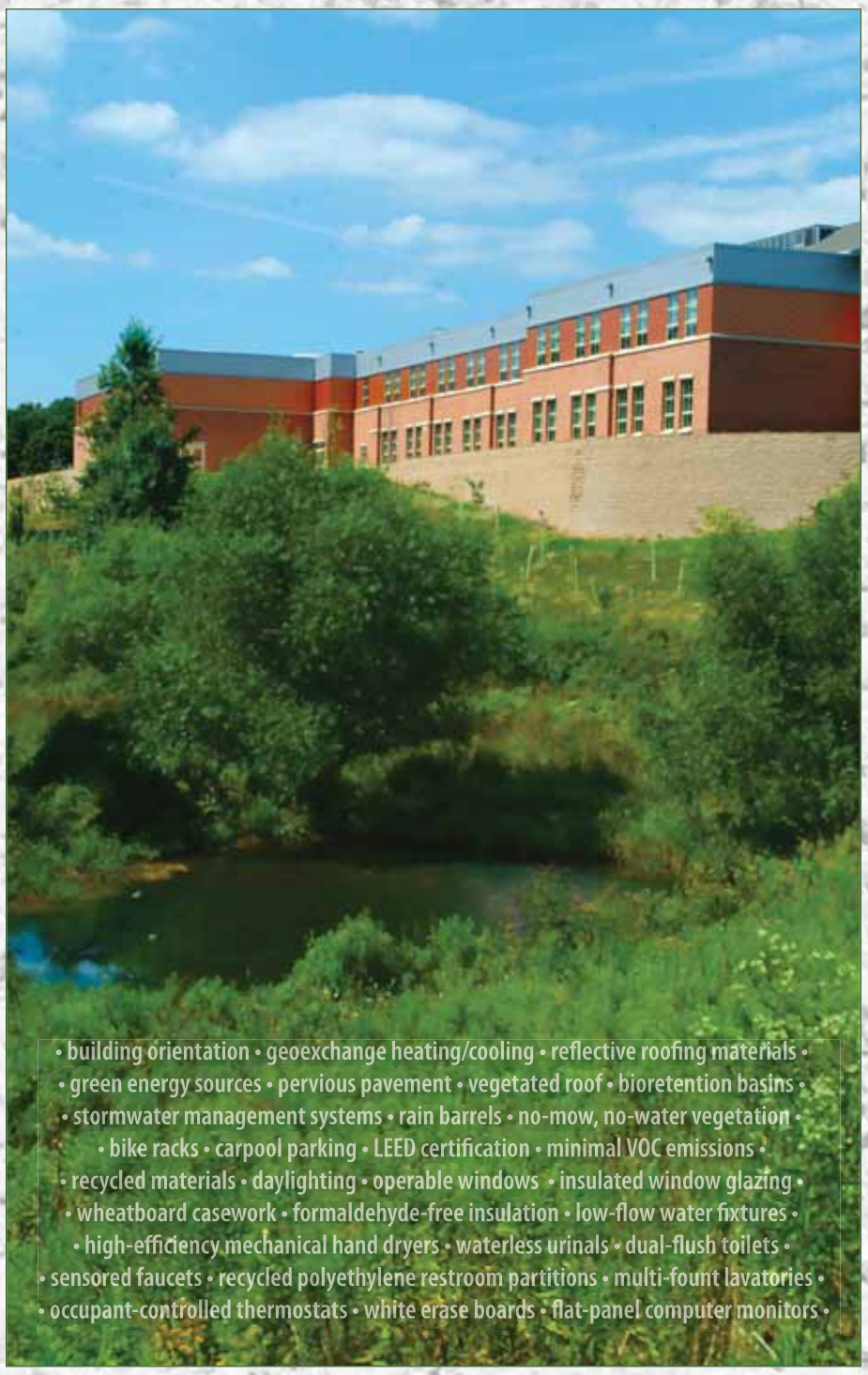
Superintendent's Recommended

FY 2008 **Capital Budget** & Amendments to the FY 2007–2012 **Capital Improvements Program**



MCPS **MONTGOMERY COUNTY PUBLIC SCHOOLS** • MARYLAND

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850 Hungerford Drive
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FY 2008 Capital Budget and Amendments to the FY 2007–2012 Capital Improvements Program

Montgomery County Public Schools
Rockville, Maryland

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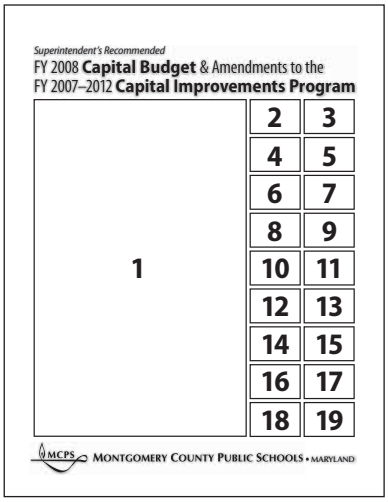

Key to front cover photographs: Background image—Pervious pavement at Northwood HS. 1—View of Great Seneca Creek ES with bioretention basin in foreground. 2—Northwood HS entry with clerestory windows and overhang. 3—Interior mural at Great Seneca Creek ES. 4—Computer lab with energy-saving flat panel monitors at Great Seneca Creek ES. 5—"Energy Star" roof at Great Seneca Creek ES. 6—Construction at Richard Montgomery HS. 7—Pervious pavement at Northwood HS. 8—Waterless urinal at Great Seneca Creek ES. 9—Construction at Roscoe R. Nix ES. 10—Green roof at Northwood HS. 11—Multi-fount lavatory with sensored faucets at Great Seneca Creek ES. 12—Geoexchange heating/cooling system at Great Seneca Creek ES. 13—Little Bennett ES. 14—Sargent Shriver ES entry with clerestory windows and overhang. 15—High-efficiency hand dryers at Great Seneca Creek ES. 16—Recycled polyethylene restroom partitions at Great Seneca Creek ES. 17—Construction at Richard Montgomery HS. 18—Entry at Clarksburg HS. 19—Rain barrel at Eastern MS.

Photographs by William E. Mills • Architectural renderings courtesty of Grimm + Parker Architects

MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS
www.montgomeryschoolsmd.org MARYLAND

October 30, 2006

Dr. Charles Haughey, President
Members of the Montgomery County Board of Education
850 Hungerford Drive
Rockville, Maryland 20850

Dear Dr. Haughey and Members of the Board of Education:

I am submitting for your consideration and adoption the Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 Capital Improvements Program (CIP). This amended six-year plan includes the expenditure requests for FY 2008–2012 and provides the recommended FY 2008 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2007, and ends June 30, 2008. Fiscal Year 2008 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.

In May 2006, the County Council adopted the FY 2007–2012 CIP and approved $254.8 million in expenditures for FY 2007 and $1.173 billion in expenditures for the six-year period. The approved six-year total provides an increase of approximately $240 million from the previously approved CIP. The CIP adopted in May 2006 will, over the next five years, fund the construction of 14 addition projects to elementary, middle, and high schools; one new and one reopened elementary school; the modernization of 10 elementary schools, three middle schools, and three high schools; the construction of elementary school gymnasiums for all 25 existing, new, and reopened elementary schools currently without such facilities; core improvements at one high school and two middle schools; and funding for various countywide systemic projects.

The construction of new facilities and additions to current facilities scheduled to be completed during the FY 2007–2012 CIP will provide permanent building capacity to offset the need for approximately 47 percent of the relocatable classrooms currently in use throughout the county in FY 2006. For the 2006–2007 school year, the number of relocatable classrooms was reduced by 112 units, from 719 to 607 relocatable classrooms. By the end of the current CIP, the number of relocatable classrooms in use is projected to be 384 units.

During discussions on the CIP last May, County Council President George Leventhal requested that the Montgomery County Public Schools (MCPS) submit a recommendation for the FY 2008 Capital Budget that would further reduce the number of relocatable classrooms in use by the end

Office of the Superintendent of Schools
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of the CIP. If the County Council approves my recommended amendments to the FY 2007–2012 CIP, as well as proposed capacity projects that are included in the current CIP for facility planning, the number of relocatable classrooms in use will be reduced by another 155 units to 229 units by the 2012–2013 school year. When facility planning is complete for these proposed capacity projects, it is my intention to recommend them for inclusion in the FY 2009–2014 CIP.

In keeping with the spirit of the biennial process, I have limited my CIP amendment recommendations to six essential projects. The recommended amendments increase the approved CIP by $39.9 million. The additional funding will be used for the following projects:

1. East Silver Spring Elementary School Addition—to provide additional capacity to address the overutlization at Sligo Creek Elementary School. East Silver Spring Elementary School will be reorganized to a Grades pre-K–5 school and students from Piney Branch Elementary School will be reassigned to East Silver Spring Elementary School, creating capacity at Piney Branch Elementary School to accommodate some Sligo Creek Elementary School students. ($12.3 million)

2. Takoma Park Elementary School Addition—to provide additional capacity to address the overutilization at both Takoma Park and Sligo Creek elementary schools. ($15.6 million)

3. Poolesville High School Laboratory Upgrades and Addition—to provide upgrades to outdated science laboratory facilities and additional laboratories to support the standard curriculum and magnet programs. ($7.8 million)

4. Building Modifications and Program Improvements—to provide modifications at Thomas S. Wootton High School to accommodate two new computer laboratories for the Academy of Information Technology. ($600,000)

5. Current Replacements/Modernizations—to provide additional construction funding for one modernization project. ($3.5 million)

6. Stadium Lighting—to provide the county share of stadium lights at Clarksburg High School, the only high school in the county without stadium lighting. ($192,000)

With respect to countywide projects, the approved six-year CIP increased funding for systemic projects to replace roofs, upgrade heating and air conditioning systems, improve indoor air quality, and address safety and security needs. These projects are necessary to keep our aging facilities operational. One new countywide project was approved, consisting of a modest budget that will provide building modifications for program improvements in schools not scheduled for modernization or a capacity project for the foreseeable future.

The school enrollment forecast presented in the following document is based on county births, completion of the phase-in of the new kindergarten entry age, aging of the current student population, student migration patterns, and the latest projections of economic growth. Recently, the number of students in the elementary grades has become smaller than those in the high school grades and, consequently, total school enrollment has declined slightly. Preliminary September 30, 2006, enrollment is 138,520, a decrease of 867 students from the previous school year. This is the first school year since 1983 that enrollment has declined. This year's enrollment indicates that the recent slight decline at the elementary and middle school levels has now reached the high school level.

This slight decline in enrollment, however, will be temporary. By 2008, as a result of the increased births after the year 2000 and completion of the phase-in of the new kindergarten entry age, elementary enrollment will once again be on the rise. Secondary enrollment will trend slightly downward for the next few years, and then rebound as larger grades progress through the school system. By 2010, MCPS total enrollment is projected to begin increasing. The current enrollment decline has created a small window of opportunity to use the capital resources that were approved in the FY 2007–2012 CIP plus additional funding, if the recommended amendments are approved by the County Council, to significantly reduce the current inventory of relocatable classrooms.

With the need to provide permanent seats for our student population and address the aging inventory of older school facilities, funding for the CIP continues to be a complex issue. Local funding sources such as County General Obligation (GO) bonds, current revenue, the county Recordation Tax, and the School Impact Tax are utilized in conjunction with state aid to fund the CIP. For FY 2008, the state aid request is $135.5 million. It is crucial that the entire state aid request be approved in order to meet the substantial capital funding needs for MCPS. State funding of school construction has been, and continues to be, a critical component of MCPS CIP funding. If sufficient state aid is not approved for the CIP, additional county funds will have to be provided or project schedules will need to be delayed.

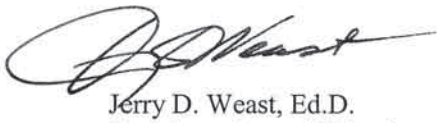
This CIP incorporates two minor modifications to school capacity calculations that are set out in the Long-range Educational Facilities Planning Regulation (FAA-RA). First, with the implementation this year of full-day kindergarten in all elementary schools, it is no longer necessary to calculate capacity for half-day kindergarten programs. Second, a modification has been made to the middle school program capacity calculation. Previously, middle school capacity was calculated by multiplying the regular classroom capacity of 25 by .9 to reflect the optimal utilization of the school. It has been determined that the current approach overstates capacity at middle schools. Because of the way the middle school program operates, a more accurate capacity calculation is achieved by multiplying the regular classroom capacity of 25 by .85. These modifications are described in Chapter 3 of the CIP, where guidelines for facility planning activities are presented each year for public review.

The Board of Education is scheduled to hold a work session on November 9, 2006, to discuss the CIP recommendations. Public hearings on the Superintendent's Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 CIP are scheduled on November 15 and 16, 2006, and the Board of Education will take final action on these items on November 20, 2006. The County Council will schedule a work/action session in late November to discuss the portion of the FY 2008 Capital Budget request that relates to state funding.

The county executive will publish his CIP recommendations for all county agencies by mid-January for County Council discussion and action. The County Council will hold a hearing in early February 2007, will conduct work sessions in March and April 2007, and will adopt the FY 2008 Capital Budget and Amendments to the FY 2007–2012 CIP in late May 2007.

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

Respectfully,



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

JDW:ak

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Alphabetical Listing of Schools

Cluster Service Areas and Quad Clusters

Montgomery County Public Schools
Rockville, Maryland

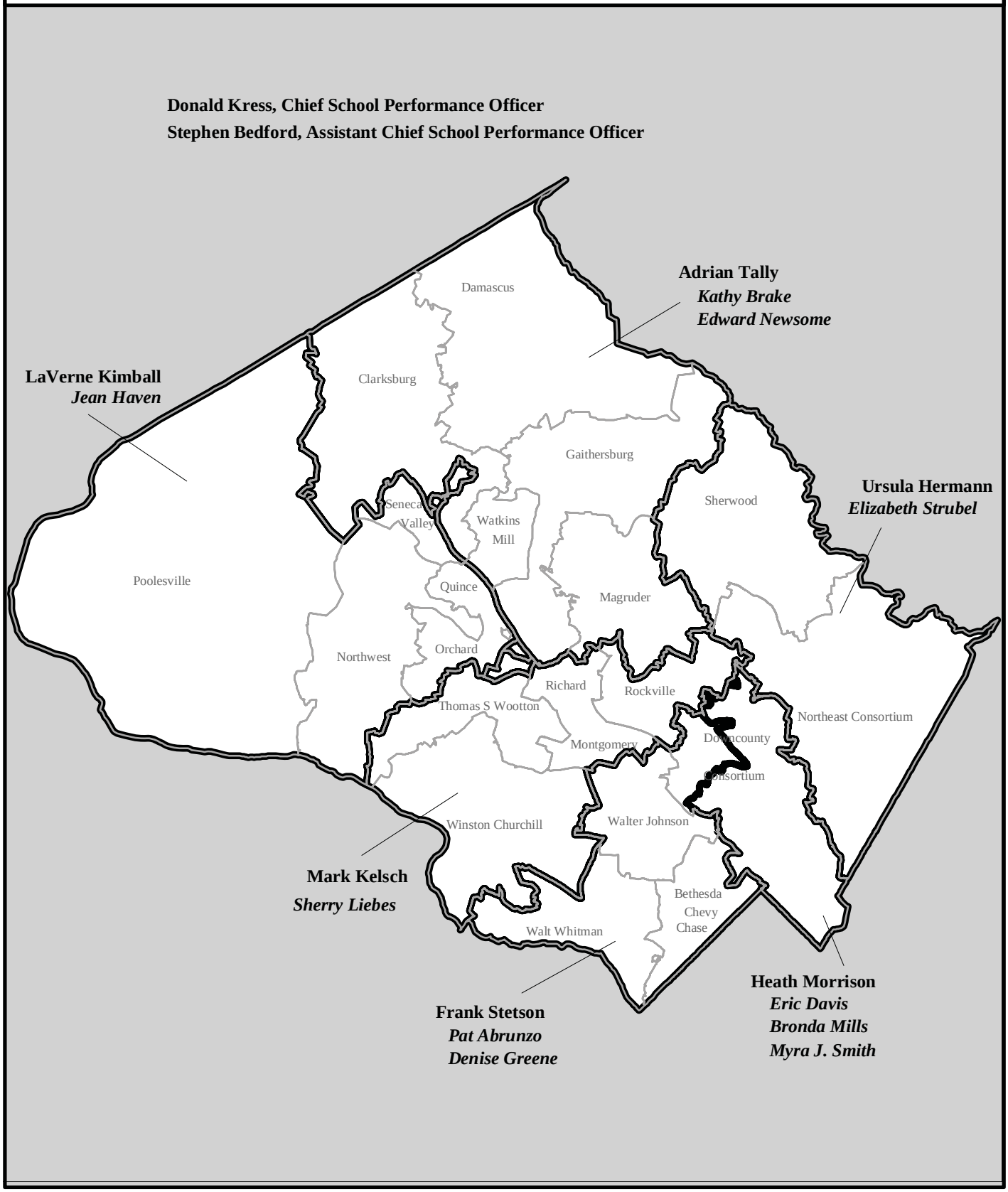
0 2 4 6 8 Miles

N

Legend
- Cluster Service Area
- Quad Cluster Boundary

Community Superintendent Listed in Bold
Director of School Performance Listed in Italic

Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Team



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 full review the six-year CIP and in even-numbered fiscal years (off years), the County Council only would consider amendments to the adopted CIP. The FY 2007–2012 CIP received a full review and was adopted by the County Council in May 2006. The Superintendent's Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 CIP provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2008 as well as proposed amendments to the Adopted FY 2007–2012 CIP.

This document contains the following sections.

Chapter 1, "The Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 Capital Improvements Program (CIP)," a review of the major factors that have influenced the development of recommended amendments to the FY 2008 Capital Budget and the FY 2007–2012 CIP. This chapter includes a table summarizing the recommended Amendments to the FY 2007–2012 CIP.

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

Chapter 3, "Facility Planning Objectives," outlines seven facility planning objectives that guide the school system at 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 amendments to the adopted 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, council manic, 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 Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 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 2007 was a full CIP review year and resulted in the FY 2007–2012 CIP adopted by the County Council in May 2006. Fiscal Year 2008 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 approved FY 2007–2012 CIP that request appropriations for the FY 2008 Capital Budget and changes in expenditures for the FY 2008–2012 outyears of the adopted CIP.

In an off-budget year, such as FY 2008, the following criteria are applied to MCPS amendment requests (in priority order):

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

The County Council must still approve a capital budget in the off-budget fiscal year that includes appropriations for all projects. In a typical off-budget year, it is anticipated that very few changes will be made to the projects and amounts approved by the County Council for FY 2008–2012.

The Superintendent's Recommended Capital Improvements Program

The County Council Adopted FY 2007 Capital Budget and FY 2007–2012 CIP totaled $1.173 billion for the six-year period. This was an increase of $240 million over the previously approved CIP. The adopted CIP included an FY 2007 expenditure of $254.8 million, an increase of $69.8 million over the previously approved FY 2007 expenditure.

The adopted FY 2007–2012 CIP included an increase of 20 percent across-the-board due to construction cost escalation for capacity and modernization projects in order to maintain the completion dates as indicated in the previously approved CIP. The six-year plan also included funding for six new elementary school capacity projects that completed the facility planning process in FY 2006. The adopted CIP kept the schedule for modernizations on track and provided completion dates for some schools that had funding outside the previous six-year period. The adopted CIP increased expenditures for many systemic projects to replace roofs, upgrade heating and air conditioning systems, improve indoor air quality, and address safety and security needs. The six-year plan included only one new countywide project, consisting of a modest budget, to provide building modification and program improvements for schools not scheduled for a modernization or capacity project for the foreseeable future.

The construction of new facilities and additions to current facilities approved in the FY 2007–2012 CIP will help to accomplish the goals of addressing our capacity needs and reducing the number of relocatable classrooms currently in use in schools throughout the county. For the 2006–2007 school year, over 14,000 students attend classes in 607 relocatable classrooms. By the end of the current CIP, the number of relocatable classrooms in use will be reduced to approximately 384 units.

As part of the budget discussions on the FY 2007–2012 CIP, some Council members indicated an interest in examining ways to further reduce the number of relocatable classrooms in use. This further reduction can be achieved if the County Council approves the following amendments to the FY 2007–2012 CIP, as well as proposed capacity projects that have been included

in the current CIP for facility planning. When facility planning is complete for these capacity projects, recommendations for funding will be included in the FY 2009–2014 CIP. If approved for funding, by the 2012–2013 school year, the number of relocatable classrooms in use will be reduced to approximately 229 units.

This document contains the recommended FY 2008 Capital Budget appropriation amounts and Amendments to the FY 2007–2012 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, the Superintendent's Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 CIP includes only six amendments, three for individual school projects and three for countywide projects. The recommended amendments increase the approved CIP by $39.9 million. The additional funding will be used for the following projects:

- *East Silver Spring Elementary School Addition*—to provide additional capacity to address the overutilization at Sligo Creek Elementary School. East Silver Spring Elementary School will be reorganized to a Grades pre-k–5 school and students from Piney Branch Elementary School will be reassigned to East Silver Spring Elementary School, creating capacity at Piney Branch Elementary School to accommodate Sligo Creek Elementary School students ($12.3 million)
- *Takoma Park Elementary School Addition*—to provide additional capacity to address the overutilization at both Takoma Park and Sligo Creek elementary schools ($15.6 million)
- *Poolesville High School Laboratory Upgrades and Addition*—to provide upgrades to outdated science laboratory facilities and additional laboratories to support the standard curriculum and magnet programs. ($7.8 million)
- *Building Modifications and Program Improvements*—to provide modifications at Wootton High School to accommodate two new computer laboratories for the Academy of Information Technology ($600,000)
- *Current Replacements/Modernizations*—to provide additional construction funding for one modernization project ($3.5 million)
- *Stadium Lighting*—to provide the county share of stadium lights at Clarksburg High School, the only school in the county without lighting ($192,000)

The summary table at the end of this chapter, titled "Superintendent's Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 Capital Improvements Program," (page 1-6) summarizes the superintendent's recommendations on all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council's adopted action and the third column shows the superintendent's recommendations for the Amended FY 2007–2012 CIP. It is important to note that many previously approved projects will not have amendment recommendations since they can proceed on their currently approved schedules. The last column shows the recommended/proposed completion date for each project.

The next summary table includes all of the countywide projects approved by the County Council in the FY 2007–2012 CIP (page 1-10). The table also includes the superintendent's recommendations for the Amended FY 2007–2012 CIP for these projects. The final two tables contain summary information regarding the appropriation request and the expenditure schedule for the Superintendent's Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 CIP (page 1-11) and the FY 2008 State CIP funding request for MCPS (page 1-12).

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 the County's resources are expected to be spent over the six-year period.

Funding the Capital Improvements Program

In the past, the CIP was funded mainly from three types of revenue sources—county General Obligation (GO) bonds, state aid, and current revenue. To supplement county GO bonds and current revenue, the County Council approved legislation that dedicated a portion of the county Recordation Tax to help fund MCPS school construction and Montgomery College's technology needs, and created a School Impact Tax on new

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

*Limits set during biennial process

development that will help fund MCPS school construction. The Recordation and School Impact Tax revenues are now the fourth main source of funding (in addition to GO bonds, state aid, and general current revenue) for the MCPS CIP.

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

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

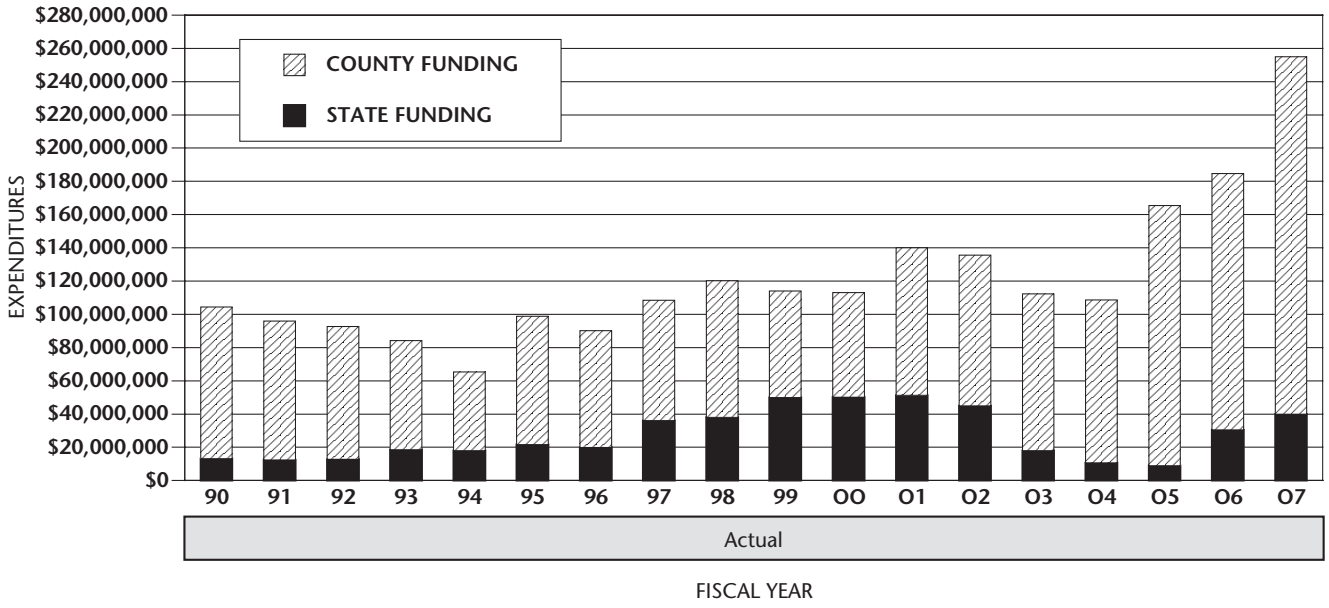
In each fiscal year, the County Council must set Spending Affordability Guidelines (SAG) for the level of bonded debt it believes the county can afford. The guidelines are set following an analysis of fiscal considerations that shape the county's economic health. It is not intended for the County Council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

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

During the FY 2006 biennial amendment process in February 2005, the FY 2005 and FY 2006 capital budget SAG limits were increased to $209 million, while the six-year total increased to $1.22 billion. At the County Council's reconciliation process for the amended six-year CIP in May 2005, the SAG limit for FY 2006 was increased to $213 million, both FY 2007 and FY 2008 were increased to $210 million, FY 2009 was reduced by $10 million to $190 million, and FY 2010 was reduced by $14 million to $186 million, with the six-year total remaining at $1.22 billion.

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

Capital Budget Expenditures and Funding Sources (FY 1990–2007)



by $10 million respectively to $220 million each year. The six-year total remained at $1.46 billion. For FY 2008, an off-year of the CIP, the County Council will have an opportunity to review the SAG limit in February 2007. 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.

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

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

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

For FY 2008, the state aid request is $135.5 million. This figure is based on current eligibility of projects approved by the County Council in May 2006. Of the $135.5 million request, $3.9 million is for one project that has received partial state funding in a prior year, and $3.6 million is for systemic roofing and HVAC projects. The remaining $128.0 million, the balance of the $135.5 million request, is for 31 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. If the state continues its current practice of granting a few planning approvals for each school system, it is likely that MCPS will receive funding only for projects that currently have state planning approval. At this time, MCPS has only one project that has been approved by the state for planning approval. If the current planning approval climate in the state remains, and future state aid continues to be constrained, additional county funds will have to supplement state aid or project schedules will need to be delayed.

Current Revenues

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 recommended 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 2008 Capital Budget and Amendments to the FY 2007–2012 Capital Improvements Program Summary Table[1]

Individual Projects	County Council Action May 2006	Superintendent's Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda-Chevy Chase HS Addition	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/09
Westland MS Addition	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/08
North Chevy Chase ES Gymnasium		Recommend FY 2009 expenditures for planning.	8/10
Rock Creek Forest ES Modernization	Approved FY 2010 expenditures for facility planning.		1/15
Westbrook ES Gymnasium	Approved FY 2009 expenditures for planning funds.		8/10
Winston Churchill Cluster			
Cabin John MS Modernization	Approved FY 2007 appropriation for facility planning.	Recommend FY 2008 appropriation for planning funds.	8/11
Herbert Hoover MS Modernization		Recommend FY 2009 expenditures for facility planning.	8/13
Bells Mill ES Modernization	Approved acceleration of the modernization one year and an FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/09
Bells Mill ES Gymnasium	Approved acceleration of the gymnasium one year.	Recommend FY 2008 appropriation for planning funds.	8/09
Beverly Farms ES Modernization		Recommend FY 2009 expenditures for facility planning.	8/13
Potomac ES Modernization		Recommend FY 2012 expenditures for facility planning.	TBD
Seven Locks ES Addition/Modernization	Approved FY 2008 expenditures for planning and design for on-site modernization.	Recommend FY 2008 appropriation for planning funds.	1/12
Seven Locks ES Gymnasium	Approved deferral of funding for gymnasium to coincide with the modernization.	Recommend FY 2009 expenditures for planning.	1/12
Wayside ES Addition	Approved FY 2007 appropriation for planning funds and expenditures for construction.	Recommend FY 2008 appropriation for construction funds.	8/08
Wayside ES Modernization	Approved FY 2011 expenditures for facility planning.		8/16
Clarksburg Cluster			
Clarksburg ES #8	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/09
Clarksburg ES #8 Gymnasium	Approved FY 2008 expenditures for planning.	Recommend FY 2008 appropriation for construction funds.	8/09
Fox Chapel ES Addition	Approved FY 2007 appropriation for facility planning.		TBD
Damascus Cluster			
Downcounty Consortium			
Albert Einstein HS Signature Program Improvements	Approved FY 2007 appropriation for additional construction funds.	Recommend FY 2008 appropriation for furniture and equipment	8/07
Northwood HS Reopening and Facility Modifications (Phase I)			8/04 open 8/06 const.
Northwood HS Reopening and Facility Modifications (Phase II)	Approved FY 2007 appropriation for the balance of construction funds.		8/08
Wheaton HS Modernization	Approved FY 2010 expenditures for facility planning.		8/14
Parkland MS Modernization	Approved FY 2007 appropriation for the balance of construction funds.		8/07
Bel Pre ES Gymnasium	Approved FY 2007 appropriation for the balance of construction funds.		8/07
Bel Pre ES Modernization	Approved FY 2010 expenditures for facility planning.		8/14
Brookhaven ES Addition	Approved FY 2010 expenditures for facility planning.	Recommend FY 2008 appropriation for facility planning.	TBD
Brookhaven ES Gymnasium	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/08
Downcounty Consortium ES #28 (Arcola)			8/07
Downcounty Consortium ES #28 (Arcola) Gymnasium			8/07

[1]Bold indicates an Amendment to the FY 2007–2012 CIP. Blank indicates no change to the approved project.

Individual Projects	County Council Action May 2006	Superintendent's Recommendation	Anticipated Completion Date
Downcounty Consortium ES #29 (McKenney Hills reopening)	Approved FY 2007 appropriation for facility planning.		TBD
East Silver Spring ES Addition	**Approved FY 2007 appropriation for facility planning.**	**Recommend FY 2008 appropriation for planning funds.**	**8/10**
Georgian Forest ES Addition	Approved FY 2012 expenditures for facility planning.	Recommend FY 2009 expenditures for facility planning.	TBD
Glenallan ES Modernization	Approved FY 2010 expenditures for planning.	Recommend FY 2009 expenditures for facility planning.	8/13
Harmony Hills ES Addition	Approved FY 2008 expenditures for facility planning	Recommend FY 2008 appropriation for facility planning.	TBD
Highland View ES Addition	Approved FY 2011 expenditures for facility planning.	Recommend FY 2010 expenditures for facility planning.	TBD
Montgomery Knolls ES Gymnasium	Approved FY 2008 expenditures for planning.	Recommend FY 2008 appropriation for planning funds.	8/09
Montgomery Knolls ES Addition	Approved FY 2007 appropriation for facility planning.		TBD
Oakland Terrace ES Addition (DCC #29 ES—Reopening of McKenney Hills ES)	Approved FY 2007 appropriation for facility planning.		TBD
Rock View ES Addition	Approved FY 2012 expenditures for facility planning.		TBD
Rolling Terrace ES Addition	Approved FY 2010 expenditures for facility planning		TBD
Sligo Creek ES/Silver Spring Int'l MS Modifications/Addition	Approved FY 2007 appropriation for construction funds.		8/07
Strathmore ES Gymnasium	Request FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/08
Takoma Park ES Addition		**Recommend FY 2008 appropriation for planning funds.**	**8/10**
Viers Mill ES Addition	Approved FY 2008 expenditures for facility planning	Recommend FY 2009 expenditures for facility planning.	TBD
Weller Road ES Addition			SY07–08
Weller Road ES Modernization	Approved FY 2012 expenditures for planning and construction.	Recommend FY 2010 expenditures for facility planning.	8/13
Wheaton Woods ES Modernization	Approved FY 2011 expenditures for facility planning.		8/16
Woodlin ES Addition (DCC #29 ES–Reopening of McKenney Hills ES)	Approved FY 2007 appropriation for facility planning.		TBD
Gaithersburg Cluster			
Gaithersburg HS Modernization	Approved FY 2009 expenditures for planning and construction.		8/12
Washington Grove ES Addition	Approved FY 2007 appropriation for planning funds and expenditures for construction.	Recommend FY 2008 appropriation for construction funds.	8/08
Walter Johnson Cluster			
Walter Johnson HS Modernization (Auditorium)			SY06–07
Walter Johnson HS Modernization (Gymnasium)			SY07–08
Walter Johnson HS Modernization (Final Phase)	Approved FY 2007 appropriation for construction funds.	Recommend FY 2008 appropriation for construction funds.	Build.8/09 Site 8/10
Ashburton ES Addition	Approved FY 2007 appropriation for planning funds and expenditures for construction.	Recommend FY 2008 appropriation for construction funds.	8/08
Farmland ES Addition			SY06–07
Farmland ES Gymnasium			SY06–07
Farmland ES Modernization	Approved FY 2009 expenditures for planning.		8/11
Garrett Park ES Addition			SY06–07
Garrett Park ES Modernization	Approved FY 2009 expenditures for planning.		1/12
Garrett Park ES Gymnasium	Approved FY 2009 expenditures for planning.		1/12
Luxmanor ES Modernization		Recommend FY 2012 expenditures for facility planning.	TBD
Luxmanor ES Addition	Approved FY 2007 appropriation for planning funds and expenditures for construction.	Recommend FY 2008 appropriation for construction funds.	8/08

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Individual Projects	County Council Action May 2006	Superintendent's Recommendation	Anticipated Completion Date
Col. Zadok Magruder Cluster			
Redland MS Improvements	Approved FY 2007 appropriation for planning funds.		8/10
Candlewood ES Modernization	Approved FY 2010 expenditures for facility planning.		1/15
Cashell ES Modernization	Request FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/09
Cashell ES Gymnasium	Approved FY 2008 expenditures for planning.	Recommend FY 2008 appropriation for planning and construction funds.	8/09
Flower Hill ES Addition	Approved FY 2012 expenditures for facility planning.	Recommend FY 2010 expenditures for facility planning.	TBD
Richard Montgomery Cluster			
Richard Montgomery HS Mod. (Repl)			Build. 8/07 Site 8/08
Beall ES Addition	Approved FY 2008 expenditures for facility planning		TBD
College Gardens ES Modernization	Approved FY 2007 appropriation for construction funds.	Recommend FY 2008 appropriation for furniture and equipment.	1/08
College Gardens ES Gymnasium	Approved FY 2007 appropriation for construction funds.		1/08
Twinbrook ES Addition	Approved FY 2010 expenditures for facility planning		TBD
Northeast Consortium			
Paint Branch HS Modernization	Approved FY 2007 appropriation for planning funds.		Build. 8/10 Site 8/11
William Farquhar MS Modernization	Approved FY 2011 expenditures for facility planning.		8/15
Francis Scott Key MS Modernization	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/09
Cannon Road ES Modernization	Approved FY 2009 expenditures for planning.		1/12
Cannon Road ES Gymnasium	Approved FY 2009 expenditures for planning.		1/12
Cloverly ES Gymnasium	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/08
Cresthaven ES Modernization	Approved FY 2007 appropriation for planning funds.		8/10
Cresthaven ES Gymnasium	Approved FY 2008 expenditures for planning.	Recommend FY 2008 appropriation for planning funds.	8/10
Fairland ES Addition	Approved FY 2009 expenditures for facility planning.	Recommend FY 2008 appropriation for facility planning.	TBD
Fairland ES Gymnasium	Approved FY 2007 appropriation for balance of construction funds.		8/07
Galway ES Modernization	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	1/09
Jackson Road ES Addition	Approved FY 2007 appropriation for facility planning.		TBD
Sherwood ES Addition			TBD
Stonegate ES Gymnasium	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/08
Northwest Cluster			
Darnestown ES Addition	Approved FY 2009 expenditures for facility planning.		TBD
Poolesville Cluster			
Poolesville HS Laboratory Upgrades and Addition		**Recommend FY 2008 appropriation for the construction of the laboratory upgrades and planning for the addition.**	**8/07 and 8/09**
Quince Orchard Cluster			
Ridgeview MS Improvements	Approved FY 2007 appropriation for planning funds.		8/10
Brown Station ES Modernization	Approved FY 2011 expenditures for facility planning.		8/16
Rachel Carson ES Addition	Approved FY 2009 expenditures for facility planning.	Recommend FY 2008 appropriation for facility planning.	TBD
Fields Road ES Addition	Approved FY 2007 appropriation for construction funds.		8/08
Thurgood Marshall ES Gymnasium	Approved FY 2007 appropriation for balance of construction funds.		8/07

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Individual Projects	County Council Action May 2006	Superintendent's Recommendation	Anticipated Completion Date
Rockville Cluster			
Maryvale ES Addition	Approved FY 2012 expenditures for facility planning.		TBD
Maryvale ES Modernization		Recommend FY 2012 expenditures for facility planning.	TBD
Meadow Hall ES Gymnasium	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/08
Seneca Valley Cluster			
Sherwood Cluster			
Sherwood HS Addition	Approved FY 2007 appropriation for construction funds.		8/07
William Farquhar MS Modernization	Approved FY 2011 expenditures for facility planning.		8/15
Sherwood ES Addition			TBD
Watkins Mill Cluster			
Watkins Mill MS #2	Approved FY 2007 appropriation for facility planning.		
Stedwick ES Addition	Approved FY 2007 appropriation for planning funds and expenditures for construction.	Recommend FY 2008 appropriation for construction funds.	8/08
Watkins Mill ES Addition			SY06–07
Watkins Mill ES Gymnasium			SY06–07
Whetstone ES Addition	Approved FY 2007 appropriation for facility planning.		TBD
Walt Whitman Cluster			
Thomas W. Pyle MS Addition	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/08
Burning Tree ES Gymnasium	Approved FY 2007 appropriation for balance of construction funds.		8/07
Carderock Springs ES Modernization	Approved FY 2008 expenditures for planning.	Recommend FY 2008 appropriation for planning funds.	8/10
Carderock Springs ES Gymnasium	Approved FY 2008 expenditures for planning.	Recommend FY 2008 appropriation for planning funds.	8/10
Thomas S. Wootton Cluster			
Cabin John MS Modernization	Approved FY 2007 appropriation for facility planning.	Recommend FY 2008 appropriation for planning funds.	8/11
Cold Spring ES Gymnasium	Approved FY 2009 expenditures for planning.		8/10
Fallsmead ES Addition	Approved FY 2007 appropriation for planning funds and expenditures for construction.	Recommend FY 2008 appropriation for construction funds.	8/08
Travilah ES Addition	Approved FY 2007 appropriation for planning funds.	Recommend FY 2008 appropriation for construction funds.	8/08
Special Education and Alternative Schools			
Carl Sandburg Modernization	Approved expenditures for construction.	Recommend FY 2010 expenditures for planning.	1/13

[1]Bold indicates an Amendment to the FY 2007–2012 CIP. Blank indicates no change to the approved project.

Superintendent's Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 Capital Improvements Program

Summary Table for Countywide Projects[1]

Countywide Projects	County Council Action May 2006	Superintendent's Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Asbestos Abatement	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Building Modifications and Program Improvements	**Approved FY 2007 appropriation for planning and construction funds.**	**Recommend FY 2008 appropriation for planning and construction.**	**Ongoing**
Current Replacements/Modernizations	**Approved FY 2007 appropriation for planning and construction funds for nine modernization projects.**	**Recommend FY 2008 appropriation for additional construction funds and planning and construction funds for 8 modernization projects.**	**Ongoing**
Design, Engineering, & Construction	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Energy Conservation	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Facility Planning	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Future Replacements/Modernization	Approved shift of seven modernization from this project to the Current Replacements/Modernization project.		Ongoing
HVAC Replacement	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Land Acquisition	Approved FY 2007 appropriation for land purchase.		Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Rehab./Reno. of Closed Schools (RROCS)	Approved expenditure shift for A. Mario Loiederman Middle School to reflect actual implementation schedule and eligibility for state funds in FY 2007.		Ongoing
Relocatable Classrooms	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Restroom Renovations	Approved FY 2007 appropriation for planning and construction funds.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Roof Replacement	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
School Gymnasiums	Approved FY 2007 appropriation for planning and construction funds for 10 gym projects.	Recommend FY 2008 appropriation for planning and construction funds for 12 gym projects.	8/11
School Security Systems	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Stadium Lighting	**Approved FY 2007 appropriation for the installation of stadium lighting for the last high school.**	**Recommend FY 2008 appropriation for stadium lighting for Clarksburg HS.**	**Ongoing**
Technology Modernization	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing
Transportation Maintenance Depot	Approved an FY 2007 appropriation for planning funds in the Facility Planning PDF.		Ongoing
Water and Indoor Air Quality	Approved FY 2007 appropriation and future expenditures for this level of effort project.	Recommend FY 2008 appropriation to continue this level of effort project.	Ongoing

[1]Bold indicates an Amendment to the FY 2007–2012 CIP. Blank indicates no change to the approved project.

Superintendent's Recommended FY 2008 Capital Budget
and Amendments to the FY 2007–2012 Capital Improvements Program
(figures in thousands)

Project	FY 2008 Approp.	Total	Thru FY 2005	Remaining FY 2006	Total Six Yrs.	FY 2007–2012 CIP Expenditures					
						FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
School Projects											
Ashburton ES Addition	6,784	7,404			7,404	434	4,363	2,607			
Bethesda-Chevy Chase HS Addition	1,379	1,797			1,797	150	268	739	640		
Broad Acres ES Add. + Entrance Reconfiguration		8,326	626	4,658	3,042	3,042					
Clarksburg ES #8	19,855	22,151			22,151	748	6,126	10,306	4,971		
Clarksburg HS (Rocky Hill Conversion)		51,667	15,667	18,282	17,718	17,718					
Albert Einstein HS Signature Improvements	60	6,777		188	6,589	4,099	2,490				
East Silver Spring ES Addition	**1,041**	**12,298**			**12,298**		**832**	**8,145**	**3,321**		
Fallsmead ES Addition	9,982	10,864			10,864	617	6,551	3,696			
Farmland ES Addition		6,244	699	3,742	1,803	1,803					
Fields Road ES Addition		11,368		509	10,859	3,217	4,667	2,975			
Gaithersburg ES Addition		9,395	3,722	3,309	2,364	2,364					
Gaithersburg HS Addition		10,272	1,313	5,408	3,551	3,551					
Garrett Park ES Addition		4,496	309	2,976	1,211	1,211					
Great Seneca Creek ES (Northwest #7)		19,256	5,393	8,425	5,438	5,438					
Little Bennett ES (Clarksburg ES #7)		17,812	4,573	8,439	4,800	4,800					
Luxmanor ES Addition	10,610	11,597			11,597	691	6,647	4,259			
Roscoe Nix ES (Northeast Consortium #16)		20,303	6,366	8,179	5,758	5,758					
Northwest HS Addition		15,716	1,450	8,178	6,088	6,088					
Northwood HS Reopening		32,870	10,959	7,653	14,258	14,258					
Poolesville HS Magnet Improvements	**2,000**	**7,749**			**7,749**		**1,812**	**3,945**	**1,992**		
Thomas W. Pyle MS Addition	7,142	7,811	130		7,681	323	4,635	2,723			
Redland MS Improvements		21,956			21,956	520	693	6,276	9,897	4,570	
Ridgeview MS Improvements		21,355			21,355	515	686	6,499	9,654	4,001	
Rosemont ES Addition		7,487	4,935	1,802	750	750					
Seven Locks ES Addition/Modernization	700	14,744	746	283	13,715		350	250	100	5,815	7,200
Sherwood HS Addition		14,680		468	14,212	8,933	5,279				
SS Int'l MS Modifications/Sligo Creek ES Addition		2,000		114	1,886	1,212	674				
South Lake ES Addition		6,802	1,535	3,388	1,879	1,879					
Stedwick ES Addition	9,664	10,525			10,525	603	6,124	3,798			
Takoma Park ES Addition	**1,230**	**15,592**			**15,592**		**984**	**10,583**	**4,025**		
Travilah ES Addition	7,065	7,717			7,717	456	4,517	2,744			
Washington Grove ES Addition	12,816	13,937			13,937	785	7,851	5,301			
Watkins Mill ES Addition		9,451	916	5,090	3,445	3,445					
Wayside ES Addition	7,097	7,746			7,746	454	4,600	2,692			
Weller Road ES Addition		8,801	205	204	8,392	5,407	2,985				
Westland MS Addition	4,749	5,223	85		5,138	332	3,296	1,510			
Countywide Projects											
ADA Compliance: MCPS	1,068	8,367	387	890	7,090	1,750	1,068	1,068	1,068	1,068	1,068
Asbestos Abatement: MCPS	981	6,857	40	931	5,886	981	981	981	981	981	981
Building Modifications and Program Improvements	**558**	**2,858**			**2,858**	**1,550**	**1,308**				
Current Replacements/Modernizations	**130,017**	**563,413**	**127,003**	**24,699**	**411,711**	**75,469**	**99,507**	**117,535**	**83,284**	**29,657**	**6,259**
Design, Engineering & Construction	3,941	27,647	351	3,650	23,646	3,941	3,941	3,941	3,941	3,941	3,941
Energy Conservation: MCPS	1,700	10,848	148	500	10,200	1,700	1,700	1,700	1,700	1,700	1,700
Facility Planning: MCPS	540	3,117	172	210	2,735	885	540	240	520	100	450
Fire Safety Upgrades	675	5,127	527	125	4,475	1,100	675	675	675	675	675
Future Replacements/Modernizations		145,005			145,005			4,217	8,718	55,092	76,978
HVAC Replacement	4,000	30,356	3,181	3,175	24,000	4,000	4,000	4,000	4,000	4,000	4,000
Improved (Safe) Access to Schools	1,200	8,051	51	1,600	6,400	1,200	1,200	1,000	1,000	1,000	1,000
Land Acquisition		4,274	2,524	200	1,550	1,550					
Planned Life Cycle Asset Replacement: MCPS	4,374	29,472	1,549	2,164	25,759	4,929	4,574	4,064	4,064	4,064	4,064
Rehab./Reno. Of Closed Schools–RROCS		47,926	15,704	14,515	17,707	12,930	4,777				
Relocatable Classrooms	3,572	24,951	326	9,575	15,050	3,450	3,600	2,000	2,000	2,000	2,000
Restroom Renovations	1,875	5,556		120	5,436	1,776	1,875	945	840		
Roof Replacement: MCPS	5,600	38,099	1,499	3,000	33,600	5,600	5,600	5,600	5,600	5,600	5,600
School Gymnasiums	10,700	41,812	4,317	5,675	31,820	8,020	9,100	6,390	5,880	2,210	220
School Security Systems	500	3,962	212	750	3,000	500	500	500	500	500	500
Stadium Lighting	**192**	**543**	**159**		**384**	**192**	**192**				
Technology Modernization	18,840	131,017	9,254	9,473	112,290	18,660	18,840	18,361	18,567	18,820	19,042
Water and Indoor Air Quality	1,300	15,492	4,392	1,600	9,500	3,000	1,300	1,300	1,300	1,300	1,300
Total Requested CIP	**293,807**	**1,618,939**	**231,425**	**174,147**	**1,213,367**	**254,784**	**241,708**	**253,565**	**179,238**	**147,094**	**136,978**

Bold indicates amendment to the FY2007–2012 CIP.

Funding Source		Total	Thru FY 2005	Remaining FY 2006	Total Six Yrs.	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Bonds											
General Obligation Bonds		982,992	150,488	77,451	755,053	138,663	170,362	190,104	111,726	77,246	66,952
Paygo		1,106	1,106								
Revolving Fund—GO Bonds		648	448	200							
State Aid		121,934	51,456	30,431	40,047	40,047					
Qualified Zone Academy Funds (QZAB)		782	607	175							
Current Revenue											
General		93,745	9,752	19,258	64,735	3,000	22,946	11,261	10,512	8,948	8,068
Recordation Tax		269,825	9,648	34,741	225,436	57,978	30,400	32,200	34,000	35,900	34,958
School Impact Tax		147,535	7,644	11,891	128,000	15,000	18,000	20,000	23,000	25,000	27,000
Contributions		372	276	0	96	96					
Total		**1,618,939**	**231,425**	**174,147**	**1,213,367**	**254,784**	**241,708**	**253,565**	**179,238**	**147,094**	**136,978**

FY 2008 State Capital Improvements Program for Montgomery County Public Schools

(figures in thousands)

Local Priority No.	State PFA** Yes/No	Project	Total Estimated Cost	Non PSCP Funds	Prior IAC Funding Thru FY 07	FY 2008 Request For Funding
		Construction Funding Balance				
1	Y	Clarksburg Area HS (Rocky Hill MS Conversion/Add.)	51,667	45,029	2,690	3,948
		Subtotal	**51,667**	**45,029**	**2,690**	**3,948**
		Systemic Projects				
2	Y	Quince Orchard HS—Roof	1,020	510		510
3	Y	Argyle MS—HVAC	830	415		415
4	Y	Jones Lane ES—Roof	690	345		345
5	Y	Westbrook ES—HVAC	670	335		335
6	Y	Captain James Daly ES—Roof	660	330		330
7	Y	Greencastle ES—Roof	546	273		273
8	Y	Ronald McNair ES—Roof	546	273		273
9	Y	Burning Tree ES—Roof	500	250		250
10	Y	Summit Hall ES—Roof	410	205		205
11	Y	Rolling Terrace ES—Roof	402	201		201
12	Y	Silver Spring International MS—Roof	316	158		158
13	Y	Christa McAuliffe ES—Roof	272	136		136
14	Y	Laytonsville ES—HVAC	250	125		125
15	Y	Eastern MS—HVAC	100	50		50
		Subtotal	**7,212**	**3,606**		**3,606**
		Planning and Construction Request (Forward Funded)				
16/17	Y	Clarksburg/Damascus ES # 7 (Little Bennett)	17,812	11,288		6,524
18/19	Y	Northwest Area ES #7 (Great Seneca Creek)	19,256	12,732		6,524
20/21	Y	Northeast Consortium ES #16 (Roscoe R. Nix)	20,303	13,808		6,495
22/23	Y	Watkins Mill ES—Addition	9,451	5,976		3,475
24/25	Y	Northwest HS—Addition	15,716	12,695		3,021
26/27	Y	South Lake ES—Addition	6,802	4,167		2,635
28/29	Y	Gaithersburg HS—Addition	10,272	7,653		2,619
30/31	Y	Farmland ES—Addition	6,244	4,383		1,861
32/33	Y	Garrett Park ES—Addition	4,496	3,358		1,138
		Subtotal	**110,352**	**76,060**		**34,292**
		Planning and Construction Request				
34/35	Y	Parkland MS—Modernization	32,371	22,763		9,608
36/37	Y	Downcounty Consortium ES #28 (Arcola)—Replacement	17,931	11,636		6,295
38/39	Y	Weller Road ES—Addition	8,801	6,770		2,031
40/41	N	Sherwood HS—Addition	14,680	13,245		1,435
42/43	Y	Einstein HS Signature Program—Addition	6,777	5,368		1,409
44/45	Y	Silver Spring International MS/Sligo Creek ES-Addition/Renov	2,000	984		1,016
46/47	Y	College Gardens ES—Replacement	22,493	13,740		8,753
48/49	Y	Stedwick ES—Addition	10,525	7,385		3,140
50/51	Y	Fields Road ES—Addition	11,368	8,404		2,964
52/53	Y	Washington Grove ES—Addition	13,937	11,260		2,677
54/55	Y	Wayside ES—Addition	7,746	5,505		2,241
56/57	Y	Luxmanor ES—Addition	11,597	9,625		1,972
58/59	Y	Fallsmead ES—Addition	10,864	8,908		1,956
60/61	Y	T. W. Pyle MS—Addition	7,811	6,603		1,208
62/63	N	Travilah ES—Addition	7,717	6,643		1,074
64/65	Y	Ashburton ES—Addition	7,404	6,599		805
66/67	Y	Westland MS—Addition	5,223	4,440		783
68/69	Y	Walter Johnson HS—Modernization*	72,168	50,337		10,915
70/71	Y	Francis Scott Key MS—Modernization	43,604	29,176		14,428
72/73	Y	Clarksburg/Damascus ES #8—New*	22,151	13,217		5,934
74/75	Y	Cashell ES—Modernization	21,098	14,322		6,776
76/77	Y	Galway ES—Modernization	19,720	13,467		6,253
		Subtotal	**377,986**	**270,397**		**93,673**
		Planning Approval Request				
78	Y	Paint Branch HS Modernization	LP			LP
79	Y	Bells Mill ES Modernization	LP			LP
80	Y	Cresthaven ES Modernization	LP			LP
81	Y	Seven Locks ES—Modernization	LP			LP
82	Y	Redland MS Upgrades	LP			LP
83	N	Carderock Springs ES Modernization	LP			LP
84	Y	Ridgeview MS Upgrades	LP			LP
		Total	**547,217**	**395,092**	**2,690**	**135,519**

*Split-FY Funding Request.

** PFA—Priority Funding Area

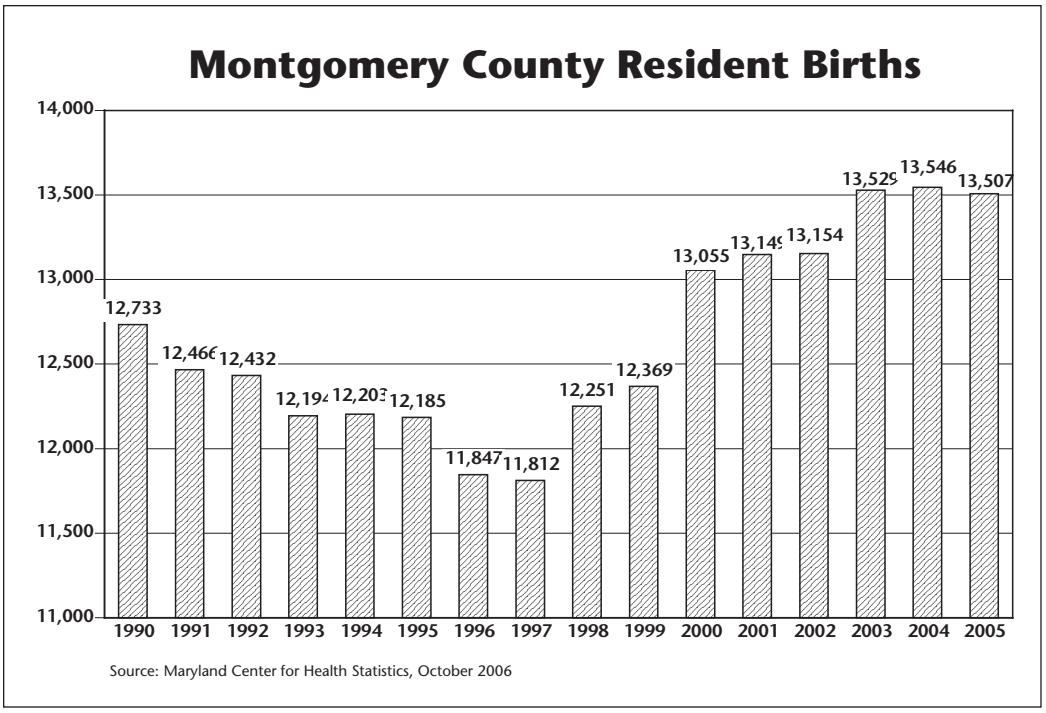
Chapter 2
The Planning Environment

Facility plans and the Capital Improvements Program (CIP) for Montgomery County Public Schools (MCPS) respond to a very dynamic planning environment. MCPS enrollment is shaped by the interaction of demographic trends and economic conditions. MCPS is now experiencing slight enrollment decline that will be followed in the next few years by a leveling off of the student population. We now have an opportunity to address longstanding space deficits at schools and reduce the number of relocatable classrooms in use. Another important component of the planning environment is the continuing increase in student diversity at MCPS. Providing for the wide range of cultures, language groups, and racial/ethnic populations that make up our cosmopolitan county is an ongoing challenge to our planning efforts.

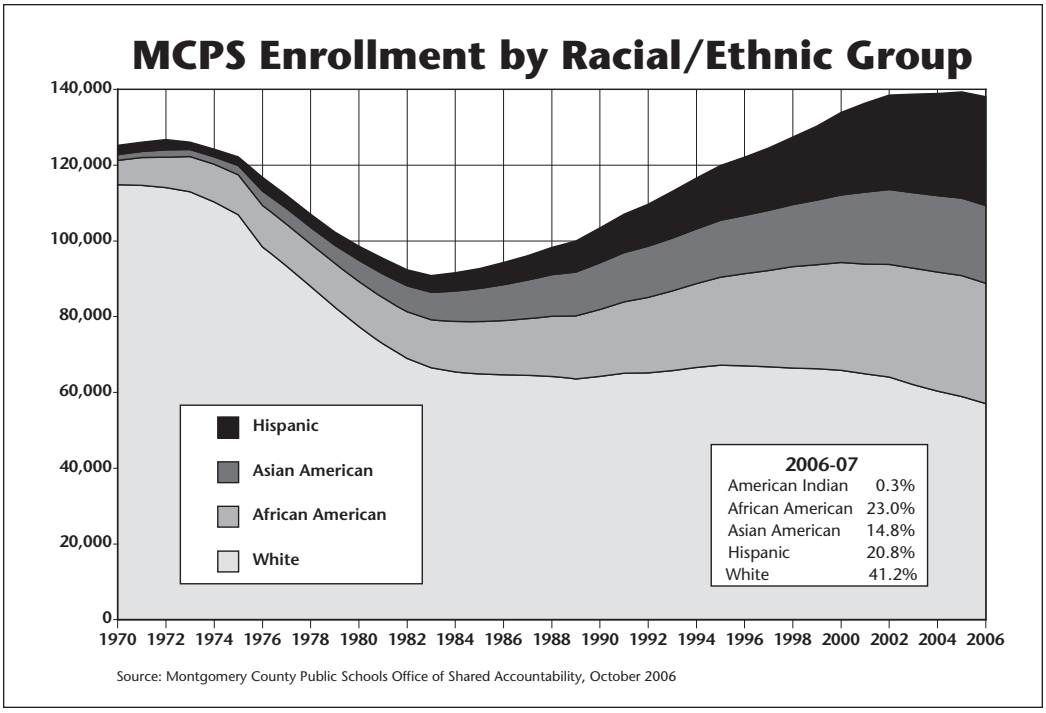
Population and Enrollment Change

Demographic changes in Montgomery County are part of a national trend in large metropolitan areas where African Americans, Asian Americans, and especially Hispanics, have accounted for most, if not all, of the suburban population growth since 1990. In Montgomery County total population increased by 116,314 in the 1990s to reach 873,341 by 2000. The number of African Americans increased by 40,000, Asian Americans by 37,000, and Hispanics of any race by 45,000. In contrast, white, non-Hispanic population decreased by 15,000 in the 1990s. Foreign immigration to the county is a major factor in population growth. In 2000, Montgomery County's foreign-born population, at 26.7 percent, led Maryland and was second only to Arlington County, Virginia, in the Washington metropolitan area. In 2000, 31.6 percent of county households did not speak English at home. Since 2000, county population has continued to increase. The U.S. Census Bureau estimates that the total county population was 918,046 in 2005—up by 44,705 since 2000. Diversity continues to characterize population change.

For MCPS, migration and immigration trends are important components of enrollment change. Domestic migration and foreign immigration are driven by the regional economy, housing costs, and by international events. Student entries and withdrawals for MCPS show that typically 13,000 to 14,000 students enter the system each year with a similar number exiting the system each year. (These figures do not include students entering kindergarten or students exiting the system at graduation.) During the year preceding the 2006–2007 school year, MCPS records show that a small amount of net out migration occurred from the system. This change was in contrast to most years when there has been net in migration to MCPS. Records show that most students withdrawing from MCPS moved to other jurisdictions in Maryland and the United States. In addition, since 2001, MCPS records show that immigration of students from other countries—a primary source of enrollment growth in the past—continued, but at reduced levels. These trends are attributed to the escalation of housing costs in the county and a more restrictive climate for immigration. On the other hand, since 2000, MCPS has received more students from county private schools.



Trends in county resident births are another important component of enrollment change. In the 1980s, annual county births increased dramatically. In 1980, total resident births numbered 7,394; by 1990 that number increased to a high of 12,773. After declining from 1991 to 1997, county births began increasing again in 1998. In 2005, births topped 13,000 for the sixth year in a row, and reached a plateau of around 13,500 births per year. This number of births in one year equates to an average of 37 children born per day to Montgomery County mothers, or one every 40 minutes. These trends mirror national trends in births. Birth trends have long-ranging



Source: Montgomery County Public Schools Office of Shared Accountability, October 2006

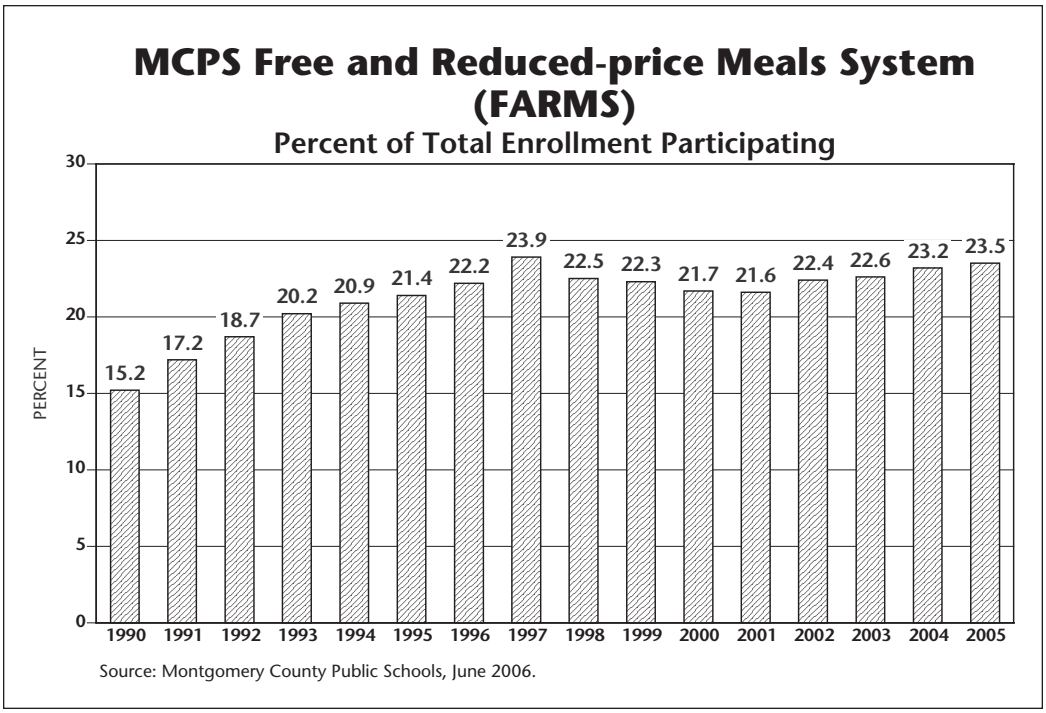
impact; children born in 2005 will reach elementary school in 2010, middle school in 2016, and high school in 2020.

For the past few years, MCPS has been phasing in the new State mandated entry age for kindergarten students. Children must be five years old by September 1st to enroll in kindergarten. Previously students were enrolled in kindergarten if they turned five years old by the end of December of their kindergarten enrollment year. Beginning with the 2003–2004 school year, the entry age was rolled back one month per year. Consequently, for the school years 2003–2004 through 2006–2007, MCPS enrolled a partial cohort of children born five years earlier—children born over an eleven month period instead of the full twelve month period. The change in entry age had the effect of reducing the size of the MCPS kindergarten from what would have been the case if there was no change in entry age. The phase-in of this change is now complete and, beginning with the 2007–2008 school year, a full twelve month cohort of children will once again enroll in the MCPS kindergarten.

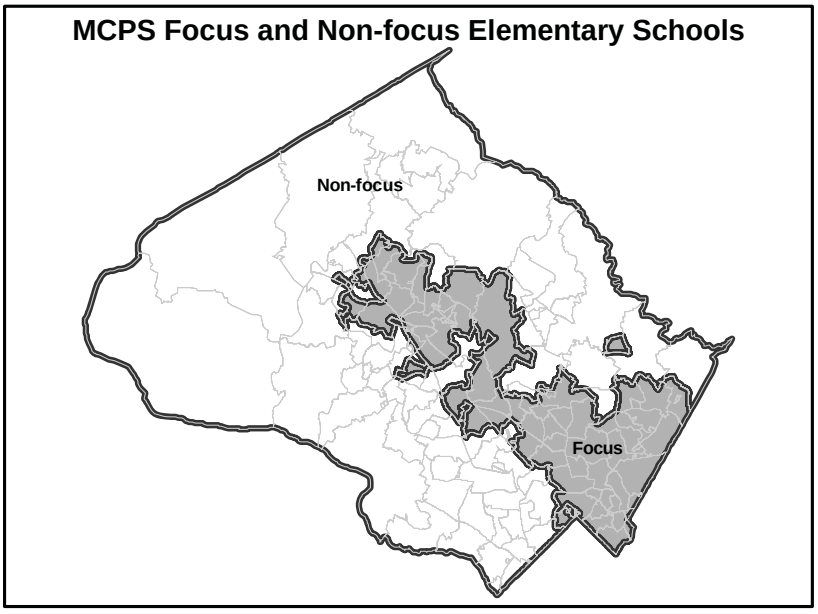
Trends in births, kindergarten entry age, domestic migration, and immigration are intertwined in the county and in MCPS. Records of county resident births show increasing numbers of Asian American and Hispanic births, while the share of births to white, non-Hispanic mothers dropped below 50 percent in recent years. Demographic momentum for further gains in diversity is building as the median age for the Hispanic, Asian American, and African American population is lower than for the white population, and household size for these groups exceeds that of white households. The growth rate for the Hispanic population is expected to exceed all other groups.

Student Diversity

MCPS preliminary enrollment in the 2006–2007 school year is 138,520. Disaggregation of enrollment change by racial/ethnic group reveals the singular importance of diversity to growth. Since the 1983–1984 school year, when the Baby Bust era of enrollment declines bottomed out, MCPS enrollment has grown by nearly 48,000 students, a 52 percent increase over the 1983–1984 enrollment of 91,030. Over this period, white enrollment (not including Hispanic students) has declined by 9,489 students. All of the increase in enrollment since 1983 is attributed to African American, American Indian, Asian American, and Hispanic race and ethnic groups. Between 1983 and 2006, African American enrollment increased by 19,096, American Indian enrollment increased by 258, Asian American enrollment increased by 13,239, Hispanic enrollment increased by 24,386.



Source: Montgomery County Public Schools, June 2006.



MCPS enrollment is now 23.0 percent African American, 0.3 percent American Indian, 14.8 percent Asian American, 20.8 percent Hispanic, and 41.2 percent white.

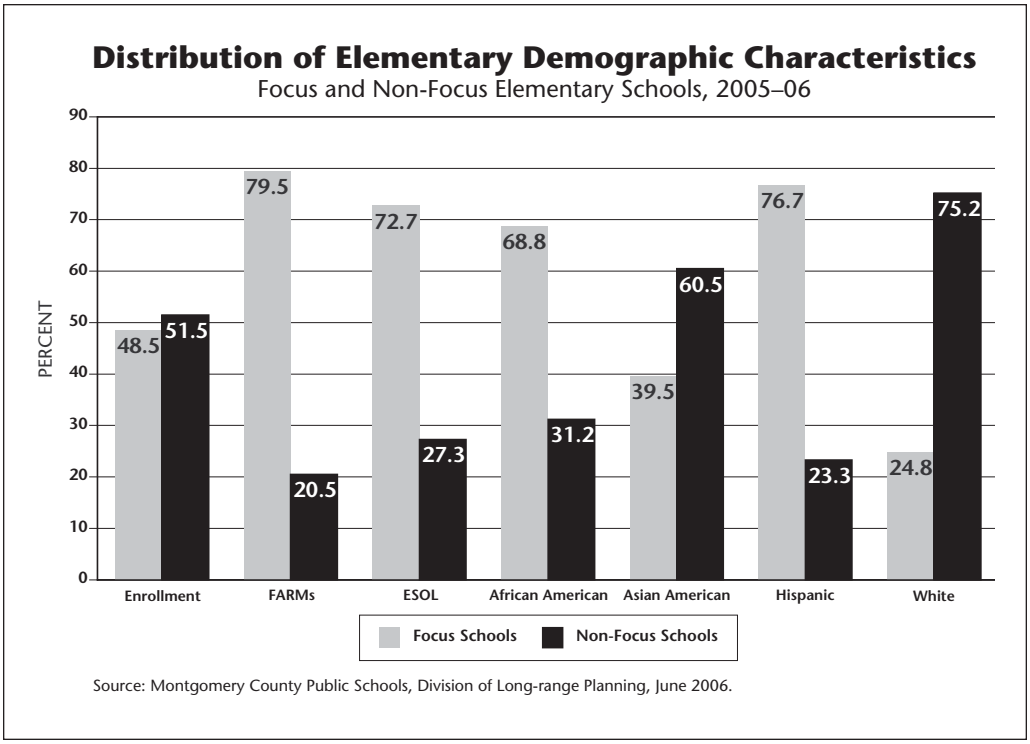
As with racial and ethnic diversity, socioeconomic levels in the student population also have been changing. Although economic opportunities draw people to the county, for economically impacted households the cost of living in Montgomery County can place severe strains on household finances. Evidence of the economic strain is seen in the level of participation in the federal Free and Reduced-price Meals System (FARMS) program. FARMS participation levels are the school system's best measure of relative socioeconomic levels at schools. In the 2005–2006 school year, 23.5 percent of all MCPS students participated in the FARMS program. In the 2005–2006 school year, the percentage of elementary students participating was 28.3 percent, (a figure considered more representative of the socioeconomic level in the system).

Recent rapid increases in the cost of housing, for purchase and for rent, have been particularly difficult for those of modest means. There is evidence now that rising housing costs are driving out low and moderate income households from areas where, in the past, affordable housing was available. These areas correspond to the portion of the county served by the MCPS "focus" elementary schools, where high levels of student FARMS participation are found and class-size reduction initiatives have been put in place. At these impacted elementary schools enrollment has declined in recent years. In contrast, in elementary schools that serve higher socioeconomic communities enrollment has continued to increase. Further evidence of this trend is the reduction in the number of households earning less than $100,000 in the county since 1990, and an increase in the number earning more than $100,000. Following is a more detailed discussion of demographic trends in focus and non-focus elementary schools.

Focus and Non-focus Elementary Schools

The greatest concentration of student racial/ethnic diversity and participation in the FARMS and English for Speakers of Other Languages (ESOL) programs is found in the core of the county where two conditions exist—major transportation corridors are present and affordable housing is available. In Silver Spring and Wheaton, these conditions are found in some of the communities bordering New Hampshire Avenue, Georgia Avenue, and Columbia Pike. In Rockville, Gaithersburg, and Germantown, these conditions are found in some of the communities bordering I-270 and Route 355. Affordable communities along these transportation corridors are characterized by apartment developments 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.

Communities in the "focus" elementary schools were once typical suburban communities, in the sense that they had little racial and ethnic diversity. The wave of immigration over the past two decades has transformed these communities. In these



Source: Montgomery County Public Schools, Division of Long-range Planning, June 2006.

focus school communities enrollment growth has been driven by turnover of existing units and the changing demographic characteristics of new residents. Between 1990 and 2000, enrollment increased by 4,943 students in the focus elementary schools and by 2,391 students in the non-focus elementary schools. However, since 2000 enrollment has declined in focus schools and continued to increase in non-focus schools. Enrollment change in the focus schools highlights the degree of impact demographic change in older communities has on enrollment growth, and at the same time, how sensitive to increased housing costs households are in these areas.

This year 2,751 fewer students are enrolled in focus elementary schools (29,614 students) than in non-focus elementary schools (32,365 students). However, focus elementary schools serve the majority of the county's elementary FARMS and ESOL enrollment; 79 percent of elementary school students participating in the FARMS program and 73 percent of elementary school students receiving ESOL services, attend focus schools.

Dramatic shifts in racial/ethnic composition have occurred in focus elementary schools over the past 15 years. From 1990 to 2005, African American and Hispanic enrollment increased the most in focus schools. African American enrollment increased by 2,916 and Hispanic enrollment increased by 6,939. Asian American enrollment increased more modestly, by 611, while white enrollment decreased by 7,880. In contrast, in non-focus elementary schools, white enrollment declined less, by 2,834, while smaller increases in African American (+1,644) and Hispanic (+1,892) enrollment occurred, and greater increases in Asian American (+2,778) enrollment occurred. As a consequence of these trends African American and Hispanic elementary school students have higher representation in the focus schools. Sixty-nine percent of all MCPS African American elementary school students attend focus schools, and 77 percent of all Hispanic elementary school students attend focus schools. In contrast, non-focus schools enroll a higher representation of Asian American and white elementary school students; 60 percent of Asian American elementary school students attend non-focus schools, and 75 percent of white elementary school students attend non-focus schools.

Economic and Housing Trends

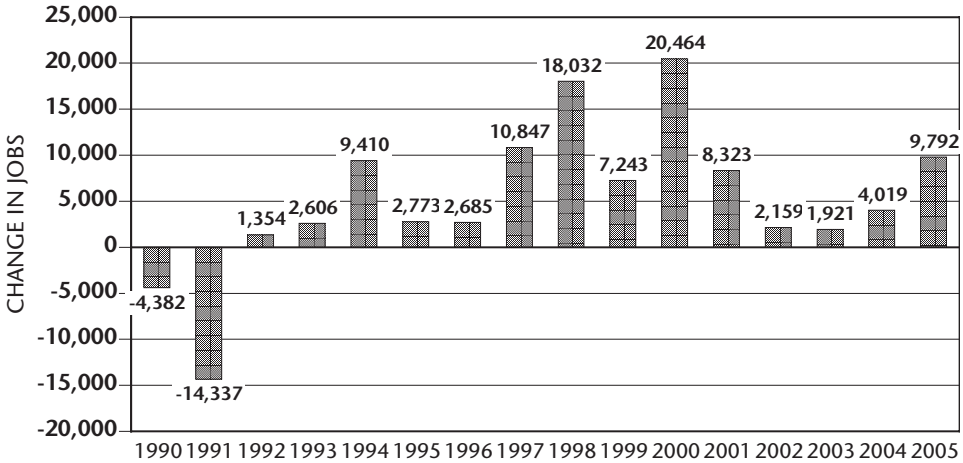
After experiencing a significant improvement in 2005, compared to 2004, the county experienced mixed economic activity in the first quarter of 2006. This mixed performance is attributed to contraction in the growth of residential construction, a decline in housing sales, and rising energy costs. On the other hand, the county's labor market and amount of non-residential construction improved in early 2006 over 2005. The cost per square foot of construction has increased steadily and dramatically. This is attributed to increases in construction materials such as lumber, sheet metal and other metal products, and concrete. According to the Montgomery County Department of Finance, non-residential construction costs per square foot increased from $83.34 during the January–June period in 2001 to $146.01 during the same period in 2005, with most of that increase between 2004 and 2005. These increases are impacting school construction costs and have resulted in the need to update capital improvement project costs.

In the residential market high construction costs and a decreasing supply of residentially zoned land, have led to housing value appreciation. Upward trends in employment and household formation threaten to exacerbate the housing shortage and decrease the supply of affordable housing. The median sales value of all single-family housing (old and new, detached and attached units) reached $460,900 in 2005, compared to $217,500 in 2000. Resale of existing single-family detached homes and townhouses has been strong as the supply of new homes has tightened. From 2003 through 2005, over 20,000 existing housing units were sold each year, greatly surpassing prior year trends. In 2006, home sales have slowed, and, in terms of cost, may have peaked and be headed slightly downward. Residential construction costs per square foot have grown because of the same factors affecting non-residential construction—dramatically higher costs of construction materials. In the first six months of 2000, the average cost per square foot of residential construction was $55.96. The average increased to $103.17 per square foot by the first half of 2005—with most of that increase occurring in the past three years.

A growing supply of condominiums has come on the market in recent years. This appears to be a response to the high prices of

Montgomery County Jobs Trends, 1990–2005

Annual Job Growth/Decline

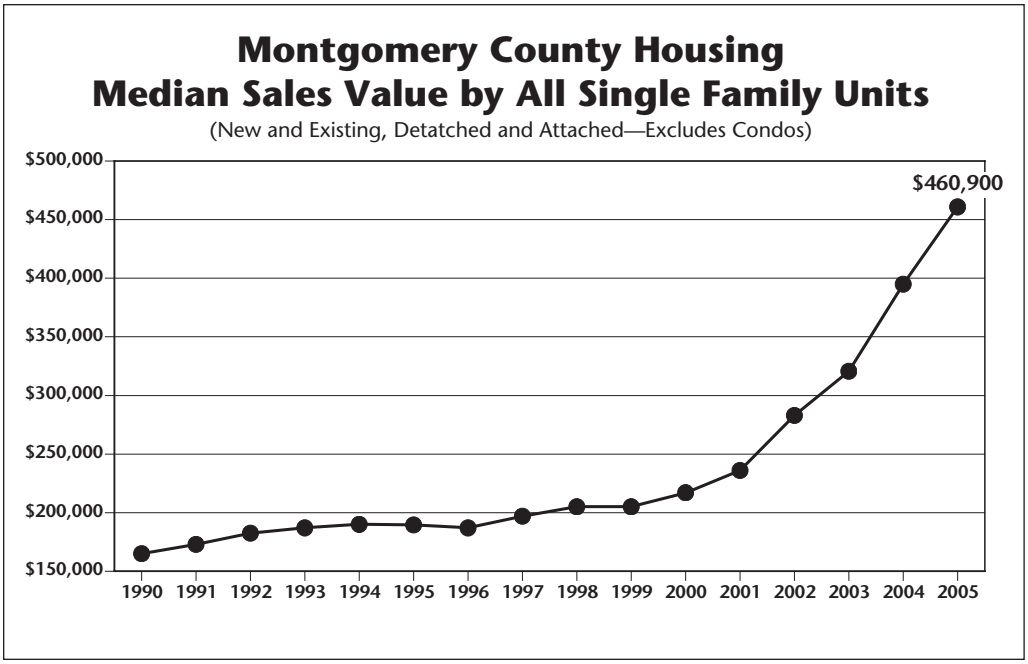


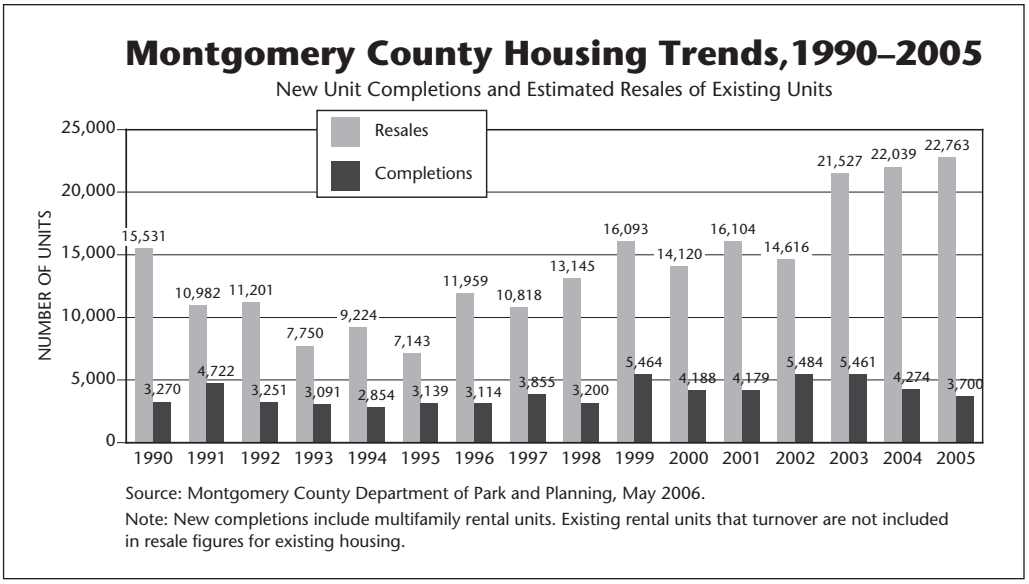
Source: Montgomery County Department of Park and Planning, May 2006.
Total jobs in Montgomery County in 2005 were 460,681.
Comparisons based on second quarter job counts each year.

single-family units, beyond the reach of many new households, a reduction in land available for more traditional suburban housing, and the advent of more households without children as baby boomers reach retirement age. The largest share of the 3,700 residential completions in 2005 was multifamily units, representing 48 percent of the total. Many of these projects conserve on land by utilizing structured parking garages, a trend that increases cost. The number of students residing in these high cost, high-density multifamily communities is small. Traditional suburban residential development is more and more the exception in the county. Clarksburg is the last large suburban community that will be built, according to the county's general plan, "On Wedges and Corridors." The Clarksburg Master Plan allows for the development of a community of up to 15,000 housing units. A number of large subdivisions in Clarksburg are well underway. A new school cluster was formed this fall when the new Clarksburg High School opened.

Areas of the county that already have substantial amounts of residential development are being revisited in county and city master plans. A desire to increase housing in these areas is driven by a jobs-to-housing imbalance that is thought to worsen traffic congestion. Planning for high-density residential projects in the Gaithersburg vicinity and at the Shady Grove and Twinbrook METRO stations is underway. In an effort to bring more housing to these high employment areas, several thousand additional residential units, mostly multifamily, are being planned. Redevelopment of the Rockville Town Center will result in high-density multifamily communities near the Rockville METRO station. Several projects are now under construction in the Town Center.

As the availability of land for residential development decreases, infill and redevelopment will characterize new growth. Higher housing densities than seen in the past will be needed to increase the supply of housing in this urbanizing county. This type of development may create a problem for identifying adequate school sites to support new communities. Many of the new sites that will be needed may not be eligible for dedication. Site dedications are associated with "green fields" developments where very large subdivisions are in single ownership and there is sufficient school impact (in terms of the number of students generated), so that the county can require dedication of the land. In contrast, in the newer land use plans that are focused on intensifying housing in established areas of the county (especially near access to transit), the same conditions of subdivision scale and single ownership are seldom present. In some cases the county may face the added expense of purchasing school sites, as well as constructing schools.





Source: Montgomery County Department of Park and Planning, May 2006.

Note: New completions include multifamily rental units. Existing rental units that turnover are not included in resale figures for existing housing.

Growth Policy

The Growth Policy is the tool the county uses to regulate subdivision approvals commensurate with the availability of adequate transportation and school facilities. The Growth Policy test of school adequacy assesses school capacity 5 years in the future in 25 cluster areas. 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 (factoring in additional capacity that will be built as part of the County Council adopted CIP.) If a cluster exceeds Growth Policy capacity guidelines at any school level, the cluster area is shut down to residential subdivision approvals for at least one year, until the next Growth Policy results are evaluated. A cluster may come out of the "closed" status in future growth policy tests if capacity is added in the CIP, a boundary change resolves the space deficit, or enrollment trends result in lower utilization levels.

The Growth Policy schools test uses what is called "Growth Policy capacity" for schools. This is a fixed, "structural" capacity for schools, unlike MCPS program capacity that is adjusted for the type of programs offered. For the elementary and middle school tests, 105 percent of Growth Policy capacity is used; at the high school level, 100 percent of Growth Policy capacity is used. At the high school level, if a cluster fails the test, then capacity in adjacent high school clusters may be considered. At the elementary and middle school levels this "borrowing" of capacity from adjacent clusters is not allowed. (See appendix I for results of the FY 2007 Growth Policy schools test.)

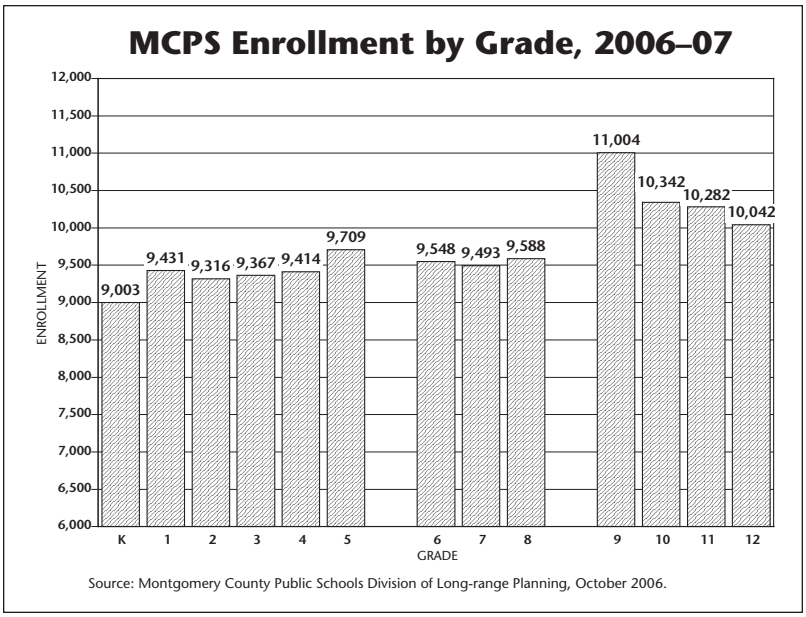
The Growth Policy includes a feature that would allow a subdivision to be approved in areas that otherwise would fail the schools test, if the utilization of schools falls over the Growth Policy guidelines, but remains under 110 percent. In these cases, a developer has the option of paying a $12,500 fee for each student the subdivision is estimated to generate. If the developer agrees to pay this charge, the subdivision may proceed.

Enrollment Forecast

The school enrollment forecast presented in this document is based on county births, completion of the phase-in of the new kindergarten entry age, aging of the current student population, student migration patterns, and the latest projections of economic growth in terms of jobs and the housing market. Recently, as the number of students in the elementary grades has become smaller than those in the high school grades, total enrollment has dipped. Preliminary September 30, 2006, enrollment is 138,520, a decrease of 867 from the previous school year. This year's enrollment indicates that enrollment dips that occurred in the past few years at the elementary and middle school levels have now reached the high school level.

Because of increased births after 2000, and completion of the phase-in of the new kindergarten entry age, elementary enrollment will pull up from its' dip and begin increasing again in 2008. Secondary enrollment will trend slightly downward for the next few years, and then rebound as larger grades move up. Beginning in 2010, the dip in MCPS total enrollment is projected to be worked through the system and annual increases in total enrollment will begin. Prekindergarten and Head Start enrollment are projected to remain stable, while modest increases in special education enrollment are projected.

The six-year forecast for Grades K–5 enrollment shows an increase of 3,434 from the 2006 enrollment of 56,240, to the projected 2012 enrollment of 59,674. The six-year forecast for Grades 6–8 enrollment shows a decline of 1,041 from the 2006 enrollment of 28,629 to the projected 2012 enrollment of 27,588. The six-year forecast for Grades 9–12 enrollment shows a decrease of 2,347 from the 2006 enrollment of 41,670 to the projected 2012 enrollment of 39,323. Factoring in the forecast for prekindergarten, alternative, Gateway to College, and special education programs, the six-year forecast for total enrollment shows an increase of 380 from the 2006 enrollment of 138,520, to the projected 2012 enrollment of 138,900. (See appendices A and B for further details on enrollments by grade level and program. See appendix O for a description of the MCPS enrollment forecasting methodology.)



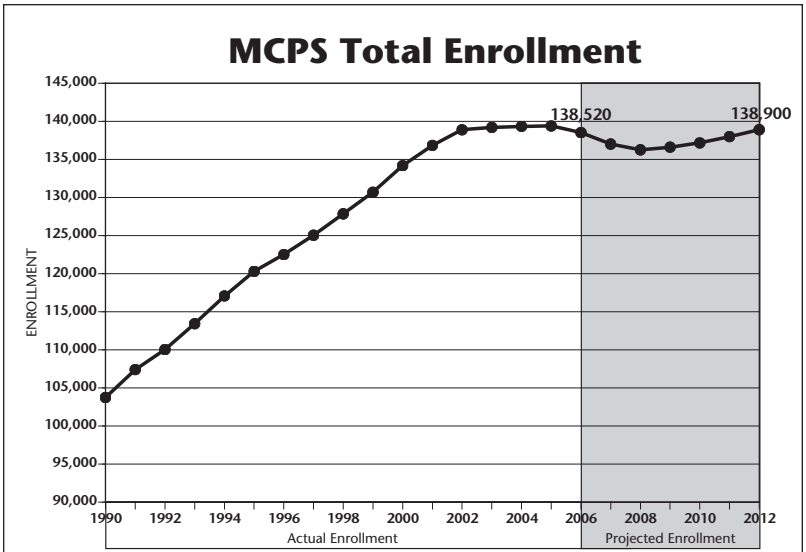
Source: Montgomery County Public Schools Division of Long-range Planning, October 2006.

Summary

In1983 MCPS enrollment reached a low of 91,030 following the baby bust era of declining enrollment. Since that year, total MCPS enrollment grew dramatically, by over 48,000 students through 2005–2006. The 2006–2007 school year is the first year since 1983 that enrollment has declined. However, the same forces that led to the precipitous enrollment decline in the late 1970's and early 1980's are not present today. The enrollment decline MCPS experienced this year is a temporary dip that will work its way out of the system by 2010. Birth trends support the long-range forecast of renewed enrollment increases for MCPS, albeit at a more gradual pace than seen in the past. The temporary lull in enrollment growth provides an opportunity to catch up with overdue school capacity needs. This year a multi-year initiative to reduce the use of relocatable classrooms got off to a good start with 112 relocatables removed that were used in the 2005–2006 school year. Capital projects to add more school capacity, that were approved as part of the FY 2007–2012 CIP, will support further reductions in the coming years.

Keeping pace with enrollment growth, implementing full day kindergarten at all elementary schools, and ac-

commodating class-size reductions at focus elementary schools, has required a major investment in school facilities. Since 1983 MCPS has opened 29 elementary schools, 17 middle schools, and 6 high schools (including 9 reopenings of closed schools). In the coming years two more elementary schools will open. Competing with the need for school capacity is the need to preserve our investment in school facilities through a systematic schedule of school modernizations. Over the past 20 years, 48 elementary schools, 9 middle schools, and 9 high schools have been modernized. As schools continue to age, modernizations remain a top priority. Overall, the facility plans and capital projects described in this document will enable the county to add school capacity, reduce the use of relocatable classrooms, and systematically renew our older schools.



Source: Montgomery County Public Schools, DIvision of Long-range Planning, October 2006.

Chapter 3

Facility Planning Objectives

The FY 2008 Capital Budget and Amendments to and the FY 2007–2012 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
- Develop, expand, and deliver a literacy-based prekindergarten to Grade 2 initiative
- 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 partnership with Montgomery County Public Schools (MCPS) employee organizations
- Strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement

Board of Education Capital Improvement Priorities:

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

Long-range Educational Facilities Planning Policy Guidance

On May 23, 2005, the Board of Education adopted a revision to the Long-range Educational Facilities Planning Policy (FAA). This policy was revised in order for Policy FAA to conform to other Board of Education policies that separate policy requirements from regulations. Subsequently, on March 21, 2006, the superintendent issued Regulation (FAA—RA). The regulation was created from language previously contained in Policy FAA that was regulatory in nature. The regulation enables MCPS to conform to the Public School Construction Act of 2004 that changed student-to-classroom ratios used to calculate elementary school capacities by the state. In addition, the regulation reflects student-to-classroom ratios that incorporate the MCPS elementary school class-size reduction initiative. The class-size reduction initiative affects 58 of the school systems' 129 elementary schools. Policy FAA and Regulation (FAA—RA) can be found in appendix S.

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

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 outlined in the Superintendent's Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 Capital Improvements Program (CIP), provide justification for the programming and construction of new school facilities and modernizations. Facility planning and capital programming activities are closely coordinated with educational program delivery approaches. In addition, an emphasis is placed on the inclusion of stakeholders in facility planning processes.

Seven objectives guide the facilities planning process and development of each CIP and Master Plan. These objectives are outlined below, with the remainder of this chapter dedicated to providing information on activities within each objective. The Master Plan also incorporates plans to implement the State of Maryland Bridge to Excellence Master Plan requirement for providing full-day kindergarten to all students by September 2007 and identifying programs to allow all eligible children admittance, free of charge, to publicly-funded prekindergarten programs by September 2007.

Facility Planning Objectives

OBJECTIVE 1: Implement facility plans that support the continuous improvement of educational programs in the school system

OBJECTIVE 2: Meet long-term and interim space needs

OBJECTIVE 3: Modernize schools through a systematic modernization schedule

OBJECTIVE 4: Provide schools that are environmentally safe, secure, functionally efficient, and comfortable

OBJECTIVE 5: Provide access to information technologies

OBJECTIVE 6: Support multipurpose use of schools

OBJECTIVE 7: Meet space needs of special education programs

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

As the school system continues to focus program initiatives to improve student performance, plans have been developed to address the space needs and facility requirements of schools. Implementing school system educational priorities that require more classroom and support space has been a challenge during the past 20 years of steady enrollment growth. With enrollment dipping slightly in the next few years, the school system has an opportunity to address the overdue facility needs of schools.

In recent years several educational program initiatives in particular have required more classroom and support space. These initiatives include: the reduction in class sizes for all MCPS schools to levels that existed prior to FY 1995; the reduction in class sizes in Grades K–2 for the 58 schools most heavily affected by poverty and English language deficiency (called "focus schools"); and the expansion of full-day kindergarten to all schools in MCPS. Creative uses of existing space in schools, modifications to existing classrooms, and placement of relocatable classrooms have all been used to accommodate the additional staff needed to implement these initiatives. At schools with capital improvements in the facility planning or architectural planning phase, additions to accommodate these initiatives have been designed. These initiatives are described in further detail in the following paragraphs.

Class Size Reductions

Over the past few years, more favorable staffing ratios have impacted space availability at all schools as student-to-teacher ratios have fallen below the figure used in the past to rate classrooms and school capacities. For example, in the 2005–2006 school year, a staffing ratio of 22 to 1 was used to staff elementary schools in Grades 1–5. Currently, capacity ratings for elementary schools are calculated at 23 to 1. Therefore, in a number of cases, schools that appear to be within their capacity actually require relocatable classrooms to accommodate the teaching staff that has been allocated.

MCPS has made other improvements in class size that have had less dramatic impact on facilities. In FY 1999, the Board of Education launched an initiative to reduce class size in secondary school mathematics classes to ensure that students complete Algebra I no later than Grade 9. This initiative limited the size of Grade 9 Algebra classes to no more than 20 students per teacher and had a minor impact on facilities at the high school level. Another initiative, to reduce class size in special education classes for students with learning and academic disabilities (LAD), began in the 2001–2002 school year with a three-year roll-out period. The goal of this initiative was to reduce LAD class sizes to the levels of FY 1995. These improvements in special education class size have had an increasing impact on facilities.

Since FY 2001, staffing has been increased at middle and high schools to reduce the number of oversized classes. This initiative also permits high schools to offer more Advanced Placement and Honors classes without creating a greater number of oversized classes in other subject areas. Furthermore, the Board of Education approved additional positions for the high schools in the Downcounty Consortium to support smaller learning communities in the ninth grade. These initiatives are having relatively minor impact on space utilization in the secondary schools and are being addressed through the use of relocatable classrooms.

In May 2005, the County Council approved a funding initiative in the FY 2006 Operating Budget to reduce class sizes by adding 170 classroom teaching positions. This initiative reduced elementary school maximum class size by two in all elementary schools and is providing staffing to minimize the number of combination classes. The initiative also reduced oversized classes at the secondary school level. Once again, in a number of cases, schools that appear to be within their capacity will require relocatable classrooms to accommodate the additional classroom teaching positions that have been allocated through this budget initiative.

Early Success Performance Plan

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class size in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2, in the 58 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.)

The Board of Education Long-range Educational Facilities Planning Regulation (FAA—RA) (See appendix S) sets capacity calculations to reflect the 17 to 1 staffing ratio for Grades 1 and 2 and the 15 to 1 staffing ratio for kindergarten at focus schools. The capacities that are published in the "Projected Enrollment and Space Availability" tables in chapter 4 of the CIP reflect the space availability for these schools. The "Facility Characteristics of Schools 2006–2007" tables in chapter 4 display the total number of relocatable classrooms at each school, while appendix D shows the break out of the number of relocatable classrooms needed for class-size reduction, enrollment, and day care or other use at each school.

Providing a full-day kindergarten program and reducing class sizes in Grades K–2 has had a dramatic impact on building utilization in elementary schools, creating the need for additional classrooms to accommodate the increased number of teaching positions. For the 2006–2007 school year, 182 relocatable classrooms, out of a total of 607 relocatable classrooms, were used to support the class-size reductions for Grade K–2 in the focus elementary schools.

Full-day Kindergarten

As part of the Senate Bill 856 (Bridge to Excellence in Public Schools Act of 2002) signed into law on May 6, 2002, all schools in the State of Maryland will be required to provide a full-day kindergarten program by September 2007. In Montgomery County, there were 63 existing and six new or reopened elementary schools planned that needed to offer a full-day kindergarten program when the legislation was signed into law.

Following input from a representative task force, on November 20, 2003, the Board of Education adopted an implementation plan to provide a full-day kindergarten program for all students in MCPS by August 2007. The program implementation began in the 2004–2005 school year and included 17 elementary schools in the first year. As part of the FY 2006 Operating Budget, the County Council approved funding to provide full-day kindergarten at 20 additional schools. As part of the FY 2007 Operating Budget, the County Council approved funding to provide full-day kindergarten at all remaining elementary schools beginning in the 2006–2007 school year.

Class Size Reduction Initiative Schools*

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

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

Head Start and Prekindergarten Programs

The Bridge to Excellence in Public Schools Act of 2002 requires that by the 2007–2008 school year, all eligible children "shall be admitted free of charge to publicly funded prekindergarten programs" established by the Board of Education. These programs will be located based on the need of the community and transportation travel times on a yearly basis and are identified 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. While many of the signature programs do not require special classrooms and facilities, some do require specialized classrooms or laboratories to support the delivery of the educational program. As high schools are modernized, specialized spaces for the signature programs are designed as part of the modernization project. However, some high schools do not have modernizations scheduled in the next six years and will require facility modifications to accommodate signature or academy programs. For example, Albert Einstein High School has an approved project to add space to accommodate its Performing Arts signature program. At other schools, minor modifications that are needed to individual classrooms are completed through existing countywide capital projects.

School Gymnasiums

Elementary gymnasiums are essential for the delivery of the physical education program and well-being of students. Gymnasiums also provide schools with flexibility in utilizing space, particularly when a school reaches or exceeds its capacity. Gymnasiums are scheduled to open at Watkins Mill and Farmland elementary schools during the 2006–2007 school year. There are an additional 21 elementary schools that do not have gymnasiums, with an additional two new elementary schools opening in the next 6 years. Schools needing gymnasiums are ranked based on enrollment size, capital project status, and percent of gymnasiums in a cluster to determine the order of schools to receive gymnasiums. Planning and/or construction funds were approved in the FY 2005–2010 CIP to add gymnasiums to all elementary schools in the county. The adopted FY 2007–2012 CIP continues with this schedule. appendix F displays the approved schedule for gymnasiums.

OBJECTIVE 2: Meet Long-term and Interim Space Needs

Montgomery County has demonstrated a strong commitment to providing adequate school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. Enrollment in MCPS is now almost 48,200 students greater than it was in 1983, and 29 elementary schools, 17 middle schools, and 6 high schools have been added to the school system. Numerous additions to existing schools also have been constructed since 1983.

Long-term Space Needs

Although enrollment has decreased slightly this year, a continued commitment to capital projects for the next six years is necessary to address overdue space needs in MCPS schools. During the six-year CIP planning period, enrollment is projected to dip and then climb again. This year's enrollment is 138,520, and by 2012 enrollment is projected to be 138,900. This year, approximately 14,000 students attend classes in 607 relocatable classrooms. A key objective of this CIP is closing the gap between enrollment levels and school space. The CIP identifies where these space deficits are projected to occur and how the school system proposes to address the identified space deficits. Due to the high level of school utilization throughout the school system, there are few opportunities to address school space shortages through boundary changes. As a consequence, additions to existing schools, the opening of new schools, and the expansion of some schools during modernization are all important strategies that are utilized to address space needs. For a summary of recommended capital projects, please see the table in chapter 1 labeled "Superintendent's Recommended FY 2008 Capital Budget and Amendments to the FY 2007–2012 Capital Improvements Program Summary Table." (page 1-6)

This year MCPS is operating a total of 199 school facilities including 129 elementary schools, 38 middle schools, 25 high schools, 1 career and technology center, and 6 special education program centers. In FY 2007 five new schools opened, including Clarksburg High School and Great Seneca Creek, Little Bennett, Roscoe Nix, and Sargent Shriver elementary schools. Downcounty Consortium Elementary School #28 is currently under construction and scheduled to open in August 2007. As part of the Recommended Amendments to the FY 2007–2012 CIP, funding is recommended for the opening of one new school—Clarksburg Elementary School #8—and two schools are proposed for the future—Downcounty Consortium Elementary School #29 and Watkins Mill Middle School #2. If funding is approved for these four additional schools, the number of operating schools would increase to 203.

In addition to school openings, a total of 15 schools have additions programmed in the next 6 years, including 11 elementary schools, 2 middle schools, and 2 high schools projects. Addition projects that are recommended in this CIP will add the instructional and support spaces needed to support the academic program at the schools. However, major core improvements and/or modifications to the existing facility will not be included in the scope of work. These types of changes to a facility trigger significant code improvements that increase the cost of the project significantly and could lead to relocating students to another facility. A number of schools scheduled for modernization also will see increases in capacity as part of their modernization projects.

Interim Space Needs

The use of relocatable classrooms on a short-term basis has proven to be successful in providing schools the space necessary to deliver educational programs. In recent years, the number of relocatable classrooms in use has grown dramatically as program initiatives described under Objective 1 have been implemented and as enrollment grew. This school year approximately 14,000 students attend class in 607 relocatable classrooms. Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms enable the school system to avoid significant capital investment where building needs are only short-term. Relocatable classrooms are not considered long-term or permanent solutions to addressing capacity needs.

MCPS staff works in consultation with principals and the Office of School Performance to place relocatable classrooms. The number of relocatable classrooms in place for the 2006–2007 school year decreased by 112 from the previous school year. Of the 607 relocatable units in use countywide in the 2006–2007 school year, 75 were at the high school level with 4 of these at the Kingsley Wilderness Program; 25 were at the middle school level; and 307 units were at the elementary school level, with 12 units at the Fairland Holding Center, 9 units at the Grosvenor Holding Center, and 9 units at North Lake Center. (See appendix D.) Approximately 120 relocatable classrooms will be removed from schools where permanent capacity is being added for the 2007–2008 school year.

The construction of new facilities and additions to current facilities will help to accomplish the goals of addressing our capacity needs and reducing the number of relocatable classrooms currently in use in schools throughout the county. By the end of the current CIP, the number of relocatable classrooms in use will be reduced by approximately 384 units. If the County Council approves the amendments to the FY 2007–2012 CIP, as well as proposed capacity projects that have been included in the current CIP for facility planning, the number of relocatable classrooms in use will be reduced to approximately 229 units by the 2012–2013 school year.

Non-Capital Actions

The superintendent released one boundary recommendation on October 16, 2006, to create the service area for Downcounty Consortium Elementary School #28 (former site of Arcola Elementary School). This school will relieve overutilization at Glen Haven, Highland, and Kemp Mill elementary schools. In addition to the three elementary schools, representatives from E. Brooke Lee, Newport Mill, and Sligo middle schools, and Albert Einstein and Northwood high schools participated in the boundary advisory committee process in spring 2005. The recommendation also provides for boundary changes between E. Brooke Lee, Newport Mill, and Sligo middle schools as well as between the base areas of Albert Einstein and Northwood high schools. These recommendations ensure desirable articulation patterns at these schools. Board of Education action is scheduled for November 20, 2006 with the boundaries becoming effective in August 2007 when the new school opens.

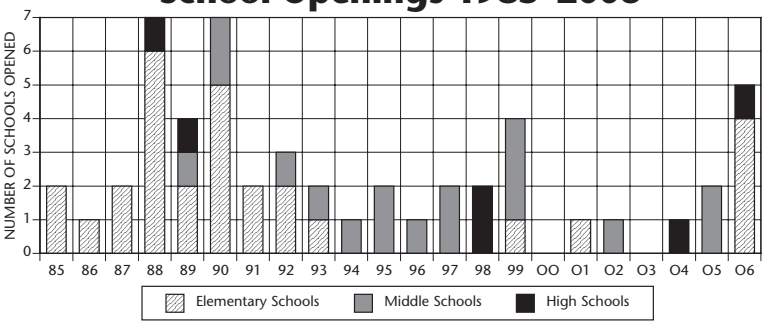
OBJECTIVE 3: Modernize Schools Through a Systematic Modernization Schedule

The Board of Education, superintendent, and school community recognize the necessity of modernizing older schools. Modernizations preserve investment in schools while updating them so that they can provide the variety of instructional spaces necessary to effectively deliver the current curriculum. Modernizing a school also provides access to up-to-date information technology for students, staff, and the community. The cost to modernize an older school so that it is educationally, technologically, and physically up-to-date is usually similar to the cost of constructing a new school. In addition, modernizations are critical components in revitalizing older, established neighborhoods and providing equity with newer schools. Modernized schools also have become important, barrier-free community resources after school hours.

The school modernization schedule is based on a standardized assessment tool called FACT—Facilities Assessment with Criteria and Testing. Schools beyond a certain age are assessed and scored on a standard set of facility and educational program space criteria. Schools are scheduled for modernization based on their ranking after the assessment (see appendix F). The order of modernization for assessed schools is found in appendix E. Though efforts have been made to assess all schools built or renovated before 1984, there remain 37 schools in this category that have not been assessed (26 elementary schools, 7 middle schools, and 4 special education program centers).

The Board of Education policy on modernizations, adopted in FY 1991, identified the goal of assessing schools for modernization when a facility is at least 30 years old. Since 1985, 66 schools have been modernized, including 48 elementary schools, 9 middle schools, and 9 high schools. Although this is a large number of facilities, the current pace of modernization does not allow MCPS to modernize schools on the desired 30-year schedule. At the current rate, some schools will be required to operate 60 or more years before being modernized. For MCPS to establish and maintain a 30-year schedule would require the modernization of approximately 1 middle school, and 4 elementary schools each year and 1 high school every two years. Because of funding limitations and a lack of secondary holding facilities, MCPS has been unable to achieve this schedule. Currently, MCPS has been modernizing one or two elementary schools per year, and one middle school and one high school every two years.

School Openings 1985–2006



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, Daly ES, Cabin John MS, Watkins Mill HS
1990 — Brooke Grove ES, Burnt Mills 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 — Neelesville 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

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

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 is closed for modernization. Funding for maintenance activities is found in both the capital and operating budgets. The trend for the past five years has been a level funding effort in both budgets for building maintenance and systemic renovations. Until the modernization program reaches an acceptable cycle, additional funding needs to be dedicated to regular, preventive, and capital maintenance activities. Understanding the full cost of building maintenance is critical to developing a balance between the comprehensive maintenance plan and a modernization schedule that reflects the school system's priorities.

MCPS has many projects designed to meet the capital maintenance needs of schools across the county. These countywide projects are described in chapter 5. Countywide projects deal with environmental issues, safety and security, and major building system maintenance in schools. These projects require an assessment of each school relative to the needs of other schools and include scheduled major repairs and replacement activities.

The assessment process for most of the countywide projects is carried out through an annual review that involves a team of maintenance professionals, school principals, and consultants. On some projects, local, state, and federal mandates affect the scope and cost of the effort required.

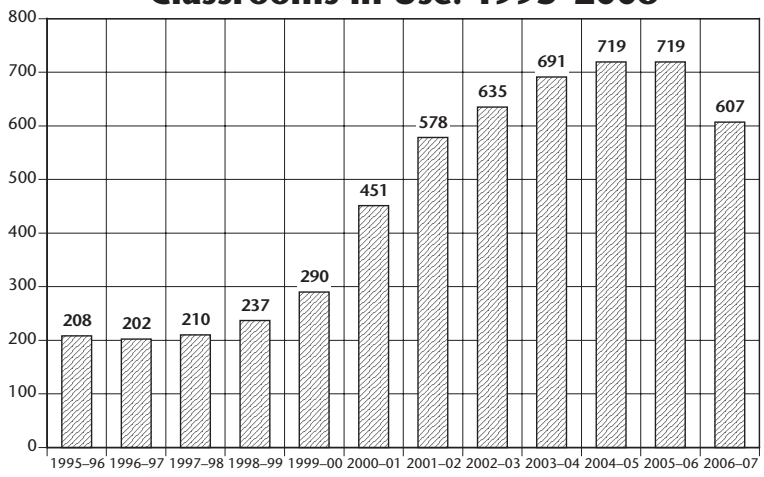
Planned Life-cycle Asset Replacement (PLAR) and the other countywide projects that focus on roof and mechanical system rehabilitation are essential to the long-term protection of the county's capital investment in schools. Because the projects for modernizing older schools must compete for funding with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

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

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

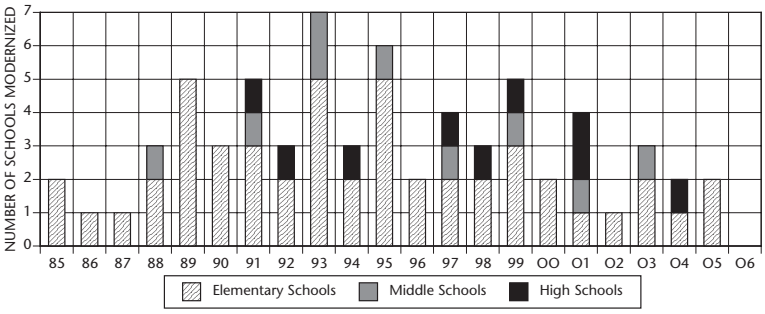
Over the past three years MCPS has been implementing measures to improve the environmental friendliness of its buildings by a comprehensive revision of its new construction design guidelines. This revision incorporates best practices from the

Number of Relocatable Classrooms in Use: 1995–2006



Source: Montgomery County Public Schools, Department of Facilities Management.

School Modernizations 1985–2006*



1985 — Oak View ES, Woodfield ES
1986 — Twinbrook ES
1987 — Cedar Grove ES
1988 — Bannockburn ES, Rosemary Hills ES, Gaithersburg MS
1989 — Cloverly ES, Highland ES, Laytonsville ES, Monocacy ES, Montgomery Knolls ES
1990 — Olney ES, Westbrook ES
1991 — Beall ES, Burning Tree ES, Viers Mill ES, Sligo MS, Sherwood HS
1992 — Pine Crest ES, Travilah ES, Walt Whitman HS
1993 — Ashburton ES, Burtonsville ES, Clarksburg ES, Forest Knolls ES, Oakland Terrace ES, Pyle MS, White Oak MS
1994 — Highland View ES, Meadow Hall ES, Springbrook HS
1995 — Brookhaven ES, Georgian Forest ES, Jackson Road ES, North Chevy Chase ES, Rosemont ES, Julius West MS
1996 — Flower Valley ES, Kemp Mill ES
1997 — Ritchie Park ES, Wyngate ES, Westland MS, Albert Einstein HS
1998 — Lucy Barnsley ES, Westover ES, Montgomery Blair HS
1999 — Bethesda ES, Harmony Hills ES, Rock View ES, Takoma Park MS, John F. Kennedy HS
2000 — Mill Creek Towne ES, Chevy Chase ES
2001 — Rock Creek Valley ES, Earle B. Wood MS, Bethesda-Chevy Chase HS
2002 — Wood Acres ES
2003 — Lakewood ES, William Tyler Page ES
2004 — Glen Haven ES, Rockville HS
2005 — Somerset ES, Kensington-Parkwood ES
2006 — None

*School Year Completed
Source: Montgomery County Public Schools, Division of Long-range Planning

OBJECTIVE 5: Provide Access to Information Technologies

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

widely recognized Leadership in Energy and Environmental Design (LEED) rating system of the United States Green Building Council. Great Seneca Creek Elementary School that opened in September 2006 will be the first public school in Maryland to be certified under the LEED rating system for green buildings. As the technologies utilized at Great Seneca Creek Elementary School prove themselves reliable and effective, these technologies will be incorporated in the design guidelines for future schools. Beginning in FY 2007, all new schools and modernizations in design development will be designed to achieve a LEED certification. Smaller green technology and conservation pilots are being introduced at several schools to provide a healthy and effective learning environment for students and staff.

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

The Amended FY 2003–2008 CIP included a new project, Technology Modernization that provides needed technology updates for the original Global Access program schools and increases the number of computers in every school. The Amended FY 2005–2010 CIP provided funding for the Technology Modernization Project to continue a four-year refresh cycle for computers with a five-to-one ratio of students-to-computer

Holding Facility Schedule

Holding Facility	SY 07–08	SY 08–09	SY 09–10	SY 10–11	SY 11–12	SY 12–13
ELEMENTARY SCHOOLS						
North Lake	College Gardens	Cashell		Farmland	Sandburg	Bel Pre
Radnor			Carderock Springs	Seven Locks	Beverly Farms	
Grosvenor		Bells Mill		Garrett Park	Weller Road	
Fairland	Galway		Cresthaven	Canon Road	Glenallan	
MIDDLE SCHOOLS						
Tilden Center	Francis Scott Key		Cabin John		Herbert Hoover	

Schools to Receive Technology Modernization for the 2006-2007 School Year

High Schools	Middle Schools	Elementary Schools		Special Educaton
Bethesda-Chevy Chase	Newport Mill	Ashburton	Laytonsville	Longview
Churchill		Bannockburn	Luxmanor	
Clarksburg		Belmont	Marshall	
Gaithersburg		Beverly Farms	Matsunaga	
		Bradley Hills	McAuliffe	
		Brook Grove	McNair	
		Burning Tree	Monocacy	
		Burtonsville	Oakland Terrace	
		Candlewood	Olney	
		Carson	Poolesville	
		Cashell	Potomac	
		Cedar Grove	Rock Creek Forest	
		Clarksburg	Rock Creek Valley	
		Clearspring	Rockwell	
		Cloverly	Rosemary Hills	
		ColdSpring	Sequoyah	
		Darnestown	Sherwood	
		Diamond	Stedwick	
		Drew	Stone Mill	
		DuFief	Stonegate	
		Fairland	Travilah	
		Fallsmead	Waters Landing	
		Farmland	Wayside	
		Fields Road	Wood Acres	
		Forest Knoll	Woodfield	
		Galway	Woodlin	
		Goshen	Great Seneca Creek	
		Greenwood	Little Bennett	
		Jones Lane	Roscoe Nix	
		Lake Seneca	Sargent Shriver	

as recommended by the state. An FY 2007 appropriation is approved in the technology modernization project to maintain the desired refresh cycle and student-to-computer ratio in FY 2007. An FY 2008 appropriation is requested to fund the refresh cycle as approved in the FY 2007–2012 CIP.

OBJECTIVE 6: Support Multipurpose Use of Schools

Montgomery County Public Schools recognizes the role schools play as centers of community activity and affiliation. The school system supports multipurpose use of its schools, especially in regard to uses that complement the educational program. Multipurpose uses of schools that promote family and community partnerships also are of great importance. Compatible uses of schools are factored into the facility planning process whenever possible.

A prime example of compatible uses in schools is the leasing of available space in elementary schools to child-care providers. Virtually all elementary schools in the system provide space for child-care providers, through a mixture of full-day centers and before and after school services.

Montgomery County is becoming increasingly committed to developing integrated school- and community-based services for children and families. The County Executive, the County Council, and the Board of Education have asked the Collaboration Council for Children, Youth, and Families to find ways to integrate data systems between MCPS and the Department of Health and Human Services (HHS), and to provide a plan for improved integration of community and school-based services such as Linkages to Learning and School-Based Health Centers (SBHC). Further, the County Council has requested a long-term plan for increasing Linkages to Learning and SBHC sites to more schools. Work is currently being conducted to develop these plans for additional schools.

Linkages to Learning, a collaborative program between the school system, the county Department of Health and Human Services, and private community providers, addresses the complex social and mental health needs of an increasingly diverse and economically impacted population in Montgomery County. In order to address possible barriers to learning, a variety of mental health, health, social, and educational support services are brought together at Linkages to Learning sites. For a list of schools with the Linkages to Learning program, please refer to the table on page 3–9. In addition, services are provided at the School Health Services Center at Rocking Horse Road. The long-range plan is to expand the Linkages to Learning programs to additional schools over the next six years. In FY 2007, the program was added to A. Mario Loiederman Middle School and Sargent Shriver Elementary School.

Since the fall of 1997, Linkages to Learning/School-based Health Centers (SBHC) at Broad Acres and Harmony Hills elementary schools have been providing enhanced health resources to students and their family. As part of the Harmony Hills Elementary School modernization in 1999, space was

designed to accommodate the Linkages to Learning and the School-based Health Center. An additional school-based health center opened at Gaithersburg Elementary School during the 2005–2006 school year.

In response to the County Council Health and Human Services (HHS) Committee request for a plan to expand SBHCs to additional school sites, the School Based Health Centers Interagency Planning Group was convened by HHS. The planning group was an interagency group that developed selection criteria to rank schools and a timeline for constructing new SBHCs at school sites. As part of the FY 2006 HHS Capital Budget, the County Council approved facility planning funds to conduct four feasibility studies to determine the feasibility, scope, and cost for constructing new SBHCs. In order to request funds as part of the FY 2007–2012 HHS CIP, feasibility studies were conducted in summer 2005 for Summit Hall and New Hampshire Estates elementary schools. Two additional feasibility studies were completed during the 2005–2006 school year for Highland and Rolling Terrace elementary schools. FY 2007 planning funds were approved to begin the architectural design of a SBHC at Summit Hall Elementary School. This SBHC is scheduled to open in August 2008.

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 identified as the first school that would receive a school-based wellness center. FY 2007 operating funds were approved in the Department of Health and Human Services (DHHS) to plan for a wellness center beginning in the fourth quarter. MCPS and DHHS staff will work with Northwood High School to identify space to accommodate the program.

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

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

Linkages to Learning Program Sites

School
Broad Acres ES**
Fox Chapel ES
Harmony Hills ES**
Highland ES
Gaithersburg ES**
Greencastle ES
Maryvale ES
Montgomery Knolls/Pine Crest ES
New Hampshire Estates/Oak View ES
Sally K. Ride ES
Rolling Terrace ES
Rosemont ES
Sargent Shriver ES*
Summit Hall ES
Viers Mill ES
Washington Grove ES
Weller Road ES
Wheaton Woods ES
Argyle MS
Benjamin Banneker MS
Eastern MS
Gaithersburg MS
Col. E. Brooke Lee MS
A. Mario Loiederman MS*
Parkland MS
Silver Spring International MS
White Oak MS
*The program will begin during the 2006–2007 school year.
**These schools also have a school-based health center.

OBJECTIVE 7:
Meet Special Education Program Space Needs

The Maryland State Department of Education has established a target for local school systems to address special education student needs (Part B Annual Performance Report, Revised February 5, 2004). This target requires 80 percent of students with disabilities to receive special education and related services in a general education setting or in a combined general education and special education setting. Participation in the least restrictive environment requires access to the general education setting. The Department of Special Education, in collaboration with the Department of Facilities Management and the Office of School Performance, plans and coordinates the identification of program sites and locations to address the diverse needs of students with disabilities. This process is designed to ensure the delivery of special education services with an emphasis on providing services to the maximum extent possible in the school the student would attend if non-disabled.

Montgomery County Public Schools (MCPS) chooses locations for special education programs by focusing on the delivery of services in the student's home school or in the school as close as possible to the student's home. Based on the incidence of

disabilities, the location of programs enables students with disabilities to receive special education services within the school, cluster, quad-cluster, or region of the county where the student resides.

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

- Special education resource services are offered in all schools Grades K–12. Elementary schools in the Bethesda-Chevy Chase, Gaithersburg, Northwest, Poolesville, and Sherwood clusters, and the Downcounty Consortium, provide home school services. The Learning and Academic Disabilities Program and transition services are provided in each middle and high school.
- Special education services are cluster and quad-cluster based for elementary students recommended for the Learning and Academic Disabilities Program.
- Special education services are available in quad clusters or regionally for students recommended for the elementary school-based Learning Center (ELC), Learning for Independence (LFI), School Community-based (SCB), Infants and Toddlers (I&T), Preschool Education Program, Preschool Language Program, Autism Spectrum Disorders Program, Augmentative Communication Program, Emotional Disabilities Program, Bridge Program, Gifted and Talented/Learning Disabled Program, Secondary Learning Centers, Elementary Physical Disabilities Program, and the Special Education Centers of Longview and Stephen Knolls.
- Special education services are county-based for students in need of the Preschool Vision Program, Deaf and Hard-of-Hearing Program, Secondary Extensions Program, Carl Sandburg Learning Center, Regional Institute for Children and Adolescence (RICA), Rock Terrace Program, Mark Twain Program, and the Secondary Physical Disabilities Program.

Preschool Special Education Growth

The Montgomery County Infants and Toddlers Program (MCITP) provides services to children with developmental delays from birth to three years of age in natural environments such as home, child care, or other community settings. Growth in the Infants and Toddlers Program has resulted in four centers being located in regional locations throughout the county. The number of staff at these centers is increasing, commensurate with the growth in the student population. As the number of young children identified with developmental delays continues to grow, each site will need to expand or additional sites will need to be added.

MCPS provides special education services for children ages three through five through a number of programs. Most students are being served in the Preschool Education Program (PEP) or receive speech and language services. Special education services provides itinerant instruction at home for medically fragile children, itinerant related services in MCPS schools or community-based day care and preschool settings, and special classes for children who need a comprehensive approach to their learning needs. Enrollment in the PEP and preschool language classes grew from 528 in FY 2003 to 649 for FY 2006.

Providing preschool special education services in the least restrictive environment (LRE) has been very challenging because of the limited number of general education preschool programs and services available in MCPS. The Department of Special Education and the Division of Early Childhood Education are collaborating to co-locate general and special education preschool classes to facilitate LRE for preschool students. The Department of Facilities Management and the Office of School Performance are closely involved with the Department of Special Education Services in this process. In FY 2007, there are 12 sites where special education and general pre-kindergarten classes are co-located. In addition, there are four locations that accommodate combination special education/early childhood classes for three-year-old children.

Chapter 4

Recommended Actions and Planning Issues

Chapter 4 is organized alphabetically by high school cluster and consortia. Each section includes a map of the cluster service areas and tables containing enrollment, demographic, room use, and facilities information for individual schools. Approved capital projects for the FY 2007–2012 Capital Improvements Program (CIP) along with recommended amendments to the FY 2007–2012 CIP are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning decisions often cross cluster/consortia boundaries in order to meet program and facility needs for all students.

All schools are evaluated based on existing and planned program capacity. While total system enrollment is now dipping, changes in enrollment vary by grade level and location. Over the next six years, elementary enrollment will pick up, leading to future increases in secondary enrollment. Enrollment trends will provide a welcome respite from past vigorous enrollment growth. Although temporary overutilization of facilities can be accommodated with relocatable classrooms, long-term overutilization will require additions and new or reopened facilities for both elementary and secondary schools. This year, MCPS houses almost 14,000 students in 607 relocatable classrooms. Reducing the use of these "temporary" classrooms is a key objective of this CIP.

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

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

- "Approved"—Project has an FY 2007 appropriation approved in the FY 2007–2012 CIP.
- "Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- "Proposed"—Project has facility planning approved or recommended in the FY 2007–2012 CIP for a feasibility study.
- "Recommended"—Project has an FY 2008 appropriation recommended for the capital budget.

For each cluster and the two consortia, four summary tables and a bar graph are presented. The bar graph shows the effects of approved and recommended 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 2016 and 2021 at the secondary level. Utilization rates are shown with approved and recommended CIP actions. This table also has a "comments" section that contains a brief explanation of program or facility changes that will impact capacity within any given year. To assist readers,

+ # Rooms—Number of rooms added
@Radnor—Students at holding school (Radnor)
AAC—Augmentative and Alternative Communication
AD—Learning and Academic Disabilities
AUT—Autism
BRIDGE—Bridge class (for some ED students)
Cap. TBD—Capacity to be determined
DHOH—Deaf and Hard of Hearing
ED—Emotional Disability Program
ELC—Elementary Learning Center
ESOL—English for Speakers of Other Languages
HS—Head Start
FDK—Full-day Kindergarten program
LAD—Learning and Academic Disabilities
LANG—Speech/Language Disabilities
LD/GT—Learning Disabled/Gifted and Talented
LFI—Learning for Independence
METS—Multidisciplinary Educational Training and Support class (for nonEnglish-speaking students with limited educational experience)
MSMC—Middle School Magnet Consortium
PD—Physical Disabilities class
PEP—Preschool Education Program
Pre-K—# of sessions of prekindergarten
Pre-K Lang—Preschool speech/language disabilities class
Reg. Sec.—Regular secondary classroom
Reg. Elem.—Regular elementary classroom
Rm CSR—# of classrooms for class-size reduction initiative
SCB—School/Community-Based Programs for Students with Mental Retardation
SLC—Secondary Learning Center
Sup. Rms.—Support rooms, such as art, music, and resource rooms
TBD—To be determined
VIS—Preschool or secondary Vision Impairment

a glossary of abbreviations and terms used in the tables and notes is included below. A second table, titled "Demographic Characteristics of Schools, 2006–2007," shows the following percentages for each school: race and ethnic group composition; student participation in the Free and Reduced-price Meals (FARMS) program for the 2005–2006 school year; student participation in the English for Speakers of Other Languages (ESOL) program for the 2005–2006 school year; and Mobility Rate (the number of entries and withdrawals during the 2005–2006 school year as compared to total enrollment). The "Room Use Table (School Year 2006–2007)" reflects detailed room use information for each school along with special education program information.

The final table, titled "Facilities Characteristics of Schools 2006–2007," shows facility information and the combined Facilities Assessment with Criteria and Testing (FACT) and Educational Specification assessments scores (the combined score is used to determine modernization priorities). The lower the combined score the greater the need for modernization.

Clusters for 2006–2007 School Year

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

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

CLARKSBURG CLUSTER
Clarksburg HS (Opening August 2006 with 9–11;- 9–12 for 2007–2008)
- Neelsville MS (6–8) *(shared with Watkins Mill Cluster)**
  - Capt. James E. Daly ES (pre-K–5)
  - Fox Chapel ES (pre-K–5)
- Rocky Hill MS (6–8) *(shared with Damascus Cluster)**
  - Cedar Grove ES (K–5)*
  - Clarksburg ES (K–5)
  - Little Bennett ES (K–4 August 2006, K–5 August 2007)

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

DOWNCOUNTY CONSORTIUM
Montgomery Blair HS (9–12)
Albert Einstein HS (9–12)
John F. Kennedy HS (9–12)
Northwood HS (9–10; 9–11 for 2007–2008; 9–12 for 2008–2009)
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 (pre-K–5)
  - Harmony Hills ES (HS–5)
  - Sargent Shriver ES (Pre-K–4 August 2006, Pre-K–5 August 2007)
  - Strathmore ES (3–5)
  - Viers Mill ES (pre-K–5)
  - Weller Road ES (HS–5)
  - Wheaton Woods ES (HS–5)
- Eastern MS (6–8)
  - Montgomery Knolls ES (HS–2)
  - New Hampshire Estates ES (HS–2)
  - Oak View ES (3–5)
  - Pine Crest ES (3–5)
- Col. E. Brooke Lee MS (6–8)
  - Glenallan ES (HS–5)
  - Kemp Mill ES (pre-K–5)
- Newport Mill MS (6–8)
  - Highland ES (HS–5)*
  - Oakland Terrace ES (K–5)*
  - Rock View ES (pre-K–5)
- Silver Spring International MS (6–8)
  - Forest Knolls ES (K–5)
  - Highland View ES (pre-K–5)
  - Sligo Creek ES (K–5)
  - Rolling Terrace ES (HS–5)
- Sligo MS (6–8)
  - Glen Haven ES (pre-K–5)
  - Highland ES (HS–5) *
  - Oakland Terrace ES (K–5)*
  - Woodlin ES (K–5)
- Takoma Park MS (6–8)
  - East Silver Spring ES (HS–2)
  - Piney Branch ES (3–5)
  - Takoma Park ES (K–2)

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

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

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

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

*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.

Clusters for 2006–2007 School Year

NORTHEAST CONSORTIUM

James H. Blake HS (9–12)
Paint Branch HS (9–12)
Springbrook HS (9–12)
- Benjamin Banneker MS (6–8)
  - Burtonsville ES (K–5)
  - Fairland ES (HS–5)
  - Greencastle ES (pre-K–5)
- Briggs Chaney MS (6–8)
  - Cloverly ES (K–5)*
  - Galway ES (HS–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 (HS–5)*
- Francis Scott Key MS (6–8)
  - Burnt Mills ES (HS–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 (pre-K–5)
  - Jackson Road ES (HS–5)
  - Stonegate ES (HS–5)*
  - Westover ES (K–5)

NORTHWEST CLUSTER

Northwest HS (9–12)
- Kingsview MS (6–8)
  - Great Seneca Creek ES (K–4 August 2006, K–5 August 2007)*
  - Ronald McNair ES (pre-K–5)
  - Spark M. Matsunaga ES (K–5)
- Lakelands Park MS (6–8) *(shared with Quince Orchard Cluster)**
  - Darnestown ES (K–5)
  - Diamond ES (K–5)*
- Roberto Clemente MS (6–8) *(shared with Seneca Valley Cluster)**
  - Clopper Mill ES (HS–5)
  - Great Seneca Creek ES (K–4 August 2006, K–5 August 2007)*
  - Germantown ES (K–5)

POOLESVILLE CLUSTER

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

QUINCE ORCHARD CLUSTER

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

ROCKVILLE CLUSTER

Rockville HS (9–12)
- Earle B. Wood MS (6–8)
  - Lucy V. Barnsley ES (K–5)
  - Flower Valley ES (K–5)
  - Maryvale ES (HS–5)
  - Meadow Hall ES (K–5)
  - Rock Creek Valley ES (pre-K–5)

SENECA VALLEY CLUSTER

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

SHERWOOD CLUSTER

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

WATKINS MILL CLUSTER

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

WALT WHITMAN CLUSTER

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

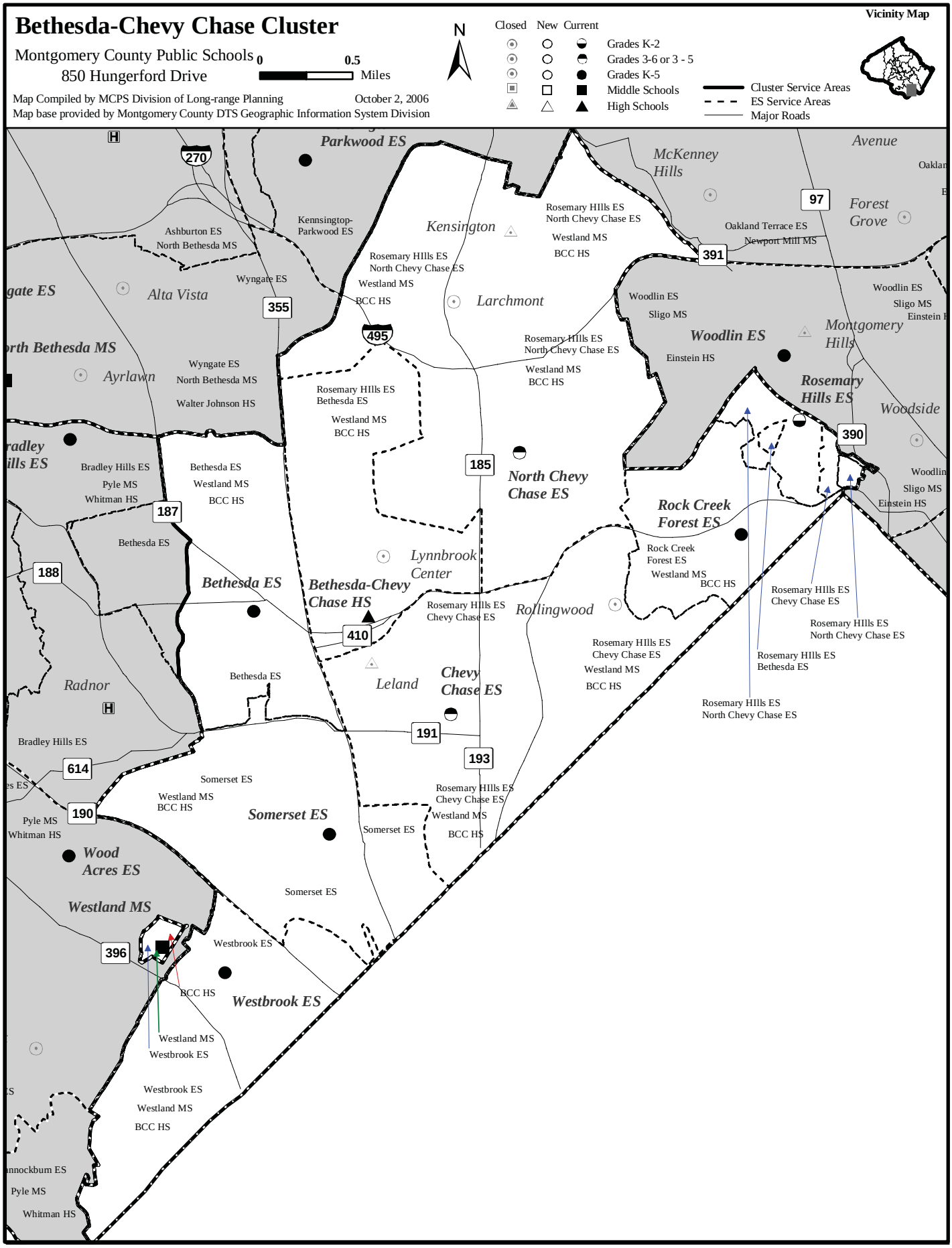
THOMAS S. WOOTTON CLUSTER

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

Other Schools and Centers

Additionally, Montgomery County Public Schools operates the following facilities:
- Thomas Edison High School of Technology
- Stephen Knolls School
- Longview School
- Rock Terrace School
- RICA—Regional Institute for Children and Adolescents
- Mark Twain School
- Carl Sandburg School

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


Bethesda-Chevy Chase Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Parkwood ES
Kennsingtop-Parkwood ES
Ashburton ES
North Bethesda MS
Wyngate ES
Alta Vista
Kensington
Rosemary HIlls ES
North Chevy Chase ES
Westland MS
BCC HS
McKenney Hills
Avenue
Forest Grove
Oakland Terrace ES
Newport Mill MS
Larchmont
Woodlin ES
Sligo MS
Einstein HS
Montgomery Hills
Woodlin ES
Ayrlawn
Wyngate ES
North Bethesda MS
Walter Johnson HS
Rosemary Hills ES
Bethesda ES
Rosemary Hills ES
Woodside
Bradley Hills ES
Pyle MS
Whitman HS
Bethesda ES
Westland MS
BCC HS
North Chevy Chase ES
Rock Creek Forest ES
Rock Creek Forest ES
Westland MS
BCC HS
Bethesda ES
Bethesda-Chevy Chase HS
Lynnbrook Center
Rosemary HIlls ES
Chevy Chase ES
Rollingwood
Rosemary HIlls ES
Chevy Chase ES
Rosemary HIlls ES
North Chevy Chase ES
Rosemary HIlls ES
Bethesda ES
Rosemary HIlls ES
North Chevy Chase ES
Radnor
Leland
Chevy Chase ES
Bethesda ES
Bradley Hills ES
Somerset ES
Westland MS
BCC HS
Rosemary HIlls ES
Chevy Chase ES
Somerset ES
Pyle MS
Whitman HS
Wood Acres ES
Somerset ES
Westland MS
Westbrook ES
BCC HS
Westbrook ES
Westland MS
Westbrook ES
Westbrook ES
Westland MS
BCC HS
Pyle MS
Whitman HS
270
355
495
185
187
188
410
191
193
614
190
396
97
391
390

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Bethesda-Chevy Chase High School

Utilization: Projections indicate that enrollment at Bethesda-Chevy Chase High School will exceed capacity throughout the six-year CIP period. The build-out of five master-planned classrooms is needed to accommodate enrollment.

Capital Project: An FY 2008 appropriation is recommended for the balance of the project. The scheduled completion date for the additional classrooms is August 2009. In order for these classrooms to be completed on schedule, county and state funding must be provided as recommended in this CIP.

Westland Middle School

Utilization: Projections indicate enrollment at Westland Middle School will exceed capacity throughout the six-year CIP period. A six-classroom addition is needed to accommodate the enrollment. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2008 appropriation for construction funds is recommended for the classroom addition. The addition is scheduled to be completed by August 2008. In order for this addition to be completed on schedule, county and state funding must be provided as recommended in this CIP.

Chevy Chase Elementary School

Utilization: Chevy Chase Elementary School is projected to be overutilized for the six-year CIP period. Relocatable classrooms may be needed to address space shortages. Chevy Chase Elementary School has one of the smallest sites of any elementary school in the county, limiting the number of relocatable classrooms that can be placed at the school. Staff from the Department of Facilities Management and Office of School Performance will explore alternatives to relieve the overutilization.

North Chevy Chase Elementary School

Capital Project: FY 2009 expenditures are programmed for planning for a gymnasium. The scheduled completion date for the gymnasium is August 2010. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Rock Creek Forest Elementary School

Utilization: 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.

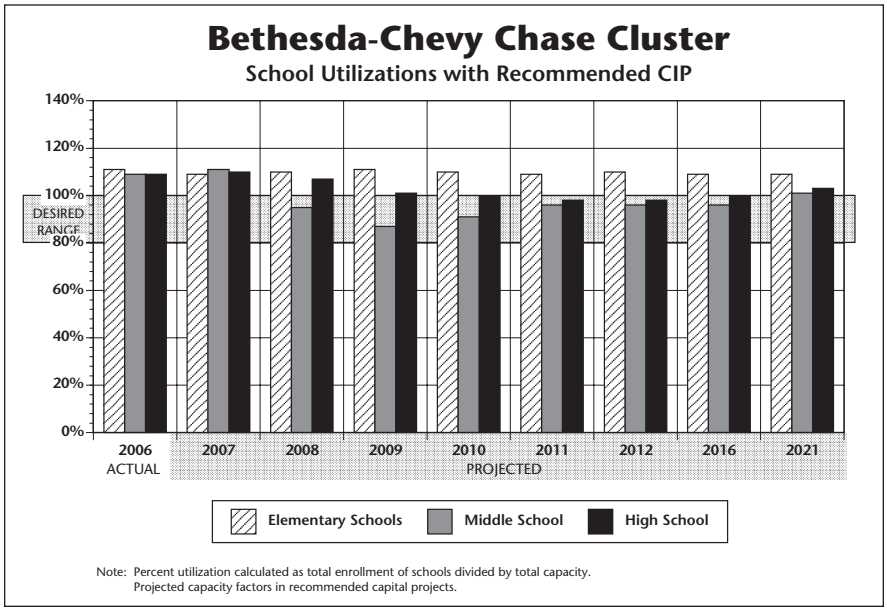
Capital Project: A modernization project is scheduled for this school with a completion date of January 2015. FY 2010 expenditures are programmed for facility planning to determine the feasibility, scope, and cost of the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Westbrook Elementary School

Capital Project: FY 2009 expenditures are programmed for planning for a gymnasium. The scheduled completion date for the gymnasium is August 2010. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
B-CC HS	Classroom build-out	Recommended	Aug. 2009
Westland MS	Classroom addition	Recommended	Aug. 2008
North Chevy Chase ES	Gymnasium	Programmed	Aug. 2010
Rock Creek Forest ES	Modernization	Programmed	Jan. 2015
Westbrook ES	Gymnasium	Programmed	Aug. 2010



Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Bethesda–Chevy Chase HS		Program Capacity	1552	1544	1544	1656	1656	1656	1656	1656	1656
		Enrollment	**1689**	**1697**	**1651**	**1669**	**1651**	**1628**	**1622**	**1650**	**1700**
		Available Space	*(136)*	*(154)*	*(108)*	*(13)*	*5*	*28*	*34*	*6*	*(44)*
		Comments	Planning for Addition	+1 LAD		+5 Rooms					
Westland MS		Program Capacity	910	910	1037	1037	1037	1037	1037	1037	1037
		Enrollment	**988**	**1013**	**984**	**903**	**946**	**1000**	**999**	**1000**	**1050**
		Available Space	*(78)*	*(104)*	*53*	*134*	*91*	*37*	*38*	*37*	*(13)*
		Comments	Planning For Addition		+6 Rooms						
Bethesda ES		Program Capacity	385	385	385	385	385	385	385		
Grades (K–5)		**Enrollment**	**420**	**416**	**429**	**431**	**431**	**410**	**418**		
Grades (3–5)		Available Space	*(35)*	*(31)*	*(44)*	*(46)*	*(46)*	*(25)*	*(33)*		
Paired With		Comments	+FDK								
Rosemary Hills ES											
Chevy Chase ES		Program Capacity	421	421	421	421	421	421	421		
Grades (3–6)		**Enrollment**	**501**	**492**	**472**	**475**	**467**	**462**	**462**		
Paired With		Available Space	*(80)*	*(71)*	*(51)*	*(54)*	*(46)*	*(41)*	*(41)*		
Rosemary Hills ES		Comments									
North Chevy Chase ES		Program Capacity	276	276	276	276	276	276	276		
Grades (3–6)		**Enrollment**	**308**	**287**	**312**	**309**	**298**	**286**	**280**		
Paired With		Available Space	*(32)*	*(11)*	*(36)*	*(33)*	*(22)*	*(10)*	*(4)*		
Rosemary Hills ES		Comments					+ Gym				
Rock Creek Forest ES	CSR	Program Capacity	404	404	404	404	404	404	404		
		Enrollment	**485**	**489**	**490**	**492**	**489**	**488**	**495**		
		Available Space	*(81)*	*(85)*	*(86)*	*(88)*	*(85)*	*(84)*	*(91)*		
		Comments				Facility Planning For Mod.					
Rosemary Hills ES		Program Capacity	517	517	517	517	517	517	517		
Grades (K–2)		**Enrollment**	**621**	**610**	**596**	**588**	**586**	**585**	**585**		
Paired With		Available Space	*(104)*	*(93)*	*(79)*	*(71)*	*(69)*	*(68)*	*(68)*		
Bethesda ES		Comments									
Chevy Chase ES											
North Chevy Chase ES											
Somerset ES		Program Capacity	457	457	457	457	457	457	457		
		Enrollment	**376**	**378**	**388**	**410**	**418**	**428**	**436**		
		Available Space	*81*	*79*	*69*	*47*	*39*	*29*	*21*		
		Comments	+FDK								
Westbrook ES		Program Capacity	293	293	293	293	293	293	293		
		Enrollment	**337**	**331**	**341**	**343**	**349**	**344**	**347**		
		Available Space	*(44)*	*(38)*	*(48)*	*(50)*	*(56)*	*(51)*	*(54)*		
		Comments	+FDK				+ Gym				
Cluster Information		HS Utilization	109%	110%	107%	101%	100%	98%	98%	100%	103%
		HS Enrollment	1689	1697	1651	1669	1651	1628	1622	1650	1700
		MS Utilization	109%	111%	95%	87%	91%	96%	96%	96%	101%
		MS Enrollment	988	1013	984	903	946	1000	999	1000	1050
		ES Utilization	111%	109%	110%	111%	110%	109%	110%	109%	109%
		ES Enrollment	3048	3003	3028	3048	3038	3003	3023	3000	3000

*CSR - Class Size Reduction

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Bethesda–Chevy Chase HS	1689	15.7%	0.2%	7.0%	15.4%	61.7%	8.7%	5.6%	9.3%
Westland MS	988	14.6%	0.5%	7.8%	11.9%	65.2%	9.3%	4.0%	7.5%
Bethesda ES	420	6.4%	0.0%	12.9%	11.0%	69.8%	7.6%	5.7%	11.0%
Chevy Chase ES	501	11.8%	0.2%	7.6%	8.8%	71.7%	14.4%	8.2%	7.8%
North Chevy Chase ES	308	17.9%	0.6%	6.8%	8.4%	66.2%	8.8%	3.9%	8.1%
Rock Creek Forest ES	485	20.8%	0.8%	4.9%	22.9%	50.5%	22.9%	9.7%	7.3%
Rosemary Hills ES	621	14.2%	0.3%	7.1%	12.9%	65.5%	11.0%	10.3%	13.8%
Somerset ES	376	3.7%	0.8%	11.2%	6.6%	77.7%	3.7%	14.1%	7.5%
Westbrook ES	337	3.6%	0.0%	6.8%	7.1%	82.5%	2.4%	6.2%	6.5%
Elementary Cluster Total	**3048**	**11.7%**	**0.4%**	**8.1%**	**11.7%**	**68.2%**	**10.9%**	**8.6%**	**8.8%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

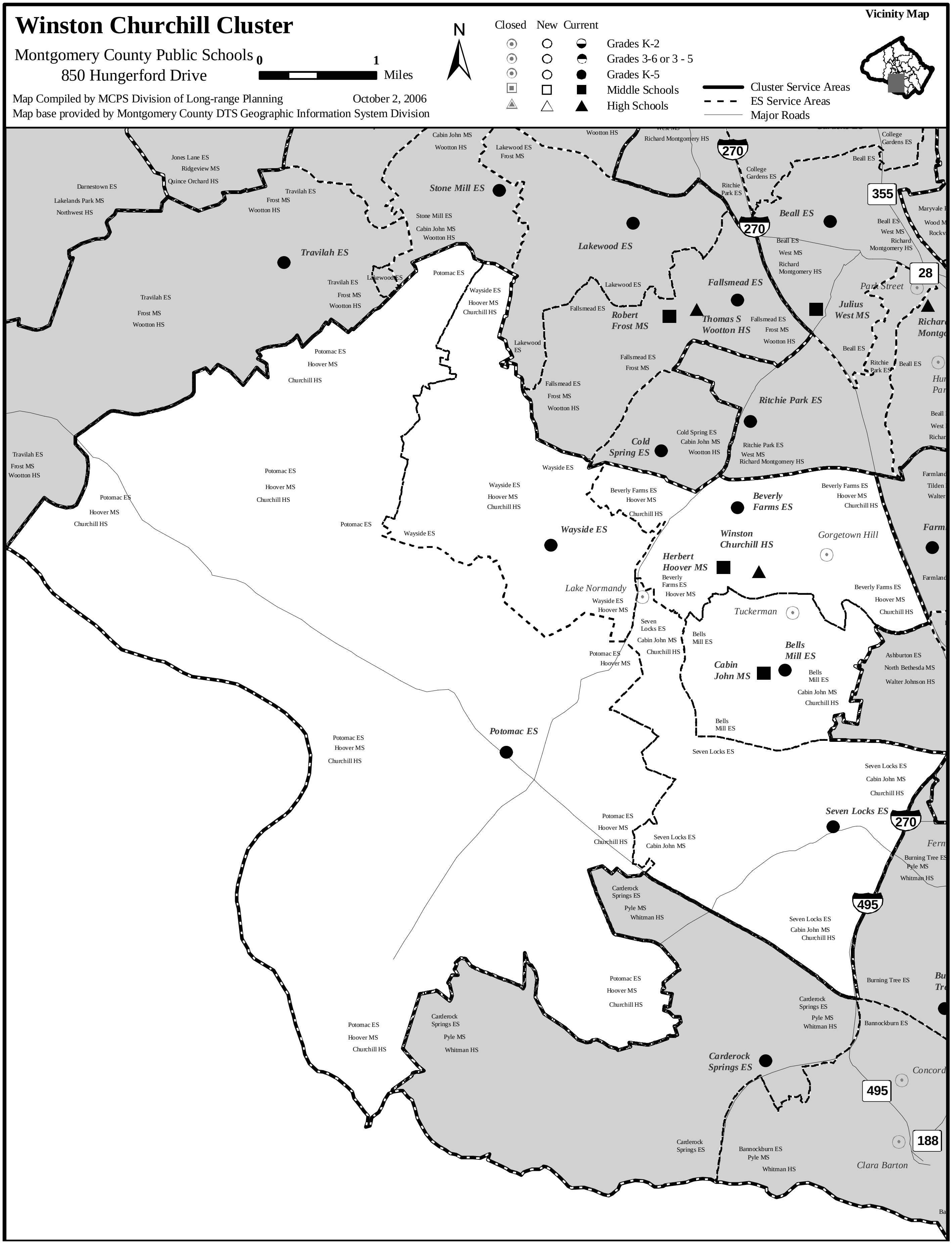
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Bethesda–Chevy Chase HS	9-12	1552	71		66								3		2																			
Westland MS	6-8	910	44		41								1		2																			
Bethesda ES	K-5	385	21	3		14						2					1				1													
Chevy Chase ES	3-6	421	24	5		17								2																				
North Chevy Chase ES	3-6	276	15	3		12																												
Rock Creek Forest ES	K-5	404	23	3		12	4				4																							
Rosemary Hills ES	pre-K-2	517	27	3		12			1			8				1						2												
Somerset ES	K-5	457	23	3		17						3																						
Westbrook ES	K-5	293	17	3		9						3														2								

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Bethesda–Chevy Chase HS	1934	2001	308,215	16.4								
Westland MS	1951	1997	139,661	25.1			Yes			6		
Bethesda ES	1952	1999	62,557	7.5			Yes			2		Yes
Chevy Chase ES	1936	2000	70,976	3.8			Yes					Yes
North Chevy Chase ES	1953	1995	42,035	7.9						3		
Rock Creek Forest ES	1950	1971	54,522	8		1492				6		Yes
Rosemary Hills ES	1956	1988	70,541	6.1						5		Yes
Somerset ES	1949	2005	80,122	3.7		1422	Yes					
Westbrook ES	1939	1990	46,822	12.5	PK		Yes		Yes	2		

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

Note: PK denotes that a park is adjacent to the school.



Winston Churchill Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
1
Miles
N
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
Stone Mill ES
Travilah ES
Lakewood ES
Beall ES
Fallsmead ES
Robert Frost MS
Thomas S Wootton HS
Julius West MS
Park Street
Ritchie Park ES
Cold Spring ES
Beverly Farms ES
Winston Churchill HS
Gorgetown Hill
Wayside ES
Herbert Hoover MS
Lake Normandy
Tuckerman
Bells Mill ES
Cabin John MS
Potomac ES
Seven Locks ES
Carderock Springs ES
Concord
Clara Barton
270
355
28
495
188

CLUSTER PLANNING ISSUES

Planning Issue: Funding for previously adopted plans to build a replacement school for Seven Locks Elementary School on the Kendale Road site, and to provide additional capacity to relieve Potomac Elementary School's overutilization through boundary changes, was denied by the County Council as part of the adopted FY 2007–2012 CIP. In lieu of the replacement facility for Seven Locks Elementary School, the Board of Education submitted and the County Council adopted a new plan to relieve Potomac Elementary School by adding additional capacity to the upcoming modernization of Bells Mill Elementary School. The originally scheduled completion date for the Bells Mill Elementary School modernization was August 2010. However, since the modernization will now provide relief for Potomac Elementary School, the completion date was accelerated to August 2009. Because the change in facility plans results in a two-year delay in addressing overutilization at Potomac Elementary School, a feasibility study was completed in summer 2006 to identify potential core or other capital maintenance needs for the school. The planned restroom renovation project scheduled for FY 2009 will be moved up by one year, from summer 2008 to summer 2007.

Under the new adopted plan, the modernization of Seven Locks Elementary School moves back to its originally scheduled completion date of January 2012. The modernization will be completed at the current location, with a four to eight classroom addition included in the plans.

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are recommended to receive restroom renovations.

SCHOOLS

Cabin John Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2011. An FY 2008 appropriation for planning is recommended to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Herbert Hoover Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2013. FY 2009 expenditures for facility planning are programmed for a feasibility study to determine the scope and cost 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.

Bells Mill Elementary School

Utilization: The school is projected to be overutilized throughout the six-year CIP period. Relocatable classrooms will be used until additional capacity is constructed as part of the modernization project.

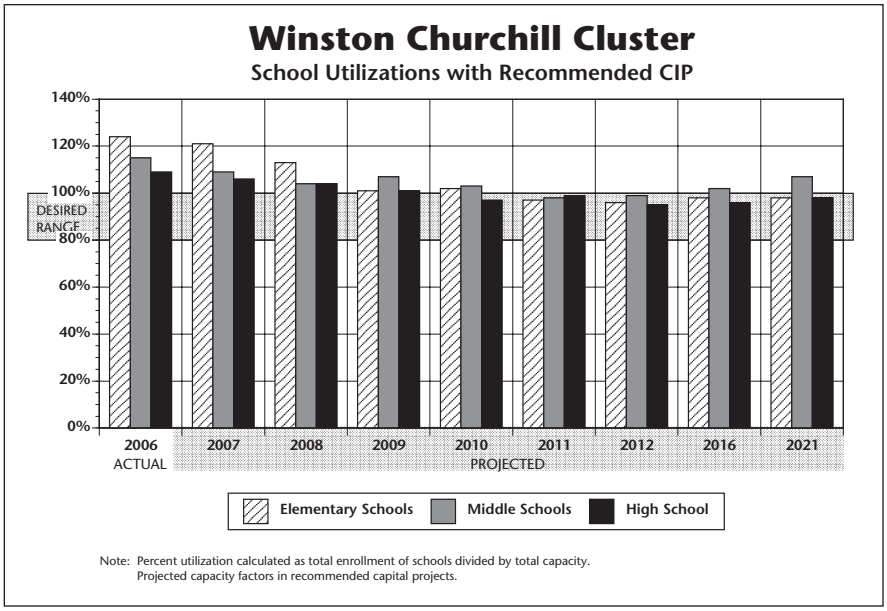
Capital Project: A modernization project was previously scheduled for this school with a completion date of August 2010. Due to County Council adopted changes in plans for elementary school space in the Winston Churchill Cluster, the modernization completion date was accelerated to August 2009 to provide additional capacity to address space deficits at Potomac Elementary School. An FY 2008 appropriation is recommended for construction to begin the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: An FY 2008 appropriation is recommended to construct a gymnasium. The scheduled completion date for this gymnasium is August 2009. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Non-Capital Action: A boundary study will be conducted in spring 2008 to review options for reassigning students between Bells Mill, Potomac, and Seven Locks elementary schools.

Beverly Farms Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2013. FY 2009 expenditures for facility planning are programmed for a feasibility study to determine the scope and cost of the modernization. In order for this modernization to be completed on schedule,



county and state funding must be provided at the levels recommended in this CIP.

Potomac Elementary School

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

Capital Project: Due to the delay in providing relief to Potomac Elementary School, a number of short-term plans were adopted by the County Council. The existing relocatable classrooms were replaced with new units, a feasibility study was conducted to identify potential core or other capital maintenance needs, and the restroom renovation project that was originally scheduled for summer 2008 was accelerated to summer 2007.

Capital Project: A modernization is scheduled for this school. FY 2012 expenditures are programmed for facility planning to conduct a feasibility study to determine the feasibility, scope, and cost of the project. A completion date will be considered in next year's CIP.

Non-Capital Action: A boundary study will be conducted in Spring 2008 to review options for reassigning students between Bells Mill, Potomac, and Seven Locks elementary schools.

Seven Locks Elementary School

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

Capital Project: A modernization project is scheduled for this school with a completion date of January 2012. An FY 2008 appropriation for planning is recommended for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: FY 2009 expenditures are programmed for planning to begin the architectural design for a gymnasium that will be constructed as part of the modernization project. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Non-Capital Action: A boundary study will be conducted in spring 2008 to review options for reassigning students between Bells Mill, Potomac, and Seven Locks elementary schools.

Wayside Elementary School

Utilization: Projections indicate that enrollment at Wayside Elementary School will exceed capacity throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until additional capacity is available.

Capital Project: An FY 2008 appropriation is recommended for construction of the addition scheduled to be completed in August 2008. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2016. FY 2011 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Cabin John MS	Modernization	Recommended	Aug. 2011
Hoover MS	Modernization	Programmed	Aug. 2013
Bells Mill ES	Modernization	Recommended	Aug. 2009
	Gymnasium	Recommended	Aug. 2009
Beverly Farms ES	Modernization	Programmed	Aug. 2013
Potomac ES	Modernization	Proposed	TBD
Seven Locks ES	Modernization	Recommended	Jan. 2012
	Gymnasium	Programmed	Jan. 2012
Wayside ES	Addition	Recommended	Aug. 2008
	Modernization	Programmed	Aug. 2016

Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools		Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Winston Churchill HS	Program Capacity	1994	1985	1985	1985	1985	1985	1985	1985	1985
	Enrollment	**2180**	**2095**	**2071**	**2009**	**1932**	**1969**	**1885**	**1900**	**1950**
	Available Space	*(186)*	*(110)*	*(86)*	*(24)*	*53*	*16*	*100*	*85*	*35*
	Comments	+1 Bridge	+1 LAD							
Cabin John MS	Program Capacity	836	844	844	844	844	844	844	844	844
	Enrollment	**971**	**908**	**874**	**874**	**833**	**815**	**798**	**850**	**900**
	Available Space	*(135)*	*(64)*	*(30)*	*(30)*	*11*	*29*	*46*	*(6)*	*(56)*
	Comments	Fac. Plng For Mod. +1 LAD	-1 LAD		@ Tilden Facility		Mod. Complete Aug. 2011			
Herbert Hoover MS	Program Capacity	905	914	914	914	914	914	914	914	914
	Enrollment	**1041**	**1017**	**963**	**1022**	**997**	**915**	**948**	**950**	**1000**
	Available Space	*(136)*	*(103)*	*(49)*	*(108)*	*(83)*	*(1)*	*(34)*	*(36)*	*(86)*
	Comments		-1 LAD	Facility Planning for Mod.			@ Tilden			
Bells Mill ES	Program Capacity	313	313	313	609	609	609	609		
	Enrollment	**476**	**430**	**437**	**459**	**471**	**470**	**470**		
	Available Space	*(163)*	*(117)*	*(124)*	*150*	*138*	*139*	*139*		
	Comments	Planning For Mod. -1 HS	@ Grosvenor Jan. 08 -3 AUT		Mod. Complete Aug. 2009 + Gym, +1 HS, +3 AUT					
Beverly Farms ES	Program Capacity	541	541	541	541		541	541		
	Enrollment	**585**	**615**	**625**	**640**	**638**	**636**	**629**		
	Available Space	*(44)*	*(74)*	*(84)*	*(99)*	*(97)*	*(95)*	*(88)*		
	Comments	+ FDK		Facility Planning For Mod.			@ Radnor Jan. 2012			
Potomac ES	Program Capacity	410	410	410	410	410	410	410		
	Enrollment	**536**	**509**	**522**	**526**	**525**	**526**	**527**		
	Available Space	*(126)*	*(99)*	*(112)*	*(116)*	*(115)*	*(116)*	*(117)*		
	Comments	+ FDK					Fac. Plng. For Mod.			
Seven Locks ES	Program Capacity	251	251	251	251	251	410	410		
	Enrollment	**251**	**244**	**254**	**260**	**261**	**273**	**272**		
	Available Space	*0*	*7*	*(3)*	*(9)*	*(10)*	*137*	*138*		
	Comments	+ FDK Fac. Plng. For Mod.				@ Radnor	Mod. Complete Jan. 2012 + Gym			
Wayside ES	Program Capacity	490	490	674	674	674	674	674		
	Enrollment	**635**	**621**	**631**	**627**	**644**	**659**	**638**		
	Available Space	*(145)*	*(131)*	*43*	*47*	*30*	*15*	*36*		
	Comments	Planning For Add.		+8 Rooms		Fac. Plng. For Mod.				
Cluster Information	HS Utilization	109%	106%	104%	101%	97%	99%	95%	96%	98%
	HS Enrollment	2180	2095	2071	2009	1932	1969	1885	1900	1950
	MS Utilization	115%	109%	104%	107%	103%	98%	99%	102%	107%
	MS Enrollment	2012	1925	1837	1896	1830	1730	1746	1800	1900
	ES Utilization	124%	121%	113%	101%	102%	97%	96%	98%	98%
	ES Enrollment	2483	2419	2469	2512	2539	2564	2536	2600	2600

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2180	7.0%	0.1%	21.9%	5.6%	65.3%	2.9%	0.2%	4.5%
Cabin John MS	971	8.4%	0.2%	30.2%	4.7%	56.4%	4.7%	2.3%	4.8%
Herbert Hoover MS	1041	6.2%	0.2%	24.2%	4.3%	65.0%	2.9%	2.1%	5.8%
Bells Mill ES	476	10.3%	0.4%	18.1%	7.1%	64.1%	10.1%	8.8%	8.7%
Beverly Farms ES	585	6.3%	0.0%	22.2%	6.8%	64.6%	4.4%	6.5%	7.4%
Potomac ES	536	6.5%	0.6%	25.7%	2.6%	64.6%	2.8%	3.5%	8.8%
Seven Locks ES	251	3.6%	0.8%	13.5%	5.6%	76.5%	2.0%	6.4%	12.0%
Wayside ES	635	6.8%	0.5%	30.6%	2.8%	59.4%	1.9%	5.0%	7.6%
Elementary Cluster Total	**2483**	**7.0%**	**0.4%**	**23.4%**	**4.8%**	**64.4%**	**4.3%**	**5.9%**	**8.9%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

***Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.

Program Capacity and Room Use Table

(School Year 2006–2007)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Winston Churchill HS	9-12	1994	94		84										4								1	5									
Cabin John MS	6-8	836	45		35								1		3					3	2		1											
Herbert Hoover MS	6-8	905	47		39								1		3									3										1
Bells Mill ES	K-5	313	20	4		9						4											3											
Beverly Farms ES	K-5	541	29	4		18						4					3																	
Potomac ES	K-5	410	22	4		14						4																						
Seven Locks ES	K-5	251	15	4		9						2																						
Wayside ES	K-5	490	27	4		16						5									2													

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Winston Churchill HS	1964	2001	322,078	30.3								
Cabin John MS	1967		120,788	18.2		1422						
Herbert Hoover MS	1966		135,342	19.1		1427				6		
Bells Mill ES	1968		37,871	9.6		1319			Yes	8		
Beverly Farms ES	1965		58,397	5	PK	1427						Yes
Potomac ES	1949	1976	57,713	10		1550				8		Yes
Seven Locks ES	1964		29,190	9.6		1344	Yes			1		
Wayside ES	1969		57,749	9.3		1502				4		Yes

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

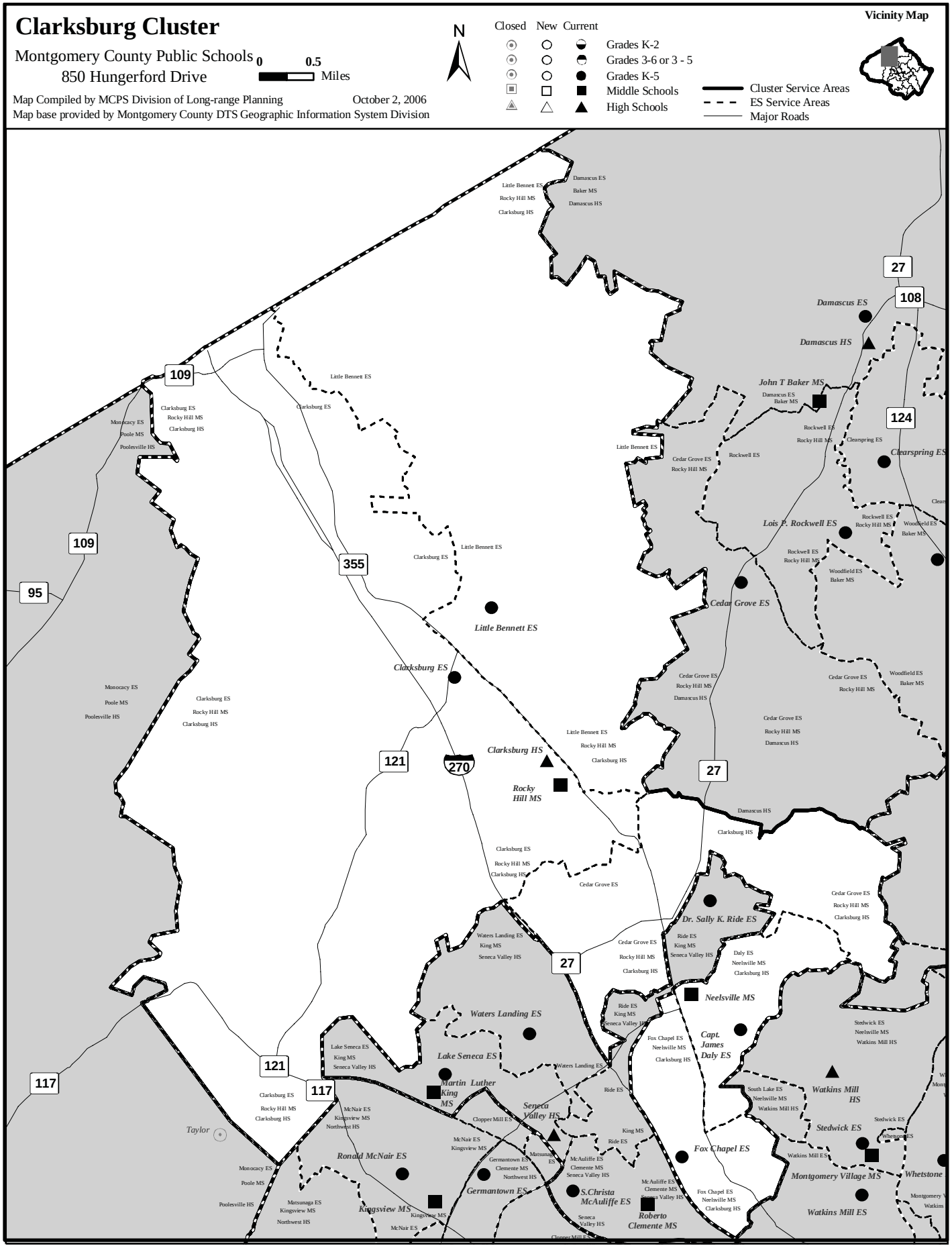
Note: PK denotes that a park is adjacent to the school.

Clarksburg Cluster

Montgomery County Public Schools
850 Hungerford Drive

0 0.5 Miles

Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division



CLUSTER PLANNING ISSUES

Planning Issue: The Clarksburg Master Plan provides for the development of a community of up to 15,000 housing units. A large number of housing units are now in development. A new cluster of schools was formed in 2006–2007 with the opening of Clarksburg High School. A new elementary school opened in 2006–2007 with an additional elementary school needed during the six-year CIP planning period to address enrollment growth in this cluster.

SCHOOLS

Rocky Hills Middle School

Utilization: With the opening of Clarksburg High School, Neelsville Middle School will be shared between Clarksburg and Watkins Mill clusters. The Neelsville Middle School facility is now within the boundary of the Clarksburg Cluster. Long-term projections for middle schools in the Clarksburg Cluster indicate that additional middle school capacity will be needed. A new facility is proposed in the Watkins Mill Cluster to replace Neelsville Middle School. When this new facility opens, the current Neelsville facility will completely serve students from the Clarksburg Cluster. An FY 2007 appropriation was approved for facility planning for a feasibility study to determine the feasibility, scope, and cost for a replacement facility for Neelsville Middle School in the Watkins Mill Cluster. A completion date for the replacement school will be considered in a future CIP.

Cedar Grove Elementary School

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

Clarksburg Elementary School

Utilization: Enrollment growth at Clarksburg Elementary School reflects the first phases of the Clarksburg master plan development. Additional capacity is needed to accommodate the growing enrollment in this area. Little Bennett Elementary School accommodated some of the growth from the Clarksburg development. However, Clarksburg Elementary School #8 is needed to provide additional space to relieve Clarksburg Elementary School.

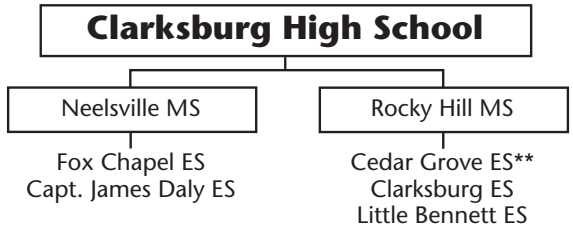
Clarksburg Elementary School #8

Utilization: Projections indicate that enrollment at the elementary school level will continue to increase dramatically throughout the six-year period requiring another elementary school in the Clarksburg area.

Capital Project: An FY 2008 appropriation for construction is recommended to construct the new school. This school will be a repeat design of Great Seneca Creek and Little Bennett elementary schools. The school is scheduled to open in August 2009. In order for this school to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: An FY 2008 appropriation for construction is recommended to construct the gymnasium. The scheduled completion date for this gymnasium is August 2009. In order

Clarksburg Cluster Articulation*



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

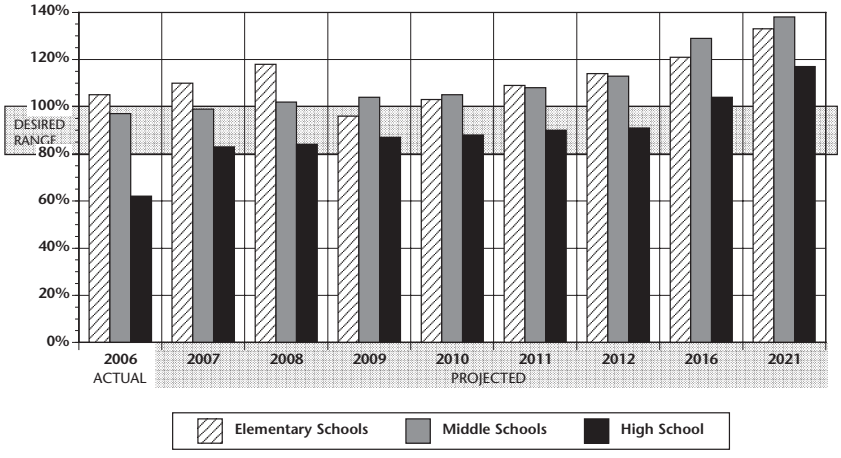
* South Lake Elementary School and a portion of Stedwick Elementary School also articulate to Neelsville Middle School but thereafter to Watkins Mill High School.

* 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 with Recommended CIP



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

for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Fox Chapel Elementary School

Utilization: Projections indicate enrollment at Fox Chapel 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.

Capital Project: An FY 2007 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for opening the addition will be considered in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Clarksburg ES #8	New school	Recommended	Aug. 2009
	Gymnasium	Recommended	Aug. 2009
Fox Chapel ES	Classroom addition	Proposed	TBD

Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Clarksburg HS		Program Capacity	1629	1629	1629	1629	1629	1629	1629	1629	1629
		Enrollment	**1003**	**1344**	**1370**	**1423**	**1441**	**1462**	**1479**	**1700**	**1900**
		Available Space	*626*	*285*	*259*	*206*	*188*	*167*	*150*	*(71)*	*(271)*
		Comments		+1 LAD							
Neelsville MS		Program Capacity	858	858	858	858	858	858	858	858	858
		Enrollment	**801**	**824**	**829**	**797**	**778**	**785**	**805**	**850**	**900**
		Available Space	*58*	*34*	*30*	*62*	*80*	*74*	*54*	*8*	*(42)*
		Comments	Boundary Change								
Rocky Hill MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	**952**	**977**	**1029**	**1084**	**1133**	**1177**	**1250**	**1500**	**1600**
		Available Space	*4*	*(21)*	*(73)*	*(128)*	*(177)*	*(221)*	*(294)*	(544)	(644)
		Comments	Facility Planning (see text)								
Cedar Grove ES		Program Capacity	453	479	479	479	479	479	479		
		Enrollment	**531**	**536**	**557**	**572**	**631**	**697**	**737**		
		Available Space	*(78)*	*(57)*	*(78)*	*(93)*	*(152)*	*(218)*	*(258)*		
		Comments	+FDK	-2 ED							
Clarksburg ES		Program Capacity	335	335	335	335	335	335	335		
		Enrollment	**386**	**334**	**346**	**360**	**432**	**469**	**507**		
		Available Space	*(51)*	*1*	*(11)*	*(25)*	*(97)*	*(134)*	*(172)*		
		Comments	+FDK Boundary Change								
Clarksburg ES #8		Program Capacity	0	0	0	737	737	737	737		
		Enrollment	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
		Available Space	*0*	*0*	*0*	*737*	*737*	*737*	*737*		
		Comments	Planning For New School			Opens +Gym +2 PEP	+1 PEP				
Daly ES		Program Capacity	508	508	508	508	508	508	508		
		Enrollment	**501**	**496**	**500**	**516**	**493**	**500**	**505**		
		Available Space	*7*	*12*	*8*	*(8)*	*15*	*8*	*3*		
		Comments									
Fox Chapel ES		Program Capacity	409	409	409	409	409	409	409		
		Enrollment	**558**	**555**	**580**	**588**	**598**	**605**	**597**		
		Available Space	*(149)*	*(146)*	*(171)*	*(179)*	*(189)*	*(196)*	*(188)*		
		Comments	-1 LANG Fac. Plng. For Add.								
Little Bennett ES		Program Capacity	685	685	685	685	685	685	685		
		Enrollment	**533**	**744**	**878**	**996**	**1100**	**1174**	**1240**		
		Available Space	*152*	*(59)*	*(193)*	*(311)*	*(415)*	*(489)*	*(555)*		
		Comments									
Cluster Information		HS Utilization	62%	83%	84%	87%	88%	90%	91%	104%	117%
		HS Enrollment	1003	1344	1370	1423	1441	1462	1479	1700	1900
		MS Utilization	97%	99%	102%	104%	105%	108%	113%	129%	138%
		MS Enrollment	1753	1801	1858	1881	1911	1962	2055	2350	2500
		ES Utilization	105%	110%	118%	96%	103%	109%	114%	121%	133%
		ES Enrollment	2509	2665	2861	3032	3254	3445	3586	3800	4200

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Clarksburg HS	1003	27.5%	0.2%	15.9%	20.3%	36.1%			
Neelsville MS	801	33.8%	0.4%	15.2%	28.5%	22.1%	35.8%	10.2%	21.0%
Rocky Hill MS	952	17.2%	0.3%	13.9%	12.6%	56.0%	11.9%	0.6%	11.8%
Cedar Grove ES	531	18.1%	0.2%	25.8%	10.2%	45.8%	12.2%	6.2%	14.1%
Clarksburg ES	386	15.0%	0.0%	22.8%	11.9%	50.3%	19.7%	11.1%	21.6%
Captain James Daly ES	501	36.9%	0.0%	12.0%	31.7%	19.4%	46.9%	21.6%	32.3%
Fox Chapel ES	558	28.3%	0.2%	18.8%	33.3%	19.4%	36.2%	19.0%	23.5%
Little Bennett ES	533	18.4%	0.0%	28.7%	12.4%	40.5%			
Elementary Cluster Total	**2509**	**23.7%**	**0.1%**	**21.6%**	**20.4%**	**34.2%**	**23.0%**	**11.6%**	**18.3%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Clarksburg HS	9-12	1629	75		70										2											3								
Neelsville MS	6-8	858	42		38								2		2																			
Rocky Hill MS	6-8	956	47		43										2											2								
Cedar Grove ES	K-5	453	24	3		15						4														2								
Clarksburg ES	K-5	335	19	3		10						3					3																	
Captain James Daly ES	pre-K-5	508	32	5		8	10		1		5						3																	
Fox Chapel ES	pre-K-5	409	26	4		5	9		1		5						2																	
Little Bennett ES	K-5	685	34	4		25						5																						

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Clarksburg HS	2006		309,216	62.73								
Neelsville MS	1981	2004	131,432	29.2		TBD						
Rocky Hill MS	2004		148,065	23.2								
Cedar Grove ES	1960	1987	57,037	10.1			Yes			6		Yes
Clarksburg ES	1952	1993	54,983	10			Yes			10		Yes
Captain James Daly ES	1989		78,210	10					Yes	4		Yes
Fox Chapel ES	1974		56,518	10.3	PK	TBD				9	Yes	Yes
Little Bennett ES	2006		82,511	4.81								Yes

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

Note: PK denotes that a park is adjacent to the school.

Damascus Cluster

Montgomery County Public Schools
850 Hungerford Drive

0 0.5 Miles

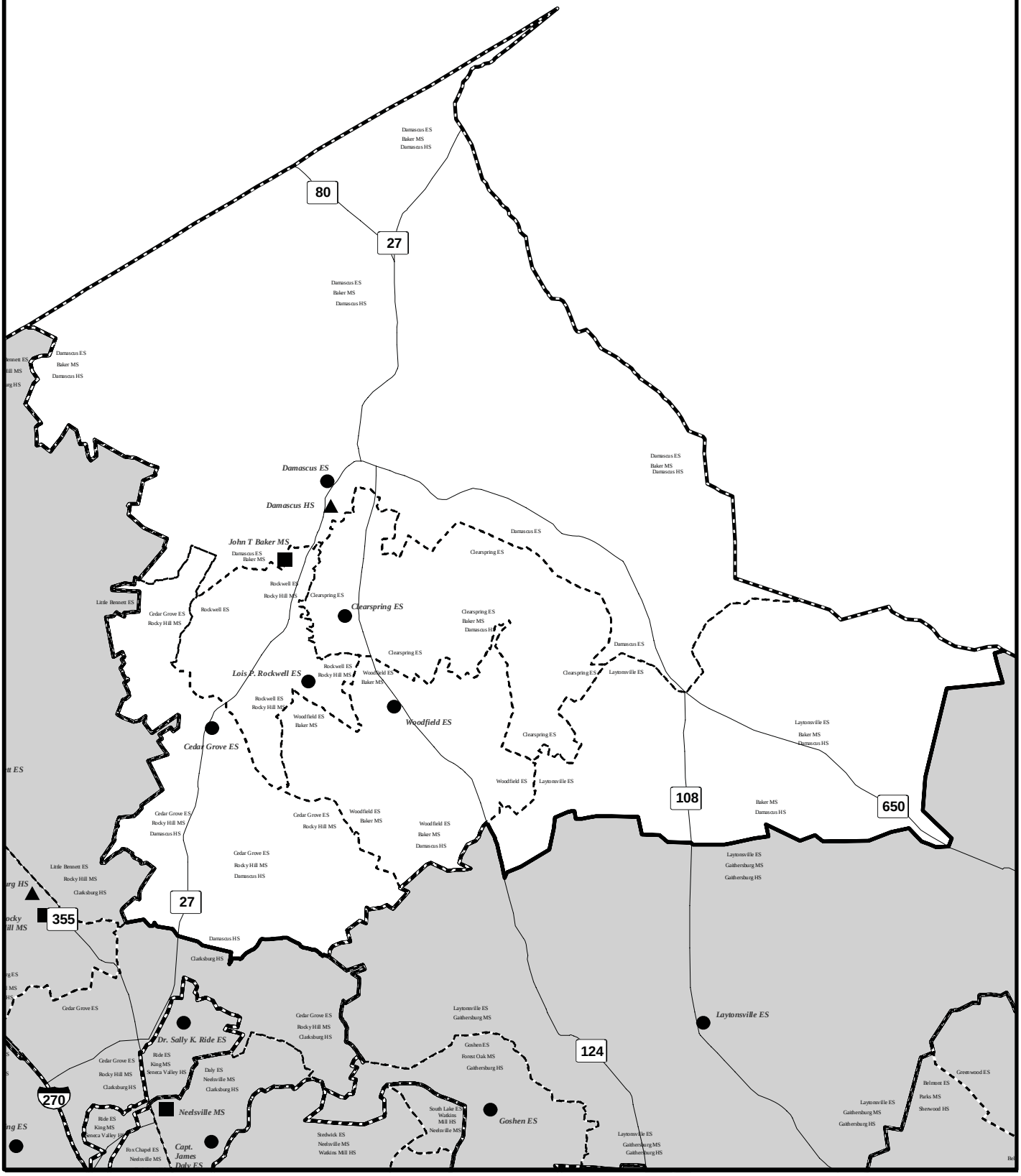
Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division

Closed New Current

Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools

Cluster Service Areas
ES Service Areas
Major Roads

Vicinity Map



4-24 • Recommended Actions and Planning Issues

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Cedar Grove Elementary School

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

Damascus Cluster Articulation*

Damascus High School

John T. Baker MS	Rocky Hill MS
Clearspring ES	Cedar Grove ES**
Damascus ES	Lois P. Rockwell ES
Laytonsville ES***	
Woodfield ES	

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

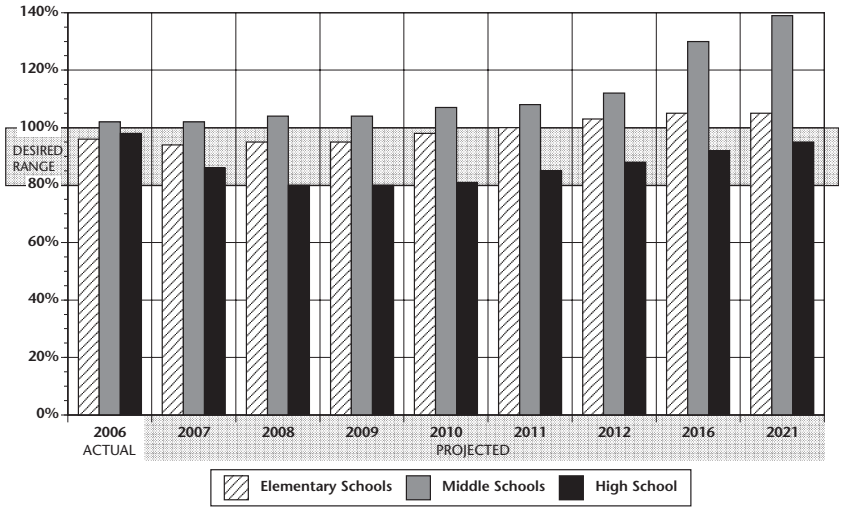
* Clarksburg Elementary School and Little Bennett Elementary School also articulate to Rocky Hill Middle School but thereafter to Clarksburg High School.

** A portion of Cedar Grove Elementary School also articulates to Clarksburg High School.

***Most of Laytonsville Elementary School articulates to Gaithersburg Middle School and Gaithersburg High School.

Damascus Cluster

School Utilizations with Recommended CIP



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

Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Damascus HS		Program Capacity	1625	1625	1625	1625	1625	1625	1625	1625	1625
		Enrollment	**1596**	**1402**	**1304**	**1305**	**1321**	**1384**	**1437**	**1500**	**1550**
		Available Space	*29*	*223*	*321*	*320*	*304*	*241*	*188*	*125*	*75*
		Comments	Boundary Change -1 LAD, -2 ED								
John T Baker MS		Program Capacity	698	698	698	698	698	698	698	698	698
		Enrollment	**737**	**704**	**683**	**629**	**630**	**616**	**607**	**650**	**700**
		Available Space	*(39)*	*(6)*	*15*	*69*	*68*	*82*	*91*	*48*	*(2)*
		Comments									
Rocky Hill MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	**952**	**977**	**1029**	**1084**	**1133**	**1177**	**1250**	**1500**	**1600**
		Available Space	*4*	*(21)*	*(73)*	*(128)*	*(177)*	*(221)*	*(294)*	*(544)*	*(644)*
		Comments	Facility Planning (see text)								
Cedar Grove ES		Program Capacity	453	479	479	479	479	479	479		
		Enrollment	**531**	**536**	**557**	**572**	**631**	**697**	**737**		
		Available Space	*(78)*	*(57)*	*(78)*	*(93)*	*(152)*	*(218)*	*(258)*		
		Comments	+FDK	-2 ED							
Clearspring ES		Program Capacity	631	631	631	631	631	631	631		
		Enrollment	**630**	**648**	**647**	**647**	**650**	**652**	**652**		
		Available Space	*1*	*(17)*	*(16)*	*(16)*	*(19)*	*(21)*	*(21)*		
		Comments	-1 LAD								
Damascus ES		Program Capacity	338	338	338	338	338	338	338		
		Enrollment	**295**	**282**	**280**	**288**	**289**	**290**	**305**		
		Available Space	*43*	*56*	*58*	*50*	*49*	*48*	*33*		
		Comments									
Lois P. Rockwell ES		Program Capacity	534	534	529	534	534	534	534		
		Enrollment	**440**	**422**	**415**	**393**	**400**	**406**	**420**		
		Available Space	*94*	*112*	*114*	*141*	*134*	*128*	*114*		
		Comments	+Gym		+1 PEP	-1 PEP					
Woodfield ES		Program Capacity	447	447	447	447	447	447	447		
		Enrollment	**419**	**407**	**408**	**407**	**404**	**392**	**399**		
		Available Space	*28*	*40*	*39*	*40*	*43*	*55*	*48*		
		Comments	+FDK +1 LAD								
Cluster Information		HS Utilization	98%	86%	80%	80%	81%	85%	88%	92%	95%
		HS Enrollment	1596	1402	1304	1305	1321	1384	1437	1500	1550
		MS Utilization	102%	102%	104%	104%	107%	108%	112%	130%	139%
		MS Enrollment	1689	1681	1712	1713	1763	1793	1857	2150	2300
		ES Utilization	96%	94%	95%	95%	98%	100%	103%	105%	105%
		ES Enrollment	2315	2295	2307	2307	2374	2437	2513	2550	2550

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Damascus HS	1596	7.5%	0.5%	4.3%	10.4%	77.3%	9.8%	0.3%	10.7%
John T Baker MS	737	11.1%	0.3%	5.0%	8.4%	75.2%	10.6%	0.1%	7.8%
Rocky Hill MS	952	17.2%	0.3%	13.9%	12.6%	56.0%	11.9%	0.6%	11.8%
Cedar Grove ES	531	18.1%	0.2%	25.8%	10.2%	45.8%	12.2%	6.2%	14.1%
Clearspring ES	630	17.8%	0.2%	10.3%	11.6%	60.2%	19.2%	4.1%	12.5%
Damascus ES	295	5.4%	0.3%	2.4%	13.9%	78.0%	16.9%	6.8%	14.1%
Lois P. Rockwell ES	440	7.7%	0.0%	8.9%	15.7%	67.7%	17.3%	9.8%	11.8%
Woodfield ES	419	6.7%	0.5%	5.5%	8.8%	78.5%	5.7%	1.2%	4.4%
Elementary Cluster Total	**2315**	**12.4%**	**0.2%**	**11.7%**	**11.8%**	**63.9%**	**14.5%**	**5.5%**	**11.4%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

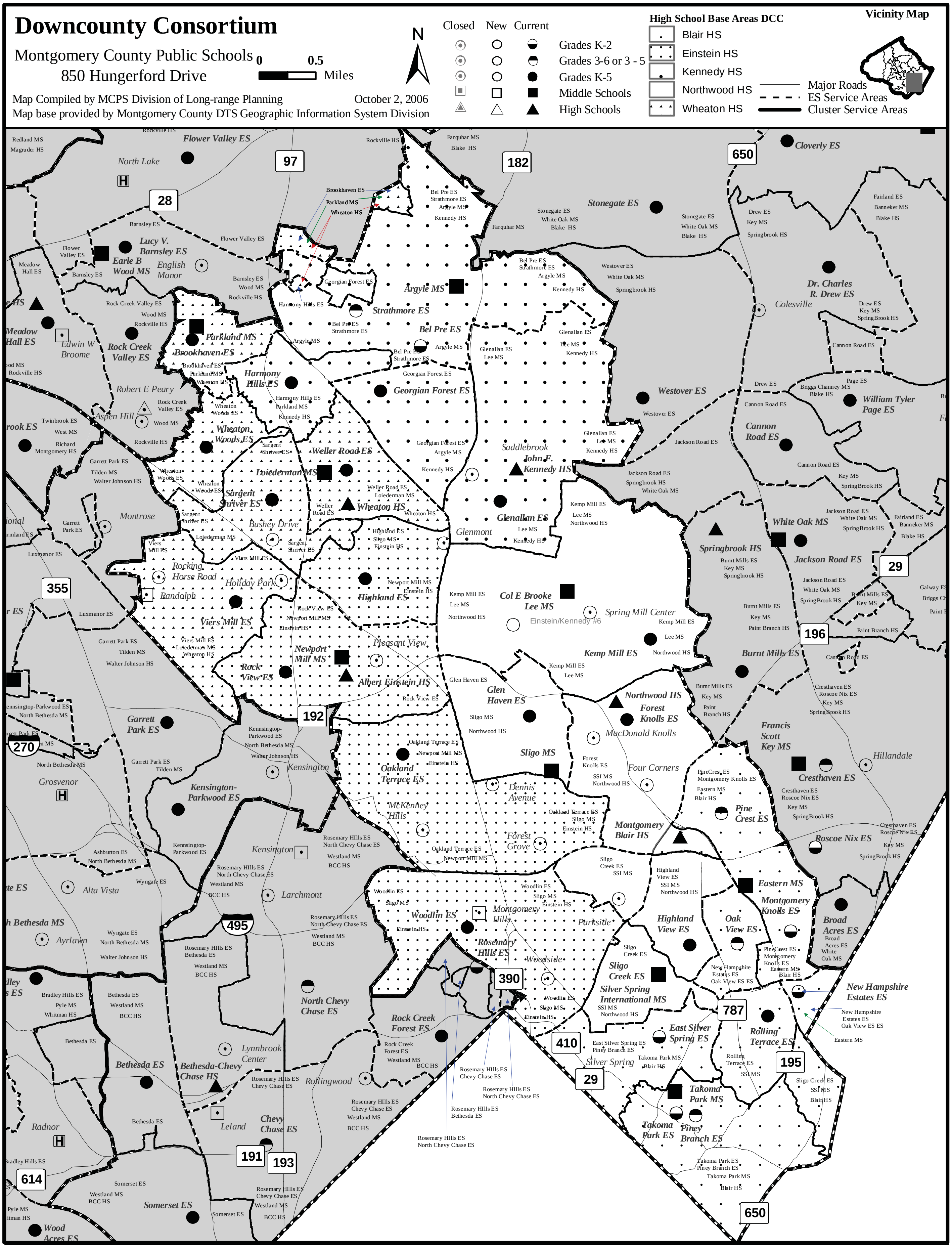
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Damascus HS	9-12	1625	75		70										2					2	1													
John T Baker MS	6-8	698	36		30										3					2	1													
Rocky Hill MS	6-8	956	47		43										2										2									
Cedar Grove ES	K-5	453	24	3		15						4													2									
Clearspring ES	HS-5	631	33	3		21				1		4						4																	
Damascus ES	K-5	338	21	4		12						2									3														
Lois P. Rockwell ES	K-5	534	28	4		18						3																		3				
Woodfield ES	K-5	447	23	3		16						3					1																	

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Damascus HS	1950	1978	235,986	32.7		1496						
John T Baker MS	1971	2005	120,532	22	PK	TBD	Yes					
Rocky Hill MS	2004		148,065	23.2								
Cedar Grove ES	1960	1987	57,037	10.1			Yes			6		Yes
Clearspring ES	1988		77,535	10	PK							Yes
Damascus ES	1934	1980	53,239	9.4		TBD						Yes
Lois P. Rockwell ES	1992	2006	75,520	10.6			Yes					Yes
Woodfield ES	1962	1985	53,212	10			Yes					Yes

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

Note: PK denotes that a park is adjacent to the school.


Downcounty Consortium
Montgomery County Public Schools
850 Hungerford Drive
0 0.5 Miles
N
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
Closed New Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
High School Base Areas DCC
Blair HS
Einstein HS
Kennedy HS
Northwood HS
Wheaton HS
Vicinity Map
Major Roads
ES Service Areas
Cluster Service Areas
Flower Valley ES
Cloverly ES
Stonegate ES
Lucy V. Barnsley ES
Earle B Wood MS
Argyle MS
Strathmore ES
Bel Pre ES
Dr. Charles R. Drew ES
Parkland MS
Brookhaven ES
Rock Creek Valley ES
Harmony Hills ES
Georgian Forest ES
Westover ES
William Tyler Page ES
Cannon Road ES
Wheaton Woods ES
Weller Road ES
Loiederman MS
Sargent Shriver ES
Wheaton HS
John F. Kennedy HS
Glenallan ES
White Oak MS
Springbrook HS
Jackson Road ES
Highland ES
Col E Brooke Lee MS
Einstein/Kennedy #6
Kemp Mill ES
Burnt Mills ES
Viers Mill ES
Newport Mill MS
Rock View ES
Albert Einstein HS
Glen Haven ES
Northwood HS
Forest Knolls ES
Francis Scott Key MS
Garrett Park ES
Kensington-Parkwood ES
Oakland Terrace ES
Sligo MS
Cresthaven ES
Pine Crest ES
Montgomery Blair HS
Roscoe Nix ES
Eastern MS
Montgomery Knolls ES
Broad Acres ES
Woodlin ES
Rosemary Hills ES
Highland View ES
Oak View ES
Sligo Creek ES
Silver Spring International MS
New Hampshire Estates ES
North Chevy Chase ES
Rock Creek Forest ES
East Silver Spring ES
Rolling Terrace ES
Bethesda ES
Bethesda-Chevy Chase HS
Chevy Chase ES
Takoma Park MS
Takoma Park ES
Piney Branch ES
Somerset ES
Wood Acres ES
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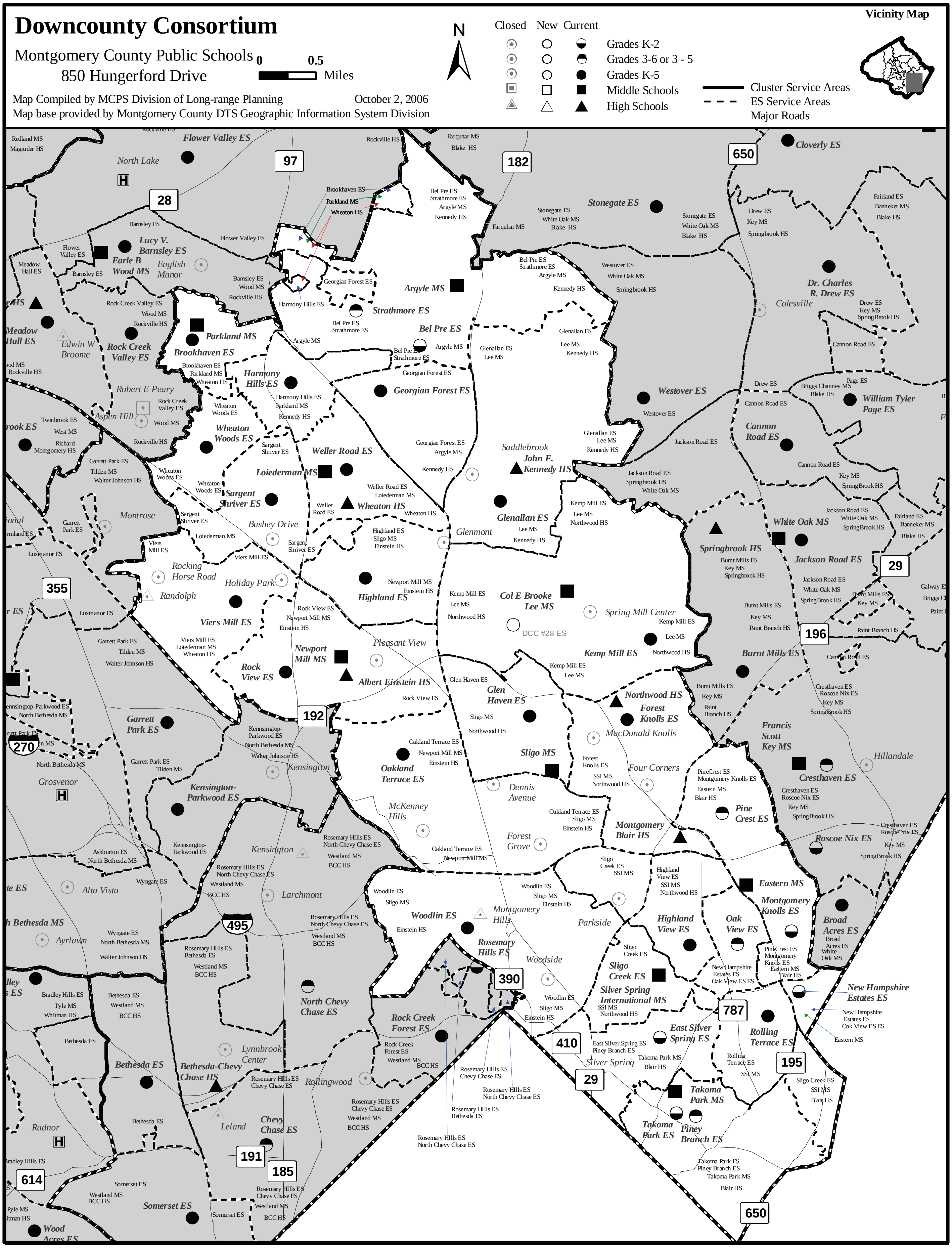
Downcounty Consortium
Montgomery County Public Schools
850 Hungerford Drive
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Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed New Current
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Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Flower Valley ES
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Sargent Shriver ES
Wheaton HS
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Col E Brooke Lee MS
Viers Mill ES
Kemp Mill ES
Burnt Mills ES
Newport Mill MS
Rock View ES
Albert Einstein HS
Glen Haven ES
Northwood HS
Forest Knolls ES
Garrett Park ES
Francis Scott Key MS
Oakland Terrace ES
Sligo MS
Cresthaven ES
Kensington-Parkwood ES
Montgomery Blair HS
Pine Crest ES
Roscoe Nix ES
Eastern MS
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Rolling Terrace ES
Bethesda ES
Bethesda-Chevy Chase HS
Takoma Park MS
Chevy Chase ES
Takoma Park ES
Piney Branch ES
Somerset ES
Wood Acres ES
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CONSORTIUM PLANNING ISSUES

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

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

MCPS received a federal Magnet Schools Assistance Program (MSAP) grant to create the Middle Schools Magnet Consortium (MSMC) that includes three middle schools—Argyle, A. Mario Loiederman, and Parkland middle schools. The grant funds have transformed these schools into whole school magnets that offer outstanding programs to draw a representative cross section of students and reduce the concentration of students at risk of academic failure. The MSMC consortium magnet programs began in the 2005–2006 school year with Grade 6. The magnet programs are open to all middle school students in the county. In addition, students residing in the Bethesda-Chevy Chase, Walter Johnson, and Rockville clusters are provided transportation to MSMC schools if they choose to attend. Students living in other areas of the county are permitted to attend these schools, but must provide their own transportation.

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Montgomery Blair High School

Utilization: Capacity to accommodate overutilization at Montgomery Blair High School was addressed when Northwood High School opened in August 2004. Each year additional capacity is made available as grade levels are phased in at Northwood High School, and enrollment at Montgomery Blair High School is reduced accordingly.

Albert Einstein High School

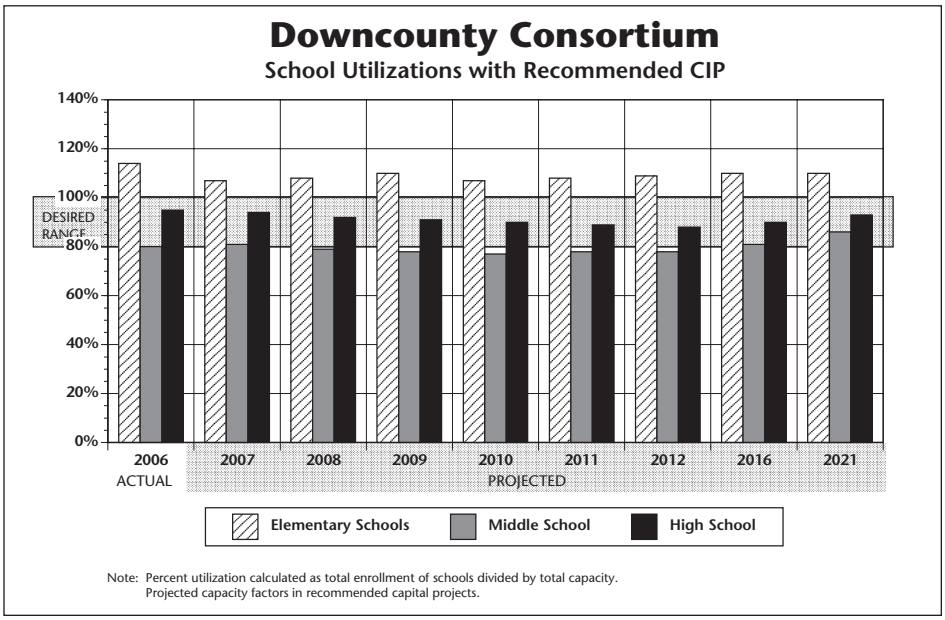
Utilization: Capacity to accommodate overutilization at Albert Einstein High School was addressed when Northwood High School opened in August 2004. Each year additional capacity is made available as grade levels are phased in at Northwood High School, and enrollment at Albert Einstein High School is reduced accordingly.

Capital Project: An FY 2008 appropriation is recommended for furniture and equipment to complete the improvements at the school. The signature improvements are scheduled for completion in August 2007.

Non-Capital Action: A boundary study was conducted in spring 2006 to evaluate boundary options for the Downcounty Consortium Elementary School #28. The following schools participated in the boundary advisory committee: Glen Haven, Highland, and Kemp Mill elementary schools; E. Brooke Lee, Newport Mill, and Sligo middle schools; and Albert Einstein and Northwood high schools. The superintendent's recommendation regarding boundary changes and base area realignment was released on October 16, 2006, and Board of Education action is scheduled for November 20, 2006.

Northwood High School

Capital Project: Northwood High School reopened in August 2004 with Grade 9. This school year the school serves Grades 9–11. An FY 2007 appropriation is approved to complete facility improvements that were programmed in the FY 2005–2010 CIP. The following improvements have been completed: a new greenhouse; an expanded and renovated cafeteria for a 2000 student master-planned capacity; central air conditioning for the entire facility; improvements to the science laboratories; painting of the entire facility; updated telecommunications wiring; and funding for new furniture and equipment. The following work is scheduled to be completed



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

during the summers of 2007 and 2008: new ceiling tiles and lighting throughout the entire facility; bathroom improvements including new partitions and replacement of worn fixtures; window and blind replacements throughout the facility; new doors and hardware throughout the building; auditorium improvements; new baseball field; new grandstand and press box along with concession stand with restrooms; and replacement of the existing lockers.

Non-Capital Action: A boundary study was conducted in spring 2006 to evaluate boundary options for the Downcounty Consortium Elementary School #28. The following schools participated in the boundary advisory committee: Glen Haven, Highland, and Kemp Mill elementary schools; E. Brooke Lee, Newport Mill, and Sligo middle schools; and Albert Einstein and Northwood high schools. The superintendent's recommendation regarding boundary changes and base area realignment was released on October 16, 2006, and Board of Education action is scheduled for November 20, 2006.

Wheaton High School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2014. FY 2010 expenditures are programmed for facility planning 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.

E. Brooke Lee Middle School

Non-Capital Action: A boundary study was conducted in spring 2006 to evaluate boundary options for the Downcounty Consortium Elementary School #28. The following schools participated in the boundary advisory committee: Glen Haven, Highland, and Kemp Mill elementary schools; E. Brooke Lee, Newport Mill, and Sligo middle schools; and Albert Einstein and Northwood high schools. The superintendent's recommendation regarding boundary changes and base area realignment was released on October 16, 2006, and Board of Education action is scheduled for November 20, 2006.

Newport Mill Middle School

Non-Capital Action: A boundary study was conducted in spring 2006 to evaluate boundary options for the Downcounty Consortium Elementary School #28. The following schools participated in the boundary advisory committee: Glen Haven, Highland, and Kemp Mill elementary schools; E. Brooke Lee, Newport Mill, and Sligo middle schools; and Albert Einstein and Northwood high schools. The superintendent's recommendation regarding boundary changes and base area realignment was released on October 16, 2006, and Board of Education action is scheduled for November 20, 2006.

Parkland Middle School

Capital Project: The modernization for this school is underway with completion scheduled for August 2007.

Silver Spring International Middle School/ Sligo Creek Elementary School

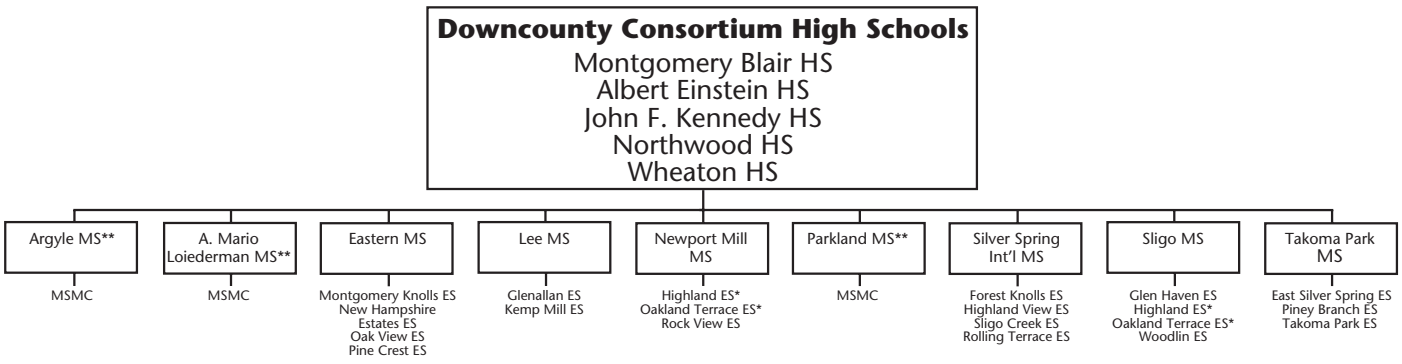
Capital Project: An FY 2007 appropriation for planning and construction was approved to make facility improvements to Silver Spring International Middle School and to provide an additional four classrooms at Sligo Creek Elementary School by August 2007.

Sligo Middle School

Non-Capital Action: A boundary study was conducted in spring 2006 to evaluate boundary options for the Downcounty Consortium Elementary School #28. The following schools participated in the boundary advisory committee: Glen Haven, Highland, and Kemp Mill elementary schools; E. Brooke Lee, Newport Mill, and Sligo middle schools; and Albert Einstein

Downcounty Consortium Articulation

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



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

** Students 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.

and Northwood high schools. The superintendent's recommendation regarding boundary changes and base area realignment was released on October 16, 2006, and Board of Education action is scheduled for November 20, 2006.

Bel Pre Elementary School

Utilization: Projections indicate that enrollment at Bel Pre Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. Planning for school capacity to support the Indian Spring development may provide relief to this school with the opening of Downcounty Consortium Elementary School #30. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization.

Capital Project: An FY 2007 appropriation for construction of a gymnasium was approved. The scheduled completion date for this gymnasium is August 2007.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2014. FY 2010 expenditures are programmed for facility planning to determine the scope and cost for modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Brookhaven Elementary School

Utilization: Projections indicate enrollment at Brookhaven Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2008 appropriation for construction funds is recommended to construct the gymnasium. The scheduled completion date for this gymnasium is August 2008. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Capital Project: An FY 2008 appropriation for facility planning is recommended to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP.

Downcounty Consortium Elementary School #28

(former Arcola Elementary School site)

Capital Project: A new elementary school is needed in the Downcounty Consortium to relieve overutilization of Glen Haven, Highland, and Kemp Mill elementary schools. Opening a new elementary school at the site of the former Arcola Elementary School will provide the needed capacity. An FY 2006 appropriation for planning and construction funds was approved in the Amended FY 2005–2010 CIP to complete the architectural design and begin the construction for the reopening of Downcounty Consortium Elementary School #28 (Arcola reopening). Construction for the new school is underway. The completion date is scheduled for August 2007.

Capital Project: An FY 2006 appropriation for planning and construction of the gymnasium was approved in the Amended FY 2005–2010 CIP. The scheduled completion date for this gymnasium is August 2007.

Non-Capital Action: A boundary study was conducted in spring 2006 to evaluate boundary options for the Downcounty Consortium Elementary School #28. The following elementary schools participated in the boundary advisory committee: Glen Haven, Highland, and Kemp Mill elementary schools; E. Brooke Lee, Newport Mill, and Sligo middle schools; and Albert Einstein and Northwood high schools. The superintendent's recommendation regarding boundary change and base area realignment was released on October 16, 2006, and Board of Education action is scheduled for November 20, 2006.

Downcounty Consortium Elementary School #29 (McKenney Hills)

Capital Project: An FY 2007 appropriation was approved for facility planning to determine the feasibility, scope, and cost to open McKenney Hills as an elementary school. This school will relieve overutilization at Oakland Terrace, Rock View, and Woodlin elementary schools. The alternative high school program that is currently housed in the McKenney Hills facility will need to be relocated. The facility planning will include an evaluation of relocating the alternative high school program to another facility. The date for the new school will be considered in a future CIP.

Downcounty Consortium Elementary School #30 (Indian Spring)

Capital Project: An FY 2006 appropriation for facility planning was approved in the Amended FY 2005–2010 CIP to determine the feasibility, scope, and cost for a new school. This school would relieve overutilization at Bel Pre/Strathmore, Georgian Forest, and Glenallan elementary schools and would provide capacity to accommodate the redevelopment of the Indian Spring Country Club property. A plan to secure an elementary school site adjacent to Layhill Village Park was unsuccessful due to environmental constraints. MCPS is now working with the planning commission to place a reservation on property within the subdivision for a future elementary school site while negotiations continue with the developer on a partial dedication and an alternative to reopen the former Saddlebrook Elementary School facility is explored.

East Silver Spring Elementary School

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

the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School to Grades pre-K–5. The superintendent recommends that the reorganization for East Silver Spring Elementary School begin in August 2009 beginning with Grade 3. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School. One year prior to the completion of the East Silver Spring and Takoma Park elementary schools addition projects, a boundary review to reassign students from Sligo Creek Elementary School to Takoma Park/Piney Branch elementary schools will be conducted.

Capital Project: An FY 2008 appropriation is recommended for planning to begin the architectural design for the addition to East Silver Spring Elementary School. The addition is scheduled to be completed in August 2010. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Georgian Forest Elementary School

Utilization: Projections indicate enrollment at Georgian Forest Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. Planning for school capacity to support the Indian Spring development may provide relief to this school with the opening of Downcounty Consortium Elementary School #30. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: FY 2009 expenditures are programmed 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.

Glen Haven Elementary School

Utilization: Projections indicate enrollment at Glen Haven Elementary School will exceed capacity throughout the six-year CIP period. Additional capacity to relieve overutilization will be provided with the opening of Downcounty Consortium Elementary School #28 in August 2007.

Non-Capital Action: A boundary study was conducted in spring 2006 to evaluate boundary options for the Downcounty Consortium Elementary School #28. The following schools participated in the boundary advisory committee: Glen Haven, Highland, and Kemp Mill elementary schools; E. Brooke Lee, Newport Mill, and Sligo middle schools; and Albert Einstein and Northwood high schools. The superintendent's recommendation regarding boundary changes and base area realignment was released on October 16, 2006, and Board of Education action is scheduled for November 20, 2006.

Glenallan Elementary School

Utilization: Projections indicate enrollment at Glenallan Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. Planning for school capacity to support the Indian Spring development may provide relief to this school with the opening of Downcounty Consortium Elementary School #30. Relocatable classrooms will be utilized until additional capacity can be added as part of the modernization project.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2013. FY 2009 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost 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.

Harmony Hills Elementary School

Utilization: Projections indicate enrollment at Harmony Hills Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2008 appropriation for facility planning is recommended to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP.

Highland Elementary School

Utilization: Projections indicate enrollment at Highland Elementary School will exceed capacity throughout the six-year CIP period. Additional capacity to relieve overutilization will be provided with the opening of Downcounty Consortium Elementary School #28 in August 2007.

Non-Capital Action: A boundary study was conducted in spring 2006 to evaluate boundary options for the Downcounty Consortium Elementary School #28. The following schools participated in the boundary advisory committee: Glen Haven, Highland, and Kemp Mill elementary schools; E. Brooke Lee, Newport Mill, and Sligo middle schools; and Albert Einstein and Northwood high schools. The superintendent's recommendation regarding boundary changes and base area realignment was released on October 16, 2006, and Board of Education action is scheduled for November 20, 2006.

Capital Project: An FY 2006 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget to conduct a feasibility study for a School-based Health Center at this school to determine the scope and cost for the project. Funding for the planning and construction will be considered as part of the DHHS FY 2009–2014 CIP.

Highland View Elementary School

Utilization: Projections indicate enrollment at Highland View Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. The actual enrollment

will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: FY 2010 expenditures are programmed 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.

Kemp Mill Elementary School

Utilization: Projections indicate enrollment at Kemp Mill Elementary School will exceed capacity throughout the six-year CIP period. Additional capacity to relieve overutilization will be provided with the opening of Downcounty Consortium Elementary School #28 in August 2007.

Non-Capital Action: A boundary study was conducted in spring 2006 to evaluate boundary options for the Downcounty Consortium Elementary School #28. The following schools participated in the boundary advisory committee: Glen Haven, Highland, and Kemp Mill elementary schools; E. Brooke Lee, Newport Mill, and Sligo middle schools; and Albert Einstein and Northwood high schools. The superintendent's recommendation regarding boundary changes and base area realignment was released on October 16, 2006, and Board of Education action is scheduled for November 20, 2006.

Montgomery Knolls Elementary School

Utilization: Projections indicate enrollment at Montgomery Knolls 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.

Capital Project: FY 2007 appropriations are approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The timing for the addition will be considered as part of the FY 2009–2014 CIP.

Capital Project: An FY 2008 appropriation is recommended to begin the architectural design of the gymnasium. Although the scheduled completion date for this gymnasium is currently August 2009, the completion date may be pushed back one year to coincide with the proposed classroom addition project. The superintendent will consider the timing of the gymnasium and addition as part of the FY 2009–2014 CIP, after the feasibility study for the addition is complete. Planning for the gymnasium will begin in December 2007, after the Board of Education takes action on the superintendent's recommended FY 2009–2014 CIP.

New Hampshire Estates Elementary School

Capital Project: An FY 2006 appropriation was approved in the Department of Health and Human Services (HHS) Capital Budget to conduct a feasibility study for a School-based Health Center (SBHC) at this school to determine the scope and cost for the project. FY 2008 expenditures for planning funds are programmed in the HHS capital budget to begin the architectural design for the SBHC. The SBHC is scheduled to open in August 2009.

Oak View Elementary School

Planning Issue: Beginning in the 2007–2008 school year, a Center for the Highly Gifted will open at Oak View Elementary School to address increased demand for the program. The center will serve Grade 4 students in the 2007–2008 school year, with Grade 5 phased in the following school year. The Oak View Elementary School Center for the Highly Gifted will share the same geographic area as the Center for the Highly Gifted at Pine Crest Elementary School.

Oakland Terrace Elementary School

Utilization: Projections indicate enrollment at Oakland Terrace, Rock View, and Woodlin elementary schools will exceed their combined capacities by almost 550 students by the end of the six-year period. Relocatable classrooms will be utilized until Downcounty Consortium Elementary School #29 (McKenney Hills) opens.

Capital Project: An FY 2007 appropriation was approved for facility planning to determine the feasibility, scope, and cost to open McKenney Hills as an elementary school. This school will relieve overutilization at Oakland Terrace, Rock View, and Woodlin elementary schools. The alternative high school program that is currently housed in the McKenney Hills facility will need to be relocated. The facility planning will include an evaluation of relocating the alternative high school program to another facility. The date for the new school will be considered in a future CIP.

Piney Branch Elementary School

Non-Capital Action: A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School to Grades pre-K–5. The superintendent recommends that the reorganization for East Silver Spring Elementary School begin in August 2009 beginning with Grade 3 and completion of an addition In August 2010. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School. One year prior to the completion of the East Silver Spring and Takoma Park elementary schools addition projects, a boundary review to reassign students from Sligo Creek Elementary School to Takoma Park/Piney Branch elementary schools will be conducted.

Rock View Elementary School

Utilization: Projections indicate enrollment at Oakland Terrace, Rock View, and Woodlin elementary schools will exceed their combined capacities by almost 550 students by the end of the six-year period. Relocatable classrooms will be utilized until Downcounty Consortium Elementary School #29 (McKenney Hills) opens.

Capital Project: An FY 2007 appropriation was approved for facility planning to determine the feasibility, scope, and cost to open McKenney Hills as an elementary school. This school will relieve overutilization at Oakland Terrace, Rock View, and Woodlin elementary schools. The alternative high school program that is currently housed in the McKenney Hills facility will need to be relocated. The facility planning will include an evaluation of relocating the alternative high school program to another facility. The date for the new school will be considered in a future CIP.

Rolling Terrace Elementary School

Utilization: Although facility planning was programmed in the FY 2007–2012 CIP to conduct a feasibility study for an addition at this school, enrollment projections have dropped and enrollment will not exceed capacity by levels that will justify a permanent addition for the six-year period. Based on these revised enrollment projections, an addition will not be considered during this six-year CIP period. Enrollment will be monitored to determine if an addition is needed at the school in a future CIP.

Capital Project: An FY 2006 appropriation was approved in the Department of Health and Human Services (HHS) Capital Budget to conduct a feasibility study for a School-based Health Center at this school to determine the scope and cost for the project. Funding for the planning and construction will be considered as part of the HHS FY 2009–2014 CIP.

Sligo Creek Elementary School

Utilization: Even with the four-classroom addition that opened in August 2006, enrollment projections for Sligo Creek Elementary School indicate that the school will be overutilized by the end of the six-year CIP. Relocatable classrooms will be used until capacity is added at East Silver Spring and Takoma Park elementary schools.

Non-Capital Action: A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School to Grades pre-K–5. The superintendent recommends that the reorganization for East Silver Spring Elementary School begin in August 2009 beginning with Grade 3 and completion of an addition in August 2010. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School. One year prior to the completion of the East Silver Spring and Takoma Park elementary schools addition projects, a boundary review to reassign students from Sligo Creek Elementary School to Takoma Park/Piney Branch elementary schools will be conducted.

Capital Project: An FY 2008 appropriation is recommended for planning to begin the architectural design for an addition at East Silver Spring Elementary School. The addition is scheduled to be completed by August 2010. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Strathmore Elementary School

Capital Project: An FY 2008 appropriation for construction funds is recommended to construct the gymnasium. The scheduled completion date for this gymnasium is August 2008. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Takoma Park Elementary School

Non-Capital Action: A roundtable discussion group was convened in winter 2006 to explore options to relieve overutilization at Sligo Creek and Takoma Park elementary schools. Representatives from East Silver Spring, Piney Branch, Sligo Creek, and Takoma Park elementary schools participated in the roundtable discussion group. As a result of the work of the group, the Board of Education adopted a plan on March 27, 2006, to reorganize East Silver Spring Elementary School to Grades pre-K–5. The superintendent recommends that the reorganization for East Silver Spring Elementary School begin in August 2009 beginning with Grade 3 and completion of an addition In August 2010. The plan also includes an addition to Takoma Park Elementary School to relieve overutilization at the school and to provide capacity to accommodate students from Sligo Creek Elementary School. One year prior to the completion of the East Silver Spring and Takoma Park elementary schools addition projects, a boundary review to reassign students from Sligo Creek Elementary School to Takoma Park/Piney Branch elementary schools will be conducted.

Capital Project: An FY 2008 appropriation is recommended for planning to begin the architectural design for an addition at Takoma Park Elementary School. The addition is scheduled to be completed by August 2010. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Viers Mill Elementary School

Utilization: Projections indicate enrollment at Viers Mill Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting

funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: FY 2009 expenditures are programmed 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.

Weller Road Elementary School

Capital Project: An FY 2007 appropriation for construction was approved to construct an eleven-classroom addition with a scheduled completion date of August 2007.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2013. FY 2010 expenditures are programmed for facility planning funds for a feasibility study to determine the scope and cost 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.

Wheaton Woods Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2016. FY 2011 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Woodlin Elementary School

Utilization: Projections indicate enrollment at Oakland Terrace, Rock View, and Woodlin elementary schools will exceed their combined capacities by almost 550 students by the end of the six-year period. Relocatable classrooms will be utilized until Downcounty Consortium Elementary School #29 (McKenney Hills) opens.

Capital Project: An FY 2007 appropriation was approved for facility planning to determine the feasibility, scope, and cost to open McKenney Hills as an elementary school. This school will relieve overutilization at Oakland Terrace, Rock View, and Woodlin elementary schools. The alternative high school program that is currently housed in the McKenney Hills facility will need to be relocated. The facility planning will include an evaluation of relocating the alternative high school program to another facility. The date for the new school will be considered in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Einstein HS	Signature Program improvements	Approved	Aug. 2007
Northwood HS	Facility modifications	Approved	Aug. 2008
Wheaton HS	Modernization	Programmed	Aug. 2014
Parkland MS	Modernization	Approved	Aug. 2007
Silver Spring Int'l MS	Facility improvements	Approved	Aug. 2007
Bel Pre ES	Gymnasium Modernization	Approved Programmed	Aug. 2007 Aug. 2014
Brookhaven ES	Gymnasium Addition	Recommended Proposed	Aug. 2008 TBD
Downcounty Consortium ES #28	Reopen Arcola	Approved	Aug. 2007
	Gymnasium	Approved	Aug. 2007
Downcounty Consortium ES #29 (McKenney Hills)	Reopen School	Proposed	TBD
Downcounty Consortium ES #30 (Indian Spring)	New School	Proposed	TBD
East Silver Spring ES	Addition	Recommended	Aug. 2010
Georgian Forest ES	Addition	Proposed	TBD
Glenallan ES	Modernization	Programmed	Aug. 2013
Harmony Hills ES	Addition	Proposed	TBD
Highland View ES	Addition	Proposed	TBD
Montgomery Knolls ES	Gymnasium Addition	Recommended Proposed	Aug. 2009 TBD
Sligo Creek ES	Classroom addition	Approved	Aug. 2007
Strathmore ES	Gymnasium	Recommended	Aug. 2008
Takoma Park ES	Addition	Recommended	Aug. 2010
Viers Mill ES	Addition	Proposed	TBD
Weller Road ES	Classroom addition Modernization	Approved Programmed	Aug. 2007 Aug. 2013
Wheaton Woods ES	Modernization	Programmed	Aug. 2016

Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools		Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Montgomery Blair HS	Program Capacity	2840	2840	2840	2840	2840	2840	2840	2840	2840
	Enrollment	**2930**	**2781**	**2664**	**2625**	**2513**	**2469**	**2410**	**2500**	**2600**
	Available Space	*(90)*	*58*	*176*	*214*	*326*	*370*	*430*	*340*	*240*
	Comments									
Albert Einstein HS	Program Capacity	1413	1602	1602	1602	1602	1602	1602	1602	1602
	Enrollment	**1732**	**1638**	**1609**	**1621**	**1601**	**1557**	**1556**	**1500**	**1550**
	Available Space	*(319)*	*(36)*	*(7)*	*(19)*	*1*	*45*	*46*	*102*	*52*
	Comments	+1 SCB	Improve. Comp. Base Area Rec -4 ED							
John F. Kennedy HS	Program Capacity	1727	1705	1705	1705	1705	1705	1705	1705	1705
	Enrollment	**1495**	**1424**	**1374**	**1429**	**1408**	**1405**	**1422**	**1450**	**1500**
	Available Space	*232*	*281*	*331*	*276*	*297*	*300*	*283*	*255*	*205*
	Comments		+1 LAD +1 ELC							
Northwood HS	Program Capacity	1580	1526	1526	1526	1526	1526	1526	1526	1526
	Enrollment	**1023**	**1453**	**1493**	**1458**	**1473**	**1429**	**1361**	**1400**	**1450**
	Available Space	*557*	*73*	*33*	*68*	*53*	*97*	*165*	*126*	*76*
	Comments	Phase I Complete +1 LAD	Base Area Rec. +4 ED	Phase II Complete						
Wheaton HS	Program Capacity	1481	1472	1472	1472	1472	1472	1472	1472	1472
	Enrollment	**1410**	**1352**	**1378**	**1355**	**1376**	**1385**	**1404**	**1400**	**1450**
	Available Space	*71*	*120*	*94*	*117*	*96*	*87*	*68*	*72*	*22*
	Comments	-1 LFI	+1 LAD		Facility Planning For Mod.					
Argyle MS	Program Capacity	795	795	795	795	795	795	795	795	795
	Enrollment	**735**	**750**	**741**	**720**	**721**	**726**	**709**	**700**	**750**
	Available Space	*60*	*45*	*54*	*75*	*74*	*69*	*86*	*95*	*45*
	Comments									
Eastern MS	Program Capacity	986	986	986	986	986	986	986	986	986
	Enrollment	**822**	**770**	**763**	**709**	**748**	**769**	**783**	**800**	**850**
	Available Space	*164*	*216*	*223*	*277*	*238*	*217*	*203*	*186*	*136*
	Comments									
Col. E. Brooke Lee MS	Program Capacity	686	686	686	686	686	686	686	686	686
	Enrollment	**513**	**500**	**494**	**552**	**558**	**599**	**596**	**600**	**650**
	Available Space	*173*	*186*	*192*	*134*	*128*	*87*	*90*	*86*	*36*
	Comments		Boundary Recommendation							
A. Mario Loiederman MS	Program Capacity	944	944	944	944	944	944	944	944	944
	Enrollment	**822**	**847**	**871**	**877**	**851**	**833**	**829**	**850**	**900**
	Available Space	*122*	*96*	*72*	*66*	*92*	*110*	*114*	*94*	*44*
	Comments	+1 LAD								
Newport Mill MS	Program Capacity	761	761	761	761	761	761	761	761	761
	Enrollment	**615**	**600**	**561**	**559**	**536**	**567**	**561**	**550**	**600**
	Available Space	*146*	*161*	*200*	*202*	*225*	*194*	*200*	*211*	*161*
	Comments		Boundary Recommendation							
Parkland MS	Program Capacity	995	783	783	783	783	783	783	783	783
	Enrollment	**680**	**742**	**734**	**729**	**717**	**706**	**712**	**750**	**800**
	Available Space	*315*	*41*	*49*	*54*	*66*	*77*	*71*	*33*	*(17)*
	Comments	@ Tilden Ctr.	Modern. Complete Aug. 2007							
Silver Spring International MS	Program Capacity	1028	1028	1028	1028	1028	1028	1028	1028	1028
	Enrollment	**750**	**729**	**669**	**666**	**662**	**656**	**672**	**700**	**750**
	Available Space	*278*	*300*	*360*	*362*	*366*	*372*	*356*	*328*	*278*
	Comments		Facility Improvements Complete							
Sligo MS	Program Capacity	996	996	996	996	996	996	996	996	996
	Enrollment	**613**	**582**	**547**	**517**	**461**	**437**	**446**	**500**	**550**
	Available Space	*383*	*414*	*449*	*442*	*460*	*449*	*440*	*496*	*446*
	Comments	+2 I&T Office	Boundary Recommendation							
Takoma Park MS	Program Capacity	863	863	863	863	863	863	863	863	863
	Enrollment	**901**	**847**	**806**	**788**	**812**	**847**	**864**	**900**	**950**
	Available Space	*(38)*	*16*	*57*	*75*	*51*	*16*	*(1)*	*(37)*	*(87)*
	Comments									

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Bel Pre ES	CSR	Program Capacity	383	383	383	383	383	383	383		
Grades (K–2)		**Enrollment**	**464**	**454**	**452**	**465**	**469**	**468**	**468**		
Paired With		Available Space	*(81)*	*(71)*	*(69)*	*(82)*	*(86)*	*(85)*	*(85)*		
Strathmore ES		Comments		+Gym		Facility Planning For Mod.					
Brookhaven ES	CSR	Program Capacity	278	278	278	278	278	278	278		
		Enrollment	**414**	**427**	**417**	**433**	**431**	**433**	**427**		
		Available Space	*(136)*	*(149)*	*(139)*	*(155)*	*(153)*	*(155)*	*(149)*		
		Comments			+ Gym Fac. Plng. For Add.						
Downcounty Consortium		Program Capacity	0	533	533	533	533	533	533		
ES #28		**Enrollment**	**0**	**425**	**507**	**507**	**507**	**507**	**507**		
(former Arcola		Available Space	*0*	*108*	*26*	*26*	*26*	*26*	*26*		
Elementary School site)		Comments		Opens + Gym +2 SCB							
Downcounty Consortium		Program Capacity	0	0	0	0	0	0	0		
ES #29		**Enrollment**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
(McKenney Hills)		Available Space	*0*	*0*	*0*	*0*	*0*	*0*	*0*		
		Comments									
East Silver Spring ES	CSR	Program Capacity	352	352	352	352	488	488	488		
Grades (K-3)		**Enrollment**	**256**	**255**	**260**	**328**	**394**	**459**	**468**		
Paired With		Available Space	*96*	*97*	*92*	*24*	*94*	*29*	*20*		
Piney Branch ES		Comments	Facility Planning For Addition	Planning For Add.		Reorg. Begins Aug. 2009	+8 Rooms				
Forest Knolls ES	CSR	Program Capacity	622	622	622	622	622	622	622		
		Enrollment	**507**	**498**	**508**	**527**	**526**	**532**	**538**		
		Available Space	*115*	*124*	*114*	*95*	*96*	*90*	*84*		
		Comments	+8 Rooms (final phase)								
Georgian Forest ES	CSR	Program Capacity	306	306	306	306	306	306	306		
		Enrollment	**457**	**466**	**460**	**454**	**447**	**446**	**450**		
		Available Space	*(151)*	*(160)*	*(154)*	*(148)*	*(141)*	*(140)*	*(144)*		
		Comments			Facility Planning For Add.						
Glen Haven ES	CSR	Program Capacity	495	495	495	495	495	495	495		
		Enrollment	**589**	**546**	**509**	**505**	**506**	**490**	**482**		
		Available Space	*(94)*	*(51)*	*(14)*	*(10)*	*(11)*	*5*	*13*		
		Comments		Boundary Recommendation							
Glenallan ES	CSR	Program Capacity	311	311	311	311	311	311	311		
		Enrollment	**374**	**369**	**378**	**407**	**442**	**479**	**529**		
		Available Space	*(63)*	*(58)*	*(67)*	*(96)*	*(131)*	*(168)*	*(218)*		
		Comments			Facility Planning For Mod.			@ Fairland Jan. 2012			
Harmony Hills ES	CSR	Program Capacity	351	351	351	351	351	351	351		
		Enrollment	**513**	**509**	**514**	**510**	**507**	**510**	**513**		
		Available Space	*(162)*	*(158)*	*(163)*	*(159)*	*(156)*	*(159)*	*(162)*		
		Comments		Facility Planning For Add.							
Highland ES	CSR	Program Capacity	515	515	515	515	515	515	515		
		Enrollment	**644**	**471**	**441**	**442**	**446**	**450**	**450**		
		Available Space	*(129)*	*44*	*74*	*73*	*69*	*65*	*65*		
		Comments		Boundary Recommendation							
Highland View ES	CSR	Program Capacity	272	282	282	282	282	282	282		
		Enrollment	**329**	**339**	**355**	**374**	**388**	**404**	**405**		
		Available Space	*(57)*	*(57)*	*(73)*	*(92)*	*(106)*	*(122)*	*(123)*		
		Comments		-1 LAD		Facility Planning For Add.					
Kemp Mill ES	CSR	Program Capacity	403	420	420	420	420	420	420		
		Enrollment	**581**	**398**	**362**	**375**	**387**	**389**	**393**		
		Available Space	*(178)*	*22*	*58*	*45*	*33*	*31*	*27*		
		Comments	+HSM	-1 SCB Boundary Recommendation							
Montgomery Knolls ES	CSR	Program Capacity	273	273	273	273	273	273	273		
Grades (K–2)		**Enrollment**	**375**	**372**	**371**	**386**	**390**	**389**	**389**		
Paired With		Available Space	*(102)*	*(99)*	*(98)*	*(113)*	*(117)*	*(116)*	*(116)*		
Pine Crest ES		Comments	Facility Planning Add., +1 PEP			+Gym					
New Hampshire Estates	CSR	Program Capacity	483	483	483	483	483	483	483		
Grades (K–2)		**Enrollment**	**394**	**393**	**398**	**412**	**415**	**414**	**414**		
Paired With		Available Space	*89*	*90*	*85*	*71*	*68*	*69*	*69*		
Oak View ES		Comments	-1 LANG -1 Pre-K	Planning for SBHC		SBHC Complete					

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Oak View ES		Program Capacity	358	358	358	358	358	358	358		
Grades (3–5)		**Enrollment**	**224**	**266**	**307**	**321**	**315**	**324**	**338**		
Paired With		Available Space	*134*	*92*	*51*	*37*	*43*	*34*	*20*		
New Hampshire ES		Comments		+Highly Gifted Center							
Oakland Terrace ES	CSR	Program Capacity	469	469	469	469	469	469	469		
		Enrollment	**731**	**725**	**724**	**732**	**755**	**751**	**757**		
		Available Space	*(262)*	*(256)*	*(255)*	*(263)*	*(286)*	*(282)*	*(288)*		
		Comments	Facility Planning (see text)								
Pine Crest ES		Program Capacity	358	358	358	358	358	358	358		
Grades (3–5)		**Enrollment**	**343**	**358**	**364**	**368**	**366**	**363**	**379**		
Paired With		Available Space	*15*	*0*	*(6)*	*(10)*	*(8)*	*(5)*	*(21)*		
Montgomery Knolls ES		Comments									
Piney Branch ES		Program Capacity	565	565	565	565	565	565	565		
Grades (3–5)		**Enrollment**	**481**	**509**	**529**	**521**	**460**	**403**	**417**		
Paired With		Available Space	*84*	*56*	*36*	*44*	*105*	*162*	*148*		
East Silver Spring ES Takoma Park ES		Comments									
Rock View ES	CSR	Program Capacity	388	375	375	375	375	375	375		
		Enrollment	**459**	**492**	**506**	**500**	**510**	**514**	**513**		
		Available Space	*(71)*	*(117)*	*(131)*	*(125)*	*(135)*	*(139)*	*(138)*		
		Comments	Fac. Plng. (see text)	+1 ELC							
Rolling Terrace ES	CSR	Program Capacity	639	639	639	639	639	639	639		
		Enrollment	**635**	**621**	**611**	**619**	**634**	**624**	**643**		
		Available Space	*4*	*18*	*28*	*20*	*5*	*15*	*(4)*		
		Comments									
Sargent Shriver ES	CSR	Program Capacity	582	582	582	582	582	582	582		
		Enrollment	**462**	**540**	**538**	**541**	**546**	**557**	**575**		
		Available Space	*120*	*42*	*44*	*41*	*36*	*25*	*7*		
		Comments									
Sligo Creek ES	CSR	Program Capacity	536	536	536	536	536	536	536		
		Enrollment	**619**	**609**	**611**	**617**	**614**	**622**	**633**		
		Available Space	*(83)*	*(73)*	*(75)*	*(81)*	*(78)*	*(86)*	*(97)*		
		Comments	+4 Rooms								
Strathmore ES		Program Capacity	434	447	447	447	447	447	447		
Grades (3–5)		**Enrollment**	**410**	**390**	**403**	**398**	**388**	**385**	**395**		
Paired With		Available Space	*24*	*57*	*44*	*49*	*59*	*62*	*52*		
Bel Pre ES		Comments		-1 ELC	+Gym						
Takoma Park ES	CSR	Program Capacity	279	290	290	290	562	562	562		
Grades (K–2)		**Enrollment**	**416**	**437**	**428**	**431**	**435**	**434**	**433**		
Paired With		Available Space	*(137)*	*(147)*	*(138)*	*(141)*	*127*	*128*	*129*		
Piney Branch ES		Comments		-1 SCB Planning For Add.			+16 Rooms				
Viers Mill ES	CSR	Program Capacity	393	393	393	393	393	393	393		
		Enrollment	**493**	**476**	**489**	**502**	**517**	**512**	**521**		
		Available Space	*(100)*	*(83)*	*(96)*	*(109)*	*(124)*	*(119)*	*(128)*		
		Comments	+2 PEP Boundary Change		Facility Planning For Add.						
Weller Road ES	CSR	Program Capacity	309	571	571	571	571	571	571		
		Enrollment	**518**	**493**	**490**	**488**	**501**	**512**	**513**		
		Available Space	*(209)*	*78*	*81*	*83*	*70*	*59*	*58*		
		Comments	Boundary Change	+11 Rooms		Facility Planning For Mod.		@ Grosvenor Jan. 2012			
Wheaton Woods ES	CSR	Program Capacity	325	325	325	325	325	325	325		
		Enrollment	**489**	**422**	**411**	**420**	**431**	**428**	**433**		
		Available Space	*(164)*	*(97)*	*(86)*	*(95)*	*(106)*	*(103)*	*(108)*		
		Comments	Boundary Change				Facility Planning For Mod.				
Woodlin ES	CSR	Program Capacity	386	399	399	399	399	399	399		
		Enrollment	**458**	**471**	**485**	**487**	**503**	**506**	**515**		
		Available Space	*(72)*	*(72)*	*(86)*	*(88)*	*(104)*	*(107)*	*(116)*		
		Comments	Fac. Plng. (see text)	-1 LFI							
Cluster Information		HS Utilization	95%	94%	92%	91%	90%	89%	88%	90%	93%
		HS Enrollment	8590	8618	8424	8364	8225	8101	8013	8250	8550
		MS Utilization	*80%*	*81%*	*79%*	*78%*	*77%*	*78%*	*78%*	81%	86%
		MS Enrollment	6451	6367	6186	6107	6046	6110	6142	6350	6800
		ES Utilization	114%	107%	108%	110%	107%	108%	109%	110%	110%
		ES Enrollment	12635	12719	12816	13058	13218	13293	13486	13500	13500

*CSR - Class Size Reduction

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	2930	31.0%	0.2%	16.5%	26.3%	26.0%	26.4%	9.7%	16.6%
Albert Einstein HS	1732	24.4%	0.3%	12.9%	38.7%	23.7%	31.6%	12.1%	23.5%
John F. Kennedy HS	1495	42.2%	0.3%	11.2%	31.2%	15.2%	29.1%	9.0%	21.2%
Northwood HS	1023	36.6%	0.2%	4.6%	33.0%	25.6%	17.8%	4.4%	24.6%
Wheaton HS	1410	25.6%	0.1%	10.6%	52.7%	10.9%	41.1%	12.4%	23.8%
Argyle MS	735	45.0%	0.3%	15.0%	28.3%	11.4%	36.2%	6.9%	15.2%
Eastern MS	822	23.0%	0.1%	13.9%	32.7%	30.3%	42.5%	7.3%	14.5%
Col. E. Brooke Lee MS	513	32.7%	0.8%	9.4%	38.4%	18.7%	52.2%	12.7%	22.8%
A. Mario Loiederman MS	822	27.7%	0.2%	8.6%	42.3%	21.0%	48.3%	5.9%	17.2%
Newport Mill MS	615	24.4%	0.0%	11.2%	45.9%	18.5%	42.8%	7.5%	15.9%
Parkland MS	680	27.9%	0.0%	12.4%	46.0%	13.7%	38.8%	10.3%	21.7%
Silver Spring International MS	750	31.1%	0.0%	8.9%	35.5%	24.5%	47.9%	8.0%	19.8%
Sligo MS	613	29.0%	0.7%	9.8%	40.9%	19.6%	39.2%	6.5%	19.9%
Takoma Park MS	901	31.2%	0.2%	17.0%	17.3%	34.3%	21.5%	7.0%	10.2%
Bel Pre ES	464	44.0%	0.2%	9.1%	33.6%	13.1%	53.7%	18.5%	25.8%
Brookhaven ES	414	37.2%	0.0%	9.4%	41.1%	12.3%	50.0%	27.1%	28.6%
East Silver Spring ES	256	55.5%	0.0%	9.8%	19.1%	15.6%	56.3%	26.6%	35.6%
Forest Knolls ES	507	23.5%	0.2%	13.0%	32.3%	31.0%	31.6%	15.4%	18.3%
Georgian Forest ES	457	41.8%	1.1%	9.6%	35.9%	11.6%	48.8%	19.9%	33.5%
Glen Haven ES	589	34.5%	0.0%	12.6%	39.0%	13.9%	44.3%	24.3%	35.4%
Glenallan ES	374	38.5%	1.1%	12.6%	33.4%	14.4%	57.2%	30.2%	32.3%
Harmony Hills ES	513	34.3%	0.0%	4.9%	53.6%	7.2%	75.8%	31.6%	30.8%
Highland ES	644	14.6%	0.2%	4.8%	75.3%	5.1%	71.9%	48.9%	21.7%
Highland View ES	329	28.3%	0.0%	5.8%	34.3%	31.6%	52.6%	24.6%	30.6%
Kemp Mill ES	581	34.1%	0.0%	8.4%	44.8%	12.7%	68.5%	37.7%	26.9%
Montgomery Knolls ES	375	36.3%	0.5%	16.0%	32.8%	14.4%	54.9%	36.5%	24.8%
New Hampshire Estates ES	394	22.3%	0.5%	12.2%	57.9%	7.1%	80.5%	61.4%	27.2%
Oak View ES	224	24.6%	0.4%	12.9%	56.3%	5.8%	88.4%	34.8%	30.1%
Oakland Terrace ES	731	22.4%	0.5%	12.0%	29.1%	35.8%	33.4%	13.0%	17.1%
Pine Crest ES	343	34.4%	0.3%	11.1%	22.7%	31.5%	55.1%	12.2%	23.3%
Piney Branch ES	481	43.0%	0.2%	6.2%	21.6%	28.9%	39.5%	14.1%	16.9%
Rock View ES	459	17.0%	0.4%	15.0%	42.7%	24.8%	39.2%	21.1%	18.5%
Rolling Terrace ES	635	21.7%	0.5%	6.0%	50.1%	21.7%	58.3%	29.0%	23.2%
Sargent Shriver ES	462	13.2%	0.2%	13.0%	64.9%	8.7%			
Sligo Creek ES	619	30.0%	0.5%	5.0%	13.4%	51.1%	21.8%	6.8%	11.4%
Strathmore ES	410	46.3%	0.2%	11.7%	32.0%	9.8%	44.6%	9.0%	26.3%
Takoma Park ES	416	34.4%	0.0%	6.3%	15.1%	44.2%	25.0%	12.3%	12.7%
Viers Mill ES	493	15.8%	1.2%	11.2%	57.2%	14.6%	85.8%	40.8%	24.1%
Weller Road ES	518	15.6%	0.0%	11.6%	62.9%	9.8%	66.2%	41.5%	39.1%
Wheaton Woods ES	489	22.5%	0.4%	8.4%	59.9%	8.8%	86.5%	51.3%	26.5%
Woodlin ES	458	30.8%	0.4%	9.4%	13.1%	46.3%	23.4%	14.6%	17.8%
Elementary Cluster Total	**12635**	**29.2%**	**0.3%**	**9.7%**	**40.5%**	**20.3%**	**51.4%**	**25.9%**	**24.4%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

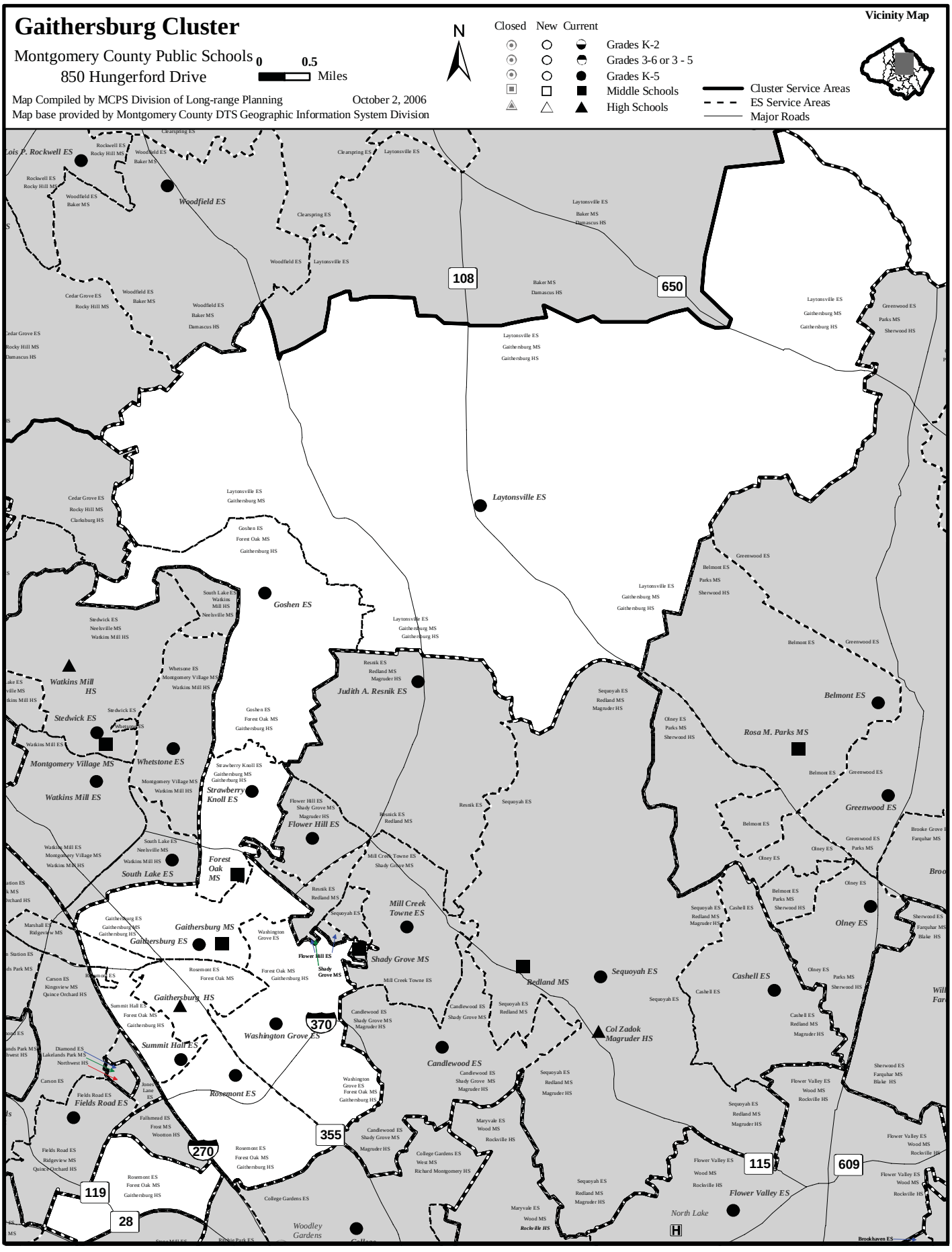
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Montgomery Blair HS	9-12	2840	133		116								9		8																			
Albert Einstein HS	9-12	1413	74		55								2		3					5	5					4								
John F. Kennedy HS	9-12	1727	86		69								5		3														2		6			1
Northwood HS	9-12	1580	73		67								2		3								1											
Wheaton HS	9-12	1481	73		58								6	2	4					1	1													1
Argyle MS	6-8	795	39		35								1		3																			
Eastern MS	6-8	986	50		42								2	1	3											2								
Col. E. Brooke Lee MS	6-8	686	39		27								2		1														1		8			
A. Mario Loiederman MS	6-8	944	46		42								1		3																			
Newport Mill MS	6-8	761	41		32								2		3					2														2
Parkland MS	6-8	995	50		43								3	1	2						1													
Silver Spring International MS	6-8	1028	50		46								2		2																			
Sligo MS	6-8	996	55		44								2		2						2													5
Takoma Park MS	6-8	863	43		37								3	1	2																			
Bel Pre ES	pre-K-5	383	25	4			10		2		8						1																	
Brookhaven ES	pre-K-5	278	22	5			6	1			3						3													4				
East Silver Spring ES	HS-2	352	24	4			12	1	1		5						1																	
Forest Knolls ES	K-5	622	35	3		15	11				6																							
Georgian Forest ES	pre-K-5	306	22	4		1	9		1		4															3								
Glen Haven ES	HS-5	495	33	4		6	10		1		6						3				3													
Glenallan ES	HS-5	311	23	5		3	8			1	4						2																	
Harmony Hills ES	HS-5	351	24	5		2	10		1	1	5																							
Highland ES	HS-5	515	37	10		7	12		1	1	6																							
Highland View ES	HS-5	272	20	5		1	8		1		4						1																	
Kemp Mill ES	pre-K-5	403	28	5		2	13		1		6										1													
Montgomery Knolls ES	HS-2	273	20	5			3		1	1	6																			4				
New Hampshire Estates ES	HS-2	483	32	6		3	12		1	4	6																							
Oak View ES	3-5	358	19	3		15											1																	
Oakland Terrace ES	K-5	469	31	4		5	13				8					1																		
Pine Crest ES	3-5	358	20	4		15											1																	
Piney Branch ES	3-5	565	30	5		24											1																	
Rock View ES	pre-K-5	388	26	4		5	8		1		4							3															1		
Rolling Terrace ES	HS-5	639	42	9		11	13		1	1	7																							
Sargent Shriver ES	K-5	582	36	4		11	12	1			6			1																				1
Sligo Creek ES	K-5	536	34	4		10	12				6												2											
Strathmore ES	3-5	434	25	4		17											1	3																
Takoma Park ES	K-2	279	22	4			9				8										1													
Viers Mill ES	pre-K-5	393	28	7		3	9		1	1	5																			2				
Weller Road ES	HS-5	309	25	7		1	8		1	1	5			1															1					
Wheaton Woods ES	HS-5	325	26	7		3	8		1	1	4																							2
Woodlin ES	K-5	386	26	3		5	9				5					1				3														

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Montgomery Blair HS	1998		386,567	30.2	PK					4		
Albert Einstein HS	1962	1997	265,552	27.2	PK					9		
John F. Kennedy HS	1964	1999	280,048	29.1								
Northwood HS	1956	2004	253,488	29.6								
Wheaton HS	1954	1983	258,117	28.2		1220				2		
Argyle MS	1971		120,205	20		TBD	Yes				Yes	
Eastern MS	1951	1976	152,030	14.5		1472					Yes	
Col. E. Brooke Lee MS	1966		123,199	16.5	PK	1479					Yes	
A. Mario Loiederman MS	2005		129,947	20.3								
Newport Mill MS	1958	2002	108,240	8.4	PK							
Parkland MS	1963		141,758		PK	1409					Yes	
Silver Spring International MS	1934	1999	158,545	15.6	PK						Yes	
Sligo MS	1959	1991	149,527	21.7	PK						Yes	
Takoma Park MS	1939	1999	137,348	23.5	PK							
Bel Pre ES	1968		52,163	8.9	PK	1476				8	Yes	
Brookhaven ES	1961	1995	53,261	8.6			Yes			9	Yes	
East Silver Spring ES	1929	1975	57,684	8.4		TBD						Yes
Forest Knolls ES	1960	2005	89,564	7.8								Yes
Georgian Forest ES	1961	1995	58,197	11	PK					9	Yes	Yes
Glen Haven ES	1950	2004	85,845	10		1409	Yes	Yes				Yes
Glenallan ES	1966		47,614	12.1		1418				8		Yes
Harmony Hills ES	1957	1999	63,107	10.2						9	Yes	Yes
Highland ES	1950	1989	84,138	11	PK		Yes			10	Yes	Yes
Highland View ES	1953	1994	59,213	6.6						6		Yes
Kemp Mill ES	1960	1996	68,222	10						8		Yes
Montgomery Knolls ES	1952	1989	57,231	10.3	PK					8	Yes	
New Hampshire Estates ES	1988		70,540	5.4	PK						Yes	Yes
Oak View ES	1949	2005	57,560	11.3	PK						Yes	Yes
Oakland Terrace ES	1950	1993	79,145	9.5	PK					7		Yes
Pine Crest ES	1992		53,778	5.6	PK					2	Yes	Yes
Piney Branch ES	1971		99,706	2	PK	TBD						Yes
Rock View ES	1955	1999	69,589	7.4						6		Yes
Rolling Terrace ES	1988		88,835	4.3						3	Yes	Yes
Sargent Shriver ES	2006		91,628	9.17				Yes			Yes	Yes
Sligo Creek ES	1934	1999	92,985	15.6	PK		Yes			8		Yes
Strathmore ES	1970		52,451	10.8	PK	TBD					Yes	
Takoma Park ES	1979		50,933	4.7		TBD	Yes			8		Yes
Viers Mill ES	1950	1991	86,978	10.4			Yes	Yes		11	Yes	Yes
Weller Road ES	1953	1975	55,191	11.1		1461				14	Yes	Yes
Wheaton Woods ES	1952	1976	66,763	8		1525				7	Yes	Yes
Woodlin ES	1944	1974	60,725	11		TBD		Yes		4		Yes

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

Note: PK denotes that a park is adjacent to the school.


Gaithersburg Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Lois P. Rockwell ES
Woodfield ES
Clearspring ES
Laytonsville ES
Goshen ES
Judith A. Resnik ES
Watkins Mill HS
Stedwick ES
Montgomery Village MS
Whetstone ES
Watkins Mill ES
Strawberry Knoll ES
Flower Hill ES
South Lake ES
Forest Oak MS
Gaithersburg MS
Gaithersburg ES
Gaithersburg HS
Summit Hall ES
Washington Grove ES
Rosemont ES
Fields Road ES
Mill Creek Towne ES
Shady Grove MS
Redland MS
Sequoyah ES
Col Zadok Magruder HS
Candlewood ES
Cashell ES
Rosa M. Parks MS
Belmont ES
Greenwood ES
Olney ES
Flower Valley ES
North Lake
Woodley Gardens
108
650
355
270
119
28
370
115
609

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

Planning Issue: The Shady Grove Sector Plan in the Gaithersburg Cluster will increase the housing density around the Shady Grove METRO station. The number of units approved will generate enough students to support a new elementary school. An elementary school site needs to be acquired either by dedication or purchase.

SCHOOLS

Gaithersburg High School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2012 for the facility and August 2013 for the site work. FY 2009 expenditures for planning are programmed to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Summit Hall Elementary School

Capital Project: An FY 2006 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget to conduct a feasibility study for a School-based Health Center at this school to determine the scope and cost for the project. An FY 2007 appropriation for planning funds was approved in the DHHS budget to begin the architectural design for the SBHC. The SBHC is scheduled to open in August 2008.

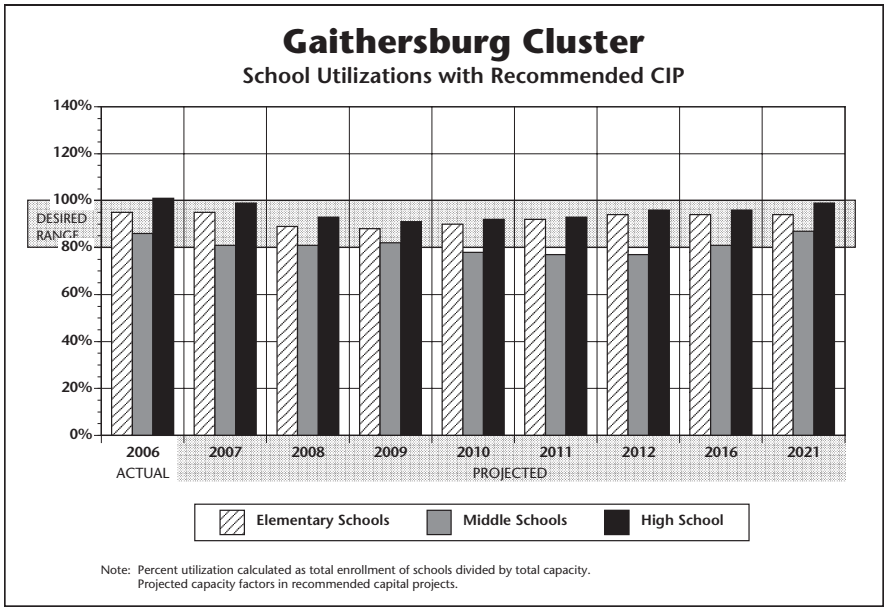
Washington Grove Elementary School

Utilization: Projections indicate enrollment at Washington Grove 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.

Capital Project: An FY 2008 appropriation for construction is recommended to construct a 12-classroom addition. The addition project is scheduled to be completed in August 2008. 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	Programmed	Aug. 2012
	Site work	Programmed	Aug. 2013
Washington Grove ES	Classroom addition	Recommended	Aug. 2008



Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Gaithersburg HS		Program Capacity	2143	2126	2126	2126	2126	2126	2126	2126	2126
		Enrollment	**2171**	**2112**	**1977**	**1930**	**1953**	**1981**	**2035**	**2050**	**2100**
		Available Space	*(28)*	*14*	*149*	*196*	*173*	*145*	*91*	*76*	*26*
		Comments	+1 SCB +16 Room Addition	+1 SCB	Planning for Replacement		Replacement of School in Progress		Replacement Complete		
Forest Oak MS		Program Capacity	890	890	890	890	890	890	890	890	890
		Enrollment	**806**	**765**	**759**	**800**	**789**	**785**	**751**	**800**	**850**
		Available Space	*84*	*125*	*131*	*90*	*101*	*105*	*139*	*90*	*40*
		Comments	+1 SCB								
Gaithersburg MS		Program Capacity	889	894	894	894	894	894	894	894	894
		Enrollment	**728**	**688**	**683**	**655**	**594**	**596**	**622**	**650**	**700**
		Available Space	*161*	*206*	*211*	*239*	*300*	*298*	*272*	*244*	*194*
		Comments		+1 AUT -1 LAD -1 Bridge							
Gaithersburg ES	CSR	Program Capacity	731	731	731	731	731	731	731		
		Enrollment	**475**	**466**	**465**	**488**	**511**	**530**	**541**		
		Available Space	*256*	*265*	*266*	*243*	*220*	*201*	*190*		
		Comments	+2 AUT								
Goshen ES		Program Capacity	645	645	645	645	645	645	645		
		Enrollment	**610**	**611**	**594**	**575**	**586**	**601**	**594**		
		Available Space	*35*	*34*	*51*	*70*	*59*	*44*	*51*		
		Comments	-1 LANG +1 LAD								
Laytonsville ES		Program Capacity	475	475	475	475	475	475	475		
		Enrollment	**498**	**482**	**471**	**480**	**480**	**475**	**481**		
		Available Space	*(23)*	*(7)*	*4*	*(5)*	*(5)*	*0*	*(6)*		
		Comments									
Rosemont ES	CSR	Program Capacity	607	556	556	607	607	607	607		
		Enrollment	**465**	**499**	**531**	**525**	**522**	**544**	**551**		
		Available Space	*142*	*57*	*25*	*82*	*85*	*63*	*56*		
		Comments		+3 AUT		-3 AUT					
Strawberry Knoll ES	CSR	Program Capacity	490	490	490	490	490	490	490		
		Enrollment	**518**	**516**	**524**	**533**	**542**	**549**	**559**		
		Available Space	*(28)*	*(26)*	*(34)*	*(43)*	*(52)*	*(59)*	*(69)*		
		Comments									
Summit Hall ES	CSR	Program Capacity	449	449	449	449	449	449	449		
		Enrollment	**492**	**461**	**463**	**476**	**483**	**481**	**488**		
		Available Space	*(43)*	*(12)*	*(14)*	*(27)*	*(34)*	*(32)*	*(39)*		
		Comments	Planning for SBHC		SBHC Complete						
Washington Grove ES	CSR	Program Capacity	244	244	537	537	537	537	537		
		Enrollment	**391**	**378**	**399**	**404**	**434**	**457**	**477**		
		Available Space	*(147)*	*(134)*	*138*	*133*	*103*	*80*	*60*		
		Comments	Planning For Add.		+12 Rooms						
Cluster Information		HS Utilization	101%	99%	93%	91%	92%	93%	96%	96%	99%
		HS Enrollment	2171	2112	1977	1930	1953	1981	2035	2050	2100
		MS Utilization	86%	81%	81%	82%	78%	77%	77%	81%	87%
		MS Enrollment	1534	1453	1442	1455	1383	1381	1373	1450	1550
		ES Utilization	95%	95%	89%	88%	90%	92%	94%	94%	94%
		ES Enrollment	3449	3413	3447	3481	3558	3637	3691	3700	3700

*CSR - Class Size Reduction

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2171	27.2%	0.4%	9.9%	29.8%	32.7%	23.9%	5.9%	19.0%
Forest Oak MS	806	25.6%	0.2%	9.6%	36.2%	28.4%	43.3%	9.4%	21.3%
Gaithersburg MS	728	26.2%	0.3%	12.9%	25.0%	35.6%	30.9%	5.9%	18.1%
Gaithersburg ES	475	31.8%	0.4%	6.5%	48.8%	12.4%	60.8%	45.7%	38.0%
Goshen ES	610	25.4%	0.0%	14.9%	21.8%	37.9%	21.1%	16.9%	16.2%
Laytonsville ES	498	13.7%	0.2%	13.3%	8.4%	64.5%	9.6%	4.2%	10.2%
Rosemont ES	465	24.1%	0.6%	12.3%	48.0%	15.1%	57.8%	37.0%	41.7%
Strawberry Knoll ES	518	30.5%	0.0%	13.9%	33.2%	22.4%	34.0%	17.2%	20.5%
Summit Hall ES	492	26.4%	0.0%	6.1%	58.5%	8.9%	69.9%	33.7%	39.8%
Washington Grove ES	391	20.2%	1.0%	12.0%	46.5%	20.2%	51.9%	32.2%	28.7%
Elementary Cluster Total	**3449**	**24.7%**	**0.3%**	**11.4%**	**36.9%**	**26.7%**	**42.3%**	**25.9%**	**27.9%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

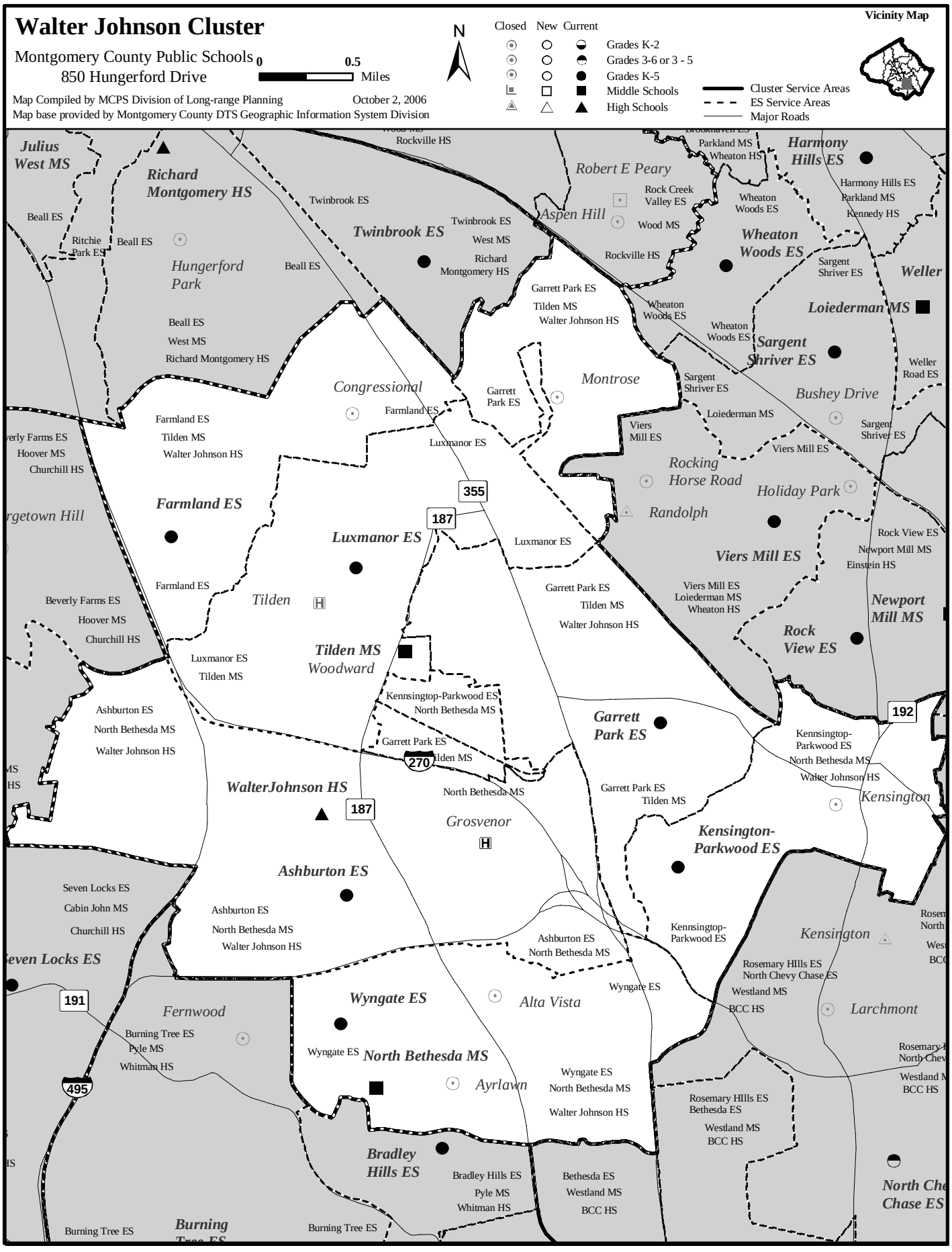
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Gaithersburg HS	9-12	2143	104		86								6		5					2	1			4										
Forest Oak MS	6-8	890	46		38								2		3					1	2													
Gaithersburg MS	6-8	889	51		37								1		4								1	4										4
Gaithersburg ES	pre-K-5	731	42	4		21	8		1		4												2											2
Goshen ES	K-5	645	34	4		22						4					3		1															
Laytonsville ES	K-5	488	28	4		17						3				1					2		1											
Rosemont ES	pre-K-5	607	36	6		14	10		1		5																							
Strawberry Knoll ES	HS-5	490	32	4		6	9	1		1	5												2							4				
Summit Hall ES	HS-5	449	28	5		7	9		1	1	5																							
Washington Grove ES	HS-5	244	20	6			5		1	1	4						3																	

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Gaithersburg HS	1951	2005	323,476	39		1214				4		
Forest Oak MS	1999		132,259	41.2						1	Yes	
Gaithersburg MS	1960	1988	157,694	24.2			Yes				Yes	
Gaithersburg ES	1947	2005	94,468	9.2		TBD	Yes			1	Yes	Yes
Goshen ES	1988		76,740	10.5						2		Yes
Laytonsville ES	1951	1989	64,160	10.9						1		Yes
Rosemont ES	1965	2005	88,764	8.9			Yes			1	Yes	Yes
Strawberry Knoll ES	1988		78,723	10.8						5		Yes
Summit Hall ES	1971		64,618	10.2	PK	TBD	Yes			6	Yes	Yes
Washington Grove ES	1956	1984	50,526	10.7		TBD				9	Yes	Yes

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

Note: PK denotes that a park is adjacent to the school.


Walter Johnson Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Julius West MS
Richard Montgomery HS
Rockville HS
Robert E Peary
Parkland MS
Wheaton HS
Harmony Hills ES
Harmony Hills ES
Parkland MS
Kennedy HS
Rock Creek Valley ES
Wheaton Woods ES
Aspen Hill
Wood MS
Twinbrook ES
Twinbrook ES
West MS
Richard Montgomery HS
Rockville HS
Wheaton Woods ES
Sargent Shriver ES
Weller
Beall ES
Ritchie Park ES
Beall ES
Hungerford Park
Beall ES
Beall ES
West MS
Richard Montgomery HS
Garrett Park ES
Tilden MS
Walter Johnson HS
Wheaton Woods ES
Loiederman MS
Wheaton Woods ES
Sargent Shriver ES
Weller Road ES
Bushey Drive
Congressional
Farmland ES
Garrett Park ES
Montrose
Sargent Shriver ES
Loiederman MS
Viers Mill ES
Sargent Shriver ES
Viers Mill ES
Farmland ES
Tilden MS
Walter Johnson HS
Luxmanor ES
Rocking Horse Road
Holiday Park
Randolph
355
187
Farmland ES
Luxmanor ES
Luxmanor ES
Rock View ES
Newport Mill MS
Einstein HS
Viers Mill ES
Farmland ES
Tilden
Garrett Park ES
Tilden MS
Walter Johnson HS
Viers Mill ES
Loiederman MS
Wheaton HS
Newport Mill MS
Rock View ES
Beverly Farms ES
Hoover MS
Churchill HS
Tilden MS
Woodward
Luxmanor ES
Tilden MS
Kennsington-Parkwood ES
North Bethesda MS
Ashburton ES
North Bethesda MS
Walter Johnson HS
Garrett Park ES
Garrett Park ES
192
Kennsington-Parkwood ES
North Bethesda MS
Walter Johnson HS
270
Tilden MS
WalterJohnson HS
187
North Bethesda MS
Grosvenor
Garrett Park ES
Tilden MS
Kensington
Kensington-Parkwood ES
Ashburton ES
Seven Locks ES
Cabin John MS
Churchill HS
Ashburton ES
North Bethesda MS
Walter Johnson HS
Kennsington-Parkwood ES
Kensington
Ashburton ES
North Bethesda MS
Rosemary HIlls ES
North Chevy Chase ES
Westland MS
BCC HS
Seven Locks ES
191
Wyngate ES
Alta Vista
Wyngate ES
Fernwood
Larchmont
Burning Tree ES
Pyle MS
Whitman HS
Wyngate ES
North Bethesda MS
Ayrlawn
Wyngate ES
North Bethesda MS
Walter Johnson HS
Rosemary HIlls ES
Bethesda ES
Westland MS
BCC HS
495
Bradley Hills ES
Bradley Hills ES
Pyle MS
Whitman HS
Bethesda ES
Westland MS
BCC HS
North Chevy Chase ES
Burning Tree ES
Burning Tree ES

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Walter Johnson High School

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

The first two phases of the modernization have been completed and included a 20-classroom addition and modernization of the cafeteria and media center. As part of the Amended FY 2005–2010 CIP an FY 2006 appropriation was approved for planning to design the auditorium and gymnasium as well as to begin the design for the final phase of the modernization. An FY 2006 appropriation also was approved for construction of the auditorium with completion scheduled during the 2006–2007 school year.

An FY 2008 appropriation for construction to complete the final portions of the modernization is recommended. Construction of the gymnasium will be phased in as part of the final phase 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.

Ashburton Elementary School

Utilization: Projections indicate enrollment at Ashburton Elementary School will exceed capacity by at least four classrooms throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2008 appropriation for construction is recommended to construct the nine-classroom addition. The addition project is scheduled for completion in August 2008. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Farmland Elementary School

Capital Project: Construction is underway for a classroom addition at Farmland Elementary School. The scheduled completion date for the addition is the 2006–2007 school year.

Capital Project: Construction is underway for a gymnasium at this school. The scheduled completion date for this gymnasium is the 2006–2007 school year.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2011. FY 2009 expenditures for planning are programmed to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

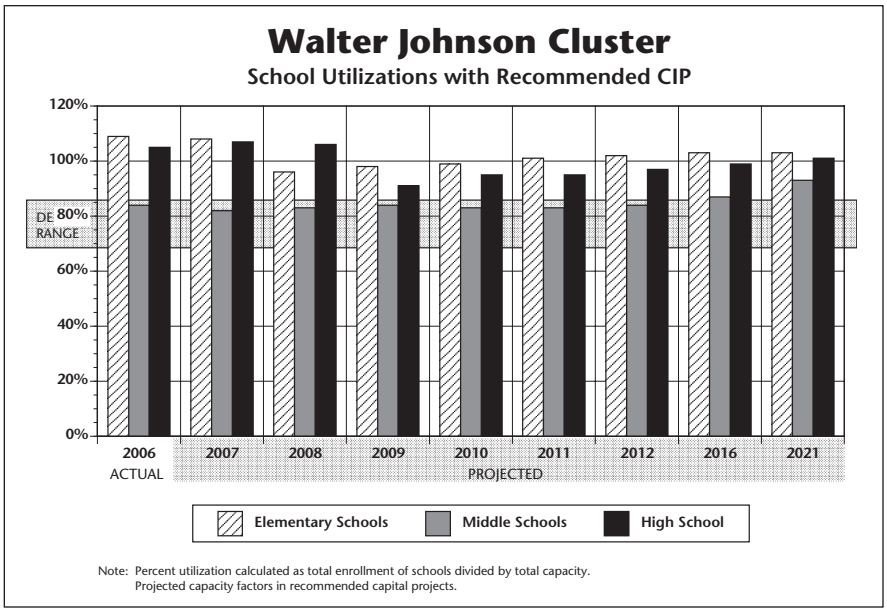
Garrett Park Elementary School

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

Capital Project: FY 2009 expenditures are programmed for planning to begin the architectural design for a gymnasium that will be constructed as part of the modernization project. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Luxmanor Elementary School

Utilization: Projections indicate enrollment at Luxmanor Elementary School will exceed capacity by at least four classrooms throughout the six-year period. Relocatable classrooms will be utilized until additional capacity can be added.



Capital Project: An FY 2008 appropriation is recommended for construction to construct the nine-classroom addition. The addition project is scheduled for completion in August 2008. In order for this addition to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Capital Project: A modernization is scheduled for this school. FY 2012 expenditures are programmed for facility planning to conduct a feasibility study to determine the feasibility, scope, and cost of the project. A completion date will be considered in next year's CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Walter Johnson HS	Auditorium	Approved	SY 2006–2007
	Final Phase modernization	Recommended	Aug. 2009
	Site work	Recommended	Aug. 2010
Ashburton ES	Classroom addition	Recommended	Aug. 2008
Farmland ES	Classroom addition	Approved	SY 2006–2007
	Gymnasium	Approved	SY 2006–2007
	Modernization	Programmed	Aug. 2011
Garrett Park ES	Modernization	Programmed	Jan. 2012
	Gymnasium	Programmed	Jan. 2012
Luxmanor ES	Classroom addition	Recommended	Aug. 2008
	Modernization	Proposed	TBD

Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools		Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Walter Johnson HS	Program Capacity	1878	1861	1861	2131	2131	2131	2131	2131	2131
	Enrollment	**1967**	**1991**	**1967**	**1949**	**2023**	**2030**	**2068**	**2100**	**2150**
	Available Space	*(89)*	*(130)*	*(106)*	*182*	*108*	*101*	*63*	*31*	*(19)*
	Comments	Aud. Complete	Modernization in progress +1 Aspergers		Mod. Complete	Site Work Complete Aug. 2010				
North Bethesda MS	Program Capacity	850	850	850	850	850	850	850	850	850
	Enrollment	**728**	**756**	**763**	**750**	**719**	**734**	**727**	**750**	**800**
	Available Space	*122*	*94*	*87*	*100*	*131*	*116*	*123*	*100*	*50*
	Comments									
Tilden MS	Program Capacity	928	928	928	928	928	928	928	928	928
	Enrollment	**770**	**702**	**710**	**739**	**763**	**743**	**765**	**800**	**850**
	Available Space	*158*	*226*	*218*	*189*	*165*	*185*	*163*	*128*	*78*
	Comments									
Ashburton ES	Program Capacity	453	453	660	660	660	660	660		
	Enrollment	**572**	**583**	**582**	**587**	**594**	**605**	**615**		
	Available Space	*(119)*	*(130)*	*78*	*73*	*66*	*55*	*45*		
	Comments	+1 PEP Planning For Add.		+9 Rooms						
Farmland ES	Program Capacity	617	617	617	617	617	617	617		
	Enrollment	**578**	**559**	**559**	**571**	**583**	**603**	**603**		
	Available Space	*39*	*58*	*58*	*46*	*34*	*14*	*14*		
	Comments	+8 Rooms +Gym +FDK		Planning For Mod.	@North Lake Jan. 2010		Mod. Complete Aug. 2011			
Garrett Park ES	Program Capacity	456	456	456	456	456	456	456		
	Enrollment	**432**	**449**	**461**	**480**	**494**	**501**	**517**		
	Available Space	*24*	*7*	*(5)*	*(24)*	*(38)*	*(45)*	*(61)*		
	Comments	+6 Rooms		Planning For Mod.		@ Grosvenor Mod. Comp. +Gym Jan. 2012				
Kensington-Parkwood ES	Program Capacity	518	518	518	518	518	518	518		
	Enrollment	**490**	**479**	**485**	**499**	**512**	**503**	**501**		
	Available Space	*28*	*39*	*33*	*19*	*6*	*15*	*17*		
	Comments									
Luxmanor ES	Program Capacity	222	222	429	429	429	429	429		
	Enrollment	**333**	**343**	**371**	**388**	**410**	**432**	**439**		
	Available Space	*(111)*	*(121)*	*58*	*41*	*19*	*(3)*	*(10)*		
	Comments	+FDK, +1 SCB Planning For Add.		+9 Rooms			Facility Planning For Mod.			
Wyngate ES	Program Capacity	414	414	414	414	414	414	414		
	Enrollment	**523**	**486**	**498**	**495**	**485**	**482**	**490**		
	Available Space	*(109)*	*(72)*	*(84)*	*(81)*	*(71)*	*(68)*	*(76)*		
	Comments	+FDK								
Cluster Information	HS Utilization	105%	107%	106%	91%	95%	95%	97%	99%	101%
	HS Enrollment	1967	1991	1967	1949	2023	2030	2068	2100	2150
	MS Utilization	84%	82%	83%	84%	83%	83%	84%	87%	93%
	MS Enrollment	1498	1458	1473	1489	1482	1477	1492	1550	1650
	ES Utilization	109%	108%	96%	98%	99%	101%	102%	103%	103%
	ES Enrollment	2928	2899	2956	3020	3078	3126	3165	3200	3200

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	1967	10.3%	0.2%	13.7%	13.0%	62.9%	6.2%	5.2%	9.1%
North Bethesda MS	728	7.0%	0.4%	10.3%	9.9%	72.4%	5.6%	2.9%	9.9%
Tilden MS	770	10.4%	0.6%	16.8%	16.5%	55.7%	14.3%	9.7%	11.9%
Ashburton ES	572	13.3%	0.0%	17.7%	12.8%	56.3%	10.5%	9.1%	11.6%
Farmland ES	578	4.2%	0.0%	32.2%	5.5%	58.1%	4.7%	26.3%	17.1%
Garrett Park ES	432	9.7%	0.0%	22.0%	19.9%	48.4%	19.0%	17.6%	16.3%
Kensington–Parkwood ES	490	7.8%	0.2%	6.3%	9.2%	76.5%	8.2%	4.3%	9.3%
Luxmanor ES	333	12.0%	0.0%	19.5%	7.8%	60.7%	9.6%	12.9%	15.0%
Wyngate ES	523	3.1%	1.3%	11.5%	4.8%	79.3%	0.8%	5.2%	7.1%
Elementary Cluster Total	**2928**	**8.1%**	**0.3%**	**18.4%**	**9.8%**	**63.5%**	**8.4%**	**12.7%**	**12.7%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

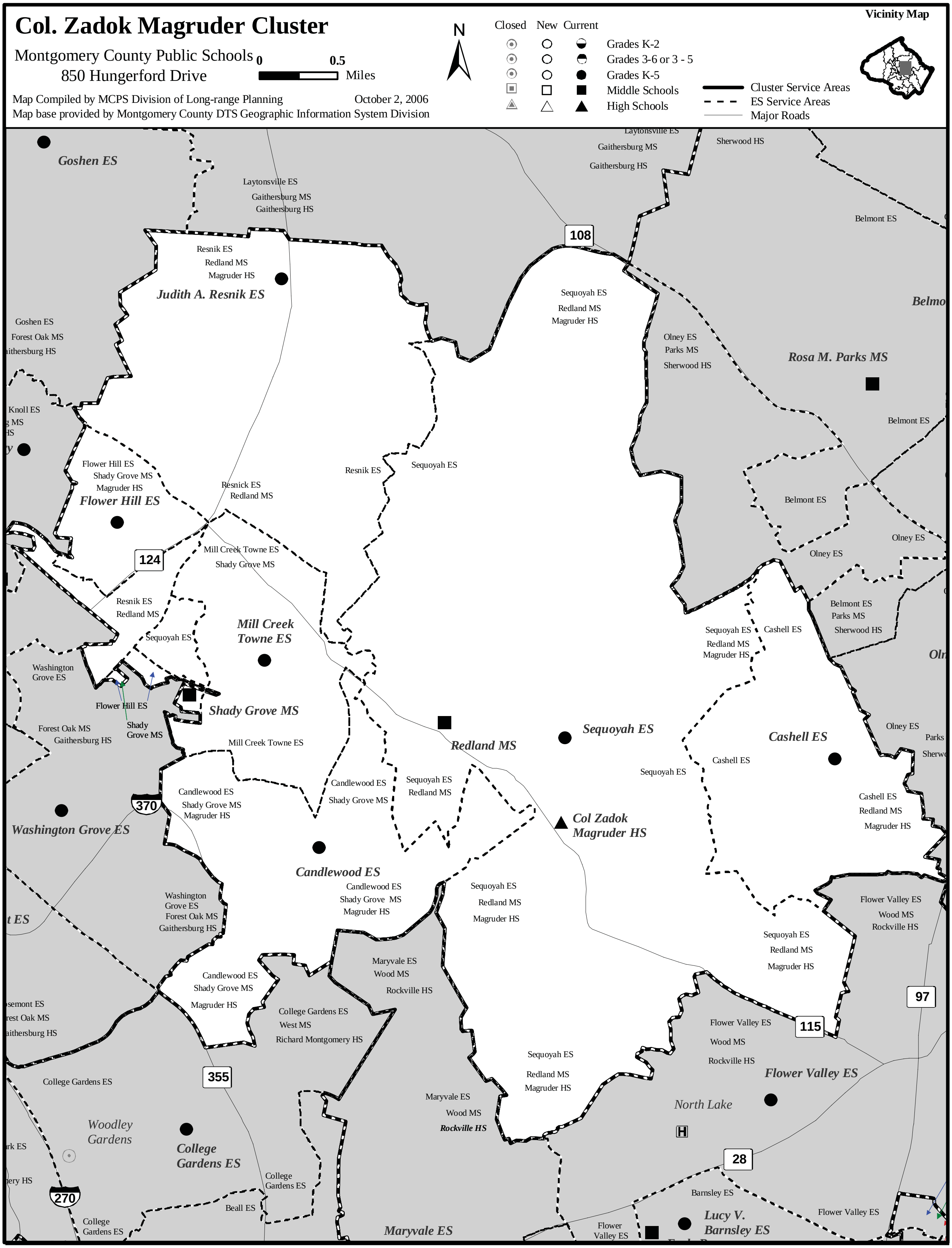
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Walter Johnson HS	9-12	1878	93		75								6		2					2	2										6			
North Bethesda MS	6-8	850	43		37								1		2																3			
Tilden MS	6-8	928	52		38								2		2					1			2								6			1
Ashburton ES	K-5	453	25	3		12						3					3													4				
Farmland ES	K-5	617	32	5		23						4																						
Garrett Park ES	K-5	456	25	5		16						4																						
Kensington–Parkwood ES	K-5	518	27	3		17						4					3																	
Luxmanor ES	K-5	222	16	4		6						3									3													
Wyngate ES	K-5	414	22	3		14						3															2							

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Walter Johnson HS	1956	1977	325,727	30.9		1405						
North Bethesda MS	1955	1999	130,461	19.1			Yes					
Tilden MS	1966		135,150	29.8		1455	Yes					
Ashburton ES	1957	1993	65,363	8.3						7		Yes
Farmland ES	1963		70,006	4.8	PK	1417				3		
Garrett Park ES	1948	2006	54,035	4.4		1388		Yes				
Kensington–Parkwood ES	1952	2005	77,136	9.9		1263	Yes					Yes
Luxmanor ES	1966		41,432	6.5	PK	1578				9		Yes
Wyngate ES	1952	1997	58,654	9.5						5		Yes

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

Note: PK denotes that a park is adjacent to the school.


Col. Zadok Magruder Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Goshen ES
Laytonsville ES
Gaithersburg MS
Gaithersburg HS
Sherwood HS
Belmont ES
108
Resnik ES
Redland MS
Magruder HS
Judith A. Resnik ES
Sequoyah ES
Redland MS
Magruder HS
Olney ES
Parks MS
Sherwood HS
Rosa M. Parks MS
Goshen ES
Forest Oak MS
Flower Hill ES
Shady Grove MS
Magruder HS
Flower Hill ES
Resnick ES
Redland MS
Resnik ES
Sequoyah ES
Belmont ES
Olney ES
Mill Creek Towne ES
Shady Grove MS
124
Resnik ES
Redland MS
Sequoyah ES
Mill Creek Towne ES
Belmont ES
Parks MS
Sherwood HS
Sequoyah ES
Redland MS
Magruder HS
Cashell ES
Washington Grove ES
Flower Hill ES
Shady Grove MS
Forest Oak MS
Gaithersburg HS
Shady Grove MS
Mill Creek Towne ES
Redland MS
Sequoyah ES
Cashell ES
Olney ES
Candlewood ES
Shady Grove MS
Sequoyah ES
Redland MS
Cashell ES
Sequoyah ES
Candlewood ES
Shady Grove MS
Magruder HS
370
Col Zadok Magruder HS
Cashell ES
Redland MS
Magruder HS
Washington Grove ES
Candlewood ES
Candlewood ES
Shady Grove MS
Magruder HS
Sequoyah ES
Redland MS
Magruder HS
Washington Grove ES
Forest Oak MS
Gaithersburg HS
Flower Valley ES
Wood MS
Rockville HS
Sequoyah ES
Redland MS
Magruder HS
Maryvale ES
Wood MS
Rockville HS
Candlewood ES
Shady Grove MS
Magruder HS
College Gardens ES
West MS
Richard Montgomery HS
97
115
Flower Valley ES
Wood MS
Rockville HS
College Gardens ES
355
Sequoyah ES
Redland MS
Magruder HS
Flower Valley ES
Maryvale ES
Wood MS
Rockville HS
North Lake
Woodley Gardens
College Gardens ES
College Gardens ES
28
Barnsley ES
270
Beall ES
Lucy V. Barnsley ES
Flower Valley ES
College Gardens ES
Maryvale ES
Flower Valley ES

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Redland Middle School

Capital Project: Improvements to this facility are needed to enclose classrooms, create appropriate hallways, add ceilings, lighting, and to reconfigure the mechanical system. An FY 2007 appropriation for planning was approved to begin the architectural design for the modifications. The scheduled completion date for the project is August 2010. In order for these modifications to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Candlewood Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2015. FY 2010 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommend in this CIP.

Cashell Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2009. An FY 2008 appropriation is recommended to construct the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: An FY 2008 appropriation is recommended to construct the gymnasium. The scheduled completion date for this gymnasium is August 2009. In order for this gymnasium to be completed on schedule, the county must provide funding at the levels recommended in this CIP.

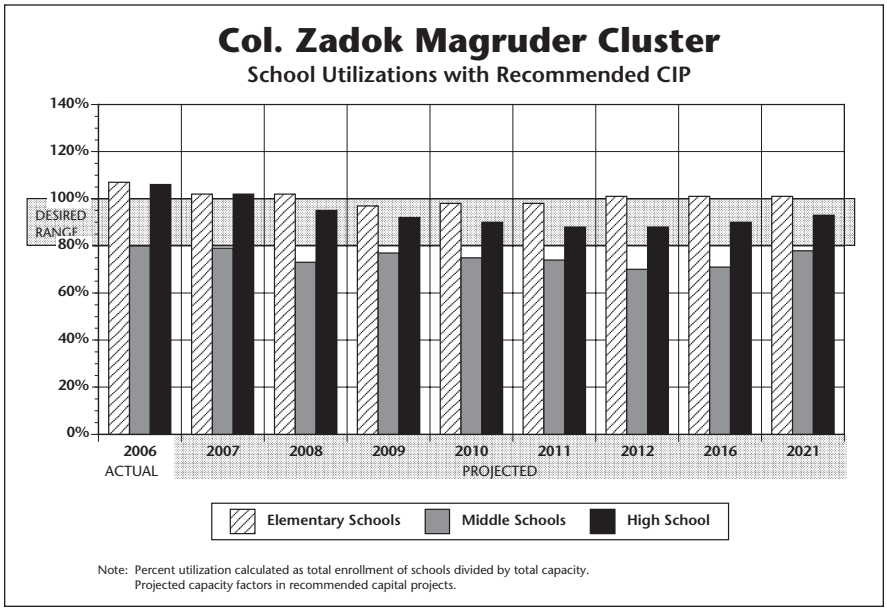
Flower Hill Elementary School

Utilization: Projections indicate enrollment at Flower Hill Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: FY 2010 expenditures are programmed 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.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Redland MS	Facility improvements	Programmed	Aug. 2010
Candlewood ES	Modernization	Programmed	Jan. 2015
Cashell ES	Modernization Gymnasium	Recommended Recommended	Aug. 2009 Aug. 2009
Flower Hill ES	Addition	Proposed	TBD



Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Col. Zadok Magruder HS		Program Capacity	2016	1999	1999	1999	1999	1999	1999	1999	1999
		Enrollment	**2140**	**2046**	**1898**	**1843**	**1808**	**1757**	**1757**	**1800**	**1850**
		Available Space	*(124)*	*(47)*	*101*	*156*	*191*	*242*	*242*	*199*	*149*
		Comments	+1 ED	+1 AUT							
Redland MS		Program Capacity	740	740	740	740	740	740	740	740	740
		Enrollment	**676**	**661**	**599**	**633**	**610**	**583**	**541**	**550**	**600**
		Available Space	*64*	*78*	*140*	*106*	*130*	*156*	*198*	*190*	*140*
		Comments	Planning for Improvements				Facility Improvements Complete				
Shady Grove MS		Program Capacity	884	871	871	871	871	871	871	871	871
		Enrollment	**615**	**605**	**584**	**600**	**594**	**609**	**594**	**600**	**650**
		Available Space	*269*	*266*	*287*	*271*	*277*	*262*	*277*	*271*	*221*
		Comments		+1 ED							
Candlewood ES		Program Capacity	401	411	411	411	411	411	411		
		Enrollment	**335**	**325**	**327**	**343**	**348**	**361**	**373**		
		Available Space	*66*	*86*	*84*	*68*	*63*	*50*	*38*		
		Comments		-1 LAD		Facility Planning For Mod.					
Cashell ES		Program Capacity	306	306	306	403	403	403	403		
		Enrollment	**306**	**300**	**288**	**290**	**294**	**305**	**316**		
		Available Space	*0*	*6*	*18*	*113*	*109*	*98*	*87*		
		Comments	+FDK -1 Exten.	@North Lake Jan. 08		Modernization Comp. Aug. 2009 +Gym					
Flower Hill ES	CSR	Program Capacity	409	396	396	396	396	396	396		
		Enrollment	**498**	**476**	**482**	**468**	**471**	**485**	**490**		
		Available Space	*(89)*	*(80)*	*(86)*	*(72)*	*(75)*	*(89)*	*(94)*		
		Comments		+1 ED		Facility Planning For Add.					
Mill Creek Towne ES	CSR	Program Capacity	393	393	393	393	393	393	393		
		Enrollment	**472**	**442**	**459**	**450**	**440**	**453**	**456**		
		Available Space	*(79)*	*(49)*	*(66)*	*(57)*	*(47)*	*(60)*	*(63)*		
		Comments									
Judith A. Resnik ES	CSR	Program Capacity	469	469	469	469	469	469	469		
		Enrollment	**562**	**515**	**495**	**478**	**472**	**465**	**482**		
		Available Space	*(93)*	*(46)*	*(26)*	*(9)*	*(3)*	*4*	*(13)*		
		Comments									
Sequoyah ES	CSR	Program Capacity	451	451	451	451	451	451	451		
		Enrollment	**431**	**407**	**415**	**416**	**435**	**416**	**428**		
		Available Space	*20*	*44*	*36*	*35*	*16*	*35*	*23*		
		Comments									
Cluster Information		HS Utilization	106%	102%	95%	92%	90%	88%	88%	90%	93%
		HS Enrollment	2140	2046	1898	1843	1808	1757	1757	1800	1850
		MS Utilization	80%	79%	73%	77%	75%	74%	70%	71%	78%
		MS Enrollment	1291	1266	1183	1233	1204	1192	1135	1150	1250
		ES Utilization	107%	102%	102%	97%	98%	98%	101%	101%	101%
		ES Enrollment	2604	2465	2466	2445	2460	2485	2545	2550	2550

*CSR - Class Size Reduction

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	2140	20.0%	0.2%	14.5%	19.3%	46.0%	16.9%	4.1%	12.7%
Redland MS	676	20.6%	0.1%	14.8%	21.3%	43.2%	33.1%	4.1%	12.7%
Shady Grove MS	615	23.7%	0.3%	15.3%	28.0%	32.7%	25.9%	4.2%	16.8%
Candlewood ES	335	10.4%	1.2%	23.3%	15.8%	49.3%	10.4%	8.1%	15.0%
Cashell ES	306	11.8%	0.3%	10.5%	13.1%	64.4%	15.4%	8.2%	5.0%
Flower Hill ES	498	33.3%	0.2%	15.1%	34.5%	16.9%	40.8%	18.5%	40.9%
Mill Creek Towne ES	472	17.6%	0.4%	16.5%	32.4%	33.1%	31.8%	10.2%	20.2%
Judith A. Resnik ES	562	29.7%	0.4%	15.7%	29.0%	25.3%	32.6%	12.8%	26.2%
Sequoyah ES	431	22.3%	0.2%	17.6%	25.1%	34.8%	37.4%	23.2%	19.8%
Elementary Cluster Total	**2604**	**22.4%**	**0.4%**	**16.4%**	**26.5%**	**34.3%**	**29.9%**	**14.0%**	**21.2%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

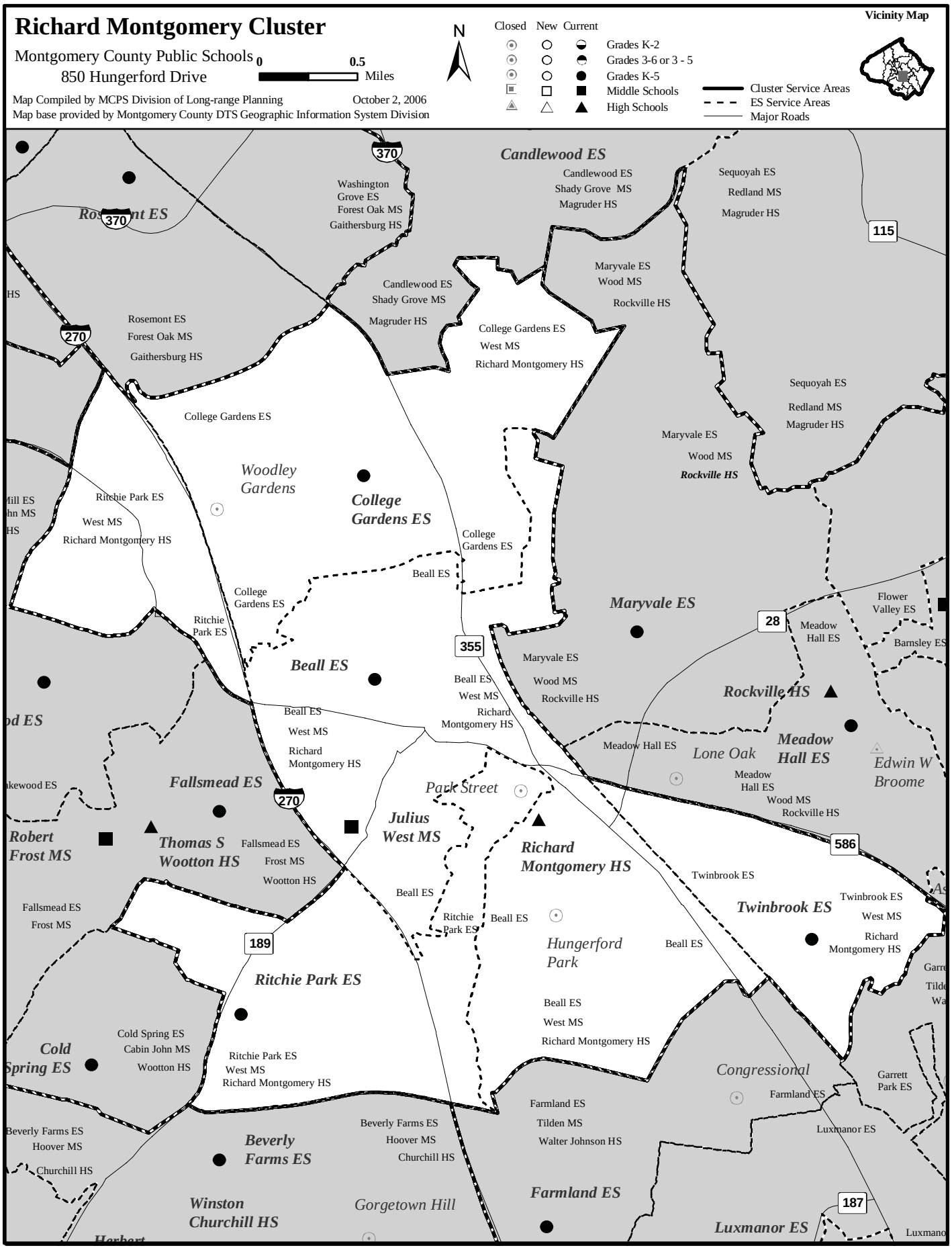
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Col. Zadok Magruder HS	9-12	2016	94		85								2		3											4								
Redland MS	6-8	740	36		33								1		2																			
Shady Grove MS	6-8	884	44		39								1		2											2								
Candlewood ES	K-5	401	22	4		14						3					1																	
Cashell ES	pre-K-5	306	20	5		10		1				2									2														
Flower Hill ES	pre-K-5	409	26	4		6	8		1		5															2								
Mill Creek Towne ES	HS-5	393	25	3		5	8		1		4							3	1															
Judith A. Resnik ES	pre-K-5	469	31	5		6	11		1		6																		2					
Sequoyah ES	K-5	451	30	5		8	9				5						3																	

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Col. Zadok Magruder HS	1970		295,478	30		1471				5		
Redland MS	1971		111,697	20.5	PK	TBD						
Shady Grove MS	1995		129,206	20			Yes					
Candlewood ES	1968		48,543	11.8		1489						Yes
Cashell ES	1969		42,860	10.2		1292	Yes			5		
Flower Hill ES	1985		58,770	10						6		Yes
Mill Creek Towne ES	1966	2000	67,465	8.4						3		Yes
Judith A. Resnik ES	1991		78,547	13				Yes		5		Yes
Sequoyah ES	1990		72,582	10						2		Yes

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

Note: PK denotes that a park is adjacent to the school.


Richard Montgomery Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed New Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Candlewood ES
Rosemont ES
Washington Grove ES
Forest Oak MS
Gaithersburg HS
Candlewood ES
Shady Grove MS
Magruder HS
Sequoyah ES
Redland MS
Magruder HS
Maryvale ES
Wood MS
Rockville HS
College Gardens ES
West MS
Richard Montgomery HS
Woodley Gardens
College Gardens ES
Ritchie Park ES
West MS
Richard Montgomery HS
Beall ES
Maryvale ES
Flower Valley ES
Meadow Hall ES
Barnsley ES
Rockville HS
Fallsmead ES
Julius West MS
Park Street
Lone Oak
Meadow Hall ES
Edwin W Broome
Robert Frost MS
Thomas S Wootton HS
Fallsmead ES
Frost MS
Wootton HS
Richard Montgomery HS
Twinbrook ES
West MS
Ritchie Park ES
Hungerford Park
Cold Spring ES
Cabin John MS
Wootton HS
Congressional
Garrett Park ES
Farmland ES
Tilden MS
Walter Johnson HS
Luxmanor ES
Beverly Farms ES
Hoover MS
Churchill HS
Winston Churchill HS
Gorgetown Hill
Herbert
270
370
355
28
115
586
189
187

SCHOOLS

Richard Montgomery High School

Utilization: Projections indicate that enrollment at Richard Montgomery High School will exceed capacity throughout the six-year CIP period. Relocatable classrooms will be used as needed until a new replacement facility is built as part of the Richard Montgomery High School replacement project.

Capital Project: A replacement facility is under construction for Richard Montgomery High School as part of the Current Replacements/Modernization Project. The completion date for the replacement facility is August 2007, with the site work to be completed by August 2008.

Beall Elementary School

Utilization: Although facility planning was programmed in the FY 2007–2012 CIP to conduct a feasibility study for an addition at this school, enrollment projections have dropped and enrollment will not exceed capacity at levels that will justify a permanent addition for the six-year period. Based on these revised enrollment projections, an addition will not be considered during this six-year CIP period. Enrollment will be monitored to determine if an addition is needed at the school in a future CIP.

College Gardens Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2008. An FY 2008 appropriation is recommended for furniture and equipment to complete the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

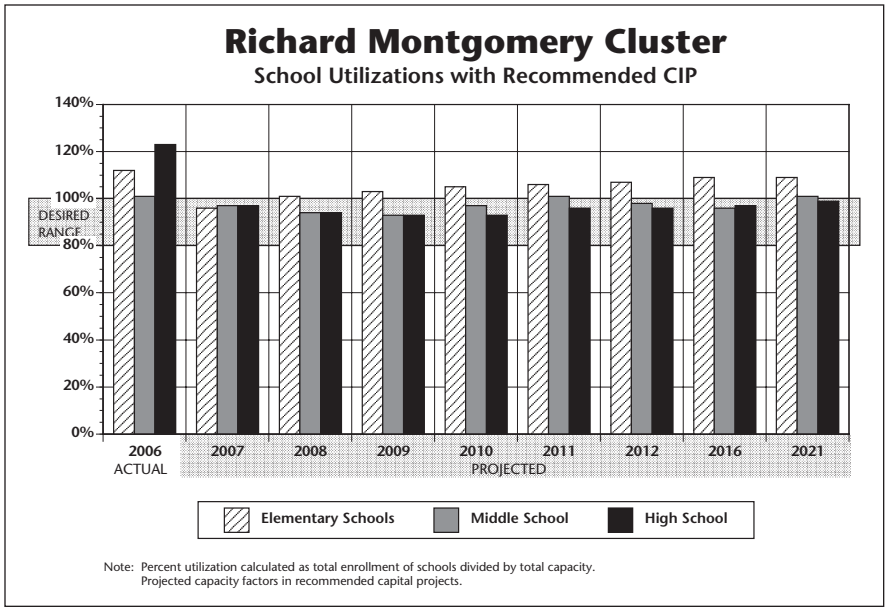
Capital Project: An FY 2007 appropriation was approved for construction of a gymnasium as part of the modernization project. The scheduled completion date for this gymnasium is January 2008. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Twinbrook Elementary School

Utilization: Although facility planning was programmed in the FY 2007–2012 CIP to conduct a feasibility study for an addition at this school, enrollment projections have dropped and enrollment will not exceed capacity at levels that will justify a permanent addition for the six-year period. Based on these revised enrollment projections, an addition will not be considered during this six-year CIP period. Enrollment will be monitored to determine if an addition is needed at the school in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Richard Montgomery HS	Replacement facility	Approved	Aug. 2007
	Site work	Approved	Aug. 2008
College Gardens ES	Modernization	Recommended	Jan. 2008
	Gymnasium	Approved	Jan. 2008



Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Richard Montgomery HS		Program Capacity	1562	1966	1966	1966	1966	1966	1966	1966	1966
		Enrollment	**1925**	**1901**	**1846**	**1824**	**1831**	**1883**	**1895**	**1900**	**1950**
		Available Space	*(364)*	*66*	*120*	*142*	*136*	*84*	*72*	*66*	*16*
		Comments		Replacement School Comp.	Site Work Complete						
Julius West MS		Program Capacity	965	973	973	973	973	973	973	973	973
		Enrollment	**988**	**956**	**922**	**918**	**954**	**991**	**965**	**950**	**1000**
		Available Space	*(23)*	*17*	*51*	*55*	*19*	*(18)*	*8*	*23*	*(27)*
		Comments		-1 LAD							
Beall ES	CSR	Program Capacity	534	534	534	534	534	534	534		
		Enrollment	**619**	**599**	**597**	**585**	**587**	**583**	**592**		
		Available Space	*(85)*	*(65)*	*(63)*	*(51)*	*(53)*	*(49)*	*(58)*		
		Comments	+1 HS								
College Gardens ES		Program Capacity	408	706	672	672	672	672	672		
		Enrollment	**523**	**552**	**599**	**633**	**646**	**662**	**666**		
		Available Space	*(115)*	*154*	*73*	*39*	*26*	*10*	*6*		
		Comments		@North Lake + FDK Mod Comp +Gym Jan. 2008	+2 AUT						
Ritchie Park ES		Program Capacity	394	394	394	394	394	394	394		
		Enrollment	**399**	**406**	**434**	**454**	**462**	**468**	**475**		
		Available Space	*(5)*	*(12)*	*(40)*	*(60)*	*(68)*	*(74)*	*(81)*		
		Comments	-1 SCB								
Twinbrook ES	CSR	Program Capacity	508	508	508	508	508	508	508		
		Enrollment	**518**	**510**	**505**	**495**	**510**	**519**	**525**		
		Available Space	*(10)*	*(2)*	*3*	*13*	*(2)*	*(11)*	*(17)*		
		Comments	+1 HS								
Cluster Information		HS Utilization	123%	97%	94%	93%	93%	96%	96%	97%	99%
		HS Enrollment	1925	1901	1846	1824	1831	1883	1895	1900	1950
		MS Utilization	101%	97%	94%	93%	97%	101%	98%	96%	101%
		MS Enrollment	988	956	922	918	954	991	965	950	1000
		ES Utilization	112%	96%	101%	103%	105%	106%	107%	109%	109%
		ES Enrollment	2059	2067	2135	2167	2205	2232	2258	2300	2300

*CSR - Class Size Reduction

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	1925	17.0%	0.2%	23.6%	14.6%	44.6%	16.4%	7.2%	14.8%
Julius West MS	988	19.7%	0.6%	19.5%	18.9%	41.2%	28.7%	15.0%	15.0%
Beall ES	619	19.9%	0.2%	27.3%	15.8%	36.8%	29.9%	17.8%	21.9%
College Gardens ES	523	18.9%	0.2%	24.9%	10.9%	45.1%	13.4%	18.2%	17.8%
Ritchie Park ES	399	15.3%	0.0%	23.3%	12.0%	49.4%	14.0%	12.0%	17.8%
Twinbrook ES	518	18.0%	1.5%	14.1%	45.6%	20.8%	59.3%	32.8%	20.8%
Elementary Cluster Total	**2059**	**18.3%**	**0.5%**	**22.6%**	**21.3%**	**37.3%**	**30.0%**	**20.5%**	**19.6%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

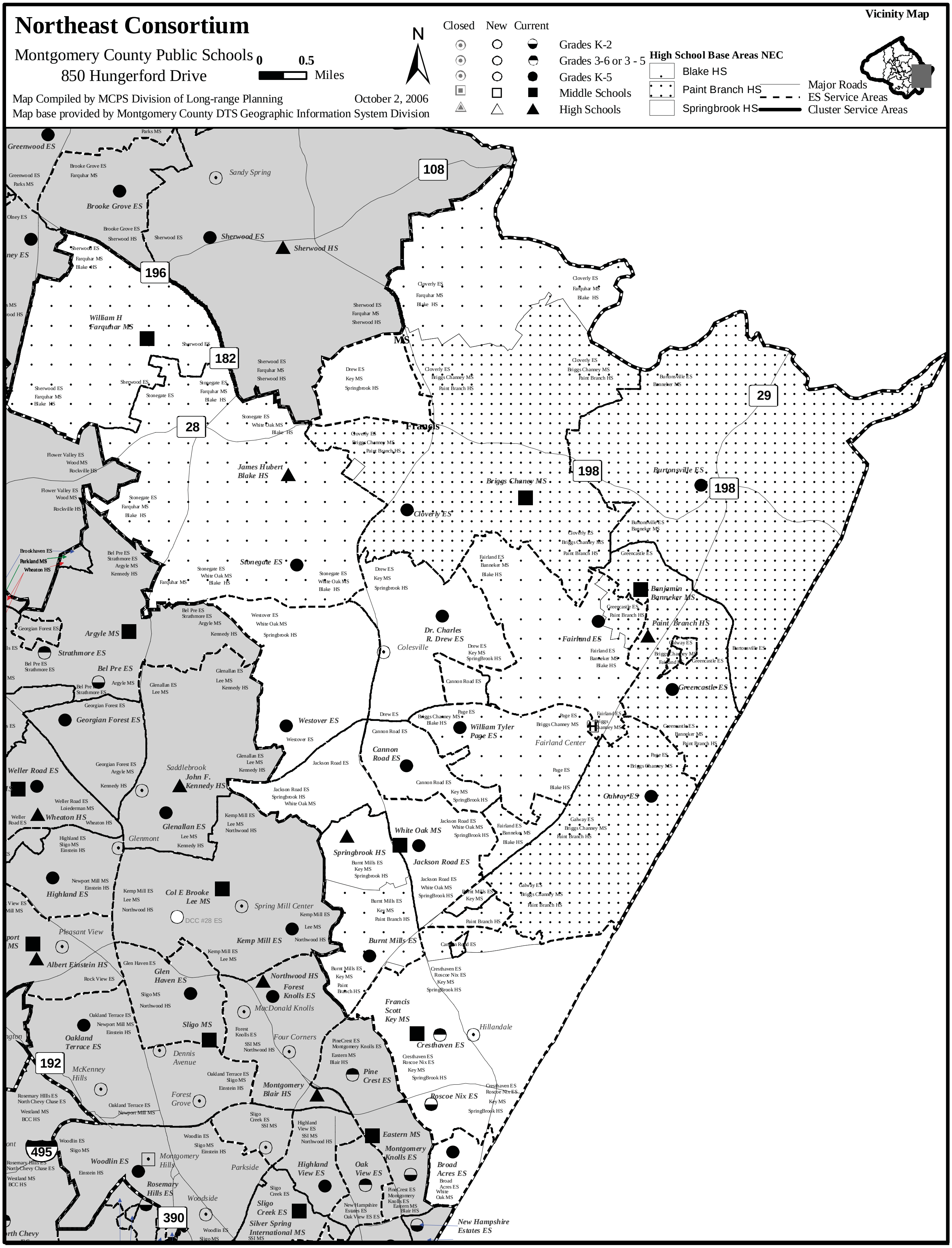
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Richard Montgomery HS	9-12	1562	75		63								4		4											4								
Julius West MS	6-8	965	52		38								5	1	5											2								1
Beall ES	HS-5	534	34	5		7	12		1	1	6								1			1											
College Gardens ES	HS-5	408	24	6		14				1		3																					
Ritchie Park ES	K-5	394	21	3		14						3									1													
Twinbrook ES	HS-5	508	32	5		7	9		1	2	5						3																	

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*: Joint Use	County Owned	Private Mod.	Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
Richard Montgomery HS	1942	1976	233,318	26.2		1287				12		
Julius West MS	1961	1995	147,223	21.3								
Beall ES	1954	1991	79,477	8.4	PK					6		Yes
College Gardens ES	1967		43,405	7.9	PK	1282	Yes					
Ritchie Park ES	1966	1997	58,500	9.2								Yes
Twinbrook ES	1952	1986	79,818	10.5					Yes	4		Yes

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

Note: PK denotes that a park is adjacent to the school.


Northeast Consortium
Montgomery County Public Schools
850 Hungerford Drive
0 0.5 Miles
N
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
Closed New Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
High School Base Areas NEC
Blake HS
Paint Branch HS
Springbrook HS
Major Roads
ES Service Areas
Cluster Service Areas
Vicinity Map
108
196
182
28
29
198
192
495
390
Greenwood ES
Brooke Grove ES
Sandy Spring
Sherwood ES
Sherwood HS
William H Farquhar MS
James Hubert Blake HS
Stonegate ES
Cloverly ES
Briggs Chaney MS
Burtonsville ES
Benjamin Banneker MS
Paint Branch HS
Fairland ES
Greencastle ES
Dr. Charles R. Drew ES
Colesville
Westover ES
William Tyler Page ES
Fairland Center
Cannon Road ES
Galway ES
Argyle MS
Strathmore ES
Bel Pre ES
Georgian Forest ES
Weller Road ES
Wheaton HS
Saddlebrook
John F. Kennedy HS
Glenallan ES
Glenmont
Highland ES
Col E Brooke Lee MS
Spring Mill Center
DCC #28 ES
Kemp Mill ES
Springbrook HS
White Oak MS
Jackson Road ES
Burnt Mills ES
Pleasant View
Albert Einstein HS
Glen Haven ES
Northwood HS
Forest Knolls ES
MacDonald Knolls
Francis Scott Key MS
Cresthaven ES
Hillandale
Oakland Terrace ES
Sligo MS
Four Corners
Dennis Avenue
McKenney Hills
Forest Grove
Montgomery Blair HS
Pine Crest ES
Roscoe Nix ES
Eastern MS
Woodlin ES
Montgomery Hills
Parkside
Highland View ES
Oak View ES
Montgomery Knolls ES
Broad Acres ES
Rosemary Hills ES
Woodside
Sligo Creek ES
Silver Spring International MS
New Hampshire Estates ES

Northeast Consortium

Montgomery County Public Schools
850 Hungerford Drive

0 0.5 Miles

Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division

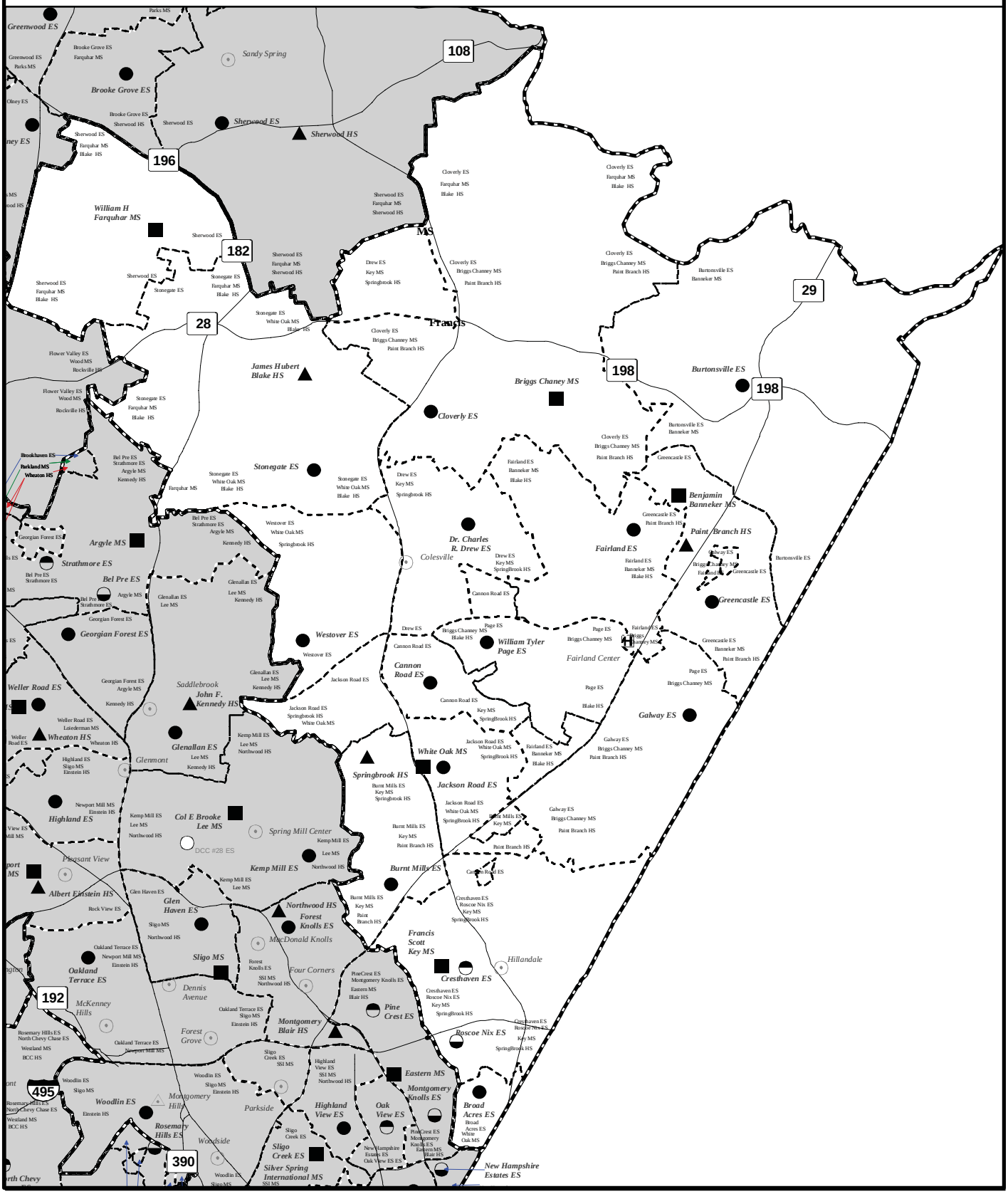
N

Closed New Current

- Grades K-2
- Grades 3-6 or 3 - 5
- Grades K-5
- Middle Schools
- High Schools

Cluster Service Areas
ES Service Areas
Major Roads

Vicinity Map



CONSORTIUM PLANNING ISSUES

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

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

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Paint Branch High School

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

Capital Project: A modernization project is scheduled for this school with a completion date of August 2010 for the facility and August 2011 for the site work. An FY 2007 appropriation was approved for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

William H. Farquhar Middle School

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

Francis Scott Key Middle School

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

Cannon Road Elementary School

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

Capital Project: FY 2009 expenditures are programmed for planning funds to begin the architectural design of a gymnasium to be constructed as a part of the modernization. The scheduled completion date for this gymnasium is January 2012. In order for this gymnasium to be completed on schedule, the county must provide funding at the levels recommended in this CIP.

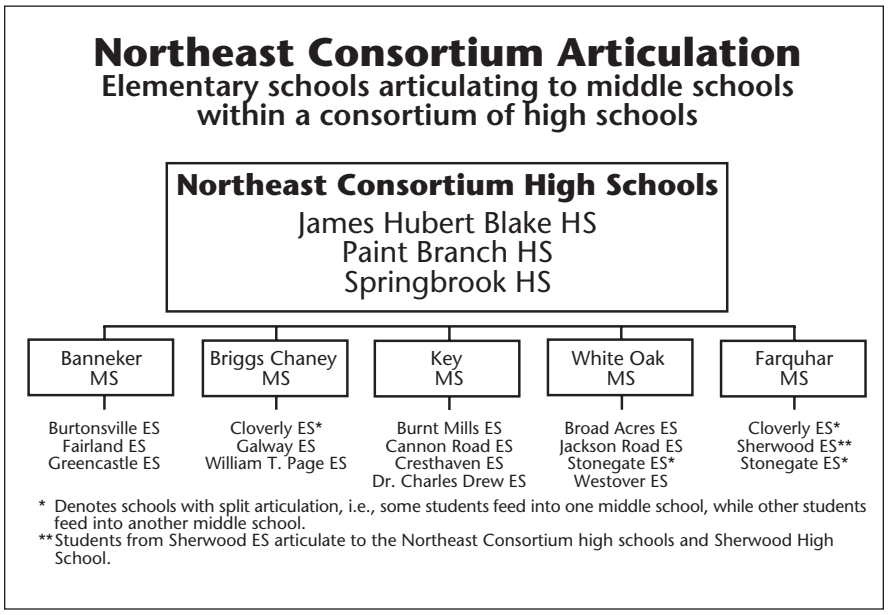
Cloverly Elementary School

Capital Project: An FY 2008 appropriation is recommended for construction funds to begin the gymnasium. The scheduled completion date for this gymnasium is August 2008. In order for this gymnasium to be completed on schedule, the county must provide funding at the levels recommended in this CIP.

Cresthaven Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2010. An FY 2007 appropriation was approved for planning to begin the architectural design for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: An FY 2007 appropriation was approved



for planning for a gymnasium to be constructed as part of the modernization project. The scheduled completion date for this gymnasium is August 2010. In order for this gymnasium to be completed on schedule, the county must provide funding at the levels approved in this CIP.

Fairland Elementary School

Utilization: Projections indicate enrollment at Fairland Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2007 appropriation was approved for construction to construct a gymnasium at this school. The scheduled completion date for this gymnasium is August 2007. In order for this gymnasium to be completed on schedule, the county must provide funding at the levels recommended in this CIP.

Capital Project: An FY 2008 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.

Galway Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of January 2009. An FY 2008 appropriation is recommended for 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.

Jackson Road Elementary School

Utilization: Projections indicate enrollment at Jackson Road Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until additional capacity can be added.

Capital Project: An FY 2007 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.

Sherwood Elementary School

Utilization: Projections indicate that enrollment at Sherwood Elementary School will exceed capacity throughout the six-year CIP period. Relocatable classrooms will continue to be overutilized until an addition is constructed.

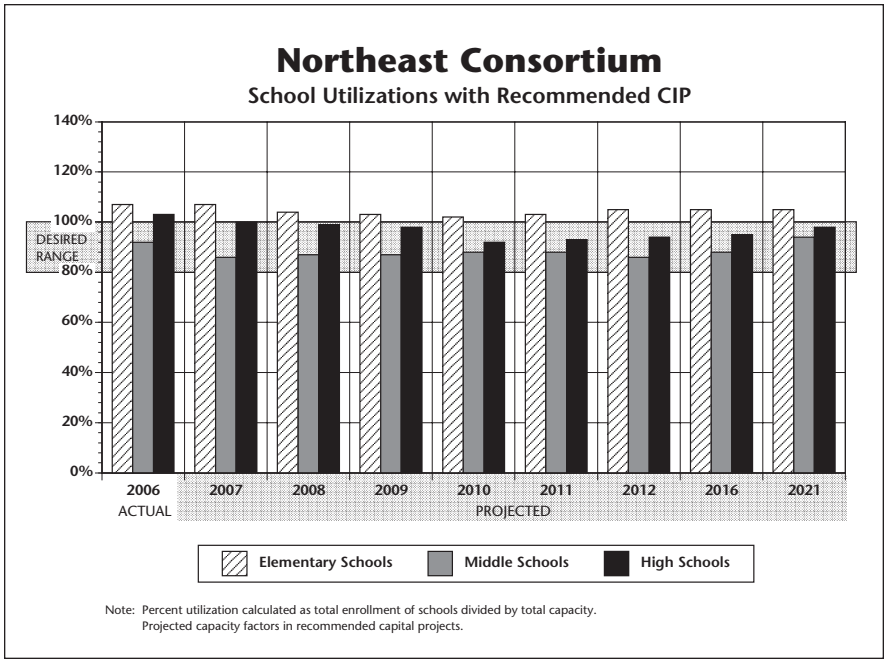
Capital Project: An FY 2006 appropriation was approved in the Amended FY 2005–2010 CIP for facility planning to determine the scope, feasibility, and cost of a classroom addition. An opening date for the addition will be determined as part of next year's full CIP.

Stonegate Elementary School

Capital Project: An FY 2008 appropriation is recommended to construct the gymnasium. The scheduled completion date for this gymnasium is August 2008. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Paint Branch HS	Modernization Site work	Programmed Programmed	Aug. 2010 Aug. 2011
Farquhar MS	Modernization	Programmed	Aug. 2015
Key MS	Modernization	Recommended	Aug. 2009
Cannon Road ES	Modernization Gymnasium	Programmed Programmed	Jan. 2012 Jan. 2012
Cloverly ES	Gymnasium	Recommended	Aug. 2008
Cresthaven ES	Modernization Gymnasium	Programmed Programmed	Aug. 2010 Aug. 2010
Fairland ES	Gymnasium Addition	Recommended Proposed	Aug. 2007 TBD
Galway ES	Modernization	Recommended	Jan. 2009
Jackson Road ES	Addition	Proposed	TBD
Sherwood ES	Classroom addition	Proposed	TBD
Stonegate ES	Gymnasium	Recommended	Aug. 2008



Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools		Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
James Blake HS	Program Capacity	1733	1733	1733	1733	1733	1733	1733	1733	1733
	Enrollment	**1860**	**1849**	**1781**	**1763**	**1796**	**1798**	**1800**	**1800**	**1850**
	Available Space	*(127)*	*(116)*	*(48)*	*(30)*	*(63)*	*(65)*	*(67)*	*(67)*	*(117)*
	Comments	+1 SCB								
Paint Branch HS	Program Capacity	1593	1593	1593	1593	1899	1899	1899	1899	1899
	Enrollment	**1753**	**1700**	**1688**	**1699**	**1653**	**1665**	**1697**	**1700**	**1750**
	Available Space	*(160)*	*(107)*	*(95)*	*(106)*	*246*	*234*	*202*	*199*	*149*
	Comments			Replacement School In Progress		Replace. School Complete	Site Work Complete			
Springbrook HS	Program Capacity	2148	2148	2148	2148	2148	2148	2148	2148	2148
	Enrollment	**2001**	**1918**	**1926**	**1898**	**1895**	**1915**	**1947**	**2000**	**2050**
	Available Space	*147*	*230*	*222*	*250*	*253*	*233*	*201*	*148*	*98*
	Comments	-1 SCB								
Benjamin Banneker MS	Program Capacity	876	876	876	876	876	876	876	876	876
	Enrollment	**765**	**710**	**717**	**775**	**800**	**774**	**739**	**750**	**800**
	Available Space	*110*	*166*	*158*	*100*	*76*	*102*	*136*	*126*	*76*
	Comments									
Briggs Chaney MS	Program Capacity	926	926	926	926	926	926	926	926	926
	Enrollment	**945**	**863**	**852**	**840**	**865**	**863**	**840**	**850**	**900**
	Available Space	*(18)*	*64*	*74*	*86*	*62*	*64*	*86*	*76*	*26*
	Comments									
William H. Farquhar MS	Program Capacity	838	838	838	838	838	838	838	838	838
	Enrollment	**735**	**698**	**683**	**649**	**649**	**649**	**649**	**650**	**700**
	Available Space	*103*	*140*	*155*	*189*	*189*	*189*	*189*	*188*	*138*
	Comments					Facility Planning For Mod.				
Francis Scott Key MS	Program Capacity	901	901	901	878	878	878	878	878	878
	Enrollment	**792**	**751**	**796**	**777**	**779**	**776**	**786**	**800**	**850**
	Available Space	*109*	*150*	*105*	*101*	*99*	*102*	*92*	*78*	*28*
	Comments		@ Tilden Center		Modernization Complete +2 AUT					
White Oak MS	Program Capacity	847	847	847	847	847	847	847	847	847
	Enrollment	**811**	**769**	**759**	**741**	**767**	**774**	**762**	**800**	**850**
	Available Space	*36*	*78*	*88*	*106*	*80*	*73*	*85*	*47*	*(3)*
	Comments									

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Broad Acres ES	CSR	Program Capacity	651	651	651	651	651	651	651		
		Enrollment	**460**	**453**	**454**	**475**	**488**	**504**	**516**		
		Available Space	*191*	*198*	*197*	*176*	*163*	*147*	*135*		
		Comments	+13 Rooms								
Burnt Mills ES	CSR	Program Capacity	393	393	393	393	393	393	393		
		Enrollment	**339**	**357**	**362**	**377**	**386**	**392**	**399**		
		Available Space	*54*	*36*	*31*	*16*	*7*	*1*	*(6)*		
		Comments	Boundary Change -1 pre-K								
Burtonsville ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	**602**	**570**	**558**	**558**	**566**	**581**	**579**		
		Available Space	*(18)*	*14*	*26*	*26*	*18*	*3*	*5*		
		Comments	+FDK +1 LAD								
Cannon Road ES	CSR	Program Capacity	277	277	277	277	277	277	277		
		Enrollment	**369**	**366**	**373**	**352**	**355**	**357**	**375**		
		Available Space	*(92)*	*(89)*	*(96)*	*(75)*	*(78)*	*(80)*	*(98)*		
		Comments		Facility Planning For Mod.			@ Fairland Mod. Comp. +Gym Jan. 2012				
Cloverly ES		Program Capacity	483	483	483	483	483	483	483		
		Enrollment	**515**	**528**	**535**	**522**	**522**	**529**	**535**		
		Available Space	*(32)*	*(45)*	*(52)*	*(39)*	*(39)*	*(46)*	*(52)*		
		Comments			+Gym						
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES		Program Capacity	371	371	286	371	489	489	489		
		Enrollment	**328**	**349**	**346**	**341**	**359**	**375**	**384**		
		Available Space	*43*	*22*	*(60)*	*30*	*130*	*114*	*105*		
		Comments	-1 LAD Reorganize Grades 3-5		@ Fairland Jan. 09		Mod. Complete Aug. 2010 + Gym				
Dr. Charles R. Drew E	CSR	Program Capacity	451	451	451	451	451	451	451		
		Enrollment	**462**	**447**	**420**	**428**	**421**	**429**	**443**		
		Available Space	*(11)*	*4*	*31*	*23*	*30*	*22*	*8*		
		Comments									
Fairland ES	CSR	Program Capacity	354	354	354	354	354	354	354		
		Enrollment	**507**	**497**	**513**	**503**	**505**	**498**	**503**		
		Available Space	*(153)*	*(143)*	*(159)*	*(149)*	*(151)*	*(144)*	*(149)*		
		Comments		+ Gym Fac. Plng. For Add.							
Galway ES	CSR	Program Capacity	417	417	754	754	754	754	754		
		Enrollment	**699**	**706**	**723**	**727**	**730**	**732**	**737**		
		Available Space	*(282)*	*(289)*	*31*	*27*	*24*	*22*	*17*		
		Comments	Planning For Mod. +1 ELC	+1 ELC	@ Fairland Mod. Comp. Jan. 2009						

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Greencastle ES	CSR	Program Capacity	578	568	568	568	568	568	568		
		Enrollment	**569**	**548**	**542**	**529**	**513**	**514**	**535**		
		Available Space	*9*	*20*	*26*	*39*	*55*	*54*	*33*		
		Comments		+2 PEP							
Jackson Road ES	CSR	Program Capacity	380	380	380	380	380	380	380		
		Enrollment	**560**	**549**	**566**	**545**	**542**	**549**	**568**		
		Available Space	*(180)*	*(169)*	*(186)*	*(165)*	*(162)*	*(169)*	*(188)*		
		Comments	Facility Planning For Add.								
Roscoe R. Nix ES Grades (K-2) Paired With Cresthaven ES	CSR	Program Capacity	486	486	486	486	486	486	486		
		Enrollment	**341**	**386**	**407**	**417**	**421**	**420**	**419**		
		Available Space	*145*	*100*	*79*	*69*	*65*	*66*	*67*		
		Comments									
William T. Page ES	CSR	Program Capacity	348	348	348	348	348	348	348		
		Enrollment	**384**	**362**	**341**	**341**	**339**	**347**	**356**		
		Available Space	*(36)*	*(14)*	*7*	*7*	*9*	*1*	*(8)*		
		Comments									
Sherwood ES		Program Capacity	377	377	377	377	377	377	377		
		Enrollment	**475**	**470**	**476**	**479**	**487**	**496**	**526**		
		Available Space	*(98)*	*(93)*	*(99)*	*(102)*	*(110)*	*(119)*	*(149)*		
		Comments									
Stonegate ES		Program Capacity	428	428	428	428	428	428	428		
		Enrollment	**449**	**459**	**477**	**497**	**500**	**508**	**502**		
		Available Space	*(21)*	*(31)*	*(49)*	*(69)*	*(72)*	*(80)*	*(74)*		
		Comments			+Gym						
Westover ES		Program Capacity	298	281	281	281	281	281	281		
		Enrollment	**282**	**283**	**292**	**303**	**296**	**298**	**312**		
		Available Space	*16*	*(2)*	*(11)*	*(22)*	*(15)*	*(17)*	*(31)*		
		Comments	+2 AUT -2 ELC	+1 AUT							
Cluster Information		HS Utilization	103%	100%	99%	98%	92%	93%	94%	95%	98%
		HS Enrollment	5614	5467	5395	5360	5344	5378	5444	5500	5650
		MS Utilization	92%	86%	87%	87%	88%	88%	86%	88%	94%
		MS Enrollment	4048	3791	3807	3782	3860	3836	3776	3850	4100
		ES Utilization	107%	107%	104%	103%	102%	103%	105%	105%	105%
		ES Enrollment	7341	7330	7385	7394	7430	7529	7689	7700	7700

*CSR - Class Size Reduction

Demographic Characteristics of Schools

	2006–2007						2005–2006		
Schools	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMs%*	ESOL%**	Mobility Rate%***
James Blake HS	1860	34.4%	0.4%	9.6%	13.3%	42.3%	11.2%	0.9%	14.3%
Paint Branch HS	1753	46.6%	0.2%	19.6%	9.6%	24.0%	17.9%	1.1%	16.4%
Springbrook HS	2001	45.7%	0.3%	16.0%	21.8%	16.1%	27.3%	5.3%	13.9%
Benjamin Banneker MS	765	59.1%	0.3%	13.3%	11.2%	16.1%	33.3%	3.4%	24.0%
Briggs Chaney MS	945	47.9%	0.4%	16.3%	15.1%	20.2%	23.4%	3.6%	17.0%
William H. Farquhar MS	735	21.2%	0.0%	13.1%	7.3%	58.4%	10.3%	1.1%	7.5%
Francis Scott Key MS	792	48.9%	0.5%	12.1%	27.8%	10.7%	41.3%	5.2%	20.9%
White Oak MS	811	37.0%	0.5%	13.2%	30.2%	19.1%	39.3%	6.8%	19.5%
Broad Acres ES	460	24.8%	0.7%	10.4%	64.1%	0.0%	95.9%	43.9%	38.5%
Burnt Mills ES	339	66.7%	0.3%	4.7%	23.6%	4.7%	85.3%	27.7%	39.7%
Burtonsville ES	602	53.0%	0.3%	18.6%	9.5%	18.6%	24.3%	10.3%	20.9%
Cannon Road ES	369	39.6%	0.0%	14.4%	30.4%	15.7%	36.9%	19.8%	19.2%
Cloverly ES	515	22.5%	0.8%	13.6%	9.3%	53.8%	8.2%	5.2%	11.3%
Cresthaven ES	328	43.3%	0.0%	11.6%	33.8%	11.3%	76.2%	26.2%	25.0%
Dr. Charles R. Drew ES	462	43.7%	0.6%	18.6%	17.1%	19.9%	34.0%	8.2%	14.1%
Fairland ES	507	53.6%	0.2%	16.4%	14.8%	15.0%	40.6%	13.6%	25.8%
Galway ES	699	55.5%	0.4%	17.0%	16.0%	11.0%	36.1%	19.7%	23.6%
Greencastle ES	569	72.9%	0.5%	10.0%	12.1%	4.4%	49.0%	12.0%	38.9%
Jackson Road ES	560	43.4%	0.0%	11.6%	30.4%	14.6%	51.8%	16.6%	21.5%
Roscoe R. Nix ES	341	36.7%	0.6%	13.5%	40.5%	8.8%			
William T. Page ES	384	52.1%	0.0%	22.1%	16.1%	9.6%	30.7%	13.8%	13.5%
Sherwood ES	475	20.0%	0.0%	16.6%	11.2%	52.2%	12.2%	35.6%	8.7%
Stonegate ES	449	32.3%	0.4%	17.6%	10.2%	39.4%	10.5%	2.7%	13.7%
Westover ES	282	33.0%	0.7%	19.1%	11.7%	35.5%	9.2%	9.6%	9.5%
Elementary Cluster Total	**7341**	**44.1%**	**0.4%**	**14.8%**	**21.0%**	**19.7%**	**37.3%**	**16.5%**	**20.2%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

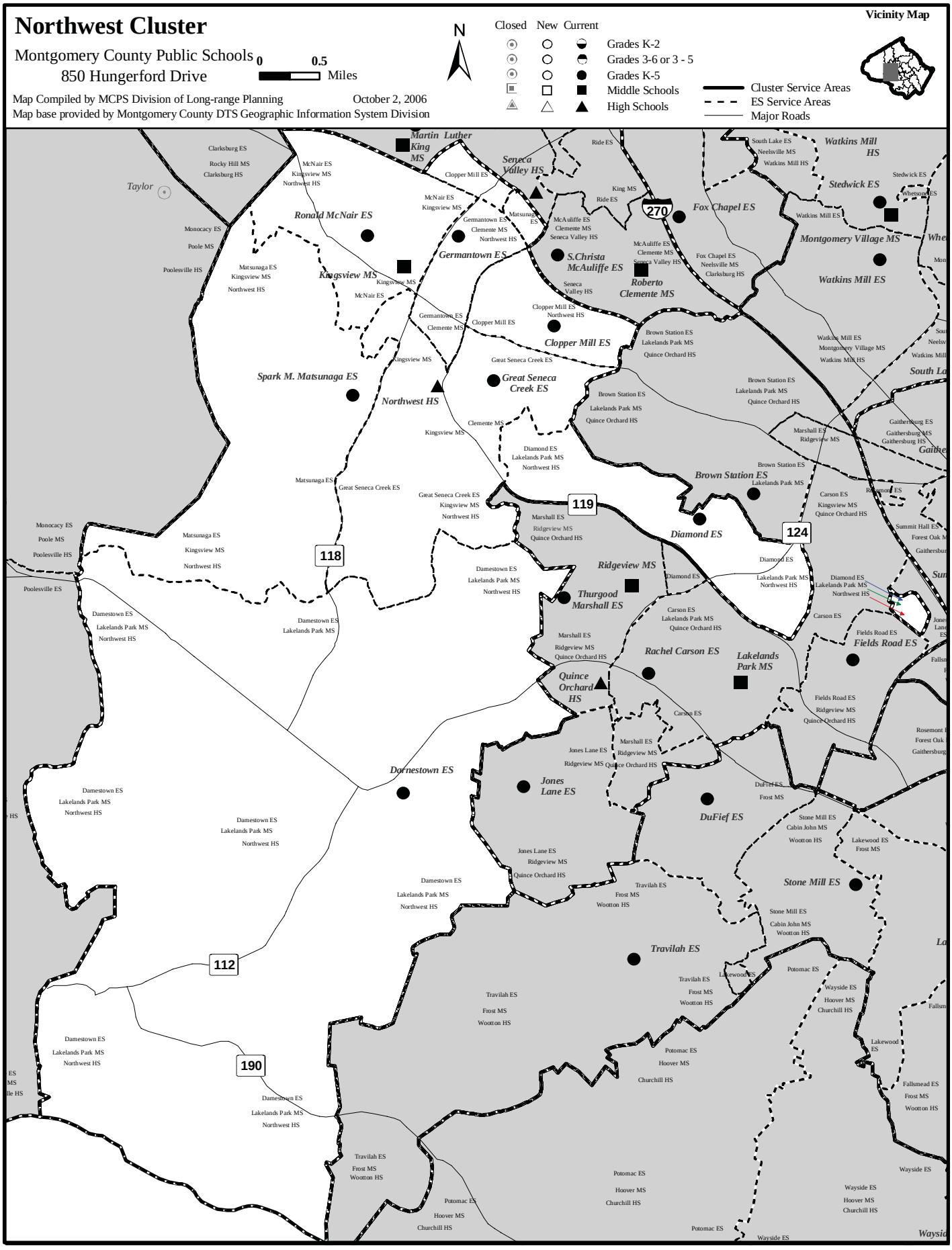
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
James Blake HS	9-12	1733	79		75										3						1													
Paint Branch HS	9-12	1593	75		67										3					3						2								
Springbrook HS	9-12	2148	101		90								4		3					2	2													
Benjamin Banneker MS	6-8	876	43		39								1		2					1														
Briggs Chaney MS	6-8	926	46		41								1		2											2								
William H. Farquhar MS	6-8	838	42		37										3					1	1													
Francis Scott Key MS	6-8	901	44		40								1		3																			
White Oak MS	6-8	847	47		34								2	1	2					2	2										4			
Broad Acres ES	pre-K-5	651	40	7		14	9		1	1	5			1			2																	
Burnt Mills ES	HS-5	393	24	4		7	7		1		4						1																	
Burtonsville ES	K-5	584	30	4		21						4					1																	
Cannon Road ES	K-5	277	24	6		1	8				4						3		1			1												
Cloverly ES	K-5	483	27	3		15						3											3							3				
Cresthaven ES	K-3	371	22	5		15											2																	
Dr. Charles R. Drew ES	pre-K-5	451	28	3		9	6		1		3						3				3													
Fairland ES	HS-5	354	25	4		3	10			1	5															2								
Galway ES	HS-5	417	32	6			13		1		6					2		4																
Greencastle ES	pre-K-5	578	33	4		12	11		1		5																							
Jackson Road ES	HS-5	380	25	4		1	10		1		5																			4				
Roscoe R. Nix ES	pre-K-2	486	33	3			20	1			8										1													
William T. Page ES	pre-K-5	348	22	3		6	7	1			3						2																	
Sherwood ES	K-5	377	22	4		13						3									2													
Stonegate ES	HS-5	428	24	4		14				1		3								2														
Westover ES	K-5	298	18	3		10						2							1				2											

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
James Blake HS	1998		297,125	91.3						7		
Paint Branch HS	1969		260,680	34		1425				4		
Springbrook HS	1960	1994	305,006	27.4								
Benjamin Banneker MS	1974		117,035	20		TBD					Yes	
Briggs Chaney MS	1991		115,000	29.4			Yes					
William H. Farquhar MS	1968		116,300	20		1434						
Francis Scott Key MS	1966		120,670	20.6		1389				2	Yes	
White Oak MS	1962	1993	140,990	17.3								
Broad Acres ES	1952	2006	88,922	6.2	PK	TBD					Yes	Yes
Burnt Mills ES	1964	1990	57,318	15.1		TBD				2	Yes	Yes
Burtonsville ES	1952	1993	71,349							3		Yes
Cannon Road ES	1967		44,839	4.4		1357				7		
Cloverly ES	1961	1989	55,965	10	PK					2		
Cresthaven ES	1962		46,490	9.8		1311				3	Yes	
Dr. Charles R. Drew ES	1991	2003	73,975	12								Yes
Fairland ES	1992	2006	62,078	11.8						7		
Galway ES	1967		67,452	9		1301				12		Yes
Greencastle ES	1988		78,275	18.9						3	Yes	Yes
Jackson Road ES	1959	1995	65,279	8.8				Yes		10		Yes
Roscoe R. Nix ES	2006		88,351	7.8								Yes
William T. Page ES	1965	2003	58,726	9.8		1404	Yes	Yes				Yes
Sherwood ES	1977		60,064	11.1		TBD			Yes	7		Yes
Stonegate ES	1971		44,966	10.3		TBD	Yes			3		
Westover ES	1964	1998	54,645	7.6								Yes

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

Note: PK denotes that a park is adjacent to the school.


Northwest Cluster
Montgomery County Public Schools
850 Hungerford Drive
0 0.5 Miles
Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed New Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Martin Luther King MS
Seneca Valley HS
Watkins Mill HS
Stedwick ES
Fox Chapel ES
Montgomery Village MS
Watkins Mill ES
Ronald McNair ES
Germantown ES
S.Christa McAuliffe ES
Roberto Clemente MS
Kingsview MS
Clopper Mill ES
Spark M. Matsunaga ES
Great Seneca Creek ES
Northwest HS
Brown Station ES
Diamond ES
Ridgeview MS
Thurgood Marshall ES
Rachel Carson ES
Lakelands Park MS
Quince Orchard HS
Fields Road ES
Damestown ES
Jones Lane ES
DuFief ES
Travilah ES
Stone Mill ES
Wootton HS
Churchill HS
Potomac ES
Hoover MS
Wayside ES
Lakewood ES
Frost MS
Fallsmead ES
Taylor
270
119
124
118
112
190

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Darnestown Elementary School

Utilization: Although facility planning was programmed in the FY 2007–2012 CIP to conduct a feasibility study for an addition at this school, enrollment projections have dropped and enrollment will not exceed capacity at levels that will justify a permanent addition for the six-year period. Based on these revised enrollment projections, an addition will not be considered during this six-year CIP period. Enrollment will be monitored to determine if an addition is needed at the school in a future CIP.

Spark M. Matsunaga Elementary School

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

Ronald McNair Elementary School

Utilization: Projections indicate enrollment at Ronald McNair Elementary School will exceed capacity by at least four classrooms by the end of the six-year period. Enrollment will be monitored to determine if a facility plan is needed in the future.

Northwest Cluster Articulation*

Northwest High School

Roberto Clemente MS	Kingsview MS	Lakelands Park MS
Clopper Mill ES	Ronald McNair ES	Darnestown ES
Germantown ES	Spark M. Matsunaga ES	Diamond ES** (North of Great Seneca Highway)
Great Seneca Creek ES**	Great Seneca Creek ES**	

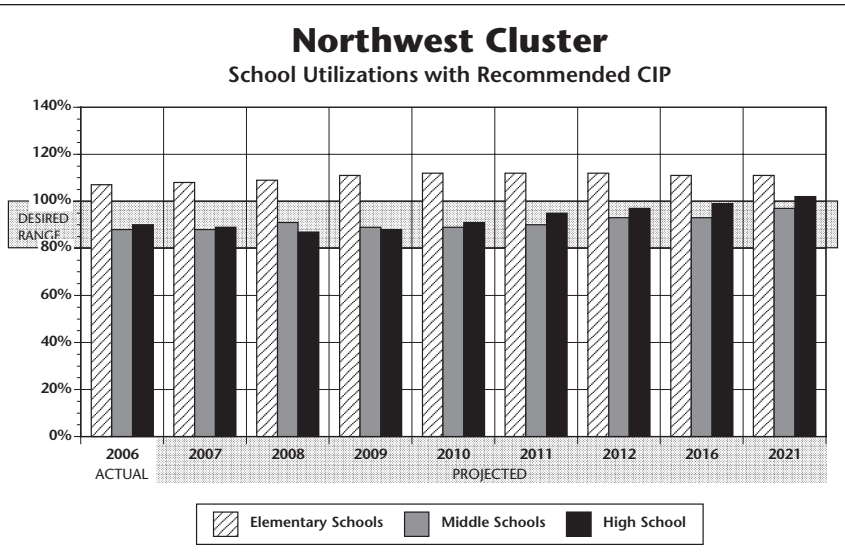
* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

* 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.



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

Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Northwest HS		Program Capacity	2214	2214	2214	2214	2214	2214	2214	2214	2214
		Enrollment	**1999**	**1962**	**1932**	**1946**	**2024**	**2100**	**2146**	**2200**	**2250**
		Available Space	*215*	*252*	*282*	*268*	*190*	*114*	*68*	*14*	*(36)*
		Comments	+30 Rooms +1 ED								
Roberto Clemente MS		Program Capacity	1162	1175	1175	1175	1175	1175	1175	1175	1175
		Enrollment	**1122**	**1122**	**1133**	**1084**	**1058**	**1016**	**1041**	**1050**	**1100**
		Available Space	*40*	*53*	*42*	*91*	*117*	*159*	*134*	*125*	*75*
		Comments		-1 LFI							
Kingsview MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	**820**	**841**	**896**	**906**	**917**	**941**	**979**	**950**	**1000**
		Available Space	*136*	*115*	*60*	*50*	*39*	*15*	*(23)*	*6*	*(44)*
		Comments									
Lakelands Park MS		Program Capacity	1052	1052	1052	1052	1052	1052	1052	1052	1052
		Enrollment	**863**	**835**	**877**	**831**	**846**	**898**	**940**	**950**	**1000**
		Available Space	*189*	*217*	*175*	*221*	*206*	*154*	*112*	*102*	*52*
		Comments	-1 Extensions								
Clopper Mill ES	CSR	Program Capacity	429	429	429	429	429	429	429		
		Enrollment	**429**	**410**	**400**	**424**	**433**	**448**	**454**		
		Available Space	*0*	*19*	*29*	*5*	*(4)*	*(19)*	*(25)*		
		Comments	Boundary Change								
Darnestown ES		Program Capacity	273	273	273	273	273	273	273		
		Enrollment	**386**	**365**	**368**	**365**	**349**	**335**	**342**		
		Available Space	*(113)*	*(92)*	*(95)*	*(92)*	*(76)*	*(62)*	*(69)*		
		Comments	+FDK								
Diamond ES		Program Capacity	511	511	511	511	511	511	511		
		Enrollment	**418**	**408**	**417**	**432**	**442**	**450**	**452**		
		Available Space	*93*	*103*	*94*	*79*	*69*	*61*	*59*		
		Comments									
Germantown ES		Program Capacity	292	292	292	292	292	292	292		
		Enrollment	**326**	**300**	**296**	**295**	**290**	**296**	**302**		
		Available Space	*(34)*	*(8)*	*(4)*	*(3)*	*2*	*(4)*	*(10)*		
		Comments	Boundary Change								
Great Seneca Creek ES		Program Capacity	685	659	659	659	659	659	659		
		Enrollment	**502**	**619**	**638**	**673**	**702**	**712**	**718**		
		Available Space	*183*	*40*	*21*	*(14)*	*(43)*	*(53)*	*(59)*		
		Comments	Opens +FDK +Gym	+2 ED							
Spark M. Matsunaga ES		Program Capacity	683	683	683	683	683	683	683		
		Enrollment	**929**	**895**	**940**	**937**	**928**	**912**	**881**		
		Available Space	*(246)*	*(212)*	*(257)*	*(254)*	*(245)*	*(229)*	*(198)*		
		Comments	+FDK Boundary Change								
Ronald McNair ES		Program Capacity	611	611	611	611	611	611	611		
		Enrollment	**739**	**736**	**721**	**716**	**719**	**719**	**716**		
		Available Space	*(128)*	*(125)*	*(110)*	*(105)*	*(108)*	*(108)*	*(105)*		
		Comments									
Cluster Information		HS Utilization	90%	89%	87%	88%	91%	95%	97%	99%	102%
		HS Enrollment	1999	1962	1932	1946	2024	2100	2146	2200	2250
		MS Utilization	88%	88%	91%	89%	89%	90%	93%	93%	97%
		MS Enrollment	2805	2798	2906	2821	2821	2855	2960	2950	3100
		ES Utilization	107%	108%	109%	111%	112%	112%	112%	111%	111%
		ES Enrollment	3729	3733	3780	3842	3863	3872	3865	3850	3850

*CSR - Class Size Reduction

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Northwest HS	1999	29.0%	0.3%	16.7%	14.9%	39.3%	13.9%	0.4%	13.8%
Roberto Clemente MS	1122	27.4%	0.3%	20.9%	19.5%	32.0%	22.5%	3.7%	15.1%
Kingsview MS	820	24.8%	0.4%	26.8%	13.0%	35.0%	18.2%	2.6%	10.4%
Lakelands Park MS	863	16.8%	0.5%	12.2%	15.2%	55.4%	9.2%	3.0%	12.6%
Clopper Mill ES	429	35.9%	0.0%	10.3%	41.0%	12.8%	47.8%	24.5%	32.3%
Darnestown ES	386	4.1%	0.5%	11.1%	5.2%	79.0%	4.7%	4.1%	7.4%
Diamond ES	418	11.5%	0.5%	28.0%	12.7%	47.4%	10.5%	9.3%	24.0%
Germantown ES	326	32.2%	0.3%	16.0%	19.3%	32.2%	42.0%	14.4%	25.6%
Great Seneca Creek ES	502	24.7%	0.2%	24.7%	13.1%	37.3%			
Spark M. Matsunaga ES	929	15.9%	0.2%	38.0%	8.9%	36.9%	14.3%	7.1%	8.4%
Ronald McNair ES	739	27.1%	0.7%	21.1%	14.7%	36.4%	18.5%	11.5%	12.0%
Elementary Cluster Total	**3729**	**21.3%**	**0.3%**	**23.8%**	**15.3%**	**39.2%**	**18.1%**	**9.6%**	**15.7%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Northwest HS	9-12	2214	102		95										3											4								
Roberto Clemente MS	6-8	1162	59		51								1		3					2	2													
Kingsview MS	6-8	956	47		42								1		4																			
Lakelands Park MS	6-8	1052	54		47								1		2						2						1							1
Clopper Mill ES	HS-5	429	28	5		7	8		1	1	4												2											
Darnestown ES	K-5	273	16	4		9						3																						
Diamond ES	K-5	511	29	4		18						3				1							3											
Germantown ES	K-5	292	19	4		10						2									3													
Great Seneca Creek ES	K-5	685	34	4		25						5																						
Spark M. Matsunaga ES	K-5	683	34	4		23						7																						
Ronald McNair ES	pre-K-5	611	32	5		18			1			6					1		1															

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Northwest HS	1998	2006	340,867	34.6								
Roberto Clemente MS	1992		148,246	19.9								
Kingsview MS	1997		140,398	18.5								
Lakelands Park MS	2005		153,588	8.11								
Clopper Mill ES	1986		64,851	9						5		Yes
Darnestown ES	1954	1980	37,685	7.2		TBD				6		Yes
Diamond ES	1975		64,950	10	PK	TBD	Yes					Yes
Germantown ES	1935	1978	57,668	7.8		TBD				3		Yes
Great Seneca Creek ES	2006		82,511	13.71			Yes					Yes
Spark M. Matsunaga ES	2001	2005	90,718	12.1			Yes			12		Yes
Ronald McNair ES	1990		78,275							3		Yes

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

Note: PK denotes that a park is adjacent to the school.

Poolesville Cluster

Montgomery County Public Schools
850 Hungerford Drive

0 1 Miles

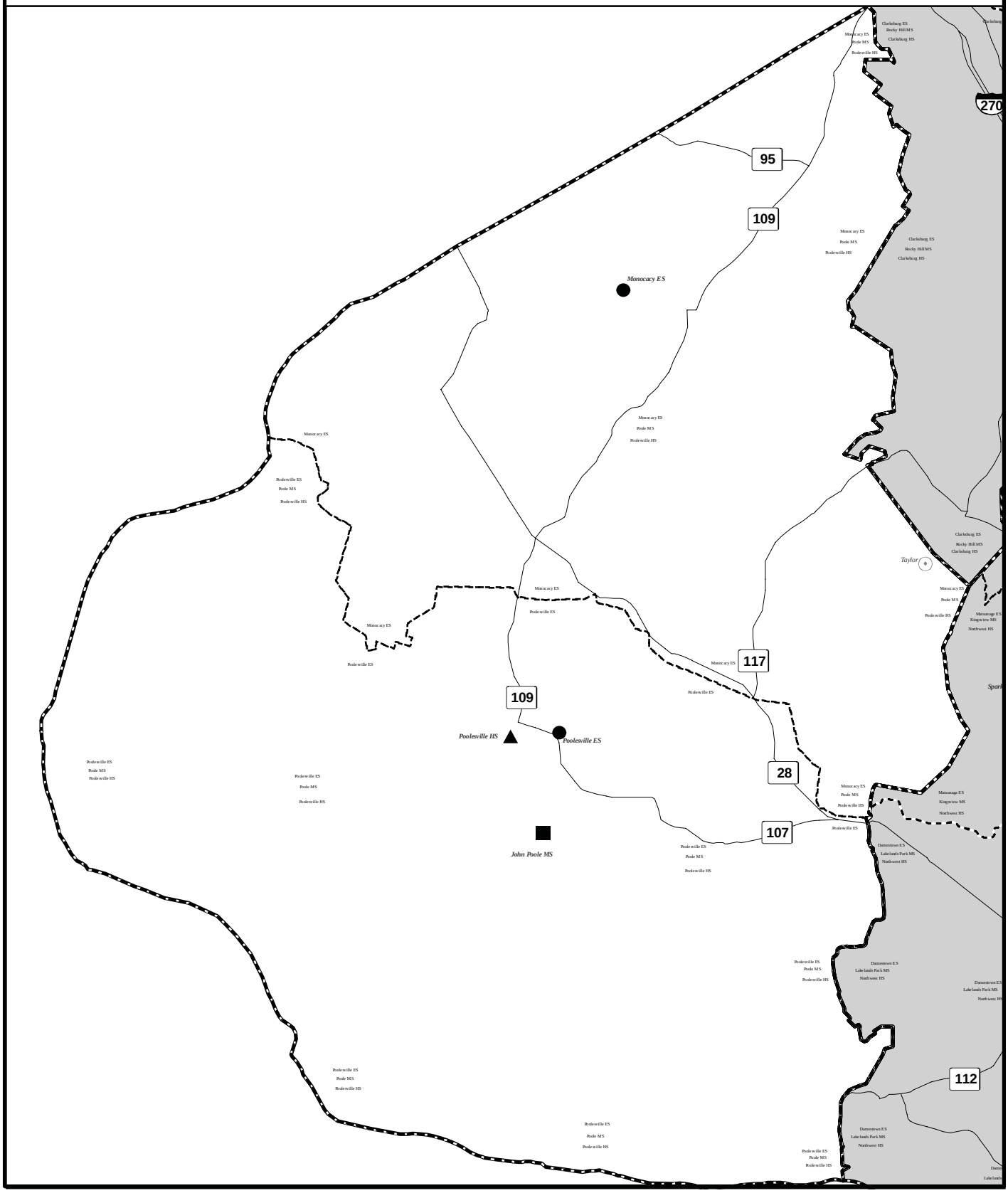
Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division

N

Closed	New	Current	
			Grades K-2
			Grades 3-6 or 3 - 5
			Grades K-5
			Middle Schools
			High Schools

Cluster Service Areas
ES Service Areas
Major Roads

Vicinity Map



CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and that do not have planning or construction funds recommended in the Amended FY 2005–2010 CIP. Schools that are receiving an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are recommended to receive restroom renovations.

SCHOOLS

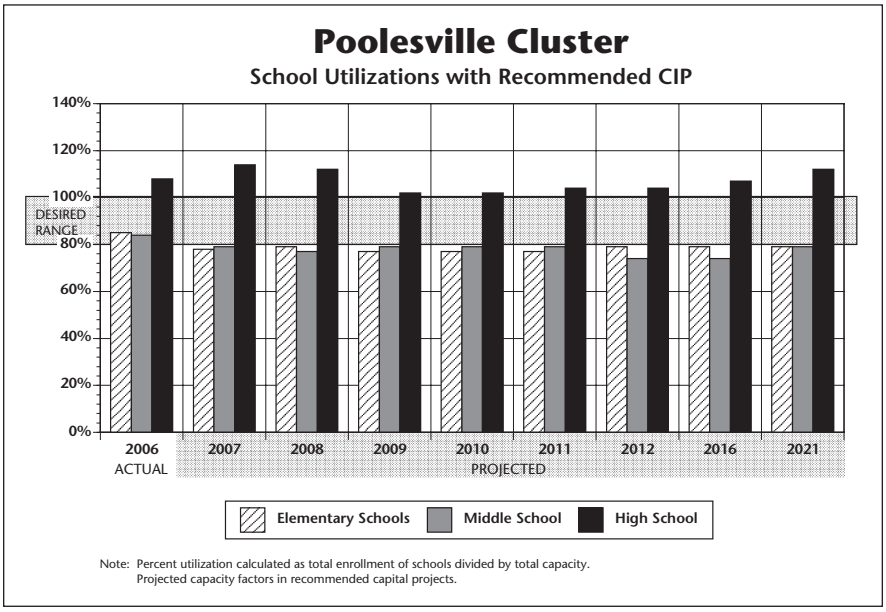
Poolesville High School

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

Capital Project: A feasibility study is currently underway to determine the scope and cost to upgrade the existing science laboratories that are outdated, add six science laboratories and one technology education laboratory, and complete interior modifications to support the educational programs at the school. A placeholder for an FY 2008 appropriation is recommended for planning to begin the architectural design for the laboratory addition. When the actual costs for the project are established, the superintendent will submit an amended request in February 2007 to the Board of Education. The proposed completion date for the science and technology laboratories is August 2009. In order for this work 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
Poolesville HS	Modification	Recommended	Aug. 2007
Poolesville HS	Science and technology education laboratories	Recommended	Aug. 2009



Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Poolesville HS		Program Capacity	936	936	936	1094	1094	1094	1094	1094	1094
		Enrollment	**939**	**993**	**975**	**1042**	**1049**	**1063**	**1065**	**1100**	**1150**
		Available Space	*(3)*	*(57)*	*(39)*	*52*	*44*	*30*	*28*	*(6)*	*(56)*
		Comments	Magnet Program (see text)	Planning For Add.		+7 Rooms					
John Poole MS		Program Capacity	459	472	472	472	472	472	472	472	472
		Enrollment	**385**	**373**	**361**	**371**	**371**	**371**	**350**	**350**	**375**
		Available Space	*74*	*99*	*111*	*101*	*101*	*101*	*122*	*122*	*97*
		Comments		-1 SLC							
Monocacy ES		Program Capacity	205	205	205	205	205	205	205		
		Enrollment	**231**	**225**	**233**	**239**	**247**	**252**	**254**		
		Available Space	*(26)*	*(20)*	*(28)*	*(34)*	*(42)*	*(47)*	*(49)*		
		Comments									
Poolesville ES		Program Capacity	550	550	550	550	550	550	550		
		Enrollment	**412**	**362**	**360**	**340**	**332**	**333**	**339**		
		Available Space	*138*	*188*	*190*	*210*	*218*	*217*	*211*		
		Comments									
Cluster Information		HS Utilization	100%	106%	104%	95%	96%	97%	97%	101%	105%
		HS Enrollment	939	993	975	1042	1049	1063	1065	1100	1150
		MS Utilization	84%	79%	77%	79%	79%	79%	74%	74%	79%
		MS Enrollment	385	373	361	371	371	371	350	350	375
		ES Utilization	85%	78%	79%	77%	77%	77%	79%	79%	79%
		ES Enrollment	643	587	593	579	579	585	593	600	600

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Poolesville HS	939	5.8%	0.5%	7.3%	3.6%	82.7%	2.8%	1.4%	5.6%
John Poole MS	385	8.1%	0.3%	1.8%	4.7%	85.2%	8.6%	0.8%	4.9%
Monocacy ES	231	4.8%	1.3%	3.9%	7.8%	82.3%	10.8%	2.2%	6.6%
Poolesville ES	412	6.1%	0.7%	2.4%	10.0%	80.8%	10.2%	0.0%	6.6%
Elementary Cluster Total	**643**	**5.6%**	**0.9%**	**3.0%**	**9.2%**	**81.3%**	**10.4%**	**0.8%**	**6.6%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

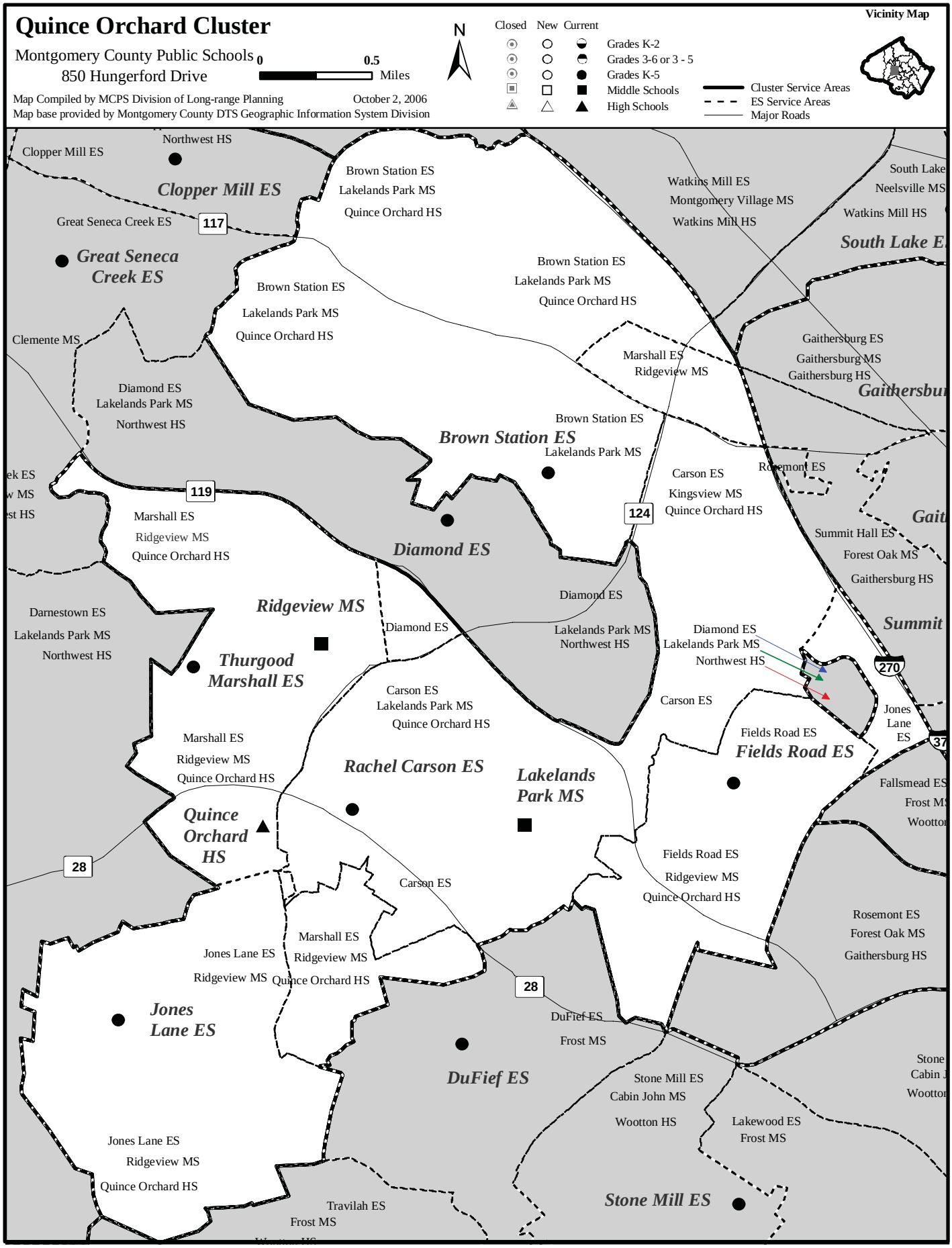
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Poolesville HS	9-12	936	43		40										2					1														
John Poole MS	6-8	459	23		20										2																1			
Monocacy ES	K-5	205	12	3		7						2																						
Poolesville ES	K-5	550	28	4		22						2																						

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*: Joint Use	County Owned	Private Mod.	Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
Poolesville HS	1953	1978	141,249	37.2		1362				4		
John Poole MS	1997		85,669	20.5								
Monocacy ES	1961	1989	42,482	27						2		Yes
Poolesville ES	1960	1978	64,803	12.3		TBD	Yes					Yes

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

Note: PK denotes that a park is adjacent to the school.


Quince Orchard Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Clopper Mill ES
Northwest HS
Clopper Mill ES
Brown Station ES
Lakelands Park MS
Quince Orchard HS
Watkins Mill ES
Montgomery Village MS
Watkins Mill HS
South Lake
Neelsville MS
Watkins Mill HS
Great Seneca Creek ES
117
Great Seneca Creek ES
Brown Station ES
Lakelands Park MS
Quince Orchard HS
Brown Station ES
Lakelands Park MS
Quince Orchard HS
South Lake E
Clemente MS
Gaithersburg ES
Gaithersburg MS
Gaithersburg HS
Marshall ES
Ridgeview MS
Diamond ES
Lakelands Park MS
Northwest HS
Brown Station ES
Brown Station ES
Lakelands Park MS
Carson ES
Kingsview MS
Quince Orchard HS
Rosemont ES
119
124
Marshall ES
Ridgeview MS
Quince Orchard HS
Diamond ES
Summit Hall ES
Forest Oak MS
Gaithersburg HS
Ridgeview MS
Diamond ES
Darnestown ES
Lakelands Park MS
Northwest HS
Diamond ES
Lakelands Park MS
Northwest HS
Diamond ES
Lakelands Park MS
Northwest HS
Summit
Thurgood Marshall ES
270
Carson ES
Lakelands Park MS
Quince Orchard HS
Carson ES
Jones Lane ES
Fields Road ES
Fields Road ES
Marshall ES
Ridgeview MS
Quince Orchard HS
Rachel Carson ES
Lakelands Park MS
Fallsmead ES
Frost MS
Quince Orchard HS
28
Fields Road ES
Ridgeview MS
Quince Orchard HS
Carson ES
Rosemont ES
Forest Oak MS
Gaithersburg HS
Marshall ES
Ridgeview MS
Quince Orchard HS
Jones Lane ES
Ridgeview MS
28
Jones Lane ES
DuFief ES
Frost MS
DuFief ES
Stone Mill ES
Cabin John MS
Wootton HS
Lakewood ES
Frost MS
Jones Lane ES
Ridgeview MS
Quince Orchard HS
Stone Mill ES
Travilah ES
Frost MS

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Ridgeview Middle School

Capital Project: Improvements to this facility are needed to enclose classrooms, create appropriate hallways, add ceilings, lighting, and to reconfigure the mechanical system. An FY 2007 appropriation was approved for planning to begin the architectural design for the improvements. The scheduled completion date for the project is August 2010. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Brown Station Elementary School

Utilization: Projections indicate enrollment at Brown Station 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.

Capital Project: A modernization project is scheduled for this school with a completion date of August 2016. FY 2011 expenditures are programmed for facility planning to determine the scope and cost for the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Rachel Carson Elementary School

Utilization: Projections indicate enrollment at Rachel Carson Elementary School will exceed capacity by at least four classrooms by the end of the six-year period and is projected to reach 800 students. Additional capacity will need to be added to another school in the cluster to provide relief for Rachel Carson Elementary School. The actual enrollment will be monitored annually to determine the timing for requesting funding for a permanent addition. Relocatable classrooms will be utilized until an additional capacity can be added at another school in the cluster.

Capital Project: An FY 2008 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.

Fields Road Elementary School

Utilization: Projections indicate Fields Road Elementary School enrollment will exceed capacity by at least four classrooms throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until a nine-classroom addition is constructed.

Capital Project: A classroom addition is underway for Fields Road Elementary School to accommodate its projected enrollment. The scheduled completion date for the addition is August 2008.

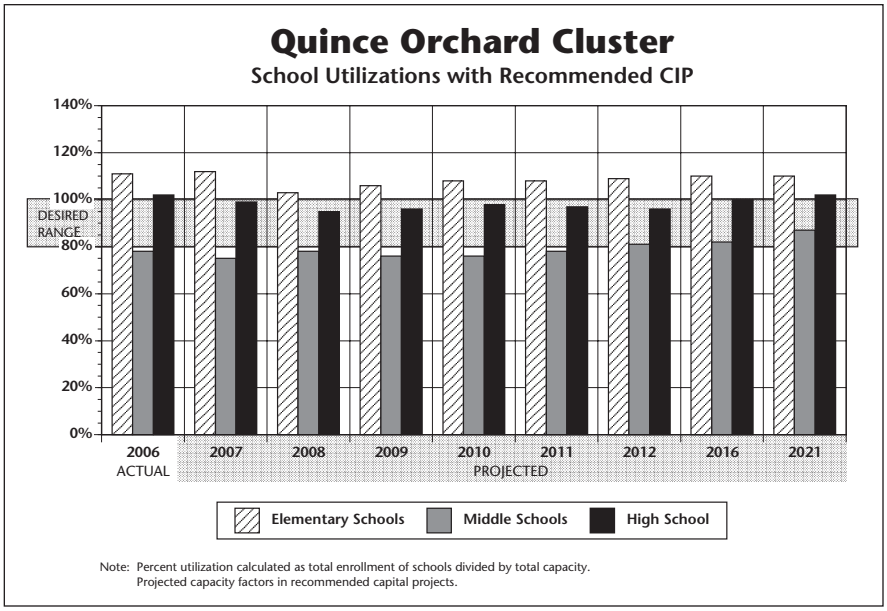
Quince Orchard Cluster Articulation*

Quince Orchard High School

Lakelands Park MS	Ridgeview MS
Brown Station ES Rachel Carson ES	Diamond ES (South of Great Seneca Highway) Fields Road ES Jones Lane ES Thurgood Marshall ES

* "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.



Thurgood Marshall Elementary School

Capital Project: An FY 2007 appropriation was approved for construction of a gymnasium. The scheduled completion date for this gymnasium is August 2007.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Ridgeview MS	Facility improvements	Programmed	Aug. 2010
Brown Station ES	Modernization	Programmed	Aug. 2016
Rachel Carson ES (capacity study)	Addition	Proposed	TBD
Fields Road ES	Classroom addition	Approved	Aug. 2008
Thurgood Marshall ES	Gymnasium	Approved	Aug. 2007

Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Quince Orchard HS		Program Capacity	1809	1809	1809	1809	1809	1809	1809	1809	1809
		Enrollment	**1838**	**1787**	**1727**	**1736**	**1768**	**1759**	**1743**	**1800**	**1850**
		Available Space	*(29)*	*22*	*82*	*73*	*41*	*50*	*66*	*9*	*(41)*
		Comments	+1 Extensions -2 ED								
Lakelands Park MS		Program Capacity	1052	1052	1052	1052	1052	1052	1052	1052	1052
		Enrollment	**863**	**835**	**877**	**831**	**846**	**898**	**940**	**950**	**1000**
		Available Space	*189*	*217*	*175*	*221*	*206*	*154*	*112*	*102*	*52*
		Comments	-1 Extensions								
Ridgeview MS		Program Capacity	990	1016	1016	1016	1016	1016	1016	1016	1016
		Enrollment	**744**	**726**	**746**	**735**	**724**	**713**	**727**	**750**	**800**
		Available Space	*246*	*290*	*270*	*281*	*292*	*303*	*289*	*266*	*216*
		Comments	Planning For Improvements	-2 ED			Facility Improvements Complete				
Brown Station ES	CSR	Program Capacity	410	400	400	400	400	400	400		
		Enrollment	**391**	**413**	**423**	**454**	**483**	**511**	**525**		
		Available Space	*19*	*(13)*	*(23)*	*(54)*	*(83)*	*(111)*	*(125)*		
		Comments		+2 PEP			Facility Planning For Mod.				
Rachel Carson ES		Program Capacity	649	649	649	649	649	649	649		
		Enrollment	**766**	**794**	**829**	**841**	**852**	**837**	**819**		
		Available Space	*(117)*	*(145)*	*(180)*	*(192)*	*(203)*	*(188)*	*(170)*		
		Comments		Capacity Study (see text)							
Fields Road ES		Program Capacity	338	338	580	580	580	580	580		
		Enrollment	**454**	**443**	**450**	**455**	**466**	**476**	**494**		
		Available Space	*(116)*	*(105)*	*130*	*125*	*114*	*104*	*86*		
		Comments			+9 Rooms +2 pre-K AUT						
Jones Lane ES		Program Capacity	495	495	495	495	495	495	495		
		Enrollment	**514**	**500**	**489**	**494**	**491**	**497**	**485**		
		Available Space	*(19)*	*(5)*	*6*	*1*	*4*	*(2)*	*10*		
		Comments	+FDK								
Thurgood Marshall ES		Program Capacity	508	508	508	508	508	508	508		
		Enrollment	**533**	**517**	**528**	**545**	**539**	**531**	**543**		
		Available Space	*(25)*	*(9)*	*(20)*	*(37)*	*(31)*	*(23)*	*(35)*		
		Comments		+Gym							
Cluster Information		HS Utilization	102%	99%	95%	96%	98%	97%	96%	100%	102%
		HS Enrollment	1838	1787	1727	1736	1768	1759	1743	1800	1850
		MS Utilization	78%	75%	78%	76%	76%	78%	81%	82%	87%
		MS Enrollment	1607	1561	1623	1566	1570	1611	1667	1700	1800
		ES Utilization	111%	112%	103%	106%	108%	108%	109%	110%	110%
		ES Enrollment	2658	2667	2719	2789	2831	2852	2866	2900	2900

*CSR - Class Size Reduction

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	1838	18.2%	0.3%	14.1%	16.5%	50.9%	15.2%	6.9%	16.0%
Lakelands Park MS	863	16.8%	0.5%	12.2%	15.2%	55.4%	9.2%	3.0%	12.6%
Ridgeview MS	744	15.3%	0.4%	17.9%	16.7%	49.7%	21.1%	5.9%	13.3%
Brown Station ES	391	40.4%	0.3%	11.3%	30.9%	17.1%	46.8%	22.3%	31.2%
Rachel Carson ES	766	8.2%	0.1%	12.3%	13.4%	65.9%	12.8%	9.3%	12.6%
Fields Road ES	454	20.3%	0.0%	21.6%	17.0%	41.2%	28.2%	9.7%	22.2%
Jones Lane ES	514	13.0%	0.0%	13.8%	15.4%	57.8%	18.3%	7.6%	12.3%
Thurgood Marshall ES	533	15.0%	0.6%	23.6%	13.3%	47.5%	19.7%	7.3%	19.1%
Elementary Cluster Total	**2658**	**17.3%**	**0.2%**	**16.3%**	**17.0%**	**49.2%**	**22.9%**	**10.5%**	**19.5%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

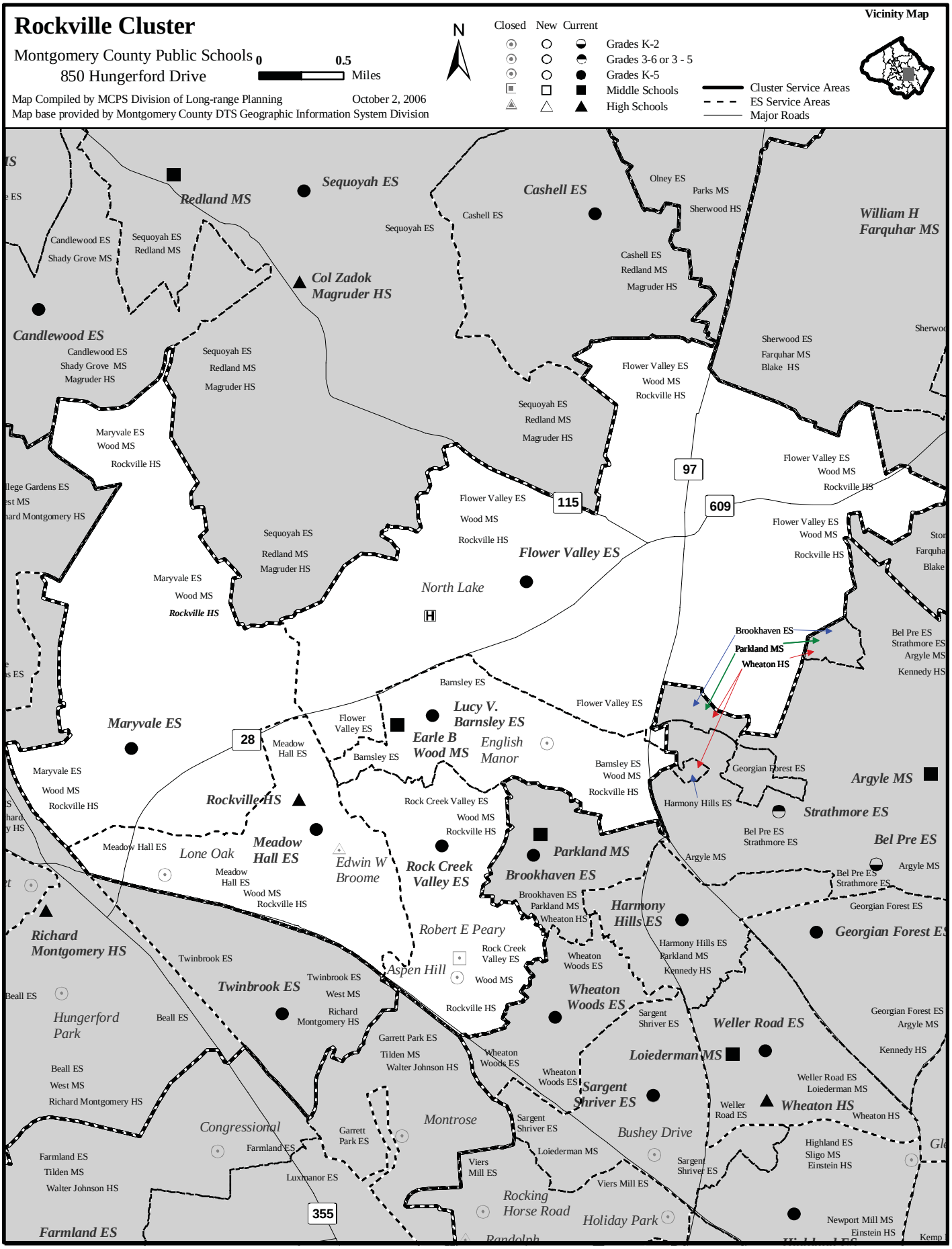
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Quince Orchard HS	9-12	1809	88		74								4		4					1	4						1							
Lakelands Park MS	6-8	1052	54		47								1		2						2						1							1
Ridgeview MS	6-8	990	49		44								1		2											2								
Brown Station ES	HS-5	410	26	5		7	7		1	1	4									1														
Rachel Carson ES	pre-K-5	649	35	5		19			1			6						4																
Fields Road ES	pre-K-5	338	20	5		10		1				4																						
Jones Lane ES	K-5	495	27	4		16						4					3																	
Thurgood Marshall ES	K-5	508	28	4		14						4																2			4				

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Quince Orchard HS	1988		284,912	30.1						4		
Lakelands Park MS	2005		153,588	8.11								
Ridgeview MS	1975		136,379	20		TBD	Yes					Yes
Brown Station ES	1969		58,338	9		1516						Yes
Rachel Carson ES	1990		78,547	12.4						4		Yes
Fields Road ES	1973		47,140	10		TBD				8		Yes
Jones Lane ES	1987		60,679	12.1						1		Yes
Thurgood Marshall ES	1993		73,059	12			Yes	Yes		3		

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

Note: PK denotes that a park is adjacent to the school.


Rockville Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Redland MS
Sequoyah ES
Cashell ES
Olney ES
Parks MS
Sherwood HS
William H Farquhar MS
Col Zadok Magruder HS
Candlewood ES
Shady Grove MS
Magruder HS
Sherwood ES
Farquhar MS
Blake HS
Flower Valley ES
Wood MS
Rockville HS
Maryvale ES
North Lake
Brookhaven ES
Parkland MS
Wheaton HS
Bel Pre ES
Strathmore ES
Argyle MS
Kennedy HS
Barnsley ES
Lucy V. Barnsley ES
Earle B Wood MS
English Manor
Meadow Hall ES
Rockville HS
Lone Oak
Edwin W Broome
Rock Creek Valley ES
Harmony Hills ES
Georgian Forest ES
Richard Montgomery HS
Robert E Peary
Aspen Hill
Twinbrook ES
West MS
Hungerford Park
Beall ES
Garrett Park ES
Tilden MS
Walter Johnson HS
Wheaton Woods ES
Sargent Shriver ES
Weller Road ES
Loiederman MS
Montrose
Bushey Drive
Congressional
Farmland ES
Luxmanor ES
Viers Mill ES
Rocking Horse Road
Holiday Park
Newport Mill MS
Einstein HS
Highland ES
Sligo MS
97
115
609
28
355

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

Maryvale Elementary School

Utilization: Although facility planning was programmed in the FY 2007–2012 CIP to conduct a feasibility study for an addition at this school, enrollment projections have dropped and enrollment will not exceed capacity at levels that will justify a permanent addition for the six-year period. Based on these revised enrollment projections, an addition will not be considered during this six-year CIP period. Enrollment will be monitored to determine if an addition is needed at the school in a future CIP.

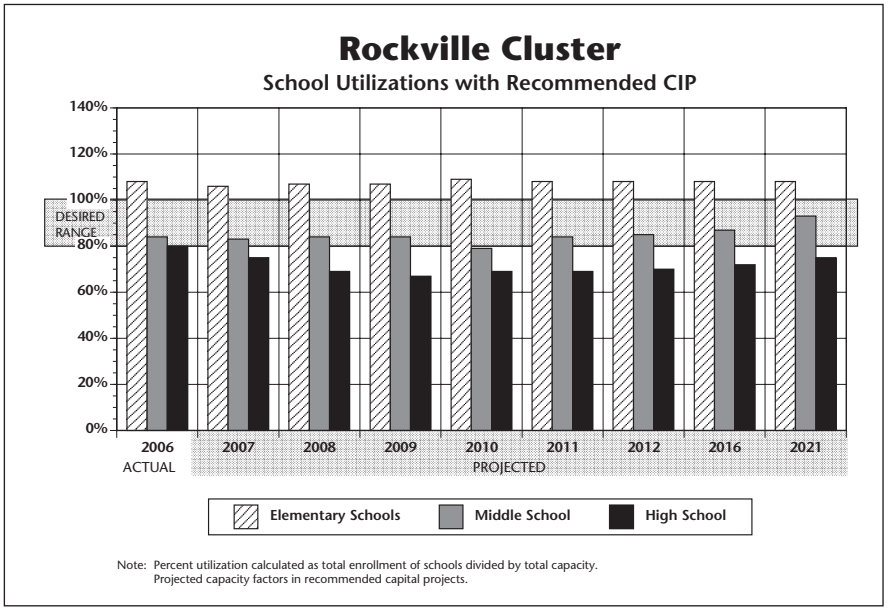
Capital Project: A modernization is scheduled for this school. FY 2012 expenditures are programmed for facility planning to conduct a feasibility study to determine the feasibility, scope, and cost of the project. A completion date will be considered in next year's CIP.

Meadow Hall Elementary School

Capital Project: An FY 2008 appropriation is recommended to construct the gymnasium. The scheduled completion date for this gymnasium is August 2008. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Maryvale ES	Modernization	Proposed	TBD
Meadow Hall ES	Gymnasium	Approved	Aug. 2008



Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Rockville HS		Program Capacity	1607	1598	1598	1598	1598	1598	1598	1598	1598
		Enrollment	**1290**	**1203**	**1110**	**1076**	**1099**	**1106**	**1125**	**1150**	**1200**
		Available Space	*317*	*395*	*488*	*522*	*499*	*492*	*473*	*448*	*398*
		Comments	+1 DHOH +1 LAD	+1 LAD							
Earle B. Wood MS		Program Capacity	972	972	972	972	972	972	972	972	972
		Enrollment	**814**	**806**	**816**	**812**	**772**	**817**	**828**	**850**	**900**
		Available Space	*158*	*166*	*156*	*160*	*200*	*155*	*144*	*122*	*72*
		Comments									
Lucy V. Barnsley ES		Program Capacity	514	514	514	514	514	514	514		
		Enrollment	**576**	**547**	**539**	**545**	**543**	**528**	**530**		
		Available Space	*(62)*	*(33)*	*(25)*	*(31)*	*(29)*	*(14)*	*(16)*		
		Comments									
Flower Valley ES		Program Capacity	429	429	429	429	429	429	429		
		Enrollment	**452**	**434**	**429**	**427**	**444**	**428**	**427**		
		Available Space	*(23)*	*(5)*	*0*	*2*	*(15)*	*1*	*2*		
		Comments									
Maryvale ES	CSR	Program Capacity	565	548	554	554	554	554	554		
		Enrollment	**604**	**606**	**611**	**612**	**619**	**610**	**611**		
		Available Space	*(39)*	*(58)*	*(57)*	*(58)*	*(65)*	*(56)*	*(57)*		
		Comments	+1 pre-K AUT					Facility Planning For Mod.			
Meadow Hall ES	CSR	Program Capacity	353	353	353	353	353	353	353		
		Enrollment	**336**	**339**	**351**	**360**	**359**	**368**	**369**		
		Available Space	*17*	*14*	*2*	*(7)*	*(6)*	*(15)*	*(16)*		
		Comments			+Gym						
Rock Creek Valley ES	CSR	Program Capacity	321	321	321	321	321	321	321		
		Enrollment	**378**	**375**	**383**	**389**	**399**	**407**	**408**		
		Available Space	*(57)*	*(54)*	*(62)*	*(68)*	*(78)*	*(86)*	*(87)*		
		Comments									
Cluster Information		HS Utilization	80%	75%	69%	67%	69%	69%	70%	72%	75%
		HS Enrollment	1290	1203	1110	1076	1099	1106	1125	1150	1200
		MS Utilization	84%	83%	84%	84%	79%	84%	85%	87%	93%
		MS Enrollment	814	806	816	812	772	817	828	850	900
		ES Utilization	108%	106%	107%	107%	109%	108%	108%	108%	108%
		ES Enrollment	2346	2301	2313	2333	2364	2341	2345	2350	2350

*CSR - Class Size Reduction

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Rockville HS	1290	17.8%	0.5%	12.2%	23.6%	45.8%	18.5%	5.1%	18.1%
Earle B. Wood MS	814	18.3%	0.4%	11.2%	26.4%	43.7%	26.7%	5.7%	16.3%
Lucy V. Barnsley ES	576	13.7%	0.0%	16.3%	24.3%	45.7%	21.7%	9.5%	13.9%
Flower Valley ES	452	19.0%	0.0%	10.4%	10.0%	60.6%	12.2%	3.5%	8.8%
Maryvale ES	604	27.0%	0.7%	11.9%	25.3%	35.1%	38.7%	16.4%	15.3%
Meadow Hall ES	336	22.3%	1.5%	9.8%	33.6%	32.7%	42.0%	14.9%	22.3%
Rock Creek Valley ES	378	9.5%	0.3%	10.6%	28.8%	50.8%	22.8%	23.3%	12.0%
Elementary Cluster Total	**2346**	**18.7%**	**0.4%**	**12.2%**	**23.9%**	**44.8%**	**27.3%**	**13.1%**	**14.5%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

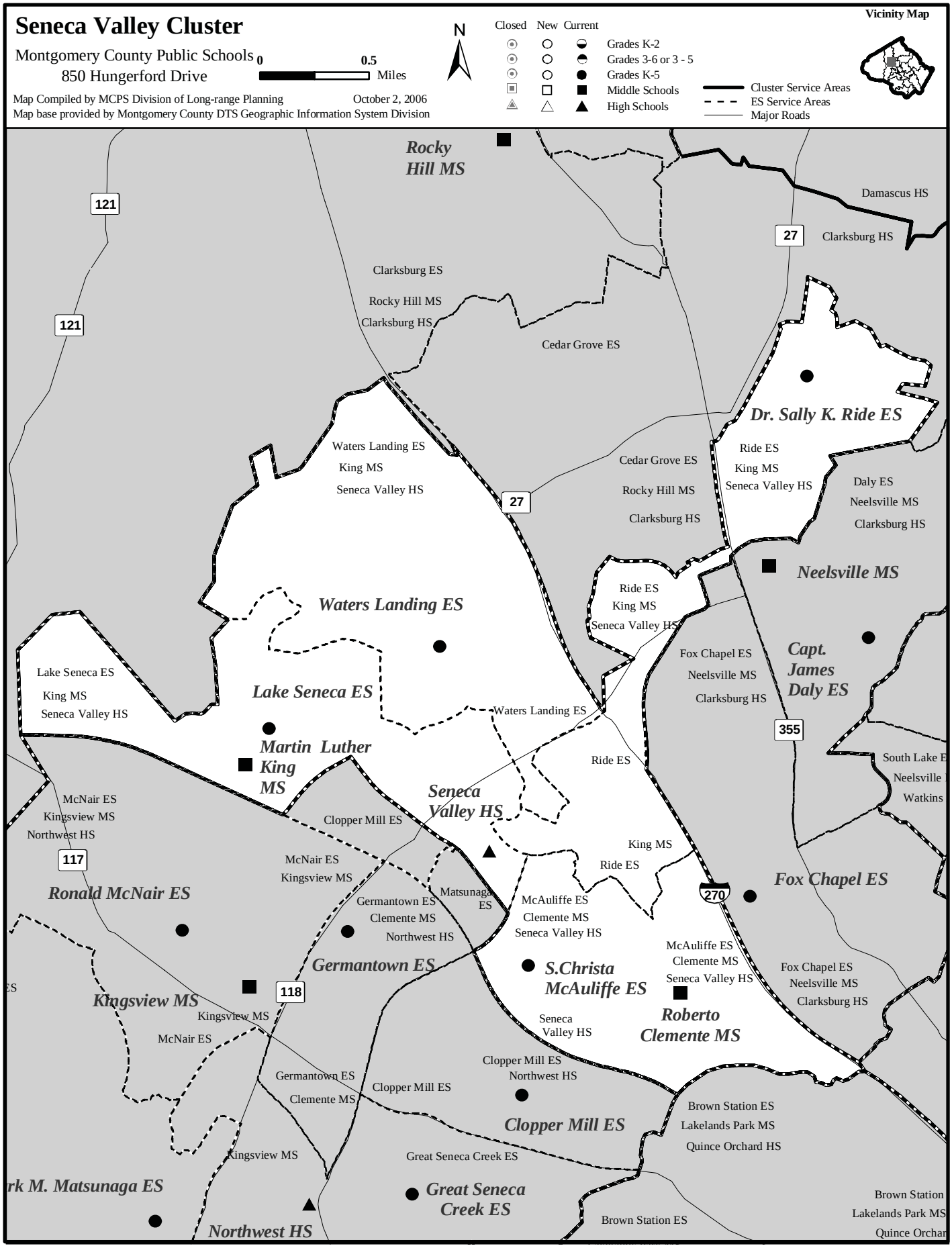
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Rockville HS	9-12	1607	79		66								2		4								2		4								1	
Earle B. Wood MS	6-8	972	51		42								1		3								1		4									
Lucy V. Barnsley ES	K-5	514	28	3		18						3													3			1						
Flower Valley ES	K-5	429	25	3		14						3													3	2								
Maryvale ES	HS-5	565	35	4		9	10		1	2	6												3											
Meadow Hall ES	K-5	353	24	3		6	7				3						3						2											
Rock Creek Valley ES	pre-K-5	321	28	4		3	6	1			4														10									

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*: Joint Use	County Owned	Private Mod.	Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
Rockville HS	1968	2004	316,973	30.3		1283						
Earle B. Wood MS	1965	2001	152,558	8.5	PK							
Lucy V. Barnsley ES	1965	1998	72,024	10						4		Yes
Flower Valley ES	1967	1996	61,567	9.3						2		Yes
Maryvale ES	1969		92,050	17.7		1578	Yes			3		Yes
Meadow Hall ES	1956	1994	53,878	8.4	PK					2		
Rock Creek Valley ES	1964	2001	76,692	10.5								Yes

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

Note: PK denotes that a park is adjacent to the school.


Seneca Valley Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Rocky Hill MS
Damascus HS
Clarksburg HS
Clarksburg ES
Rocky Hill MS
Clarksburg HS
Cedar Grove ES
Dr. Sally K. Ride ES
Waters Landing ES
King MS
Seneca Valley HS
Ride ES
King MS
Seneca Valley HS
Cedar Grove ES
Rocky Hill MS
Clarksburg HS
Daly ES
Neelsville MS
Clarksburg HS
Neelsville MS
Waters Landing ES
Ride ES
King MS
Seneca Valley HS
Fox Chapel ES
Neelsville MS
Clarksburg HS
Capt. James Daly ES
Lake Seneca ES
King MS
Seneca Valley HS
Lake Seneca ES
Waters Landing ES
Martin Luther King MS
Ride ES
Seneca Valley HS
McNair ES
Kingsview MS
Northwest HS
Clopper Mill ES
King MS
Ride ES
McNair ES
Kingsview MS
Ronald McNair ES
Matsunaga ES
Germantown ES
Clemente MS
Northwest HS
McAuliffe ES
Clemente MS
Seneca Valley HS
Fox Chapel ES
Germantown ES
S.Christa McAuliffe ES
McAuliffe ES
Clemente MS
Seneca Valley HS
Fox Chapel ES
Neelsville MS
Clarksburg HS
Kingsview MS
Kingsview MS
McNair ES
Seneca Valley HS
Roberto Clemente MS
Clopper Mill ES
Northwest HS
Germantown ES
Clemente MS
Clopper Mill ES
Brown Station ES
Lakelands Park MS
Quince Orchard HS
Clopper Mill ES
Kingsview MS
Great Seneca Creek ES
Great Seneca Creek ES
Brown Station ES
Lakelands Park MS
Quince Orchar
Northwest HS
121
121
27
27
355
270
117
118

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

Seneca Valley Cluster Articulation*

Seneca Valley High School

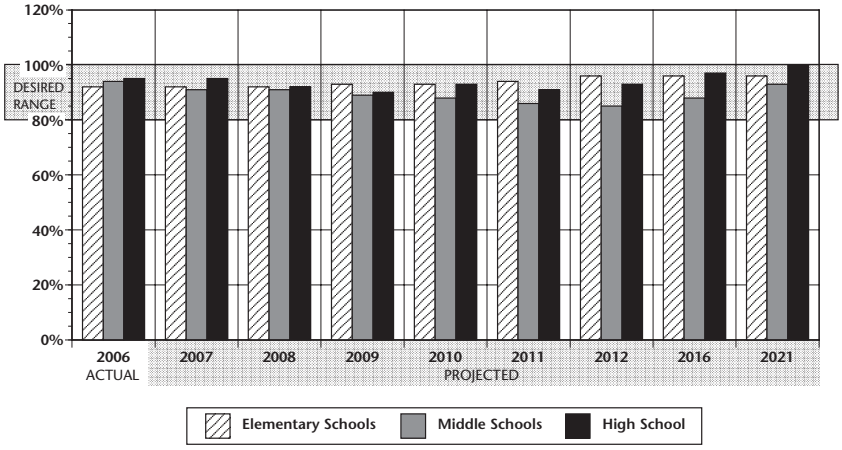
Roberto Clemente MS	Dr. Martin Luther King, Jr. MS
S. Christa McAuliffe ES Dr. Sally K. Ride ES (South of Middlebrook Road)	Lake Seneca ES Dr. Sally K. Ride ES (North of Middlebrook Road) Waters Landing ES

* "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 with Recommended CIP



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

Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Seneca Valley HS		Program Capacity	1527	1497	1497	1497	1497	1497	1497	1497	1497
		Enrollment	**1454**	**1425**	**1375**	**1346**	**1385**	**1367**	**1391**	**1450**	**1500**
		Available Space	*73*	*72*	*122*	*151*	*112*	*130*	*106*	*47*	*(3)*
		Comments	Boundary Change	+1 LFI +1 SCB							
Roberto Clemente MS		Program Capacity	1162	1175	1175	1175	1175	1175	1175	1175	1175
		Enrollment	**1122**	**1122**	**1133**	**1084**	**1058**	**1016**	**1041**	**1050**	**1100**
		Available Space	*40*	*53*	*42*	*91*	*117*	*159*	*134*	*125*	*75*
		Comments		-1 LFI							
Martin Luther King, Jr MS		Program Capacity	820	820	820	820	820	820	820	820	820
		Enrollment	**741**	**687**	**683**	**694**	**703**	**691**	**661**	**700**	**750**
		Available Space	*79*	*133*	*137*	*126*	*117*	*129*	*159*	*120*	*70*
		Comments	+1 SLC Boundary Change								
Lake Seneca ES		Program Capacity	461	461	461	461	461	461	461		
		Enrollment	**330**	**356**	**372**	**375**	**394**	**408**	**423**		
		Available Space	*131*	*105*	*89*	*86*	*67*	*53*	*38*		
		Comments									
S. Christa McAuliffe ES		Program Capacity	630	630	630	630	630	630	630		
		Enrollment	**576**	**566**	**565**	**582**	**569**	**580**	**586**		
		Available Space	*54*	*64*	*65*	*48*	*61*	*50*	*44*		
		Comments									
Dr. Sally K. Ride ES	CSR	Program Capacity	466	466	466	466	466	466	466		
		Enrollment	**526**	**526**	**526**	**541**	**549**	**552**	**556**		
		Available Space	*(60)*	*(60)*	*(60)*	*(75)*	*(83)*	*(86)*	*(90)*		
		Comments	+1 ELC								
Waters Landing ES		Program Capacity	630	630	630	630	630	630	630		
		Enrollment	**589**	**559**	**547**	**531**	**520**	**522**	**533**		
		Available Space	*41*	*71*	*83*	*99*	*110*	*108*	*97*		
		Comments									
Cluster Information		HS Utilization	95%	95%	92%	90%	93%	91%	93%	97%	100%
		HS Enrollment	1454	1425	1375	1346	1385	1367	1391	1450	1500
		MS Utilization	94%	91%	91%	89%	88%	86%	85%	88%	93%
		MS Enrollment	1863	1809	1816	1778	1761	1707	1702	1750	1850
		ES Utilization	92%	92%	92%	93%	93%	94%	96%	96%	96%
		ES Enrollment	2021	2007	2010	2029	2032	2062	2098	2100	2100

*CSR - Class Size Reduction

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1454	30.7%	0.3%	13.1%	19.0%	36.9%	24.6%	12.5%	21.4%
Roberto Clemente MS	1122	27.4%	0.3%	20.9%	19.5%	32.0%	22.5%	3.7%	15.1%
Martin Luther King, Jr MS	741	36.7%	0.1%	9.6%	19.0%	34.5%	33.3%	4.0%	23.6%
Lake Seneca ES	330	29.4%	0.3%	16.1%	19.4%	34.8%	31.2%	11.8%	34.8%
S. Christa McAuliffe ES	576	36.8%	0.2%	9.4%	26.7%	26.9%	31.9%	20.5%	24.3%
Dr. Sally K. Ride ES	526	23.4%	0.4%	26.8%	18.4%	31.0%	31.2%	12.4%	16.0%
Waters Landing ES	589	27.8%	0.3%	10.5%	21.2%	40.1%	25.8%	10.5%	19.5%
Elementary Cluster Total	**2021**	**29.5%**	**0.3%**	**15.3%**	**21.8%**	**33.1%**	**29.8%**	**14.1%**	**23.7%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

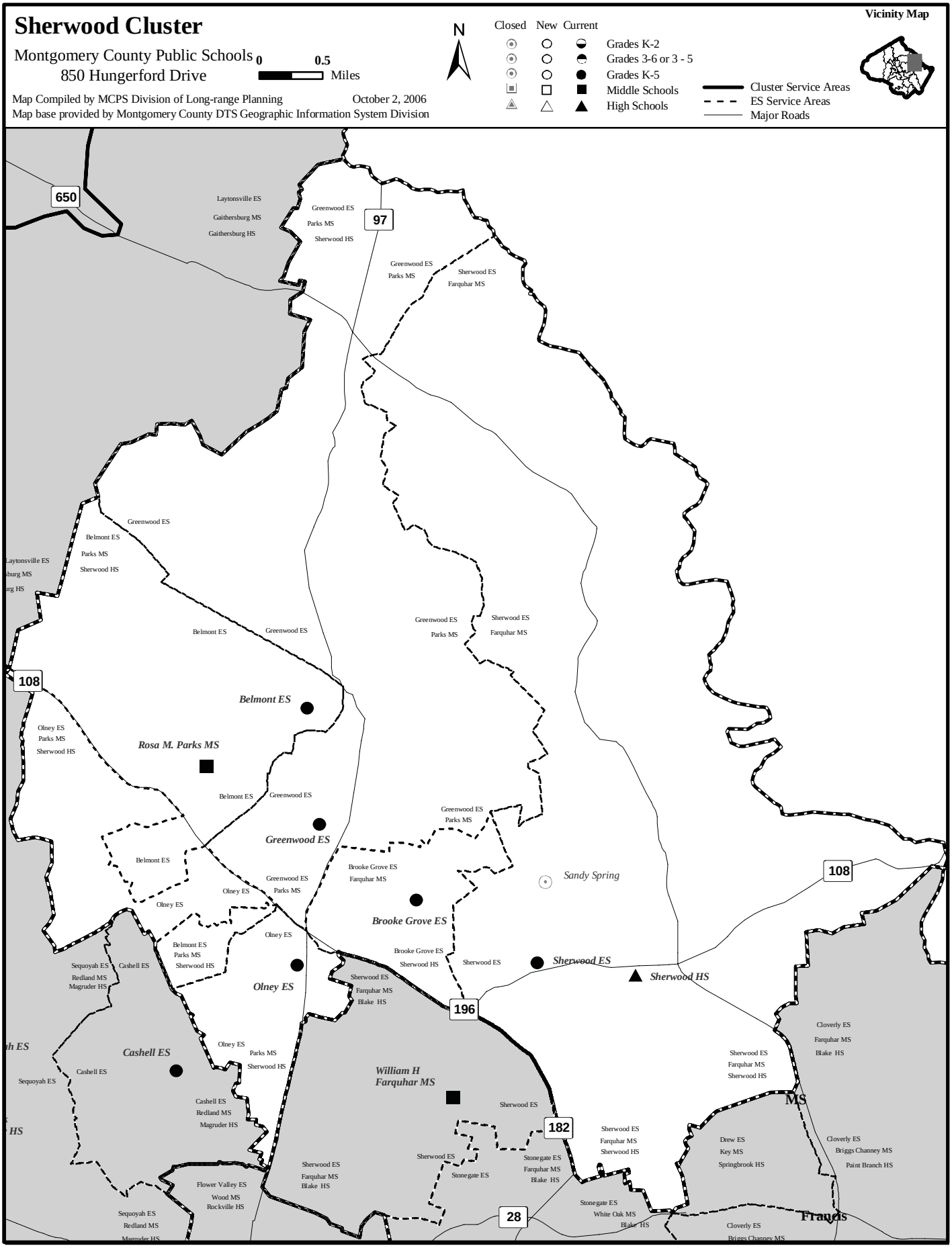
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Seneca Valley HS	9-12	1527	74		62								4		3					3	2													
Roberto Clemente MS	6-8	1162	59		51								1		3					2	2													
Martin Luther King, Jr MS	6-8	820	42		35								1		3																3			
Lake Seneca ES	K-5	461	25	4		15						2																		4				
S. Christa McAuliffe ES	HS-5	630	33	4		21				1		4					3																	
Dr. Sally K. Ride ES	pre-K-5	466	32	4		6	10	1			5					1		5																
Waters Landing ES	K-5	630	33	4		23						4				1																		1

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*: Joint Use	Child Care*: County Owned	Child Care*: Private Mod.	Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
Seneca Valley HS	1974		251,278	29.4		1254				4		
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								Yes
S. Christa McAuliffe ES	1987		77,240	10.6	PK			Yes		1		Yes
Dr. Sally K. Ride ES	1994		78,686	13.5					Yes	4	Yes	Yes
Waters Landing ES	1988		77,560	10			Yes		Yes			Yes

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

Note: PK denotes that a park is adjacent to the school.


Sherwood Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
650
97
108
196
182
28
Belmont ES
Rosa M. Parks MS
Greenwood ES
Olney ES
Cashell ES
Brooke Grove ES
Sandy Spring
Sherwood ES
Sherwood HS
William H Farquhar MS
Francis
Laytonsville ES
Gaithersburg MS
Gaithersburg HS
Parks MS
Sherwood HS
Farquhar MS
Belmont ES
Sequoyah ES
Redland MS
Magruder HS
Flower Valley ES
Wood MS
Rockville HS
Stonegate ES
White Oak MS
Blake HS
Drew ES
Key MS
Springbrook HS
Cloverly ES
Briggs Channey MS
Paint Branch HS

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Sherwood High School

Utilization: Enrollment at Sherwood High School currently exceeds capacity. Projections indicate that enrollment will exceed capacity throughout the six-year CIP period. Relocatable classrooms will be used until a 16-classroom addition can be constructed.

Capital Project: An FY 2007 appropriation was approved for construction to complete the architectural design and to construct the addition that is scheduled to open in August 2007.

William H. Farquhar Middle School

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

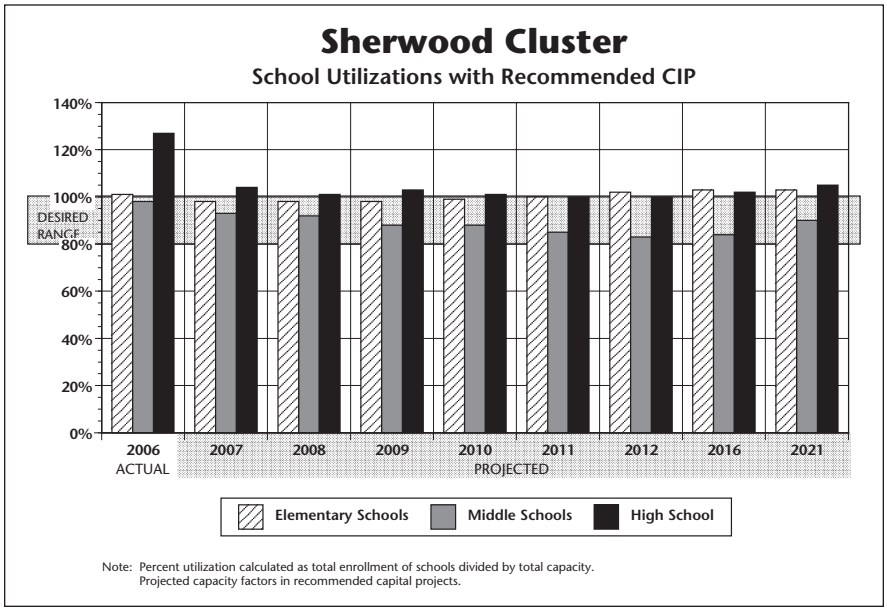
Sherwood Elementary School

Utilization: Projections indicate enrollment at Sherwood Elementary School will exceed capacity throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2006 appropriation was approved in the Amended FY 2005–2010 CIP for facility planning to determine the scope, feasibility, and cost of a classroom addition. A date for the addition will be determined as part of next year's full CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Sherwood HS	Classroom addition	Approved	Aug. 2007
Farquhar MS	Modernization	Programmed	Aug. 2015
Sherwood ES	Classroom addition	Proposed	TBD



Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Sherwood HS		Program Capacity	1703	2054	2054	2054	2054	2054	2054	2054	2054
		Enrollment	**2170**	**2130**	**2073**	**2109**	**2082**	**2059**	**2054**	**2100**	**2150**
		Available Space	*(467)*	*(76)*	*(19)*	*(55)*	*(28)*	*(5)*	*0*	*(46)*	*(96)*
		Comments		+16 Rooms +1 LAD							
William H. Farquhar MS		Program Capacity	838	838	838	838	838	838	838	838	838
		Enrollment	**735**	**698**	**683**	**649**	**649**	**649**	**649**	**650**	**700**
		Available Space	*103*	*140*	*155*	*189*	*189*	*189*	*189*	*188*	*138*
		Comments					Facility Planning For Mod.				
Rosa Parks MS		Program Capacity	888	888	888	888	888	888	888	888	888
		Enrollment	**952**	**906**	**912**	**874**	**865**	**818**	**790**	**800**	**850**
		Available Space	*(64)*	*(18)*	*(24)*	*14*	*23*	*70*	*98*	*88*	*38*
		Comments									
Belmont ES		Program Capacity	415	415	415	415	415	415	415		
		Enrollment	**410**	**387**	**376**	**368**	**359**	**369**	**375**		
		Available Space	*5*	*28*	*39*	*47*	*56*	*46*	*40*		
		Comments	+ FDK								
Brooke Grove ES		Program Capacity	517	517	517	517	517	517	517		
		Enrollment	**431**	**421**	**431**	**448**	**457**	**470**	**469**		
		Available Space	*86*	*96*	*86*	*69*	*60*	*47*	*48*		
		Comments									
Greenwood ES		Program Capacity	571	571	571	571	571	571	571		
		Enrollment	**573**	**570**	**562**	**566**	**556**	**560**	**553**		
		Available Space	*(2)*	*1*	*9*	*5*	*15*	*11*	*18*		
		Comments									
Olney ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	**594**	**579**	**575**	**566**	**570**	**576**	**583**		
		Available Space	*(10)*	*5*	*9*	*18*	*14*	*8*	*1*		
		Comments									
Sherwood ES		Program Capacity	377	377	377	377	377	377	377		
		Enrollment	**475**	**470**	**476**	**479**	**487**	**496**	**526**		
		Available Space	*(98)*	*(93)*	*(99)*	*(102)*	*(110)*	*(119)*	*(149)*		
		Comments									
Cluster Information		HS Utilization	127%	104%	101%	103%	101%	100%	100%	102%	105%
		HS Enrollment	2170	2130	2073	2109	2082	2059	2054	2100	2150
		MS Utilization	98%	93%	92%	88%	88%	85%	83%	84%	90%
		MS Enrollment	1687	1604	1595	1523	1514	1467	1439	1450	1550
		ES Utilization	101%	98%	98%	98%	99%	100%	102%	103%	103%
		ES Enrollment	2483	2427	2420	2427	2429	2471	2506	2550	2550

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Sherwood HS	2170	15.9%	0.4%	12.0%	9.9%	61.8%	11.2%	0.7%	12.5%
William H. Farquhar MS	735	21.2%	0.0%	13.1%	7.3%	58.4%	10.3%	1.1%	7.5%
Rosa Parks MS	952	12.3%	0.2%	8.9%	8.0%	70.6%	4.5%	0.7%	4.8%
Belmont ES	410	9.3%	0.5%	7.8%	8.0%	74.4%	3.9%	2.2%	4.0%
Brooke Grove ES	431	24.6%	0.0%	11.8%	10.7%	52.9%	15.5%	9.7%	7.8%
Greenwood ES	573	9.1%	0.0%	8.0%	5.8%	77.1%	5.8%	1.2%	6.5%
Olney ES	594	16.3%	0.7%	8.4%	10.8%	63.8%	8.1%	2.2%	6.7%
Sherwood ES	475	20.0%	0.0%	16.6%	11.2%	52.2%	12.2%	35.6%	8.7%
Elementary Cluster Total	**2483**	**15.6%**	**0.2%**	**10.4%**	**9.2%**	**64.5%**	**8.9%**	**9.7%**	**6.7%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

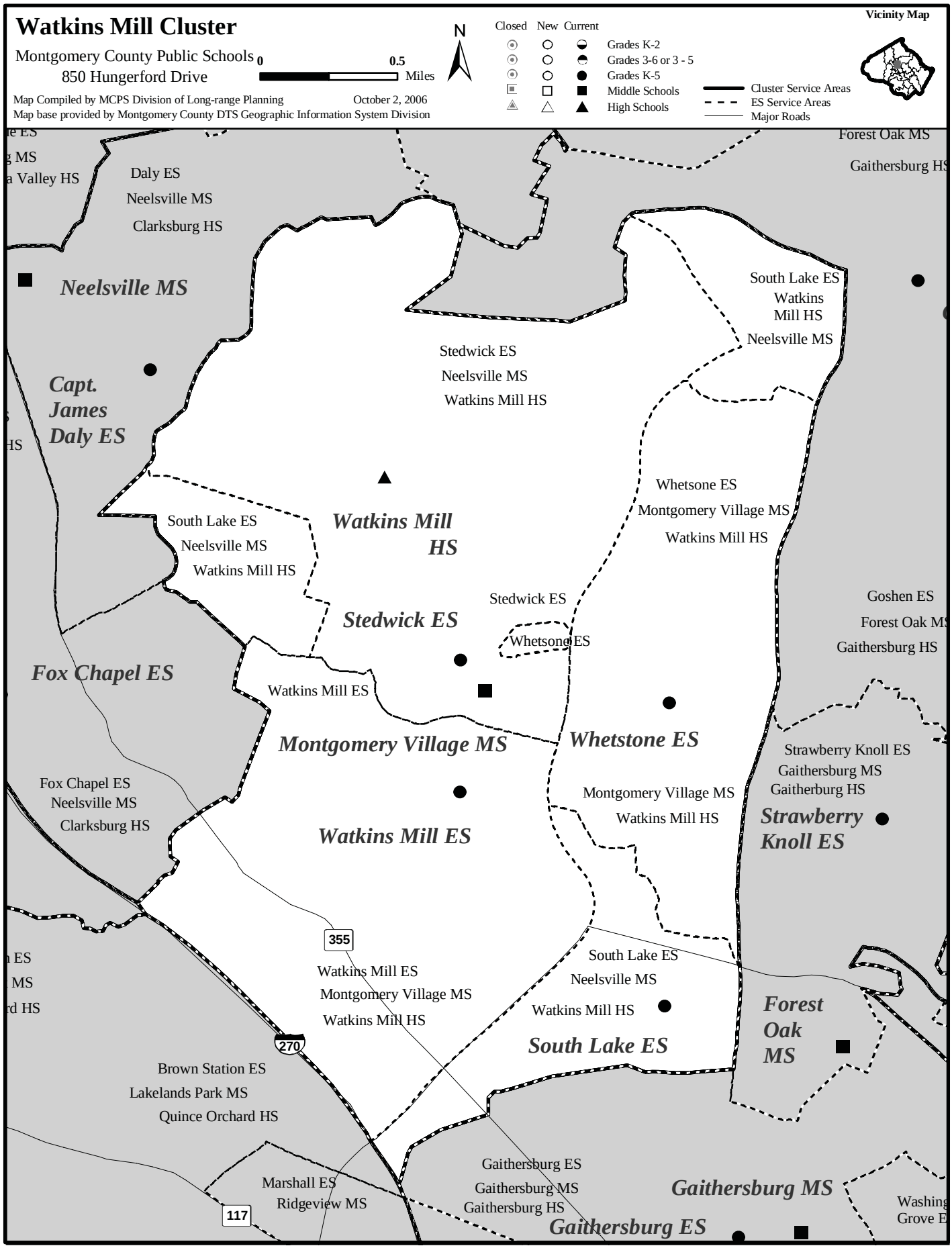
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Sherwood HS	9-12	1703	81		70								5		3					1	2													
William H. Farquhar MS	6-8	838	42		37										3					1	1													
Rosa Parks MS	6-8	888	43		40										3																			
Belmont ES	K-5	415	23	4		15						2				2																			
Brooke Grove ES	pre-K-5	517	30	4		16		1				3				1		5																	
Greenwood ES	K-5	571	29	4		21						4																							
Olney ES	K-5	584	30	4		21						4				1																			
Sherwood ES	K-5	377	22	4		13						3									2														

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Sherwood HS	1950	1991	283,726	49.3						8		
William H. Farquhar MS	1968		116,300	20		1434						
Rosa Parks MS	1992	2004	137,469	24.1								
Belmont ES	1974		49,279	10.5		TBD	Yes			1		Yes
Brooke Grove ES	1989		72,582	11				Yes				Yes
Greenwood ES	1970	2003	64,609	10		TBD						Yes
Olney ES	1954	1990	68,755	9.9								Yes
Sherwood ES	1977		60,064	11.1		TBD			Yes	7		Yes

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

Note: PK denotes that a park is adjacent to the school.


Watkins Mill Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
N
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Daly ES
Neelsville MS
Clarksburg HS
Neelsville MS
Capt. James Daly ES
Stedwick ES
Neelsville MS
Watkins Mill HS
South Lake ES
Watkins Mill HS
Neelsville MS
Forest Oak MS
Gaithersburg HS
Whetsone ES
Montgomery Village MS
Watkins Mill HS
Watkins Mill HS
South Lake ES
Neelsville MS
Watkins Mill HS
Stedwick ES
Stedwick ES
Whetsone ES
Goshen ES
Forest Oak MS
Gaithersburg HS
Fox Chapel ES
Watkins Mill ES
Montgomery Village MS
Whetstone ES
Strawberry Knoll ES
Gaithersburg MS
Gaitherburg HS
Fox Chapel ES
Neelsville MS
Clarksburg HS
Watkins Mill ES
Montgomery Village MS
Watkins Mill HS
Strawberry Knoll ES
355
Watkins Mill ES
Montgomery Village MS
Watkins Mill HS
South Lake ES
Neelsville MS
Watkins Mill HS
South Lake ES
Forest Oak MS
270
Brown Station ES
Lakelands Park MS
Quince Orchard HS
Gaithersburg ES
Gaithersburg MS
Gaithersburg HS
Marshall ES
Ridgeview MS
117
Gaithersburg MS
Gaithersburg ES

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Watkins Mill Middle School #2
(Replacement for Neelsville MS)

Capital Project: With the opening of Clarksburg High School, Neelsville Middle School will be shared between the Clarksburg and Watkins Mill clusters. The Neelsville Middle School facility is now within the boundary of the Clarksburg Cluster. Long-term projections for middle schools in the Clarksburg Cluster indicate that additional middle school capacity will be needed. A new facility is proposed in the Watkins Mill Cluster to replace Neelsville Middle School. When this new school opens, the current Neelsville facility will completely serve students from the Clarksburg Cluster. An FY 2007 appropriation was approved for facility planning to for a feasibility study to determine the feasibility, scope, and cost for a replacement facility for Neelsville Middle School within the Watkins Mill Cluster. A completion date for the replacement school will be considered in a future CIP.

Stedwick Elementary School

Utilization: Projections indicate enrollment at Stedwick Elementary School will exceed capacity throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2008 appropriation is recommended for construction to construct the classroom addition. The addition is scheduled to be completed during the 2008–2009 school year. In order for this project to be completed on schedule, county and state funding need to be approved at the levels recommended in this CIP.

Watkins Mill Elementary School

Utilization: Enrollment at Watkins Mill Elementary School is projected to exceed capacity throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until an addition is constructed.

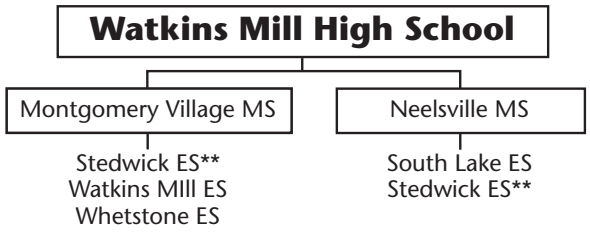
Capital Project: Construction of the addition project and gymnasium is underway and are scheduled to be completed during the 2006–2007 school year.

Whetstone Elementary School

Utilization: Projections indicate enrollment at Whetstone 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.

Capital Project: An FY 2007 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.

Watkins Mill Cluster Articulation*



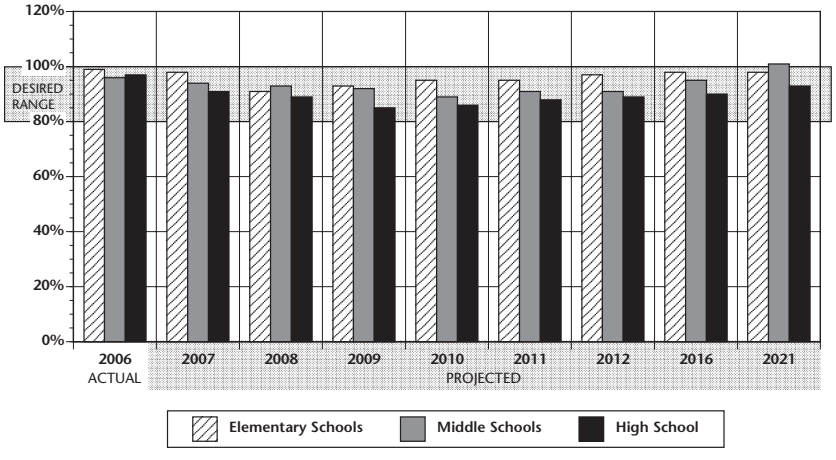
* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

* 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 with Recommended CIP



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

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Watkins Mill MS #2	Replacement	Proposed	TBD
Stedwick ES	Classroom addition	Recommended	SY 2008–2009
Watkins Mill ES	Classroom addition	Approved	SY 2006–2007
	Gymnasium	Approved	SY 2006–2007
Whetstone ES	Classroom addition	Proposed	TBD

Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Watkins Mill HS		Program Capacity	1836	1836	1836	1836	1836	1836	1836	1836	1836
		Enrollment	**1777**	**1669**	**1640**	**1566**	**1587**	**1623**	**1634**	**1650**	**1700**
		Available Space	*59*	*167*	*196*	*270*	*249*	*213*	*202*	*186*	*136*
		Comments	+2 SLC Boundary Change								
Montgomery Village MS		Program Capacity	758	771	771	771	771	771	771	771	771
		Enrollment	**749**	**706**	**689**	**700**	**669**	**697**	**672**	**700**	**750**
		Available Space	*9*	*65*	*82*	*71*	*102*	*74*	*99*	*71*	*21*
		Comments		-1 LFI							
Neelsville MS		Program Capacity	858	858	858	858	858	858	858	858	858
		Enrollment	**801**	**824**	**829**	**797**	**778**	**785**	**805**	**850**	**900**
		Available Space	*58*	*34*	*30*	*62*	*80*	*74*	*54*	*8*	*(42)*
		Comments	Boundary Change								
Watkins Mill MS #2		Program Capacity	0	0	0	0	0	0	0	0	0
		Enrollment	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Available Space	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
		Comments	Fac. Plng. (see text)								
South Lake ES	CSR	Program Capacity	741	741	741	741	741	741	741		
		Enrollment	**557**	**584**	**605**	**622**	**651**	**677**	**676**		
		Available Space	*184*	*157*	*136*	*119*	*90*	*64*	*65*		
		Comments	+1 METS								
Stedwick ES	CSR	Program Capacity	437	437	658	658	658	658	658		
		Enrollment	**586**	**553**	**545**	**556**	**566**	**559**	**578**		
		Available Space	*(149)*	*(116)*	*113*	*102*	*92*	*99*	*80*		
		Comments	Planning For Add.		+12 Rooms						
Watkins Mill ES	CSR	Program Capacity	689	689	689	674	674	689	689		
		Enrollment	**521**	**525**	**540**	**536**	**557**	**551**	**563**		
		Available Space	*168*	*164*	*149*	*138*	*117*	*138*	*126*		
		Comments	+16 Rooms +Gym								
Whetstone ES	CSR	Program Capacity	457	457	457	457	457	457	457		
		Enrollment	**648**	**626**	**632**	**640**	**642**	**643**	**647**		
		Available Space	*(191)*	*(169)*	*(175)*	*(183)*	*(185)*	*(186)*	*(190)*		
		Comments	Facility Planning For Add.								
Cluster Information		HS Utilization	97%	91%	89%	85%	86%	88%	89%	90%	93%
		HS Enrollment	1777	1669	1640	1566	1587	1623	1634	1650	1700
		MS Utilization	*96%*	*94%*	*93%*	*92%*	*89%*	*91%*	*91%*	95%	101%
		MS Enrollment	1550	1530	1518	1497	1447	1482	1477	1550	1650
		ES Utilization	99%	98%	91%	93%	95%	95%	97%	98%	98%
		ES Enrollment	2312	2288	2322	2354	2416	2430	2464	2500	2500

*CSR - Class Size Reduction

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Watkins Mill HS	1777	35.3%	0.2%	10.0%	28.6%	25.9%	31.3%	11.4%	21.0%
Montgomery Village MS	749	34.4%	0.4%	8.8%	33.6%	22.7%	36.8%	8.9%	21.0%
Neelsville MS	801	33.8%	0.4%	15.2%	28.5%	22.1%	35.8%	10.2%	21.0%
South Lake ES	557	35.5%	0.9%	11.5%	43.3%	8.8%	55.8%	26.4%	51.6%
Stedwick ES	586	35.5%	0.2%	12.1%	25.1%	27.1%	43.3%	15.5%	22.6%
Watkins Mill ES	521	39.9%	0.8%	10.0%	33.4%	15.9%	51.6%	24.2%	34.0%
Whetstone ES	648	32.7%	0.9%	10.0%	38.1%	18.2%	37.3%	17.6%	29.4%
Elementary Cluster Total	**2312**	**35.7%**	**0.7%**	**10.9%**	**35.0%**	**17.7%**	**46.5%**	**20.7%**	**34.4%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

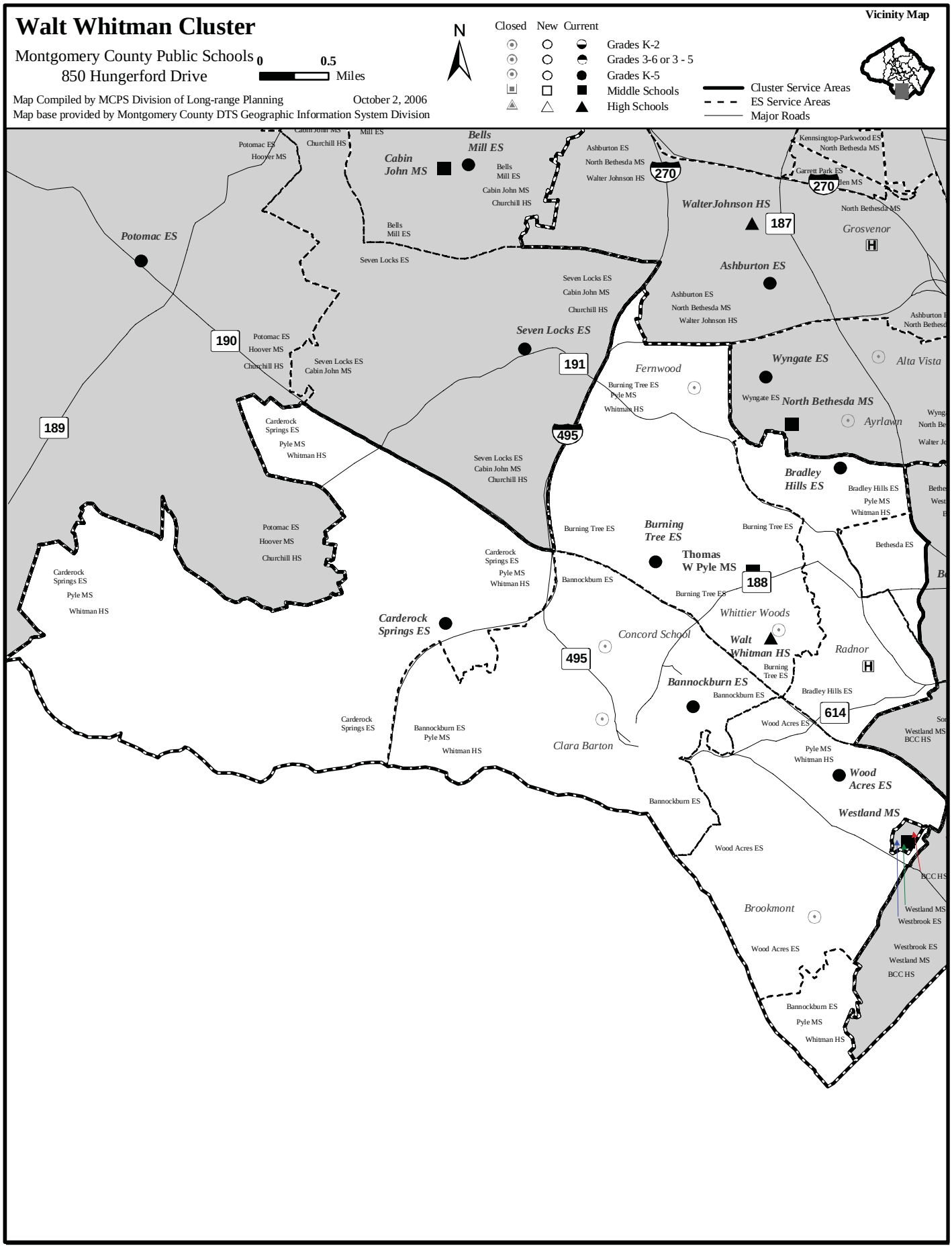
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	SPECIAL EDUCATION PROGRAMS: School Based: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Watkins Mill HS	9-12	1836	90		74								3		3					4											6			
Montgomery Village MS	6-8	758	43		30								2	1	1					2			2								5			
Neelsville MS	6-8	858	42		38								2		2																			
South Lake ES	HS-5	741	40	3		17	10		1	1	6			2																				
Stedwick ES	pre-K-5	437	28	4		5	11		1		5									2														
Watkins Mill ES	HS-5	689	42	5		15	12			1	6							3																
Whetstone ES	pre-K-5	457	31	6		4	10		1		5						2													3				

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Watkins Mill HS	1989		301,579	50.1	PK							
Montgomery Village MS	1968	2004	141,615	15.1		1358						
Neelsville MS	1981	2004	131,432	29.2		TBD						
South Lake ES	1972	2005	83,038	10.2		TBD						Yes
Stedwick ES	1974		84,335	10		TBD				8		Yes
Watkins Mill ES	1970		44,510	10	PK	TBD						
Whetstone ES	1968		76,657	8.8		TBD				7		Yes

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

Note: PK denotes that a park is adjacent to the school.


Walt Whitman Cluster
Montgomery County Public Schools
850 Hungerford Drive
0
0.5
Miles
Map Compiled by MCPS Division of Long-range Planning
October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division
N
Closed
New
Current
Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools
Cluster Service Areas
ES Service Areas
Major Roads
Vicinity Map
Potomac ES
Bells Mill ES
Cabin John MS
Seven Locks ES
Carderock Springs ES
Fernwood
Wyngate ES
Alta Vista
North Bethesda MS
Ayrlawn
Bradley Hills ES
Burning Tree ES
Thomas W Pyle MS
Whittier Woods
Concord School
Walt Whitman HS
Radnor
Bannockburn ES
Clara Barton
Wood Acres ES
Westland MS
Brookmont
Westbrook ES
Ashburton ES
Grosvenor
WalterJohnson HS
Potomac ES
Hoover MS
Churchill HS
Cabin John MS
Bells Mill ES
Seven Locks ES
Ashburton ES
North Bethesda MS
Walter Johnson HS
Kennsingtop-Parkwood ES
Garrett Park ES
Pyle MS
Whitman HS
Bethesda ES
Wood Acres ES
BCC HS
Westland MS
Westbrook ES
190
189
191
495
270
187
188
614

CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Thomas W. Pyle Middle School

Utilization: Projections indicate that enrollment at Thomas W. Pyle Middle School will exceed capacity throughout the six-year CIP period. A nine-classroom addition is needed to accommodate the enrollment. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2008 appropriation is recommended for construction to construct the addition. The scheduled completion date is August 2008. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Burning Tree Elementary School

Capital Project: An FY 2007 appropriation was approved for construction to construct a gymnasium at Burning Tree Elementary School. The scheduled completion date for this gymnasium is August 2007.

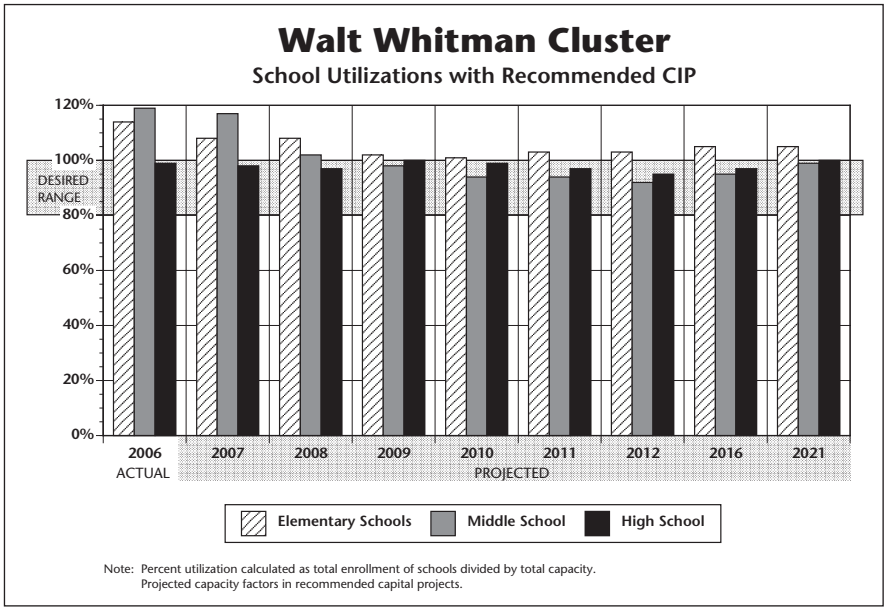
Carderock Springs Elementary School

Capital Project: A modernization project is scheduled for this school with a completion date of August 2010. An FY 2008 appropriation is recommended for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: An FY 2008 appropriation is recommended for planning for a gymnasium to be constructed as part of the modernization project. The scheduled completion date for this gymnasium is August 2010. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Thomas W. Pyle MS	Classroom addition	Recommended	Aug. 2008
Burning Tree ES	Gymnasium	Approved	Aug. 2007
Carderock Springs ES	Modernization Gymnasium	Recommended Recommended	Aug. 2010 Aug. 2010



Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Walt Whitman HS		Program Capacity	1909	1909	1909	1909	1909	1909	1909	1909	1909
		Enrollment	**1890**	**1868**	**1849**	**1906**	**1896**	**1853**	**1815**	**1850**	**1900**
		Available Space	*19*	*41*	*60*	*3*	*13*	*56*	*94*	*59*	*9*
		Comments	+1 LFI								
Thomas W. Pyle MS		Program Capacity	1075	1075	1266	1266	1266	1266	1266	1266	1266
		Enrollment	**1276**	**1260**	**1286**	**1247**	**1192**	**1186**	**1170**	**1200**	**1250**
		Available Space	*(201)*	*(185)*	*(20)*	*20*	*74*	*80*	*96*	*66*	*16*
		Comments	Planning For Add.		+9 Rooms						
Bannockburn ES		Program Capacity	365	365	365	365	365	365	365		
		Enrollment	**362**	**348**	**352**	**364**	**370**	**379**	**371**		
		Available Space	*3*	*17*	*13*	*1*	*(5)*	*(14)*	*(6)*		
		Comments									
Bradley Hills ES		Program Capacity	341	341	341	341	341	341	341		
		Enrollment	**394**	**388**	**391**	**394**	**400**	**411**	**401**		
		Available Space	*(53)*	*(47)*	*(50)*	*(53)*	*(59)*	*(70)*	*(60)*		
		Comments	+FDK								
Burning Tree ES		Program Capacity	428	428	428	428	428	428	428		
		Enrollment	**508**	**471**	**454**	**439**	**426**	**437**	**450**		
		Available Space	*(80)*	*(43)*	*(26)*	*(11)*	*2*	*(9)*	*(22)*		
		Comments		+Gym							
Carderock Springs ES		Program Capacity	251	251	251	366	366	366	366		
		Enrollment	**312**	**300**	**317**	**312**	**321**	**327**	**332**		
		Available Space	*(61)*	*(49)*	*(66)*	*54*	*45*	*39*	*34*		
		Comments	+FDK	Planning For Mod.	@ Radnor Jan. 09		Mod. Complete Aug. 2010 + Gym				
Wood Acres ES		Program Capacity	551	551	551	551	551	551	551		
		Enrollment	**622**	**575**	**575**	**578**	**563**	**568**	**566**		
		Available Space	*(71)*	*(24)*	*(24)*	*(27)*	*(12)*	*(17)*	*(15)*		
		Comments	+FDK								
Cluster Information		HS Utilization	99%	98%	97%	100%	99%	97%	95%	97%	100%
		HS Enrollment	1890	1868	1849	1906	1896	1853	1815	1850	1900
		MS Utilization	119%	117%	102%	98%	94%	94%	92%	95%	99%
		MS Enrollment	1276	1260	1286	1247	1192	1186	1170	1200	1250
		ES Utilization	114%	108%	108%	102%	101%	103%	103%	105%	105%
		ES Enrollment	2198	2082	2089	2087	2080	2122	2120	2150	2150

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Walt Whitman HS	1890	3.6%	0.1%	13.5%	7.2%	75.6%	1.3%	5.3%	8.0%
Thomas W. Pyle MS	1276	4.1%	0.1%	11.8%	5.3%	78.7%	1.3%	3.1%	4.8%
Bannockburn ES	362	3.3%	0.0%	9.9%	6.1%	80.7%	1.7%	4.7%	5.6%
Bradley Hills ES	394	2.3%	0.0%	11.7%	5.6%	80.5%	0.5%	4.6%	8.1%
Burning Tree ES	508	4.5%	0.2%	19.1%	6.9%	69.3%	2.4%	6.9%	7.9%
Carderock Springs ES	312	1.3%	0.3%	9.9%	7.7%	80.8%	1.9%	3.2%	6.2%
Wood Acres ES	622	2.3%	0.2%	7.2%	5.1%	85.2%	1.6%	3.7%	5.9%
Elementary Cluster Total	**2198**	**2.8%**	**0.1%**	**11.6%**	**6.1%**	**79.3%**	**1.6%**	**4.7%**	**6.7%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Walt Whitman HS	9-12	1909	90		80								2		3					1	1					3								
Thomas W. Pyle MS	6-8	1075	53		48								1		2											2								
Bannockburn ES	K-5	365	20	4		13						3																						
Bradley Hills ES	K-5	341	18	3		11						4																						
Burning Tree ES	K-5	428	24	3		14						3						4																
Carderock Springs ES	K-5	251	15	4		9						2																						
Wood Acres ES	K-5	551	28	3		19						4					2																	

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*: Joint Use	County Owned	Private Mod.	Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
Walt Whitman HS	1992		261,295	30.7	PK							
Thomas W. Pyle MS	1962	1993	136,548	14.4			Yes			6		
Bannockburn ES	1957	1988	54,234	8.3						1		Yes
Bradley Hills ES	1951	1984	42,368	6.7	PK	TBD	Yes			4		Yes
Burning Tree ES	1958	1991	60,848	6.8	PK					2		
Carderock Springs ES	1966		32,639	9		1316				2		
Wood Acres ES	1952	2002	73,138	2.6	PK	1390				2		Yes

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

Note: PK denotes that a park is adjacent to the school.

Thomas S. Wootton Cluster

Montgomery County Public Schools
850 Hungerford Drive

0 0.5 Miles

Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DTS Geographic Information System Division

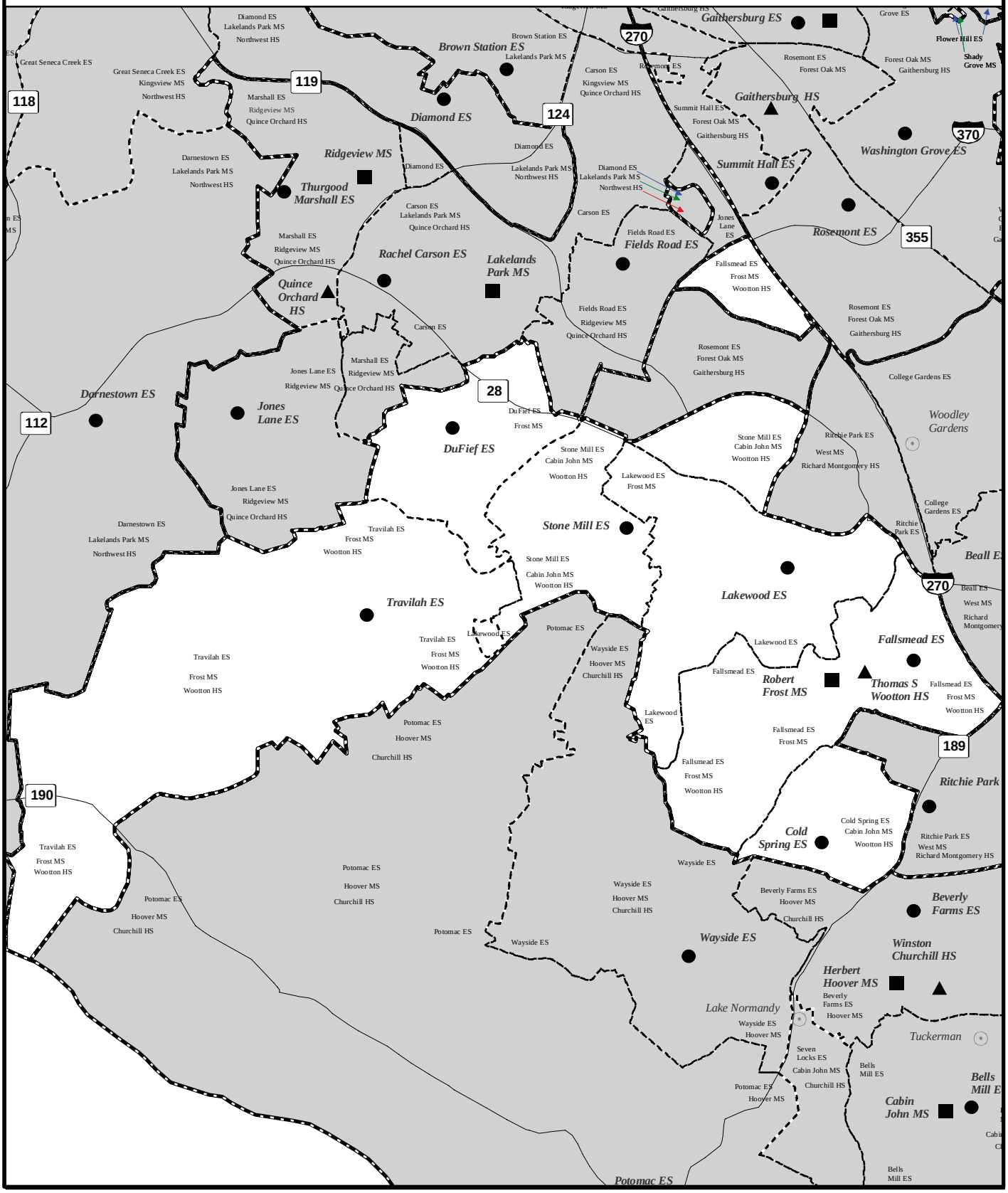
N

Closed New Current

Grades K-2
Grades 3-6 or 3 - 5
Grades K-5
Middle Schools
High Schools

Cluster Service Areas
ES Service Areas
Major Roads

Vicinity Map



CLUSTER PLANNING ISSUES

Capital Project: Restroom renovations are planned for schools in this cluster that were constructed or modernized before 1985 and did not have planning or construction funds approved in the Amended FY 2005–2010 CIP. Schools that will receive an addition project will have the improvements completed at the same time. Please see appendix G for the list of schools not scheduled for an addition or modernization project that are approved to receive restroom renovations.

SCHOOLS

Cabin John Middle School

Capital Project: A modernization project for this school is scheduled for completion in August 2011. An FY 2008 appropriation is recommended for planning to begin the architectural design of the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Cold Spring Elementary School

Capital Project: FY 2009 expenditures are programmed for planning funds to begin the architectural design of a gymnasium. The scheduled completion date for this gymnasium is August 2010. In order for this gymnasium to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Fallsmead Elementary School

Utilization: Projections indicate that enrollment at Fallsmead Elementary School will exceed capacity by at least four classrooms throughout the six-year CIP period. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2008 appropriation is recommended to construct the classroom addition. The scheduled completion date for this addition project is August 2008. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

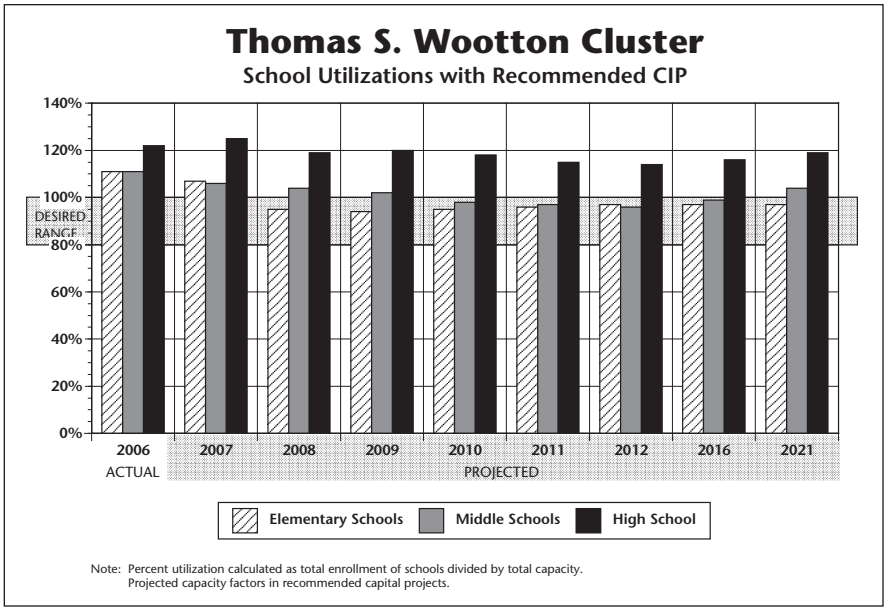
Travilah Elementary School

Utilization: Enrollment at Travilah Elementary School is projected to exceed capacity by at least four classrooms throughout the six-year CIP planning period. Relocatable classrooms will continue to be utilized until an addition is constructed.

Capital Project: An FY 2008 appropriation is recommended to construct the addition. The scheduled completion date for the addition is August 2008. In order for this addition to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Cabin John MS	Modernization	Recommended	Aug. 2011
Cold Spring ES	Gymnasium	Programmed	Aug. 2010
Fallsmead ES	Classroom addition	Recommended	Aug. 2008
Travilah ES	Classroom addition	Recommended	Aug. 2008



Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools		Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Thomas S. Wootton HS	Program Capacity	2040	2018	2018	2018	2018	2018	2018	2018	2018
	Enrollment	**2488**	**2522**	**2397**	**2419**	**2382**	**2326**	**2308**	**2350**	**2400**
	Available Space	*(448)*	*(504)*	*(379)*	*(401)*	*(364)*	*(308)*	*(290)*	*(332)*	*(382)*
	Comments	+2 LAD	+1 LAD +1 LFI							
Cabin John MS	Program Capacity	836	844	844	844	844	844	844	844	844
	Enrollment	**971**	**908**	**874**	**874**	**833**	**815**	**798**	**850**	**900**
	Available Space	*(135)*	*(64)*	*(30)*	*(30)*	*11*	*29*	*46*	*(6)*	*(56)*
	Comments	Fac. Plng For Mod. +1 LAD	-1 LAD		@ Tilden Facility		Mod. Complete Aug. 2011			
Robert Frost MS	Program Capacity	1071	1071	1071	1071	1071	1071	1071	1071	1071
	Enrollment	**1148**	**1119**	**1114**	**1078**	**1047**	**1048**	**1044**	**1050**	**1100**
	Available Space	*(77)*	*(48)*	*(43)*	*(7)*	*24*	*23*	*27*	*21*	*(29)*
	Comments									
Cold Spring ES	Program Capacity	386	386	386	386	386	386	386		
	Enrollment	**431**	**432**	**424**	**411**	**417**	**425**	**428**		
	Available Space	*(45)*	*(46)*	*(38)*	*(25)*	*(31)*	*(39)*	*(42)*		
	Comments	+FDK				+ Gym				
DuFief ES	Program Capacity	406	393	393	393	393	393	393		
	Enrollment	**446**	**411**	**403**	**393**	**392**	**400**	**401**		
	Available Space	*(40)*	*(18)*	*(10)*	*0*	*1*	*(7)*	*(8)*		
	Comments	+FDK	+1 ELC							
Fallsmead ES	Program Capacity	381	381	519	519	519	519	519		
	Enrollment	**499**	**458**	**448**	**440**	**445**	**454**	**456**		
	Available Space	*(118)*	*(77)*	*71*	*79*	*74*	*65*	*63*		
	Comments	+FDK Plng. for Addition		+6 Rooms						
Lakewood ES	Program Capacity	594	594	594	594	594	594	594		
	Enrollment	**591**	**571**	**585**	**599**	**608**	**627**	**628**		
	Available Space	*3*	*23*	*9*	*(5)*	*(14)*	*(33)*	*(34)*		
	Comments	-1 LAD + FDK								
Stone Mill ES	Program Capacity	666	666	666	666	666	666	666		
	Enrollment	**649**	**619**	**607**	**598**	**594**	**581**	**586**		
	Available Space	*17*	*47*	*59*	*68*	*72*	*85*	*80*		
	Comments									
Travilah ES	Program Capacity	342	342	524	524	524	524	524		
	Enrollment	**465**	**458**	**451**	**457**	**459**	**476**	**478**		
	Available Space	*(123)*	*(116)*	*73*	*67*	*65*	*48*	*46*		
	Comments	Planning For Addition		+8 Rooms						
Cluster Information	HS Utilization	122%	125%	119%	120%	118%	115%	114%	116%	119%
	HS Enrollment	2488	2522	2397	2419	2382	2326	2308	2350	2400
	MS Utilization	111%	106%	104%	102%	98%	97%	96%	99%	104%
	MS Enrollment	2119	2027	1988	1952	1880	1863	1842	1900	2000
	ES Utilization	111%	107%	95%	94%	95%	96%	97%	97%	97%
	ES Enrollment	3081	2949	2918	2898	2915	2963	2977	3000	3000

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	2488	6.2%	0.2%	34.1%	4.7%	54.9%	4.4%	2.2%	6.3%
Cabin John MS	971	8.4%	0.2%	30.2%	4.7%	56.4%	4.7%	2.3%	4.8%
Robert Frost MS	1148	4.1%	0.1%	33.4%	6.0%	56.4%	4.3%	2.4%	6.7%
Cold Spring ES	431	4.9%	0.9%	27.8%	5.3%	61.0%	1.9%	1.9%	4.6%
DuFief ES	446	3.1%	0.0%	33.9%	4.7%	58.3%	3.8%	7.4%	7.0%
Fallsmead ES	499	5.6%	0.4%	30.3%	7.6%	56.1%	5.6%	10.4%	14.7%
Lakewood ES	591	3.9%	0.0%	37.6%	3.6%	55.0%	3.0%	6.6%	11.5%
Stone Mill ES	649	8.6%	0.2%	45.5%	4.2%	41.6%	7.1%	4.2%	7.5%
Travilah ES	465	7.3%	0.4%	36.1%	4.7%	51.4%	6.0%	8.4%	6.3%
Elementary Cluster Total	**3081**	**5.7%**	**0.3%**	**35.9%**	**4.9%**	**53.1%**	**4.7%**	**6.4%**	**8.6%**
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

Program Capacity and Room Use Table

(School Year 2006–2007)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Thomas S. Wootton HS	9-12	2040	97		85								2		4					4	2													
Cabin John MS	6-8	836	45		35								1		3					3	2		1											
Robert Frost MS	6-8	1071	52		48								1		3																		
Cold Spring ES	K-5	386	22	4		14						2								2														
DuFief ES	K-5	406	24	4		12						4						3	1															
Fallsmead ES	K-5	381	22	4		12						3					3																	
Lakewood ES	K-5	594	30	4		22						4																						
Stone Mill ES	K-5	666	34	4		22						4																		4				
Travilah ES	K-5	342	18	3		12						3																						

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*			Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
							Joint Use	County Owned	Private Mod.			
Thomas S. Wootton HS	1970		295,620	27.5		1301				8		
Cabin John MS	1967		120,788	18.2		1422						
Robert Frost MS	1971		143,757	24.8		TBD						
Cold Spring ES	1972		46,296	12.4		TBD			Yes	3		
DuFief ES	1975		59,013	10		TBD	Yes			3		Yes
Fallsmead ES	1974		50,850	9	PK	TBD				5		Yes
Lakewood ES	1968	2003	77,526	13.1		1405			Yes			Yes
Stone Mill ES	1988		78,617	11.8				Yes				Yes
Travilah ES	1960	1992	50,588	9.3						7		Yes

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

Note: PK denotes that a park is adjacent to the school.

Other Educational Facilities

Montgomery County Public Schools
Rockville, Maryland

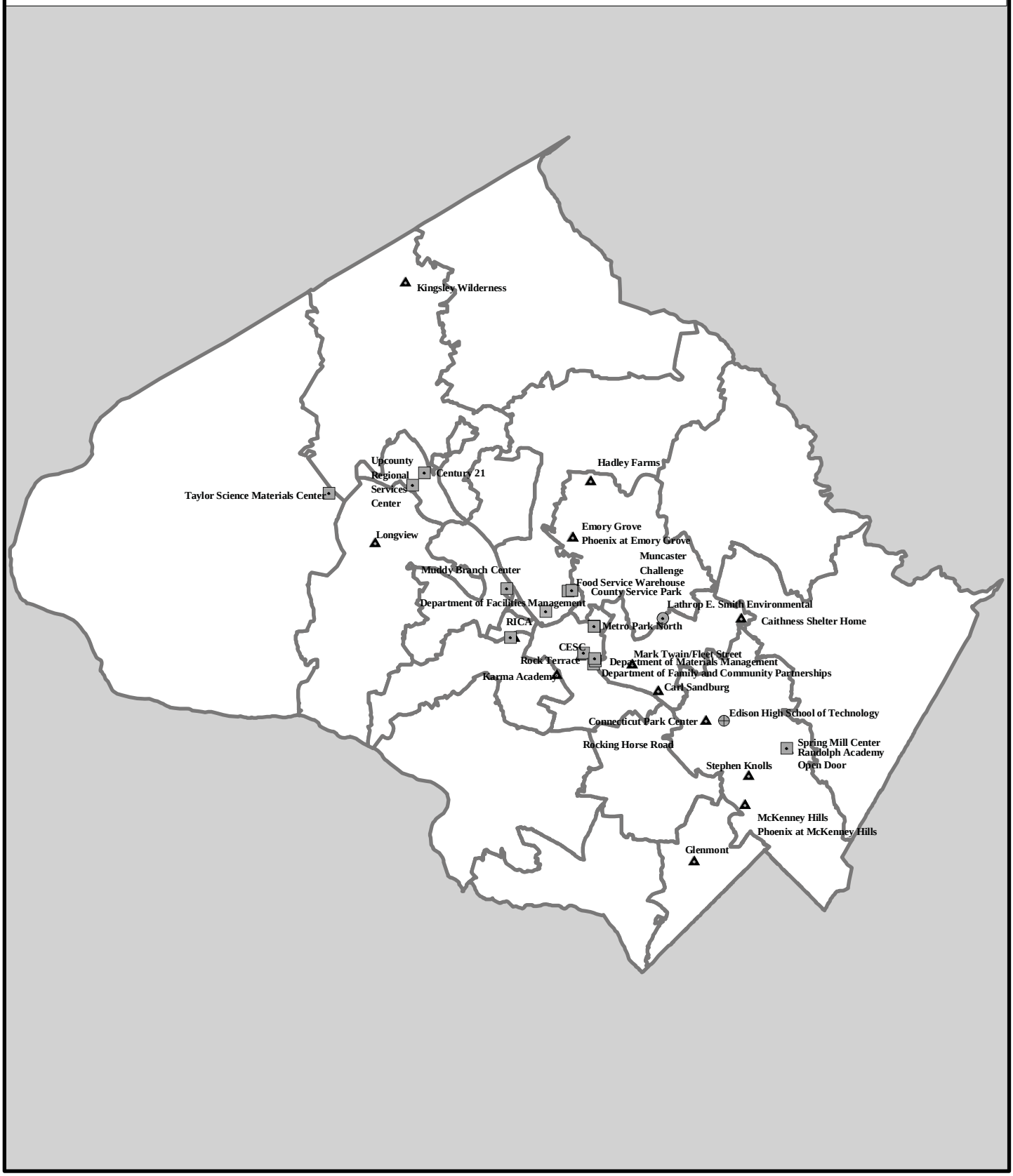
0 2 4 6 8 Miles

Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DIST Geographic Information System Team

N

Cluster Serivce Area
Environmental Education Center
Centers, Facilities and Offices
Special Schools and Alternative Programs
Technical Career High School

Vicinity Map



SPECIAL EDUCATION CENTERS

Longview

The Longview Center provides services to students, ages 5–21, with severe to profound mental retardation and multiple disabilities. The Longview Center is housed at shared facility with Spark M. Matsunaga Elementary School. In the 2002–2003 school year, the Extensions Program for elementary and secondary students was developed at Longview for students with extremely challenging behaviors. The elementary Extensions Program was relocated to Cashell Elementary School for the 2004–2005 school year. The secondary Extensions Program will be housed at Lakelands Park Middle School.

Stephen Knolls

The Stephen Knolls Special Education Program provides services for students, ages 5–21, with severe to profound mental retardation and multiple disabilities. During summer 2004, Stephen Knolls underwent technology modernization. A combination of standard school software and special education assistive technology (SEAT) software was installed to meet the unique needs of the students at Stephen Knolls. With the completion of the Stephen Knolls facility improvements during the summer 2003, the preschool programs from the McKenney Hills Center were relocated to the Stephen Knolls facility in August 2003. Currently, both programs utilize the Stephen Knolls facility.

Mark Twain

In summer 2000, a program review was conducted of the Mark Twain Special Education Program, to establish long-term program needs. It was determined at that time that the Mark Twain Program would remain at its current location. On November 20, 2003, the Board of Education adopted a resolution to form a Feasibility Study Group to consider cost-efficient options for improving the Mark Twain Program and optimizing utilization of the Mark Twain facility. The Mark Twain Feasibility Study Group was convened in February 2004 and held five committee meetings and numerous subcommittee meetings between February and May 2004. The group studied program requirements and developed and evaluated program options and enhancements. In October 2004, the superintendent made short-term and long-term recommendations to the Board of Education based on the report of the Mark Twain Feasibility Study Group. For the 2005–2006 school year, the superintendent recommended that the Fleet Street Program, which serves middle school students who have either been expelled or are receiving only their required special education services in lieu of expulsion, be moved into the Mark Twain facility with the existing Mark Twain Middle School Program. All existing Mark Twain Program components will remain in the building.

Rock Terrace

In summer 2000, a program review was conducted of the Rock Terrace Special Education program, to establish long-term program needs. It was determined that the Rock Terrace Program would remain at its current location. Rock Terrace underwent technology modernization in summer 2004. A combination of standard school software and special education assistive technology (SEAT) was installed to meet the unique needs of the students at Rock Terrace.

Carl Sandburg Learning Center

Capital Project: A modernization project for this school is scheduled for completion in January 2013. In order for the latest code information, program requirements, and enrollment projections to be included in the architectural designs for modernization projects, planning for projects should occur in close proximity to the recommended construction schedule for those projects. FY 2010 planning funds expenditures were approved in the Amended FY 2005–2010 CIP to begin the architectural design for the modernization. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels approved in this CIP.

Carl Sandburg underwent technology modernization in summer 2004. A combination of standard school software and special education assistive technology (SEAT) was installed to meet the unique needs of the students at Carl Sandburg.

Regional Institute for Children and Adolescents (RICA)

RICA—Rockville is a joint service of MCPS and the Maryland State Department of Health and Mental Hygiene. RICA is a day and residential special education treatment facility. It provides highly structured instructional services in a safe and therapeutic environment that allow students to access the general education curriculum and prepares students to become productive members of a global society. The RICA facility is a state-owned facility and facility issues are the responsibility of the State of Maryland.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Carl Sandburg School	Modernization	Programmed	Jan. 2013

ALTERNATIVE PROGRAMS

Alternative education is delivered in Montgomery County Public Schools (MCPS) through a continuum of intervention services for at-risk students. Level 1 programs are intervention programs for at-risk students located within each secondary school. MCPS currently operates 10 secondary alternative school programs in eight separate facilities for students who are unsuccessful for a variety of reasons in their home schools. These programs are considered Level 2 and Level 3 in the continuum of intervention services for at-risk students. A brief description of each program follows.

Alternative Program Continuum

Level 1 Programs

The Level 1 program is a prerequisite for application to the Department of Alternative Programs (DAP). 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. Program design varies from school to school.

Level 2 High School Alternative Programs

Application to a Level 2 program must include documentation of the student's participation in the Level 1 program. The following programs are operated solely by Montgomery County Public Schools for high school students who are not achieving at their potential for a wide variety of reasons, usually including behavior and/or attendance problems. Students are referred by the home school's Educational Management Team. Each site provides academic instruction in coursework for 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.

MCKENNEY HILLS CENTER

This program serves 60 students, Grades 9–12. MCPS staff includes seven teachers and four paraeducators. A Phoenix program also is located in the McKenney Hills Center.

EMORY GROVE CENTER

This program serves 60 students, Grades 9–12. MCPS staff includes seven teachers and four paraeducators. A Phoenix program also is located in the Emory Grove Center.

KINGSLEY WILDERNESS PROJECT

This program is a highly structured work-study program for 27 students, Grades 9–12, who are seriously disruptive or chronically truant. Students are referred by the home school's Educational Management Team. MCPS provides 3 teachers and 4 paraeducators who deliver an individualized academic program leading to credits toward a high school diploma. In addition, the staff supervises a work/ecology component that includes jobs such as park construction or stream and pond improvement.

Level 2 High School Recovery Programs

PHOENIX RECOVERY PROGRAM AT THE MCKENNEY HILLS AND AT EMORY GROVE CENTERS

Phoenix is a structured program for 55 students, Grades 9–12, with substance abuse problems that interfere with school attendance, performance, and behaviors. Students are referred by the home school's Educational Management Team. MCPS provides 7 teachers and 2 paraeducators to serve 25–30 students at each site. The program includes academic instruction 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.

Level 2 Middle School Alternative Programs

The following programs are operated solely by MCPS for middle school students who are not achieving at their potential for a wide variety of reasons, usually including behavior and/or attendance problems. Students are referred by the home school's Educational Management Team. Each site 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 the student to his/her home schools and succeed.

GLENMONT PROGRAM AT LYNNBROOK CENTER

This program serves 30 students, Grades 6–8. MCPS staff includes 3 teachers and 2 paraeducators. Glenmont serves students attending schools in the downcounty area.

HADLEY FARMS CENTER

This program serves 30 students, Grades 6–8. MCPS staff includes 3 teachers and 2 paraeducators. Hadley Farms Center serves students attending schools the upcounty area.

Level 3 Programs

FLEET STREET PROGRAM

This program serves 30 highly disruptive students, Grades 6–8 who have committed a disciplinary offense for which they could be expelled. The COO makes direct placements at the Fleet Street Program when expulsion is not appropriate. The program provides academic instruction in courses leading to completion of grade level objectives and promotion. In addition, a behavioral/social skills component gives students the skills necessary to return to their home schools and succeed.

RANDOLPH ACADEMY

This program serves 50 highly disruptive students, Grades 9–12 who have committed a disciplinary offense for which they could be expelled. The COO makes direct placements at the Randolph Academy when expulsion is not appropriate. The program provides an individualized academic program in courses for credit toward a high school diploma. Special education students who have been expelled are also placed here. Distance learning is utilized. In addition, the 45-day interim alternative educational setting for students, Grades 6–12, is overseen by the Randolph Academy site coordinator but is located in the Mark Twain building.

45-DAY INTERIM PLACEMENT PROGRAM

The 45-day Interim Placement Program is for students with disabilities who commit drug and/or weapon offenses. If a special education student is suspended for a drug/weapons offense, the principal may request placement through the special education supervisor in addition to following the usual disciplinary process. The student may be placed for up to 45 school days. Currently, students spend three hours per day in the program, and there are morning and afternoon sessions. One session serves high school students with the other session for middle school students. Students work on their assignments from their home school.

Interagency Program (Residential Component)

KARMA ACADEMY

This program is a cooperative effort with a community agency where MCPS provides the academic portion of a larger set of services to students. Karma Academy is a therapeutic group home for 13 males, Grades 9–12, who have behavioral and conduct problems and have been placed in a residential setting by the Department of Juvenile Services or Department of Social Services. The private, non-profit residential agency is Karma House, Inc. MCPS provides 2 teachers and two part-time professionals who hold classes in the group home. Students receive instruction in courses for credit toward a high school diploma.

CAREER AND TECHNOLOGY EDUCATION PROGRAMS

Career and Technology Education (CTE) pathway programs prepare students for lifelong learning. In Montgomery County Public Schools (MCPS), there currently are 27 CTE pathway programs that are organized within the following nine career clusters:

- Arts, Humanities, Media, and Communications
- Biosciences, Health Science, and Medicine
- Business Management and Finance
- Education, Training, and Child Studies
- Engineering, Scientific Research, and Manufacturing Technologies
- Environmental, Agricultural, and Natural Resources
- Human and Consumer Services, Hospitality, and Tourism
- Information Technologies (One program is listed in the Foundations section)
- Law, Government, Public Safety, and Administration

Over 15,000 MCPS students are completing at least one CTE pathway program course at high schools throughout the county or at the Thomas Edison High School of Technology (TEHST). From FY 2004 to FY 2005, the most recent data reported by the Maryland State Department of Education, enrollment in CTE pathway programs increased by nine percent. CTE pathway programs continue to focus on rigorous and relevant instruction that prepares students for college and careers. The majority of CTE pathway programs are designed to provide free college credit to high students who attain a grade of "B" or better in articulated coursework through Montgomery College or the University of Maryland, Baltimore County, depending on the program selected.

The TEHST affords students from all high schools equitable access to career pathway programs that provide academic and technical knowledge and skills. Students attend TEHST for half a day and spend the other half of the school day at their home high school. To ensure relevance to college and industry, CTE has developed Cluster Advisory Boards for all career clusters that include representatives from the business community and postsecondary institutions, providing seamless experiences for students as they move from middle school to high school to postsecondary experiences.

Funds for special projects will be allocated as needed for MCPS high schools that require minor renovations to space for CTE programs such as Advanced Engineering—Project Lead the Way, Cisco Academies, and the Academy of Information Technology.

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 career education and prepares students for a full range of careers within each industry. In Montgomery County Public Schools (MCPS), there currently are 10 pathway programs supervised by the Foundations Office.

The Automotive Trades Foundation (ATF) operates as a licensed used-car dealership. ATF programs are located at Damascus, Gaithersburg, Edison and Seneca Valley High Schools. The program is nationally certified by, ASE (Automotive Service Excellence), NATEF (National Automotive Technology Education Foundation), AYES (Automotive Youth Education System) which allow students advanced placement credits through articulation agreements with post-secondary schools as well as additional partnerships that offer continuing education programs through direct association with manufacturers and dealerships.

The Construction Trades Foundation, (CTF) operates as a licensed Residential Home Builder and supports a variety of construction industry trades that include carpentry, electricity, masonry, HVAC, Architectural Design, and Foundations of Building and Construction Technology. The CTF programs are located at Damascus and Thomas Edison high schools. The Foundation also has established a partnership with Associated Builders & 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 Information Technologies Foundation, (ITF) located at Thomas Edison High School for Technology, is comprised of a public/private partnership to promote computer education and entrepreneurship opportunities among high school students throughout Montgomery County. This program better prepares students for a seamless transition into the computer technology industry.

Capital Project: As part of the FY 2005–2010 CIP, FY 2005 facility planning funds were approved to determine the scope and cost of adding a construction trades program at Gaithersburg High School as part of the replacement facility that is scheduled for completion by August 2012. FY 2009 expenditures are programmed for planning to begin the architectural design of the modernization. In order for this project to be completed on schedule, county and state funding must be provided at the levels

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Construction Trades Program	Addition	Programmed	Aug. 2012

Projected Enrollment and Space Availability

Effects of Recommended Amendments to the FY 2007–2012 CIP and Non–CIP Actions on Space Available

Schools			Actual 06–07	Projections 07–08	08–09	09–10	10–11	11–12	12–13	2016	2021
Stephen Knolls SP		Program Capacity	172	172	172	172	172	172	172		
		Enrollment	**88**	**50**	**50**	**50**	**50**	**50**	**50**		
		Available Space	*84*	*122*	*122*	*122*	*122*	*122*	*122*		
		Comments									
Longview SP		Program Capacity	48	48	48	48	48	48	48		
		Enrollment	**46**	**50**	**50**	**50**	**50**	**50**	**50**		
		Available Space	*2*	*(2)*	*(2)*	*(2)*	*(2)*	*(2)*	*(2)*		
		Comments									
Rock Terrace SP		Program Capacity	160	160	160	160	160	160	160		
		Enrollment	**101**	**105**	**105**	**105**	**105**	**105**	**105**		
		Available Space	*59*	*55*	*55*	*55*	*55*	*55*	*55*		
		Comments									
RICA SP		Program Capacity	190	190	190	190	190	190	190		
		Enrollment	**119**	**150**	**150**	**150**	**150**	**150**	**150**		
		Available Space	*71*	*40*	*40*	*40*	*40*	*40*	*40*		
		Comments									
Mark Twain SP		Program Capacity	330	330	330	330	330	330	330		
		Enrollment	**86**	**95**	**95**	**95**	**95**	**95**	**95**		
		Available Space	*244*	*235*	*235*	*235*	*235*	*235*	*235*		
		Comments									
Carl Sandburg SP		Program Capacity	120	120	120	120	120	120	120		
		Enrollment	**104**	**117**	**117**	**117**	**117**	**117**	**117**		
		Available Space	*16*	*3*	*3*	*3*	*3*	*3*	*3*		
		Comments				Planning For Mod.		@ North Lake Mod. Complete Jan. 2013			
Cluster Information		SP Utilization	51%	55%	55%	55%	55%	55%	55%	0%	0%
		SP Enrollment	544	567	567	567	567	567	567	0	0

Demographic Characteristics of Schools

Schools	2006–2007 Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	2005–2006 FARMs%*	ESOL%**	Mobility Rate%***
Stephen Knolls SP	88	31.8%	0.0%	8.0%	23.9%	36.4%	55.7%	0.0%	40.8%
Longview SP	46	30.4%	4.3%	17.4%	4.3%	43.5%	17.4%	0.0%	18.8%
Rock Terrace SP	101	38.6%	0.0%	7.9%	14.9%	38.6%	34.7%	12.9%	8.9%
RICA SP	119	33.6%	0.8%	0.8%	9.2%	55.5%	30.3%	2.5%	67.5%
Mark Twain SP	86	59.3%	0.0%	3.5%	17.4%	19.8%	69.8%	0.0%	124.4%
Carl Sandburg SP	104	26.9%	0.0%	4.8%	23.1%	45.2%	25.0%	13.5%	25.4%
Elementary County Total	**61836**	**22.6%**	**0.3%**	**15.2%**	**22.5%**	**39.4%**	**28.5%**	**15.7%**	**18.1%**

**Percent of students approved for Free and Reduced–priced Meals Program (FARMS) and Percent of English for Speakers of Other Languages (ESOL).*

***High School ESOL students are served at regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2005–2006 school year compared to total enrollment.*

Program Capacity and Room Use Table

(School Year 2006–2007)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Reg. Sec. @25	Reg. Elem. @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: SEC LAD@15	HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	LD/GT @13	MR @6	PD @7	PEP @18	SLC @10	VISION (Elementary) @7	VISION (Secondary) @6	OTHER
Stephen Knolls SP	N/A-N/A	172	19	4					1										1										8		4				1
Longview SP	N/A-N/A	48	10	2																									8						
Rock Terrace SP	N/A-N/A	160	16																	16															
RICA SP	N/A-N/A	190	19																						19										
Mark Twain SP	N/A-N/A	330	35																						33										2
Carl Sandburg SP	K-6	120	16	4																															

Facility Characteristics of Schools 2006–2007

Schools	Year Opened	Year Ren./ Mod.	Total Square Feet	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care*: Joint Use	County Owned	Private Mod.	Reloc. Class. 2006–07	Link. To Learn. Prgm.	Elem. Gym
Stephen Knolls SP	1958	1979	48,872	6.6		TBD						
Longview SP	2001		40,362	10		TBD						Yes
Rock Terrace SP	1950	1974	48,024	10.3		TBD						
RICA SP	1977		95,000	14.3		TBD						
Mark Twain SP	1971	1973	85,400	22.6		TBD						
Carl Sandburg SP	1962		31,385	7.6		TBD				1		

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

Note: PK denotes that a park is adjacent to the school.

Alternative Centers

Programs	Location	Year Established	Agency	Grades	Program Enrollment	Length of Stay
Level 2 Recovery						
Phoenix at McKenney Hills	McKenney Hills Ctr.	1979	MCPS	9–12	25	2–3 semesters
Phoenix at Emory Grove	Emory Grove Ctr.	1979	MCPS	9–12	30	2–3 semesters
Level 2 School-to-Work						
Kingsley Wilderness	22870 Whelen Lane,Boyds	1978	MCPS	9–12	27	2–3 semesters
Level 2 Alternative						
Glenmont MS	Lynnbrook Center	1997	MCPS	6–8	30	2–3 semesters
Hadley Farms MS	7401 Hadley Farms Dr.	2002	MCPS	6–8	30	2–3 semesters
Emory Grove HS	Emory Grove Ctr.	1983	MCPS	9–12	60	2–3 semesters
McKenney Hills HS	McKenney Hills Ctr.	1973	MCPS	9–12	60	2–3 semesters
Level 3 Alternative						
Randolph Academy	Spring Mill Center	1999	MCPS	9–12	50	1–2 semesters
Fleet Street MS	14501 Avery Road	2003		6–8	30	1–2 semesters
Interagency - Residential						
Karma Academy	175 Watts Branch Pkwy.	1972	Private,non-profit	9–12	13	10–18 Months

Chapter 5
Countywide Projects

Montgomery County Public Schools (MCPS) has many capital projects that are not for one particular school, but rather are programmed to meet the needs of many schools across the county. These projects involve multiyear plans with different schools scheduled each year, and projects are referred to as countywide projects. The assessment and selection process for many of these projects is carried out through an annual review process that involves school principals, maintenance, planning, and construction staff.

The primary countywide projects that address the physical environment in schools include: compliance with the Americans with Disabilities Act (ADA); Asbestos Abatement; Fire Safety Code Upgrades; Heating, Ventilation and Air Conditioning (HVAC); Water and Indoor Air Quality (WIAQ); Planned Life-cycle Asset Replacement (PLAR); and Roof Replacement. These projects require an assessment of each school relative to the needs of other schools and the development of schedules based on available funding. Some projects, such as ADA, Asbestos Abatement, Fuel Tank Management, and Stormwater Management are driven by mandates that require an evaluation and action plan in order to meet federal, state, and local regulations.

A project entitled Facility Planning, begun in FY 1996, will continue to fund feasibility studies and cost estimates for proposed projects. The goal of this project is to provide accurate cost estimates based on existing building conditions and proposed educational program specifications for the planning and budgeting of new schools, additions, and, modernizations.

The schedule for modernizing schools has been developed and prioritized through the Facilities Assessment with Criteria and Testing (FACT) Assessment process. Funding for modernization projects is appropriated through two projects—Current Replacements/Modernizations and Future Replacements/Modernizations. Projects with expenditures for planning and/or construction in the first two years of the CIP are considered Current Replacements/Modernizations. Projects without expenditures in the first two years of the CIP are considered Future Replacements/Modernizations.

Because funding for modernization of older schools has not kept pace with aging facilities, maintenance and replacement projects are even more critical. As a school ages, it is placed on a maintenance and repair ladder, moving from minor repairs to outright replacement of major systems. PLAR and the countywide projects that focus on roof replacements and mechanical system rehabilitations are essential to the preservation of the school systems' infrastructure. Intensive maintenance and rehabilitation efforts to extend the useful life of schools occur through the following projects: HVAC, PLAR, and Roof Replacement.

The Improved (Safe) Access to Schools project provides improved vehicular and pedestrian access to schools. MCPS staff works with the Schools and Transportation Efficiencies Planning (STEP) Committee to identify solutions to safety concerns. The County's Department of Public Works and Transportation appropriates funds to improve roads and sidewalks on county property when needed. This project will continue to address access improvements on Board of Education-owned property at MCPS facilities.

MCPS currently has 607 relocatable classrooms in use for the 2006–2007 school year. The relocatable classroom project will continue to provide relocatable classrooms to meet space needs that cannot be accommodated by permanent construction. This includes approximately 368 relocatable classrooms used to accommodate enrollment growth, 182 relocatable classrooms used for class-size reduction initiatives, 17 relocatable classrooms used for full-day kindergarten, and the remaining 40 relocatable classrooms for day care and other uses. Many of the relocatable classrooms have aging heating and air conditioning systems, ceilings, lights, and carpets that are reaching the end of their useful lives and must be replaced if MCPS is to continue using the units for educational programs. A schedule to rehabilitate county-owned relocatable classrooms was developed in 1996. State-owned classrooms are assessed separately and are included in the state-reimbursement request for the rehabilitation/renovation of these classrooms.

MCPS is committed to providing the educational technology necessary to allow all students to access information from around the world. The Global Access Technology project is included in the countywide section of the budget and is intended to support this commitment. The Board of Education adopted a comprehensive Educational Technology Policy in December 1993 and a strategic plan entitled "The Plan for Educational Technology Implementation" in May 1997. This plan provides specific guides and assessments for identifying the needs for staff support, hardware and software, and the capabilities for access to information within, among, and outside of the confines of MCPS facilities. All MCPS schools were wired for global access by the end of the 2002–2003 school year.

The Technology Modernization project, first introduced in the FY 2003–2008 CIP, will provide needed technology updates for the original Global Access program schools. This project will update schools' technology hardware, software and network infrastructure on a four-year replacement cycle. The objective of the Technology Modernization program is to have a student to computer ratio of 5:1. Up-to-date technology will enhance student learning through access to information available online and through the ability to use the latest instructional software. Up-to-date technology in schools and offices is also critical for the reporting required by No Child Left Behind and for the implementation of state-proposed on-line testing strategies.

The Restroom Renovations project, first introduced in the

FY 2005–2010 CIP, will provide needed modifications to specific areas of restroom facilities. In FY 2004, a study was conducted to evaluate restrooms for all schools that were built or renovated before 1985. A list was compiled and schools were rated based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials. The ratings were based on visual inspections of the existing materials and fixtures as of August 1, 2003. (See appendix W for the list of schools and its corresponding rating.)

A new project, Building Modifications and Program Improvements, was approved in the FY 2007–2012 CIP to provide facility modifications or program improvements to schools that are not scheduled for a modernization or an addition in the foreseeable future.

A brief description of each countywide project follows.

Americans with Disabilities Act (ADA) Compliance

Funds from this project support compliance with federal and state laws and regulations regarding the accessibility of school facilities for persons with disabilities. The items most frequently provided are ramps, elevators, and wider door openings for wheelchair accessibility. Accessible bathrooms and water fountains also are funded as part of this program. MCPS's goal is to provide access to all spaces in its buildings. In some cases, programs have been relocated to accommodate students until full accessibility can be met. Funding for this program will continue beyond the six-year planning period.

Asbestos Abatement

Federal and state regulations require the management and ultimately, the removal of asbestos from schools. Funds from this project support compliance with these mandates. As a cost saving measure, a special group of MCPS employees has been trained to remove asbestos in a manner that complies with strict safety requirements. However, projects that are larger than this group can accommodate are competitively bid and are funded through this project. Funding for this program will continue beyond the six-year planning period.

Building Modifications and Program Improvements

This project will provide facility modifications and program improvements to schools that are not scheduled for a modernization or addition in the foreseeable future.

Current Replacements/Modernizations

This is a summary project for all modernization projects that have planning or construction expenditures for either FY 2007 or FY 2008. 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.

Educational Technology: Global Access

The Board of Education adopted a comprehensive Educational Technology Policy in December 1993 and a strategic implementation plan (The Global Access Project and Beyond) in May 1997. This project provides funding for the implementation of the Global Access Project plan, providing software, hardware, and computer training to prepare students and staff for the technology of the 21st century. It is anticipated that expenditures for this project will be completed by FY 2006. Installation of computers in all schools will be completed by the end of the 2002–2003 school year.

Energy Conservation

This project funds the materials necessary to develop strategies to reduce energy consumption. These strategies include improving building mechanical systems, retrofitting building lighting, and updating associated temperature control systems. This project will continue indefinitely.

Facility Planning

In order to assure the availability of accurate cost estimates for facility construction, a feasibility study process has been instituted. Architects are hired for each new or modernization project to develop and evaluate several feasible options that meet the project's needs. For each option, a cost estimate is prepared and an analysis is performed to determine the most cost-effective solution. The study of options is presented to the Board of Education and the project cost is established. This "preplanning" information is then used to develop a budget for submission to the County Council for funding. The feasibility study process helps to produce a clear understanding of the feasibility, scope, and cost for each project.

Fire Safety Code Upgrades

This project funds building modifications to meet Fire Marshall and life safety code requirements. Facility modifications to be addressed in this project are sprinklers, escape windows, exit signs, fire alarm devices, and exit stairs.

Fuel Tank Management

The school system has 236 underground fuel storage tanks. Federal law requires regular inspection, monitoring, and in some cases replacement of these fuel tank systems. It is expected that all tank systems will be upgraded and replaced as required by current regulations. This project will continue indefinitely because of the need for constant monitoring and replacement of tank systems.

Future Replacements/Modernizations

This is a summary of all modernization projects that do not have expenditures in the first two years of the CIP. The priority order for modernizations is determined by the FACT and Educational Program assessments, and is detailed in appendix E.

Schools are added to the schedule in the out-years of the CIP as the County Council approves funding. Projects shown within this project will be moved to the Current Replacements/ Modernizations project once the County Council approves expenditures for a modernization in either the first or second fiscal year of the CIP.

HVAC (Heating, Ventilation, and Air Conditioning Replacement)

This project provides an orderly replacement of heating, ventilation, and air conditioning systems in MCPS facilities not scheduled for modernization.

Improved (Safe) Access to Schools

This project addresses vehicular access to schools. Projects may involve the widening of a street or road, obtaining rights-of-way for vehicular access, or the addition of entrances to school sites. The list of specific school projects is approved annually by the County Council.

Land Acquisition

The Land Acquisition project is used to acquire land for new schools and the expansion of smaller school sites. Sites are initially identified through the Comprehensive Master Plan process administered by the Maryland-National Capital Park and Planning Commission. Prior to site selection, a Site Selection Advisory Committee (SSAC) is convened.

Planned Life-cycle Asset Replacement (PLAR)

This project provides funding for the repair or replacement of major site improvements and building systems that have reached the end of their useful life. Some of the items that this project covers are field rehabilitation, exterior resurfacing (including driveways and tennis courts), interior partitions, doors, lighting, windows, security gates, bleachers, communications systems, and flooring. All projects are evaluated, and a six-year plan is in place for the repair of needed items. The list of projects is evaluated annually.

Rehabilitation and Renovation of Closed Schools (RROCS)

MCPS has retained some closed schools for use as office space, holding schools, or alternative schools. Some of these facilities have reopened as schools. Funds from this project are used to rehabilitate buildings to meet current codes and to provide appropriate educational spaces.

Relocatable Classrooms

MCPS utilizes relocatable classrooms on an interim basis to accommodate student enrollment in overutilized facilities and for class-size reduction initiatives until a long-term solution is in place. Some are owned by MCPS, some are owned by the State of Maryland, and others are leased. This project provides funding for the relocation, leasing, acquisition, and repair of relocatable classroom units.

Restroom Renovations

The project will provide needed modifications to specific areas of restroom facilities. A study was conducted to evaluate restrooms for all schools that were built or renovated before 1985. Schools were rated based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials. See appendix G for the list of schools in the project.

Roof Replacement

Roofs that are in need of repair or replacement are funded through this project. The schedule of yearly repairs/replacements is determined according to priority. The roofs are expected to have a life cycle of approximately 20 years.

School Gymnasiums

This project provides funding for building gymnasiums on a priority basis, utilizing the funding levels adopted by the County Council. The schools without gyms are ranked annually based on three criteria: enrollment, other construction projects on site, and percent of gyms in the cluster. A listing of schools without gymnasiums is included in appendix F.

School Security Systems

This project provides funding for security camera systems at MCPS high school facilities. Currently, all high schools have security systems. At this time, no middle schools have security camera systems. Consideration is being given to install security systems in middle schools.

Stadium Lighting

Lighting for outdoor stadiums has been funded through a partnership among the schools, individual booster clubs, city and county governments, and MCPS. This project is proposed to expand into renovation of concession stands in partnership with booster clubs and others, using the model developed for stadium lighting.

Technology Modernization

This project will provide needed technology updates for the original Global Access program schools. This project will provide a better student to computer ratio, best practices for dynamic access to information networks, modern methodologies for teacher training, and application of current theory and practice to prepare students for the 21st century.

Water and Indoor Air Quality Improvements

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

Appendix A–1

Montgomery County Public Schools
Actual Enrollment for 2006–2007 and Projected for 2007–2008 to 2012–2013

Grade Level & Program	Actual 2006–07	Projected Enrollment 2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
Prekindergarten	1,896	1,925	1,925	1,925	1,925	1,925	1,925
Head Start	584	584	584	584	584	584	584
Kindergarten	9,003	9,400	9,700	9,700	9,700	9,700	9,700
Grades 1–5	47,237	46,572	46,944	47,677	48,462	49,169	49,974
Grades 6–8	28,629	28,220	27,988	27,738	27,519	27,591	27,588
Grades 9–12	41,670	40,646	39,394	39,235	39,214	39,237	39,323
Total K–12	126,539	124,838	124,026	124,350	124,895	125,697	126,585
Special Education:							
Elementary	2,962	2,739	2,764	2,782	2,798	2,811	2,828
Middle	2,478	2,037	2,037	2,037	2,038	2,038	2,038
High	3,050	3,586	3,587	3,587	3,587	3,592	3,593
Special Schools	603	733	740	743	746	749	752
Total Special Education*	9,093	9,095	9,128	9,149	9,169	9,190	9,211
Alternative Programs	204	300	300	300	300	300	300
Gateway to College	204	265	295	295	295	295	295
GRAND TOTAL	138,520	137,007	136,258	136,603	137,168	137,991	138,900
* Special Education:							
Students budgeted under special programs	9,093	9,095	9,128	9,149	9,169	9,190	9,211
Students budgeted as part of Grades K–12	8,607	8,305	8,213	8,368	8,129	8,130	8,157
Total Special Education	17,700	17,400	17,341	17,517	17,298	17,320	17,368

Source: Montgomery County Public Schools, Division of Long-range Planning, October 2006.

Note: Enrollment for 2006–2007 is preliminary September 30th enrollment.

Appendix A–2

Montgomery County Public Schools
Actual and Projected Grade Enrollment, 2006–2007 to 2012–2013

Grades	Actual Enrollment 2006–07	Projected Enrollment 2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
Kindergarten	9,003	9,400	9,700	9,700	9,700	9,700	9,700
Grade 1	9,431	9,340	9,801	10,102	10,102	10,102	10,102
Grade 2	9,316	9,350	9,285	9,742	10,042	10,042	10,042
Grade 3	9,367	9,257	9,348	9,286	9,748	10,049	10,049
Grade 4	9,414	9,302	9,258	9,340	9,280	9,742	10,048
Grade 5	9,709	9,323	9,252	9,207	9,290	9,234	9,733
Grade 6	9,548	9,377	9,211	9,233	9,202	9,299	9,256
Grade 7	9,493	9,468	9,338	9,178	9,166	9,138	9,215
Grade 8	9,588	9,375	9,439	9,327	9,151	9,154	9,117
Grade 9	11,004	10,526	10,441	10,512	10,511	10,317	10,418
Grade 10	10,342	10,255	9,906	9,859	10,017	9,992	9,835
Grade 11	10,282	9,871	9,509	9,381	9,384	9,654	9,621
Grade 12	10,042	9,994	9,538	9,483	9,302	9,274	9,449
K–5 Total	56,240	55,972	56,644	57,377	58,162	58,869	59,674
6–8 Total	28,629	28,220	27,988	27,738	27,519	27,591	27,588
9–12 Total	41,670	40,646	39,394	39,235	39,214	39,237	39,323
K–12 Total	126,539	124,838	124,026	124,350	124,895	125,697	126,585
Prekindergarten	1,896	1,925	1,925	1,925	1,925	1,925	1,925
Head Start	584	584	584	584	584	584	584
Special Education*	9,093	9,095	9,128	9,149	9,169	9,190	9,211
Alternative Programs	204	300	300	300	300	300	300
Gateway to College	204	265	295	295	295	295	295
GRAND TOTAL	138,520	137,007	136,258	136,603	137,168	137,991	138,900
* Special Education:							
Students budgeted under special programs	9,093	9,095	9,128	9,149	9,169	9,190	9,211
Students budgeted as part of Grades K–12	8,607	8,305	8,213	8,368	8,129	8,130	8,157
Total Special Education	17,700	17,400	17,341	17,517	17,298	17,320	17,368

Source: Montgomery County Public Schools, Division of Long-range Planning, October 2006.

Note: Enrollment for 2006–2007 is preliminary September 30th enrollment.

Appendix A–3

Montgomery County Public Schools Enrollment by Race/Ethnic Groups: 1968–2006

School Year	African American		American Indian		Asian American		Hispanic		White		Total Enrollment
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1968–69	4,872	4.0%	75	0.1%	1,208	1.0%	1,673	1.4%	113,621	93.6%	121,449
1969–70	5,716	4.6%	123	0.1%	1,401	1.1%	1,832	1.5%	115,899	92.7%	124,971
1970–71	6,454	5.1%	131	0.1%	1,476	1.2%	2,438	1.9%	114,845	91.6%	125,344
1971–72	7,292	5.8%	113	0.1%	1,640	1.3%	2,475	2.0%	114,687	90.9%	126,207
1972–73	8,013	6.3%	194	0.2%	1,904	1.5%	2,688	2.1%	114,113	89.9%	126,912
1973–74	9,264	7.3%	77	0.1%	1,849	1.5%	1,996	1.6%	112,990	89.5%	126,176
1974–75	9,928	8.0%	113	0.1%	1,929	1.6%	2,050	1.6%	110,299	88.7%	124,319
1975–76	10,578	8.7%	122	0.1%	2,438	2.0%	2,234	1.8%	106,900	87.4%	122,272
1976–77	11,012	9.4%	822	0.7%	3,758	3.2%	3,668	3.1%	98,370	83.6%	117,630
1977–78	11,201	9.9%	545	0.5%	4,084	3.6%	3,517	3.1%	93,278	82.8%	112,625
1978–79	11,192	10.4%	334	0.3%	4,360	4.1%	3,486	3.2%	88,058	82.0%	107,430
1979–80	11,648	11.4%	209	0.2%	4,774	4.7%	3,442	3.4%	82,446	80.4%	102,519
1980–81	11,912	12.1%	187	0.2%	5,598	5.7%	3,760	3.8%	77,386	78.3%	98,843
1981–82	12,175	12.7%	161	0.2%	6,291	6.6%	4,122	4.3%	72,838	76.2%	95,587
1982–83	12,345	13.3%	156	0.2%	6,791	7.3%	4,231	4.6%	68,994	74.6%	92,517
1983–84	12,714	14.0%	166	0.2%	7,266	8.0%	4,388	4.8%	66,496	73.0%	91,030
1984–85	13,327	14.5%	136	0.1%	8,024	8.7%	4,807	5.2%	65,410	71.3%	91,704
1985–86	13,765	14.8%	140	0.2%	8,759	9.4%	5,273	5.7%	64,934	69.9%	92,871
1986–87	14,342	15.2%	142	0.2%	9,471	10.0%	5,845	6.2%	64,660	68.5%	94,460
1987–88	14,984	15.6%	194	0.2%	10,229	10.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89	15,900	16.1%	223	0.2%	10,960	11.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90	16,612	16.6%	294	0.3%	11,565	11.5%	8,199	8.2%	63,589	63.4%	100,259
1990–91	17,721	17.1%	268	0.3%	12,352	11.9%	9,202	8.9%	64,189	61.9%	103,732
1991–92	18,867	17.6%	293	0.3%	12,983	12.1%	10,189	9.5%	65,067	60.6%	107,399
1992–93	19,938	18.1%	323	0.3%	13,521	12.3%	11,071	10.1%	65,184	59.2%	110,037
1993–94	21,009	18.5%	397	0.3%	14,014	12.4%	12,260	10.8%	65,749	58.0%	113,429
1994–95	22,170	18.9%	464	0.4%	14,440	12.3%	13,439	11.5%	66,569	56.9%	117,082
1995–96	23,265	19.3%	400	0.3%	15,016	12.5%	14,437	12.0%	67,173	55.8%	120,291
1996–97	24,281	19.8%	440	0.4%	15,384	12.6%	15,348	12.5%	67,052	54.7%	122,505
1997–98	25,420	20.4%	442	0.4%	15,904	12.7%	16,502	13.2%	66,767	53.3%	125,035
1998–99	26,820	21.0%	428	0.3%	16,380	12.8%	17,815	13.9%	66,409	52.0%	127,852
1999–00	27,490	21.0%	385	0.3%	17,093	13.1%	19,485	14.9%	66,236	50.7%	130,689
2000–01	28,426	21.2%	407	0.3%	17,895	13.3%	21,731	16.2%	65,849	49.0%	134,308
2001–02	28,928	21.1%	414	0.3%	19,042	13.9%	23,517	17.2%	64,931	47.5%	136,832
2002–03	29,755	21.4%	428	0.3%	19,765	14.2%	24,915	17.9%	64,028	46.1%	138,891
2003–04	30,736	22.1%	429	0.3%	19,908	14.3%	26,058	18.7%	62,072	44.6%	139,203
2004–05	31,446	22.6%	396	0.3%	20,118	14.4%	27,011	19.4%	60,366	43.3%	139,337
2005–06	31,816	22.8%	402	0.3%	20,458	14.7%	27,931	20.0%	58,780	42.2%	139,387
2006–07	31,810	23.0%	424	0.3%	20,505	14.8%	28,774	20.8%	57,007	41.2%	138,520

Source: Montgomery County Public Schools, Office of Shared Accountability, October 2006.

Note: Montgomery County Public Schools uses a combined method for collecting and reporting racial/ethnic data.
All Hispanic students regardless of their race, are included in Hispanic enrollment.
Enrollment for 2006–2007 is preliminary September 30, 2006.

Appendix A–4

Montgomery County Public Schools Annual Enrollment Change
By Race/Ethnic Groups: 1968–2006

School Year	African American		American Indian		Asian American		Hispanic		White		Total	
	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Number	Change from Prior Year	Enrollment	Change from Prior Year
1968–69	4,872		75		1,208		1,673		113,621		121,449	
1969–70	5,716	844	123	48	1,401	193	1,832	159	115,899	2278	124,971	3522
1970–71	6,454	738	131	8	1,476	75	2,438	606	114,845	-1054	125,344	373
1971–72	7,292	838	113	-18	1,640	164	2,475	37	114,687	-158	126,207	863
1972–73	8,013	721	194	81	1,904	264	2,688	213	114,113	-574	126,912	705
1973–74	9,264	1251	77	-117	1,849	-55	1,996	-692	112,990	-1123	126,176	-736
1974–75	9,928	664	113	36	1,929	80	2,050	54	110,299	-2691	124,319	-1857
1975–76	10,578	650	122	9	2,438	509	2,234	184	106,900	-3399	122,272	-2047
1976–77	11,012	434	822	700	3,758	1320	3,668	1434	98,370	-8530	117,630	-4642
1977–78	11,201	189	545	-277	4,084	326	3,517	-151	93,278	-5092	112,625	-5005
1978–79	11,192	-9	334	-211	4,360	276	3,486	-31	88,058	-5220	107,430	-5195
1979–80	11,648	456	209	-125	4,774	414	3,442	-44	82,446	-5612	102,519	-4911
1980–81	11,912	264	187	-22	5,598	824	3,760	318	77,386	-5060	98,843	-3676
1981–82	12,175	263	161	-26	6,291	693	4,122	362	72,838	-4548	95,587	-3256
1982–83	12,345	170	156	-5	6,791	500	4,231	109	68,994	-3844	92,517	-3070
1983–84	12,714	369	166	10	7,266	475	4,388	157	66,496	-2498	91,030	-1487
1984–85	13,327	613	136	-30	8,024	758	4,807	419	65,410	-1086	91,704	674
1985–86	13,765	438	140	4	8,759	735	5,273	466	64,934	-476	92,871	1167
1986–87	14,342	577	142	2	9,471	712	5,845	572	64,660	-274	94,460	1589
1987–88	14,984	642	194	52	10,229	758	6,376	531	64,488	-172	96,271	1811
1988–89	15,900	916	223	29	10,960	731	7,208	832	64,228	-260	98,519	2248
1989–90	16,612	712	294	71	11,565	605	8,199	991	63,589	-639	100,259	1740
1990–91	17,721	1109	268	-26	12,352	787	9,202	1003	64,189	600	103,732	3473
1991–92	18,867	1146	293	25	12,983	631	10,189	987	65,067	878	107,399	3667
1992–93	19,938	1071	323	30	13,521	538	11,071	882	65,184	117	110,037	2638
1993–94	21,009	1071	397	74	14,014	493	12,260	1189	65,749	565	113,429	3392
1994–95	22,170	1161	464	67	14,440	426	13,439	1179	66,569	820	117,082	3653
1995–96	23,265	1095	400	-64	15,016	576	14,437	998	67,173	604	120,291	3209
1996–97	24,281	1016	440	40	15,384	368	15,348	911	67,052	-121	122,505	2214
1997–98	25,420	1139	442	2	15,904	520	16,502	1154	66,767	-285	125,035	2530
1998–99	26,820	1400	428	-14	16,380	476	17,815	1313	66,409	-358	127,852	2817
1999–00	27,490	670	385	-43	17,093	713	19,485	1670	66,236	-173	130,689	2837
2000–01	28,426	936	407	22	17,895	802	21,731	2246	65,849	-387	134,308	3619
2001–02	28,928	502	414	7	19,042	1147	23,517	1786	64,931	-918	136,832	2524
2002–03	29,755	827	428	14	19,765	723	24,915	1398	64,028	-903	138,891	2059
2003–04	30,736	981	429	1	19,908	143	26,058	1143	62,072	-1956	139,203	312
2004–05	31,446	710	396	-33	20,118	210	27,011	953	60,366	-1706	139,337	134
2005–06	31,816	370	402	6	20,458	340	27,931	920	58,780	-1586	139,387	50
2006–07	31,810	-6	424	22	20,505	47	28,774	843	57,007	-1773	138,520	-867

Source: Montgomery County Public Schools, Office of Shared Accountability, October 2006.

Note: Montgomery County Public Schools uses a combined method for collecting and reporting racial/ethnic data. All Hispanic students, regardless of their race, are included in Hispanic enrollment.
Enrollment for 2006–2007 is Preliminary September 30, 2006.

Appendix B–1

Actual and Projected Special Education Services and Enrollment

Program	Actual Enrollment FY04 2003–04	FY05 2004–05	FY06 2005–06	*Budgeted* *FY07 2006–07*	Projected FY08 2007–08	FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13
Resource Programs for Students with Special Needs										
Total for Resource Programs	5,724	5,815	5,333	*5,911*	5,500	5,480	5,460	5,440	5,450	5,460
Programs for Students with Learning Disabilities (LD)										
Learning Centers:										
Elementary	359	368	354	*370*	356	356	356	356	356	356
Middle	249	288	320	*309*	248	248	248	248	248	248
High (includes GT/LD)	271	289	273	*341*	371	371	371	371	371	371
School Age Language (K–1 from FY04 on)	74	58	47	*50*	0	0	0	0	0	0
Learning and Academic Disabilities (LAD):										
Elementary	951	889	767	*649*	589	549	499	439	369	289
Home School Model	214	194	341	*430*	431	471	521	581	651	731
Elementary GT/LD	65	53	45	*41*	25	25	25	25	25	25
Middle	1,543	1,588	1,556	*1,572*	1,368	1,368	1,368	1,368	1,368	1,368
Middle GT/LD	38	29	47	*53*	60	60	60	60	60	60
High	1,377	1,614	1,699	*2,000*	2,320	2,320	2,320	2,320	2,320	2,320
Total for Learning Disabilities	5,141	5,370	5,449	*5,815*	5,768	5,768	5,768	5,768	5,768	5,768
Programs for Students with Mental Retardation (MR)										
School/ Community Based Programs:										
Elementary	158	161	161	*160*	158	158	158	158	158	158
Middle	75	72	78	*85*	83	83	83	83	83	83
High	134	145	148	*150*	163	163	163	163	163	163
Extensions	10	10	12	*18*	15	15	15	15	15	15
Learning for Independence:										
Elementary	95	92	97	*110*	98	98	98	98	98	98
Middle	159	159	154	*155*	90	90	90	90	90	90
High	246	258	278	*285*	355	355	355	355	355	355
Total for Mental Retardation	877	897	928	*963*	962	962	962	962	962	962
Programs for Students with Emotional Disabilities (ED)										
Bridge Classes	106	115	127	*125*	120	120	120	120	120	120
Emotional Disabilities Cluster Model:										
Elementary	83	81	91	*95*	85	85	85	85	85	85
Middle	123	110	106	*110*	100	100	100	100	100	100
High	189	194	208	*225*	210	210	210	210	210	210
Total for Emotional Disabilities	501	500	532	*555*	515	515	515	515	515	515
Programs for Students with Autism										
Prekindergarten	22	32	31	*45*	40	44	48	52	56	60
K–12	96	96	111	*130*	160	165	170	175	180	185
Programs for Students with Asperger's	52	59	49	*50*	45	46	47	48	49	50
Total for Autism and Asperger's	170	187	191	*225*	245	255	265	275	285	295

Appendix B–1

Actual and Projected Special Education Services and Enrollment (Continued)

Program	Actual Enrollment FY04 2003–04	FY05 2004–05	FY06 2005–06	*Budgeted* *FY07 2006–07*	Projected FY08 2007–08	FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13
Deaf And Hard of Hearing										
Resource Program Services	222	224	220	*230*	230	230	230	230	230	230
Special Classes	103	101	103	*105*	100	100	100	100	100	100
Visual Impairments										
Resource Program Services	205	203	203	*210*	210	210	210	210	210	210
Orientation & Mobility	28	29	26	*35*	35	35	35	35	35	35
Special Classes	11	5	9	*10*	10	10	10	10	10	10
Physical Disabilities										
Resource Program Services	3,100	3,198	3,250	*3,400*	3,400	3,380	3,360	3,340	3,350	3,360
Special Classes	46	40	30	*35*	25	25	25	25	25	25
Speech and Language Disabilities										
Resource Program Services										
Preschool	1,108	1,135	1,131	*1,350*	1,250	1,270	1,290	1,310	1,330	1,350
K–12	8,495	8,441	8,228	*8,600*	8,400	8,375	8,350	8,325	8,335	8,345
Private & Parochial	262	280	291	*320*	320	330	340	350	360	370
Enrollment in Special Classes										
Preschool	85	92	97	*85*	90	95	95	95	95	95
InterACT Services (Pre-K–12)	435	426	475	*475*	500	500	500	500	500	500
Enrollment in Augmentative Communication Classes	11	12	14	*19*	18	18	18	18	18	18
Transition Services										
School-Based Resource				*5,730*	6,000	5,975	5,950	5,925	5,935	5,945
Non-School-Based Classes	36	41	51	*52*	52	52	52	52	52	52
Preschool and Early Childhood Programs										
Preschool Education Program (PEP):										
PEP Regular & Early Childhood Classes	390	444	453	*507*	515	523	528	532	537	542
Intensive Needs	57	80	91	*112*	120	123	126	129	132	135
Medically Fragile	30	44	68	*68*	85	92	95	98	101	104
Beginnings Classes	29	35	37	*36*	42	42	42	42	42	42
Total	506	603	649	*723*	762	780	791	801	812	823
Special Programs:										
Longview Center	46	48	46	*50*	50	50	50	50	50	50
Stephen Knolls Center	49	48	45	*50*	50	50	50	50	50	50
Carl Sandburg Center	96	101	90	*100*	110	110	110	110	110	110
Rock Terrace Center	109	101	99	*105*	105	105	105	105	105	105
RICA	146	148	147	*155*	145	145	145	145	145	145
Mark Twain Center	119	94	92	*95*	70	70	70	70	70	70
Crossroads	16	27	14	*25*	18	18	18	18	18	18
TOTAL SPECIAL SCHOOLS	581	567	533	*580*	548	548	548	548	548	548
Grand Totals										
Resource Program Services	19,579	19,751	19,157	26,261	25,845	25,785	25,725	25,665	25,735	25,805
Special Classes Enrollment	8,068	8,415	8,586	9,167	9,095	9,128	9,149	9,169	9,190	9,211

Appendix B–1

Actual and Projected Special Education Services and Enrollment (Continued)

Program	Actual Enrollment FY04 2003–04	FY05 2004–05	FY06 2005–06	*Budgeted* *FY07 2006–07*	Projected FY08 2007–08	FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13
Infants and Toddlers*										
Number of Children Served (with ISFPs)	1,431	1,604	1,520	*2,330*	1,550	1,600	1,650	1,700	1,750	1,800
Related Services:										
Deaf and Hard of Hearing	186	177	268	*190*	250	250	250	250	250	250
Physical Therapy	1,543	1,744	1,932	*1,900*	1,900	1,900	1,900	1,900	1,900	1,900
Occupational Therapy	982	1,146	1,498	*1,500*	1,500	1,500	1,500	1,500	1,500	1,500
Special Instruction	1,978	2,562	3,098	*2,755*	3,100	3,100	3,100	3,100	3,100	3,100
Speech & Language	2,526	2,632	3,263	*3,100*	3,250	3,250	3,250	3,250	3,250	3,250
Vision	220	154	176	*185*	180	180	180	180	180	180
InterACT Services				*20*	20	20	20	20	20	20
Non-Public Institution Enrollment										
Residential	17	18	20	*20*	18	18	18	18	18	18
School-Age Day	504	497	466	*515*	495	495	495	495	495	495
Preschool	82	94	87	*95*	90	90	90	90	90	90
Maryland School for Blind	8	7	7	*8*	8	8	8	8	8	8
Jointly Funded	42	41	42	*43*	45	45	45	45	45	45
MD. School for Deaf	4	5	4	*7*	5	5	5	5	5	5
Total Non-Public	657	662	626	*688*	661	661	661	661	661	661
45 Day Alternative Placements	8	6	13	*12*	12	12	12	12	12	12

Actual Enrollment is calculated by averaging each program's monthly enrollment from November through May, except pre-K program enrollment that reflects the peak for the year.
Mark Twain Satellite enrollment is combined with Emotional Disabilities Cluster Model, High School, for forecast years.
Enrollment shown for Resource Program Services reflect the number of resource services students receive. Some students receive more than one resource service.
Enrollment shown for all other programs reflect the number of students who are enrolled in classes, receiving fifteen or more hours of special education instruction.

Programs for Students with Learning Disabilities includes enrollment include Pre-Academic, Special Classes (Primary and Intermediate), and Learning Disabled/ Gifted and Talented (LD/GT).
Forecasts are developed cooperatively by the Division of Long-range Planning and Department of Special Education.

* Infants and Toddlers counts changed in FY2001 from a student-based count to service units count.

Infants and Toddlers Enrollment and Services are as of the end of May and forecast is for peak level in each year.

Appendix B–2

ESOL, Head Start, Prekindergarten, Alternative Programs, and Gateway to College Enrollments

Actual and Projected ESOL Enrollment

Program	Actual Enrollment FY04 2003–04	FY05 2004–05	FY06 2005–06	*Budgeted* *FY07 2006–07*	Projected Enrollment FY08 2007–08	FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13
Elementary School	8,039	8,459	9,173	*9,300*	9,400	9,500	9,600	9,700	9,800	9,900
Middle School	1,797	1,623	1,634	*1,650*	1,650	1,650	1,650	1,650	1,650	1,650
High School	2,631	2,823	2,657	*2,700*	2,700	2,700	2,700	2,700	2,700	2,700
Total Enrollment	12,467	12,905	13,464	*13,650*	13,750	13,850	13,950	14,050	14,150	14,250
METS:										
Elementary	60	60	90	*90*	90	90	90	90	90	90
Middle	140	140	125	*125*	130	130	130	130	130	130
High	60	80	159	*160*	160	160	160	160	160	160

* Actual ESOL enrollment is based on the average monthly enrollment reported by the Division of ESOL/Bilingual programs from Sept to May.
METS enrollment is broken out for information purposes. METS enrollment is included in the elementary, middle and high school numbers.
Forecasts are developed cooperatively by the Division of Long-range Planning and Division of ESOL/ Bilingual Programs.

Actual and Projected Head Start and Prekindergarten Programs Enrollment

Program	Actual Enrollment FY04 2003–04	FY05 2004–05	FY06 2005–06	Actual FY07 2006–07	Projected Enrollment FY08 2007–08	FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13
Head Start	584	584	584	584	584	584	584	584	584	584
Prekindergarten	1715	1883	1846	1896	1905	1905	1905	1905	1905	1905
Early Childhood Program (New Hampshire Estates ES)	20	20	20	20	20	20	20	20	20	20

* Actual Head Start and Prekindergarten enrollment for 2006–2007 is preliminary September 30, 2006.
Forecasts developed cooperatively by Division of Long-range Planning and Div. of Early Childhood Services and Head Start Unit.

Actual and Projected Alternative Programs Enrollment

Program	Actual Enrollment FY04 2003–04	FY05 2004–05	FY06 2005–06	Actual FY07 2006–07	Projected Enrollment FY08 2007–08	FY09 2008–09	FY10 2009–10	FY11 2010–11	FY12 2011–12	FY13 2012–13
Alternative Programs	236	219	179	204	300	300	300	300	300	300
Gateway to College		59	123	204	265	295	295	295	295	295

* Actual Alternative Programs and Gateway to College 2006–2007 enrollment is preliminary September 30, 2006.
Forecasts developed cooperatively by Division of Long-range Planning and the Department of Alternative Programs

Appendix C

School Enrollment and Capacity

(2006–2007 and 2012–2013 School year)

	School	2006–2007 School Year			2012–2013 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
	High Schools						
1	Bethesda–Chevy Chase HS	1689	1553	(137)	1622	1656	34
2	Blair HS	2930	2840	(91)	2410	2840	430
3	Blake HS	1860	1733	(127)	1800	1733	(67)
4	Churchill HS	2180	1994	(186)	1885	1985	100
5	Clarksburg HS	1003	1629	626	1479	1629	150
6	Damascus HS	1596	1625	29	1437	1625	188
7	Einstein HS	1732	1413	(319)	1546	1602	56
8	Gaithersburg HS	2171	2143	(28)	2035	2126	91
9	Kennedy HS	1495	1727	232	1422	1705	283
10	Magruder HS	2140	2016	(124)	1757	1999	242
11	Northwest HS	1999	2214	215	2146	2214	68
12	Northwood HS	1023	1580	557	1231	1526	295
13	Paint Branch HS	1753	1593	(160)	1697	1899	202
14	Poolesville HS	939	936	(3)	1065	1094	29
15	Quince Orchard HS	1838	1809	(29)	1743	1809	66
16	Richard Montgomery HS	1925	1562	(364)	1895	1967	72
17	Rockville HS	1290	1607	317	1125	1598	473
18	Seneca Valley HS	1454	1527	73	1391	1497	106
19	Sherwood HS	2170	1703	(467)	2054	2054	0
20	Springbrook HS	2001	2148	147	1947	2148	201
21	Walter Johnson HS	1967	1878	(89)	2068	2131	63
22	Watkins Mill HS	1777	1836	59	1634	1836	202
23	Wheaton HS	1410	1481	71	1404	1472	68
24	Whitman HS	1890	1909	19	1815	1909	94
25	Wootton HS	2488	2040	(448)	2308	2018	(290)
	Middle Schools						
1	Argyle MS	735	795	60	709	795	86
2	Baker MS	737	698	(39)	607	698	91
3	Banneker MS	765	876	111	739	876	137
4	Briggs Chaney MS	945	927	(19)	840	927	87
5	Cabin John MS	971	836	(135)	798	844	46
6	Clemente MS	1122	1162	40	1041	1175	134
7	Eastern MS	822	986	164	783	986	203
8	Farquhar MS	735	838	103	649	838	189
9	Forest Oak MS	806	890	84	751	890	139
10	Frost MS	1148	1071	(77)	1044	1071	27
11	Gaithersburg MS	728	889	161	622	894	272
12	Hoover MS	1041	905	(136)	948	914	(34)
13	Key MS	792	901	109	786	878	92
14	King MS	741	820	79	661	820	159
15	Kingsview MS	820	956	136	979	956	(23)
16	Lakelands MS	863	1052	189	940	1052	112
17	Lee MS	513	686	173	456	686	230
18	Loiederman MS	822	944	122	829	944	115
19	Montgomery Village MS	749	758	9	672	771	99
20	Neelsville MS	801	859	58	805	859	54
21	Newport Mill MS	615	761	146	561	761	200
22	North Bethesda MS	728	850	122	727	850	123
23	Parkland MS	680	995	315	712	783	71
24	Poole MS	385	459	74	350	472	122
25	Pyle MS	1276	1075	(201)	1170	1267	97
26	Redland MS	676	740	64	541	740	199
27	Ridgeview MS	744	990	246	727	1016	289
28	Rocky Hill MS	952	956	4	1250	956	(294)
29	Rosa Parks MS	952	888	(64)	790	888	98
30	Shady Grove MS	615	884	269	594	871	277
31	Silver Spring International MS	750	1029	279	672	1029	357
32	Sligo MS	613	996	383	556	996	440
33	Takoma Park MS	901	863	(38)	864	863	(1)
34	Tilden MS	770	928	158	765	928	163
35	West MS	988	965	(23)	965	973	8
36	Westland MS	988	910	(79)	999	1037	38
37	White Oak MS	811	847	36	762	847	85
38	Wood MS	814	972	158	828	972	144

*Includes capacity from recommended and approved projects.

	School	2006–2007 School Year			2012–2013 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
Elementary Schools							
1	Ashburton ES	572	453	(119)	615	660	45
2	Bannockburn ES	362	365	3	371	365	(6)
3	Barnsley ES	576	514	(62)	530	514	(16)
4	Beall ES	619	534	(85)	592	534	(58)
5	Bel Pre ES	464	383	(81)	468	383	(85)
6	Bells Mill ES	476	313	(163)	470	609	139
7	Belmont ES	410	415	5	375	415	40
8	Bethesda ES	420	385	(35)	418	385	(33)
9	Beverly Farms ES	585	541	(44)	629	541	(88)
10	Bradley Hills ES	394	341	(53)	401	341	(60)
11	Broad Acres ES	460	651	191	516	651	135
12	Brooke Grove ES	431	517	86	469	517	48
13	Brookhaven ES	414	278	(136)	427	278	(149)
14	Brown Station ES	391	410	19	525	400	(125)
15	Burning Tree ES	508	428	(80)	450	428	(22)
16	Burnt Mills ES	339	393	54	399	393	(6)
17	Burtonsville ES	602	584	(18)	579	584	5
18	Candlewood ES	335	401	66	373	411	38
19	Cannon Road ES	369	277	(92)	375	277	(98)
20	Carderock Springs ES	312	251	(61)	332	366	34
21	Carson ES	766	649	(117)	819	649	(170)
22	Cashell ES	306	306	0	316	403	87
23	Cedar Grove ES	531	453	(78)	737	479	(258)
24	Chevy Chase ES	501	421	(80)	462	421	(41)
25	Clarksburg ES	386	335	(51)	507	335	(172)
26	Clearspring ES	630	631	1	652	631	(21)
27	Clopper Mill ES	429	429	0	454	429	(25)
28	Cloverly ES	515	483	(32)	535	483	(52)
29	Cold Spring ES	431	386	(45)	428	386	(42)
30	College Gardens ES	523	408	(115)	666	672	6
31	Cresthaven ES	328	371	43	384	489	105
32	Daly ES	501	508	7	505	508	3
33	Damascus ES	295	338	43	305	338	33
34	Darnestown ES	386	273	(113)	342	273	(69)
35	Diamond ES	418	511	93	452	511	59
36	Drew ES	462	451	(11)	443	451	8
37	DuFief ES	446	406	(40)	401	393	(8)
38	East Silver Spring ES	256	352	96	468	488	20
39	Fairland ES	507	354	(153)	503	354	(149)
40	Fallsmead ES	499	381	(118)	456	519	63
41	Farmland ES	578	617	39	603	617	14
42	Fields Road ES	454	338	(116)	494	580	86
43	Flower Hill ES	498	409	(89)	490	396	(94)
44	Flower Valley ES	452	429	(23)	427	429	2
45	Forest Knolls ES	507	622	115	538	622	84
46	Fox Chapel ES	558	409	(149)	597	409	(188)
47	Gaithersburg ES	475	731	256	541	731	190
48	Galway ES	699	417	(282)	737	754	17
49	Garrett Park ES	432	456	24	517	456	(61)
50	Georgian Forest ES	457	306	(151)	450	306	(144)
51	Germantown ES	326	292	(34)	302	292	(10)
52	Glen Haven ES	589	495	(94)	587	495	(92)
53	Glenallan ES	374	311	(63)	529	311	(218)
54	Goshen ES	610	645	35	594	645	51
55	Great Seneca Creek ES	502	685	183	718	659	(59)
56	Greencastle ES	569	578	9	535	568	33
57	Greenwood ES	573	571	(2)	553	597	44
58	Harmony Hills ES	513	351	(162)	513	351	(162)
59	Highland ES	644	515	(129)	630	515	(115)
60	Highland View ES	329	272	(57)	405	282	(123)
61	Jackson Road ES	560	380	(180)	568	380	(188)
62	Jones Lane ES	514	495	(19)	485	495	10
63	Kemp Mill ES	581	403	(178)	603	420	(183)
64	Kensington–Parkwood ES	490	518	28	501	518	17
65	Lake Seneca ES	330	461	131	423	461	38
66	Lakewood ES	591	594	3	628	594	(34)
67	Laytonsville ES	498	488	(10)	481	488	7
68	Little Bennett ES	533	685	152	1240	685	(555)

*Includes capacity from recommended and approved projects.

	School	2006–2007 School Year			2012–2013 School Year		
		Enrollment	Published Capacity	Surplus / (Deficit)	Enrollment	Published Capacity*	Surplus / (Deficit)
69	Luxmanor ES	333	222	(111)	439	429	(10)
70	Marshall ES	533	508	(25)	543	508	(35)
71	Maryvale ES	604	565	(39)	611	554	(57)
72	McAuliffe ES	576	630	54	586	630	44
73	McNair ES	739	611	(128)	716	611	(105)
74	Meadow Hall ES	336	353	17	369	353	(16)
75	Mill Creek Towne ES	472	393	(79)	456	393	(63)
76	Monocacy ES	231	205	(26)	254	205	(49)
77	Montgomery Knolls ES	375	273	(102)	389	273	(116)
78	New Hampshire Estates ES	394	483	89	414	483	69
79	Roscoe R. Nix ES	341	486	145	419	486	67
80	North Chevy Chase ES	308	276	(32)	280	276	(4)
81	Oak View ES	224	358	134	338	358	20
82	Oakland Terrace ES	731	469	(262)	757	469	(288)
83	Olney ES	594	584	(10)	583	584	1
84	Page ES	384	348	(36)	356	348	(8)
85	Pine Crest ES	343	358	15	379	358	(21)
86	Piney Branch ES	481	565	84	417	565	148
87	Poolesville ES	412	550	138	339	550	211
88	Potomac ES	536	410	(126)	527	410	(117)
89	Resnik ES	562	469	(93)	482	469	(13)
90	Ride ES	526	466	(60)	556	466	(90)
91	Ritchie Park ES	399	394	(5)	475	394	(81)
92	Rock Creek Forest ES	485	404	(81)	495	404	(91)
93	Rock Creek Valley ES	378	321	(57)	408	321	(87)
94	Rock View ES	459	388	(71)	513	375	(138)
95	Rockwell ES	440	534	94	420	534	114
96	Rolling Terrace ES	635	639	4	643	639	(4)
97	Rosemary Hills ES	621	517	(104)	585	517	(68)
98	Rosemont ES	465	607	142	551	607	56
99	Sargent Shriver ES	462	582	120	575	582	7
100	Sequoyah ES	431	451	20	428	451	23
101	Seven Locks ES	251	251	0	272	410	138
102	Sherwood ES	475	377	(98)	526	377	(149)
103	Sligo Creek ES	619	536	(83)	633	536	(97)
104	Somerset ES	376	457	81	436	457	21
105	South Lake ES	557	741	184	676	741	65
106	Spark M. Matsunaga ES	929	683	(246)	881	683	(198)
107	Stedwick ES	586	437	(149)	578	658	80
108	Stone Mill ES	649	666	17	586	666	80
109	Stonegate ES	449	428	(21)	502	428	(74)
110	Strathmore ES	410	434	24	395	447	52
111	Strawberry Knoll ES	518	490	(28)	559	490	(69)
112	Summit Hall ES	492	449	(43)	488	449	(39)
113	Takoma Park ES	416	279	(137)	433	562	129
114	Travilah ES	465	342	(123)	478	524	46
115	Twinbrook ES	518	508	(10)	525	508	(17)
116	Viers Mill ES	493	393	(100)	521	393	(128)
117	Washington Grove ES	391	244	(147)	477	537	60
118	Waters Landing ES	589	630	41	533	630	97
119	Watkins Mill ES	521	689	168	563	689	126
120	Wayside ES	635	490	(145)	638	674	36
121	Weller Road ES	518	309	(209)	513	571	58
122	Westbrook ES	337	293	(44)	347	293	(54)
123	Westover ES	282	298	16	312	281	(31)
124	Wheaton Woods ES	489	325	(164)	433	325	(108)
125	Whetstone ES	648	457	(191)	647	457	(190)
126	Wood Acres ES	622	551	(71)	566	551	(15)
127	Woodfield ES	419	447	28	399	447	48
128	Woodlin ES	458	386	(72)	515	399	(116)
129	Wyngate ES	523	414	(109)	490	414	(76)

*Includes capacity from recommended and approved projects.

Appendix D

Montgomery County Public Schools
Relocatable Classrooms for the 2006–2007 School Year

Cluster/ School	Total Relocatables on Site for 2006–2007				
	Enr	CSR	FDK	DC/O	Total
Bethesda-Chevy Chase					
Westland	6				6
Bethesda	2				2
North Chevy Chase	3				3
Rock Creek Forest	4	1		1	6
Rosemary Hills (Q)	1	3		1	5
Westbrook			2		2
Totals	16	4	2	2	**24**
Winston Churchill					
Cabin John	4				4
Herbert Hoover	6				6
Bells Mill	8				8
Potomac	7			1	8
Seven Locks				1	1
Wayside	3			1	4
Totals	28	0	0	3	**31**
Clarksburg					
Clarksburg ES	10				10
Daly		3			3
Fox Chapel	3	5		1	9
Totals	13	8	0	1	**22**
Damascus					
Cedar Grove	6				6
Totals	6	0	0	0	**6**
Downcounty Consortium					
Montgomery Blair	4				4
Albert Einstein (D)	9				9
Wheaton	2				2
Bel Pre	2	6			8
Brookhaven	5	3		1	9
Georgian Forest	4	4		1	9
Glenallan	2	6			8
Harmony Hills	4	5			9
Highland	5	5			10
Highland View	3	3			6
Kemp Mill	6	2			8
Montgomery Knolls	4	4			8
Oakland Terrace	4	3			7
Pine Crest	2				2
Rock View	2	4			6
Rolling Terrace (J)		2		1	3
Sligo Creek	4	3		1	8
Takoma Park ES	4	4			8
Viers Mill (LL)	6	4		1	11
Weller Road	8	6			14
Wheaton Woods (S)	1	5		1	7
Woodlin (S)		4			4
Totals	81	73	0	6	**160**
Gaithersburg					
Gaithersburg HS (D,C)	3			1	4
Forest Oak MS	1				1
Gaithersburg ES (P)				1	1
Goshen			2		2
Laytonsville		1			1
Rosemont				1	1
Strawberry Knoll	1	4			5
Summit Hall	2	4			6
Washington Grove	3	6			9
Totals	10	15	2	3	**30**

Cluster/ School	Total Relocatables on Site for 2006–2007				
	Enr	CSR	FDK	DC/O	Total
Walter Johnson					
Ashburton	5	1	1		7
Farmland		1		2	3
Luxmanor	6	1	2		9
Wyngate	1	2	2		5
Totals	12	5	5	2	**24**
Col. Zadok Magruder					
Col. Zadok Magruder (D)	5				5
Cashell	4			1	5
Flower Hill	1	5			6
Mill Creek Towne		3			3
Judith A. Resnik	3	2			5
Sequoyah		2			2
Totals	13	12	0	1	**26**
Richard Montgomery					
Richard Montgomery (S)	12				12
Beall	1	5			6
Twinbrook		4			4
Totals	13	9	0	0	**22**
Northeast Consortium					
James H. Blake	7				7
Paint Branch	4				4
Francis Scott Key	2				2
Burnt Mills	2	2			4
Burtonsville	1			1	2
Cannon Road	3	4			7
Cloverly	2				2
Cresthaven	3				3
Fairland	2	5			7
Galway	6	6			12
Greencastle	1	2			3
Jackson Road	6	4			10
Stonegate	3				3
Totals	42	23	0	1	**66**
Northwest					
Clopper Mill		5			5
Darnestown	4	1		1	6
Germantown	3				3
Spark M. Matsunaga	12				12
Ronald McNair	2	1	1		4
Totals	21	7	1	1	**30**
Poolesville					
Poolesville HS	4				4
Monocacy	2	1			3
Totals	6	1	0	0	**7**
Quince Orchard					
Quince Orchard	4				4
Rachel Carson	4			1	5
Fields Road (S)	7			1	8
Jones Lane				1	1
Marshall	1		2		3
Totals	16	0	2	3	**21**

Cluster/ School	Total Relocatables on Site for 2006–2007				
	Enr	CSR	FDK	DC/O	Total
Rockville					
Lucy V. Barnsley	3		1		4
Flower Valley	2				2
Maryvale	1	2			3
Meadow Hall		2			2
Totals	6	4	1	0	**11**
Seneca Valley					
Seneca Valley	3			1	4
McAuliffe	1				1
Sally K. Ride		4			4
Totals	4	4	0	1	**9**
Sherwood					
Sherwood HS	8				8
Belmont				1	1
Sherwood ES (B)	4	2		1	7
Totals	12	2	0	2	**16**
Watkins Mill					
Stedwick	3	5			8
Whetstone	2	5			7
Totals	5	10	0	0	**15**
Walt Whitman					
Thomas W. Pyle (S,S)	6				6
Bannockburn			1		1
Bradley Hills	3			1	4
Burning Tree	1	3			4
Carderock Springs	1	1			2
Wood Acres	2				2
Totals	13	4	1	1	**19**
Thomas S. Wootton					
Thomas S. Wootton (S,C)	7			1	8
Cold Spring	1		2		3
DuFief	1			2	3
Fallsmead	3		1	1	5
Travilah	7				7
Totals	19	0	3	4	**26**
Holding Schools					
Fairland (Broad Acres)	12				12
Grosvenor	9				9
North Lake (Offices)	8			1	9
Radnor (Leased)					0
Tilden (Parkland)					0
Totals	29	0	0	1	**30**
Other:					
Emory Grove (CCC)				1	1
Children's Res. Ctr. (I&T)				1	1
Kingsley Wilderness	4				4
Mont. Coll. Germantown				2	2
Rockinghorse (ESOL offices)				2	2
Carl Sandburg				1	1
Warehouse (Copy Plus)				1	1
Totals	4	0	0	8	**12**
Totals by use	356	173	17	39	**607**

TOTAL: 607

DC/O - Other; **P** = Used for Parent Resource Center;**LL** = Linkages-to-Learning; **C =** College program; **J** = Judy Center; B = Baldrige Lab;**CCC** = Career & Community Connections

S—(9) State single (one-classroom) units

D—(4) State double (two-classroom) units

Q—(6) State quad (four-classroom) units

2Q—(1) State double quad (eight-classroom) unit

Enr = Enrollment growth; **FDK** = Full-day kindergarten; **CSR** = Class-size reduction; **DC/O** = Paid for by day-care providers or by other programs

Appendix E

Modernization Schedule for Assessed Schools

Schools	Year Built	Year Renovated	FACT Score	Approved Schedule
Elementary				
College Gardens	1967		1282	1/2008
Cashell	1969		1292	8/2009
Galway	1967		1301	1/2009
Cresthaven	1962		1311	8/2010
Carderock Springs	1966		1316	8/2010
Bells Mill	1968		1319	8/2009
Cannon Road	1967		1357	1/2012
Garrett Park	1948	1973	1388	1/2012
Farmland	1963		1417	8/2011
Seven Locks	1964		1344	1/2012
Sandburg	1962		*****	1/2013
Glenallan	1966		1418	8/2013
Beverly Farms	1965		1427	8/2013
Weller Road	1953	1975	1461	8/2013
Bel Pre	1968		1476	8/2014
Candlewood	1968		1489	1/2015
Rock Creek Forest	1950	1971	1492	1/2015
Wayside	1969		1502	8/2016
Brown Station	1969		1516	8/2016
Wheaton Woods	1952	1976	1525	8/2016
Potomac	1949	1976	1550	TBD
Luxmanor	1966		1578	TBD
Maryvale	1969		1578	TBD
Middle				
Parkland	1963		**1409**	8/2007
Francis Scott Key	1967		1389	8/2009
Cabin John	1968		1422	8/2011
Herbert Hoover	1966		1427	8/2013
William H. Farquhar	1968		1434	8/2015
Tilden @ Woodward	1966		1455	TBD
Eastern	1951	1976	1472	TBD
E. Brooke Lee	1966		1479	TBD
High				
Richard Montgomery	1942	1976	1287	8/2007
Walter Johnson	1956	1977	1405	8/2009
Paint Branch	1969		1425	8/2010
Gaithersburg	1951	1978	*1214*	8/2012
Wheaton	1954	1983	*1220*	8/2014
Seneca Valley	1974		*1254*	TBD
Thomas S. Wootton	1970		*1301*	TBD
Poolesville	1953	1978	*1362*	TBD
Col. Zadok Magruder	1970		*1471*	TBD
Damascus	1950	1978	*1496*	TBD

Bold FACT scores are from the 1992 assessment and indicate schools that are on the adopted modernization schedule.
Italicized Fact scores are for the seven high schools that were assessed in 1999 that have been appended to the list of high schools in the schedule.
Note: All other FACT scores are from the 1996 assessment. This listing displays these schools added to the end of the 1992 adopted list.
There is some overlap in scores due to the four year gap in dates of the assessments. Schools on the 1992 list would have been four years older and may have had lower scores if the schools from both lists were assessed at the same time. No bumping of schools from the 1992 assessment in the adopted schedule is recommended. Funds were approved in FY 1999 to perform the assessments for the seven remaining high schools.
No funds have been allocated to complete the assessment of the remaining 43 elementary and middle schools that were built/renovated between 1970-1984.

TBD Projects that do not have planning and/or construction funding in the adopted FY 2007-2012 CIP have completion dates to be determined (TBD). This TBD status will be revised in a future CIP.

Appendix F

Gymnasium Schedule

	School	With Type Of Project	Date of Completion
1	Watkins Mill ES	Addition	SY 06–07
2	Farmland ES	Addition	SY 06–07
3	Bel Pre ES	Stand Alone	8/07
4	Thurgood Marshall ES	Stand Alone	8/07
5	Burning Tree ES	Stand Alone	8/07
6	Fairland ES	Stand Alone	8/07
7	DCC ES #28 (Arcola)	New School	8/07
8	College Gardens ES	Modernization	1/08
9	Strathmore ES	Stand Alone	8/08
10	Cloverly ES	Stand Alone	8/08
11	Stonegate ES	Stand Alone	8/08
12	Brookhaven ES	Stand Alone	8/08
13	Meadow Hall ES	Stand Alone	8/08
14	Cashell ES	Modernization	8/09
15	Clarksburg/Damascus ES #8	New School	8/09
16	Montgomery Knolls ES	Stand Alone	8/09
17	Bells Mill ES	Modernization	8/09
18	Carderock Spring ES	Modernization	8/10
19	Cresthaven ES	Modernization	8/10
20	North Chevy Chase ES	Stand Alone	8/10
21	Westbrook ES	Stand Alone	8/10
22	Cold Spring ES	Stand Alone	8/10
23	Seven Locks ES	Modernization	1/12
24	Cannon Road ES	Modernization	1/12
25	Garrett Park ES	Modernization	1/12

Appendix G

Restroom Renovations Schedule

School Rank	Name of School	Raw Rating*	Project Year
1	Strathmore Elementary School	1453	FY 2007
2	Eastern Middle School	1775	
3	Wayside Elementary School	1840	
4	Wheaton High School	1850	
5	William H. Farquhar Middle School	1874	
6	Redland Middle School	1877	
7	DuFief Elementary School	1887	
8	Poolesville High School	1943	
9	Fallsmead Elementary School	1960	
10	Maryvale Elementary School	1974	
11	Col. Zadok Magruder High School	1991	FY2008
12	Robert Frost Middle School	2004	
13	Candlewood Elementary School	2009	
14	Tilden Middle School	2012	
15	Burnt Mills Elementary School	2018	
16	Takoma Park Elementary School	2019	
17	Stedwick Elementary School	2048	
18	Rock Creek Forest Elementary School	2075	
19	East Silver Spring Elementary School	2077	
20	Luxmanor Elementary School	2091	
21	Broad Acres Elementary School	2095	
22	Whetstone Elementary School	2105	
23	Stonegate Elementary School	2114	
24	Wheaton Woods Elementary School	2117	
25	Potomac Elementary School	2155	
26	Seneca Valley High School	2148	FY 2009
27	Piney Branch Elementary School	2168	
28	Col. E. Brooke Lee Middle School	2179	
29	Argyle Middle School	2184	
30	Summit Hall Elementary School	2221	
31	John T. Baker Middle School	2274	
32	Ridgeview Middle School	2319	
33	Benjamin Banneker Middle School	2338	
34	Fox Chapel Elementary School	2345	
35	Belmont Elementary School	2372	
36	Brown Station Elementary School	2373	FY 2010
37	Damascus Elementary School	2402	
38	Damascus High School	2412	
39	Woodlin Elementary School	2423	
40	Poolesville Elementary School	2452	
41	Sherwood Elementary School	2493	
42	Thomas S. Wootton High School	2493	
43	Diamond Elementary School	2526	
44	Germantown Elementary School	2534	
45	Bradley Hills Elementary School	2542	
46	Neelsville Middle School	2598	
47	Washington Grove Elementary School	2619	

* The raw rating was determined based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials. The ratings were based upon visual inspections of the existing materials and fixtures as of August 1, 2003. Ratings also were based on conversations with the principal, building services manager, assistant principal, and staff about the existing conditions of the restroom facilities.

Appendix H

Head Start and Prekindergarten Locations for the 2006–2007 School Year

School	School Year 2006–07 Head Start Sessions	School Year 2006–07 # Head Start Students	School Year 2006–07 pre-K Sessions	School Year 2006–07 # pre-K Students	SY 06–07 Total Head Start and Pre-K Seats
Montgomery College Rockville	1	17			17
Silver Spring Presb. Children's Center	1	15			15
Colesville Children's Ctr. (MCPS staff)	1	17			17
Pepper Tree Children's Ctr. (MCPS staff)	1	17			17
Beall Elementary School	1	20	2	40	60
Bel Pre Elementary School			4	80	80
Broad Acres Elementary School	1[d]	17	2	40	57
Brooke Grove Elementary School			1	20	20
Brookhaven Elementary School			1	20	20
Brown Station Elementary School	1	20	2	40	60
Burnt Mills Elementary School			2	40	40
Rachel Carson Elementary School			2	40	40
Cashell ES Elementary School			1	20	20
Clearspring Elementary School	1	20			20
Clopper Mill Elementary School	1	20	2	40	60
College Gardens Elementary School	1	20			20
Capt. James E. Daly Elementary School			2	40	40
Dr. Charles R. Drew Elementary School			2	40	40
East Silver Spring Elementary School	1	20	2	40	60
Fairland Elementary School	1	20			20
Fields Road Elementary School			1	20	20
Flower Hill Elementary School			2	40	40
Fox Chapel Elementary School			2	40	40
Gaithersburg Elementary School			2	40	40
Galway Elementary School			2	40	40
Georgian Forest Elementary School			2	40	40
Glen Haven Elementary School			2	40	40
Glenallan Elementary School	1	20			20
Greencastle Elementary School			2	40	40
Harmony Hills Elementary School	1	20	2	40	60
Highland Elementary School	1	20	2	40	60
Highland View Elementary School			2	40	40
Jackson Road Elementary School			2	40	40
Kemp Mill Elementary School			2	40	40
Maryvale Elementary School	2[ad]	33	2	40	73
S. Christa McAuliffe Elementary School	1	20			20

School	School Year 2006–07 Head Start Sessions	School Year 2006–07 # Head Start Students	School Year 2006–07 pre-K Sessions	School Year 2006–07 # pre-K Students	SY 06–07 Total Head Start and Pre-K Seats
Ronald McNair Elementary School			2	40	40
Mill Creek Towne Elementary School			2	40	40
Mont. Knolls Elementary School	1	20	2	40	60
New Hamp. Est. Elementary School	4[a]	73	1	25	98
Roscoe Nix Elementary School			1	20	20
William T. Page Elementary School			1	20	20
Judith A. Resnik Elementary School			2	40	40
Sally K. Ride Elementary School			1	20	20
Rock Creek Valley Elementary School			1	20	20
Rock View Elementary School			2	40	40
Rolling Terrace Elementary School[c]	1	20	2	40	60
Rosemary Hills Elementary School			2	40	40
Rosemont Elementary School			2	40	40
Sargent Shriver Elementary School			1	20	20
South Lake Elementary School	1[d]	17	2	40	57
Stedwick Elementary School			2	40	40
Stephen Knolls School			2	40	40
Stonegate Elementary School	1[b]	14			14
Strawberry Knoll Elementary School	1[b]	14	1	20	34
Summit Hall Elementary School	1	20	2	40	60
Twinbrook Elementary School	1	20	2	40	60
Viers Mill Elementary School	2	40	2	40	80
Wash. Grove Elementary School	1[a]	16	2	40	56
Watkins Mill Elementary School	1	20			20
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 of HS and pre-K	35		95		
Total Seats for HS and pre-K		650		1,905	2,555

aOne session is for 16 three-year-olds

bOne session is a four-hour session for 14 students

cOne sessions is a 12-month class with teacher & IA paid for by Judy Center Grant during sum

dOne session is a six-hour session for 17 students

Appendix I

Growth Policy—Schools Test for FY 2007

Reflects County Council Adopted FY 2007–2012 Capital Improvements Program (CIP) and MCPS Enrollment Forecast

Elementary School Enrollment and MCPS Program Capacity

Cluster Area	Projected Sept. 2011 Enrollment	100% MCPS* Capacity With Adopted FY07–12 CIP	Capacity Remaining @ 100% MCPS capacity
Bethesda-Chevy Chase	3,036	2,752	-284
Montgomery Blair	3,785	3,510	-275
James Hubert Blake	2,299	1,941	-358
Winston Churchill	2,486	2,646	160
Clarksburg	3,316	2,965	-351
Damascus	1,955	2,101	146
Albert Einstein	2,380	2,010	-370
Gaithersburg	3,700	3,968	268
Walter Johnson	3,073	2,946	-127
John F. Kennedy	2,291	1,775	-516
Col. Zadok Magruder	2,599	2,509	-90
Richard Montgomery	2,299	1,975	-324
Northwest	3,767	3,514	-253
Northwood	2,498	2,375	-123
Paint Branch	2,246	1,965	-281
Poolesville	635	754	119
Quince Orchard	2,828	2,596	-232
Rockville	2,467	2,199	-268
Seneca Valley	2,291	2,185	-106
Sherwood	2,346	2,484	138
Springbrook	2,796	2,861	65
Watkins Mill	2,488	2,509	21
Wheaton	2,422	2,213	-209
Walt Whitman	2,034	2,052	18
Thomas S. Wootton	2,993	3,052	59

Growth Policy Test Using Growth Policy Capacity

105% GP** Capacity With Adopted FY07–12 CIP	GP Test: Students Above or Below 105 % GP Cap.	Growth Policy Test Result— Capacity is:
3,238	202	Adequate
4,638	853	Adequate
2,539	240	Adequate
3,123	637	Adequate
3,677	361	Adequate
2,886	931	Adequate
2,838	458	Adequate
4,998	1,298	Adequate
3,507	434	Adequate
2,477	186	Adequate
3,416	817	Adequate
2,562	263	Adequate
4,249	482	Adequate
3,068	570	Adequate
2,778	532	Adequate
851	216	Adequate
3,159	331	Adequate
3,169	702	Adequate
2,752	461	Adequate
2,936	590	Adequate
3,757	961	Adequate
3,334	846	Adequate
2,956	534	Adequate
2,365	331	Adequate
3,425	432	Adequate

Middle School Enrollment and MCPS Program Capacity

Cluster Area	Projected Sept. 2011 Enrollment	100% MCPS* Capacity With Adopted FY07–12 CIP	Capacity Remaining @ 100% MCPS capacity
Bethesda-Chevy Chase	1,018	1,098	80
Montgomery Blair	1,976	2,402	426
James Hubert Blake	1,163	1,425	262
Winston Churchill	1,298	1,415	117
Clarksburg	1,422	1,264	-158
Damascus	987	992	5
Albert Einstein	976	1,510	534
Gaithersburg	1,517	1,866	349
Walter Johnson	1,566	1,866	300
John F. Kennedy	1,191	1,371	180
Col. Zadok Magruder	1,197	1,719	522
Richard Montgomery	926	1,044	118
Northwest	1,840	2,082	242
Northwood	1,128	1,398	270
Paint Branch	1,165	1,385	220
Poolesville	312	500	188
Quince Orchard	1,232	1,730	498
Rockville	958	1,030	72
Seneca Valley	1,256	1,483	227
Sherwood	1,284	1,561	277
Springbrook	1,109	1,227	118
Watkins Mill	1,100	1,216	116
Wheaton	1,531	1,837	306
Walt Whitman	1,222	1,341	119
Thomas S. Wootton	1,450	1,576	126

Growth Policy Test Using Growth Policy Capacity

105% GP** Capacity With Adopted FY07–12 CIP	GP Test: Students Above or Below 105 % GP Cap.	Growth Policy Test Result— Capacity is:
1181	163	Adequate
2622	646	Adequate
1536	373	Adequate
1630	332	Adequate
1465	43	Adequate
1134	147	Adequate
1796	820	Adequate
2292	775	Adequate
2244	678	Adequate
1607	416	Adequate
1890	693	Adequate
1229	303	Adequate
2339	499	Adequate
1725	597	Adequate
1536	371	Adequate
543	231	Adequate
1914	682	Adequate
1205	247	Adequate
1701	445	Adequate
1701	417	Adequate
1488	379	Adequate
1370	270	Adequate
2032	501	Adequate
1465	243	Adequate
1748	298	Adequate

High School Enrollment and MCPS Program Capacity

Cluster Area	Projected Sept. 2011 Enrollment	100% MCPS* Capacity With Adopted FY07–12 CIP	Capacity Remaining @ 100% MCPS capacity
Bethesda-Chevy Chase	1,649	1,665	16
Montgomery Blair	2,662	2,830	168
James Hubert Blake	1,808	1,716	-92
Winston Churchill	1,909	2,008	99
Clarksburg	1,354	1,600	246
Damascus	1,480	1,643	163
Albert Einstein	1,607	1,592	-15
Gaithersburg	2,152	2,126	-26
Walter Johnson	2,095	2,131	36
John F. Kennedy	1,441	1,727	286
Col. Zadok Magruder	1,900	2,020	120
Richard Montgomery	1,863	1,966	103
Northwest	2,279	2,228	-51
Northwood	1,382	1,621	239
Paint Branch	1,710	1,998	288
Poolesville	708	868	160
Quince Orchard	1,840	1,796	-44
Rockville	1,159	1,607	448
Seneca Valley	1,431	1,527	96
Sherwood	2,099	2,063	-36
Springbrook	2,053	2,148	95
Watkins Mill	1,631	1,876	245
Wheaton	1,411	1,490	79
Walt Whitman	1,907	1,922	15
Thomas S. Wootton	2,291	2,023	-268

Growth Policy Test Using Growth Policy Capacity

100% GP** Capacity With Adopted FY07–12 CIP	GP Test: Students Above or Below 100 % GP Cap.	Growth Policy Test Result— Capacity is:	
1710	61		Adequate
2993	331		Adequate
1778	-30	Paint Branch 383	Adequate
2115	206		Adequate
1643	289		Adequate
1688	208		Adequate
1800	193		Adequate
2340	188		Adequate
2363	268		Adequate
1935	494		Adequate
2115	215		Adequate
2093	230		Adequate
2295	16		Adequate
1710	328		Adequate
2093	383		Adequate
900	192		Adequate
1980	140		Adequate
1778	619		Adequate
1665	234		Adequate
2183	84		Adequate
2273	220		Adequate
2025	394		Adequate
1643	232		Adequate
2025	118		Adequate
2183	-108	Richard Montgomery 230	Adequate

The current Growth Policy (GP) schools test compares projected enrollment in 2011–2012 to total capacity in 2011–2012, including programmed additional capacity available by that year.
The GP schools test uses 105% GP Capacity for elementary and middle schools, and 100% GP Capacity for high schools.
The GP schools test is within cluster for elementary and middle schools, and at high school level capacity may be "borrowed" from adjacent clusters,

* MCPS program capacity based on rating of capacity for special programs as well as regular education program, (published in October in the CIP and in June in the Master Plan.)
** GP elementary cluster capacity for schools without class-size reductions based on rating all K rooms at 22, and all other elementary rooms for Grades 1–5 at 23:1.
** GP elementary cluster capacity for schools with class-size reductions based on rating all K rooms at 15:1, elementary rooms for Grades 1–2 at 17:1, and other elementary rooms for Grades 3–5 at 2
** GP secondary school capacity for Grades 6–12 based on rating all rooms at 22.5:1.

Enrollment projections by Montgomery County Public Schools, November 2005.
In cases where elementary or middle schools articulate to more than one high school, enrollments and capacities are allocated proportionately to clusters.

Appendix J

Facilities Data and State Rated Capacity
School Year 2006–2007

Schools	Sm. Gr.	Year Built	Year Renov./ Mod.	Existing Sq. Ft.	Site Size	Pk.	FACT Score	Capacity Reg. @25	Capacity Sp. Ed. @10	State Rated Capacity (85% Reg. + Sp .Ed.)	MCPS Capacity (Tot. Cap.)
Middle Schools										**(85% + Sp. Ed.)**	**(X 85%)**
Argyle	S	1971		120,205	20		TBD	35	4	784	795
John T. Baker	G	1971		120,532	22	Pk.	TBD	30	6	698	698
Benjamin Banneker	G	1974		117,035	20		TBD	39	4	869	876
Briggs Chaney	S	1991		115,000	29.4			41	5	921	926
Cabin John	S	1967		120,788	18.2		1422	35	10	844	836
Roberto Clemente	G	1992		148,246	19.9			51	8	1,164	1,162
Eastern	S	1951	1976	152,030	14.5		1472	42	8	973	986
William H. Farquhar	G	1968		116,300	20		1434	37	5	836	838
Forest Oak	G	1999		132,259	41.2			38	8	888	890
Robert Frost	G	1971		143,757	24.8		TBD	48	4	1,060	1,071
Gaithersburg	S	1960	1988	157,694	24.2			37	10	886	889
Herbert Hoover	S	1966		135,342	19.1		1427	39	6	889	905
Francis Scott Key	S	1966		120,670	20.6		1389	40	4	890	901
Martin Luther King	G	1996		135,867	19			35	7	814	820
Kingsview	G	1997		140,398	18.5			42	5	943	956
Lakelands Park	G	2005		153,588	8.11			47	6	1,059	1,052
Col. E. Brooke Lee	S	1966		123,199	16.5	Pk.	1479	27	12	694	686
A. Mario Loiederman	G	1956	2005	129,947	23.2			42	4	933	944
Montgomery Village	S	1968	2004	141,615	15.1		1358	30	13	768	758
Neelsville	S	1981		124,337	29.2		TBD	38	4	848	858
Newport Mill	S	1958	2002	108,240	8.4			32	7	750	761
North Bethesda	G	1955	1999	130,461	19.1			37	6	846	850
Parkland	G	1963		141,758	9.2	Pk.	1409	43	7	984	995
Rosa M. Parks	S	1992		130,374	24.1			40	3	880	888
John Poole	S	1997		85,669	20.5			20	3	455	459
Thomas W. Pyle	S	1962	1993	136,548	14.4			48	5	1,070	1,075
Redland	S	1971		111,697	20.5	Pk.	TBD	33	3	731	740
Ridgeview	G	1975		136,379	20		TBD	44	5	985	990
Rocky Hill	G	2004		148,065	23.2			43	4	954	956
Shady Grove	S	1995		129,206	20			39	5	879	884
Silver Spring International	G	1934	1999	158,545	15.6	Pk.		46	4	1,018	1,028
Sligo	G	1959	1991	149,527	21.7	Pk.		44	6	995	996
Takoma Park	S	1939	1999	137,348	23.5	Pk.		37	6	846	863
Tilden	G	1966		117,650	29.8		1455	38	3	838	928
Julius West	G	1961	1995	147,223	21.3			38	13	938	965
Westland	G	1951	1997	139,661	25.1			41	3	901	910
White Oak	S	1962	1993	140,990	17.3			34	13	853	847
Earle B. Wood	S	1965	2001	152,558	8.5	Pk.		42	9	983	972
Total Middle Schools				5,050,708	765.71			1472	238	33,660	33,954

High Schools										**(85% + Sp. Ed.)**	**(X 90%)**
Bethesda-Chevy Chase	G	1934	2001	289,611	16.4			66	5	1453	1552
Montgomery Blair	G	1998		386,567	30.2	Pk.		116	17	2635	2840
James H. Blake	G	1998		297,125	91.3			75	4	1634	1733
Winston Churchill	G	1964	2001	322,078	30.3			84	10	1885	1994
Clarksburg	G	1995	2006	309,216	62.73			70	5	1538	1629
Damascus	G	1950	1978	235,986	32.7		1496	70	5	1538	1625
Albert Einstein	G	1962	1997	265,552	27.2	Pk.		55	19	1359	1413
Gaithersburg	G	1951	1978	280,688	39		1214	86	18	2008	2143
Walter Johnson	G	1956	1977	324,927	30.9		1405	75	18	1774	1878
John F. Kennedy	G	1964	1999	280,048	29.1			69	16	1626	1727
Col. Zadok Magruder	G	1970		295,478	30		1471	85	9	1896	2016
Richard Montgomery	G	1942	1976	233,318	26.2		1287	63	12	1459	1562
Northwest	G	1998		275,317	34.6			95	7	2089	2214
Northwood	G	1956		249,515	29.6			67	6	1484	1580
Paint Branch	G	1969		260,680	34		1425	67	8	1504	1593
Poolesville	S	1953	1978	141,249	37.2		1362	40	3	880	936
Quince Orchard	G	1988		284,912	30.1			74	14	1713	1809
Rockville	G	1968	2004	316,973	30.3		1283	70	9	1578	1607
Seneca Valley	G	1974		251,278	29.4		1254	62	12	1438	1527
Sherwood	G	1950	1991	283,726	49.3			70	11	1598	1703
Springbrook	S	1960	1994	305,006	27.4			90	11	2023	2148
Watkins Mill	G	1989		301,579	50.1	Pk.		74	16	1733	1836
Wheaton	G	1954	1983	258,117	28.2		1220	58	14	1373	1481
Walt Whitman	S	1992		261,295	30.7	Pk.		80	10	1800	1909
Thomas S. Wootton	G	1970		295,620	27.5		1301	85	12	1960	2040
Total High Schools				7,005,861	884.43			1846	271	41,971	44,495
Total Secondary Schools				12,056,569	1650.14			3318	509	75,632	78,449

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education classes.
For MCPS calculations, please refer to the individual school calculations.
Smart Growth - S = Stabilized, R= Revitalization, G= Growth, N= Non Growth

Facilities Data and State Rated Capacity
School Year 2006–2007

Elementary Schools	Sm. Gr.	Year Built	Year Renov./ Mod.	Exist. Sq. Ft.	Site Size	Pk.	FACT Score	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
								Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
Ashburton	S	1957	1993	65,363	8.3			0	3	12	7	412	453
Bannockburn	S	1957	1988	54,234	8.3			0	3	13	0	365	365
Lucy V. Barnsley	S	1965	1998	72,024	10			0	3	8	4	290	514
Beall	S	1954	1991	79,477	8.4	Pk.		2	6	19	2	629	534
Bel Pre	S	1968		52,163	8.9	Pk.	1476	2	8	10	1	456	383
Bells Mill	S	1968		37,871	9.6		1319	0	4	9	3	325	313
Belmont	S	1974		49,279	10.5		TBD	0	2	15	2	409	415
Bethesda	S	1952	1999	62,557	7.5			0	2	14	2	386	385
Beverly Farms	S	1965		58,397	5	Pk.	1427	0	4	18	3	532	541
Bradley Hills	S	1951	1984	42,368	6.7	Pk.	TBD	0	4	11	0	341	341
Broad Acres	R	1952	1974	64,683	6.2	Pk.	TBD	2	5	23	3	709	651
Brooke Grove	S	1989		72,582	11			1	3	16	6	514	517
Brookhaven	S	1961	1995	53,261	8.6			1	3	6	7	294	278
Brown Station	G	1969		58,338	9		1516	2	4	14	1	460	410
Burning Tree	S	1958	1991	60,848	6.8	Pk.		0	3	14	4	428	428
Burnt Mills	S	1964	1990	57,318	15.1		TBD	1	4	14	1	440	393
Burtonsville	G	1952	1993	71,349	11.9			0	4	21	1	581	584
Candlewood	S	1968		48,543	11.8		1489	0	3	14	1	398	401
Cannon Road	S	1967		44,839	4.4		1357	0	4	9	5	345	277
Carderock Springs	S	1966		32,639	9		1316	0	2	9	0	251	251
Rachel Carson	G	1990		78,547	12.4			1	6	19	4	629	649
Cashell	S	1969		42,860	10.2		1292	1	2	10	2	314	306
Cedar Grove	G	1960	1987	57,037	10.1			0	2	19	0	481	453
Chevy Chase	S	1936	2000	70,976	3.8			0	0	17	2	411	421
Clarksburg	G	1952	1993	54,037	10			0	3	10	3	326	335
Clearspring	S	1988		77,535	10	Pk.		1	4	21	4	631	631
Clopper Mill	S	1986		64,851	9			2	4	15	2	493	429
Cloverly	S	1961	1989	55,965	10	Pk.		0	3	15	6	471	483
Cold Spring	S	1972		46,296	12.4		TBD	0	2	14	2	386	386
College Gardens	G	1967		43,405	7.9		1282	1	3	14	0	408	408
Cresthaven	G	1962		46,490	9.8		1311	0	0	15	2	365	371
Capt. James E. Daly	S	1989		78,210	10			1	5	18	3	574	508
Damascus	S	1934	1980	53,239	9.4		TBD	0	2	12	3	350	338
Darnestown	S	1954	1980	37,685	7.2		TBD	0	3	9	0	273	273
Diamond	G	1975		64,950	10	Pk.	TBD	0	3	18	4	520	511
Dr. Charles R. Drew	S	1991		73,975	12			1	3	15	6	491	451
DuFief	S	1975		59,013	10		TBD	0	4	12	4	404	486
East Silver Spring	R	1929	1975	57,684	8.4		TBD	2	5	12	1	436	352
Fairland	S	1992		62,078	11.8			1	5	13	2	449	354
Fallsmead	S	1974		50,850	9	Pk.	TBD	0	3	12	3	372	381
Farmland	S	1963		44,343	4.8	Pk.	1417	0	4	23	0	617	617
Fields Road	G	1973		47,140	10		TBD	1	4	10	0	338	338
Flower Hill	S	1985		58,770	10			1	5	14	2	472	409
Flower Valley	S	1967	1996	61,567	9.3			0	3	14	5	438	429
Forest Knolls	S	1960	1993	89,564	7.8			0	6	26	0	730	622
Fox Chapel	S	1974		56,518	10.3	Pk.	TBD	1	5	14	2	472	409
Gaithersburg	S	1947	1982	94,468	9.2		TBD	1	4	29	2	795	731
Galway	S	1967		67,452	9		1301	1	6	13	6	511	417
Garrett Park	S	1948	1973	41,175	4.4		1388	0	4	16	0	456	456
Georgian Forest	S	1961	1995	58,197	11	Pk.		1	4	10	3	368	306
Germantown	G	1935	1978	57,668	7.8		TBD	0	2	10	3	304	292
Glen Haven	R	1950	2004	85,845	10		1409	1	6	16	6	580	495
Glenallan	S	1966		47,614	12.1		1418	1	4	10	2	358	311
Goshen	S	1988		76,740	10.5			0	4	22	4	634	645
Great Seneca Creek	G	2006		82,511	13.71				5	25		685	685
Greencastle	S	1988		78,275	18.9			1	5	23	0	659	578
Greenwood	G	1970		64,609	10		TBD	0	4	21	0	571	571
Harmony Hills	S	1957	1999	63,107	10.2			2	5	12	0	426	351
Highland	S	1950	1989	84,138	11	Pk.		2	6	19	0	609	515
Highland View	S	1953	1994	59,213	6.6			1	4	9	1	325	272
Jackson Road	S	1959	1995	65,279	8.8			1	5	11	4	423	380
Jones Lane	S	1987		60,679	12.1			0	4	16	3	486	495
Kemp Mill	S	1960	1996	68,222	10			1	6	15	1	507	403
Kensington-Parkwood	S	1952	2005	63,972	9.9		1263	0	4	17	3	509	518
Lake Seneca	G	1985		58,770	9.4			0	2	15	4	429	461

Elementary Schools	Sm. Gr.	Year Built	Year Modern.	Exist. Sq. Ft.	Site Size		FACT Score	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
								Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
Lakewood	G	1968	2003	77,526	13.1		1405	0	4	22	0	594	594
Laytonsville	S	1951	1989	64,160	10.9			0	3	17	4	497	488
Little Bennett	G	2006		82,511	4.81				5	25		685	685
Luxmanor	S	1966		41,432	6.5	Pk.	1578	0	3	6	3	234	222
Thurgood Marshall	S	1993		73,059	12			0	4	14	6	470	508
Maryvale	S	1969		92,050	17.7		1578	3	6	19	3	659	565
Spark M. Matsunaga	G	2001		90,718	12.1			0	7	23	0	683	683
S. Christa McAuliffe	S	1987		77,240	10.6	Pk.		1	4	21	3	621	630
Ronald McNair	S	1990		78,275	10			1	6	18	2	586	611
Meadow Hall	S	1956	1994	53,878	8.4	Pk.		0	3	13	5	415	353
Mill Creek Towne	S	1966	2000	67,465	8.4			1	4	13	4	447	393
Monocacy	S	1961	1989	42,482	27			0	2	7	0	205	205
Montgomery Knolls	S	1952	1989	57,231	10.3	Pk.		2	6	3	4	281	273
New Hampshire Estates	S	1988		70,540	5.4	Pk.		5	6	15	1	587	483
Roscoe R. Nix	G	2006		88,351	7.8			1	8	20	1	666	486
North Chevy Chase	S	1953	1995	42,035	7.9			0	0	12	0	276	276
Oak View	S	1949	1985	57,560	11.3	Pk.		0	0	15	1	355	358
Oakland Terrace	S	1950	1993	79,145	9.5	Pk.		0	8	18	1	600	469
Olney	G	1954	1990	68,755	9.9			0	4	21	1	581	584
William T. Page	S	1965	2003	58,726	9.8		1404	1	3	13	2	405	348
Pine Crest	S	1992		53,778	5.6	Pk.		0	0	15	1	355	358
Piney Branch	R	1971		99,706	2	Pk.	TBD	0	0	24	1	562	565
Poolesville	S	1960	1978	64,803	12.3		TBD	0	2	22	0	550	550
Potomac	G	1949	1976	57,713	9.6		1550	0	4	14	0	410	410
Judith A. Resnik	S	1991		78,547	13			1	6	17	2	563	469
Sally K. Ride	S	1994		78,686	13.5			1	5	16	6	558	466
Ritchie Park	S	1966	1997	58,500	9.2			0	3	14	1	398	394
Rock Creek Forest	S	1950	1971	54,522	8		1492	0	4	16	0	456	404
Rock Creek Valley	S	1964	2001	76,692	10.5			1	4	9	10	415	321
Rock View	S	1955	1999	69,589	7.4			1	4	13	4	447	388
Lois P. Rockwell	S	1992		70,412	10.6			0	3	18	3	510	534
Rolling Terrace	S	1988		88,835	4.3			2	7	24	0	746	639
Rosemary Hills	S	1956	1988	70,541	6.1			1	8	12	3	502	517
Rosemont	G	1965	1995	88,764	8.9			1	5	24	0	682	607
Sequoyah	S	1990		72,582	10			0	5	17	3	531	451
Seven Locks	S	1964		29,190	10		1344	0	2	9	0	251	251
Sherwood	S	1977		60,064	11.1		TBD	0	3	13	2	385	377
Sargent Shriver	S	1953	2006	91,628	9.17			1	6	23	1	691	582
Sligo Creek	S	1934	1999	92,985	15.6	Pk.		0	6	22	2	658	536
Somerset	R	1949	2005	80,122	3.7		1422	0	3	17	0	457	457
South Lake	S	1972		83,038	10.2		TBD	2	6	27	2	813	741
Stedwick	S	1974		84,335	10		TBD	1	5	16	2	518	437
Stone Mill	S	1988		78,617	11.8			0	4	22	4	634	666
Stonegate	S	1971		44,966	10.3		TBD	1	3	14	2	428	428
Strathmore	S	1970		52,451	10.8	Pk.	TBD	0	0	17	4	431	434
Strawberry Knoll	G	1988		78,723	10.8			2	5	15	6	555	490
Summit Hall	S	1971		64,618	10.2	Pk.	TBD	2	5	16	0	518	449
Takoma Park	R	1979		50,933	4.7		TBD	0	8	9	1	393	279
Travilah	G	1960	1992	50,588	9.3			0	3	12	0	342	342
Twinbrook	S	1952	1986	79,818	10.5			3	5	16	3	568	508
Viers Mill	S	1950	1991	86,978	10.4			2	5	12	2	446	393
Washington Grove	G	1956	1984	50,526	10.7		TBD	2	4	5	3	273	244
Waters Landing	S	1988		77,560	10			0	4	23	1	627	630
Watkins Mill	S	1970		44,510	10	Pk.	TBD	1	6	27	3	803	689
Wayside	S	1969		57,749	9.3		1502	0	5	16	2	498	490
Weller Road	S	1953	1975	55,191	11.1		1461	2	5	9	1	367	309
Westbrook	S	1939	1990	46,822	12.5	Pk.		0	3	9	2	293	293
Westover	S	1964	1998	54,645	7.6			0	2	10	3	304	298
Wheaton Woods	S	1952	1976	66,763	8		1525	2	4	11	0	381	325
Whetstone	S	1968		76,657	8.8		TBD	1	5	14	5	502	457
Wood Acres	S	1952	2002	73,138	2.6	Pk.	1390	0	4	19	2	545	551
Woodfield	S	1962	1985	53,212	10			0	3	16	1	444	447
Woodlin	S	1944	1974	60,725	11		TBD	0	5	14	4	472	386
Wyngate	S	1952	1997	58,654	9.5			0	3	14	2	408	414
Total Elementary Schools				8,281,667	1241.29			83	515	1986	292	61,588	57,856

Appendix K

Real Property Inventory for Closed Schools and Facilities as of June 2006

NAME	ADDRESS	CLUSTER	CURRENT USE	STRT MAP	SITE	ROOMS	SF
BOARD OF EDUCATION OWNED							
Arcola ES	1820 Franwall Avenue	Kennedy	To reopen in August 2007	33-F07	5.00	16	31,120
Concord School	7210 Hidden Creek Road	Whitman	MCCPTA Creative Enrichment, Etc.	35-C12	3.45	12	26,444
Fairland Center	13313 Old Columbia Pike	Paint Branch	Holding School	32-B8	9.21	26	45,082
Grosvenor Center	5701 Grosvenor Lane	W. Johnson	Holding School	35-H04	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	B-CC	Occup. & Physical Therapy, etc.	36-B10	4.21	15	35,000
McKenney Hills Center	2600 Hayden Drive	Einstein	Alternative High School	36-G05	12.67	14	29,278
Montrose ES	12301 Academy Way	Johnson	Leased to private school	29-J11	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Rockville	Holding School	29-K03	9.66	22	40,378
Park Street ES	401 Fleet Street	R. Montgomery	To be reclaimed for RM HS	37-C08	2.86	NA	NA
Radnor Center	7000 Radnor Road	Whitman	Holding School	35-H12	9.03	20	36,663
Rocking horse Road ES	4910 Macon Road	Wheaton	ESOL; Head Start; Chapter 1	30-A12	8.25	28	57,639
Rolllingwood ES	3200 Woodbine Street	B-CC	Leased to private school	36-E11	4.07	12	26,624
Silver Spring IS	615 Philadelphia Avenue	Blair	Local Park; building razed	37-B11	3.75	0	
Spring Mill Center	11721 Kemp Mill Road	Kennedy	Pupil services field office	31-A13	7.69	14	29,300
Taylor ES	19501 White Ground Road	Poolesville	Science Materials Center	17-G03	11.47	8	20,827
Tuckerman ES	8224 Lochinver Lane	Churchill	Leased to private school	34-K01	9.13	24	47,965
Whittier Woods ES	7300 Whittier Boulevard	Whitman	Whitman HS; child care	35-F12	5.90	18	32,700
MONTGOMERY COUNTY OWNED							
Alta Vista ES	5615 Beech Avenue	W. Johnson	Leased to private school	32-E13	3.53	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rockville	Leased to private school	32-G03	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	W. Johnson	YMCA	38-D02	3.08	11	28,000
Barton ES	7425 MacArthur Boulevard	Whitman	Child Care; County Recreation	37-J07	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Whitman	Leased to private school	38-D11	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Rockville	Board of Elections; various other users	32-E01	19.49	45	135,210
Bushey Drive ES	12210 Bushey Drive	Wheaton	County Recreation Office	32-K05	6.07	NA	32,675
Colesville ES	14015 New Hampshire Avenue	Springbrook	Community services	26-B13	11.11	14	25,174
Congressional ES	1801 East Jefferson Street	W. Johnson	Bldg razed; elderly housing—DHCD	32-C05	9.91	NA	NA
Dennis Avenue ES	2000 Dennis Avenue	Einstein	MC Health Services	33-F11	6.97	12	26,790
English Manor ES	4511 Bestor Drive	Rockville	Leased to private school	24-J12	8.25	28	50,000
Fernwood ES	6801 Greentree Road	Whitman	Leased to private school	38-B01	6.15	18	32,000
Forest Grove ES	9805 Dameron Drive	Einstein	Hospital	33-G12	6.17	24	38,000
Four Corners ES	321 W. University Boulevard	Blair	Bldg razed; elderly housing	33-K11	5.66	NA	NA
Georgetown Hill ES	11614 Seven Locks Road	Churchill	Leased to private school	31-H07	10.35	28	50,000
Glenmont ES	12210 Georgia Avenue	Einstein	Building razed	33-E05	6.32	22	39,000
Hillandale ES	10501 New Hampshire Avenue	Springbrook	Handicapped services	34-E11	6.81	17	36,000
Holiday Park ES	3930 Farrara Avenue	Wheaton	Elderly services	33-A06	5.62	25	48,595
Hungerford Park ES	332 W. Edmonston Avenue	R. Montgomery	Family resources; child services	31-K03	11.06	26	34,511
Kensington ES	10400 Detrick Avenue	W. Johnson	HOC Offices	32-K11	4.54	19	45,206
Kensington JHS	3701 Saul Road	W. Johnson	Bldg razed; local park and HOC	33-A12		NA	NA
Lake Normandy ES	11315 Falls Road	Churchill	Recreation Center	31-D08	10.59	22	40,203
Larchmont ES	9411 Connecticut Avenue	Einstein	Privately Owned; Grace Episcopal Church	36-C7	10.94	NA	NA
Lone Oak ES	1010 Grandin Avenue	Rockville	CHI Centers, Inc./Elderly day care	32-B01	7.09	28	40,000
Macdonald Knolls ES	10611 Tenbrook Drive	Einstein	Handicapped services	33-H10	8.06	15	28,000
Montgomery Hills JHS	2010 Linden Lane	Einstein	Leased to private school	39-E01	8.67	44	130,000
Parkside ES	9500 Brunett Avenue	Blair	M-NCCPC Parks Offices	33-J13	11.61	0	26,369
Peary HS	13300 Arctic Avenue	Rockville	Leased to private school	32-G02	19.52	NA	227,454
Pleasant View ES	3015 Upton Drive	Einstein	Single-parent housing	33-C08	6.22	0	NA
Randolph JHS	11710 Hunters Lane	Wheaton	Gr Wash Jewish Comm. Foundation	29-K12	18.52	40	110,000
Saddlebrook ES	12751 Layhill Road	Kennedy	Park Police HQ	33-E04	10.59	29	42,274
Sandy Spring ES	13025 Brooke Road	Sherwood	Community Center	16-G13	8.39	0	NA
Woodside ES	8818 Georgia Avenue	Einstein	Silver Spring Health Center	39-G03	2.70	23	36,614
MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION OWNED							
Kensington JHS	3701 Saul Road	W. Johnson	Bldg razed; local park and HOC	33-A12		NA	NA
Leland Center	4300 Elm Street	B-CC	Community Center	38-J06	3.71	NA	NA
Lynnbrook Center	8001 Lynnbrook Drive	B-CC	Local Park	38-J04	0.87	NA	NA
CITY OF ROCKVILLE OWNED							
Woodley Gardens ES	1150 Carnation Drive	R. Montgomery	Senior Center	23-F10	9.64	16	31,767

Closed Schools

Montgomery County Public Schools
Rockville, Maryland

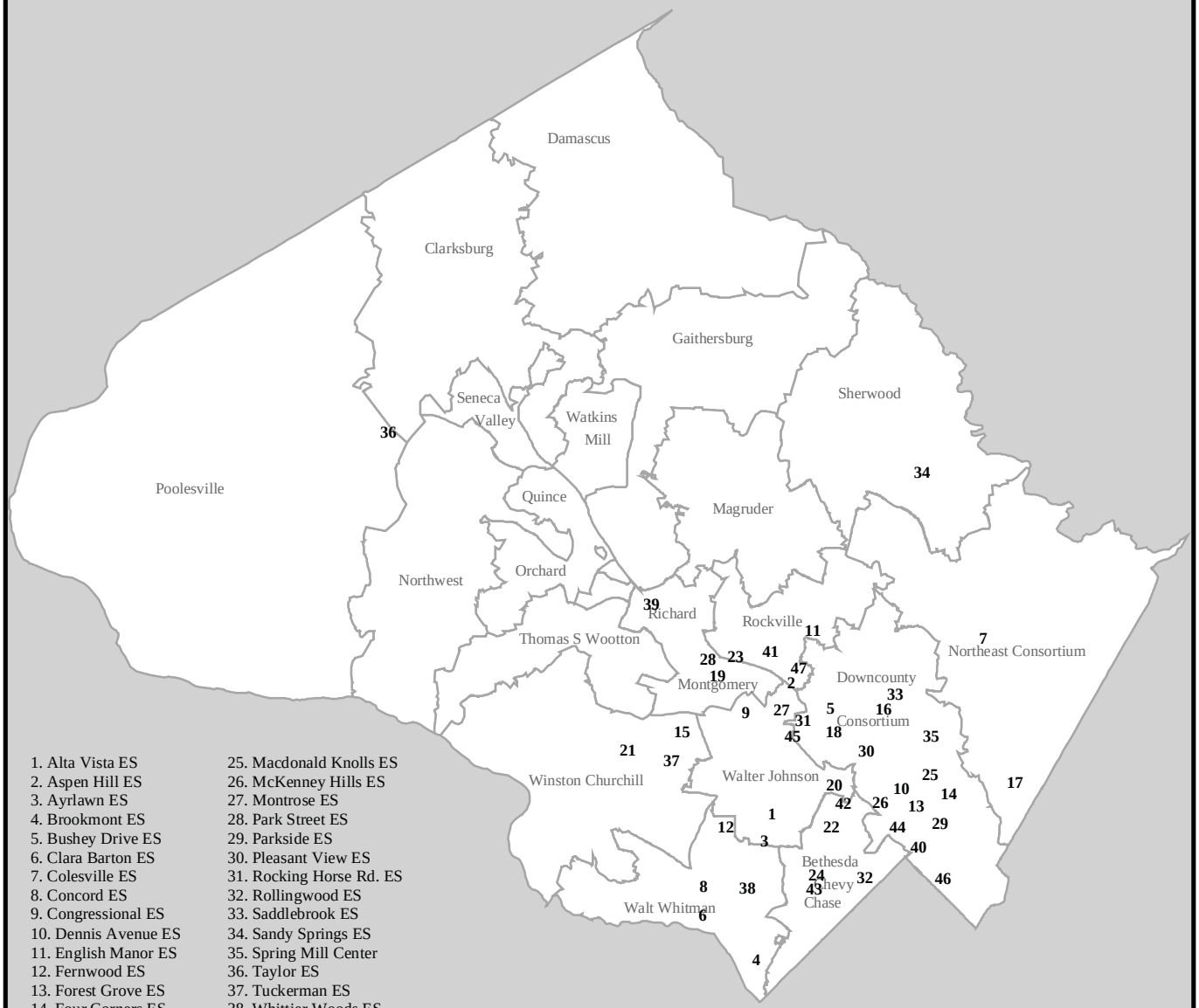
0 2 4 6 8 Miles

N

Cluster Serivce Area

Vicinity Map

Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DIST Geographic Information System Team



1. Alta Vista ES
2. Aspen Hill ES
3. Ayrlawn ES
4. Brookmont ES
5. Bushey Drive ES
6. Clara Barton ES
7. Colesville ES
8. Concord ES
9. Congressional ES
10. Dennis Avenue ES
11. English Manor ES
12. Fernwood ES
13. Forest Grove ES
14. Four Corners ES
15. Georgetown Hill ES
16. Glenmont ES
17. Hillandale ES
18. Holiday Park ES
19. Hungerford Park ES
20. Kensington ES
21. Lake Normandy ES
22. Larchmont ES
23. Lone Oak
24. Lynnbrook ES
25. Macdonald Knolls ES
26. McKenney Hills ES
27. Montrose ES
28. Park Street ES
29. Parkside ES
30. Pleasant View ES
31. Rocking Horse Rd. ES
32. Rollingwood ES
33. Saddlebrook ES
34. Sandy Springs ES
35. Spring Mill Center
36. Taylor ES
37. Tuckerman ES
38. Whittier Woods ES
39. Woodley Gardens ES
40. Woodside ES
41. Broome MS or JHS
42. Kensington MS or JHS
43. Leland MS or JHS
44. Montgomery Hills MS or JHS
45. Randolph MS or JHS
46. Silver Spring IS
47. Peary HS

NOTE: Includes all Montgomery County Public Schools that have been closed and are currently owned by the Board of Education or the Montgomery County Government. These schools have not been reopened.

Future School Sites

Name	Tax Grid	Address	Cluster	Street Map	Site
Future School Sites Titled to Board of Education					
Brickyard MS	FN33	Brickyard Road	Churchill	34-B9	20.00
Briggs Chaney Road MS	KS11	Good Hope Road	Northeast Consortium	31-G3	20.96
Clarksburg ES #8	EV51	Milestone Manor Lane	Clarksburg	9F-10	10.75
Hawkins Creamery Road ES	FX51	Hawkins Creamery Road	Damascus	4-F12	13.51
Kendale ES	GP12	Kendale Road	Churchill	34-H6	10.54
Kings Bridge MS	FW32	Founders Way	Damascus	10-C4	30.33
Laytonsville MS	GU33	Warfield Road	Gaithersburg	11-C12	22.74
Northwest Branch ES	JS12	Layhill Road	Northeast Consortium	21-J13	11.41
Oak Drive ES	FX31	Oak Drive	Damascus	4-B11	12.99
Oakdale MS	HT31	Cashell Road	Magruder	21-B10	18.49
Sherwood ES #6	HT23	Wickham Road	Sherwood	20-K5	17.00
Waring Station ES	EU61	Waring Station Road	Seneca Valley	18-H4	9.99
Woodwards Road ES	FT63	Emory Grove Road	Magruder	19-H6	8.38
Wootton ES # 7	FR32	Cavanaugh Drive	Wootton	28-C7	12.10
Master Planned School Sites Titled to Others as Shown in County Master Plan					
Cabin Branch ES	EV23	Clarksburg Road	Damascus	9-A7	TBD
Central Area HS	FS-52	Fields Road	Gaithersburg	28-F2	32.1
Clarksburg Village ES (1)	EW51	Snowden's Mill Parkway	Damascus	9-F4	10.00
Clarksburg Village ES (2)	EV63	Snowden's Mill Parkway	Damascus	9-H6	TBD
Downcounty Consortium ES #30		TBD			
Fallsgrove ES	FR53	Shady Grove Road	Richard Montgomery	28-F4	TBD
Greenway Village MS	FW21	Skylark Road	Damascus	9-J5	TBD
King Farm MS	GS12	Piccard Drive	Gaithersburg	19-J13	TBD
King Farm ES	GS11	Watkins Pond Road	Richard Montgomery	28-K1	TBD
West Old Baltimore Road ES	EV42	West Old Baltimore Road	Damascus	9-E9	9.30
Paint Branch ES #7	LS21	Saddle Creek Drive	Paint Branch	32-G4	TBD
Shady Grove Sector Plan ES		TBD			

Future School Sites

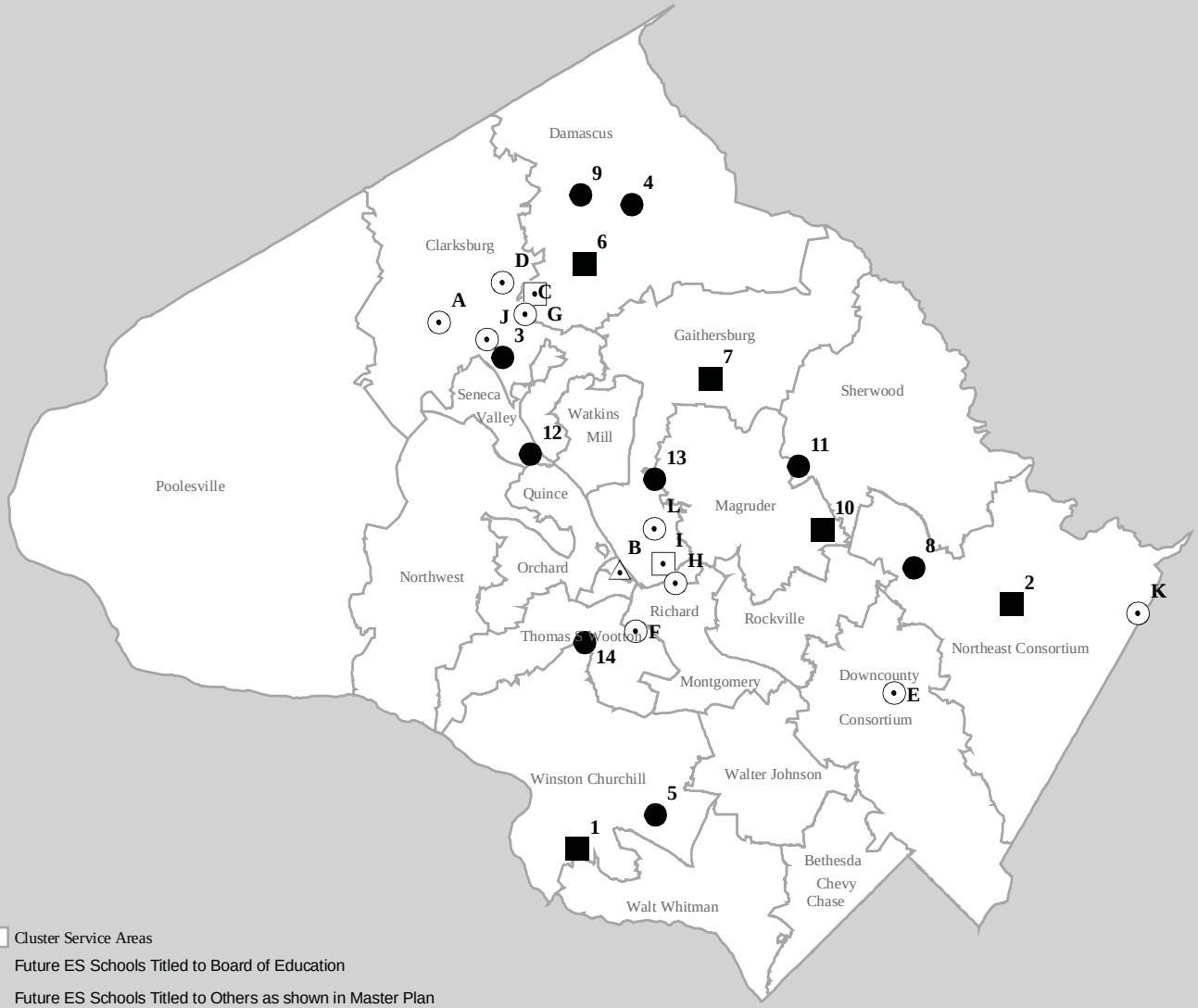
Montgomery County Public Schools
Rockville, Maryland

0 2 4 6 8 Miles

N

Vicinity Map

Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DIST Geographic Information System Team



Cluster Service Areas
Future ES Schools Titled to Board of Education
Future ES Schools Titled to Others as shown in Master Plan
Future MS Schools Titled to Board of Education
Future MS Schools Titled to Others as shown in Master Plan
Future HS Schools Titled to Others as shown in Master Plan

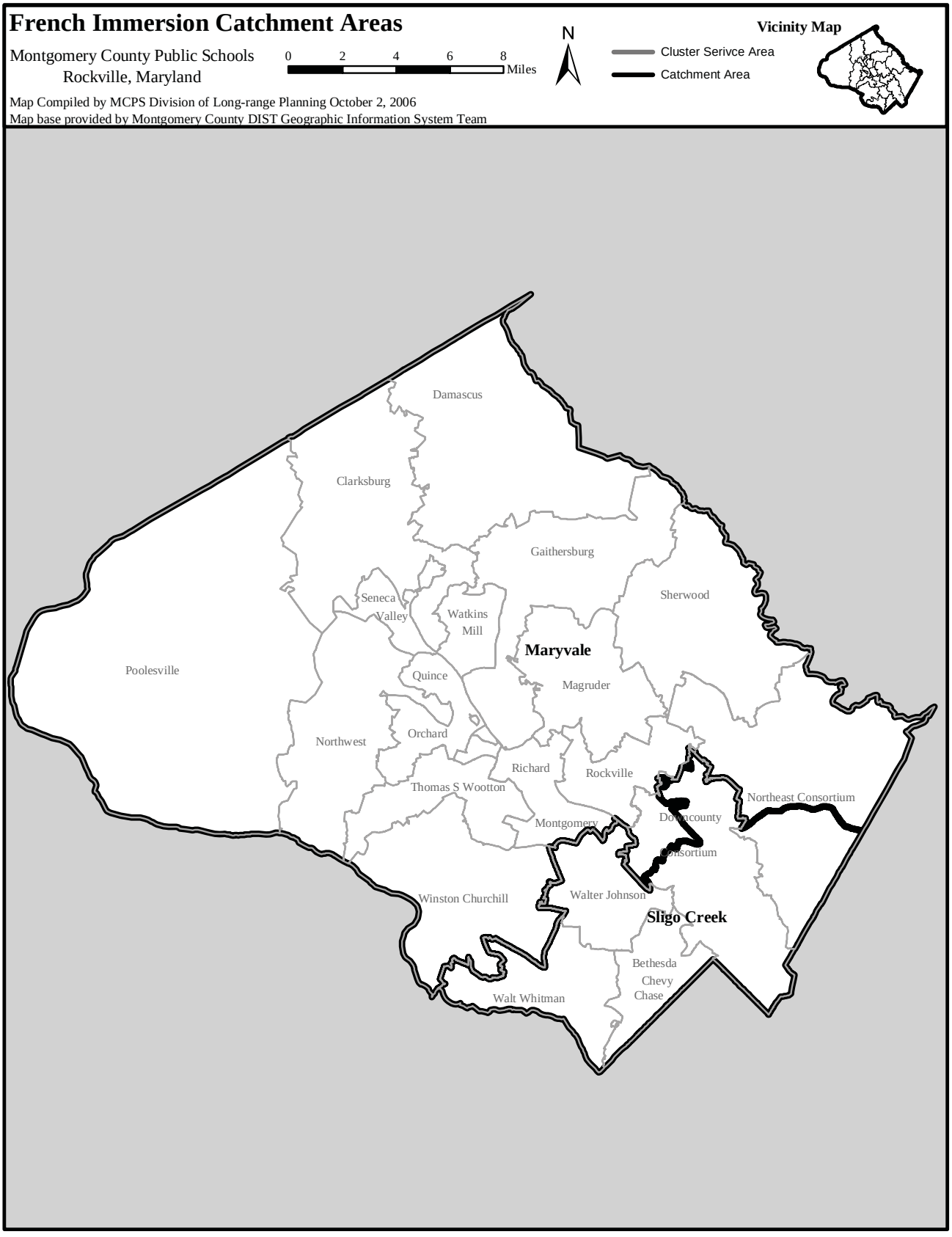
Future School Sites Titled to Board of Education

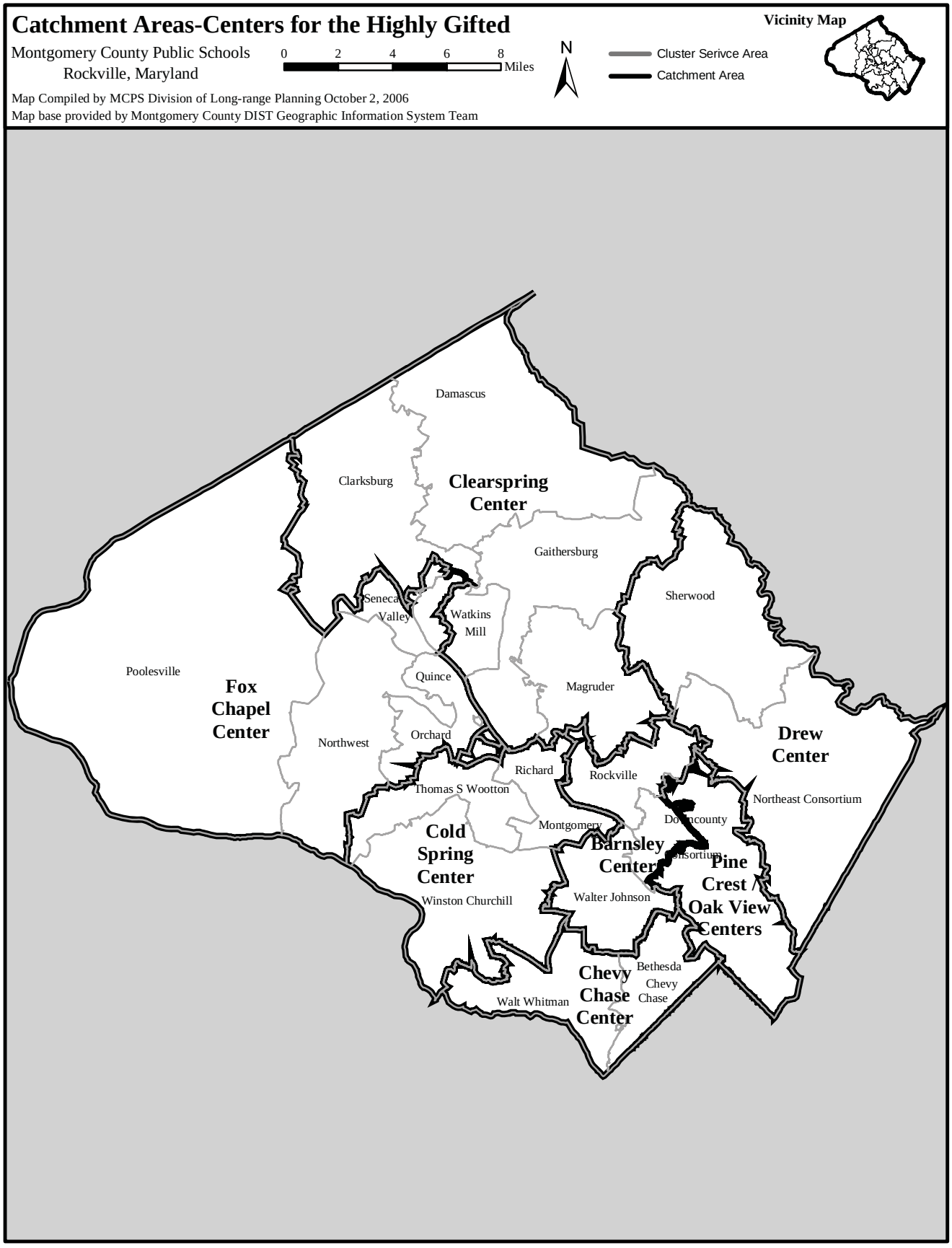
1 Brickyard Middle School
2 Briggs Chaney Road Middle School
3 Clarksburg Elementary School #8
4 Hawkins Creamery Road Elementary School
5 Kendale Elementary School
6 Kingsbridge Middle School
7 Laytonsville Middle School
8 Northwest Branch Elementary School
9 Oak Drive Elementary School
10 Oakdale Middle School
11 Sherwood Elementary School #6
12 Waring Station Elementary School
13 Woodwards Road Elementary School
14 Wootton Elementary School #7

Future School Sites Titled to Others as Shown in Master Plan

A Cabin Branch Elementary School
B Central Area High School
C Clarksburg Village Elementary School (1)
D Clarksburg Village Elementary School (2)
E Downcounty Consortium ES #30
F Fallsgrove Elementary School
G Greenway Village Middle School
H King Farm Elementary School
I King Farm Middle School
J West Old Baltimore Rd Elementary School
K Paint Branch Elementary School #7
L Shady Grove Sector Plan ES

Appendix L


French Immersion Catchment Areas
Montgomery County Public Schools
Rockville, Maryland
0 2 4 6 8
Miles
N
Cluster Serivce Area
Catchment Area
Vicinity Map
Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DIST Geographic Information System Team
Damascus
Clarksburg
Gaithersburg
Sherwood
Seneca Valley
Watkins Mill
Maryvale
Poolesville
Quince
Magruder
Northwest
Orchard
Richard
Rockville
Thomas S Wootton
Northeast Consortium
Montgomery
Winston Churchill
Walter Johnson
Sligo Creek
Bethesda Chevy Chase
Walt Whitman


Catchment Areas-Centers for the Highly Gifted
Montgomery County Public Schools
Rockville, Maryland
0 2 4 6 8 Miles
N
Cluster Serivce Area
Catchment Area
Vicinity Map
Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DIST Geographic Information System Team
Damascus
Clarksburg
Clearspring Center
Gaithersburg
Sherwood
Seneca Valley
Watkins Mill
Poolesville
Quince
Magruder
Fox Chapel Center
Drew Center
Northwest
Orchard
Richard
Rockville
Thomas S Wootton
Northeast Consortium
Montgomery
Cold Spring Center
Barnsley Center
Pine Crest / Oak View Centers
Winston Churchill
Walter Johnson
Bethesda Chevy Chase
Chevy Chase Center
Walt Whitman

Appendix M

Political Districts

Board of Education

District	Name
1	Gabe Romero
2	Stephen Abrams
3	Patricia O'Neill
4	Valerie Ervin
5	Nancy Navarro
At-large	Sharon W. Cox
At-large	Charles Haughey

County Council

District	Name
1	Howard A. Denis
2	Mike Knapp
3	Phil Andrews
4	Marilyn J. Praisner
5	Tom Perez
At-large	Nancy Floreen
At-large	George Leventhal
At-large	Steve Silverman
At-large	Michael A. Subin

General Assembly

Legislative District 14	
Senator	Rona E. Kramer
Delegate	Anne R. Kaiser
Delegate	Karen S. Montgomery
Delegate	Herman L. Taylor, Jr.

Legislative District 15	
Senator	Robert J. Garagiola
Delegate	Jean B. Cryor
Delegate	Kathleen M. Dumais
Delegate	Herman L. Taylor, Jr.

Legislative District 16	
Senator	Brian E. Frosh
Delegate	William A. Bronrott
Delegate	Marilyn R. Goldwater
Delegate	Susan C. Lee

Legislative District 17	
Senator	Jennie M. Forehand
Delegate	Kumar P. Barve
Delegate	Michael R. Gordon
Delegate	Luiz R. S. Simmons

Legislative District 18	
Senator	Sharon M. Grosfeld
Delegate	Ana Sol Gutierrez
Delegate	John Adams Hurson
Delegate	Richard S. Madaleno, Jr.

Legislative District 19	
Senator	Leonard H. Teitelbaum
Delegate	Henry B. Heller
Delegate	Adrienne A. Mandel
Delegate	Carol S. Petzold

Legislative District 20	
Senator	Ida G. Ruben
Delegate	Peter Franchot
Delegate	Sheila E. Hixson
Delegate	Gareth E. Murray

Legislative District 39	
Senator	Patrick J. Hogan
Delegate	Charles E. Barkley
Delegate	Nancy J. King
Delegate	Joan F. Stern

School/Program Sites and Political Districts

School	Board of Education District	Councilmanic District	Legislative District	School	Board of Education District	Councilmanic District	Legislative District
Elementary Schools				**Elementary Schools**			
Ashburton ES	3	1	16	Lakewood ES	2	3	17
Bannockburn ES	3	1	16	Laytonsville ES	1	2	14
Barnsley ES	2	4	19	Little Bennett ES	1	2	15
Beall ES	2	3	17	Luxmanor ES	3	1	16
Bel Pre ES	4	4	19	Marshall ES	2	3	39
Bells Mill ES	2	1	15	Maryvale ES	2	3	17
Belmont ES	5	2	14	Spark M. Matsunaga ES	2	2	15
Bethesda ES	3	1	16	McAuliffe ES	1	2	39
Beverly Farms ES	2	1	15	McNair ES	2	2	15
Bradley Hills ES	3	1	16	Meadow Hall ES	2	3	17
Broad Acres ES	5	5	20	Mill Creek Towne ES	5	3	39
Brooke Grove ES	5	2	14	Monocacy ES	1	2	15
Brookhaven ES	2	4	19	Montgomery Knolls ES	4	5	20
Brown Station ES	1	3	17	New Hampshire Estates ES	4	5	20
Burning Tree ES	3	1	16	North Chevy Chase ES	3	1	18
Burnt Mills ES	5	4	20	Oak View ES	4	5	20
Burtonsville ES	5	4	14	Oakland Terrace ES	4	5	18
Candlewood ES	5	3	19	Olney ES	5	2	19
Cannon Road ES	5	4	20	Page ES	5	4	14
Carderock Springs ES	3	1	16	Pine Crest ES	4	5	18
Carson ES	1	3	17	Piney Branch ES	4	5	20
Cashell ES	5	2	14	Poolesville ES	1	2	15
Cedar Grove ES	1	2	14	Potomac ES	2	1	15
Chevy Chase ES	3	1	18	Resnik ES	5	2	39
Clarksburg ES	1	2	15	Ride ES	1	2	15
Clearspring ES	1	2	14	Ritchie Park ES	2	3	17
Clopper Mill ES	2	2	39	Rock Creek Forest ES	3	5	20
Cloverly ES	5	4	14	Rock Creek Valley ES	2	4	19
Cold Spring ES	2	1	15	Rock View ES	3	5	18
College Gardens ES	2	3	17	Rockwell ES	1	2	14
Cresthaven ES	5	5	20	Rolling Terrace ES	4	5	20
Daly ES	1	2	39	Roscoe R Nix ES	5	5	20
Damascus ES	1	2	14	Rosemary Hills ES	3	5	20
Darnestown ES	2	2	15	Rosemont ES	1	3	17
Diamond ES	1	3	17	Sargent Shriver ES	4	4	18
Drew ES	5	4	14	Sequoyah ES	5	4	19
DuFief ES	2	3	39	Seven Locks ES	2	1	15
East Silver Spring ES	4	5	20	Sherwood ES	5	2	14
Fairland ES	5	4	14	Sligo Creek ES	4	5	20
Fallsmead ES	2	3	17	Somerset ES	3	1	16
Farmland ES	3	1	16	South Lake ES	1	2	39
Fields Road ES	1	3	17	Stedwick ES	1	2	39
Flower Hill ES	5	3	39	Stone Mill ES	2	3	15
Flower Valley ES	5	4	19	Stonegate ES	5	4	14
Forest Knolls ES	4	4	19	Strathmore ES	4	4	19
Fox Chapel ES	1	2	39	Strawberry Knoll ES	1	3	39
Gaithersburg ES	1	3	17	Summit Hall ES	1	3	17
Galway ES	5	4	14	Takoma Park ES	4	5	20
Garrett Park ES	3	1	17	Travilah ES	2	1	15
Georgian Forest ES	4	4	19	Twinbrook ES	2	3	17
Germantown ES	2	2	15	Viers Mill ES	4	5	18
Glen Haven ES	4	5	18	Washington Grove ES	1	3	39
Glenallan ES	4	5	19	Waters Landing ES	1	2	15
Goshen ES	1	2	14	Watkins Mill ES	1	2	39
Great Seneca Creek ES	2	2	39	Wayside ES	2	1	15
Greencastle ES	5	4	14	Weller Road ES	2	4	19
Greenwood ES	5	2	14	Westbrook ES	3	1	16
Harmony Hills ES	2	4	19	Westover ES	4	4	20
Highland ES	4	5	18	Wheaton Woods ES	2	4	19
Highland View ES	4	5	18	Whetstone ES	1	2	39
Jackson Road ES	5	4	20	Wood Acres ES	3	1	16
Jones Lane ES	2	2	15	Woodfield ES	1	2	14
Kemp Mill ES	4	4	19	Woodlin ES	3	5	18
Kensington-Parkwood ES	3	5	18	Wyngate ES	3	1	16
Lake Seneca ES	2	2	15				

School	Board of Education District	Councilmanic District	Legislative District	School	Board of Education District	Councilmanic District	Legislative District
Middle Schools				**High Schools**			
Argyle MS	4	4	19	Bethesda-Chevy Chase HS	3	1	18
Baker MS	1	2	14	Blair HS	4	5	18
Banneker MS	5	4	14	Blake HS	5	4	14
Briggs Chaney MS	5	4	14	Churchill HS	2	1	15
Cabin John MS	2	1	15	Clarksburg HS	1	2	15
Clemente MS	1	2	39	Damascus HS	1	2	14
Eastern MS	4	5	20	Einstein HS	3	5	18
Farquhar MS	5	4	14	Gaithersburg HS	1	3	17
Forest Oak MS	1	3	17	Kennedy HS	4	4	19
Frost MS	2	3	17	Magruder HS	5	4	19
Gaithersburg MS	1	3	17	Northwood HS	4	4	19
Hoover MS	2	1	15	Northwest HS	2	2	15
Key MS	5	5	20	Paint Branch HS	5	4	14
King MS	2	2	15	Poolesville HS	1	2	15
Kingsview MS	2	2	15	Quince Orchard HS	2	3	39
Lakelands Park MS	1	3	17	Richard Montgomery HS	2	3	17
Lee MS	4	4	19	Rockville HS	2	3	17
A. Mario Loiederman MS	2	4	19	Seneca Valley HS	1	2	39
Montgomery Village MS	1	2	39	Sherwood HS	5	4	14
Neelsville MS	1	2	39	Springbrook HS	5	4	20
Newport Mill MS	3	5	18	Walter Johnson HS	3	1	16
North Bethesda MS	3	1	16	Watkins Mill HS	1	2	39
Parkland MS	2	4	19	Wheaton HS	4	4	18
Poole MS	1	2	15	Whitman HS	3	1	16
Pyle MS	3	1	16	Wootton HS	2	3	17
Redland MS	5	4	19	**Technical Career High School**			
Ridgeview MS	1	3	39	Thomas Edison HS of Technolo	4	4	18
Rocky Hill MS	1	2	15	**Environmental Educational Center**			
Rosa Parks MS	5	2	14	Lathrop E. Smith Environmental	5	3	19
Shady Grove MS	5	3	39	**Special Schools And Alternative Programs**			
Silver Spring International MS	4	5	20	Stephen Knolls	4	5	17
Sligo MS	4	5	18	Longview	2	2	15
Takoma Park MS	4	5	20	McKenney Hills	4	5	18
Tilden MS	3	1	16	RICA	2	3	17
West MS	2	3	17	Rock Terrace	2	3	17
Westland MS	3	1	16	Carl Sandburg	2	3	17
White Oak MS	5	4	20	Mark Twain	2	3	17
Wood MS	2	4	19	Caithness Shelter Home	5	4	19
				Glenmont Program	4	5	18
				Journey Program	5	3	39
				Karma Academy	2	3	17
				Kingsley Wilderness Project	1	2	15
				Muncaster Challenge	5	3	19
				New School	4	5	20
				Open Door	4	5	19
				Phoenix I	4	4	19
				Phoenix II	5	3	39
				Randolph Academy	4	5	19
				Tahoma	3	1	18
				The Other Way	2	3	17
				Wakanda Middle School Progra	3	1	16

Board of Education Districts

Montgomery County Public Schools
Rockville, Maryland

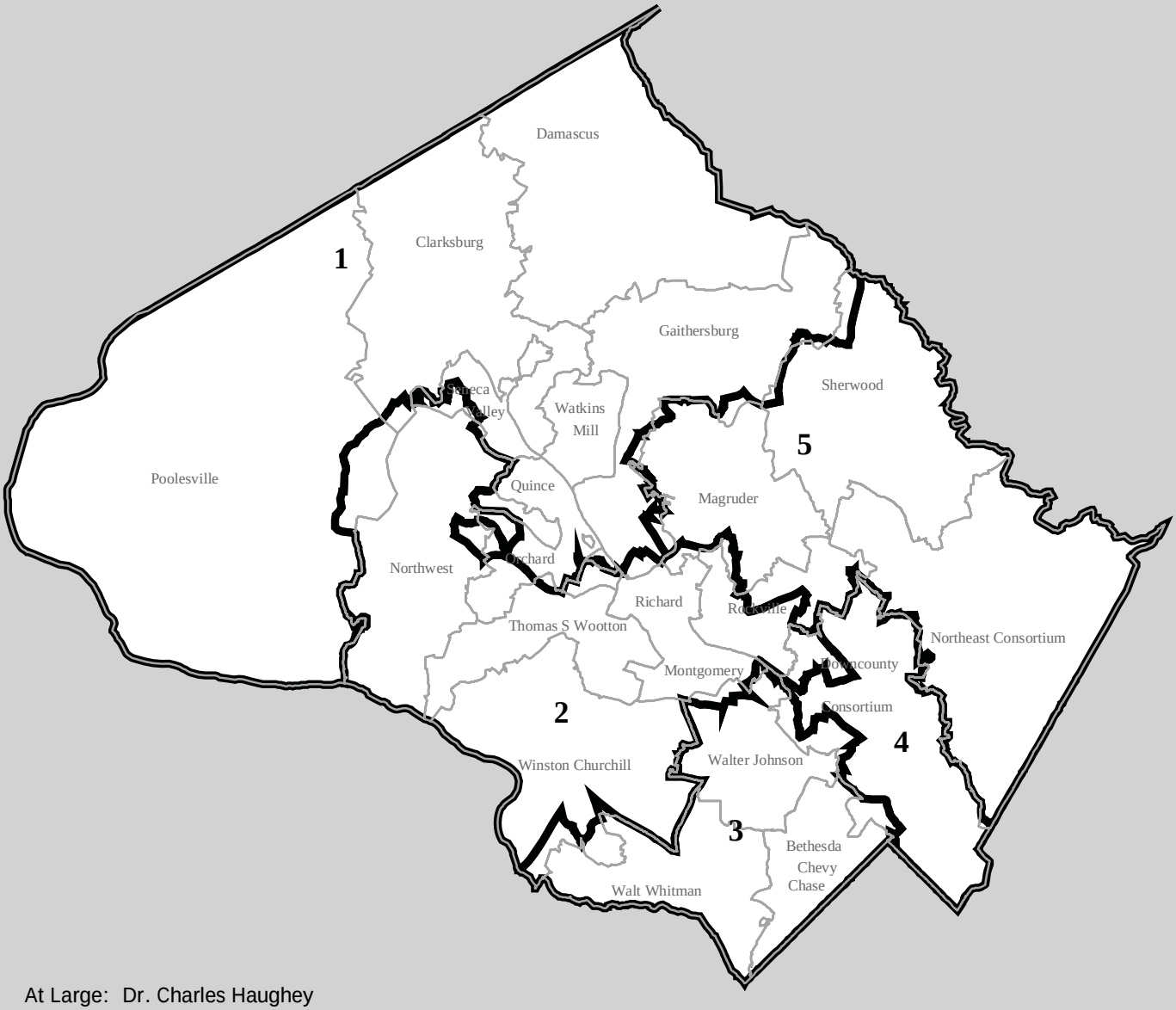
0 2 4 6 8 Miles

N

Cluster Serivce Area
District Boundary

Vicinity Map

Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DIST Geographic Information System Team



At Large: Dr. Charles Haughey
At Large: Sharon W. Cox
District 1: Gabe Romero
District 2: Stephen Abrams
District 3: Patricia O'Neill
District 4: Valerie Ervin
District 5: Nancy Navarro
Student Member: Sarah Horvitz

Councilmanic Districts

Montgomery County Public Schools
Rockville, Maryland

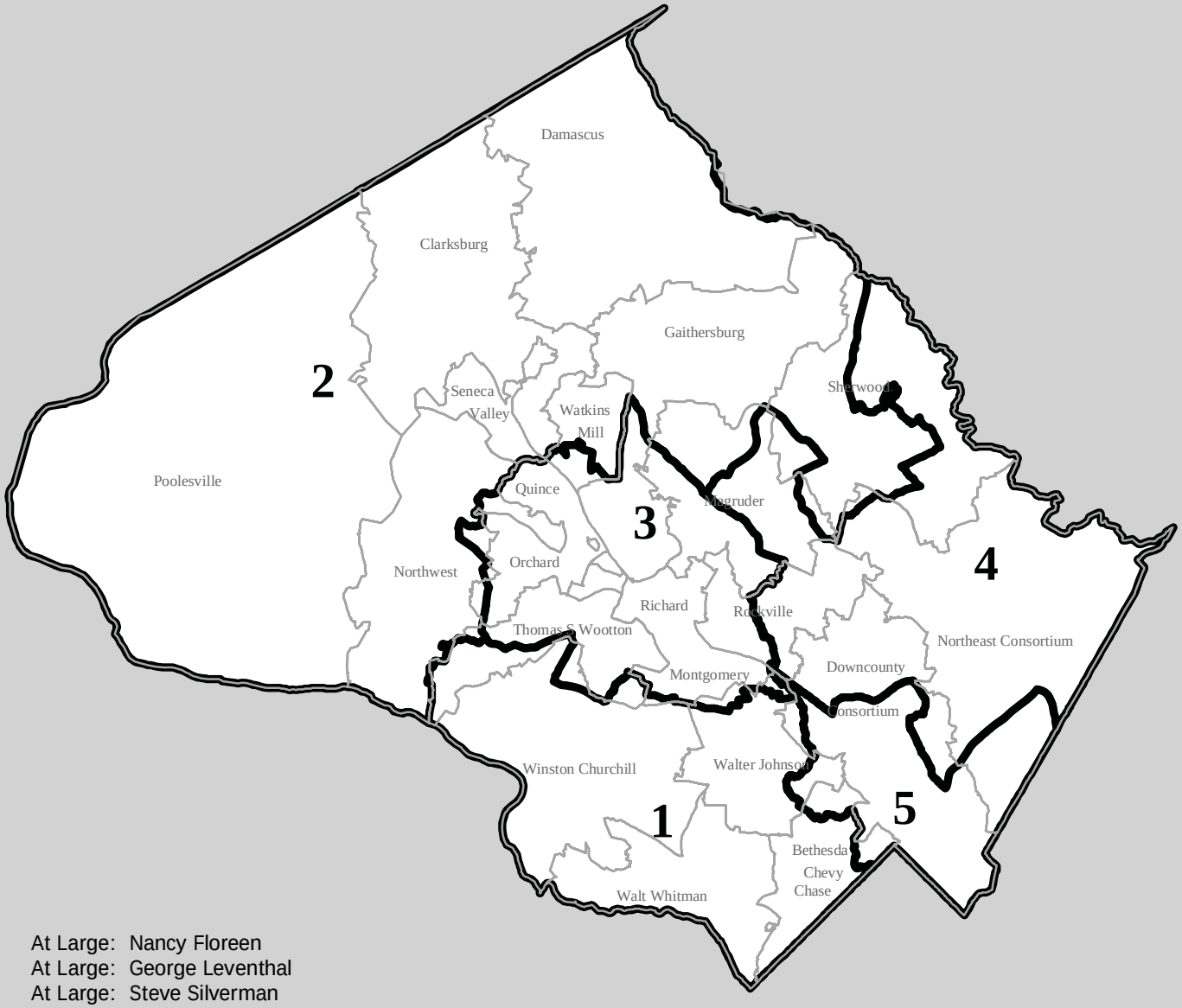
0 2 4 6 8 Miles

N

Cluster Serivce Area
District Boundary

Vicinity Map

Map Compiled by MCPS Division of Long-range Planning October 02, 2006
Map base provided by Montgomery County DIST Geographic Information System Team



At Large: Nancy Floreen
At Large: George Leventhal
At Large: Steve Silverman
At Large: Michael L. Subin
District 1: Howard A. Denis
District 2: Mike Knapp
District 3: Phil Andrews
District 4: Marilyn J. Praisner
District 5: Tom Perez

Legislative Districts

Montgomery County Public Schools
Rockville, Maryland

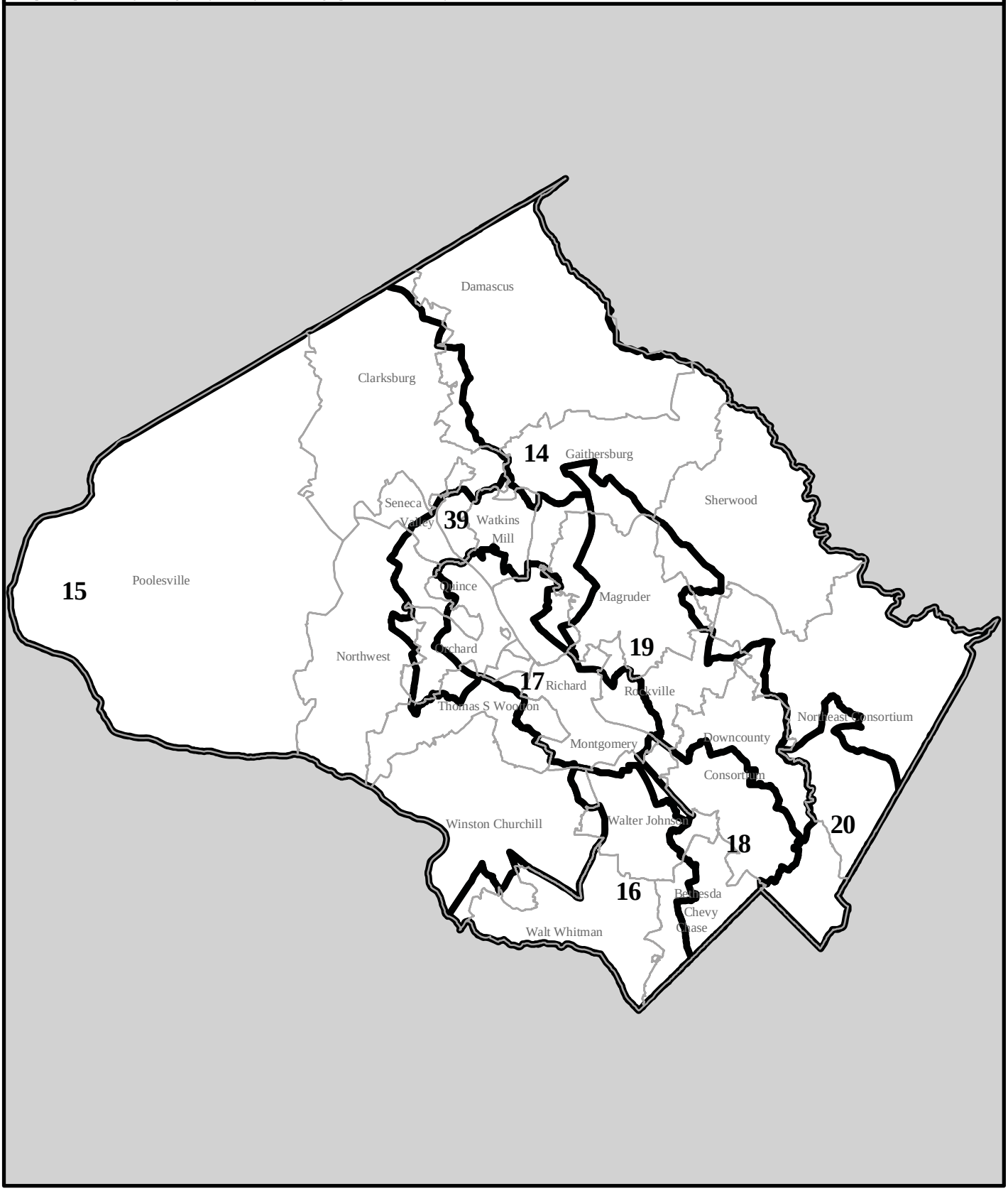
0 2 4 6 8 Miles

N

Cluster Serivce Area
District Boundary

Vicinity Map

Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Montgomery County DIST Geographic Information System Team



Appendix N

Priority Funding Areas and Hot Spots

Montgomery County Public Schools
Rockville, Maryland

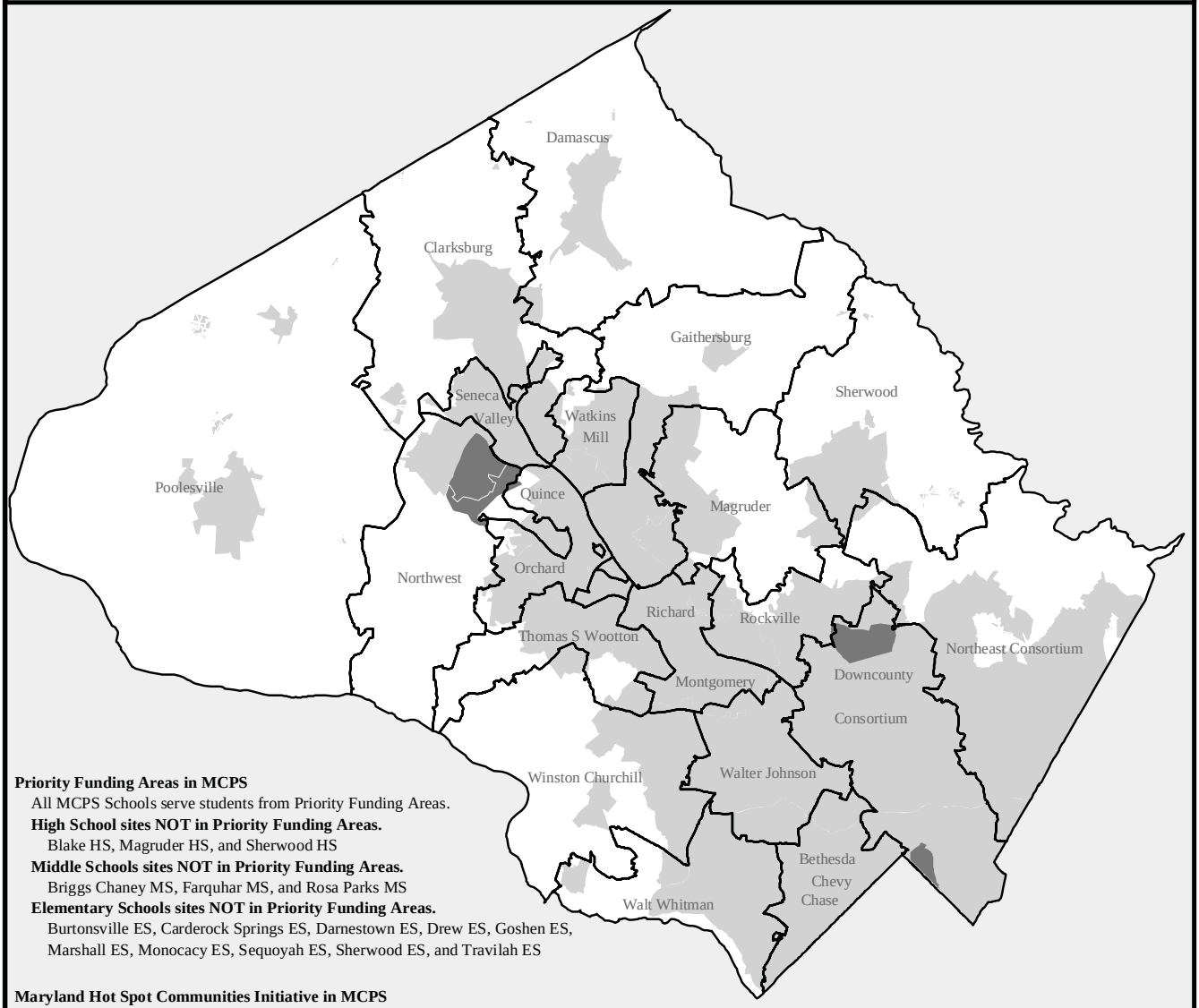
0 2 4 6 8 Miles

N

Cluster Serivce Area
Priority Funding Areas
Hot Spots

Vicinity Map

Map Compiled by MCPS Division of Long-range Planning October 2, 2006
Map base provided by Maryland National Park and Planning Commission



Priority Funding Areas in MCPS

All MCPS Schools serve students from Priority Funding Areas.

High School sites NOT in Priority Funding Areas.

Blake HS, Magruder HS, and Sherwood HS

Middle Schools sites NOT in Priority Funding Areas.

Briggs Chaney MS, Farquhar MS, and Rosa Parks MS

Elementary Schools sites NOT in Priority Funding Areas.

Burtonsville ES, Carderock Springs ES, Darnestown ES, Drew ES, Goshen ES, Marshall ES, Monocacy ES, Sequoyah ES, Sherwood ES, and Travilah ES

Maryland Hot Spot Communities Initiative in MCPS

Schools which serve students in Maryland Hot Spot Communities Initiative:

** School Site is in Hot Spot*

High Schools	Middle Schools	Elementary Schools	
Blair HS	Argyle MS*	Barnsley ES	Glenallan ES
Blake HS	Clemente MS	Bel Pre ES*	Harmony Hills ES
Einstein HS	Farquhuar MS	Brookhaven ES	Marshall ES
Kennedy HS	Kingsview MS	Brown Station ES	Spark Matsunaga ES
Northwest HS*	Lee MS	Clopper Mill ES*	Strathmore ES*
Quince Orchard HS	Parkland MS	Darnestown ES	McAuliffe ES
Rockville HS	Ridgeview MS	Diamond ES	McNair ES
Seneca Valley HS	Silver Spring International MS	East Silver Spring ES	Sligo Creek ES
Wheaton HS	Wood MS	Flower Valley ES	Stone Gate ES
	Sligo MS	Georgian Forest ES	Takoma Park ES
	Takoma Park MS	Germantown ES*	Woodlin ES

Priority Funding Areas

The following areas would qualify as Priority Funding Areas:

- every municipality.
- areas inside the Washington Beltway and the Baltimore Beltway.
- areas already designated as enterprise zones, neighborhood revitalization

Maryland Hot Spot Communities Initiative

An Initiative of the Cabinet Council on Criminal and Juvenile Justice

- A coordinated State effort to assist selected neighborhoods throughout Maryland in reclaiming their streets from crime, violence, drugs and fear by supporting comprehensive crime control and prevention strategies, in partnership with local governments and citizens.
- The first statewide initiative in the nation to systematically help neighborhoods reduce crime with a comprehensive array of enforcement and prevention resources, supported both by grant funding and state and federal agency operations.

Maintained by the Governors Office of Crime Control & Prevention

Appendix O

MCPS Enrollment Forecasting

The prediction of school enrollment involvesthe consideration of a wide range of factors. The demographic makeup of communities is the foremost consideration. In addition, characteristics of schools, such as the programs they offer and changes within school service areas (such as new housing), can influence enrollment. Economic activity at the local, regional, and national levels also influences the accuracy of enrollment forecasts. Developing a forecast that extends from one to 15 years requires assessment of current local events in light of broader, long-term trends. Forecast accuracy varies depending on the projection's geographic scope as well as its time span. Accuracy is greatest when enrollment is projected for large areas and for the short-term (one or two years in the future). Accuracy in forecasts diminishes as the geographic area projected becomes smaller and as the forecast is made for more distant points in the future. Therefore, a one-year countywide forecast for total enrollment for all schools will have less error than forecasts that extend further into the future for individual schools.

The MCPS enrollment forecast is developed after an annual study of trends at the countywide and individual school level. A history of each school's grade-by-grade enrollment 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 a school's forecast to be developed. This approach, termed the cohort-survivorship method, is the most widely accepted and applied school enrollment forecasting method.

MCPS projections are prepared in the fall of every year and are made for each of the upcoming six years and for ten and 15 years in the future. The actual September enrollment at each school is used as the basis from which projections are developed. The cohort-survivorship method "ages" the student population ahead through the grade levels at each school to the desired forecast years. For each school in the system, calculations of the ratios of transition or survivorship between the grades are made. These ratios are applied to grade enrollments as they are advanced through every school for each projection year. For example, in many schools the ratio of first graders in the current year to kindergartners in the prior year exceeds 1.00. This is an indication that more children routinely enter first grade at a school than would be expected, given the kindergarten count from the previous year. Each school is unique, and projections must be sensitive to population dynamics in the communities served by the school.

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, 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.

Because of the uncertainty that surrounds both short- and long-range forecasts, MCPS forecasts are revised each fall. In addition, the one-year forecast is revised each spring. The primary purpose of evaluating the upcoming school year's forecast is to increase accuracy in making staffing decisions and to place relocatable classrooms where needed. The evaluation assesses the enrollment change in each school from September, when the original forecast is made, to the time of spring revision. In areas of the county that are developing, an assessment of the rate of housing construction is made. Also, in some cases administrative or Board of Education actions, such as a change in a school service area, may affect enrollment.

The most difficult component of the enrollment forecast is predicting kindergarten enrollment. To develop forecasts for kindergarten, an annual review of resident birth records compiled by the Maryland Center for Health Statistics is undertaken. Births in nearby jurisdictions to mothers who reside in Montgomery County are included in the records that are reported at the county level. These records provide a general measure of potential kindergarten enrollment five years in the future.

Analyzing the relationship between actual and projected county births and kindergarten enrollment five years in the future enables a projection of total county kindergarten enrollment to be developed. Countywide trends in births are then applied in an assessment patterns in the kindergarten enrollment in the county's elementary schools. Depending on the communities served by these schools, a variety of probable kindergarten enrollment trends are developed for each school. These forecast assumptions are reevaluated each year through close coordination with school principals.

Continuous efforts are underway to increase the accuracy of forecasting techniques. Advances continue to be made in the use of computers for the retrieval and analysis of demographic and facility planning data. For this reason MCPS is increasingly using the county's Geographic Information System (GIS). This GIS system contains extensive demographic and land-use data that is used in the forecasting and facility planning processes. Ties between MCPS planners, county planning agencies, the real estate and development communities, and community representatives enable an ongoing exchange of information relevant to forecasting. This pooled knowledge is a valuable resource in the inherently difficult job of predicting the future.

Appendix P

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 Interim Board of Education Long-range Educational Facilities Regulation (FAARA) 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. This makes MCPS and state capacity ratings differ. See appendix J for a comparison of these capacity ratings for all schools.

Head Start and prekindergarten—1 session	20:1
Kindergarten—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 Q

Assessing Schools for Modernization

In 1992, the Board of Education adopted a modernization policy that makes a strong statement for the need to update aging facilities through modernization in order to provide equitable learning environments across the county. Modernizations not only upgrade building systems, such as heating and air conditioning, plumbing, etc., it also bring aging facilities up to the same educational program standards as new schools. Modernizations also provide an opportunity to upgrade facilities to current building codes and regulations such as providing a facility that is accessible for persons with disabilities, abating hazardous materials, providing Fire Safety Code Upgrades, and improving Indoor Air Quality.

A detailed objective assessment process ranks schools in priority order for modernization. Facilities are evaluated based on physical condition and educational program capability. The physical condition assessment, called Facilities Assessment with Criteria and Testing (FACT), was developed by the MCPS Division of Construction with review and advice from facilities and planning staff members, experts from other area jurisdictions, and the Maryland State Department of Education School Construction Department. A team of trained technicians evaluates each school in need of modernization. Weighted scores are applied to the assessment for various aspects of the building, and based on the physical condition of the building, a final score is calculated, with a maximum of 1,000 points.

The Educational Program Assessment ranks each school based on how well the facility meets the educational space requirements of the current instructional program. This assessment process was developed in conjunction with MCPS instructional staff, planning and facilities staff, school principals, and Montgomery County Council of Parent Teacher Associations (MCCPTA) representatives. The Educational Program Assessment pays particular attention to comparing the amount of existing space within each building to the amount of space that would be provided by a modernization or a new school. Other aspects of educational programs that are reviewed as part of the formal assessment relate to safety, security, energy conservation, and comfort.

The Educational Program Assessment also has a maximum score of 1,000 points. When both assessments are combined, a maximum of 2,000 points is possible. Both assessment components were reviewed and approved by the Board of Education. This process is widely recognized by school officials and community leaders as an objective and impartial tool for prioritizing modernizations.

In FY 1993, the modernization assessment process was performed on 37 elementary and secondary schools in the current and future modernization program. The ranking was established and adopted as the priority for modernizations by the Board of Education and has been adhered to since that time. Of the original 37 schools that were assessed, seven remain to be completed on the schedule. The original 37 schools were placed on the list primarily based on the age of the facility.

In FY 1996, the Board of Education asked for funds to assess all remaining schools for modernization. The County Council appropriated enough funds to assess an additional 35 schools. The schools chosen for assessment in FY 1996 were schools that were built before 1970 that were never modernized, or schools that were renovated before 1977. These schools were added to the end of the first list of schools assessed for modernization.

In FY 2000, the seven remaining high schools that were not assessed in FY 1992 and FY 1996 were assessed and added to the modernization schedule. The schools were placed in ranked order after the schools assessed in FY 1996.

There remains a list of 37 schools built or renovated before 1984 that have not been assessed, and have not been added to the modernization schedule. The list includes: 28 elementary schools, 6 middle schools, and 3 special education program centers.

Appendix R

Special Education Program Descriptions

School-Based Program Delivery Model Resource Services

School-based special education services provide support to students with learning, language or other academic disabilities, who because of their disability require additional support in order to be academically successful in the general education environment. Special education resource rooms are in all MCPS schools. Resource room teachers provide an array of services to students with mild disabilities, while students with more intensive needs are served in a Learning and Academic Disabilities (LAD) through a continuum of special education programs with opportunities for inclusion in general education classes. Students in grade K–2 may have a diagnostic component to their program as well.

Speech and Language Services

The goals of the Speech and Language service are to diagnose and remediate communication disorders, facilitate the development of compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills. The type and frequency of services provided are determined by the individual student's needs. For students with less intensive needs, educational strategies are provided to the student's general education teachers and parents. Students with more intensive needs receive services individually or in small groups.

Elementary Home School Services

Elementary Home School Services supports students in Grades K–5 as a result of a disability that impacts academic achievement. Students served by this model receive the benefit of accessing supports and services in their neighborhood school. Students may receive special education services in the general education environment. Students typically demonstrate learning and/or behavioral needs that affect performance in one or more academic areas. A variety of instructional strategies are used to meet individual student needs.

Secondary Learning and Academic Disabilities Program

Secondary Learning and Academic Disabilities classes provide services to students as a result of a disability that impacts academic achievement. Most students served by this model have previously received a considerable amount of support in the general education environment, however, they need additional services to enable progress towards the individualized education program (IEP) goals and objectives. All secondary schools provide this service.

Transition Services

Transition Services are provided to special education students age 14 or older, to facilitate a smooth transition from school to post-school activities. These activities include, but are not limited to, post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. Services are based on the individual student's needs, taking into account the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.

Cluster-based Program Delivery Model

(The goal is to have the following program available in every high school cluster.)

Elementary Learning and Academic Disabilities Program

Elementary Learning and Academic Disabilities classes provide services to students as a result of a disability that impacts academic achievement. Students served by this model have previously received a considerable amount of support in the general education environment, but need additional services to enable progress towards the IEP goals and objectives. Selected elementary schools provide this program within each cluster.

Quad-cluster/Regionally-based Program Delivery Model

Elementary School-based Learning Center (ELC)

The Elementary Learning Centers provide comprehensive special education services, related services, and diagnostic services to students who have a learning and/or language disability or complex learning needs. The program offers a continuum of Grades K–5 services in several self-contained classes within an elementary school. Due to the disability, students can only achieve measurable academic success in a small structured environment with appropriate supports. These services incorporate the student's IEP with the general curriculum or a modified curriculum through such strategies as multi-sensory lessons, assistive technology, reduced class-sizes, curriculum modification, and differential pacing of instruction.

Learning for Independence (LFI) Program

The Learning for Independence (LFI) program is designed for students with complex learning and cognitive needs, including mild to moderate mental retardation. Services are based on the Fundamental Life Skills (FLS) program of student, or a combination of the FLS and accommodated general education curricula. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. They learn functional life skills and basic academics in the context of general school environments and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition into the world of work upon graduation or exit from the school system.

School/Community Based (SCB) Program

School Community-based Program services (SCB) serves students with moderate, severe, or profound mental retardation, and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing the Fundamental Life Skills (FLS) curriculum, or a combination of the FLS curriculum and accommodated general education curricula, in regular schools and related community and work environments. The school/community-based program model includes the following components: age-appropriate classes; heterogeneous groupings; peer interactions; individualized instruction; transition and is available in all quad-clusters. The goal of the program is to prepare students to transition into the world of adult living upon graduation of exit from the school system.

Infants and Toddlers Program

Infants and Toddlers Early Intervention Services are provided to children with developmental delays from birth to age 3 via home visits from program staff. Services include special instruction, auditory and vision instruction, physical and occupational therapy, and speech and language therapy. Parental involvement is a major service component based on the philosophy that a parent can be a child's most effective teacher in the natural setting.

Preschool Education Program (PEP)

(PEP, PEP Intensive Needs, Medically Fragile, Beginnings)

Montgomery County Public Schools offers a variety of preschool classes and services for children with disabilities ages 3 through 5. The Preschool Education Program (PEP) serves children with multiple and/or moderate disabilities that impact their ability to learn. Services include itinerant instruction at home for medically fragile children, consultative and itinerant services for eligible children in day care centers and preschools, and classes for children who need a comprehensive approach to address their learning issues. Intensive Needs classes serve children with severe sensory and/or communication issues. Beginnings classes provide services to students with severe or profound physical and/or cognitive disabilities. Programs are offered at selected elementary schools in one or more quad-cluster administrative area(s). A new two day per week combination special education/early childhood class is available for three year old children in four locations.

Preschool Language Classes

The Preschool Language classes serve three and four year old children with moderate to severe disorders in receptive and/or expressive language that significantly impact their ability to communicate and learn in typical preschool environments. Speech and language supports and related services are provided within a developmentally appropriate class. The purpose is to use oral language for successful communication and to develop pre-academic skills in preparation for kindergarten. Selected elementary schools offer this program to support one or more quad-cluster area.

Autism Spectrum Disorders

The Autism Preschool Program provides highly intensive and individualized services for students ages 3–5. State of the art instructional practices are utilized to increase acquisition of academic, language, social, and adaptive skills, as well as to provide access to typical peers and to prepare students to be as independent as possible as they approach elementary school age. The autism program for school aged students provides access to the MCPS LFI curriculum. Students receive intensive instruction in a highly structured setting to improve communication and access to non-disabled peers. At the secondary level, students also receive vocational and community support and instruction.

Students with Asperger's Syndrome receive direct instruction in the area of coping strategies and pro-social behaviors. Access is reinforced to the general education curriculum with enrichment and/or remediation.

Augmentative and Alternative Communication (AAC)

The AAC classrooms provide intensive support for students who are nonspeaking or have limited speech with severe intelligibility issues and are using augmentative communication devices and need to expand their use of these devices and other forms of aided communication. Emphasis is on the use of the alternative communication systems to enhance language development, vocabulary development, and expressive communication skills, and to access the general education curriculum. Emphasis is made on providing services and supports within the general education environment to the greatest extent possible.

Emotional Disabilities (ED) Multi-Cluster Program

The Emotional Disabilities (ED) Cluster Model provides services within general education schools to students with social, emotional, behavioral and learning challenges that adversely impact their success in school. The majority of students are identified with an emotional disability. Some students are

identified with secondary disabilities, such as health impairments, language disabilities and learning disabilities. Students demonstrate average to above average cognitive abilities yet may not demonstrate commensurate academic achievement due to a history of emotional and behavioral difficulties interfering with their ability to participate successfully in educational programs.

Bridge Program

The Bridge Program is designed to meet the needs of students who demonstrate significant social, emotional, learning and/or behavioral issues that make it difficult for them to be successful in a large school environment. Many of the students are identified as having an emotional disability of Asperger's Syndrome. Some have secondary disabilities such as health impairment or language disability, or learning disability.

Comprehensive behavior management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Individualized and comprehensive behavior management strategies and systems are used to promote students' acquisition of skills that allow them to be successful in school.

Learning Disabled/Gifted and Talented (LD/GT) Classes

Students receiving learning disabled/gifted and talented 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.

Secondary (School-based) Learning Center (SLC)

The Secondary Learning Center provides comprehensive special education instruction and related services to students with multiple needs and varied disabilities. The program offers a continuum of services at the middle and high school level. Students are served in a combination of self contained and co-taught classes, as well as having opportunities to be fully included with non-disabled peers.

This model incorporates related services that are integrated into special education instruction through a team approach. Multiple interventions,, such as multisensory lessons and use of assistive technology, are incorporated into the program. Adjustments such as pacing of instructions and adapted curriculum may be used to address individual student needs.

Elementary Physical Disabilities Program

The elementary physical disabilities program provides services and comprehensive supports to students with physical and health-related disabilities causing a significant impact on educational performance in the general education class. Students exhibit needs in motor development and information processing. Services provided to students include special education instruction, consultation with classroom teachers, and occupational and physical therapy services.

Longview Center

The Longview Center provides services to students, ages 5–21, with severe to profound mental retardation and multiple disabilities. The FLS curriculum is utilized to provide students with skills in the area of communication, mobility, self-help, functional academics and transition services.

Stephen Knolls Center

Stephen Knolls is a special center for students ages 5–21, with severe to profound mental retardation and multiple disabilities. The FLS curriculum is utilized to provide students with skills in communication, mobility, self-help, functional academics, and transition to adult life.

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

The program goals are: to provide comprehensive services to students with significant visual impairments, to enable students to develop effective compensatory skills and to provide students with equal access to the general education environment. Preschool services prepare children who are blind or have low vision for entry into school. Itinerant vision teachers provide services 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 and orientation and mobility training.

Deaf and Hard of Hearing Program

The Deaf and Hard of Hearing program provides comprehensive educational services to students with a significant hearing loss to enable them to develop effective language and communication skills and to provide students with equal access to the general education environment. Students with significant needs receive services in special centrally located classes. Services are provided in three communications options: oral/aural, total communication, and cued speech. Students with less intensive needs receive services from itinerant teachers at neighborhood schools or other MCPS facilities. Assistive technology and consultation also are provided to students and school staff.

Services for Students with Physical Disabilities/Occupational/ Physical Therapy

The goals of these services are to 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 exhibit needs in motor development and information processing. Services include special education instruction, consultation with classroom teachers, and occupational and physical therapy. Occupational and physical therapy services are provided as related services to students with other educational disabilities. These services are provided at elementary, middle and high schools throughout MCPS.

Extensions Program

The Extensions program serves students of middle and high school age who have moderate, severe, or profound mental retardation, or multiple disabilities including mental retardation and/or autism. These are students with a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors that have not responded to functional and systematic behavioral interventions in the least restrictive setting. The goal of the Extensions program is to provide intensive educational programming designed to enable these students to acquire more appropriate social and communicative skills in order to facilitate their return to a less restrictive educational setting. At the same time, Extensions ensures that students have access to the Fundamental Life Skills Program of Study and opportunities to participate in integrated employment and community activities.

Carl Sandburg Center

Carl Sandburg Learning Center is designed for students who need a highly structured setting. The MCPS General Education Program of Study and the MCPS Fundamental Life Skills Program of Study are both used to provide instruction for students. Modification of curriculum materials and instructional strategies, based on students' need, 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 Center

Rock Terrace School is comprised of middle and high school and an upper school which implements school-to-work programs. The instructional focus of the middle school is on functional skills while integrating content from reading/language arts and mathematics. Focus is on functional academic skills that prepare the students for the transition to the high school program. The high school program emphasizes the application of functional academic skills that lead to full participation in the school-to-work plan and vocational/community experiences. Authentic jobs help in reinforcing classroom learning.

Emotional Disabilities (ED) Countywide Model—Twain, and RICA Programs

Students served through these programs require special education services as a result of significant emotional and/or behavioral difficulties, which adversely impact their success in school.

Mark Twain Program

The Mark Twain Program provides a safe, nurturing, student-centered environment for students with social, emotional, and behavioral disabilities. The program's success is based on three components: (1) a strong curriculum that enhances a student's ability to receive academic course work that parallels and complements the coursework provided in a general education setting; (2) a clearly defined system of behavioral expectations and incentives designed to facilitate improved school performance; and (3) specific social skills instruction that enables students to learn problem-solving, decision-making, and coping skills.

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 a highly structured intensive special education service 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 health nurse are also on staff.

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

Crossroads Program

The Crossroads program provides students with instruction in functional academics, vocational, and social skills within the context of the Fundamental Life Skills Program of Study. The primary objective is to address behavioral issues that have been barriers to learning and to facilitate a transition back to a less restrictive educational setting. A major emphasis is the acquisition of job-readiness skills that apply across a variety of settings and include working effectively with others, problem solving, and effective self advocacy. Social skills and behavioral management are addressed using individualized positive intervention strategies derived from a functional behavioral analysis.

Assistive Technology Services

Assistive Technology Services provides support for students from birth through age 21. Augmentative communication and technology services support non-speaking students who are severely limited in verbal expression or written communication skills due to physical disabilities. These services are provided for students at their elementary, middle, or high school, whenever the individual need is identified.

Appendix S

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 on 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 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

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. 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 work sessions, 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 work session 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 work session 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 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 Grades: 9-12 High School	 25.1* 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 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 receives advice from a school boundary or choice area advisory committee.

4. The superintendent 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, 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 any proposals, priorities, or concerns that they have identified for their schools in consultation with local PTA leadership, principals, and the community.

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 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 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 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.

(a) The superintendent 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 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 and 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 the liaison 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.

g) The superintendent 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 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 work session 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 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 work session 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, and MCPS staff will follow requirements of the Maryland State Board of Education set forth in *COMAR* regulation (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 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	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 work session 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 work session	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 work session 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.

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.

Appendix U

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: FAA

Modernization/Renovation

A. PURPOSE

To establish a facilities life-span process for Montgomery County Public Schools (MCPS) that addresses changing educational program standards and deteriorating physical conditions at reasonable cost while providing appropriate spaces for educational programs and services and maintaining a safe, secure, and healthy physical environment for students and staff

B. PROCESS AND CONTENT

1. Issue

Buildings, building components, and equipment all require various and continuing levels of maintenance to achieve their expected useful life. MCPS views maintenance as being on a continuum encompassing repairs, renovation, and modernization.

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

a) To maintain the plant's existing physical capabilities

b) To renew building systems and/or site components by replacement or other means

c) To bring the facility up to current educational and building standards through either modernization or replacement because of an outdated educational environment or deteriorated building and site conditions

2. Background

Following a period of extensive school closures and consolidations in the 1970's and early 1980's, the Board of Education reactivated a capital program to schedule the systematic modernization of its aging schools still in operation. Closing more than 60 schools had

eliminated many of those in the poorest condition, but the remaining facilities built in the 1950's and 1960's have become 30-40 year old school facilities in the 1980's and 1990's, which are difficult and expensive to maintain.

The County Council has urged MCPS to consider whether schools must be modernized, or whether some, instead, could be renovated at a lower cost. The school system is committed to using its resources as efficiently as possible while providing an appropriate learning environment for all children. For these reasons, a step-by-step approach to the care and modification of facilities from the time of their construction will continue to be followed.

3. Applicable Laws, Rules, and Regulations

The first goal of the MCPS policy FAA: *Long-Range Educational Facilities Planning* is to provide the facilities necessary to sustain high quality educational programs at reasonable cost. Among the objectives of this policy are to consider the impact of facility changes on the delivery and equity of educational programs; to provide adequate school space to accommodate future improvements in educational programs and services to the extent these can be anticipated; and to recognize that "older school buildings must be renovated to continue their use on a cost-effective basis and that modernization to current educational program standards is necessary to maintain program quality."

State and county fire/life safety and health codes, national standards for accessibility for the physical handicapped, Department of General Service criteria for energy conservation, and applicable rules of State of Interagency Committee for School Construction must be considered when any changes to facilities are contemplated. The Annotated Code of Maryland and the Charter of Montgomery County require a comprehensive six-year program for capital improvements, State law requires each county board of education to "maintain throughout its county a reasonably uniform system of public schools that is designed to provide quality education and equal education opportunity for all children." *(Annotated Code of Maryland, 4-107)*

4. Definitions

a) *Maintenance/Preventive and Routine Repairs* refers to, on a day-to-day basis, the ongoing upkeep of property and equipment that includes an annual physical assessment by school and area maintenance staff, as well as the repair and minor replacement activities necessary to support a safe and healthy environment.

b) *Renovation* is the design, construction, and equipping process through which a school facility and its systems are renewed and updated to meet county, state, and federal codes and requirements. An addition or major redesign of building spaces for program reasons is not included.

(1) *Local Capital Projects* are specific projects to restore and/or improve school environments for students, staff, and community. Examples are modifications for handicapped accessibility, space modifications for program, installation of ceiling fans, and school security systems. These are renovation-type projects that provide minor modifications to a facility to restore/continue its physical and educational functionality.

(2) *Planned Life-Cycle Asset Replacement (PLAR)* is the comprehensive replacement of key facility site components, based on age and condition, in order to anticipate and avoid potential failure, and to prolong the useful life of the facility. Related to PLAR projects are roof replacement and mechanical systems rehabilitation projects funded through the capital budget. These major maintenance projects are renovative in nature.

c) *Modernization* refers to the design, construction, and equipping process through which an aging school facility is brought up to current educational standards as established by MCPS, and through which its systems are renewed and updated to meet school, county, state, and federal codes and requirements. Modernization may require an addition or redesign of space to meet educational program requirements.

5. Continuum of Activities

To maintain and extend the life of facilities, MCPS initiate and follows a continuum of activities from the first day of new school occupancy. The timeliness shown in parenthesis are intended as suggestions and are not absolutes. The condition of the building will be the determining factor.

a) Maintenance/Preventive and Routine Repair (Occupancy-Onward)

Preventive maintenance is provided to ensure that a building component or item of equipment will achieve its expected useful life. This effort begins when the item is new and continues until it is replaced or modernized. Facilities receive regular operational care such as cleaning and maintenance of systems and finishes,

lubricating, checking for proper operation, adjusting and aligning, and identifying items to be repaired or modified.

Preventive maintenance is accomplished by a team of electricians, plumbers, carpenters, heating mechanics, and general maintenance workers. The program is scheduled and directed by each maintenance trade. Schools and users are not expected to request preventive maintenance services. The program is staffed and funded through the operating budget of the Division of Maintenance.

Routine maintenance restores items and components to their normal operating condition. Planned repairs are made while the component is still operational to avoid a breakdown. "Broken-fix-it" repairs may require immediate attention to prevent damage to other building or equipment components. Repairs are initiated by maintenance staff, preventive maintenance reports, manufacturers' recommendations, and school requests. Both planned and "broken-fix-it" repairs are funded from operating budget accounts.

b) Renovation

(1) Local Capital Projects (5-25 years)

Capital projects are scheduled that enhance, protect, or restore physical environment in schools. Recent examples include modifications to lights and windows to increase energy conservation, installation of ceiling fans in non-air-conditioned buildings, and replacement of identified environmental hazards such as contaminated plumbing systems. Minor modifications also may be made to existing spaces/components to allow the educational program or activity to operate effectively and efficiently. These capital projects are not intended, primarily, to lengthen the life of the facility and probably will not lessen the needs of facilities in the 30-year-old range. School and area administrators and area maintenance staff identify these needs. These projects are funded through the capital budget.

(2) Major Maintenance (15 - 30 years)

The major maintenance program completely overhauls or replaces worn-out building components. Based on annual maintenance requests submitted by principals, trade/manufacturer recommendations, and analyses by maintenance technicians, a comprehensive, six-year, school-by-school major maintenance plan is developed each fiscal year.

Facilities are evaluated and components scheduled for replacement. These include roofs, mechanical systems, and key facility components such as classroom and hallway lighting, floor surfaces, doors and partitions, as well as exterior asphalt, fields, fencing, and concrete. A replacement program (Planned Life-Cycle Asset Replacement - PLAR) has been initiated to replace components that do not last 30 years. Major replacement projects are expected to extend the useful life of a facility and may reduce the overall needs of a 30-year-old facility. For this reason, schools identified on the six-year modernization schedule are excluded from replacement projects, such as PLAR, for the same period.

The program is funded through the capital budget and reduces impact on the operating budget because resources will not be applied to continuing, costly routine repairs to worn-out building components/equipment.

c) Modernization (30-Plus Years)

An evaluation of physical conditions and educational standards are reviewed along with long-term projections for schools in the 30-plus year-old range. A ranking of facilities based on these factors is developed, with those schools most in need of educational and physical improvements assessed for estimated modernization costs. When previous capital projects at a school have impacted the scope of its anticipated modernization, these are identified. Base on life cycle cost analyses and unusual circumstances, it may be necessary to replace buildings. The department of school facilities and facilities planning develop this schedule. The superintendent will recommend and the Board of Education will approve and request fund for modernization projects for the six years of the Capital Improvements Program.

Public comment and testimony on the recommendations are provided through the MCPS annual capital budget and CIP process. Public comments on the Board-adopted request are directed to the County Executive and County Council.

C. REVIEW AND REPORTING

1. The superintendent, through the annual capital budget process, will review with the Board and the public which facility improvements have been accomplished through replacement or modernization projects. For schools identified as eligible for future modernization, an annual assessment will confirm or modify the previously adopted schedule based on physical condition, educational standards, enrollment projections, available funds, holding schools, outstanding planning issues, and other factors as appropriate.

2. Because schools identified for future modernization are excluded from other six-year renovation/replacement projects, modernization projects are expected to move forward in a systematic manner based on assessment procedures. When extenuating circumstances are identified, a project may be moved forward, given priority consideration, or receive other unusual capital remedies until such time as modernization can occur.

3. This policy will be reviewed every three years in accordance with the Board of Education policy review process.

Policy History: Adopted by Resolution No. 835-91, October 8, 1991.

Appendix V

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 (home school) or are assigned in accordance with an IEP. A request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (18 years of age or older), student services staff, or the principal of the home school.

III. DEFINITIONS

A. The *home school* is the school to which a student is assigned based upon the Board of Education geographical boundary decision. Absent any other considerations, this will be the assigned school. In addition, should the student be reassigned through the transfer process, he or she may elect at any time to return to the home school.

B. The *base school* is, within the Northeast Consortium, the school to which the student is assigned absent an approved choice to attend another. The school is assigned a catchment area, which includes the student's residence.

C. The *assigned school* is the school to which the student has been assigned for a given school year. This is the home school in the absence of an approved change of school assignment, or the base school in the absence of an approved preferred choice. When a student is granted a preferred choice or a change of school assignment, the requested school becomes the assigned school.

IV. PROCEDURES

A. Only documented hardship situations will be considered for a change in school assignment.

B. Exemptions

1. An older sibling attending the requested school at the same time

2. The student is ready to move from middle school to high school, except for boundary change

3. Students have met the criteria for and been admitted to a countywide program

C. Timetables and Deadlines

1. Change of school assignment or exemption requests for the next school year will be accepted only between February 1 and April 1 for the following school year.

2. Every effort will be made to notify parents and students in May.

3. Some programs, such as elementary language immersion programs, admit students by lottery when there are more requests than spaces allotted.

4. Change of school assignment or exemption requests submitted after April 1 will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to April 1. Documentation supporting this situation must be supplied. Students must enroll in and attend their home school while a change of school assignment request is being processed.

D. Process for Change of School Assignment

1. General

a) Paired elementary schools are considered one school for change of school assignment purposes. However, a new form must be submitted when the student matriculates from the primary grades to the next school.

b) Middle school students who received a change of school assignment to a new secondary feeder pattern for high school and wish to remain in that

pattern will be required to reapply at the end of middle school; however, the exemption will be approved, and the athletic ineligibility will be waived.

c) Secondary students who wish to change to a high school outside their existing feeder pattern or home school must submit an application. If the change of school assignment is approved, the athletic ineligibility applies. Parents may request a waiver by writing to the coordinator of secondary physical education and athletics explaining the reason for the change of school assignment.

d) In unique circumstances, change of school assignments may be granted for one year only. Parents must reapply for change of school assignment or return to their home school for the next school year.

e) Students whose families have moved within the county who wish to continue attending their former home school should request a change of school assignment from the school serving their new neighborhood to the school they have been attending. Such requests will be given preference for the remainder of the current school year only. Continuation in feeder pattern does not apply. Students in grade 11 or 12 are exempt from this restriction and will be allowed to stay through graduation.

f) Change of school assignment or exemption requests for younger siblings of students, including step brothers and sisters and half brothers and sisters, for whom changes of school assignment have been approved will be given a preference for change of school assignment, provided that the older sibling will also be in attendance at the receiving school.

g) Change of school assignment requests after an extended suspension will be addressed by the appropriate field office staff in consultation with the school principals involved. School changes for this reason are not generally approved.

h) Students who have been given permission to attend schools other than assigned may, with proper cause, have that permission rescinded.

2. Initiated by Parent/Guardian/Eligible Student (18 years of age or older)

a) If a change of school assignment is desired, MCPS Form 335-45: *Request for Change of School Assignment*, must be obtained from the

principal of the home school.

b) This completed form must be submitted to the principal of the student's home school by the deadline. The principal's signature signifies verification of residency and knowledge of the request, but does not constitute agreement or disagreement with the request.

c) The principal will forward the requests as received to the field office for a decision, or to the division of special education programs and services if the student is receiving special education services other than resource and/or itinerant services such as speech and language.

d) The change of school assignment may be approved or denied after considering the reason(s) for the change of school assignment and, for students receiving special education service, whether the IEP can be implemented, considering staffing and services available at the required school.

e) Parents accepting an approved change of school assignment or exemption assume responsibility for transportation.

f) The parent/guardian will receive written notification of approval or disapproval of a change of school assignment or exemption request from the field office. The student must enroll in and attend the home school while the appeal of a denial is in process. The sending and receiving schools will be notified that the request has been approved or disapproved.

3. Initiated by the Principal

a) Prior to initiating a request for an administrative change of assignment of a student, the principal and the pupil personnel worker assigned to the student's home school will:

(1) Review the student's educational, medical, and behavioral record and consider alternative programs

(2) Schedule a conference with the parent/guardian and the student

b) If a change of school assignment is indicated, the following steps are implemented:

(1) The principal will inform the field office supervisor in writing of the reason(s) for the recommended change of school assignment and the alternatives, if any, which were attempted to maintain the student in the home school

(2) The pupil personnel worker will arrange the necessary conferences with the parent/guardian, student, and principal of the receiving school and student services staff and supply written confirmation of the placement to all parties concerned

c) Student Services staff for the area in which the receiving school is located are responsible for monitoring the academic progress and social adjustment of the student whose change of school assignment was initiated by the principal.

4. Initiated by Student Services

Change of school assignment may be initiated by Student Services staff, in concert with the parent/guardian and the concerned school's staff, at any time for special circumstances. The approval or denial of Student Services initiated changes of school assignment are the responsibility of the supervisor of Student Services for the area in which the receiving school is located.

E. Appeals

1. Superintendent of Schools

If a change of school assignment is denied by the field office supervisor, 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 within 15 days of the date of the decision letter. The appeal should state the reason(s) for seeking review of the decision. It is not necessary to provide additional information in order to appeal, but the appellant should include any additional information in order for it to be considered. The superintendent, or the chief operating officer as his designee, will review all available information before issuing a decision. Although the matter is usually considered on the basis of the documents and telephone conferences, personal conferences may be arranged by

the chief operating officer's hearing officer. Decisions will be made promptly given the number, complexity, and timing of appeals being handled at the same time. Appeals received by the chief operating officer before June 30 will be decided prior to the beginning of school.

2. Board of Education

An appeal from the decision of the superintendent must be made in writing and received by the Board of Education within 30 days of the date on the superintendent's decision letter, although appellants are strongly encouraged to note any appeal within 10 days of receipt of the superintendent's decision. If there is additional information in the appeal to the Board, the superintendent will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal. The Board's decision will be rendered in writing.

Regulation History: Formerly Regulation 265-2, February 22, 1980, revised January 23, 1992, revised April 25, 1994; revised December 23, 1994; revised December 30, 1997; revised July 20, 1998; revised December 2, 1999; updated office titles June 1, 2000; revised December 6, 2000; revised January 7, 2002; revised January 10, 2003.

Appendix W

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: EEA-RA, EEA-EA, EBH-RA, EBI-EA, JEE, JEE-RA, KLA
Responsible Office: Chief Operating Officer

Student Transportation

A. PURPOSE

To delineate MCPS transportation services and safety guidelines for transporting public and nonpublic school students

B. ISSUE

The Montgomery County Public Schools is authorized by the regulations of the State of Maryland to provide safe and efficient transportation to the students residing within the county. It is the Montgomery County Board of Education's responsibility to establish the parameters under which students are deemed eligible for such transportation. Furthermore, it is the shared responsibility of the Montgomery County Board of Education and other state and local government departments to assure student safety in walking to and from school.

C. POSITION

1. The Board of Education encourages participation and involvement of PTA's and other citizens in the identification and resolution of transportation and safety issues.

2. Eligibility for Transportation

   a) General Terms and Conditions for Public and Nonpublic School Students

      (1) The Board of Education adopted attendance areas for each school will be the basis upon which transportation service is provided. Under special circumstances, students may ride established bus routes across attendance boundaries for valid educational reasons.

      (2) Mixed grade/age level student loads shall be permitted.

(3) The walking distance factor for student transportation eligibility will be as follows:

Elementary Schools -- 1 mile
Middle Schools -- 1.5 miles
Senior High Schools -- 2.0 miles

as measured from nearest point of residential property to the curb in front of the nearest door accessible for entry by students to the school (In the implementation of these mileage distances, the superintendent of schools is authorized to extend by one-tenth of a mile from these distances in establishing the line of demarcation between walking and transported students.)

(4) The distance factors above may be modified if safety or other conditions warrant. Such modifications shall be terminated when safety hazards or other conditions are corrected.

(5) MCPS will provide appropriate transportation service to students with disabilities in accordance with applicable laws and program placement as defined by the student's Individual Education Program (I.E.P.)

b) Nonpublic School students may be transported as specified under provisions of the Montgomery County Code, as shown in Exhibit EEA-EA. This service will be provided only on established bus routes having available seating capacity, designed to serve public schools in keeping with the terms and conditions as set forth in this policy.

3. Factors and Standards for Determining Transportation Safety and Safe Walking Conditions

a) 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. Such conditions shall be reviewed by the transportation department on an annual basis and corrected, where feasible, by the responsible agency as soon as possible. The public is encouraged to express their views on the safety of bus stops and/or recommended walking routes, by writing to the director of the Department of Transportation. In the event that a disagreement arises between the public's views and that of the transportation department on the hazardous nature of the condition, a joint assessment will be conducted by an

interagency team including MCPS transportation staff, MCPS School Safety and Security Department staff, the Montgomery County Police Department School Safety Unit staff and the Department of Public Works and Transportation. The public's views will be considered in this assessment. The team's recommendation will be forwarded to the Director of Transportation for a final decision and notification of all parties. This decision can be appealed to the Chief Operating Officer in writing within ten days and the Chief Operating Officer shall render a decision on behalf of the Superintendent of Schools within fifteen calendar days after receipt of the appeal, advising the appellant of the right to further appeal to the Board of Education within thirty days.

Upon receipt of a timely appeal to the Board of Education from a decision of the Chief Operating Officer, acting as the designee of the Superintendent of Schools, the Board shall consider the appeal pursuant to procedures set forth in Policy BLB: *Rules of Procedure in Appeals and Hearings*. Moreover, prior to the Board's rendering a final decision on an appeal pertaining to the addition or deletion of a school bus stop or the elimination or moving of a school bus route, a public hearing shall be conducted as follows:

(1) No later than twenty days prior to its being held, the appellant(s) and the PTA for the schools in question shall be notified in writing that a public hearing will be held as to the matter in dispute.

(2) The public hearing may be held as part of a regularly scheduled business meeting or a special meeting called for this purpose.

(3) Those wishing to testify shall call the Office of the Board of Education, with three minutes allotted to each speaker, provided that the Board may reasonably restrict the number of speakers and seek to balance speakers with varying points of view, except that the appellant(s) and the designee of the Superintendent shall each be provided with ten minutes to present their respective position. Copies of written testimony also shall be received as part of the record.

(4) Subsequent to the close of the public hearing, the Board may deliberate among themselves in closed session. However, upon reaching a decision, a vote shall be taken in public session and the individual vote of each Member shall be recorded on the public record. A written Opinion shall be issued after its approval by the Board.

b) The following factors shall be considered in determining the need for student transportation service within the walking distance:

(1) Absence of traffic signals, lined crosswalks, or other traffic control devices to assist secondary school students, or the absence of an adult crossing guard to assist elementary school students who are required to cross a multilane highway as listed on the Maryland Highway Map.

(2) Presence of building and other construction activities, other safety hazards, or natural or man made barriers that create potentially dangerous situations on an established walking route and where other walking routes are not available.

(3) Absence of a sidewalk, or in some cases absence of a buffer strip or guard rail between sidewalk and road, along a major highway or heavily traveled street in a residential area

(4) Students who, because of physical or mental disabilities, are not able to perform the walking assignments expected of students enrolled in general education classes

c) The following standards shall be considered in making decisions relative to the factors listed above:

(1) Students are expected to walk safely without sidewalks in residential subdivisions, on side streets, and to bus stops along roads where traffic is not heavy, where space is available at the side of the road, or where the road is of sufficient width to allow walking off the main road. Buses are not an alternative to the absence of sidewalks in a subdivision unless other safety factors such as inadequate sight distances are determined to jeopardize student safety. Communities desirous of obtaining sidewalks should initiate their requests with the appropriate governmental agencies.

(2) Schools will supplement parental teaching of safe walking practices by emphasizing the need for safe walking practices while en route to and from school.

(3) Sidewalks**,** where available, should be so constructed and designed so that students can walk safely on them.

(4) The absence of buffer strips between a sidewalk and the traveled portion of the roadway, or the presence of telephone poles, bushes, trees or protruding objects or signs on the sidewalk shall be considered in determining if the walkway is safe.

(5) MCPS staff, in cooperation with the Montgomery County Police Department's School Safety Unit, the Montgomery County Department of Public Works and Transportation and the Maryland State Highway Administration shall work diligently to make certain that in every instance involving school children the need for safe walkways is made clear to the responsible county and state agencies.

(6) Snow and/or ice accumulation on sidewalks during inclement weather shall not be considered sufficient cause for providing transportation. Parent help is needed on those few days when all walking students are subject to the same conditions. When snow or ice causes conditions that are generally considered unsafe, school may be canceled or the starting time delayed until heavy traffic has subsided.

(7) Crossing guards may be employed, by the Montgomery County Police Department, to assist students in crossing intersections. MCPS will request their assignment when the presence of a crossing guard will enhance safety and when, it is more economical to utilize crossing guards than to provide bus transportation.

(8) Secondary students are expected to be able to cross all controlled intersections safely except that middle school students are not required to cross mainline railroad tracks at grade level.

(9) Elementary school students are expected to be able to cross controlled intersections safely except on major highways and mainline railroad tracks at grade level. It is recognized that in some instances this may not apply to five-and six-year-olds.

(10) Students are expected to be able to walk to established bus stops to await the arrival of school buses. While waiting, students should observe safe practices, respect persons and private property, and stand well off the traveled portion of the road.

(11) Students are expected to walk across private property only where paths or foot bridges are constructed and maintained by a public agency such as the Maryland-National Capital Park and Planning

Commission, the Department of Public Works, the Montgomery County Public Schools or are part of walkways provided by a homeowners association or similar private development group.

d) MCPS school buses shall operate in accordance with the State of Maryland COMAR 13A.06.07.

e) In the interest of increased student safety and route efficiency, no MCPS bus shall be routed onto a dead end, cul de sac or other street requiring the bus to perform a three point turn or backing up maneuver to exit, unless the alternative bus stop would present a safety hazard. Similarly, no MCPS bus shall be required to travel on an undedicated street or private road not maintained by the state or county.

4. The principals and presidents of the PTA or equivalent parent organization of public and nonpublic schools shall be notified in writing by the superintendent of schools or his/her designee of any prospective changes in bus service preceding the new school year. If budget or other Board of Education action makes systemwide change necessary, a general notification to the public will follow within ten calendar days and a specific notice to parents and communities affected by the change will follow as soon as possible thereafter. The superintendent of schools is obligated to assure that affected communities and parents are informed.

5. In those instances when parents are pre-approved jointly by the Department of Transportation and the Department of Special Education to provide transportation services to special education students**,** the reimbursement shall not exceed the Board-approved mileage rate for staff travel.

D. DESIRED OUTCOME

Implementation of this policy will assure that the students of the Montgomery County Public Schools will have safe walking routes and a safe and efficient system of student transportation.

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.

Appendix X

2006–2007

MCPS

Rockville, MD

Montgomery County Public Schools

www.montgomeryschoolsmd.org

August 2006

ELEMENTARY SCHOOLS

No.	Name and Address	Principal	Telephone
425	**Ashburton,** 6314 Lone Oak Dr., Bethesda 20817	Dr. Barbara E. Haughey	301-571-6959
420	**Bannockburn,** 6520 Dalroy La., Bethesda 20817	Kimberly B. Bosnic	301-320-6555
505	**Lucy V. Barnsley,** 14516 Nadine Dr., Rockville 20853	Kristin A. Alban	301-460-2121
207	**Beall,** 451 Beall Ave., Rockville 20850	Troy E. Boddy	301-279-8460
780	**Bel Pre,** 13801 Rippling Brook Dr., Silver Spring 20906	Carmen van Zutphen	301-460-2145
607	**Bells Mill,** 8225 Bells Mill Rd., Potomac 20854	Jerri B. Oglesby	301-469-1046
513	**Belmont,** 19528 Olney Mill Rd., Olney 20832	Peter H. Bray	301-924-3140
401	**Bethesda,** 7600 Arlington Rd., Bethesda 20814	Tamera A. Sherr	301-657-4979
226	**Beverly Farms,** 8501 Post Oak Rd., Potomac 20854	Dr. Beth Brown	301-469-1050
410	**Bradley Hills,** 8701 Hartsdale Ave., Bethesda 20817	Sandra Reece	301-571-6966
304	**Broad Acres,** 710 Beacon Rd., Silver Spring 20903	Suzette Chagnon	301-431-7616
518	**Brooke Grove,** 2700 Spartan Rd., Olney 20832	Linda D. McDaniel	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	Jan Riley	301-840-7172
419	**Burning Tree,** 7900 Beech Tree Rd., Bethesda 20817	Dr. Helen Chaset	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	Melissa F. Smith	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	Dr. Judith A. Theiss	301-989-5662
604	**Carderock Springs,** 7401 Persimmon Tree La., Bethesda 20817	Susan D. Thompson	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-Stamoulis	301-924-3130
703	**Cedar Grove,** 24001 Ridge Rd., Germantown 20876	Anita A. Murphy	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	**Clearspring,** 9930 Moyer Rd., Damascus 20872	B. Gayle Mollet	301-253-7004
100	**Clopper Mill,** 18501 Cinnamon Dr., Germantown 20874	Roni Silverstein	301-353-8065
308	**Cloverly,** 800 Briggs Chaney Rd., Silver Spring 20905	Janet L. Lopez	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	Dr. Albert P. DuPont	301-279-8470
	2006–2007 Housed at North Lake Center, 15101 Bauer Dr., Rockville 20852		
808	**Cresthaven,** 1234 Cresthaven Dr., Silver Spring 20903	Kafi R. Berry	301-431-7622
111	**Capt. James E. Daly,** 20301 Brandermill Dr., Germantown 20876	Dr. Nick M. Urick	301-353-0939
702	**Damascus,** 10201 Bethesda Church Rd., Damascus 20872	Rebecca Jones	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 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	Niki T. Hazel	301-650-6420
303	**Fairland,** 14315 Fairdale Rd., Silver Spring 20905	Tillie C. Garfinkel	301-989-5658
233	**Fallsmead,** 1800 Greenplace Terr., Rockville 20850	Dennis R. Nelson	301-279-4984
219	**Farmland,** 7000 Old Gate Rd., Rockville 20852	Dr. Marci Fineman	301-230-5919
566	**Fields Road,** One School Dr., Gaithersburg 20878	Kathryn E. Schiavone-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	Wilma K. Holmes	301-924-3135
803	**Forest Knolls,** 10830 Eastwood Ave., Silver Spring 20901	Ebony Langford	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	Sharon J. Jones	301-840-7136
313	**Galway,** 12612 Galway Dr., Silver Spring 20904	Shahid Muhammad	301-595-2930
204	**Garrett Park,** 4810 Oxford St., Garrett Park 20896	Lee F. Derby	301-929-2170
786	**Georgian Forest,** 3100 Regina Dr., Silver Spring 20906	Donald D. Masline	301-460-2170
102	**Germantown,** 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryant	301-353-8050

No.	Name and Address	Principal	Telephone
767	**Glen Haven,** 10900 Inwood Ave., Silver Spring 20902	Dr. Joanne Smith	301-649-8051
817	**Glenallan,** 12520 Heurich Rd., Silver Spring 20902	Ronnie S. Fields	301-929-2014
546	**Goshen,** 8701 Warfield Rd., Gaithersburg 20882	Linda F. King	301-840-8165
340	**Great Seneca Creek,** 13010 Dairymaid Dr., Germantown 20874	Gregory S. Edmundson	301-353-8500
334	**Greencastle,** 13611 Robey Rd., Silver Spring 20904	Andrew J. Winter	301-595-2940
512	**Greenwood,** 3336 Gold Mine Rd., Brookeville 20833	Christopher Wynne	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	Raymond Myrtle	301-929-2040
784	**Highland View,** 9010 Providence Ave., Silver Spring 20901	Nicole M. Priestly (Acting)	301-650-6426
305	**Jackson Road,** 900 Jackson Rd., Silver Spring 20904	Sally Ann Macias	301-989-5650
360	**Jones Lane,** 15110 Jones La., Gaithersburg 20878	Carole W. Sample	301-840-8160
805	**Kemp Mill,** 411 Sisson St., Silver Spring 20902	Nancy C. Evans	301-649-8046
783	**Kensington Parkwood,** 4710 Saul Rd., Kensington 20895	John Ceschini	301-571-6949
108	**Lake Seneca,** 13600 Wanegarden Dr., Germantown 20874	Teri Johnson	301-353-0929
209	**Lakewood,** 2534 Lindley Terr., Rockville 20850	Robin Barber (Acting)	301-279-8465
051	**Laytonsville,** 21401 Laytonsville Rd., Gaithersburg 20882	Hilarie Rooney	301-840-7145
336	**Little Bennett,** 23930 Burdette Forest Rd., Clarksburg 20871	Shawn D. Miller	301-540-5535
220	**Luxmanor,** 6201 Tilden La., Rockville 20852	Michael D. Bayewitz	301-230-5914
244	**Thurgood Marshall,** 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela Nazzaro (Acting)	301-670-8282
210	**Maryvale,** 1000 First St., Rockville 20850	Kimberly L. Kimber.	301-279-4990
523	**Spark Matsunaga,** 13902 Bromfield Rd., Germantown 20874	Judy L. Brubaker	301-601-4350
110	**S. Christa McAuliffe,** 12500 Wisteria Dr., Germantown 20874	Loretta M. Favret	301-353-0910
158	**Ronald McNair,** 13881 Hopkins Rd., Germantown 20874	Eileen 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	Deann M. Collins	301-431-7667
791	**New Hampshire Estates,** 8720 Carroll Ave., Silver Spring 20903	Jane S. Litchko	301-431-7607
307	**Roscoe R. Nix,** 1100 Corliss St., Silver Spring 20903	Annette M. Ffolkes	301-422-5070
415	**North Chevy Chase,** 3700 Jones Bridge Rd., Chevy Chase 20815	Gary B. Bartee	301-657-4950
766	**Oak View,** 400 East Wayne Ave., Silver Spring 20901	Peggy E. Salazar	301-650-6434
769	**Oakland Terrace,** 2720 Plyers Mill Rd., Silver Spring 20902	Cheryl D. Pulliam	301-929-2161
502	**Olney,** 3401 Queen Mary Dr., Olney 20832	Dr. Joan A. O'Brien	301-924-3126
312	**William Tyler Page,** 13400 Tamarack Rd., Silver Spring 20904	Debra A. Berner	301-989-5672
761	**Pine Crest,** 201 Woodmoor Dr., Silver Spring 20901	Meredith Casper	301-649-8066
749	**Piney Branch,** 7510 Maple Ave., Takoma Park 20912	Bertram B. Generlette	301-891-8000
153	**Poolesville,** 19565 Fisher Ave., Poolesville 20837	Darlyne A. McEleney	301-972-7960
601	**Potomac,** 10311 River Rd., Potomac 20854	Linda Z. Goldberg	301-469-1042
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	Ann Marie Samm	301-353-0994
227	**Ritchie Park,** 1514 Dunster Rd., Rockville 20854	Bonnie G. Dougherty	301-279-8475
773	**Rock Creek Forest,** 8330 Grubb Rd., Chevy Chase 20815	David Chia	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	Patsy S. Roberson	301-929-2002
156	**Lois P. Rockwell,** 24555 Cutsail Dr., Damascus 20872	Cheryl Ann Clark	301-253-7088
771	**Rolling Terrace,** 705 Bayfield St., Takoma Park 20912	Jennifer J. Ostrowski	301-431-7600
794	**Rosemary Hills,** 2111 Porter Rd., Silver Spring 20910	Ralph Viggiano	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	Rebecca T. Gordon	301-469-1038
501	**Sherwood,** 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Jerrold C. Perlet	301-924-3195
779	**Sargent Shriver,** 12518 Greenly Dr., Silver Spring 20906	Janet L. Dunn	301-929-4426
517	**Sligo Creek,** 500 Schuyler Rd., Silver Spring 20910	Diantha R. Lay	301-562-2722
405	**Somerset,** 5811 Warwick Pl., Chevy Chase 20815	Laurie Gross	301-657-4985
564	**South Lake,** 18201 Contour Rd., Gaithersburg 20877	Dr. Catherine R. Allie	301-840-7141
568	**Stedwick,** 10631 Stedwick Rd., Gaithersburg 20886	Dr. Margaret B. Pastor	301-840-7187
653	**Stone Mill,** 14323 Stonebridge View Dr., North Potomac 20878	Kimberly A. Williams	301-279-4975
316	**Stonegate,** 14811 Notley Rd., Silver Spring 20905	Eric A. Wilson	301-989-5668
822	**Strathmore,** 3200 Beaverwood La., Silver Spring 20906	Robert W. Dodd	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 Gadsden	301-650-6414
216	**Travilah,** 13801 DuFief Mill Rd., Gaithersburg 20878	Susan J. Shenk	301-840-7153
206	**Twinbrook,** 5911 Ridgeway Ave., Rockville 20851	Carolyn Cobbs	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

No.	Name and Address	Principal	Telephone
109	**Waters Landing,** 13100 Waters Landing Dr., Germantown 20877	William R. Poole, Jr.	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	Linda F. Warren	301-929-2010
408	**Westbrook,** 5110 Allan Terr., Bethesda 20816	John D. Ewald	301-320-6506
504	**Westover,** 401 Hawkesbury La., Silver Spring 20904	Dr. Patricia A. Kelly	301-989-5676
788	**Wheaton Woods,** 4510 Faroe Pl., Rockville 20853	Dr. Felicia E. Lanham Tarason	301-929-2018
558	**Whetstone,** 19201 Thomas Farm Rd., Gaithersburg 20879	Aara L. Davis	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	Dr. Doris A. Jennings	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	Dr. Debra K. Mugge	301-460-2400
705	**John T. Baker,** 25400 Oak Dr., Damascus 20872	Louise Worthington	301-253-7010
333	**Benjamin Banneker,** 14800 Perrywood Dr., Burtonsville 20866	Samuel A. Rivera	301-989-5747
335	**Briggs Chaney,** 1901 Rainbow Dr., Silver Spring 20904	Kimberly Johnson	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	Shawn Joseph	301-601-0344
775	**Eastern,** 300 University Blvd., East, Silver Spring 20901	Charlotte C. Boucher	301-650-6650
507	**William H. Farquhar,** 16915 Batchellors Forest Rd., Olney 20832	Scott W. Murphy	301-924-3100
248	**Forest Oak,** 651 Saybrooke Oaks Blvd., Gaithersburg 20877	John M. Burley	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 Goddard	301-840-4554
228	**Herbert Hoover,** 8810 Post Oak Rd., Rockville 20854	Billie-Jean Bensen	301-469-1010
311	**Francis Scott Key,** 910 Schindler Dr., Silver Spring 20903	Eric L. Minus	301-431-7630
107	**Dr. Martin Luther King, Jr.,** 13737 Wisteria Dr., Germantown 20874	Marc J. Cohen	301-353-8080
708	**Kingsview,** 18909 Kingsview Rd., Germantown 20874	Dennis G. Queen	301-601-4611
522	**Lakelands Park,** 1200 Main St.,Gaithersburg 20878	Joseph M. Sacco	301-670-1400
818	**Col. E. Brooke Lee,** 11800 Monticello Ave., Silver Spring 20902	Mary Beth Waits	301-649-8100
787	**A. Mario Loiederman,** 12701 Goodhill Rd., Silver Spring 20906	Alison L. Serino	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	Dollye V. McClain	301-353-8064
792	**Newport Mill,** 11311 Newport Mill Rd., Kensington 20895	Nelson McLeod, Jr.	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	Kevin A. Hobbs	301-770-8010
	2006–2007 Housed at Tilden Center, 6300 Tilden La., Rockville 20852		
155	**Rosa M. Parks,** 19200 Olney Mill Rd., Olney 20832	Sarah Pinkney-Murkey	301-924-3180
247	**John Poole,** 17014 Tom Fox Ave., Poolesville 20837	Richard H. Bishop	301-972-7979
428	**Thomas W. Pyle,** 6311 Wilson La., Bethesda 20817	Michael J. Zarchin	301-320-6540
562	**Redland,** 6505 Muncaster Mill Rd., Rockville 20855	Carol A. Weiss	301-840-4680
105	**Ridgeview,** 16600 Raven Rock Dr., Gaithersburg 20878	Dr. Carol K. LeVine	301-840-4770
707	**Rocky Hill,** 22401 Brick Haven Way, Clarksburg 20871	Stephen C. Whiting	301-353-8282
521	**Shady Grove,** 8100 Midcounty Hwy., Gaithersburg 20877	Eileen Lancellotti Dempsey	301-548-7540
647	**Silver Spring International,** 313 Wayne Ave., Silver Spring 20910	Victoria Parcan	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	Renay C. Johnson	301-650-6444
232	**Tilden,** 11211 Old Georgetown Rd., Rockville 20852	Karen Rabin	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	Daniel J. Vogelman	301-320-6515
811	**White Oak,** 12201 New Hampshire Ave., Silver Spring 20904	Dr. Carol A. Dahlberg	301-989-5780
820	**Earle B. Wood,** 14615 Bauer Dr., Rockville 20853	Dr. Renee A. Foose	301-460-2150
	HIGH SCHOOLS		
406	**Bethesda-Chevy Chase,** 4301 East-West Hwy., Bethesda 20814	Sean Bulson	240-497-6300
757	**Montgomery Blair,** 51 University Blvd., East, Silver Spring 20901	Phillip F. Gainous	301-649-2800
321	**James Hubert Blake,** 300 Norwood Rd., Silver Spring 20905	Carole C. Goodman	301-879-1300
602	**Winston Churchill,** 11300 Gainsborough Rd., Potomac 20854	Dr. Joan C. 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	Darryl L. Williams	301-840-4700
424	**Walter Johnson,** 6400 Rock Spring Dr., Bethesda 20814	Dr. Christopher S. Garran	301-571-6900
815	**John F. Kennedy,** 1901 Randolph Rd., Silver Spring 20902	Thomas Anderson	301-929-2100

No.	Name and Address	Principal	Telephone
510	**Col. Zadok Magruder,** 5939 Muncaster Mill Rd., Rockville 20855	Leroy C. Evans (Acting)	301-840-4600
201	**Richard Montgomery,** 250 Richard Montgomery Dr., Rockville 20852	E. Moreno Carrasco	301-279-8400
246	**Northwest,** 13501 Richter Farm Rd., Germantown 20874	Sylvia K. Morrison	301-601-4660
796	**Northwood,** 919 University Blvd., West, Silver Spring 20901	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	Carol 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	Suzanne Maxey	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	Michael A. Durso	301-989-5700
545	**Watkins Mill,** 10301 Apple Ridge Rd., Gaithersburg 20879	Peter J. Cahall	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 Goodwin	301-320-6600
234	**Thomas S. Wootton,** 2100 Wootton Pkwy., Rockville 20850	Dr. Michael J. Doran	301-279-8550

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 Meadowside La., Rockville 20855	David J. Honchalk	301-924-3123

SPECIAL SCHOOLS AND ALTERNATIVE PROGRAMS

215	**Carl Sandburg Learning Center,** 451 Meadow Hall Dr., Rockville 20851	Jane A. Parra	301-279-8490
239	**Emory Grove Center,** 18100 Washington Grove La., Gaithersburg 20877	Dr. Andrei Ghelman	301-840-7179
239	**Emory Grove Program,** 18100 Washington Grove La., Gaithersburg 20877	Andrea Carter, Brandy Reazer	301-548-4966
239	**Fleet Street Middle School,** 14501 Avery Rd., Rockville 20853	Carthel Russell	301-517-5860
239	**Glenmont Middle School,** 8001 Lynnbrook Dr., Bethesda 20814	Debbie Buchanan	301-657-4977
239	**Hadley Farms Middle School,** 7401 Hadley Farms Dr., Gaithersburg 20879	Jerome Addis	301-548-4960
239	**Karma Academy,** 175 Watts Branch Pkwy., Rockville 20850	Veda Carter	301-340-8880
239	**Kingsley Wilderness,** 22870 Whelan La., Boyds 20841	Cathy Jewell	301-353-0982
951	**Longview School,**13900 Bromfield Rd., Germantown 20874	Helen Steele	301-601-4830
236	**Mark Twain School,** 14501 Avery Rd., Rockville 20853	Frances Irvin	301-279-4900
239	**McKenney Hills Center,** 2600 Hayden Dr., Silver Spring 20902	Angelo Orelli	301-649-8056
239	**McKenney Hills Program,** 2600 Hayden Dr., Silver Spring 20902	Yvonne Dunham	301-649-8056
239	**Phoenix at Emory Grove,** 18100 Washington Grove La., Gaithersburg 20877	Mary Jenkins	301-840-7198
239	**Phoenix at McKenney Hills,** 2600 Hayden Dr., Silver Spring 20902	Jane Durand	301-649-8139
239	**Randolph Academy,** 11721 Kemp Mill Rd., Silver Spring 20902	Joy Jackson	301-649-8028
965	**Regional Institute for Children and Adolescents (RICA)** 15000 Broschart Rd., Rockville 20850	Dr. Darlene Simmons	301-251-6900
916	**Rock Terrace School,** 390 Martins La., Rockville 20850	Dr. Dianne G. Thornton	301-279-4940
799	**Stephen Knolls School,** 10731 St. Margaret's Way, Kensington 20895	Louis R. Berlin	301-929-2151

CENTERS, FACILITIES, AND OFFICES

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
County Service Park, 16651 Crabbs Branch Way, Rockville 20855	
Maintenance	301-840-8100
Transportation	301-840-8130
Department of Facilities Management, 2096 Gaither Rd., Ste. 200, Rockville 20850	240-314-1060
Department of Materials Management, 580 North Stonestreet Ave., Rockville 20850	301-279-3346
Field Offices	
Metro Park North, 7361 Calhoun Pl., Ste. 402, Rockville 20855	301-315-7335
Spring Mill Center, 11721 Kemp Mill Rd., Silver Spring 20902	301-649-8006
Upcounty Regional Services Center, 12900 Middlebrook Rd., Ste. 3380, Germantown 20874	301-353-0833
Division of Long-range Planning, 2096 Gaither Rd., Ste. 201, Rockville 20850	240-314-4710
Employee and Retiree Service Center, 7361 Calhoun Place, Ste. 190, Rockville 20855	301-517-8100
Food Services Warehouse, 16644 Crabbs Branch Way, Rockville 20855	301-840-8170
Office of Human Resources, 7361 Calhoun Pl., Ste. 401, Rockville 20855	301-279-3515
Office of Organizational Development, Upcounty Regional Services Center, 12900 Middlebrook Rd., Ste. 3305, Germantown 20874	301-601-0300
Rocking Horse Road Center, 4910 Macon Rd., Rockville 20852	301-230-0676

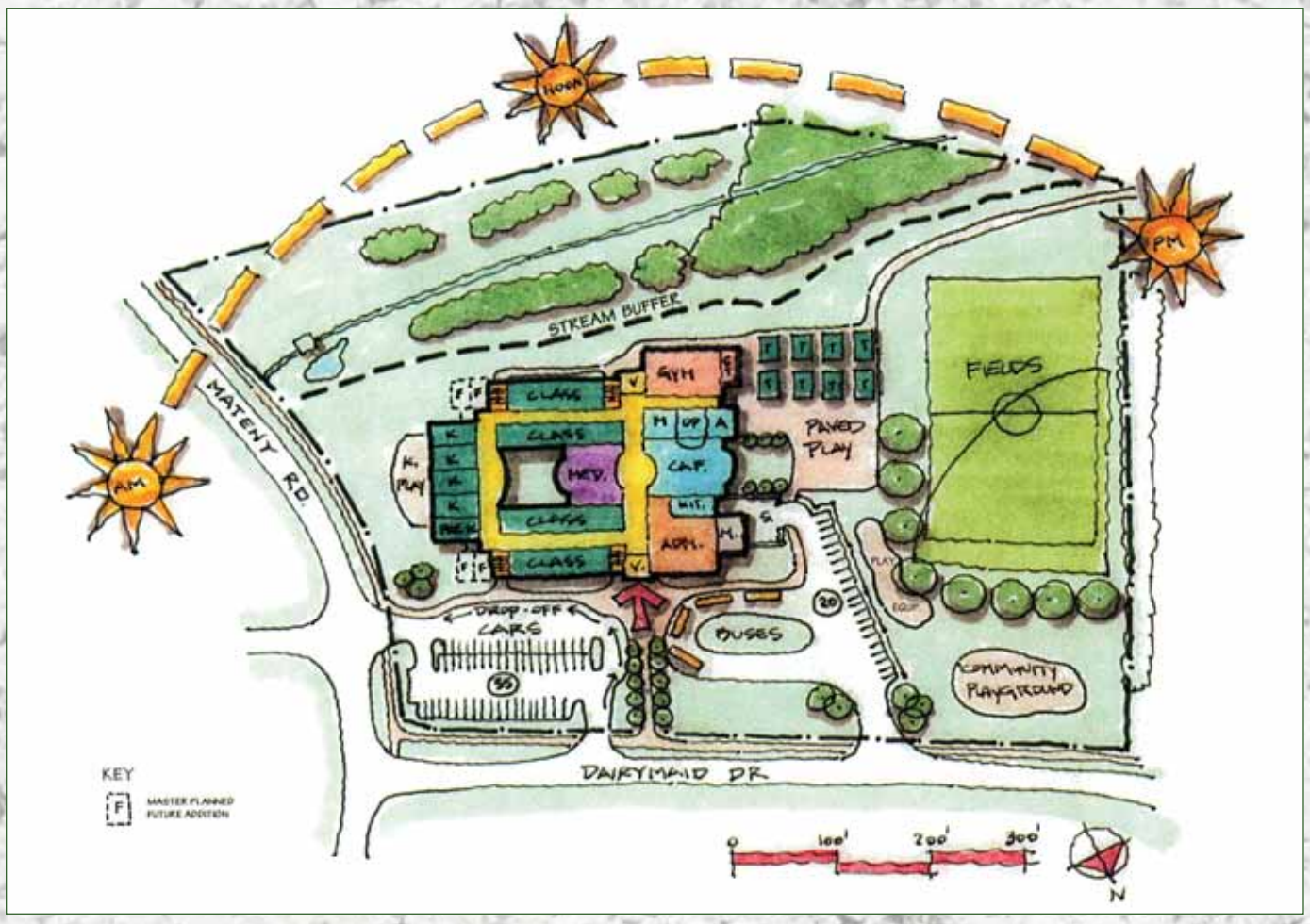
Appendix Y

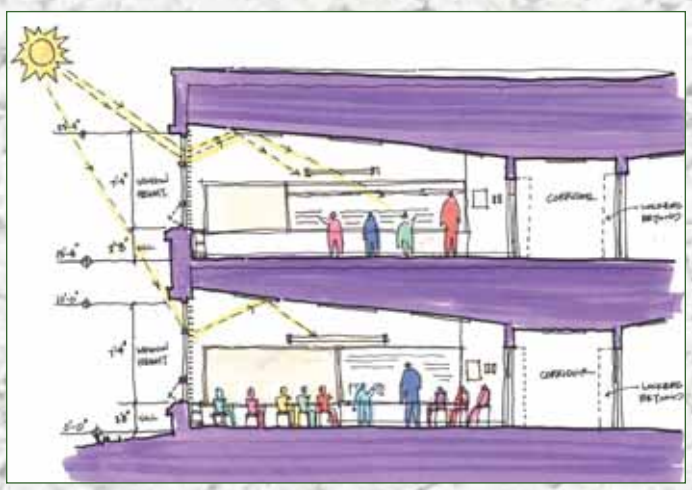
Planning Calendar

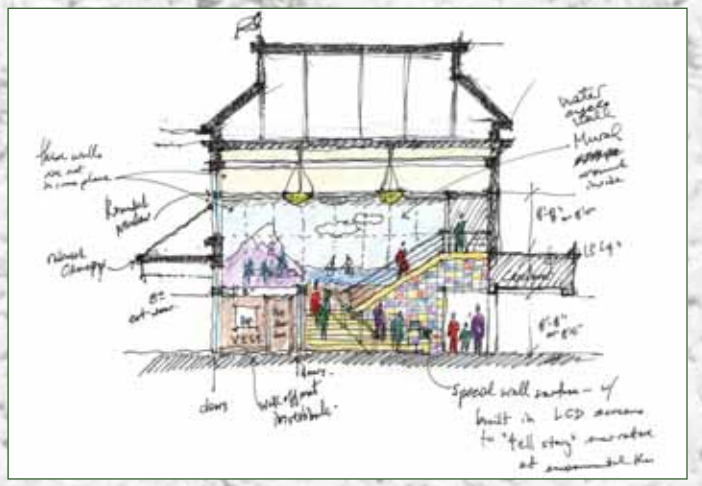
The following is the planning calendar for the Amendments to the FY 2007–2012 Capital Improvements Program (CIP).

Date	Activity
June 1, 2006	Clusters submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2006	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Late August 2006	Cluster representatives meet with staff to identify issues and data pertaining to enrollments, utilization, and program needs
October 23, 2006	Board of Education presentation on enrollment trends and facilities planning issues
October 6, 2006	MCPS FY 2008 State CIP request to the Interagency Committee (IAC) on Public School Construction
October 16, 2006	Superintendent releases recommendations on boundary studies and/or planning studies conducted in the spring of 2006
October 30, 2006	Six-Year Enrollment projections are revised and published
October 30, 2006	Superintendent publishes recommendations for the Amendments to the FY 2007–2012 CIP
November 1, 2006	IAC staff recommendations on FY 2008 State CIP
November 9, 2006	Board of Education work session on superintendent's recommendations on spring boundary studies and Amendments to the FY 2007–2012 CIP
November 15 and 16, 2006	Public hearings on the superintendent's recommendations for boundary changes and Amendments to the FY 2007–2012 CIP
November 20, 2006	Board of Education action on boundary studies and the Amendments to the FY 2007–2012 CIP
December 2006	County executive reviews Board requested Amendments to the FY 2007–2012 CIP
December 7, 2006	Final revisions on FY 2008 state aid request due to IAC
Mid-December 2006	IAC appeal hearing on FY 2008 State CIP
January 15, 2007*	County executive recommendations for the Amendments to the FY 2007–2012 CIP
Late-January 2007*	Board of Public Works hearing on FY 2008 State CIP
February–May 2007	County Council reviews requested Amendments to the FY 2007–2012 CIP
Mid-February 2007	Superintendent releases recommendations on winter boundary studies and CIP recommendations for deferred items (if any)
February 26, 2007	Board of Education facilities work session for winter boundary studies and deferred items (if any)
March 7, 2007	Public hearing on superintendent's recommendations for winter boundary studies and deferred items (if any)
March 26, 2007	Board of Education action on winter boundary studies and deferred items (if any) for the Amendments to the FY 2007–2012 CIP
Early-May 2007	Board of Public Works decisions on FY 2008 State CIP
May 31, 2007*	County Council approves the Amendments to the FY 2007–2012 CIP and the FY 2008 Capital Budget

*Estimated date







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