Cloverly | 2 | | 2 | | | | |
| Total | 34 | 0 | 34 | Greencastle | 4 | | 4 | | | | |
| Damascus | | | | Page | 2 | | 2 | | | | |
| Cedar Grove | 4 | | 4 | Stonegate | 3 | 1 | 4 | | | | |
| Total | 4 | 0 | 4 | Westover | 4 | | 4 | | | | |
| Downcounty Consortium* | | | | Total | 33 | 1 | 34 | Other Relocatable Uses | | | |
| Wheaton HS | 2 | | 2 | Northwest | | | | | # Units | Comment | |
| Arcola | 6 | | 6 | Clopper Mill | 4 | | 4 | Construction | | | |
| Bel Pre | 8 | | 8 | Darnestown | 6 | | 6 | Waters Landing ES | 2 | Class displacement | |
| Forest Knolls | 3 | | 3 | Diamond | 2 | 1 | 3 | Westbrook ES | 3 | Class displacement | |
| Georgian Forest | 11 | | 11 | Great Seneca Creek | 3 | | 3 | Gaithersburg HS | 14 | Modernization | |
| Highland View | 6 | | 6 | Spark M. Matsunaga | 14 | 1 | 15 | Ridgeview MS | 4 | Improvements | |
| Kemp Mill ES | 1 | | 1 | Ronald McNair | 5 | | 5 | Total | 23 | | |
| Oakland Terrace | 4 | | 4 | Total | 34 | 2 | 36 | Holding Schools | | | |
| Pine Crest | 2 | | 2 | Poolesville | | | | Fairland Center | 9 | Glenallan | |
| Rolling Terrace | 3 | | 3 | Monocacy | 1 | | 1 | Grosvenor Center | 21 | Weller Road | |
| Shriver | 6 | | 6 | Total | 1 | 0 | 1 | North Lake Center | 16 | Bel Pre ES | |
| Viers Mill | 15 | | 15 | Quince Orchard | | | | Radnor Center | 15 | Bradley Hills | |
| Wheaton Woods | 8 | | 8 | Brown Station | 6 | | 6 | Tilden Center | 14 | Herbert Hoover MS | |
| Woodlin | 6 | | 6 | Rachel Carson | 6 | 1 | 7 | Total | 75 | | |
| Total | 81 | 0 | 81 | Jones Lane | 6 | | 6 | Other Uses at Schools | | | |
| Gaithersburg | | | | Marshall | 1 | | 1 | Gaithersburg ES | 1 | Parent Resource Ctr. | |
| Goshen | 5 | | 5 | Total | 19 | 1 | 20 | Gaithersburg HS | 1 | Mont. College Program | |
| Laytonsville | | 1 | 1 | Rockville | | | | Rosemary Hills ES | 1 | Benchmarks Program | |
| Rosemont | | 1 | 1 | Lucy V. Barnsley | 9 | | 9 | Seneca Valley HS | 1 | Transitions (CCC) | |
| Strawberry Knoll | 5 | | 5 | Flower Valley | 1 | | 1 | Sherwood ES | 1 | Baldrige Lab | |
| Summit Hall | 8 | | 8 | Maryvale | 1 | | 1 | Summit Hall ES | 1 | Judy Center | |
| Total | 18 | 2 | 20 | Meadow Hall | 3 | | 3 | Wootton HS | 1 | Mont. College Program | |
| Walter Johnson | | | | Rock Creek Valley | 4 | | 4 | Wootton HS | 1 | Bathroom | |
| Ashburton | 6 | | 6 | Carl Sandburg Center | 2 | | 2 | Total | 8 | | |
| Kensington-Parkwood | 7 | | 7 | Total | 20 | 0 | 20 | Nonschool Locations | | | |
| Luxmanor | 3 | | 3 | Seneca Valley | | | | Bethesda Depot | 3 | Offices | |
| Wyngate | 10 | | 10 | Lake Seneca | 5 | | 5 | Children's Res. Ctr. | 1 | Infants & Todd. offices | |
| Total | 26 | 0 | 26 | S. Christa McAuliffe | 5 | | 5 | Clarksburg Depot | 1 | Maintenance | |
| | | | | Sally K. Ride | 4 | | 4 | Clarksburg Depot | 2 | Transportation | |
| | | | | Waters Landing | 7 | | 7 | Kingsley | 5 | Transitions | |
| | | | | Total | 21 | 0 | 21 | Lincoln Warehouse | 1 | Copy Plus Program | |
| | | | | Sherwood | | | | Montgomery College | 2 | Germantown | |
| | | | | Belmont | | 1 | 1 | Randolph Depot | 3 | Offices | |
| | | | | Total | 0 | 1 | 1 | Rockinghorse | 2 | ESOL Offices | |
| | | | | | | | | Shady Grove Depot | 10 | | |
| | | | | | | | | Smith Center | 2 | Outdoor Education | |
| | | | | | | | | Total | 32 | | |
| | | | | | | | | OTHER TOTAL: | 138 | | |

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 NE Consortium is the equivalent of 3 clusters.

Appendix E

Modernization Schedule for Assessed Schools

| Schools | Year Built | Year Renovated | FACT Score | Schedule |
|---|-------------|----------------|---------------|---|
| Elementary | | | | |
| Glenallan | 1966 | | 1418 | 8/2013 |
| Beverly Farms | 1965 | | 1427 | 1/2013 |
| 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 |
| <i>Sandburg (collocation with Maryvale)</i> | <i>1962</i> | | <i>414.05</i> | <i>1/2018</i> |
| <i>Cold Spring</i> | <i>1972</i> | | <i>382.04</i> | <i>8/2019</i> |
| <i>Dufief</i> | <i>1975</i> | | <i>357.01</i> | <i>8/2019</i> |
| <i>Belmont</i> | <i>1974</i> | | <i>349.28</i> | <i>8/2019</i> |
| <i>Stonegate</i> | <i>1971</i> | | <i>334.95</i> | <i>8/2019</i> |
| <i>Damascus</i> | <i>1934</i> | <i>1980</i> | <i>331.89</i> | <i>1/2021</i> |
| <i>Twinbrook</i> | <i>1952</i> | <i>1986</i> | <i>330.58</i> | <i>1/2021</i> |
| <i>Summit Hall</i> | <i>1971</i> | | <i>328.90</i> | <i>1/2021</i> |
| <i>Rosemary Hills</i> | <i>1956</i> | <i>1988</i> | <i>327.05</i> | <i>1/2021</i> |
| Middle | | | | |
| Herbert Hoover | 1966 | | 1427 | 8/2013 |
| William H. Farquhar | 1968 | | 1434 | 8/2016 |
| Tilden @ Woodward | 1966 | | 1455 | 8/2019 |
| Eastern | 1951 | 1976 | 1472 | 8/2021 |
| E. Brooke Lee | 1966 | | 1479 | TBD |
| High | | | | |
| Paint Branch | 1969 | | 1425 | 8/2012 Building 8/2013 Site |
| Gaithersburg | 1951 | 1978 | 1214 | 8/2013 Building 8/2014 Site |
| Wheaton/ Thomas Edison | 1954 | 1983 | 1220 | 8/2016 Building 8/2018 Building 8/2019 Site |
| Seneca Valley | 1974 | | 1254 | 8/2018 Building 8/2019 Site |
| Thomas S. Wootton | 1970 | | 1301 | 8/2020 Building 8/2021 Site |
| Poolesville | 1953 | 1978 | 1362 | 8/2022 Building 8/2023 Site |
| Col. Zadok Magruder | 1970 | | 1471 | TBD |
| Damascus | 1950 | 1978 | 1496 | TBD |
| Northwood | 1956 | 2004 | **** | TBD |

Note: Schools were assessed for modernization in 1992, 1996, and 1999. Assessments were completed on the remaining 34 elementary and 11 middle schools during December 2010 and June 2011. (These schools are listed above in italics.) Four holding centers, three Special Education Learning Centers, and one Alternative Program Center also were assessed during December 2010 and June 2011. Schools will be added to the modernization list once planning and/or construction expenditures are included in the six-year Capital Improvements Program. See Appendix R for a complete list of schools that were assessed in the 2010–2011 school year.

Projects with a **TBD** are projects that were assessed prior to December 2010 and do not have planning and/or construction expenditures in the Superintendent's Recommended FY2014 Capital Budget and Amendments the FY2013-2018 CIP. This TBD status will be revised in a future CIP.

Appendix F

Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2012

| | School/Facility | Project Scope | | School/Facility | Project Scope |
|----|-------------------------|--------------------------|----|--------------------------|---------------------------------|
| 1 | A. Mario Loiederman MS | Asphalt Striping | 45 | Carderock Springs ES | Trash Compactor |
| 2 | A. Mario Loiederman MS | Concrete | 46 | Rachel Carson ES | Painting |
| 3 | Ashburton ES | Hand Dryers | 47 | Rachel Carson ES | Divider Door Modifications |
| 4 | Ashburton ES | Storm Water Management | 48 | Rachel Carson ES | Fire Alarm Repairs |
| 5 | Ashburton ES | Window Re-Glazing | 49 | Rachel Carson ES | Gym Floor |
| 6 | Ashburton ES | Soffit Replacement | 50 | Rachel Carson ES | Full Re-Roofing |
| 7 | Ashburton ES | Site Work | 51 | Rachel Carson ES | Roof Leak Damage |
| 8 | Ashburton ES | Playground Renovation | 52 | Chevy Chase ES | Flood Tests |
| 9 | Ashburton ES | Fencing | 53 | Chevy Chase ES | Asphalt Striping |
| 10 | Ashburton ES | Field Renovation | 54 | Chevy Chase ES | Masonry Waterproofing |
| 11 | Ashburton ES | Painting - Exterior | 55 | Winston Churchill HS | Hatch and Ladder Design |
| 12 | Bannockburn ES | Sewer Line | 56 | Winston Churchill HS | Concrete |
| 13 | Bannockburn ES | Painting | 57 | Clarksburg ES | Lock Box |
| 14 | Bannockburn ES | Emergency Generator | 58 | Clarksburg ES | Roof Repairs |
| 15 | John T. Baker MS | Floor Covering | 59 | Clearspring ES | Roof Repairs |
| 16 | John T. Baker MS | Fencing | 60 | Clearspring ES | Lock Box |
| 17 | Lucy V. Barnsley ES | Lock Box | 61 | Clearspring ES | Asphalt Striping |
| 18 | Beall ES | Gym Floor | 62 | Clearspring ES | Fire Alarm System |
| 19 | Beall ES | Doors | 63 | Clearspring ES | Asphalt |
| 20 | Benjamin Banneker MS | Fencing | 64 | Roberto Clemente MS | Sprinkler Head Access Panels |
| 21 | Benjamin Banneker MS | Painting | 65 | Clopper Mill ES | Access Door |
| 22 | Bethesda Chevy Chase HS | Light Fixtures | 66 | Clopper Mill ES | Kitchen Serving Line |
| 23 | Bethesda Chevy Chase HS | Retaining Wall | 67 | Clopper Mill ES | Walk-In Box |
| 24 | Bethesda Chevy Chase HS | Asphalt Striping | 68 | Clopper Mill ES | Ceiling & Lights |
| 25 | Bethesda ES | Asphalt | 69 | Clopper Mill ES | Stacking Oven |
| 26 | Bethesda ES | Asphalt Striping | 70 | Clopper Mill ES | Fire Alarm System |
| 27 | Montgomery Blair HS | Fascia Repairs | 71 | Clopper Mill ES | Kitchen Serving Line |
| 28 | Montgomery Blair HS | Floor Covering | 72 | Cloverly ES | Asphalt Striping |
| 29 | James Hubert Blake HS | Lock Box | 73 | Cloverly ES | Concrete |
| 30 | James Hubert Blake HS | Asphalt | 74 | Cold Spring ES | Lock Box |
| 31 | James Hubert Blake HS | Asphalt Striping | 75 | Cold Spring ES | Roof Replacement Modifications |
| 32 | Briggs Chaney MS | Ladder and Platform Mod. | 76 | Cold Spring ES | Canopy |
| 33 | Briggs Chaney MS | Library Security Gates | 77 | Concord Center | Lock Box |
| 34 | Broad Acres ES | Fence | 78 | Captain James E. Daly ES | Wall Repairs |
| 35 | Broad Acres ES | Partial Re-Roofing | 79 | Captain James E. Daly ES | Lock Box |
| 36 | Broad Acres ES | Roof Leak Damage | 80 | Captain James E. Daly ES | Trash Compactor |
| 37 | Broad Acres ES | Partial Re-Roofing | 81 | Captain James E. Daly ES | Asphalt |
| 38 | Brookhaven ES | Soffit Replacement | 82 | Captain James E. Daly ES | Asphalt Striping |
| 39 | Brown Station ES | Lock Box | 83 | Damascus ES | Windows |
| 40 | Brown Station ES | Floor Covering | 84 | Damascus ES | Lock Box |
| 41 | Brown Station ES | Asbestos Abatement | 85 | Damascus HS | New Ladders and Hatches |
| 42 | Burning Tree ES | Playground Renovation | 86 | Damascus HS | Masonry Waterproofing |
| 43 | Burtonsville ES | Fencing | 87 | Damascus HS | Roof Access Ladder/Masonry Work |
| 44 | Burtonsville ES | Fireproofing Repairs | 88 | Damascus HS | Windows |

| | School/Facility | Project Scope | | School/Facility | Project Scope |
|-----|------------------------|--------------------------|-----|------------------------|---|
| 89 | Damascus HS | Trash Room Floor | 133 | Robert Frost MS | Floor Covering |
| 90 | Darnestown ES | Lock Box | 134 | Robert Frost MS | Asbestos Abatement |
| 91 | Darnestown ES | Floor Covering | 135 | Robert Frost MS | Fire Alarm System |
| 92 | Darnestown ES | Asbestos Abatement | 136 | Robert Frost MS | Air Monitoring |
| 93 | Diamond ES | Asphalt | 137 | Robert Frost MS | Water Main |
| 94 | Diamond ES | Asphalt Striping | 138 | Robert Frost MS | Courtyard Doors |
| 95 | Dr. Charles Drew ES | Fire Alarm Repairs | 139 | Gaithersburg ES | Ladders |
| 96 | Dr. Charles Drew ES | Windows | 140 | Gaithersburg MS | Library Security Gates |
| 97 | Dr. Charles Drew ES | Painting | 141 | Gaithersburg MS | Fire Alarm System |
| 98 | DuFief ES | Roof Repairs | 142 | Garrett Park ES | Painting |
| 99 | DuFief ES | Lock Box | 143 | Georgian Forest ES | Playground Renovation |
| 100 | DuFief ES | Gooseneck Repairs | 144 | Georgian Forest ES | Restroom Partitions |
| 101 | DuFief ES | Asbestos Abatement | 145 | Germantown ES | Kitchen Serving Line |
| 102 | East Silver Spring ES | Trash Room Floor | 146 | Goshen ES | Lock Box |
| 103 | East Silver Spring ES | Fireproofing Repairs | 147 | Greencastle ES | Lock Box |
| 104 | Eastern MS | Lock Box | 148 | Greencastle ES | Gym Floor |
| 105 | Eastern MS | Fireproofing Repairs | 149 | Greenwood ES | Floor Covering |
| 106 | Blair Ewing Center | Fire Alarm System | 150 | Highland ES | Lock Box |
| 107 | Fairland Center | Lock Box | 151 | Highland ES | Playground Renovation |
| 108 | Fairland Center | Ceiling/Lights | 152 | Highland ES | Electrical Repairs |
| 109 | Fairland ES | Lock Box | 153 | Highland ES | Gym Floor |
| 110 | Fairland ES | Painting | 154 | Highland View ES | Lock Box |
| 111 | Fairland ES | Asphalt Striping | 155 | Jackson Road ES | Lock Box |
| 112 | Fairland ES | Roof Drain Modifications | 156 | Jones Lane ES | Fencing |
| 113 | Fairland ES | Asphalt | 157 | Kemp Mill ES | Masonry Waterproofing |
| 114 | Fairland ES | Partial Re-Roofing | 158 | John F. Kennedy HS | Lock Box |
| 115 | William H. Farquhar MS | Lock Box | 159 | John F. Kennedy HS | Partial Stadium Field Renovation |
| 116 | William H. Farquhar MS | Asphalt Striping | 160 | John F. Kennedy HS | Irrigation Repair |
| 117 | Fields Road ES | Lock Box | 161 | John F. Kennedy HS | Gym Floor Refinishing |
| 118 | Flower Hill ES | Concrete | 162 | John F. Kennedy HS | Exterior Masonry Seal |
| 119 | Flower Hill ES | Asphalt | 163 | John F. Kennedy HS | Paint Exterior Basketball Courts |
| 120 | Flower Hill ES | Asphalt Striping | 164 | John F. Kennedy HS | Replace Ext Basketball Pole/Backboard |
| 121 | Flower Valley ES | Roof Repairs | 165 | John F. Kennedy HS | Replace Restroom Dispensers |
| 122 | Flower Valley ES | Lock Box | 166 | John F. Kennedy HS | Stage Floor Replacement/Reflective Strips |
| 123 | Forest Knolls ES | Lock Box | 167 | John F. Kennedy HS | Painting |
| 124 | Forest Knolls ES | Fireproofing Repairs | 168 | John F. Kennedy HS | Fence |
| 125 | Forest Oak MS | Library Security Gates | 169 | Kensington Parkwood ES | Canopy |
| 126 | Fox Chapel ES | Asphalt Striping | 170 | Kensington Parkwood ES | Snow Guard Installation |
| 127 | Fox Chapel ES | Ceilings & Lights | 171 | Kensington Parkwood ES | Fireproofing Repairs |
| 128 | Fox Chapel ES | Canopy Renovation | 172 | Francis Scott Key MS | New sinks |
| 129 | Fox Chapel ES | Strobe Repairs | 173 | Lake Seneca ES | Fencing |
| 130 | Fox Chapel ES | Electrical Work | 174 | Lake Seneca ES | Trash Room Floor |
| 131 | Fox Chapel ES | Gym Floor | 175 | Lake Seneca ES | Floor Covering |
| 132 | Robert Frost MS | Mag Locks | 176 | Lakewood ES | Mural Installation |

| | School/Facility | Project Scope | | School/Facility | Project Scope |
|-----|-------------------------|---------------------------------------|-----|--------------------------|---|
| 177 | Laytonsville ES | Mag Locks | 223 | Neelsville MS | Fire Alarm System |
| 178 | Laytonsville ES | Courtyard Doors | 224 | Neelsville MS | Corridor/Athletic Lockers |
| 179 | Laytonsville ES | Masonry Waterproofing | 225 | Neelsville MS | Trash Room Floor |
| 180 | Laytonsville ES | Gas Meter Bollards | 226 | Neelsville MS | Fire Alarm/Sprinkler Inspection Repairs |
| 181 | Laytonsville ES | Fencing | 227 | New Hampshire Estates ES | Smoke Detectors |
| 182 | Laytonsville ES | Fireproofing Repairs | 228 | Newport Mill MS | Gym Partition Repairs |
| 183 | Laytonsville ES | Stair Treads | 229 | Newport Mill MS | Asphalt Striping |
| 184 | Laytonsville ES | Fire Pump Motor Replacement | 230 | North Bethesda MS | Asphalt Striping |
| 185 | Laytonsville ES | Lock Box | 231 | North Bethesda MS | Additional Lockers |
| 186 | Laytonsville ES | Painting | 232 | North Chevy Chase ES | Lock Box |
| 187 | Laytonsville ES | Restroom Partitions | 233 | North Chevy Chase ES | Asphalt Striping |
| 188 | E. Brook Lee MS | Floor Covering | 234 | North Chevy Chase ES | Concrete |
| 189 | E. Brook Lee MS | Asbestos Abatement | 235 | North Chevy Chase ES | Trash Room Floor |
| 190 | E. Brook Lee MS | Trash Room Floor | 236 | North Lake Center | Painting |
| 191 | Col. Zadok Magruder HS | Playground Renovation | 237 | Northwest HS | Sprinkler Head Access Panels |
| 192 | Col. Zadok Magruder HS | Running Track Repairs | 238 | Northwood HS | Floor Covering |
| 193 | Col. Zadok Magruder HS | Lock Box | 239 | Northwood HS | Lockers |
| 194 | Col. Zadok Magruder HS | PA System Interlock | 240 | Northwood HS | Refinish Stage Floor |
| 195 | Col. Zadok Magruder HS | Floor Covering | 241 | Northwood HS | Painting |
| 196 | Col. Zadok Magruder HS | Fencing | 242 | Northwood HS | New Tennis Court Practice Wall |
| 197 | Maryvale ES | Smoke Detector Repairs | 243 | Northwood HS | Auditorium Seating Replacement |
| 198 | Spark M. Matsunaga ES | Painting | 244 | Northwood HS | Stage Floor Replacement |
| 199 | Spark M. Matsunaga ES | Floor Covering | 245 | Northwood HS | Window Replacement |
| 200 | S. Christa McAuliffe ES | Lock Box | 246 | Northwood HS | Auditorium Acoustics |
| 201 | S. Christa McAuliffe ES | Trash Room Floor | 247 | Northwood HS | Tennis Court Refurbishment |
| 202 | S. Christa McAuliffe ES | Electrical Repairs | 248 | Oak View ES | Playground Renovation |
| 203 | S. Christa McAuliffe ES | Gym Floor | 249 | Oak View ES | Boiler Chimney Refurbishing |
| 204 | Ronald McNair ES | Trash Compactor | 250 | Oak View ES | Exterior Wall Repairs |
| 205 | Ronald McNair ES | Soffit Replacement | 251 | Oak View ES | Partial Re-Roofing |
| 206 | Ronald McNair ES | Gym Floor Refinishing | 252 | Olney ES | Playground Renovation |
| 207 | Ronald McNair ES | Exterior Basketball Court Renovations | 253 | Olney ES | Ductwork |
| 208 | Ronald McNair ES | Volleyball & Badminton Equipment | 254 | Olney ES | Asphalt |
| 209 | Monocacy ES | Trash Compactor | 255 | Olney ES | Asphalt Striping |
| 210 | Monocacy ES | PA System | 256 | Olney ES | Partial Re-Roofing |
| 211 | Richard Montgomery HS | Painting | 257 | Rosa M. Parks MS | PA System |
| 212 | Richard Montgomery HS | Library Security Gates | 258 | Pine Crest ES | PA System |
| 213 | Richard Montgomery HS | Roof Repairs | 259 | Piney Branch ES | Floor Covering |
| 214 | Montgomery Knolls ES | Asphalt Striping | 260 | Piney Branch ES | Air Monitoring |
| 215 | Montgomery Knolls ES | Sky-Lights | 261 | Piney Branch ES | Asbestos Abatement |
| 216 | Montgomery Knolls ES | Asphalt | 262 | John Poole MS | Asphalt Striping |
| 217 | Montgomery Village MS | Trash Room Floor | 263 | Poolesville ES | Asphalt |
| 218 | Montgomery Village MS | Floor Covering | 264 | Poolesville ES | Asphalt Striping |
| 219 | Montrose Center | Roof Access Ladders | 265 | Poolesville ES | Gym Floor |
| 220 | Montrose Center | Fire Proofing | 266 | Poolesville ES | Doors |
| 221 | Neelsville MS | Concrete | 267 | Poolesville HS | Window Blinds |
| 222 | Potomac ES | Asphalt Seal Coat | 268 | Sherwood HS | Fireproofing Repairs |

| | School/Facility | Project Scope | | School/Facility | Project Scope |
|-----|----------------------|--|-----|--------------------------------|-----------------------------------|
| 269 | Potomac ES | Asphalt Striping | 315 | Sherwood HS | Lighting |
| 270 | Thomas W. Pyle MS | Lock Box | 316 | Sherwood HS | Concrete |
| 271 | Thomas W. Pyle MS | Additional Lockers | 317 | Sherwood HS | Field Renovation |
| 272 | Quince Orchard HS | Running Track Refinishing | 318 | Sherwood HS | Masonry Modifications |
| 273 | Quince Orchard HS | Asphalt Striping | 319 | Sherwood HS | Retaining Wall Replacement |
| 274 | Radnor Center | Portable Re-Roofing | 320 | Sherwood HS | Athletic Lockers |
| 275 | Radnor Center | Portable Roof Repairs | 321 | Sherwood HS | Stage Lighting and Rigging |
| 276 | Radnor Center | Fencing | 322 | Sherwood HS | Running Track Repairs |
| 277 | Redland MS | Floor Plates | 323 | Sherwood HS | Partial Re-Roofing |
| 278 | Redland MS | Painting | 324 | Sargent Shriver ES | Playground Renovation |
| 279 | Redland MS | Disconnect Fire Suppression System | 325 | Silver Spring International MS | Grandstand Removal |
| 280 | Redland MS | Gym Light Relocation | 326 | Silver Spring International MS | Lock Box |
| 281 | Redland MS | Basketball Hoop Installation | 327 | Silver Spring International MS | Fireproofing Repairs |
| 282 | Redland MS | Strobe Repairs | 328 | Sligo MS | Mag Locks |
| 283 | Redland MS | Relocate Volleyball Sleeve/Plate | 329 | Sligo MS | Courtyard Doors |
| 284 | Redland MS | Gym Floor Repair | 330 | Sligo MS | Boiler Chimney Cap |
| 285 | Sally K. Ride ES | Strobe Repairs | 331 | Sligo MS | Lock Box |
| 286 | Ridgeview MS | Emergency Generator | 332 | Sligo MS | Library Security Gates |
| 287 | Ridgeview MS | Stage Lighting and Rigging | 333 | Sligo MS | Gas Piping Removal |
| 288 | Ridgeview MS | Gym Wood Floor | 334 | Sligo MS | Partial Re-Roofing |
| 289 | Ritchie Park ES | Bathroom Partition Hardware | 335 | Sligo Creek ES | Lock Box |
| 290 | Rock Creek Forest ES | Lock Box | 336 | Sligo Creek ES | Fireproofing Repairs |
| 291 | Rock Creek Valley ES | Fire Alarm Repairs | 337 | South Lake ES | Ceiling & Lights |
| 292 | Rock Terrace School | Restroom Renovations | 338 | Springbrook HS | Fire Proofing |
| 293 | Rock View ES | Mag Locks | 339 | Stedwick ES | Exterior Masonry Repairs |
| 294 | Rocking Horse Ctr | Fire Alarm System | 340 | Stedwick ES | Windows and Doors |
| 295 | Rocking Horse Ctr | Emergency Generator | 341 | Stedwick ES | Floor Covering |
| 296 | Rockville HS | Lighting | 342 | Stedwick ES | Strobe Repairs |
| 297 | Rockwell ES | Playground Renovation | 343 | Stephen Knolls Center | Floor Covering |
| 298 | Rocky Hill MS | Asphalt Striping | 344 | Stephen Knolls Center | Asbestos Abatement |
| 299 | Rocky Hill MS | Roof Access Ladders | 345 | Stone Mill ES | Door Hold Opens |
| 300 | Rolling Terrace ES | Ceiling/Lights | 346 | Stone Mill ES | Floor Covering |
| 301 | Rosemary Hills ES | Lock Box | 347 | Stonegate ES | Fire Alarm System |
| 302 | Rosemary Hills ES | Exterior Wall Facade Replacement | 348 | Stonegate ES | Windows and Doors |
| 303 | Carl Sandburg Center | Playground Renovation | 349 | Strathmore ES | Ceiling & Lights |
| 304 | Seneca Valley HS | Roof Drain Replacement and Ventilation | 350 | Summit Hall ES | Ladder Modifications/Safety Rails |
| 305 | Seneca Valley HS | Field Netting Replacement | 351 | Summit Hall ES | Gym Floor |
| 306 | Seneca Valley HS | Locker Room ADA Showers | 352 | Summit Hall ES | PA System |
| 307 | Sequoyah ES | Lock Box | 353 | Summit Hall ES | Fencing |
| 308 | Sherwood ES | Fireproofing Repairs | 354 | Summit Hall ES | Asphalt |
| 309 | Sherwood ES | Heat Detector Repairs | 355 | Takoma Park MS | Sponge Blast |
| 310 | Sherwood HS | Lock Box | 356 | Takoma Park MS | Trash Room Floor |
| 311 | Sherwood HS | Partial Re-Roofing | 357 | Tilden MS | Lighting |
| 312 | Sherwood HS | Backstop Replacement | 358 | Tilden MS | Chair Lift |
| 313 | Travilah ES | Partial Re-Roofing | 359 | Whetstone ES | Fire Alarm System |
| 314 | Twinbrook ES | Lights | 360 | Whetstone ES | Doors and Frames |

| | School/Facility | Project Scope | | School/Facility | Project Scope |
|-----|---------------------|------------------------------|-----|-------------------|---------------------------------|
| 361 | Twinbrook ES | Canopy Repairs | 377 | Walt Whitman HS | Cooling Tower Structure Removal |
| 362 | Washington Grove ES | Asbestos Abatement | 378 | Walt Whitman HS | Lock Box |
| 363 | Washington Grove ES | Windows | 379 | Walt Whitman HS | Concrete |
| 364 | Waters Landing ES | Playground Renovation | 380 | Walt Whitman HS | Doors |
| 365 | Waters Landing ES | Heat Pump Replacement | 381 | Walt Whitman HS | Partial Re-Roofing |
| 366 | Watkins Mill ES | Ceiling & Lights | 382 | Earle B. Wood MS | Masonry Waterproofing |
| 367 | Watkins Mill HS | Athletic Lockers | 383 | Earle B. Wood MS | Concrete |
| 368 | Julius West MS | Restroom Partitions | 384 | Whittier Woods ES | Floor Covering |
| 369 | Julius West MS | Asphalt Striping | 385 | Woodfield ES | Lock Box |
| 370 | Westbrook ES | Exterior Wood Repairs | 386 | Woodfield ES | Locker Room Cage Modifications |
| 371 | Whetstone ES | Emergency Generator Circuits | 387 | Woodlin ES | Lock Box |
| 372 | Whetstone ES | Kitchen Serving Line | 388 | Woodlin ES | Relocate Rescue Window |
| 373 | White Oak MS | Corridor Gate | | | |
| 374 | White Oak MS | Retaining Wall Replacement | | | |
| 375 | White Oak MS | Emergency Generator | | | |
| 376 | White Oak MS | Lockset and Cores | | | |

Appendix G

Restroom Renovations Schedule for the FY 2013–2018 CIP

| School Rank | Name of School | Raw Rating* |
|----------------|---|-------------|
| FY 2013 | | |
| 1 | Albert Einstein High School | 1574 |
| 2 | Watkins Mill High School | 1567 |
| 3 | Watkins Mill Elementary School | 1566 |
| 4 | Jones Lane Elementary School | 1565 |
| 5 | Highland View Elementary School | 1547 |
| 6 | Radnor Center | 1544 |
| 7 | Woodfield Elementary School | 1541 |
| 8 | Roberto Clemente Middle School | 1525 |
| 9 | Fairland Center | 1513 |
| 10 | Rock Terrace School | 1509 |
| FY 2014 | | |
| 11 | Cold Spring Elementary School | 1492 |
| 12 | Sherwood High School | 1475 |
| 13 | Carl Sandburg Center | 1456 |
| 14 | Cedar Grove Elementary School | 1455 |
| 15 | Fields Road Elementary School | 1439 |
| 16 | Rachel Carson Elementary School | 1413 |
| 17 | Silver Spring International Middle School | 1412 |
| 18 | White Oak Middle School | 1408 |
| 19 | Beall Elementary School | 1394 |
| 20 | Rosa M. Parks Middle School | 1380 |
| 21 | Dr. Martin Luther King, Jr. Middle School | 1357 |
| FY 2015 | | |
| 22 | Sligo Middle School | 1352 |
| 23 | Briggs Chaney Middle School | 1348 |
| 24 | Cloverly Elementary School | 1335 |
| 25 | Thurgood Marshall Elementary School | 1333 |
| 26 | Stephen Knolls Center | 1328 |
| 27 | Wyngate Elementary School | 1325 |
| 28 | Montgomery Knolls Elementary School | 1315 |
| 29 | Pine Crest Elementary School | 1314 |
| 30 | Meadow Hall Elementary School | 1299 |
| 31 | Twinbrook Elementary School | 1295 |
| 32 | Greencastle Elementary School | 1265 |
| 33 | Waters Landing Elementary School | 1260 |
| 34 | Sligo Creek Elementary School | 1252 |
| 35 | Westbrook Elementary School | 1244 |
| FY 2016 | | |
| 36 | S. Christa McAuliffe Elementary School | 1235 |
| 37 | Northwood High School | 1234 |
| 38 | Ritchie Park Elementary School | 1234 |
| 39 | Brookhaven Elementary School | 1228 |
| 40 | Travilah Elementary School | 1225 |
| 41 | Georgian Forest Elementary School | 1221 |
| 42 | Clopper Mill Elementary School | 1219 |
| 43 | Takoma Park Middle School | 1214 |
| 44 | John Poole Middle School | 1211 |
| 45 | Laytonville Elementary School | 1207 |
| 46 | Montgomery Blair High School | 1204 |
| 47 | Jackson Road Elementary School | 1201 |
| 48 | Bethesda Elementary School | 1201 |

| School Rank | Name of School | Raw Rating* |
|----------------|---------------------------------------|-------------|
| 49 | Oakland Terrace Elementary School | 1195 |
| 50 | Dr. Sally K. Ride Elementary School | 1191 |
| 51 | North Chevy Chase Elementary School | 1188 |
| 52 | Highland Elementary School | 1181 |
| 53 | Ashburton Elementary School | 1180 |
| 54 | Lucy V. Barnsley Elementary School | 1178 |
| 55 | Flower Hill Elementary School | 1177 |
| 56 | Northwest High School | 1172 |
| 57 | Viers Mills Elementary School | 1163 |
| 58 | Lois P. Rockwell Elementary School | 1161 |
| 59 | Monocacy Elementary School | 1159 |
| 60 | Oak View Elementary School | 1158 |
| 61 | Rock View Elementary School | 1153 |
| 62 | Harmony Hills Elementary School | 1152 |
| 63 | Ronald McNair Elementary School | 1150 |
| 64 | Olney Elementary School | 1147 |
| FY 2017 | | |
| 65 | Shady Grove Middle School | 1132 |
| 66 | Capt. James E. Daly Elementary School | 1130 |
| 67 | Goshen Elementary School | 1130 |
| 68 | Forest Knolls Elementary School | 1121 |
| 69 | Rosemary Hills Elementary School | 1119 |
| 70 | North Bethesda Middle School | 1116 |
| 71 | Walt Whitman High School | 1108 |
| 72 | Bethesda Chevy-Chase High School | 1106 |
| 73 | Burning Tree Elementary School | 1105 |
| 74 | Kemp Mill Elementary School | 1102 |
| 75 | James Hubert Blake High School | 1102 |
| 76 | Gaithersburg Elementary School | 1094 |
| 77 | Westland Middle School | 1087 |
| 78 | Flower Valley Elementary School | 1084 |
| 79 | Kingsview Middle School | 1083 |
| 80 | Fairland Elementary School | 1080 |
| 81 | Westover Elementary School | 1079 |
| 82 | Rosemont Elementary School | 1076 |
| 83 | Brooke Grove Elementary School | 1075 |
| 84 | Springbrook High School | 1063 |
| 85 | New Hampshire Est. Elementary School | 1062 |
| 86 | John F. Kennedy High School | 1061 |
| 87 | Greenwood Elementary School | 1061 |
| 88 | Burtonsville Elementary School | 1045 |
| 89 | Dr. Charles R. Drew Elementary School | 1039 |
| 90 | Forest Oak Middle School | 1039 |
| 91 | Sequoyah Elementary School | 1030 |
| FY 2018 | | |
| 92 | Argyle Middle School | 1029 |
| 93 | Clarksburg Elementary School | 1022 |
| 94 | Judith Resnik Elementary School | 1020 |
| 95 | Thomas W. Pyle Middle School | 1013 |
| 96 | Strawberry Knoll Elementary School | 1010 |

* 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 also were based upon visual inspections of the existing materials and fixtures as of August 1, 2009 and conversations with the principal, building services manager, assistant principal, and staff about the existing conditions of the restroom facilities. A total of 110 facilities were assessed and, based on funding, 96 facilities are proposed for renovation in the six year CIP.

Appendix H

Head Start and Prekindergarten Locations: 2012–2013

| School | Head Start Sessions | # Head Start Students | Pre-K Sessions | # Pre-K Students | Total Head Start and Pre-K |
|---|---------------------|-----------------------|----------------|------------------|----------------------------|
| Montgomery College Rockville | 1 | 20 | | | 20 |
| Arcola Elementary School | 1 | 20 | | | 20 |
| Beall Elementary School | 1 ^c | 17 | 1 | 20 | 37 |
| Bel Pre Elementary School | | | 4 | 80 | 80 |
| Bells Mill Elementary School | 1 | 20 | | | 20 |
| Broad Acres Elementary School | 1 | 20 | 3 | 60 | 80 |
| Brooke Grove Elementary School | | | 1 | 20 | 20 |
| Brookhaven Elementary School | | | 2 | 40 | 40 |
| Brown Station Elementary School | 1 | 20 | 2 | 40 | 60 |
| Burnt Mills Elementary School | | | 2 | 40 | 40 |
| Rachel Carson Elementary School | | | 2 | 40 | 40 |
| Cashell 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 | 20 | | | 20 |
| Capt. James E. Daly Elementary School | | | 2 | 40 | 40 |
| Dr. Charles R. Drew Elementary School | | | 3 | 60 | 60 |
| East Silver Spring Elementary School | 1 | 20 | 2 | 40 | 60 |
| Fairland Elementary School | 1 | 20 | 1 | 20 | 40 |
| Fields Road Elementary School | | | 1 | 20 | 20 |
| Flora M. Singer Elementary School | | | 1 | 20 | 20 |
| Flower Hill Elementary School | | | 2 | 40 | 40 |
| Forest Knolls 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 | 2 | 40 | 60 |
| William B. Gibbs, Jr. Elementary School | | | 2 | 40 | 40 |
| Glen Haven Elementary School | | | 2 | 40 | 40 |
| Glenallan Elementary School | 1 ^b | 12 | | | 12 |
| Greencastle Elementary School | | | 2 | 40 | 40 |
| Harmony Hills Elementary School | 1 | 20 | 2 | 40 | 60 |
| Highland Elementary School | 1 | 20 | 2 | 40 | 60 |

| | | | | | |
|--|----------------|-----|-----|-------|-------|
| Jackson Road Elementary School | | | 2 | 40 | 40 |
| Kemp Mill Elementary School | | | 2 | 40 | 40 |
| Lake Seneca Elementary School | | | 1 | 20 | 20 |
| Maryvale Elementary School | 2 ^a | 35 | 2 | 40 | 75 |
| S. Christa McAuliffe Elementary School | 1 | 20 | | | 20 |
| Ronald McNair Elementary School | | | 1 | 20 | 20 |
| Mill Creek Towne Elementary School | | | 1 | 20 | 20 |
| Mont. Knolls Elementary School | 1 | 20 | 2 | 40 | 60 |
| New Hamp. Est. Elementary School | 4 ^a | 75 | 2 | 45 | 120 |
| Roscoe Nix Elementary School | | | 2 | 40 | 40 |
| Oakland Terrace 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 ^c | 17 | 2 | 40 | 57 |
| Rock View Elementary School | | | 2 | 40 | 40 |
| Rolling Terrace Elementary School | 1 | 20 | 2 | 40 | 60 |
| Rosemary Hills Elementary School | | | 2 | 40 | 40 |
| Rosemont Elementary School | | | 2 | 40 | 40 |
| Sargent Shriver Elementary School | | | 2 | 40 | 40 |
| South Lake Elementary School | 1 | 20 | 2 | 40 | 60 |
| Stedwick Elementary School | | | 2 | 40 | 40 |
| Strawberry Knoll Elementary School | 1 ^b | 12 | 1 | 20 | 32 |
| Summit Hall Elementary School | 1 | 20 | 2 | 40 | 60 |
| Takoma Park Elementary School | | | 2 | 40 | 40 |
| Twinbrook Elementary School | 1 | 20 | 2 | 40 | 60 |
| Viers Mill Elementary School | 1 | 20 | 2 | 40 | 60 |
| Wash. Grove Elementary School | 1 | 20 | 3 | 60 | 80 |
| Watkins Mill Elementary School | 1 | 20 | 1 | 20 | 40 |
| Weller Road Elementary School | 1 | 20 | 2 | 40 | 60 |
| Wheaton Woods Elementary School | 1 | 20 | 2 | 40 | 60 |
| Whetstone Elementary School | | | 2 | 40 | 40 |
| Total Sessions Served by MCPS | 32 | | 107 | | |
| Total Enrollment Served by MCPS | | 628 | | 2,145 | 2,773 |

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 mixed-age class of 3s & 4s

Appendix I

Subdivision Staging Policy FY 2013 School Test: Cluster Utilizations in 2017–2018 Reflects County Council Adopted FY 2013 Capital Budget and FY 2013–2018 Capital Improvements Program (CIP)

Elementary School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

| Cluster Area | Projected August 2017 Enrollment | 100% MCPS Program Capacity With Adopted FY13–18 CIP | Cluster Percent Utilization in 2017 | School Test Result Capacity is: | Cluster is? |
|----------------------------|----------------------------------|---|-------------------------------------|---------------------------------|-----------------------|
| Bethesda-Chevy Chase | 3,501 | 3,810 | 91.9% | Adequate | Open |
| Montgomery Blair | 4,222 | 4,154 | 101.6% | Adequate | Open |
| James Hubert Blake | 2,585 | 2,423 | 106.7% | Inadequate | School Payment |
| Winston Churchill | 2,650 | 2,887 | 91.8% | Adequate | Open |
| Clarksburg | 4,029 | 3,998 | 100.8% | Adequate | Open |
| Damascus | 2,395 | 2,409 | 99.4% | Adequate | Open |
| Albert Einstein | 2,760 | 2,639 | 104.6% | Adequate | Open |
| Gaithersburg | 4,001 | 3,637 | 110.0% | Inadequate | School Payment |
| Walter Johnson | 4,089 | 3,946 | 103.6% | Adequate | Open |
| John F. Kennedy | 2,773 | 2,910 | 95.3% | Adequate | Open |
| Col. Zadok Magruder | 2,683 | 2,546 | 105.4% | Inadequate | School Payment |
| Richard Montgomery | 2,745 | 2,978 | 92.2% | Adequate | Open |
| Northwest | 4,249 | 4,309 | 98.6% | Adequate | Open |
| Northwood | 3,464 | 3,376 | 102.6% | Adequate | Open |
| Paint Branch | 2,464 | 2,152 | 114.5% | Inadequate | School Payment |
| Poolesville | 652 | 758 | 86.0% | Adequate | Open |
| Quince Orchard | 3,035 | 2,787 | 108.9% | Inadequate | School Payment |
| Rockville | 2,609 | 2,303 | 113.3% | Inadequate | School Payment |
| Seneca Valley | 2,401 | 2,145 | 111.9% | Inadequate | School Payment |
| Sherwood | 2,017 | 2,427 | 83.1% | Adequate | Open |
| Springbrook | 3,295 | 3,151 | 104.6% | Adequate | Open |
| Watkins Mill | 2,663 | 2,721 | 97.9% | Adequate | Open |
| Wheaton | 3,156 | 3,304 | 95.5% | Adequate | Open |
| Walt Whitman | 2,554 | 2,560 | 99.8% | Adequate | Open |
| Thomas S. Wootton | 2,893 | 3,246 | 89.1% | Adequate | Open |

Middle School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

| Cluster Area | Projected August 2017 Enrollment | 100% MCPS Program Capacity With Adopted FY13–18 CIP | Cluster Percent Utilization in 2017 | School Test Result Capacity is: | Cluster is? |
|----------------------------|----------------------------------|---|-------------------------------------|---------------------------------|-----------------------|
| Bethesda-Chevy Chase | 1,608 | 2,007 | 80.1% | Adequate | Open |
| Montgomery Blair | 2,455 | 2,296 | 106.9% | Inadequate | School Payment |
| James Hubert Blake | 1,301 | 1,314 | 99.0% | Adequate | Open |
| Winston Churchill | 1,345 | 1,593 | 84.4% | Adequate | Open |
| Clarksburg | 1,871 | 2,381 | 78.6% | Adequate | Open |
| Damascus | 758 | 740 | 102.4% | Adequate | Open |
| Albert Einstein | 1,234 | 1,332 | 92.6% | Adequate | Open |
| Gaithersburg | 1,711 | 1,797 | 95.2% | Adequate | Open |
| Walter Johnson | 2,057 | 1,831 | 112.3% | Inadequate | School Payment |
| John F. Kennedy | 1,411 | 1,436 | 98.3% | Adequate | Open |
| Col. Zadok Magruder | 1,277 | 1,637 | 78.0% | Adequate | Open |
| Richard Montgomery | 1,331 | 1,444 | 92.2% | Adequate | Open |
| Northwest | 2,135 | 2,052 | 104.0% | Adequate | Open |
| Northwood | 1,453 | 1,459 | 99.6% | Adequate | Open |
| Paint Branch | 1,279 | 1,228 | 104.2% | Adequate | Open |
| Poolesville | 317 | 459 | 69.1% | Adequate | Open |
| Quince Orchard | 1,453 | 1,688 | 86.1% | Adequate | Open |
| Rockville | 1,099 | 952 | 115.4% | Inadequate | School Payment |
| Seneca Valley | 1,302 | 1,485 | 87.7% | Adequate | Open |
| Sherwood | 1,127 | 1,501 | 75.1% | Adequate | Open |
| Springbrook | 1,361 | 1,275 | 106.7% | Inadequate | School Payment |
| Watkins Mill | 1,239 | 1,359 | 91.2% | Adequate | Open |
| Wheaton | 1,738 | 1,588 | 109.4% | Inadequate | School Payment |
| Walt Whitman | 1,474 | 1,271 | 116.0% | Inadequate | School Payment |
| Thomas S. Wootton | 1,434 | 1,567 | 91.5% | Adequate | Open |

High School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

| Cluster Area | Projected August 2017 Enrollment | 100% MCPS Program Capacity With Adopted FY13–18 CIP | Cluster Percent Utilization in 2017 | School Test Result Capacity is: | Cluster is? |
|----------------------------|----------------------------------|---|-------------------------------------|---------------------------------|-----------------------|
| Bethesda-Chevy Chase* | 2,162 | 1,867 | 115.8% | Inadequate | School Payment |
| Montgomery Blair | 2,980 | 2,875 | 103.7% | Adequate | Open |
| James Hubert Blake | 1,840 | 1,724 | 106.7% | Inadequate | School Payment |
| Winston Churchill | 1,860 | 1,941 | 95.8% | Adequate | Open |
| Clarksburg | 1,933 | 1,971 | 98.1% | Adequate | Open |
| Damascus | 1,267 | 1,479 | 85.7% | Adequate | Open |
| Albert Einstein | 1,468 | 1,618 | 90.7% | Adequate | Open |
| Gaithersburg | 2,087 | 2,284 | 91.4% | Adequate | Open |
| Walter Johnson | 2,437 | 2,292 | 106.3% | Inadequate | School Payment |
| John F. Kennedy | 1,694 | 1,793 | 94.5% | Adequate | Open |
| Col. Zadok Magruder | 1,626 | 1,896 | 85.8% | Adequate | Open |
| Richard Montgomery | 2,301 | 2,232 | 103.1% | Adequate | Open |
| Northwest | 2,246 | 2,151 | 104.4% | Adequate | Open |
| Northwood | 1,686 | 1,512 | 111.5% | Inadequate | School Payment |
| Paint Branch | 1,881 | 1,899 | 99.1% | Adequate | Open |
| Poolesville | 1,097 | 1,152 | 95.2% | Adequate | Open |
| Quince Orchard | 1,903 | 1,777 | 107.1% | Inadequate | School Payment |
| Rockville | 1,499 | 1,530 | 98.0% | Adequate | Open |
| Seneca Valley | 1,376 | 1,694 | 81.2% | Adequate | Open |
| Sherwood | 1,868 | 2,013 | 92.8% | Adequate | Open |
| Springbrook | 1,806 | 2,082 | 86.7% | Adequate | Open |
| Watkins Mill | 1,499 | 1,980 | 75.7% | Adequate | Open |
| Wheaton | 1,388 | 1,604 | 86.5% | Adequate | Open |
| Walt Whitman | 1,998 | 1,828 | 109.3% | Inadequate | School Payment |
| Thomas S. Wootton | 2,249 | 2,091 | 107.6% | Inadequate | School Payment |

* Capacity at Bethesda-Chevy Chase HS includes a "placeholder" capital project of ten classrooms, pending a request for an addition in a future CIP.

Appendix J

Facilities Data and State Rated Capacity School Year 2012–2013

| Elementary Schools | Sm. Gr. | Year Built | Year Renov./ Reopen/ Mod. * | Exist. Sq. Ft. | Site Size | Park | State-Rated Capacity | | | | State-Rated Capacity | MCPS Program Capacity |
|---------------------------|---------|------------|-----------------------------|----------------|-----------|------|----------------------|-----------|----------|-------------|----------------------|-----------------------|
| | | | | | | | Pre-K @20 | Kind. @22 | Reg. @23 | Sp. Ed. @10 | | |
| Elementary Schools | | | | | | | | | | | | |
| 1 Arcola | S | 1956 | 2007 | 85,469 | 5 | Yes | 1 | 7 | 18 | 3 | 618 | 486 |
| 2 Ashburton | S | 1957 | 1993 | 81,438 | 8.32 | | 0 | 5 | 18 | 7 | 594 | 629 |
| 3 Bannockburn | S | 1957 | 1988 | 54,234 | 8.34 | | 0 | 2 | 14 | 0 | 366 | 366 |
| 4 Lucy V. Barnsley | S | 1965 | 1998 | 72,024 | 10 | | 1 | 4 | 14 | 5 | 480 | 395 |
| 5 Beall | S | 1954 | 1991 | 79,477 | 8.44 | Yes | 2 | 5 | 20 | 3 | 640 | 641 |
| 6 Bel Pre | S | 1968 | | 59,031 | 8.91 | Yes | 2 | 7 | 10 | 1 | 434 | 368 |
| 7 Bells Mill | S | 1968 | 2009 | 77,244 | 9.6 | | 1 | 4 | 21 | 3 | 621 | 609 |
| 8 Belmont | S | 1974 | | 49,279 | 10.52 | | 0 | 2 | 16 | 1 | 422 | 425 |
| 9 Bethesda | R | 1952 | 1999 | 62,557 | 8.42 | | 0 | 3 | 13 | 2 | 385 | 384 |
| 10 Beverly Farms | S | 1965 | | 58,397 | 5 | Yes | 0 | 4 | 20 | 2 | 568 | 574 |
| 11 Bradley Hills | S | 1951 | 1984 | 42,368 | 6.71 | Yes | 0 | 3 | 12 | 0 | 342 | 342 |
| 12 Broad Acres | R | 1952 | 1974 | 88,922 | 6.25 | Yes | 3 | 6 | 22 | 1 | 708 | 638 |
| 13 Brooke Grove | S | 1990 | | 72,582 | 10.96 | | 1 | 2 | 19 | 4 | 541 | 544 |
| 14 Brookhaven | S | 1961 | 1995 | 81,320 | 8.57 | | 1 | 4 | 16 | 6 | 536 | 518 |
| 15 Brown Station | G | 1969 | | 58,338 | 9 | Yes | 2 | 4 | 12 | 4 | 444 | 414 |
| 16 Burning Tree | S | 1958 | 1991 | 68,119 | 6.78 | Yes | 0 | 3 | 13 | 5 | 415 | 415 |
| 17 Burnt Mills | S | 1964 | 1990 | 57,318 | 15.14 | | 1 | 4 | 13 | 1 | 417 | 344 |
| 18 Burtonsville | G | 1952 | 1993 | 71,349 | 11.92 | | 0 | 5 | 23 | 0 | 639 | 449 |
| 19 Candlewood | S | 1968 | | 48,543 | 11.78 | | 0 | 3 | 16 | 0 | 434 | 434 |
| 20 Cannon Road | S | 1967 | 2012 | 83,377 | 4.4 | Yes | 1 | 5 | 20 | 2 | 610 | 519 |
| 21 Card rock Springs | S | 1966 | 2010 | 75,351 | 9 | | 0 | 3 | 14 | 3 | 418 | 406 |
| 22 Rachel Carson | G | 1990 | | 78,547 | 12.4 | | 1 | 6 | 21 | 1 | 645 | 668 |
| 23 Cashell | S | 1969 | 2009 | 71,171 | 10.24 | | 1 | 2 | 11 | 4 | 357 | 341 |
| 24 Cedar Grove | G | 1960 | 1987 | 57,037 | 10.12 | | 0 | 3 | 15 | 2 | 431 | 423 |
| 25 Chevy Chase | S | 1936 | 2000 | 70,976 | 3.78 | | 0 | 0 | 19 | 1 | 447 | 450 |
| 26 Clarksburg | G | 1952 | 1993 | 54,983 | 9.97 | | 0 | 2 | 10 | 3 | 304 | 313 |
| 27 Clearspring | S | 1988 | | 77,535 | 10 | Yes | 1 | 3 | 23 | 4 | 655 | 655 |
| 28 Clopper Mill | S | 1986 | | 64,851 | 9 | Yes | 2 | 3 | 14 | 4 | 468 | 416 |
| 29 Cloverly | S | 1961 | 1989 | 61,991 | 10 | Yes | 0 | 3 | 14 | 6 | 448 | 460 |
| 30 Cold Spring | S | 1972 | | 46,296 | 12.38 | | 0 | 2 | 18 | 0 | 458 | 458 |
| 31 College Gardens | G | 1967 | 2008 | 96,986 | 7.94 | Yes | 1 | 5 | 23 | 2 | 679 | 671 |
| 32 Crest haven | G | 1962 | 2010 | 76,862 | 9.81 | | 0 | 0 | 22 | 1 | 516 | 519 |
| 33 Capt. James E. Daly | S | 1989 | | 78,210 | 10 | Yes | 1 | 5 | 17 | 3 | 551 | 485 |
| 34 Damascus | S | 1934 | 1980 | 53,239 | 9.42 | | 0 | 3 | 11 | 3 | 349 | 344 |
| 35 Darnestown | S | 1954 | 1980 | 37,685 | 7.21 | | 0 | 2 | 9 | 1 | 261 | 264 |
| 36 Diamond | G | 1975 | | 64,950 | 10 | Yes | 0 | 5 | 14 | 4 | 472 | 472 |
| 37 Dr. Charles R. Drew | S | 1991 | | 73,975 | 12 | | 2 | 3 | 13 | 7 | 475 | 431 |
| 38 DuFief | S | 1975 | | 59,013 | 10 | | 0 | 2 | 15 | 5 | 439 | 439 |
| 39 East Silver Spring | R | 1929 | 1975 | 88,895 | 8.43 | | 2 | 4 | 21 | 3 | 641 | 594 |
| 40 Fairland | S | 1992 | | 92,227 | 11.79 | | 2 | 5 | 25 | 2 | 745 | 644 |
| 41 Falls mead | S | 1974 | | 67,472 | 8.98 | Yes | 0 | 3 | 22 | 2 | 592 | 598 |
| 42 Farmland | S | 1963 | 2011 | 89,988 | 4.75 | Yes | 0 | 4 | 26 | 3 | 716 | 716 |
| 43 Fields Road | G | 1973 | | 72,302 | 10 | | 1 | 3 | 16 | 4 | 494 | 485 |
| 44 Flower Hill | S | 1985 | | 58,770 | 10 | Yes | 1 | 4 | 16 | 2 | 496 | 434 |
| 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 | | 2 | 7 | 17 | 5 | 635 | 539 |
| 47 Fox Chapel | S | 1974 | | 85,182 | 10.34 | Yes | 1 | 4 | 25 | 1 | 693 | 620 |
| 48 Gaithersburg | S | 1947 | 1983 | 94,468 | 8.39 | | 1 | 6 | 23 | 3 | 711 | 611 |
| 49 Galway | S | 1967 | 2009 | 103,170 | 9 | Yes | 1 | 6 | 26 | 6 | 810 | 713 |
| 50 Garrett Park | S | 1948 | 2012 | 96,348 | 4.4 | Yes | 0 | 4 | 29 | 0 | 755 | 755 |
| 51 Georgian Forest | S | 1961 | 1995 | 58,197 | 10.94 | Yes | 2 | 4 | 9 | 3 | 365 | 312 |
| 52 Germantown | G | 1935 | 1978 | 57,668 | 7.75 | | 1 | 3 | 8 | 6 | 330 | 313 |
| 53 William B. Gibbs, Jr. | G | 2009 | | 88,042 | 10.75 | | 1 | 4 | 24 | 4 | 700 | 735 |
| 54 Glen Haven | R | 1950 | 2004 | 85,845 | 10 | Yes | 1 | 5 | 20 | 4 | 630 | 551 |
| 55 Glenallan | S | 1966 | | 47,614 | 12.1 | | 1 | 4 | 10 | 2 | 358 | 276 |
| 56 Goshen | S | 1988 | | 76,740 | 10.47 | | 0 | 5 | 21 | 2 | 613 | 517 |
| 57 Great Seneca Creek | G | 2006 | | 82,511 | 13.71 | | 0 | 5 | 22 | 3 | 646 | 649 |
| 58 Greencastle | S | 1988 | | 78,275 | 18.88 | | 1 | 6 | 19 | 4 | 629 | 556 |
| 59 Greenwood | G | 1970 | | 64,609 | 10 | Yes | 0 | 4 | 21 | 1 | 581 | 584 |
| 60 Harmony Hills | S | 1957 | 1999 | 85,648 | 10.19 | Yes | 2 | 7 | 25 | 1 | 779 | 683 |
| 61 Highland | S | 1950 | 1989 | 84,138 | 11 | Yes | 2 | 5 | 16 | 1 | 528 | 468 |
| 62 Highland View | S | 1953 | 1994 | 59,213 | 6.61 | | 0 | 4 | 12 | 1 | 374 | 301 |
| 63 Jackson Road | S | 1959 | 1995 | 91,465 | 8.76 | | 1 | 5 | 24 | 5 | 732 | 667 |
| 64 Jones Lane | S | 1987 | | 60,679 | 12.06 | | 0 | 4 | 13 | 5 | 437 | 441 |
| 65 Kemp Mill | S | 1960 | 1996 | 68,222 | 10 | | 1 | 4 | 17 | 1 | 509 | 450 |
| 66 Kensington-Parkwood | S | 1952 | 2006 | 77,136 | 9.86 | | 0 | 5 | 14 | 3 | 462 | 471 |
| 67 Lake Seneca | G | 1985 | | 58,770 | 9.35 | | 1 | 3 | 14 | 4 | 448 | 399 |

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 (Sm. Gr.): S=Stabilized; R=Revitalization; G=Growth; N=Non Growth

* 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 | State-Rated Capacity Number of Rooms | | | | State-Rated Capacity | MCPS Program Capacity |
|---------------------------------|-----------------------|---------|------------|-----------------------------|------------------|--------------|------|--------------------------------------|------------|-------------|-------------|----------------------|-----------------------|
| | | | | | | | | Pre-K @20 | Kind. @22 | Reg. @23 | Sp. Ed. @10 | | |
| 68 | Lakewood | G | 1968 | 2003 | 77,526 | 13.07 | | 0 | 3 | 21 | 2 | 569 | 569 |
| 69 | Laytonsville | S | 1951 | 1989 | 64,160 | 10.43 | | 0 | 3 | 16 | 4 | 474 | 465 |
| 70 | Little Bennett | G | 2006 | | 82,511 | 4.81 | Yes | 0 | 6 | 23 | 1 | 671 | 674 |
| 71 | Luxmanor | S | 1966 | | 61,694 | 6.5 | Yes | 0 | 4 | 14 | 2 | 430 | 422 |
| 72 | Thurmond Marshall | S | 1993 | | 77,798 | 12 | | 0 | 4 | 16 | 5 | 506 | 535 |
| 73 | Maryvale | S | 1969 | | 92,050 | 17.67 | | 3 | 4 | 20 | 3 | 638 | 570 |
| 74 | Spark M. Matsunaga | G | 2001 | | 90,718 | 11.8 | | 0 | 7 | 21 | 1 | 647 | 650 |
| 75 | S. Christa McAuliffe | S | 1987 | | 77,240 | 10.59 | Yes | 1 | 6 | 19 | 2 | 609 | 507 |
| 76 | Ronald McNair | S | 1990 | | 78,275 | 10 | Yes | 1 | 5 | 20 | 1 | 600 | 623 |
| 77 | Meadow Hall | S | 1956 | 1994 | 61,964 | 8.37 | Yes | 0 | 4 | 12 | 5 | 414 | 344 |
| 78 | Mill Creek Towne | S | 1966 | 2000 | 67,465 | 8.38 | | 1 | 4 | 11 | 4 | 401 | 333 |
| 79 | Monocacy | S | 1961 | 1989 | 42,482 | 27 | | 0 | 1 | 8 | 1 | 216 | 219 |
| 80 | Montgomery Knolls | S | 1952 | 1989 | 97,213 | 10.33 | | 2 | 8 | 15 | 4 | 601 | 501 |
| 81 | New Hampshire Estates | S | 1954 | 1988 | 73,306 | 5.42 | | 6 | 7 | 13 | 0 | 573 | 446 |
| 82 | Roscoe R. Nix | G | 2006 | | 88,351 | 7.8 | Yes | 1 | 8 | 17 | 4 | 627 | 480 |
| 83 | North Chevy Chase | S | 1953 | 1995 | 42,035 | 7.94 | | 0 | 0 | 9 | 1 | 217 | 220 |
| 84 | Oak View | S | 1949 | 1985 | 57,560 | 11.25 | | 0 | 0 | 15 | 1 | 355 | 358 |
| 85 | Oakland Terrace | S | 1950 | 1993 | 79,145 | 9.54 | Yes | 0 | 9 | 18 | 1 | 622 | 460 |
| 86 | Olney | G | 1954 | 1990 | 68,755 | 9.88 | | 0 | 4 | 21 | 1 | 581 | 584 |
| 87 | William T. Page | S | 1965 | 2003 | 58,726 | 9.76 | | 1 | 4 | 12 | 1 | 394 | 347 |
| 88 | Pine Crest | S | 1941 | 1992 | 53,778 | 5.64 | Yes | 0 | 0 | 16 | 1 | 378 | 381 |
| 89 | Piney Branch | R | 1973 | | 99,706 | 1.97 | Yes | 0 | 0 | 26 | 1 | 608 | 611 |
| 90 | Poolesville | S | 1960 | 1978 | 64,803 | 12.28 | | 0 | 3 | 20 | 1 | 536 | 539 |
| 91 | Potomac | G | 1949 | 1976 | 57,713 | 9.61 | | 0 | 3 | 15 | 1 | 421 | 424 |
| 92 | Judith A. Resnik | S | 1991 | | 78,547 | 12.98 | | 1 | 5 | 18 | 2 | 564 | 477 |
| 93 | Sally K. Ride | S | 1994 | | 78,686 | 13.48 | | 2 | 4 | 16 | 6 | 556 | 503 |
| 94 | Ritchie Park | S | 1966 | 1997 | 58,500 | 9.22 | | 0 | 4 | 13 | 0 | 387 | 388 |
| 95 | Rock Creek Forest | S | 1950 | 1971 | 54,522 | 7.95 | | 0 | 5 | 12 | 1 | 396 | 310 |
| 96 | Rock Creek Valley | S | 1964 | 2001 | 76,692 | 10.44 | | 0 | 4 | 15 | 7 | 503 | 395 |
| 97 | Rock View | S | 1955 | 1999 | 91,977 | 7.44 | | 1 | 6 | 21 | 7 | 705 | 617 |
| 98 | Lois P. Rockwell | S | 1992 | | 75,520 | 10.56 | | 0 | 3 | 17 | 4 | 497 | 523 |
| 99 | Rolling Terrace | S | 1988 | | 88,835 | 4.33 | | 2 | 7 | 26 | 1 | 802 | 698 |
| 100 | Rosemary Hills | S | 1956 | 1988 | 70,541 | 6.07 | | 1 | 9 | 9 | 4 | 465 | 476 |
| 101 | Rosemont | G | 1965 | 1995 | 88,764 | 8.91 | | 1 | 5 | 22 | 4 | 676 | 592 |
| 102 | Sequoayah | S | 1990 | | 72,582 | 10 | Yes | 0 | 4 | 18 | 3 | 532 | 459 |
| 103 | Seven Locks | S | 1964 | 2012 | 66,915 | 9.98 | | 0 | 3 | 15 | 1 | 421 | 424 |
| 104 | Sherwood | S | 1977 | | 81,727 | 10.85 | | 0 | 3 | 21 | 4 | 589 | 580 |
| 105 | Sargent Shriver | S | 1954 | 2006 | 91,628 | 9.17 | | 1 | 6 | 21 | 1 | 645 | 563 |
| 106 | Silo Creek | S | 1934 | 1999 | 98,799 | 5 | Yes | 0 | 4 | 24 | 3 | 670 | 665 |
| 107 | Somerset | R | 1949 | 2005 | 80,122 | 3.71 | | 0 | 3 | 19 | 1 | 513 | 516 |
| 108 | South Lake | S | 1972 | | 83,038 | 10.2 | | 2 | 6 | 25 | 0 | 747 | 671 |
| 109 | Stedwick | S | 1974 | | 109,677 | 10 | | 1 | 5 | 23 | 3 | 689 | 614 |
| 110 | Stone Mill | S | 1988 | | 78,617 | 11.76 | | 0 | 4 | 22 | 5 | 644 | 654 |
| 111 | Stonegate | S | 1971 | | 52,468 | 10.26 | | 0 | 3 | 14 | 3 | 418 | 395 |
| 112 | Strathmore | S | 1970 | | 59,497 | 10.8 | Yes | 0 | 0 | 18 | 3 | 444 | 447 |
| 113 | Strawberry Knoll | G | 1988 | | 78,723 | 10.82 | | 2 | 5 | 13 | 7 | 519 | 433 |
| 114 | Summit Hall | S | 1971 | | 68,059 | 10.16 | Yes | 2 | 5 | 15 | 1 | 505 | 427 |
| 115 | Takoma Park | R | 1979 | | 85,553 | 4.7 | | 1 | 8 | 25 | 0 | 771 | 565 |
| 116 | Trivial | G | 1960 | 1992 | 65,378 | 9.3 | | 0 | 3 | 20 | 0 | 526 | 526 |
| 117 | Twinbrook | S | 1952 | 1986 | 79,818 | 10.45 | | 2 | 5 | 19 | 2 | 607 | 538 |
| 118 | Viers Mill | S | 1950 | 1991 | 86,978 | 10.52 | | 2 | 5 | 11 | 4 | 443 | 377 |
| 119 | Washington Grove | G | 1956 | 1984 | 86,266 | 10.67 | | 1 | 3 | 22 | 3 | 622 | 592 |
| 120 | Waters Landing | S | 1988 | | 77,560 | 9.99 | | 0 | 6 | 19 | 3 | 599 | 488 |
| 121 | Watkins Mill | S | 1970 | | 80,923 | 10 | Yes | 2 | 5 | 27 | 3 | 801 | 706 |
| 122 | Wayside | S | 1969 | | 77,507 | 9.26 | | 0 | 4 | 24 | 4 | 680 | 664 |
| 123 | Weller Road | S | 1953 | 1975 | 76,296 | 11.1 | | 2 | 6 | 19 | 2 | 629 | 527 |
| 124 | Westbrook | S | 1939 | 1990 | 46,822 | 12.46 | Yes | 0 | 3 | 8 | 3 | 280 | 283 |
| 125 | Westover | S | 1964 | 1998 | 54,645 | 7.56 | | 0 | 2 | 9 | 5 | 301 | 293 |
| 126 | Wheaton Woods | S | 1952 | 1976 | 66,763 | 8 | | 2 | 4 | 12 | 0 | 404 | 336 |
| 127 | Whetstone | S | 1968 | | 96,946 | 8.82 | | 1 | 6 | 26 | 5 | 800 | 730 |
| 128 | Wood Acres | S | 1952 | 2002 | 73,138 | 4.78 | Yes | 0 | 4 | 19 | 2 | 545 | 551 |
| 129 | Woodfield | S | 1962 | 1985 | 53,212 | 10 | | 0 | 2 | 18 | 1 | 468 | 464 |
| 130 | Woodlin | R | 1944 | 1974 | 60,725 | 11 | | 0 | 5 | 13 | 4 | 449 | 452 |
| 131 | Wyngate | S | 1952 | 1997 | 58,654 | 9.45 | | 0 | 5 | 13 | 1 | 419 | 422 |
| Total Elementary Schools | | | | | 9,502,363 | 1,247 | | 95 | 540 | 2281 | 351 | 69753 | 64823 |

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 (Sm. Gr.): S=Stabilized; R=Revitalization; G=Growth; N=Non Growth

* 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 2012–2013

| Schools | Sm. Gr. | Year Built | Year Renov./Reopen/Mod. * | Existing Sq. Ft. | Site Size | Park | 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 | | 39 | 4 | 869 | 871 |
| 2 John T. Baker | G | 1971 | | 120,532 | 22 | Yes | 33 | 4 | 741 | 740 |
| 3 Benjamin Banneker | G | 1974 | | 117,035 | 20 | | 34 | 6 | 783 | 777 |
| 4 Briggs Chaney | S | 1991 | | 115,000 | 29.37 | | 40 | 6 | 910 | 909 |
| 5 Cabin John | S | 1967 | 2011 | 159,514 | 18.24 | | 44 | 11 | 1,045 | 1,060 |
| 6 Roberto Clemente | G | 1992 | | 148,246 | 19.87 | | 53 | 7 | 1,196 | 1,193 |
| 7 Eastern | S | 1951 | 1976 | 152,030 | 14.51 | | 46 | 4 | 1,018 | 1,003 |
| 8 William H. Farquhar | G | 1968 | | 116,300 | 20 | | 39 | 5 | 879 | 880 |
| 9 Forest Oak | G | 1999 | | 132,259 | 41.19 | | 38 | 7 | 878 | 872 |
| 10 Robert Frost | G | 1971 | | 143,757 | 24.79 | | 49 | 2 | 1,061 | 1,058 |
| 11 Gaithersburg | S | 1960 | 1988 | 157,694 | 22.82 | | 40 | 9 | 940 | 923 |
| 12 Herbert Hoover | S | 1966 | | 135,342 | 19.14 | | 44 | 5 | 985 | 977 |
| 13 Francis Scott Key | S | 1966 | 2009 | 147,424 | 20.58 | | 44 | 2 | 955 | 943 |
| 14 Martin Luther King | G | 1996 | | 135,867 | 18.61 | | 41 | 2 | 891 | 888 |
| 15 Kingsview | G | 1997 | | 140,398 | 18.45 | Yes | 46 | 3 | 1,008 | 1,007 |
| 16 Lakelands Park | G | 2005 | | 153,588 | 8.11 | Yes | 50 | 7 | 1,133 | 1,120 |
| 17 Col. E. Brooke Lee | S | 1966 | | 123,199 | 16.45 | Yes | 34 | 5 | 773 | 767 |
| 18 A. Mario Loiederman | G | 1956 | 2005 | 131,746 | 17.08 | | 40 | 3 | 880 | 871 |
| 19 Montgomery Village | S | 1968 | 2003 | 141,615 | 15.14 | | 42 | 4 | 933 | 909 |
| 20 Neelsville | S | 1981 | | 131,432 | 29.2 | | 41 | 4 | 911 | 896 |
| 21 Newport Mill | S | 1958 | 2002 | 108,240 | 8.4 | Yes | 34 | 6 | 783 | 777 |
| 22 North Bethesda | G | 1955 | 1999 | 130,461 | 19.99 | | 38 | 4 | 848 | 846 |
| 23 Parkland | G | 1963 | 2007 | 151,169 | 9.18 | Yes | 41 | 4 | 911 | 906 |
| 24 Rosa M. Parks | S | 1992 | | 137,469 | 24.05 | Yes | 42 | 4 | 933 | 943 |
| 25 John Poole | S | 1997 | | 85,669 | 20.51 | | 21 | 1 | 456 | 459 |
| 26 Thomas W. Pyle | S | 1962 | 1993 | 153,824 | 14.32 | | 57 | 6 | 1,271 | 1,270 |
| 27 Redland | S | 1971 | | 112,297 | 20.64 | Yes | 34 | 2 | 743 | 939 |
| 28 Ridgeview | G | 1975 | | 136,379 | 20 | | 46 | 3 | 1,008 | 1,015 |
| 29 Rocky Hill | G | 2004 | | 148,065 | 23.29 | | 40 | 8 | 930 | 943 |
| 30 Shady Grove | S | 1995 | 1999 | 129,206 | 20 | | 40 | 5 | 900 | 896 |
| 31 Silver Spring International | G | 1934 | 1999 | 152,731 | 10.64 | Yes | 50 | 3 | 1,093 | 1,083 |
| 32 Sligo | G | 1959 | 1991 | 149,527 | 21.74 | Yes | 42 | 5 | 943 | 923 |
| 33 Takoma Park | S | 1939 | 1999 | 137,348 | 18.83 | Yes | 43 | 2 | 934 | 913 |
| 34 Tilden | G | 1967 | 1991 | 135,150 | 29.8 | | 44 | 7 | 1,005 | 984 |
| 35 Julius West | G | 1961 | 1995 | 147,223 | 21.31 | | 46 | 6 | 1,038 | 986 |
| 36 Westland | G | 1951 | 1997 | 146,006 | 25.09 | | 48 | 4 | 1,060 | 1,062 |
| 37 White Oak | S | 1962 | 1993 | 140,990 | 17.34 | | 44 | 4 | 975 | 945 |
| 38 Earle B. Wood | S | 1965 | 2001 | 152,588 | 8.5 | Yes | 43 | 7 | 984 | 952 |
| Total Middle Schools | | | | 5,177,525 | 749.08 | | 1590 | 181 | 35,598 | 35,506 |
| High Schools | | | | | | | | | | |
| | | | | | | | | | (85% + Sp. Ed.) | (X 90%) |
| 1 Bethesda-Chevy Chase | G | 1934 | 2001 | 308,215 | 16.36 | | 73 | 3 | 1581 | 1665 |
| 2 Montgomery Blair | G | 1998 | | 386,567 | 30.15 | Yes | 126 | 7 | 2748 | 2875 |
| 3 James H. Blake | G | 1998 | | 297,125 | 91.09 | | 74 | 5 | 1623 | 1628 |
| 4 Winston Churchill | G | 1964 | 2001 | 322,078 | 30.28 | | 79 | 15 | 1829 | 1941 |
| 5 Clarksburg | G | 1995 | 2006 | 309,216 | 62.73 | | 65 | 10 | 1481 | 1566 |
| 6 Damascus | G | 1950 | 1978 | 235,986 | 32.65 | | 58 | 16 | 1393 | 1478 |
| 7 Albert Einstein | G | 1962 | 1997 | 276,462 | 26.67 | Yes | 66 | 14 | 1543 | 1587 |
| 8 Gaithersburg | G | 1951 | 1978 | 323,476 | 40.48 | | 79 | 25 | 1929 | 1973 |
| 9 Walter Johnson | G | 1956 | 2009 | 365,138 | 30.86 | | 97 | 10 | 2161 | 2251 |
| 10 John F. Kennedy | G | 1964 | 1999 | 280,048 | 29.14 | | 75 | 11 | 1704 | 1769 |
| 11 Col. Zadok Magruder | G | 1970 | | 295,478 | 30 | | 79 | 12 | 1799 | 1896 |
| 12 Richard Montgomery | G | 1942 | 2007 | 311,500 | 29.05 | | 98 | 4 | 2123 | 2232 |
| 13 Northwest | G | 1998 | | 340,867 | 34.56 | Yes | 88 | 14 | 2010 | 2151 |
| 14 Northwood | G | 1956 | 2004 | 253,488 | 29.56 | | 63 | 10 | 1439 | 1512 |
| 15 Paint Branch | G | 1969 | | 260,680 | 45.96 | | 65 | 10 | 1481 | 1579 |
| 16 Poolesville | S | 1953 | 1978 | 165,056 | 37.2 | | 50 | 2 | 1083 | 1152 |
| 17 Quince Orchard | G | 1988 | | 284,912 | 30.11 | | 76 | 10 | 1715 | 1776 |
| 18 Rockville | G | 1968 | 2004 | 316,973 | 30.32 | | 62 | 16 | 1478 | 1530 |
| 19 Seneca Valley | G | 1974 | | 251,278 | 29.37 | | 52 | 14 | 1245 | 1297 |
| 20 Sherwood | G | 1950 | 1991 | 333,154 | 49.33 | | 86 | 10 | 1928 | 2013 |
| 21 Springbrook | S | 1960 | 1994 | 305,006 | 25.13 | Yes | 88 | 13 | 2000 | 2081 |
| 22 Watkins Mill | G | 1989 | | 301,579 | 50.99 | Yes | 81 | 11 | 1831 | 1917 |
| 23 Wheaton | G | 1954 | 1983 | 258,117 | 28.23 | | 53 | 12 | 1246 | 1258 |
| 24 Walt Whitman | S | 1962 | 1992 | 261,295 | 30.67 | Yes | 78 | 10 | 1758 | 1827 |
| 25 Thomas S. Wootton | G | 1970 | | 295,620 | 27.37 | | 90 | 8 | 1993 | 2090 |
| Total High Schools | | | | 7,339,314 | 898.26 | | 1901 | 272 | 43,116 | 45,044 |
| Total Secondary Schools | | | | 12,516,839 | 1647.3 | | 3491 | 453 | 78,714 | 80,550 |

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 (Sm. Gr.): S = Stabilized; R = Revitalization; G = Growth; N = Non Growth

* 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.

Appendix K

Schools Reopened and Extent of Improvements Made When Reopened

| School | Year Facility Originally Opened | Year Facility Closed | Year Facility Improvement | Year Fully Modernized or Completely Rebuilt |
|--|--|----------------------------|---------------------------------|--|
| Elementary Schools | | | | |
| Arcola (on site of former Arcola ES) | 1956 | 1982 | | 2007 |
| Burnt Mills | 1964 | 1977 | 1990 | |
| Cloverly | 1961 | 1983 | 1989 | |
| Roscoe Nix (on site of former Brookview ES) | 1955 | 1982 | | 2006 |
| Sargent Shriver (former Connecticut Park ES) | 1954 | 1983 | | 2006 |
| Sligo Creek (part of former Blair HS) | 1935 | 1998 | | 1999 |
| Middle Schools | | | | |
| Argyle | 1971 | 1981 | 1993 | |
| Cabin John | 1968 | 1987 | 1989 | 2011 |
| Francis Scott Key | 1966 | 1983 | 1990 | 2009 |
| A. Mario Loiederman (former Belt JHS) | 1956 | 1983 | 2005 | |
| Newport Mill | 1958 | 1982 | 2002 | |
| North Bethesda | 1955 | 1981 | 1999 | |
| Silver Spring International (part of former Blair HS) | 1935 | 1998 | 1999 | |
| Tilden (Tilden MS relocated to former Woodward HS) | 1967 | 1986 | 1991 | 2019 scheduled @ Tilden Lane |
| High Schools | | | | |
| Clarksburg (originally opened as Rocky Hill MS) | 1995 | 2004 | | 2006 expanded to HS |
| Northwood | 1956 | 1985 | 2004 | |

Notes: Schools that were reopened, but were not fully modernized or completely rebuilt, are included in the FY 2011 FACT assessment of schools. Northwood HS is the only high school that either has not been modernized or is not in the current queue for modernization. It has been appended to the queue for high school modernizations. See Appendix E.

Appendix L

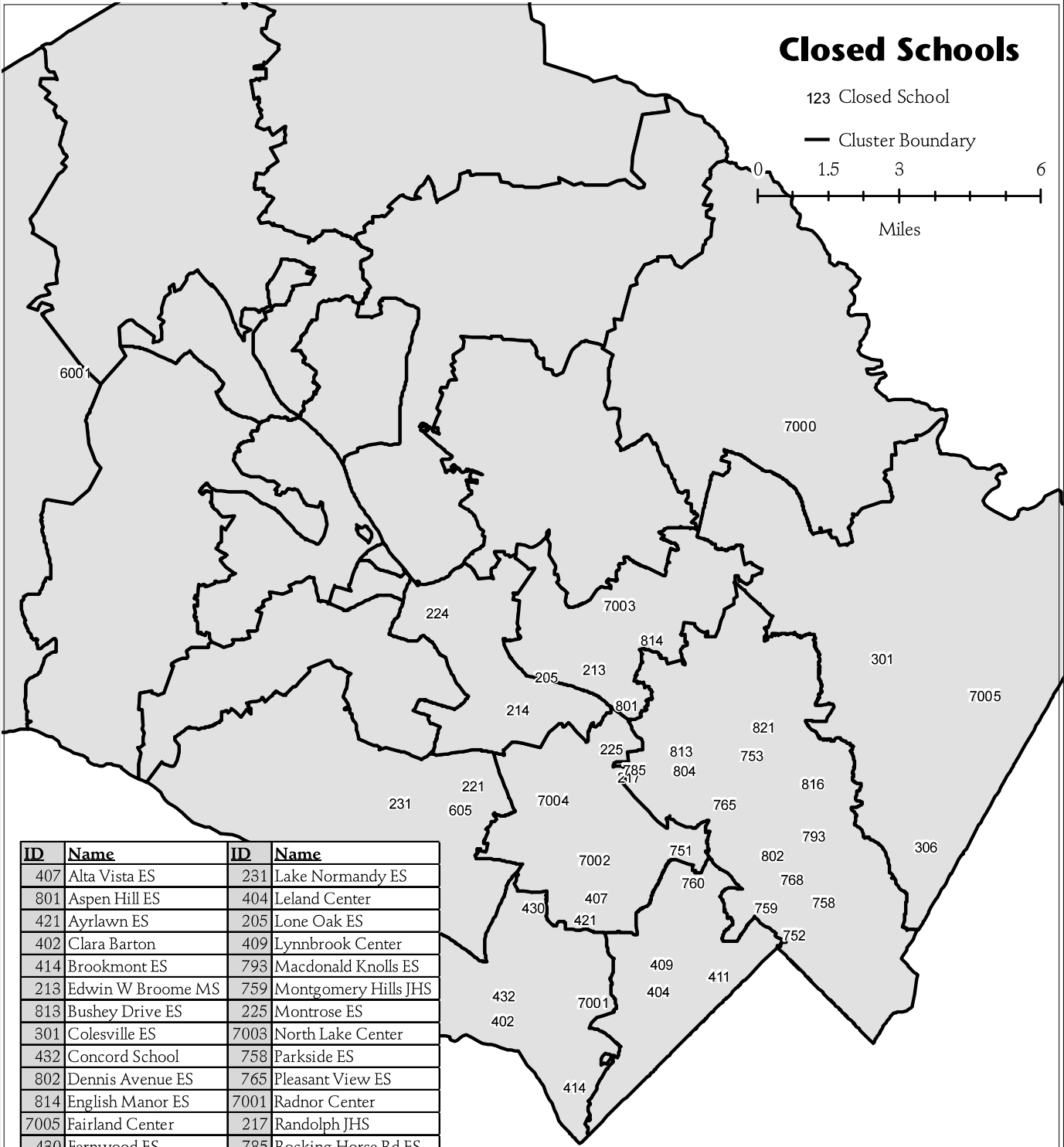
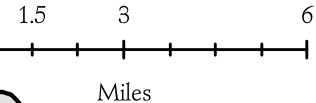
Former Operating Schools and Current Status October 30, 2012

| NAME | ADDRESS | CLUSTER | CURRENT USE | SITE | ROOMS | SF |
|--|----------------------------|---------------|--|-------|-------|---------|
| BOARD OF EDUCATION OWNED FACILITIES | | | | | | |
| Concord School | 7210 Hidden Creek Road | Whitman | Central Records | 3.45 | 12 | 26,444 |
| Fairland Center | 13313 Old Columbia Pike | Paint Branch | Holding School | 9.21 | 26 | 45,082 |
| Grosvenor Center | 5701 Grosvenor Lane | W. Johnson | Holding School | 10.21 | 18 | 36,770 |
| Lynnbrook Center | 8001 Lynnbrook Drive | B-CC | Physical Disabilities program office; InterACT | 4.21 | 15 | 35,000 |
| Montrose ES | 12301 Academy Way | Johnson | Leased to two private schools | 7.50 | 16 | 34,243 |
| North Lake Center | 15101 Bauer Drive | Rockville | Holding School | 9.66 | 22 | 40,378 |
| Radnor Center | 7000 Radnor Road | Whitman | Holding School | 9.03 | 20 | 36,663 |
| Rocking Horse Road ES | 4910 Macon Road | Wheaton | ESOL; Head Start; Title 1; International Student Admiss. | 8.25 | 28 | 57,639 |
| Rollingwood ES | 3200 Woodbine Street | B-CC | Leased to private school | 4.07 | 12 | 26,624 |
| Spring Mill Center | 11721 Kemp Mill Road | Kennedy | Consortia offices; Special Education offices | 7.69 | 14 | 29,300 |
| Taylor ES | 19501 White Ground Road | Poolesville | Science Materials Center | 11.47 | 8 | 20,827 |
| Tilden Center | 6300 Tilden Lane | W. Johnson | Holding School | 19.70 | 39 | 119,516 |
| Tuckerman ES | 8224 Lochinver Lane | Churchill | Leased to private school | 9.13 | 24 | 47,965 |
| MONTGOMERY COUNTY OWNED FACILITIES | | | | | | |
| Alta Vista ES | 5615 Beech Avenue | W. Johnson | Leased to private school | 3.53 | 12 | 15,000 |
| Aspen Hill ES | 4915 Aspen Hill Road | Rockville | Leased to private school | 6.00 | 24 | 50,000 |
| Ayrlawn ES | 5650 Oakmont Avenue | W. Johnson | Leased to YMCA | 3.08 | 11 | 28,000 |
| Clara Barton ES | 7425 MacArthur Boulevard | Whitman | Child Care; County Recreation | 4.00 | 12 | 26,084 |
| Brookmont ES | 4800 Sangamore Road | Whitman | Leased to private school | 5.65 | 22 | 36,000 |
| Broome JHS | 751 Twinbrook Parkway | Rockville | Various county users | 19.49 | 45 | 135,210 |
| Bushey Drive ES | 12210 Bushey Drive | Wheaton | County Recreation Office | 6.07 | NA | 32,675 |
| Colesville ES | 14015 New Hampshire Avenue | Springbrook | Community services | 11.11 | 14 | 25,174 |
| Dennis Avenue ES | 2000 Dennis Avenue | Einstein | MC Health Services | 6.97 | 12 | 26,790 |
| English Manor ES | 4511 Bestor Drive | Rockville | Leased to private school | 8.25 | 28 | 50,000 |
| Fernwood ES | 6801 Greentree Road | Whitman | Leased to private school | 6.15 | 18 | 32,000 |
| Forest Grove ES | 9805 Dameron Road | Einstein | Leased to Holy Cross Hospital | 6.17 | 24 | 38,000 |
| Georgetown Hill ES | 11614 Seven Locks Road | Churchill | Leased to private school | 10.35 | 28 | 50,000 |
| Glenmont ES | 12210 Georgia Avenue | Einstein | Building razed | 6.32 | 22 | 39,000 |
| Hillandale ES | 10501 New Hampshire Avenue | Springbrook | Handicapped services | 6.81 | 17 | 36,000 |
| Holiday Park ES | 3930 Ferrara Drive | Wheaton | Elderly services | 5.62 | 25 | 48,595 |
| Hungerford Park ES | 332 W. Edmonston Drive | R. Montgomery | Family resources; child services | 11.06 | 26 | 34,511 |
| Kensington ES | 10400 Detrick Avenue | W. Johnson | HOC Offices | 4.54 | 19 | 45,206 |
| Lake Normandy ES | 11315 Falls Road | Churchill | Recreation Center | 10.59 | 22 | 40,203 |
| Lone Oak ES | 1010 Grandin Avenue | Rockville | CHI Centers, Inc./Elderly day care | 7.09 | 28 | 40,000 |
| Macdonald Knolls ES | 10611 Tenbrook Drive | Einstein | Handicapped services; child care | 8.06 | 15 | 28,000 |
| Montgomery Hills JHS | 2010 Linden Lane | Einstein | Leased to private school | 8.67 | 44 | 130,000 |
| Parkside ES | 9500 Brunett Avenue | Blair | M-NCCPC Parks Offices | 11.61 | 0 | 26,369 |
| Pleasant View ES | 3015 Upton Drive | Einstein | Single-parent housing; charter school | 6.22 | 0 | NA |
| Randolph JHS | 11710 Hunters Lane | Wheaton | Leased to private school | 18.52 | 40 | 110,000 |
| Saddlebrook ES | 12751 Layhill Road | Kennedy | Park Police Headquarters | 10.59 | 29 | 42,274 |
| Sandy Spring ES | 13025 Brooke Road | Sherwood | Community Center | 8.39 | 0 | NA |
| Woodside ES | 8818 Georgia Avenue | Einstein | Silver Spring Health Center | 2.70 | 23 | 36,614 |
| MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION OWNED FACILITIES | | | | | | |
| Kensington JHS | 3701 Saul Road | B-CC | Bldg razed; local park | 13.38 | NA | NA |
| Leland JHS | 4300 Elm Street | B-CC | Bldg. razed; Community Center, park | 3.71 | NA | NA |
| Lynnbrook ES (partial site) | 8001 Lynnbrook Drive | B-CC | Park | 5.83 | NA | NA |
| CITY OF ROCKVILLE OWNED FACILITIES | | | | | | |
| Woodley Gardens ES | 1150 Carnation Drive | R. Montgomery | Senior Center | 9.64 | 16 | 31,767 |

Closed Schools

123 Closed School

— Cluster Boundary



| ID | Name | ID | Name |
|------|--------------------|------|----------------------|
| 407 | Alta Vista ES | 231 | Lake Normandy ES |
| 801 | Aspen Hill ES | 404 | Leland Center |
| 421 | Ayrlawn ES | 205 | Lone Oak ES |
| 402 | Clara Barton | 409 | Lynnbrook Center |
| 414 | Brookmont ES | 793 | Macdonald Knolls ES |
| 213 | Edwin W Broome MS | 759 | Montgomery Hills JHS |
| 813 | Bushey Drive ES | 225 | Montrose ES |
| 301 | Colesville ES | 7003 | North Lake Center |
| 432 | Concord School | 758 | Parkside ES |
| 802 | Dennis Avenue ES | 765 | Pleasant View ES |
| 814 | English Manor ES | 7001 | Radnor Center |
| 7005 | Fairland Center | 217 | Randolph JHS |
| 430 | Fernwood ES | 785 | Rocking Horse Rd ES |
| 768 | Forest Grove ES | 411 | Rollingwood ES |
| 221 | Georgetown Hill ES | 821 | Saddlebrook ES |
| 753 | Glenmont ES | 7000 | Sandy Spring ES |
| 7002 | Grosvenor Center | 816 | Spring Mill Center |
| 306 | Hillandale ES | 6001 | Taylor ES |
| 804 | Holiday Park ES | 7004 | Tilden Center |
| 214 | Hungerford Park ES | 605 | Tuckerman ES |
| 751 | Kensington ES | 224 | Woodley Gardens ES |
| 760 | Kensington JHS | 752 | Woodside ES |





Future School Sites

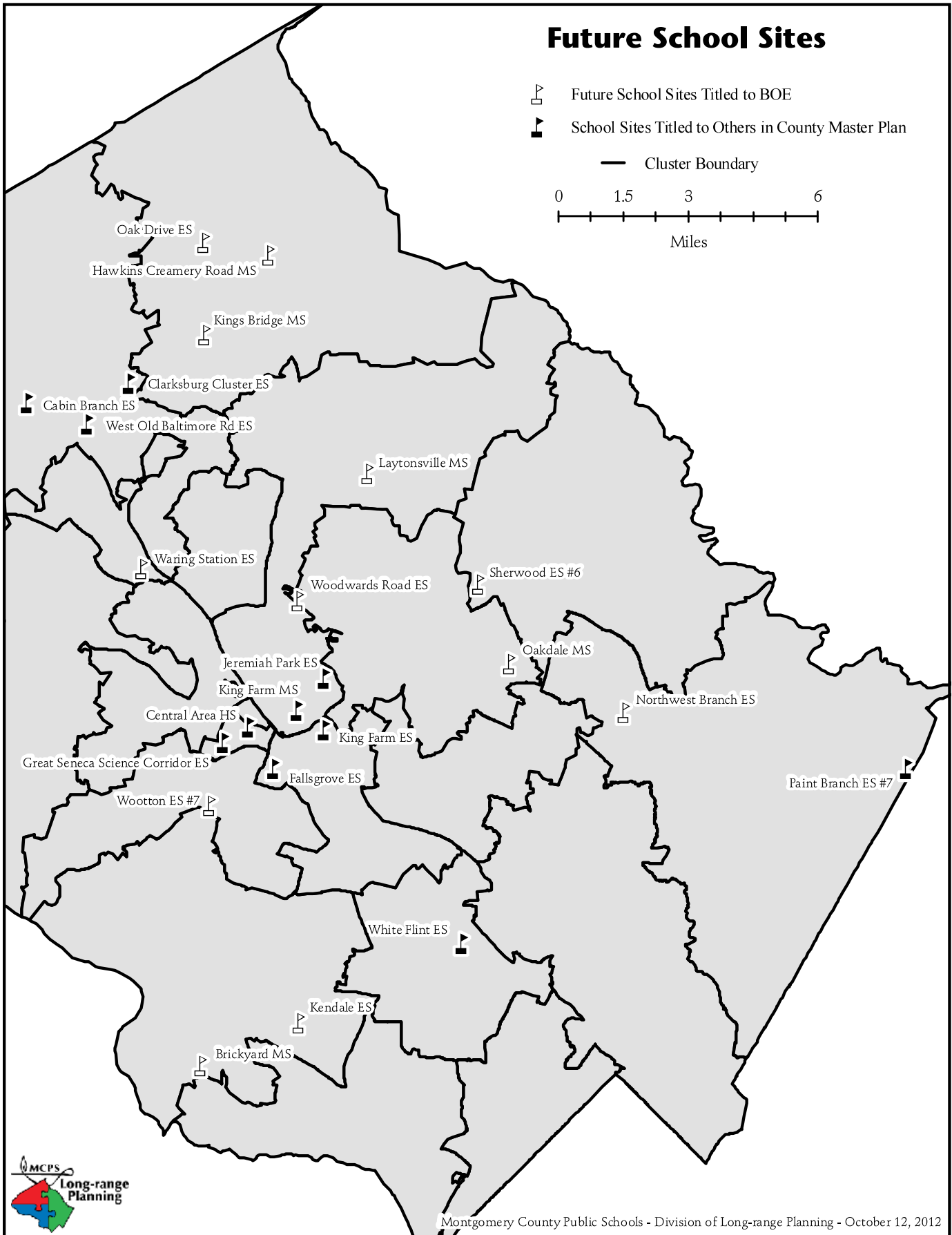
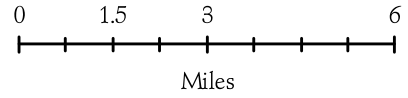
October 30, 2012

| Name | Tax Grid | Address | Cluster | Acreage |
|--|----------|---|----------------------|---------|
| Board of Education Owned Sites | | | | |
| Brickyard MS | FN33 | Brickyard Road | Churchill | 20.00 |
| Hawkins Creamery Road ES | FX51 | Hawkins Creamery Road | Damascus | 13.51 |
| Kendale ES | GP12 | Kendale Road | Churchill | 10.54 |
| Kings Bridge MS | FW32 | Founders Way | Damascus | 30.33 |
| Laytonville MS | GU33 | Warfield Road | Gaithersburg | 22.74 |
| Northwest Branch ES | JS12 | Layhill Road | Northeast Consortium | 11.41 |
| Oak Drive ES | FX31 | Oak Drive | Damascus | 12.99 |
| Oakdale MS | HT31 | Cashell Road | Magruder | 18.49 |
| Sherwood ES #6 | HT23 | Wickham Road | Sherwood | 17.00 |
| Waring Station ES | EU61 | Waring Station Road | Seneca Valley | 9.99 |
| Woodwards Road ES | FT63 | Emory Grove Road | Magruder | 11.05 |
| Wootton ES # 7 | FR32 | Cavanaugh Drive | Wootton | 12.10 |
| Master Planned School Sites Titled to Others as Shown in County Master Plan | | | | |
| Cabin Branch ES | EV23 | Clarksburg Road | Clarksburg | TBD |
| Central Area HS (Crown Farm) | FS-52 | Fields Road | Gaithersburg | 32.1 |
| Clarksburg Cluster ES | EW51 | Blue Sky Drive | Clarksburg | 9.29 |
| Clarksburg Village ES (2) | EV63 | Newcut Road | Clarksburg | 9.76 |
| Clarksburg/Damascus MS #2 | FW21 | Route 27 & Skylark Road | Damascus | 22.00 |
| Fallsgrove ES | FR53 | Fallsgrove Road | Richard Montgomery | TBD |
| Great Seneca Science Corridor ES | FR43 | Great Seneca Hwy. and Key West Ave. | Wootton | TBD |
| Jeremiah Park ES | GS23 | SE Shady Grove Road and Crabbs Branch Way | Gaithersburg | TBD |
| King Farm ES | GS11 | Watkins Pond Road | Richard Montgomery | TBD |
| King Farm MS | GS12 | Piccard Drive | Gaithersburg | TBD |
| Paint Branch ES #7 | LS21 | Saddle Creek Drive | Paint Branch | TBD |
| West Old Baltimore Road ES | EV42 | West Old Baltimore Road | Clarksburg | 9.30 |
| White Flint ES | HQ11 | South side of current White Flint Mall property | Walter Johnson | TBD |

Future School Sites

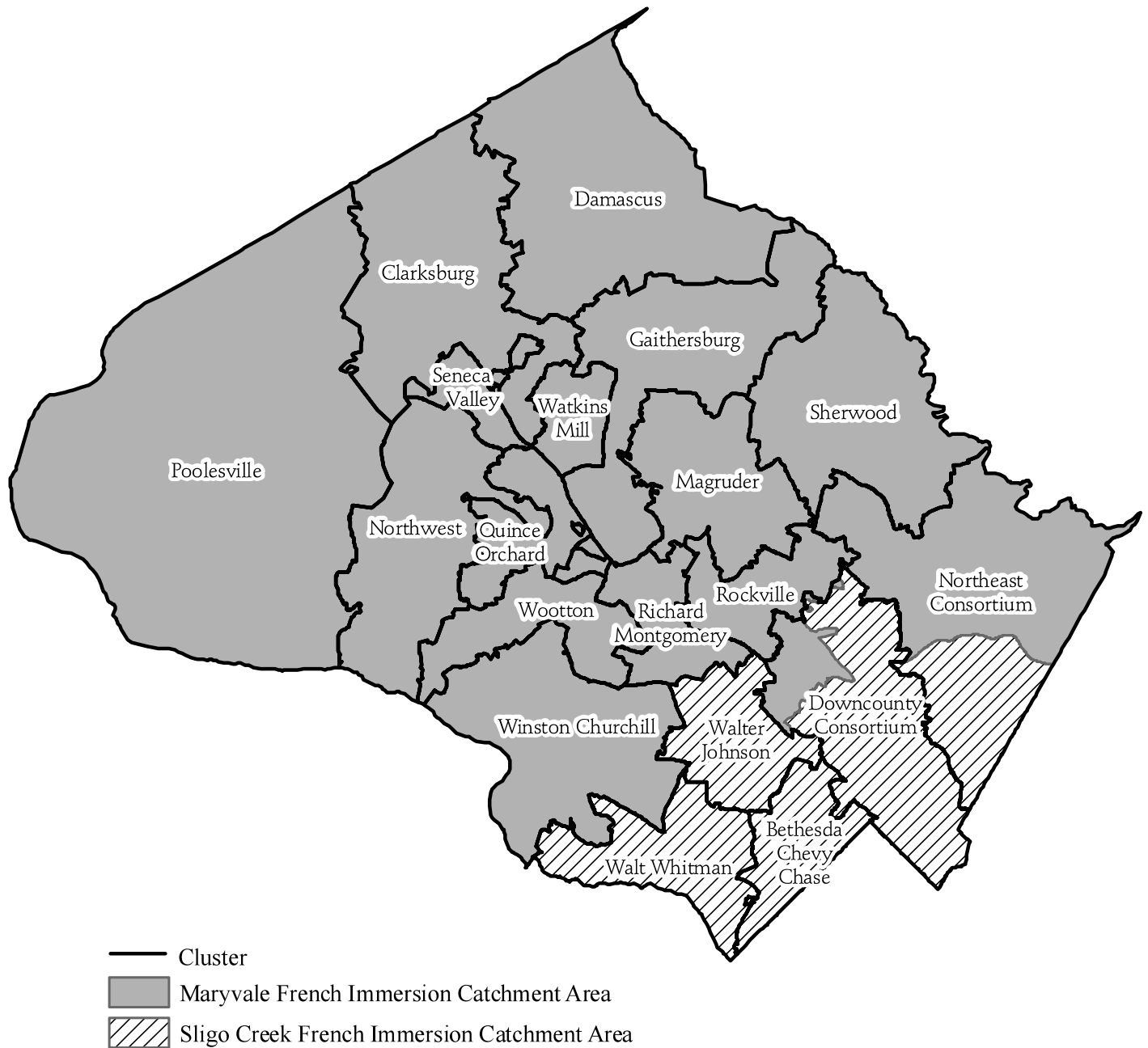
-  Future School Sites Titled to BOE
-  School Sites Titled to Others in County Master Plan

— Cluster Boundary

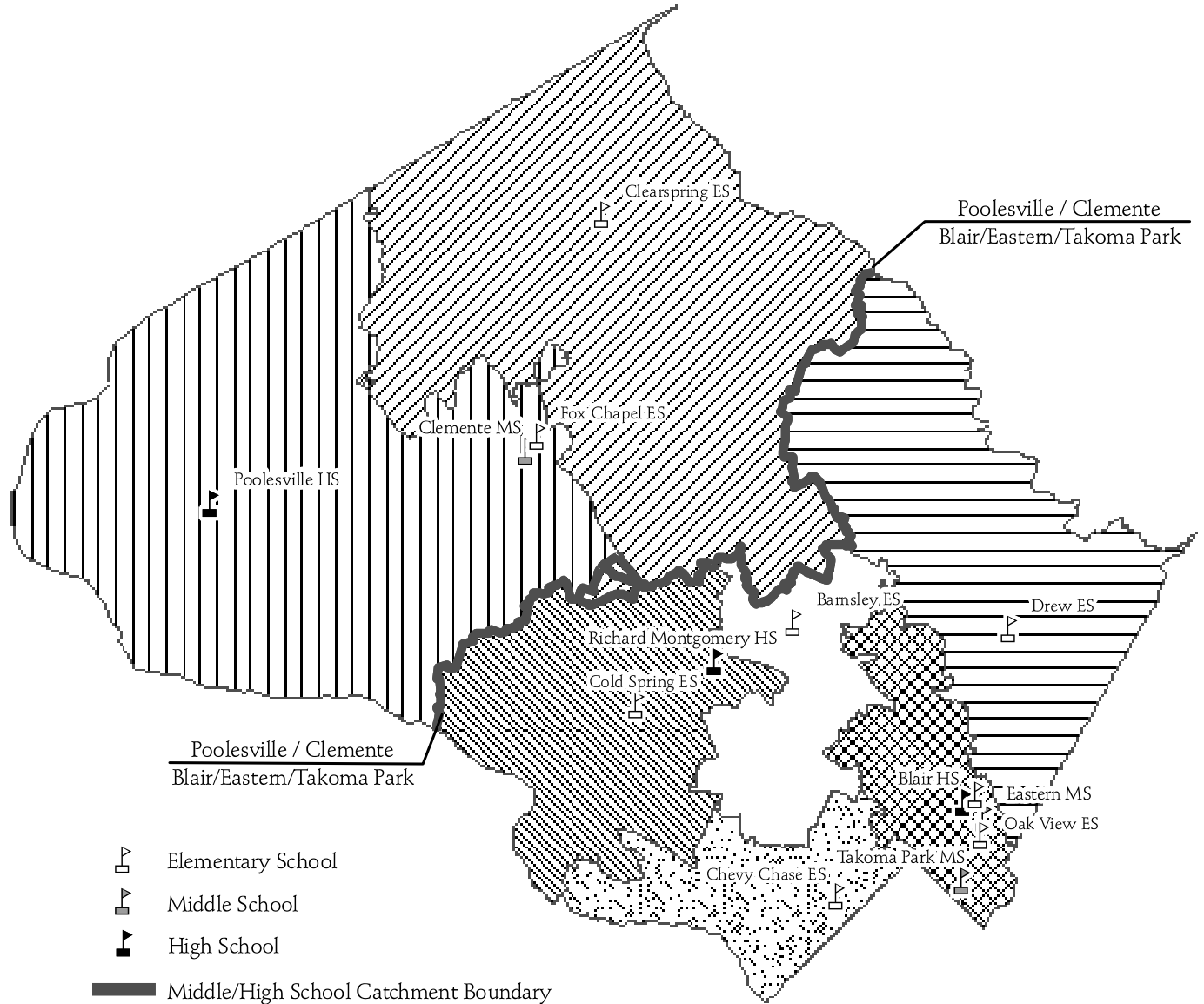





Appendix M


French Immersion Catchment Areas










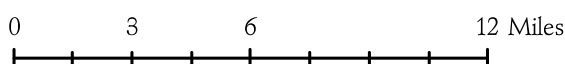
Highly Gifted and Secondary Magnet Areas/Schools



-  Elementary School
-  Middle School
-  High School

 Middle/High School Catchment Boundary

-  Barnsley GT Center
-  Chevy Chase GT Center
-  Clearspring GT Center
-  Cold Spring GT Center
-  Drew GT Center
-  Fox Chapel GT Center
-  Pine Crest GT Center



Appendix N

Political Districts

Board of Education

| District | Name |
|----------|------------------------|
| 1 | Judy Docca |
| 2 | Laura Bethiaume |
| 3 | Patricia O'Neill |
| 4 | Christopher S. Barclay |
| 5 | Michael A. Durso |
| At-large | Philip Kauffman |
| At-large | Shirley Brandman |

County Council

| District | Name |
|----------|------------------|
| 1 | Roger Berliner |
| 2 | Craig Rice |
| 3 | Phil Andrews |
| 4 | Nancy Navarro |
| 5 | Valerie Ervin |
| At-large | Nancy Floreen |
| At-large | George Leventhal |
| At-large | Marc Elrich |
| At-large | Hans Riemer |

General Assembly

Legislative District 14

| | |
|----------|---------------------|
| Senator | Karen S. Montgomery |
| Delegate | Anne R. Kaiser |
| Delegate | Eric G. Luedtke |
| Delegate | Craig J. Zucker |

Legislative District 15

| | |
|----------|---------------------|
| Senator | Robert J. Garagiola |
| Delegate | Kathleen M. Dumais |
| Delegate | Brian J. Feldman |
| Delegate | Aruna Miller |

Legislative District 16

| | |
|----------|------------------|
| Senator | Brian E. Frosh |
| Delegate | C. William Frick |
| Delegate | Ariana B. Kelly |
| 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 | Roger Manno |
| Delegate | Sam Arora |
| Delegate | Bonnie L. Cullison |
| Delegate | Benjamin F. Kramer |

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 | Charles E. Barkley |
| Delegate | Kirill Reznik |
| Delegate | A. Shane Robinson |

Political Districts

Board of Education

| District | Name |
|----------|------------------------|
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| 5 | Michael A. Durso |
| At-large | Philip Kauffman |
| At-large | Shirley Brandman |

County Council

| District | Name |
|----------|------------------|
| 1 | Roger Berliner |
| 2 | Craig Rice |
| 3 | Phil Andrews |
| 4 | Nancy Navarro |
| 5 | Valerie Ervin |
| At-large | Nancy Floreen |
| At-large | George Leventhal |
| At-large | Marc Elrich |
| At-large | Hans Riemer |

General Assembly

| Legislative District 14 | |
|-------------------------|---------------------|
| Senator | Karen S. Montgomery |
| Delegate | Anne R. Kaiser |
| Delegate | Eric G. Luedtke |
| Delegate | Craig J. Zucker |

| Legislative District 15 | |
|-------------------------|---------------------|
| Senator | Robert J. Garagiola |
| Delegate | Kathleen M. Dumais |
| Delegate | Brian J. Feldman |
| Delegate | Aruna Miller |

| Legislative District 16 | |
|-------------------------|------------------|
| Senator | Brian E. Frosh |
| Delegate | C. William Frick |
| Delegate | Ariana B. Kelly |
| 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. |
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| Delegate | Jeffrey D. Waldstreicher |

| Legislative District 19 | |
|-------------------------|--------------------|
| Senator | Roger Manno |
| Delegate | Sam Arora |
| Delegate | Bonnie L. Cullison |
| Delegate | Benjamin F. Kramer |

| 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 | Charles E. Barkley |
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| Delegate | A. Shane Robinson |

Political Districts

Board of Education

| District | Name |
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| At-large | Philip Kauffman |
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County Council

| District | Name |
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| 5 | Valerie Ervin |
| At-large | Nancy Floreen |
| At-large | George Leventhal |
| At-large | Marc Elrich |
| At-large | Hans Riemer |

General Assembly

| Legislative District 14 | |
|-------------------------|---------------------|
| Senator | Karen S. Montgomery |
| Delegate | Anne R. Kaiser |
| Delegate | Eric G. Luedtke |
| Delegate | Craig J. Zucker |

| Legislative District 15 | |
|-------------------------|---------------------|
| Senator | Robert J. Garagiola |
| Delegate | Kathleen M. Dumais |
| Delegate | Brian J. Feldman |
| Delegate | Aruna Miller |

| Legislative District 16 | |
|-------------------------|------------------|
| Senator | Brian E. Frosh |
| Delegate | C. William Frick |
| Delegate | Ariana B. Kelly |
| Delegate | Susan C. Lee |

| Legislative District 17 | |
|-------------------------|--------------------|
| Senator | Jennie M. Forehand |
| Delegate | Kumar P. Barve |
| Delegate | James W. Gilchrist |
| Delegate | Luis R. S. Simmons |

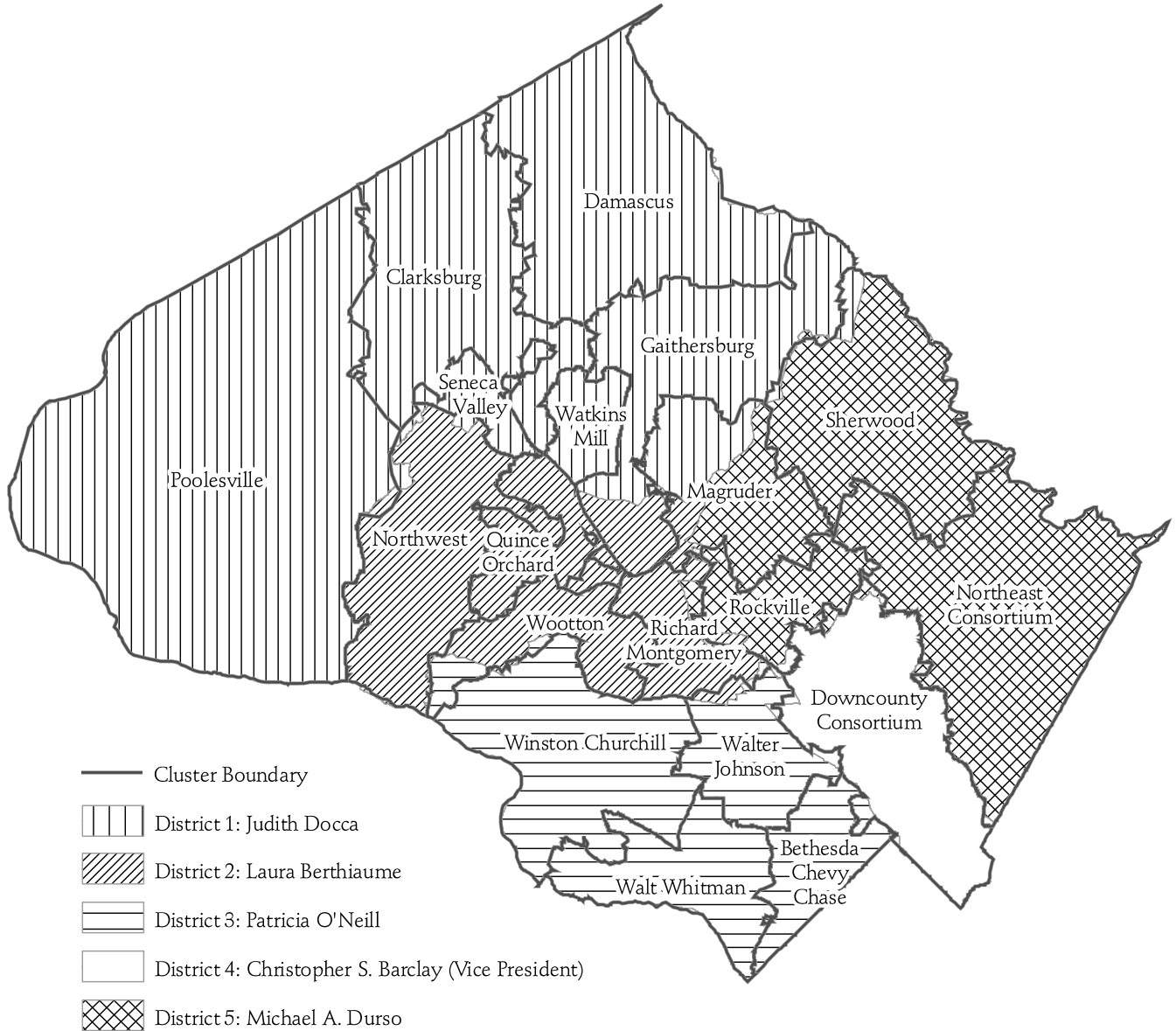
| Legislative District 18 | |
|-------------------------|--------------------------|
| Senator | Richard S. Madaleno, Jr. |
| Delegate | Alfred C. Carr, Jr. |
| Delegate | Ana Sol Gutierrez |
| Delegate | Jeffrey D. Waldstreicher |

| Legislative District 19 | |
|-------------------------|--------------------|
| Senator | Roger Manno |
| Delegate | Sam Arora |
| Delegate | Bonnie L. Cullison |
| Delegate | Benjamin F. Kramer |

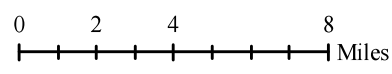
| Legislative District 20 | |
|-------------------------|-------------------|
| Senator | Jamin B. Raskin |
| Delegate | Sheila E. Hixson |
| Delegate | Tom Hucker |
| Delegate | Heather R. Mizeur |

| Legislative District 39 | |
|-------------------------|--------------------|
| Senator | Nancy J. King |
| Delegate | Charles E. Barkley |
| Delegate | Kirill Reznik |
| Delegate | A. Shane Robinson |

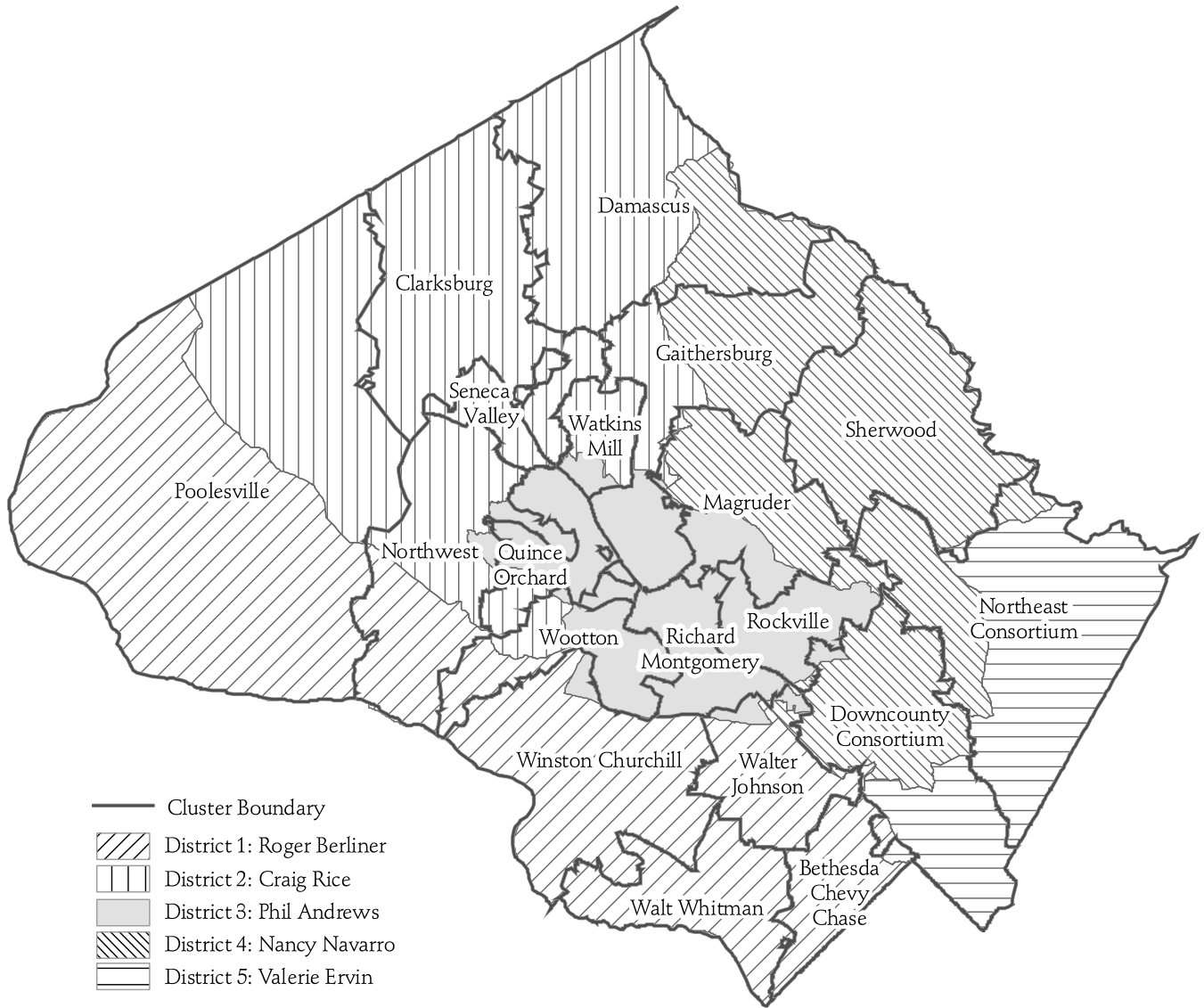
Board of Education Districts



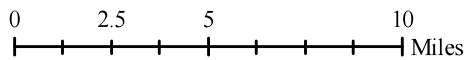
BOE Members at Large:
 Shirley Brandman (President)
 Philip Kauffman
 BOE Student Member:
 Alan Xie



Councilmanic Districts

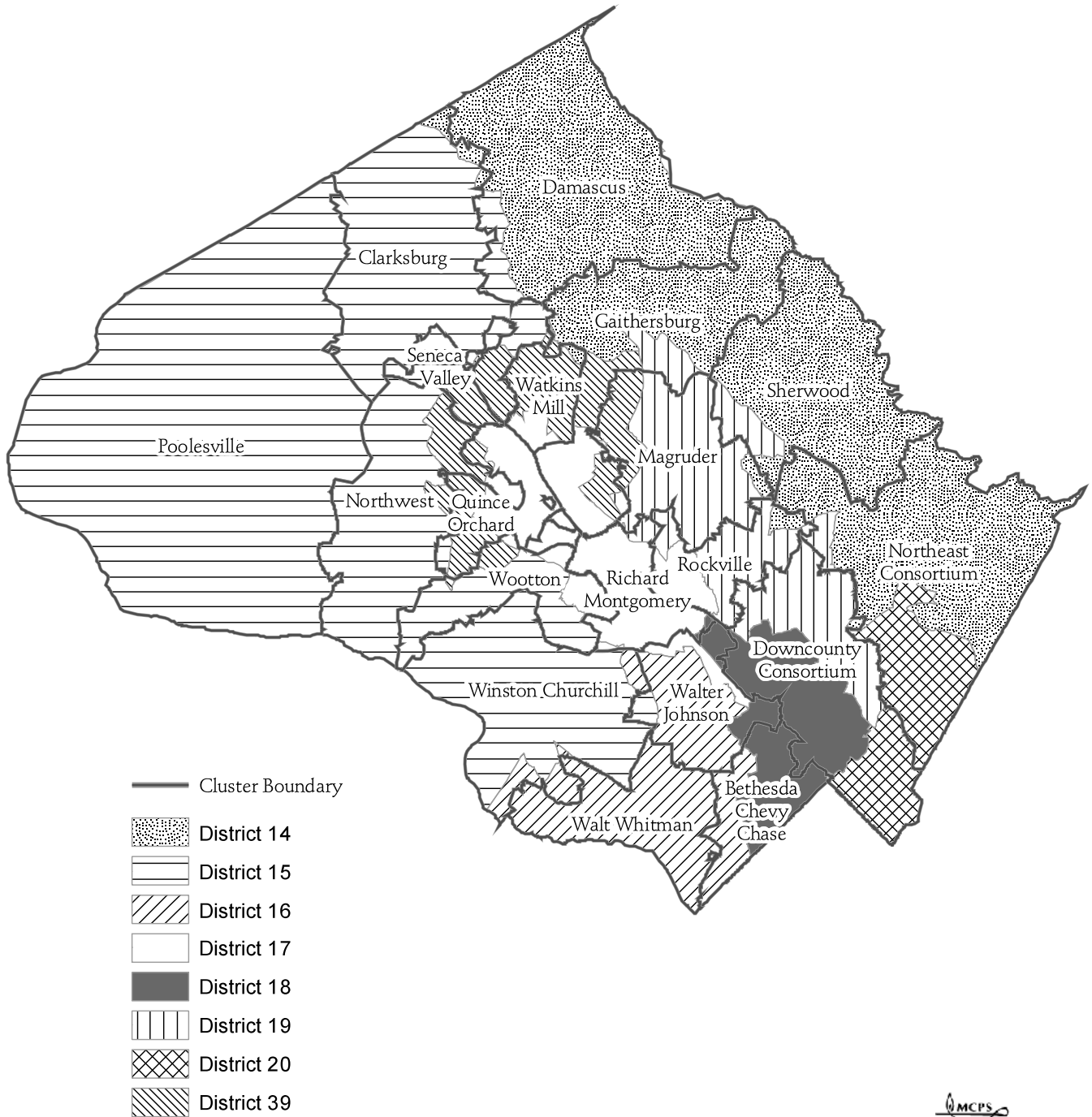


Councilmanic Members at Large:
 Marc Elnich
 Nancy Floreen
 George Leventhal
 Hans Riemer



Montgomery County Public Schools - Division of Long-range Planning - October 12, 2012

Legislative Districts



Montgomery County Public Schools - Division of Long-range Planning - October 12, 2012

Appendix O

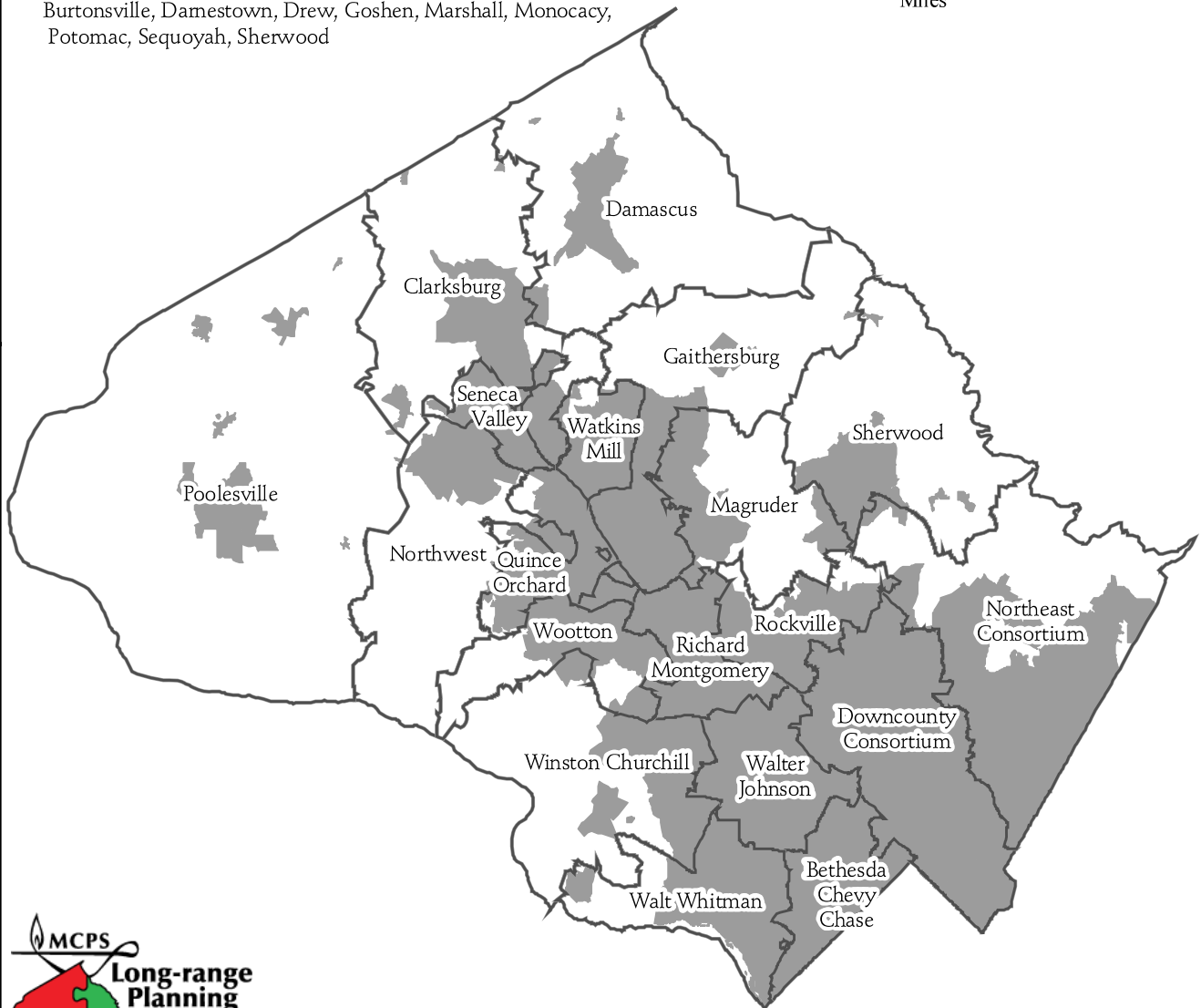
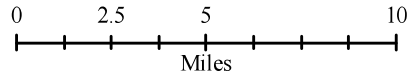
Priority Funding Areas

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.

Priority Funding Areas in MCPS

- All MCPS Schools serve students from Priority Funding Areas
- High Schools NOT in a Priority Funding Area:
Blake, Magruder, Sherwood
- Middle Schools NOT in a Priority Funding Area:
Briggs Chaney, Farquhar, Redland, Rosa Parks
- Elementary Schools NOT in a Priority Funding Area:
Burtonsville, Damestown, Drew, Goshen, Marshall, Monocacy, Potomac, Sequoyah, Sherwood

— Cluster Boundary
 ■ Priority Funding



Montgomery County Public Schools - Division of Long-range Planning - October 12, 2012

Appendix P-1

MCPS Role in County Land Use Planning, Zoning, Subdivision Review, and Growth Policy

Montgomery County Public Schools (MCPS) collaborates with the Montgomery County Planning Department (MCPD), the Montgomery County Planning Board (Planning Board), the Montgomery County Hearing Examiner, and the Montgomery County Council (County Council) in a range of planning activities that impact school enrollment and facility needs. These activities are discussed below, from the more general and long-range activities to the more specific and short term activities.

County Land Use Planning

The Planning Board, working with MCPD staff, creates local master plans and sector plans to set forth the land use vision for those areas. The sequence of steps in the development of master plans begins with the MCPD staff development of plan scenarios and collection of community input. At this early stage, and throughout the plan development process, MCPS staff provides MCPD staff with estimates of the number of students that will be generated under various housing scenarios. If housing scenarios generate enough students to require one or more school sites, then these sites are included within the plan area. The MCPD staff recommended plan works its way through Planning Board review and recommendation. Finally, the County Council reviews the Planning Board recommended plan, making any changes it deems appropriate. Ultimately, the County Council takes action to approve the plan.

The identification of school sites is the primary form of input MCPS provides on land use plans. MCPS has no role in evaluating the merits of land use plans or the number of housing units that are provided in these plans. On the other hand, the Planning Board and County Council have no role in the future selection of a school site for school construction or the development of school boundaries for a new school. These responsibilities are the sole purview of the Board of Education.

Zoning

The implementation of master plans does not occur until the County Council approves a Sectional Map Amendment (SMA). An SMA is a comprehensive action that identifies various zones to be applied to individual tracts of land, as recommended in the master plan. Once the SMA is adopted, property owners have the right to subdivide their properties according to the zoning. On occasion, property owners may request rezoning of their land to allow projects that they believe are consistent with the intent of the master plan. MCPS provides comments on rezoning applications that include housing. These comments include

estimates of the number of students that would be generated under the proposed rezoning and the projected utilization levels of schools that serve the property in question. These comments are submitted to MCPD staff during their review of the rezoning, and as requested, to the County Hearing Examiner during review of the rezoning request.

Subdivision

Subdivision plans are submitted by property owners when they are ready to develop their land. Subdivisions are reviewed by MCPD staff and modifications to the plans may be worked out between staff and property owners prior to the plan going to the Planning Board for approval. Once a preliminary plan is complete, a public hearing is held before the Planning Board and action is taken. The Planning Board has the sole authority for review and approval of subdivision applications.

There are numerous considerations that come into play in reviewing a subdivision plan. The Planning Board must determine if a proposed subdivision is consistent with the area master plan and zoning of the property. The Planning Board also must determine if the area of development is “open” to subdivision approval given the results of the Adequate Public Facilities Ordinance (APFO) and County Growth Policy. In regard to the school test of the Growth Policy, one of three conditions may exist when reviewing residential subdivisions:

- First, there may be adequate capacity in the school cluster serving the property. In this case there are no conditions on subdivision approval related to schools.
- Second, schools in the cluster serving the property may be overutilized and require that a school facility payment be collected as a condition of subdivision approval. This payment is collected when building permits are issued for the subdivision. These payments are reserved for school capacity projects in the cluster where they are collected.
- Third, schools serving the property may be so overutilized that residential subdivisions may not be approved until capacity is adequate (through a future capital project or a decline in enrollment).

The thresholds for the second and third conditions are outlined below in the discussion of the County Subdivision Staging Policy. MCPS staff also provides comments on the impact of subdivisions that abut school system property. Once a preliminary plan of subdivision is approved by the Planning Board,

an estimate of the number of students the plan will generate is incorporated in enrollment projections for schools that serve the property. Appendix P-2 describes how enrollment projections are developed.

County Subdivision Staging Policy

Since 1973 the Montgomery County subdivision regulations have included the APFO, with the goal of synchronizing development with the availability of public facilities. (County Code, Section 50-35 (k).) In response to strong growth pressures in the mid 1980s, the County Council enacted legislation to direct the Planning Board's administration of the APFO. This legislation originally was known as the County Growth Policy. More recently the name of the policy has been changed to better reflect its purpose. The policy is now called the Subdivision Staging Policy. The APFO and Subdivision Staging Policy have nothing to do with the location, amount, type, or mix of development. These determinations occur in the master planning and zoning processes. The role of the Subdivision Staging Policy is the staging of subdivision approvals commensurate with adequate facility capacity. The two main areas of public facility capacity considered in the policy are schools and transportation facilities.

The County Subdivision Staging Policy, which prescribes the school test of facility adequacy, is reviewed on a four year cycle. The school test of facility adequacy is conducted annually based on the latest enrollment forecast and adopted capital improvements program. The three tiered school test evaluates school utilization levels in the 25 cluster areas at the elementary, middle, and high school levels. If school utilizations exceed certain thresholds, action on subdivision applications

are prescribed. Each year, MCPS prepares the data on cluster school utilizations for the school test, and the Planning Board adopts the results of the school test prior to July 1st. The test results are in place for the following fiscal year. The Subdivision Staging Policy school test thresholds are:

- Subdivision applications in clusters with enrollment levels between 105 and 120 percent of MCPS program are required to make a facility payment to obtain approval. This payment is calculated at 60 percent of the marginal cost of the students generated by the subdivision on school construction costs.
- Subdivision applications in clusters with enrollment levels above 120 percent may not be approved until the utilization level falls below 120 percent. The results of the school test for FY 2013 are shown in Appendix I. This test reflects enrollment projections developed in the fall 2011 and approved school capacity projects in the County Council adopted *FY 2013 Capital Budget and FY 2013–2018 Capital Improvements Program*.
- In the case of clusters that exceed the 120 percent threshold for moratorium, the County Council frequently includes “placeholder” capital projects in the adopted CIP when it is known that a capital project that resolves the cluster utilization issue is in the works. This is the case when facility planning is underway, but the project is not sufficiently far along to request all of the design and construction funds that are needed. The “placeholder” capital project essentially promises support for the full project when it is placed in the following year's CIP.

Appendix P-2

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 1 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 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. The grade enrollment history of each school is 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 the forecast for each school 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 for all schools, and for the tenth and fifteenth years in the future for secondary schools. 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 entire system, 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 example 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 and the share of county students in public schools, compared to nonpublic schools, increases.) 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 and fewer students have left the county to attend school in other jurisdictions. These trends have led to marked increases in enrollment despite the poor economy.

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 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 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

On December 7, 2010, the Board of Education adopted Policy FKB, *Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities*. This policy updated Policy FKB, *Modernization/Renovation* that was adopted in 1992 and had never been updated by the Board of Education. The updated version of Policy FKB provides for a new emphasis on sustaining Montgomery County Public Schools (MCPS) facilities in good condition through systematic life-cycle asset replacement. At the same time, the policy recognizes the need to modernize schools as a facility reaches the end of its useful lifecycle. In order to implement Policy FKB it was necessary to have an updated means of assessing and prioritizing schools for modernization.

While a primary factor in the need to modernize a school is the age of the facility, a number of other factors also are considered in assessing the condition of a school. When the MCPS modernization program began in the early 1990s, a methodology known as Facilities Assessment with Criteria and Testing (FACT) was developed. The original FACT methodology was applied to three groups of school assessments—the first group in FY 1993, the second in FY 1996 and the third in FY 2000. Through the 2011–2012 school year, these assessments resulted in the modernizations of 35 elementary schools, 8 middle schools, and 8 high schools. Another 12 elementary schools, 5 middle schools, and 9 high schools are now either under construction, in design, or are in the queue for modernization. The list of these schools is provided in Appendix E.

The list of elementary schools in the queue for modernization is almost complete, with the last three elementary schools in the queue scheduled for completion in January 2018. As a result, it was necessary to assess additional elementary and secondary schools that are aging and in need of modernization. A total of 53 facilities were identified for FACT assessments. The new list includes facilities that were built prior to the mid 1980s and had never been modernized, although some of these schools may have had some renovation work performed.

Beginning in spring 2010, a process to update the FACT methodology was undertaken. A multi-stakeholder committee reviewed and prepared recommendations to update the methodology. Board of Education supported the recommendations of the committee by adopting the updated FACT methodology on July 8, 2010. The updated FACT methodology describes the criteria to assess the condition of schools, the measures for each criterion, and the relative

weights to apply to various criteria to obtain an overall score for each facility. Consultants EMG, Inc., provided technical expertise in the development of the detailed revised FACT methodology and were responsible for conducting the assessments.

The old FACT methodology scoring system used a 2,000 point scale and schools in worse condition scored lower while schools in better condition received a higher score. In contrast, the new FACT methodology uses a 600 points scale in which the buildings in worse condition received higher scores and the buildings in better condition received lower scores. “Educational Program” parameters such as educational specifications, open plan schools, and controlled access were assigned 300 points and “Physical Infrastructure” parameters, such as facility design guidelines, utility and energy efficiency, maintenance cost, and community use of public facilities, were assigned 300 points. The final report of the assessments, including the facility scores, was presented to the Board of Education on October 11, 2011.

The table on the following page presents the scores for each school in rank order for elementary schools and secondary schools. As the current queue of schools scheduled for modernization is completed (see Appendix E), schools on the following page will be placed in the modernization queue according to their score. The movement of the newly assessed schools to the modernization queue will occur as planning and construction funds are programmed in the six year CIP period. At that time a completion date for the modernization also will be provided. The purpose of the following list is to show the rank order and scores of all the schools that were recently assessed.

In addition to 34 elementary schools and 11 middle schools, the recent FACT assessments included three special education program centers—Stephen Knolls, Rock Terrace, and Carl Sandburg—the Blair G. Ewing Center, and the four elementary school holding centers. Stephen Knolls is placed in the list of elementary schools on the following page and Rock Terrace and the Blair G. Ewing Center are placed in the list of secondary schools. The Carl Sandburg Learning Center is not included on the following table because of the adopted plan to collocate this school at Maryvale Elementary School as part of its modernization, scheduled for completion in January 2018. Finally, the elementary school holding centers are not included on the following table because improvements to these facilities will be addressed through a separate capital project.

FACT* Scores (Schools Assessed in 2010–2011)

| Rank | Elementary Schools | Total FACT Score Maximum Score = 600 |
|------|--------------------------------------|---|
| 1 | Cold Spring Elementary School | 382.04 |
| 2 | DuFief Elementary School | 357.01 |
| 3 | Belmont Elementary School | 349.28 |
| 4 | Stonegate Elementary School | 334.95 |
| 5 | Damascus Elementary School | 331.89 |
| 6 | Twinbrook Elementary School | 330.58 |
| 7 | Summit Hall Elementary School | 328.90 |
| 8 | Rosemary Hills Elementary School | 327.05 |
| 9 | Burnt Mills Elementary School | 318.29 |
| 10 | Poolesville Elementary School | 314.42 |
| 11 | Woodfield Elementary School | 314.09 |
| 12 | South Lake Elementary School | 302.69 |
| 13 | Cedar Grove Elementary School | 302.46 |
| 14 | Greenwood Elementary School | 300.47 |
| 15 | Piney Branch Elementary School | 294.73 |
| 16 | Whetstone Elementary School | 293.22 |
| 17 | Takoma Park Elementary School | 292.86 |
| 18 | Gaithersburg Elementary School | 290.88 |
| 19 | Strathmore Elementary School | 289.46 |
| 20 | Diamond Elementary School | 286.57 |
| 21 | Fox Chapel Elementary School | 278.71 |
| 22 | Stephen Knolls School | 276.56 |
| 23 | East Silver Spring Elementary School | 276.41 |
| 24 | Broad Acres Elementary School | 275.88 |
| 25 | Woodlin Elementary School | 273.72 |
| 26 | Germantown Elementary School | 272.61 |
| 27 | Fallsmead Elementary School | 267.41 |
| 28 | Watkins Mill Elementary School | 266.33 |
| 29 | Fields Road Elementary School | 257.61 |
| 30 | Stedwick Elementary School | 249.55 |
| 31 | Cloverly Elementary School | 244.31 |
| 32 | Darnestown Elementary School | 241.67 |
| 33 | Washington Grove Elementary School | 227.68 |
| 34 | Bradley Hills Elementary School | 212.04 |
| 35 | Sherwood Elementary School | 210.92 |

| Rank | Secondary Schools | Total FACT Score Maximum Score = 600 |
|------|-----------------------------------|---|
| 1 | Rock Terrace School | 382.13 |
| 2 | Blair G. Ewing Center | 380.99 |
| 3 | Banneker Middle School | 341.88 |
| 4 | Argyle Middle School | 322.24 |
| 5 | Newport Mill Middle School | 315.72 |
| 6 | Ridgeview Middle School | 309.03 |
| 7 | Silver Spring Intl. Middle School | 301.37 |
| 8 | Neelsville Middle School | 291.74 |
| 9 | Baker Middle School | 279.58 |
| 10 | Frost Middle School | 255.22 |
| 11 | Loiederman Middle School | 254.66 |
| 12 | Redland Middle School | 245.35 |
| 13 | North Bethesda Middle School | 240.74 |

* FACT refers to the Facilities Assessment with Criteria and Testing methodology for evaluating and scoring the condition of schools.

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 to be academically successful in the general education environment. Resource teachers provide an array of services to students with disabilities including strategy-based instruction, direct instruction in reading/language arts, writing, mathematics, and organizational skills, and Maryland School Assessments.

Speech and Language Services

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 Model

Elementary Home School Model supports 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 encompasses 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) Services

Secondary Learning and Academic Disabilities services, 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, co-taught

general education classes, and other opportunities for participation with non-disabled peers.

Transition Services

Transition Services are provided to students in special education, age 14 or older, to facilitate a smooth transition from school to post-secondary 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

Elementary Learning and Academic Disabilities (LAD) Services

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 service within each quad-cluster.

Quad-cluster/Regionally-based Program Delivery Model

Elementary 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) services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. 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 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 prepared for post secondary opportunities upon graduating with a certificate from the school system.

School/Community-based (SCB) Program

School/Community-based Program (SCB) services serve students with severe or profound intellectual disabilities 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 FLS curriculum, in comprehensive schools and related community and work environments. The SCB model includes the following components: age-appropriate classes; heterogeneous groupings; peer interactions; individualized instruction; and transition is available in all quad-clusters. The goal of the program is to prepare students to transition upon graduating with a certificate 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 three, or until age four, under the Extended Individualized Family Service Plan option. Services are provided in the natural environment and may include specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language services. 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)

(Classic, Collaboration, Comprehensive, Beginnings, Intensive Needs, PILOT, Medically Fragile, and Itinerant Services)

The Preschool Education Program (PEP) offers a continuum of prekindergarten classes and services for children with disabilities ages 3 through 5. PEP serves children with delays in multiple developmental domains that impact the child's ability to learn. Services range from itinerant instruction at home for medically fragile children to consultative and itinerant services for children in community-based child care settings and preschools. Classes are provided for children who need a comprehensive approach to their learning. PEP PILOT provides an early childhood setting for students with mild delays; PEP collaboration classes offer inclusive opportunities for prekindergarten students using a coteaching model. PEP Classic and PEP Intensive Needs classes serve children with moderate developmental delays in a structured classroom environment. PEP Comprehensive serves students with moderate to severe cognitive delays and/or multiple disabilities. PEP 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).

Preschool Language Classes

Preschool Language classes serve students ages 3 through 5, 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 two days per week developmentally appropriate class, or five days per week in an early childhood classroom setting. 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 Services

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3–5. State-of-the-art evidence based instructional practices are utilized to increase academic, language, social, and adaptive skills to ultimately provide access to a variety of school-age services and to maximize independence in all domains. Autism services for school-aged students provide access to the FLS curriculum. Students receive ABA based intensive instruction in a highly structured setting to improve learning and communication and provide access to nondisabled peers. At the secondary level, students also receive vocational and community support.

Secondary Autism Resource Services

Secondary Autism Resource Services, located in three middle and three high schools, are designed for students with autism spectrum disorders who are diploma bound and have difficulty mastering grade level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with autism spectrum disorders. Students are included in general education curriculum with the supports indicated on their IEPs. Access to the general education curriculum with enrichment is reinforced.

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 learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication in order to access the general education 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 Services

Emotional Disabilities (ED) Cluster Services are provided to students who demonstrate significant social, emotional, learning and/or behavioral challenges that adversely impact their success in school. The majority of students are identified with an emotional disability. Some students have secondary disabilities, such as other health impairments, language disabilities, and learning disabilities. Students access the MCPS general education curriculum yet may have difficulty achieving academic success due to emotional and behavioral challenges that interfere with their ability to participate successfully in an educational environment. Students are served in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Bridge Services

Bridge Services are 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 impairments and autism (Aspergers Syndrome).

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. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Gifted and Talented/Learning Disabled Services

Students receiving gifted and talented/learning disabled (GT/LD) services demonstrate superior cognitive ability in at least one area and typically have production problems, particularly in the area of written expression. GT/LD 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.

Elementary Physical Disabilities Services

Elementary physical disabilities services provide comprehensive supports to students with physical and health-related disabilities that cause a significant impact on educational performance in the general education environment. 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 School

The Longview School provides services to students, ages 5–21, with severe to profound intellectual disabilities 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 School

The Stephen Knolls School services students, ages 5–21, with severe to profound intellectual disabilities 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.

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 Services

Deaf and Hard of Hearing services provide comprehensive educational supports to students who are deaf or have a significant hearing loss. These services enable students to develop effective language and communication skills and provide 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.

Physical Disabilities/Occupational/Physical Therapy Services

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

Extensions serves students of middle and high school age who have severe or profound intellectual disabilities, or multiple disabilities including intellectual disabilities 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. 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 a special education school that serves students with multiple disabilities in kindergarten through Grade 5, including intellectual disabilities, autism spectrum disorders, language disabilities, and emotional and other learning disabilities. Services are designed for elementary students who need a highly structured setting, small student-teacher ratio, and access to the MCPS general education or FLS curriculum. 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

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 the implementation of the FLS curriculum to prepare the students for transition to the high school program. The high school program emphasizes the FLS curriculum and community based instruction activities that enable students to demonstrate skills that lead to full participation in the school-to-work plan and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post secondary experiences and career readiness.

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.

Assistive Technology Services

Assistive Technology Services provide support for students from birth–21. Augmentative communication and technology services support nonverbal 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.

Aspergers Services

Students with Aspergers Syndrome receive direct instruction in the areas of coping strategies and prosocial behaviors with supported access to the general education curriculum and accommodations appropriate to the individual student. Aspergers Services provide assistance to students participating in the general education environment who require access to specialized support and direct instruction with coping, organization, and self advocacy.

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

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

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).

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

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

Related Entries: FAA, FAA-RA
Responsible Office: Chief Operating Officer
Facilities Management

Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities

A. PURPOSE

To affirm the Board of Education's (Board) commitment to maintain all school facilities in conditions that maximize learning opportunities for every student in the county. Sustaining Montgomery County Public Schools (MCPS) facilities is accomplished by pursuing systematic maintenance programs that renew facilities on a life cycle replacement basis. Modernizing MCPS facilities is accomplished by pursuing the systematic assessment of older facilities that have reached the end of their useful lifecycle, and placing these schools in a queue for modernization based on their relative condition.

To establish a systematic approach for replacement of building systems and facilities for MCPS. The approach is intended to address changing educational program standards and aging of building systems 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.

Many schools were built in the decades between 1950 and 1980. Since that time many code requirements have changed and construction methods have been improved, resulting in facilities that are capable of being sustained in good condition over a longer period of time than was the case with older school facilities. A rigorous maintenance program for well-built schools is critical to ensuring that the substantial taxpayer investment in school infrastructure is preserved. This policy recognizes that maintenance and systemic replacement activities need to serve as the primary means for keeping all schools in good condition over the extended life of a facility. At the same time, the policy recognizes that at some point the useful life-cycle of a facility has been reached and major modernization is necessary.

B. ISSUE

School facilities, building systems, and equipment all require various and continuing levels of attention to achieve their expected life-cycle. MCPS views facility maintenance as being on a continuum ranging from routine repairs to replacement of building systems to complete modernization of facilities.

The Board of Education (Board) should determine when funds will be spent on school facilities:

- a) To sustain facilities through routine maintenance of building systems.
- b) To replace building systems on a systematic schedule based on the anticipated life-cycle of these systems.
- c) To modernize facilities in accordance with an established queue when overall physical limitations of the facility can no longer support the educational program or comply with applicable building codes and regulations.

C. POSITION

The pursuit of the systematic life-cycle replacement of building systems and facilities will:

1. Enable school facilities to remain in good condition for a long period of time through the coordinated scheduling of building system repairs and replacements. These activities are based on routine maintenance protocols and anticipated life expectancies of various building systems. Examples of the buildings systems that lend themselves to replacement include heating, ventilation and air conditioning systems (HVAC) and mechanical systems, roofs, restrooms, information technology systems, safe access to schools, and school security systems. In addition numerous other building systems, covered under the Planned Life-cycle Asset Replacement (PLAR) and Building Modifications with Program Improvements (BMPI) capital programs, lend themselves to replacement.
2. Allow the Board to dedicate appropriate levels of funding for systemic projects that ensure all MCPS facilities stay in good condition.
3. Allow the Board to dedicate appropriate levels of funding to complete modernization of school facilities on an established queue when overall physical limitations of the facility can no longer support the educational program or current building codes.

4. Determine when a facility needs to be modernized based on the ability of systemic projects to sustain the facility in good condition. If it is determined that systemic maintenance is no longer viable for a school, then it will be added to the next group of schools to be assessed for modernization using the Facilities Assessment with Criteria and Testing methodology.
5. Maintain all school facilities at consistently high operational levels and maximize the life-span of existing physical plant asset.

D. DESIRED OUTCOME

In order to support its educational programs, MCPS will sustain the life of MCPS facilities through a balanced approach of maintaining and replacing building systems, while also providing for modernization or replacement of facilities when physical limitations of a facility can no longer support the educational program. MCPS will provide sufficient holding facilities so as to allow modernization of facilities to be scheduled.

E. REVIEW AND REPORTING

The *Educational Facilities Master Plan* will constitute the official reporting on the annual funding of systematic life-cycle replacement of building systems and facilities. This document will reflect facilities actions taken by the Board, and funds approved by the County Council for systemic capital projects needed to sustain schools in good condition.

This policy will be reviewed in accordance with the Board of Education's policy review process.

Policy History: Adopted by Resolution No. 835-91, October 8, 1991; amended by Resolution No. 571-10, December 7, 2010.

Appendix W

JEE

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: JEE-RA
Responsible Office: Chief Operating Officer

Student Transfers

A. PURPOSE

To explain the limited circumstances under which students may be granted a transfer to attend a school other than their home school or the school assigned in accordance with their Individualized Education Program (IEP)

B. ISSUE

Students are expected to attend the school within the established area in which they reside (home school) or assigned in accordance with their IEP. Transfers from the home school or the school assigned through the IEP process may be permitted in cases of documented unique hardship.

C. POSITION

1. Transfers should be honored whenever there is a documented unique hardship circumstance. Problems that are common to large numbers of families do not constitute a unique hardship.
2. Exemptions

The following circumstances are exempted from the student transfer process:

- a) An older sibling attends the requested school in the regular program. If the older sibling attends a magnet or special program, an exemption may be granted on a case-by-case basis, with consideration given to space needs or limitations at the requested school.
- b) Continuation at the articulation point from middle school to high school
- c) Students have met the criteria for and been admitted to countywide programs

3. 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.
4. Parents either accepting a hardship transfer or receiving an approved exemption under 2 a) or b) assume responsibility for transportation, and recognize that student parking is regulated on a school by school basis.

D. DESIRED OUTCOMES

To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations of the individual schools.

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

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: Resolution No. 288-72, April 11, 1972, amended by Resolution No. 825-72, December 12, 1972, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. 517-86, September 22, 1986; reviewed February, 1995; amended by Resolution No. 92-02, March 12, 2002; non-substantive modification, November 16, 2006.

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

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 or are assigned in accordance with an Individualized Education Program (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.

III. DEFINITIONS

- A. The *home school* is the school to which a student is assigned based upon the Board of Education (Board) geographical boundary decision. 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 *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 (COSA). When a student is granted a COSA, the requested school becomes the assigned school.

IV. PROCEDURES

- A. Only documented unique hardship situations will be considered for a COSA.
- B. Exemptions
 - 1. Except for a boundary change, an older sibling attending the requested school at the same time in the regular program

2. The student is ready to move from middle school to high school, except for a boundary change
3. The student has met the criteria for and been admitted to and attends a countywide program

C. Timetables and Deadlines

1. COSA 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 of the decision on their COSA request in May.
3. Some programs, such as elementary language immersion programs, may be based on attendance area, or admit students by lottery when there are more requests than available spaces.
4. COSA 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 COSA request is being processed.

D. Process for COSA

1. General
 - a) Paired elementary schools are considered one school for COSA purposes. However, when a student on an approved COSA matriculates from the primary grades to the upper grades, a new form must be submitted. Each pairing has unique characteristics that can impact implementation of transfers.
 - b) High school students who receive an approved COSA are ineligible for athletic participation for one calendar year. A waiver may be requested in writing from the director of Systemwide Athletics explaining the reason for the COSA.

- c) Middle school students on an approved COSA, who wish to remain in that pattern for high school, will be required to reapply for a COSA at the end of middle school. The exemption will be approved and the athletic ineligibility will be waived.
- d) Elementary school students on an approved COSA must reapply and meet the criteria in order to attend a middle school other than that serving their residence.
- e) In unique circumstances, COSAs may be granted for one year only. Parents/guardians must reapply for a COSA 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 COSA 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) COSA or exemption requests for younger siblings of students, including step brothers and sisters and half brothers and sisters, for whom COSAs have been approved, will be approved for a COSA, absent a boundary change, provided that the older sibling will still be attending the requested school in the regular program.
- h) COSA requests after an extended suspension will be addressed by staff in the Disciplinary Review and School Assignment Unit (DRSAU) 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, such as poor attendance or behavior, have that permission rescinded. In addition, students whose COSAs were approved because they were attending a special/exempt program must return to their home school if they leave that program.

2. Initiated by Parent/Guardian/Eligible Student (18 years of age or older)
 - a) If a COSA is desired, MCPS Form 335-45: *Request for Change of School Assignment* (COSA), 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 DRSAU for a decision, or to the Department of Special Education Services if the student is receiving 15 or more hours per week of special education services.
 - d) The COSA may be approved or denied after considering the reason(s) for the COSA and, for students receiving special education services, whether the IEP can be implemented, considering staffing and services available at the requested school.
 - e) Parents accepting an approved COSA or exemption assume responsibility for transportation.
 - f) The parent/guardian will receive written notification of approval or disapproval of a COSA or exemption request from the DRSAU. The student must enroll in and attend the home school while the appeal of a denial is in process. The home and requested schools will be notified that the request has been approved or denied.
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 COSA is indicated, the following steps are implemented:
 - (1) After consulting with the principal and community superintendent as to the reason(s) for the COSA, the supervisor of DRSAU will identify an appropriate school placement for the student.
 - (2) The pupil personnel worker will arrange any necessary conferences with the parent/guardian, student, and principal of the receiving school and Department of Student Services staff as well as supply written confirmation of the placement, athletic eligibility, and athletic waiver process.
- c) Department of Student Services staff members are responsible for monitoring the academic progress and social adjustment of the student whose COSA was initiated by the principal.

4. Initiated by the Department of Student Services

A COSA may be initiated by Department of Student Services staff, in concert with the parent/guardian and the home school's staff, at any time for special circumstances. The approval or denial of Department of Student Services initiated COSAs is the responsibility of the supervisor of DRSAU.

- 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 of Systemwide Athletics, explaining the reason for the COSA.
- 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. Parents may request a waiver by writing to the director of Systemwide Athletics, explaining the reason for the COSA. In these cases, a waiver will be granted.

E. Appeals

1. Superintendent of Schools

If a COSA is denied by the supervisor of DRSAU, 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 of schools' designee) within 15 calendar 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 of schools, 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 of the decision of the superintendent of schools or his/her designee must be made in writing and received by the Board within 30 calendar days of the date on the superintendent of schools' decision letter. Appellants are strongly encouraged to note any appeal as soon as possible. The superintendent of schools 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; non-substantive revision, November 17, 2008; revised January 04, 2010; revised November 18, 2010; revised December 12, 2011.

Appendix X

EEA

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

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.

2012-2013



Rockville, MD

Montgomery County Public Schools

www.montgomeryschoolsmd.org

October 2012

ELEMENTARY SCHOOLS

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| 425..... | Ashburton , 6314 Lone Oak Dr., Bethesda 20817 | Charlene E. Garran | 301-571-6959 |
| 420..... | Bannockburn , 6520 Dalroy Lane, Bethesda 20817 | Daniel Walder | 301-320-6555 |
| 505..... | Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853 | Andrew J. Winter | 301-460-2121 |
| 207..... | Beall , 451 Beall Ave., Rockville 20850 | Elliot M. Alter | 301-279-8460 |
| 780..... | Bel Pre , 13801 Rippling Brook Dr., Silver Spring 20906 | Carmen L. Van Zutphen | 301-460-2145 |
| 607..... | Bells Mill , 8225 Bells Mill Rd., Potomac 20854 | Jerri L. Oglesby | 301-469-1046 |
| 513..... | Belmont , 19528 Olney Mill Rd., Olney 20832 | Dr. Peter H. Bray | 301-924-3140 |
| 401..... | Bethesda , 7600 Arlington Rd., Bethesda 20814 | Lisa S. Seymour | 301-657-4979 |
| 226..... | Beverly Farms , 8501 Postoak Rd., Potomac 20854 <i>Located at North Lake Center, 15101 Bauer Dr., Rockville 20852 through December 2012</i> | Dr. Beth L. Brown | 301-469-1050 |
| 410..... | Bradley Hills , 8701 Hartsdale Ave., Bethesda 20817 <i>Located at Radnor Center, 7000 Radnor Rd., Bethesda 20817</i> | Sandra S. Reece | 301-571-6966 |
| 304..... | Broad Acres , 710 Beacon Rd., Silver Spring 20903 | Luis A. San Sebastian (<i>Acting</i>) | 301-431-7616 |
| 518..... | Brooke Grove , 2700 Spartan Rd., Olney 20832 | Gail M. West | 301-924-3154 |
| 807..... | Brookhaven , 4610 Renn St., Rockville 20853 | Robert B. Grundy | 301-460-2140 |
| 559..... | Brown Station , 851 Quince Orchard Blvd., Gaithersburg 20878 | Dr. Carl L. Baskerville | 301-840-7172 |
| 419..... | Burning Tree , 7900 Beech Tree Rd., Bethesda 20817 | Dr. Judith F. Lewis | 301-320-6510 |
| 309..... | Burnt Mills , 11211 Childs St., Silver Spring 20901 | Lisa O. Thomas | 301-649-8192 |
| 302..... | Burtonsville , 15516 Old Columbia Pike, Burtonsville 20866 | Kimberly L. Kimber | 301-989-5654 |
| 508..... | Candlewood , 7210 Osprey Dr., Rockville 20855 | Dr. Linda B. Sheppard | 301-840-7167 |
| 310..... | Cannon Road , 901 Cannon Rd., Silver Spring 20904 | Norman L. Coleman | 301-989-5662 |
| 604..... | Carderock Springs , 7401 Persimmon Tree Lane, Bethesda 20817 | Rock A. Palmisano | 301-469-1034 |
| 159..... | Rachel Carson , 100 Tschiffely Square Rd., Gaithersburg 20878 | Lawrence D. Chep | 301-840-5333 |
| 511..... | Cashell , 17101 Cashell Rd., Rockville 20853 | Maureen Ahern | 301-924-3130 |
| 703..... | Cedar Grove , 24001 Ridge Rd., Germantown 20876 | Lee F. Derby | 301-253-7000 |
| 403..... | Chevy Chase , 4015 Rosemary St., Chevy Chase 20815 | Jody L. Smith | 301-657-4994 |
| 101..... | Clarksburg , 13530 Redgrave Pl., Clarksburg 20871 | Kwang-Ja Lee | 301-353-8060 |
| 706..... | Clarspring , 9930 Moyer Rd., Damascus 20872 | Holly A. Steel | 301-253-7004 |
| 100..... | Clopper Mill , 18501 Cinnamon Dr., Germantown 20874 | Stephanie B. Curry | 301-353-8065 |
| 308..... | Cloverly , 800 Briggs Chaney Rd., Silver Spring 20905 | Melissa A. Brunson | 301-989-5770 |
| 238..... | Cold Spring , 9201 Falls Chapel Way, Potomac 20854 | Martin J. Barnett | 301-279-8480 |
| 229..... | College Gardens , 1700 Yale Pl., Rockville 20850 | Stacey F. Rogovoy (<i>Acting</i>) | 301-279-8470 |
| 322..... | Community Montessori Charter , 3015 Upton Dr., Kensington 20895 | Dr. Jacqueline Cossentino (<i>Acting</i>) | 301-929-2505 |
| 808..... | Cresthaven , 1234 Cresthaven Dr., Silver Spring 20903 | Sherri A. Gorden | 301-431-7622 |
| 111..... | Capt. James E. Daly , 20301 Brandermill Dr., Germantown 20876 | Nora G. Dietz | 301-353-0939 |
| 702..... | Damascus , 10201 Bethesda Church Rd., Damascus 20872 | Sean P. McGee | 301-253-7080 |
| 351..... | Darnestown , 15030 Turkey Foot Rd., Gaithersburg 20878 | Laura S. Colgary | 301-840-7157 |
| 570..... | Diamond , 4 Marquis Dr., Gaithersburg 20878 | Carol A. Lange | 301-840-7177 |
| 747..... | Dr. Charles R. Drew , 1200 Swingingdale Dr., Silver Spring 20905 | Gail Scott-Parizer | 301-989-6030 |
| 241..... | DuFief , 15001 DuFief Dr., Gaithersburg 20878 | Dorothy J. Reitz | 301-279-4980 |
| 756..... | East Silver Spring , 631 Silver Spring Ave., Silver Spring 20910 | Dr. Adrienne L. Morrow | 301-650-6420 |
| 303..... | Fairland , 14315 Fairdale Rd., Silver Spring 20905 | Tillie C. Garfinkel | 301-989-5658 |
| 233..... | Fallsmead , 1800 Greenplace Terr., Rockville 20850 | Roni S. Silverstein | 301-279-4984 |
| 219..... | Farmland , 7000 Old Gate Rd., Rockville 20852 | Katherine Diane Smith | 301-230-5919 |
| 566..... | Fields Road , One School Dr., Gaithersburg 20878 | Kathryn S. Rupp | 301-840-7131 |
| 549..... | Flower Hill , 18425 Flower Hill Way, Gaithersburg 20879 | Lamar Whitmore | 301-840-7161 |
| 506..... | Flower Valley , 4615 Sunflower Dr., Rockville 20853 | Gay E. Melnick | 301-924-3135 |
| 803..... | Forest Knolls , 10830 Eastwood Ave., Silver Spring 20901 | Donald D. Masline | 301-649-8060 |
| 106..... | Fox Chapel , 19315 Archdale Rd., Germantown 20874 | Diana L. Zabetakis | 301-353-8055 |
| 553..... | Gaithersburg , 35 North Summit Ave., Gaithersburg 20877 | Stephanie D. Brant | 301-840-7136 |
| 313..... | Galway , 12612 Galway Dr., Silver Spring 20904 | Yolanda Stanislaus | 301-595-2930 |
| 204..... | Garrett Park , 4810 Oxford St., Kensington 20895 | Elaire L. Chang-Baxter | 301-929-2170 |
| 786..... | Georgian Forest , 3100 Regina Dr., Silver Spring 20906 | Aara L. Davis-Jones | 301-460-2170 |
| 102..... | Germantown , 19110 Liberty Mill Rd., Germantown 20874 | Amy D. Bryant | 301-353-8050 |
| 337..... | William B. Gibbs, Jr. 12615 Royal Crown Dr., Germantown 20876 | Kimberly B. Bosnic | 301-353-0800 |
| 767..... | Glen Haven , 10900 Inwood Ave., Silver Spring 20902 | Dr. Joanne Smith | 301-649-8051 |
| 817..... | Glenallan , 12520 Heurich Rd., Silver Spring 20902 <i>Located at Fairland Center, 13313 Old Columbia Pike, Silver Spring 20904</i> | Peter O. Moran | 301-929-2014 |

| No. | Name and Address | Principal | Telephone |
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| 546..... | Goshen , 8701 Warfield Rd., Gaithersburg 20882. | Linda F. King. | 301-840-8165 |
| 340..... | Great Seneca Creek , 13010 Dairymaid Dr., Germantown 20874 | Scott T. Curry | 301-353-8500 |
| 334..... | Greencastle , 13611 Robey Rd., Silver Spring 20904 | R. Kevin Payne, Jr. | 301-595-2940 |
| 512..... | Greenwood , 3336 Gold Mine Rd., Brookeville 20833 | Cheryl A. Bunyan | 301-924-3145 |
| 797..... | Harmony Hills , 13407 Lydia St., Silver Spring 20906 | Robin Weaver | 301-929-2157 |
| 774..... | Highland , 3100 Medway St., Silver Spring 20902 | Scott R. Steffan | 301-929-2040 |
| 784..... | Highland View , 9010 Providence Ave., Silver Spring 20901 | Anne M. Dardarian | 301-650-6426 |
| 305..... | Jackson Road , 900 Jackson Rd., Silver Spring 20904 | Sally Ann Macias | 301-989-5650 |
| 360..... | Jones Lane , 15110 Jones Lane, Gaithersburg 20878. | Carole A. Sample | 301-840-8160 |
| 805..... | Kemp Mill , 411 Sisson St., Silver Spring 20902 | Floyd D. Starnes | 301-649-8046 |
| 783..... | Kensington Parkwood , 4710 Saul Rd., Kensington 20895 | Barbara A. Liess | 301-571-6949 |
| 108..... | Lake Seneca , 13600 Wanegarden Dr., Germantown 20874 | Teri D. Johnson | 301-353-0929 |
| 209..... | Lakewood , 2534 Lindley Terr., Rockville 20850 | Robin L. Malcotti | 301-279-8465 |
| 051..... | Laytonsville , 21401 Laytonsville Rd., Gaithersburg 20882 | Donna M. Sagona | 301-840-7145 |
| 336..... | Little Bennett , 23930 Burdette Forest Rd., Clarksburg 20871 | Shawn D. Miller | 301-540-5535 |
| 220..... | Luxmanor , 6201 Tilden Lane, Rockville 20852 | Ryan D. Forkert | 301-230-5914 |
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| 110..... | S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874 | Wanda P. Coates | 301-353-0910 |
| 158..... | Ronald McNair , 13881 Hopkins Rd., Germantown 20874 | Eileen K. Macfarlane | 301-353-0854 |
| 212..... | Meadow Hall , 951 Twinbrook Pkwy., Rockville 20851 | Cabell W. Lloyd | 301-279-4988 |
| 556..... | Mill Creek Towne , 17700 Park Mill Dr., Rockville 20855 | Kenneth L. Marcus | 301-840-7149 |
| 652..... | Monocacy , 18801 Barnesville Rd., Dickerson 20842 | Cynthia R. Duranko | 301-972-7990 |
| 776..... | Montgomery Knolls , 807 Daleview Dr., Silver Spring 20901 | Bertram B. Generlette | 301-431-7667 |
| 791..... | New Hampshire Estates , 8720 Carroll Ave., Silver Spring 20903 | Marinda Thomas Evans | 301-431-7607 |
| 307..... | Roscoe R. Nix , 1100 Corliss St., Silver Spring 20903. | Annette M. Ffolkes | 301-422-5070 |
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| 769..... | Oakland Terrace , 2720 Plyers Mill Rd., Silver Spring 20902 | Cheryl D. Pulliam | 301-929-2161 |
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| 312..... | William Tyler Page , 13400 Tamarack Rd., Silver Spring 20904 | Debra A. Berner | 301-989-5672 |
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| 153..... | Poolesville , 19565 Fisher Ave., Poolesville 20837 | Douglas M. Robbins | 301-972-7960 |
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| 514..... | Judith A. Resnik , 7301 Hadley Farms Dr., Gaithersburg 20879 | Dr. Roy Settles, Jr. | 301-670-8200 |
| 242..... | Dr. Sally K. Ride , 21301 Seneca Crossing Dr., Germantown 20876 | Christopher A. Wynne | 301-353-0994 |
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| 773..... | Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815 | Jennifer H. Lowndes (acting) | 301-650-6410 |
| 819..... | Rock Creek Valley , 5121 Russett Rd., Rockville 20853 | Catherine A. Jasperse | 301-460-2195 |
| 795..... | Rock View , 3901 Denfeld Ave., Kensington 20895 | Kristine A. Alexander | 301-929-2002 |
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| 794..... | Rosemary Hills , 2111 Porter Rd., Silver Spring 20910 | Deborah C. Ryan | 301-650-6400 |
| 555..... | Rosemont , 16400 Alden Ave., Gaithersburg 20877 | James A. Sweeney | 301-840-7123 |
| 565..... | Sequoyah , 17301 Bowie Mill Rd., Derwood 20855 | Dr. Barbara A. Jasper | 301-840-5335 |
| 603..... | Seven Locks , 9500 Seven Locks Rd., Bethesda 20817 | Carl R. Bencal | 301-469-1038 |
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| 779..... | Sargent Shriver , 12518 Greenly Dr., Silver Spring 20906 | Tamisha L. Sampson | 301-929-4426 |
| 770..... | Flora M. Singer , 2600 Hayden Dr., Silver Spring 20902 | Kyle J. Heatwole | 301-649-8000 |
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| 405..... | Somerset , 5811 Warwick Pl., Chevy Chase 20815 | Kelly Morris | 301-657-4985 |
| 564..... | South Lake , 18201 Contour Rd., Gaithersburg 20877 | Celeste D. King | 301-840-7141 |
| 568..... | Stedwick , 10631 Stedwick Rd., Gaithersburg 20886 | Dr. Margaret Pastor | 301-840-7187 |
| 653..... | Stone Mill , 14323 Stonebridge View Dr., North Potomac 20878 | Kimberly A. Williams | 301-279-4975 |
| 316..... | Stonemore , 14811 Notley Rd., Silver Spring 20905 | Audra M. Fladung | 301-989-5668 |
| 822..... | Strathgore , 3200 Beaverwood Lane, Silver Spring 20906 | Cheryl L. Smith | 301-460-2135 |
| 569..... | Strawberry Knoll , 18820 Strawberry Knoll Rd., Gaithersburg 20879 | E. Frank Kaplan | 301-840-7112 |
| 563..... | Summit Hall , 101 West Deer Park Rd., Gaithersburg 20877 | Keith R. Jones | 301-840-7127 |
| 754..... | Takoma Park , 7511 Holly Ave., Takoma Park 20912 | Zadia T. Gadsden | 301-650-6414 |
| 216..... | Travilah , 13801 DuFief Mill Rd., Gaithersburg 20878 | Susan Shenk | 301-840-7153 |
| 206..... | Twinbrook , 5911 Ridgeway Ave., Rockville 20851 | Karen L. Johnson | 301-230-5925 |
| 772..... | Viers Mill , 11711 Joseph Mill Rd., Silver Spring 20906 | Matthew A. Devan | 301-929-2165 |
| 552..... | Washington Grove , 8712 Oakmont St., Gaithersburg 20877 | Susan B. Barranger | 301-840-7120 |
| 109..... | Waters Landing , 13100 Waters Landing Dr., Germantown 20877 | Tina W. Shrewsbury | 301-353-0915 |
| 561..... | Watkins Mill , 19001 Watkins Mill Rd., Montgomery Village 20886 | Stephanie G. Spencer | 301-840-7181 |
| 235..... | Wayside , 10011 Glen Rd., Potomac 20854 | Yong-Mi Kim | 301-279-8484 |
| 777..... | Weller Road , 3301 Weller Rd., Silver Spring 20906 | Michaele O. Simmons | 301-929-2010 |
| <i>Located at Grosvenor Center, 5701 Grosvenor Lane, Bethesda 20814</i> | | | |
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| 504..... | Westover , 401 Hawkesbury Lane, Silver Spring 20904 | Dr. Patricia A. Kelly | 301-989-5676 |
| 788..... | Wheaton Woods , 4510 Faroe Pl., Rockville 20853 | David T. Chia | 301-929-2018 |

| No. | Name and Address | Principal | Telephone |
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| 558..... | Whetstone , 19201 Thomas Farm Rd., Gaithersburg 20879 | Victoria (Vicky) A. Casey | 301-840-7191 |
| 417..... | Wood Acres , 5800 Cromwell Dr., Bethesda 20816 | Marita R. Sherburne | 301-320-6502 |
| 704..... | Woodfield , 24200 Woodfield Rd., Gaithersburg 20882 | Gayle J. Starr | 301-253-7085 |
| 764..... | Woodlin , 2101 Luzerne Ave., Silver Spring 20910 | Sarah E. Sirgo | 301-650-6440 |
| 422..... | Wyngate , 9300 Wadsworth Dr., Bethesda 20817 | Barbara J. Leister | 301-571-6979 |

MIDDLE SCHOOLS

| | | | |
|--|--|---|--------------|
| 823..... | Argyle , 2400 Bel Pre Rd., Silver Spring 20906 | Robert W. Dodd | 301-460-2400 |
| 705..... | John T. Baker , 25400 Oak Dr., Damascus 20872 | Louise J. Worthington | 301-253-7010 |
| 333..... | Benjamin Banneker , 14800 Perrywood Dr., Burtonsville 20866 | Ruschelle Reuben | 301-989-5747 |
| 335..... | Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20904 | Dr. Tamitha F. Campbell | 301-989-6000 |
| 606..... | Cabin John , 10701 Gainsborough Rd., Potomac 20854 | Dr. Paulette L. Smith | 301-469-1150 |
| 157..... | Roberto W. Clemente , 18808 Waring Station Rd., Germantown 20874 | Khadija F. Barkley | 301-601-0344 |
| 775..... | Eastern , 300 University Blvd. East, Silver Spring 20901 | Casey B. Crouse | 301-650-6650 |
| 507..... | William H. Farquhar , 16915 Batchellors Forest Rd., Olney 20832 | Diane D. Morris | 301-924-3100 |
| 248..... | Forest Oak , 651 Saybrooke Oaks Blvd., Gaithersburg 20877 | Arthur Williams | 301-670-8242 |
| 237..... | Robert Frost , 9201 Scott Dr., Rockville 20850 | Dr. Joey N. Jones | 301-279-3949 |
| 554..... | Gaithersburg , 2 Teachers' Way, Gaithersburg 20877 | Carol L. Goddard | 301-840-4554 |
| 228..... | Herbert Hoover , 8810 Postoak Rd., Potomac 20854 | Billie-Jean Bensen | 301-469-1010 |
| <i>Located at Tilden Center, 6300 Tilden Lane, Rockville 20852</i> | | | |
| 311..... | Francis Scott Key , 910 Schindler Dr., Silver Spring 20903 | Myriam A. Rogers | 301-422-5600 |
| 107..... | Dr. Martin Luther King, Jr. , 13737 Wisteria Dr., Germantown 20874 | Dana E. Davison | 301-353-8080 |
| 708..... | Kingsview , 18909 Kingsview Rd., Germantown 20874 | James N. D'Andrea | 301-601-4611 |
| 522..... | Lakelands Park , 1200 Main St., Gaithersburg 20878 | Deborah R. Higdon | 301-670-1400 |
| 818..... | Col. E. Brooke Lee , 11800 Monticello Ave., Silver Spring 20902 | Joe L. Rubens, Jr. | 301-649-8100 |
| 787..... | A. Mario Loiederma n, 12701 Goodhill Rd., Silver Spring 20906 | Nicole A. Sosik | 301-929-2282 |
| 557..... | Montgomery Village , 19300 Watkins Mill Rd., Montgomery Village 20886 | Dr. Edgar E. Malker | 301-840-4660 |
| 115..... | Neelsville , 11700 Neelsville Church Rd., Germantown 20876 | L. Victoria (Vicky) Lake-Parcan | 301-353-8064 |
| 792..... | Newport Mill , 11311 Newport Mill Rd., Kensington 20895 | Panagiota (Penny) K. Tsonis | 301-929-2244 |
| 413..... | North Bethesda , 8935 Bradmoor Dr., Bethesda 20817 | Alton E. Sumner | 301-571-3883 |
| 812..... | Parkland , 4610 West Frankfort Dr., Rockville 20853 | Dr. Benjamin T. OuYang | 301-438-5700 |
| 155..... | Rosa M. Parks , 19200 Olney Mill Rd., Olney 20832 | Dr. Donna R. Jones | 301-924-3180 |
| 247..... | John Poole , 17014 Tom Fox Ave., Poolesville 20837 | Charlotte W. Boucher | 301-972-7979 |
| 428..... | Thomas W. Pyle , 6311 Wilson Lane, Bethesda 20817 | Jennifer L. Webster | 301-320-6540 |
| 562..... | Redland , 6505 Muncaster Mill Rd., Rockville 20855 | Robert Sinclair, Jr. | 301-840-4680 |
| 105..... | Ridgeview , 16600 Raven Rock Dr., Gaithersburg 20878 | Monifa B. McKnight | 301-840-4770 |
| 707..... | Rocky Hill , 22401 Brick Haven Way, Clarksburg 20871 | Gregory S. Edmundson | 301-353-8282 |
| 521..... | Shady Grove , 8100 Midcounty Hwy., Gaithersburg 20877 | Edward K. Owusu | 301-548-7540 |
| 647..... | Silver Spring International , 313 Wayne Ave., Silver Spring 20910 | John W. Haas | 301-650-6544 |
| 778..... | Sligo , 1401 Dennis Ave., Silver Spring 20902 | Richard J. Rhodes | 301-649-8121 |
| 755..... | Takoma Park , 7611 Piney Branch Rd., Silver Spring 20910 | Mildred L. Charley-Greene | 301-650-6444 |
| 232..... | Tilden , 11211 Old Georgetown Rd., Rockville 20852 | Irina LaGrange | 301-230-5930 |
| 211..... | Julius West , 651 Great Falls Rd., Rockville 20850 | Nanette W. Poirier | 301-279-3979 |
| 412..... | Westland , 5511 Massachusetts Ave., Bethesda 20816 | Alison L. Serino | 301-320-6515 |
| 811..... | White Oak , 12201 New Hampshire Ave., Silver Spring 20904 | Virginia A. de los Santos | 301-989-5780 |
| 820..... | Earle B. Wood , 14615 Bauer Dr., Rockville 20853 | Eugenia (Jeanie) Dawson | 301-460-2150 |

HIGH SCHOOLS

| | | | |
|----------|--|--|--------------|
| 406..... | Bethesda-Chevy Chase , 4301 East-West Hwy., Bethesda 20814 | Karen O. Lockard | 240-497-6300 |
| 757..... | Montgomery Blair , 51 University Blvd., East, Silver Spring 20901 | Renay C. Johnson | 301-649-2800 |
| 321..... | James Hubert Blake , 300 Norwood Rd., Silver Spring 20905 | Christopher S. Berry | 301-879-1300 |
| 602..... | Winston Churchill , 11300 Gainsborough Rd., Potomac 20854 | Dr. Joan L. Benz | 301-469-1200 |
| 249..... | Clarksburg , 22500 Wims Rd., Clarksburg 20871 | James P. Koutsos | 301-444-3000 |
| 701..... | Damascus , 25921 Ridge Rd., Damascus 20872 | Robert G. Domergue | 301-253-7030 |
| 789..... | Albert Einstein , 11135 Newport Mill Rd., Kensington 20895 | James G. Fernandez | 301-929-2200 |
| 551..... | Gaithersburg , 314 South Frederick Ave., Gaithersburg 20877 | Dr. Christine C. Handy-Collins | 301-840-4700 |
| 424..... | Walter Johnson , 6400 Rock Spring Dr., Bethesda 20814 | Jennifer A. Baker | 301-803-7100 |
| 815..... | John F. Kennedy , 1901 Randolph Rd., Silver Spring 20902 | Dr. Eric L. Minus | 301-929-2100 |
| 510..... | Col. Zadok Magruder , 5939 Muncaster Mill Rd., Rockville 20855 | Leroy C. Evans | 301-840-4600 |
| 201..... | Richard Montgomery , 250 Richard Montgomery Dr., Rockville 20852 | Dr. Nelson McLeod, II | 301-610-8000 |
| 246..... | Northwest , 13501 Richter Farm Rd., Germantown 20874 | E. Lancellotti (Lance) Dempsey | 301-601-4660 |
| 796..... | Northwood , 919 University Blvd. West, Silver Spring 20901 | Dr. Henry R. Johnson, Jr. | 301-649-8088 |
| 315..... | Paint Branch , 14121 Old Columbia Pike, Burtonsville 20866 | Jeanette E. Dixon | 301-989-5600 |
| 152..... | Poolesville , 17501 Willard Rd., Poolesville 20837 | Deena Levine | 301-972-7900 |
| 125..... | Quince Orchard , 15800 Quince Orchard Rd., Gaithersburg 20878 | Carole A. Working | 301-840-4686 |
| 230..... | Rockville , 2100 Baltimore Rd., Rockville 20851 | Dr. Debra S. Munk | 301-517-8105 |
| 104..... | Seneca Valley , 19401 Crystal Rock Dr., Germantown 20874 | Marc J. Cohen | 301-353-8000 |
| 503..... | Sherwood , 300 Olney-Sandy Spring Rd., Sandy Spring 20860 | William M. Gregory | 301-924-3200 |
| 798..... | Springbrook , 201 Valleybrook Dr., Silver Spring 20904 | Samuel A. Rivera | 301-989-5700 |
| 545..... | Watkins Mill , 10301 Apple Ridge Rd., Gaithersburg 20879 | Scott W. Murphy | 301-840-3959 |
| 782..... | Wheaton , 12601 Dalewood Dr., Silver Spring 20906 | Kevin E. Lowndes | 301-929-2050 |
| 427..... | Walt Whitman , 7100 Whittier Blvd., Bethesda 20817 | Dr. Alan S. Goodwin | 301-320-6600 |
| 234..... | Thomas S. Wootton , 2100 Wootton Pkwy., Rockville 20850 | Dr. Michael J. Doran | 301-279-8550 |

| No. | Name and Address | Principal | Telephone |
|--|--|-------------------------|--------------|
| TECHNICAL CAREER HIGH SCHOOL | | | |
| 748..... | Thomas Edison High School of Technology, 12501 Dalewood Dr., Silver Spring 20906 | Carlos Hamlin | 301-929-2175 |
| ENVIRONMENTAL EDUCATION CENTER | | | |
| 990..... | Lathrop E. Smith Environmental Education Center 5110 Meadows Lane, Rockville 20855 | Laurie C. Jenkins | 301-924-3123 |
| ALTERNATIVE PROGRAMS | | | |
| Dr. Ira K. Thomas, Principal—301-279-4920 | | | |
| 239..... | Fleet Street Program, 14501 Avery Rd., Rockville 20853 | Carthel R. Russell | 301-517-5860 |
| 239..... | Glenmont Program, 8001 Lynnbrook Dr., Bethesda 20814 | Laura Shabazz | 301-657-4977 |
| 239..... | Hadley Farms Program, 7401 Hadley Farms Dr., Gaithersburg 20879 | Debbie S. Buchanan | 301-548-4960 |
| 239..... | Needwood Academy, 14501 Avery Rd., Rockville 20853 | Melanie M. Humphries | 301-279-4912 |
| 239..... | Phoenix at Needwood Academy, 14501 Avery Rd., Rockville 20853 | Mary (Patti) P. Jenkins | 301-279-4925 |
| 239..... | Randolph Academy, 14501 Avery Rd., Rockville 20853 | Andrea B. Carter | 301-517-8616 |
| SPECIAL SCHOOLS | | | |
| 951..... | Longview School, 13900 Bromfield Rd., Germantown 20874 | Michelle M. Mach | 301-601-4830 |
| 965..... | Regional Institute for Children and Adolescents (RICA), 15000 Broschart Rd., Rockville 20850 | Michelle E. Schultz | 301-251-6900 |
| 916..... | Rock Terrace School, 390 Martins Lane, Rockville 20850 | Dr. Dianne G. Thornton | 301-279-4940 |
| 215..... | Carl Sandburg Learning Center, 451 Meadow Hall Dr., Rockville 20851 | Marlene R. Kenny | 301-279-8490 |
| 799..... | Stephen Knolls School, 10731 St. Margaret's Way, Kensington 20895 | Katherine Lertora | 301-929-2151 |
| CENTERS, FACILITIES, AND OFFICES | | | |
| 45 West Gude Drive, 45 West Gude Drive, Rockville 20850 | | | |
| | Disciplinary Review & School Assignment Unit, (Terrace Level) | | 301-315-7335 |
| | Division of Controller (Suite 3200) | | 301-279-3115 |
| | Division of Procurement (Suite 3100) | | 301-279-3555 |
| | Employee and Retiree Service Center (Suite 1200) | | 301-517-8100 |
| | Human Resources and Development, Office of (Suite 1100) | | 301-279-3270 |
| | Carver Educational Services Center, 850 Hungerford Dr., Rockville 20850 | | 301-309-6277 |
| | Center for Technology Innovation, 4 Choke Cherry Rd., Rockville 20850 | | 240-314-2250 |
| | Central Records, Concord Center, 7210 Hidden Creek Rd., Bethesda 20817 | | 301-320-7301 |
| | County Service Park, 16651 Crabbs Branch Way, Rockville 20855 | | |
| | Maintenance | | 301-840-8100 |
| | Transportation | | 301-840-8130 |
| | Blair G. Ewing Center, 14501 Avery Rd., Rockville 20853 | | 301-279-4920 |
| | Food Services, 16644 Crabbs Branch Way, Rockville 20855 | | 301-840-8170 |
| | Lincoln Center, 580 North Stonestreet Ave., Rockville 20850 | | |
| | Department of Materials Management | | 301-279-3348 |
| | Library and Media Programs | | 301-279-3272 |
| | Lynnbrook Center, 8001 Lynnbrook Dr., Bethesda 20814 | | |
| | High Incidence Accessible Technology Services | | 301-657-4959 |
| | InterACT | | 301-657-4929 |
| | Physical Disabilities Program | | 301-657-4959 |
| | Oak Grove Building, 2096 Gaither Rd., Rockville 20850 | | |
| | Career and Technology Education (Suite 101) | | 240-632-6900 |
| | Department of Facilities Management (Suite 200) | | 240-314-1060 |
| | Help Desk (Suite 102) | | 240-632-7700 |
| | Professional Library—USG, 9636 Gudelsky Dr., Education Bldg. III., Rm. 1200, Rockville 20850 | | 301-279-3227 |
| | Rocking Horse Road Center, 4910 Macon Rd., Rockville 20852 | | |
| | Academic Support, Federal and State Programs | | 301-230-0660 |
| | Child Find/Early Childhood Disabilities Unit | | 301-230-5966 |
| | Early Childhood Programs and Services (Suite 200) | | 301-230-0691 |
| | ESOL/Bilingual Programs (Suite 115) | | 301-230-0670 |
| | International Student Admissions Office (Suite 101) | | 301-230-0686 |
| | Prekindergarten and Head Start (Suite 141) | | 301-230-0676 |
| | Spring Mill Offices, 11721 Kemp Mill Rd., Silver Spring 20902 | | |
| | Autism Services | | 301-593-3720 |
| | Transition Services | | 301-649-8008 |
| | Consortia Choice and Application Program Services | | 301-592-2040 |
| | Speech and Language Services | | 301-649-8085 |
| | Taylor Science Materials Center, 19501 White Ground Rd., Boyds 20841 | | 301-353-0866 |
| | Upcounty Regional Services Center, 12900 Middlebrook Rd., Germantown 20874 | | 301-601-0300 |
| | Equity Initiatives Unit | | 301-601-2900 |
| | Professional Learning Communities Institute (PLCI) | | 301-601-2900 |
| | Preschool Education Program | | 301-279-2058 |
| | Transportation Support Services | | 301-444-8580 |

Planning Calendar

The following is the planning calendar for the Amended FY 2013–2018 Capital Improvements Program (CIP).

| Date | Activity |
|--------------------------------|---|
| June 1, 2012..... | Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent |
| June 30, 2012..... | Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan) |
| Summer 2012..... | Division of Long-range Planning staff meets with cluster representatives to discuss issues related to the upcoming CIP development |
| October 5, 2012..... | MCPS FY 2014 State CIP request to the Interagency Committee (IAC) on Public School Construction |
| October 9, 2012 | Board of Education presentation on enrollment trends and facility planning issues |
| Mid-October 2012..... | Superintendent releases recommendations on boundary and/or planning studies conducted in spring 2012 (if any) |
| October 30, 2012..... | Six-year enrollment projections are revised and published |
| October 30, 2012..... | Superintendent publishes recommendations for the Amended FY 2013–2018 CIP |
| November 7, 2012 | MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders |
| November 8, 2012 | Board of Education work session on superintendent’s recommendations on spring 2012 boundary and/ or planning studies (if any) and the FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP |
| November 8, 2012 | IAC staff recommendations on FY 2014 State CIP |
| November 12 and 15, 2012 | Public hearings on the superintendent’s recommendations on spring 2012 boundary and/or planning studies (if any) and the FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP |
| November 19, 2012 | Board of Education action on spring 2012 boundary and/or planning studies (if any) and the FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP |
| November 28, 2012 | Final revisions on FY 2014 state aid request due to IAC |
| December 1, 2012..... | Board of Education submits Requested FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP to the County Executive |
| December 4, 2012..... | IAC appeal hearing on FY 2014 State CIP |
| December 31, 2012..... | IAC recommendations on FY 2014 State CIP submitted to the Board of Public Works |
| Mid-January 2013..... | County executive publishes recommendations for the FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP |
| January 23, 2013 | Board of Public Works hearing on the FY 2014 State CIP |
| February–May 2013..... | County Council reviews requested FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP |
| February 2013 | Superintendent releases recommendations on winter boundary and/or planning studies (if any) and CIP recommendations for deferred CIP items (if any) |
| February 25, 2013 | Board of Education facilities work session for winter boundary and/or planning studies (if any) and deferred CIP items (if any) |
| March 14, 2013..... | Public hearing on superintendent’s recommendations for winter boundary and/or planning studies (if any) and deferred CIP items (if any) |
| March 21, 2013..... | Board of Education action on winter boundary and/or planning studies (if any) and deferred CIP items (if any) |
| May 2013..... | Board of Public Works decisions on FY 2014 State CIP |
| Late May 2013 | County Council approves Amended FY 2013–2018 CIP and the FY 2014 Capital Budget |

All CIP and Master Plan documents are accessible on the MCPS website at:

http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

