



## Takoma Park City Council Meeting – January 17, 2018 Agenda Item 4

### **Work Session**

Discussion of Montgomery County School Site Selection Process for a New Elementary School

### **Recommended Council Action**

Hear presentation and discuss issues raised.

### **Context with Key Issues**

In August 2017, the Montgomery County Board of Education recommended formation of a Site Selection Advisory Committee (SSAC) to identify potential sites for an elementary school in the Downcounty Consortium to respond to ongoing enrollment increases with the lower Consortium area. If there is a decision to add a new school, expansion projects currently in development (including expansion of Piney Branch Elementary School) will be reassessed.

The SSAC was convened in November 2017 and included representatives of Parent Teacher Associations, homeowner and civic associations, and governmental agencies (including the City of Takoma Park, Montgomery County and the Maryland-National Capital Park and Planning Commission). Community Development Manager Rosalind Grigsby represented the City of Takoma Park. The Committee was facilitated by Peter Geiling of the MCPS Department of Facilities Management and met three times: November 15, December 12 and January 3.

The SSAC was convened as an advisory committee to Superintendent Jack Smith so that Dr. Smith may make a recommendation to the Board of Education in February 2018. The Committee considered a list of 12 county-owned sites (mostly parkland or former school sites) and five privately-owned sites and asked to rank them on the following criteria: location, acreage, topography, access, utilities, physical condition/adjacent uses, availability and timing, and cost. The Committee was to rank each site's criteria with a +1, 0 or -1.

Despite requests by Ms. Grigsby and others, key additional information – on where students live (rather than just which current schools are overcrowded) and for consideration of costs other than just land acquisition costs – was not provided to the Committee. The facilitator had been hoping to have the whole process completed in one or two meetings, so that may have contributed to the resistance to providing additional information. Committee member participation also may have been affected by having the meetings scheduled during the holiday season (mid-November to early January).

Issues identified by staff concerning the process were included in a January 8, 2018 letter from City Manager Suzanne Ludlow to Superintendent Jack Smith (attached). Once the official Committee Report is issued, there will be an opportunity for a Minority Report to be prepared by Committee members and for general public comment. The City Council may wish to take a position on the Report recommendations and Committee process.

**Council Priority**

A Livable Community For All; Environmentally Sustainable Community

**Environmental Impact of Action**

The use of parkland rather than the reuse of an existing developed site for a new school has a negative environmental impact. The choice of a new school far from the students that need the school would require ongoing busing of students, which adds greenhouse gas to the environment.

**Fiscal Impact of Action**

Undetermined; MCPS has been asked for additional information on costs of the various options.

**Racial Equity Impact**

Of the three public elementary schools in or near Takoma Park, 72.6% of the students are of color:

Takoma Park ES (grades K-2): 387 of 647 (59.8%) are of color

Piney Branch ES (grades 3-5): 393 of 612 (64.2%) are of color

Rolling Terrace ES (grades PreK-5): 789 of 903 (87.4%) are of color

**Attachments and Links**

- Letter from City Manager to Superintendent Smith
- Elementary School Utilization (without CIP improvements)
- School Profiles of Takoma Park, Piney Branch and Rolling Terrace Elementary Schools

# City of Takoma Park, Maryland

**Office of the City Manager**

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[suzannel@takomaparkmd.gov](mailto:suzannel@takomaparkmd.gov)



7500 Maple Avenue  
Takoma Park, MD 20912  
[www.takomaparkmd.gov](http://www.takomaparkmd.gov)

*Suzanne Ludlow, City Manager*

January 8, 2018

Dr. Jack R. Smith, PhD  
Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, Maryland 20850

Dear Superintendent Smith,

I am writing to express deep concern about the process followed by the Downcounty Consortium Elementary School Site Selection Advisory Committee (SSAC), and the resulting possible negative consequences for the residents and future students of the City of Takoma Park.

The Takoma Park City Council has been on recess over the holidays and their first meeting will be this Wednesday. I will be briefing them at that meeting on the status of this effort. From my informal discussions with Councilmembers to date, I expect that the Council will strongly advocate for the process to be reopened.

As you are aware, the schools in Takoma Park are overcrowded and there is limited capacity at the elementary schools for expansion. I believe we all agree it is appropriate that the potential for adding a new elementary school in the area be examined before a major expansion effort be undertaken at Piney Branch Elementary School. Unfortunately, the MCPS staff did not use demographic or land use information that would provide a fair evaluation of the options or costs. And, because the process took place during the holiday season and was hurried, even the problems with the approach could not be easily addressed.

I did have a senior City of Takoma Park staff member participate in the SSAC. I know that she raised issues about the information provided, but few changes were made.

Here are the problems:

1. No information was presented on where the students live that would be attending elementary school in the coming years. Instead, the only information was on the number of students attending the various schools and the capacity of those schools. Without the residential location information, a new elementary school could be built far from where a large number of new students are living, resulting in very disruptive redistricting process and the need to bus many children.
2. The list of possible sites was not vetted with County agencies before being presented to the SSAC. Sites presented to the Committee included properties with already-approved development plans and those that County agencies would oppose for use for development (such as parks).
3. Some of the sites presented were ones to which almost no child could walk. These are unsuitable as elementary schools sites.
4. Many of the sites presented would remove parkland from our densely-populated neighborhoods. Apparently these were considered because it was believed that there would not be a purchase price for County-owned land, but the cost to the community in losing parkland needs to be weighed. And, some parkland is protected from development; if development were eventually approved, other property may need to be purchased and turned into parkland to make up for the loss.
5. No cost criteria were included for parkland loss and restoration, environmental issues, or increased bus transportation. There was no discussion of the cost of adapting or demolishing existing structures. These various factors could not be weighed by the Committee when assessing the sites.
6. The process of considering privately-owned property was unclear. While it is understandable that consideration of privately-owned sites is sensitive, such sites may be more cost-effective. And, redevelopment of such sites may help advance other community goals as well.

More than half of the boundary of the City of Takoma Park abuts Washington, D.C. or Prince George's County. New students in Takoma Park must be served by a school in or near Takoma Park or many students will need to be bused. This is a problem for families and a long-term expense for MCPS. No consideration of this issue was discussed by the Committee.

January 8, 2018

There are at least three privately-owned sites in Takoma Park that may be suitable as school sites. Two of these sites have former school buildings on them. The process of evaluating these sites remains unclear. Use of one of these sites could result in long-term operating cost savings to MCPS by minimizing busing and in shorter-term construction cost savings by minimizing changes to other schools to address needs related to large-scale redistricting.

Instead, the flawed rating criteria of schools sites by the SSAC resulted in the recommendation of sites three miles from the eastern side of Takoma Park where we expect residential population to increase. Because of the County boundary, redistricting would have a domino effect north and west from Takoma Park, harming many students inside of the Beltway.

No information was provided by the Committee about their ratings of the private school sites. Clear information about how these sites are being considered needs to be shared.

I wanted to give you a head's up that this site selection process is likely to become quite controversial as the public becomes aware of it. There may be steps you can take now to assess and correct the process. Such a correction would start with obtaining and reviewing base information on where the students live and the feasibility of the public and private sites that were under consideration.

In any event, I will ask the Takoma Park representative on the SSAC, Rosalind Grigsby, to prepare a Minority Report on the Committee's recommendations and will be briefing the Takoma Park City Council this Wednesday on the process.

Please feel free to contact me at 301-891-7229 (desk) or 240-687-4119 (cell) or by email at [SuzanneL@takomaparkmd.gov](mailto:SuzanneL@takomaparkmd.gov).

Thank you.


Sincerely,





Suzanne R. Ludlow  
City Manager  
City of Takoma Park

cc: Takoma Park City Council


# School Year 2023-2024 Elementary School Utilization


 DCC Elementary School


 Potential School Site


 DCC Elementary Service Areas


## Seat Deficit/Surplus without CIP


 200+ Seat Deficit

 100-199 Seat Deficit

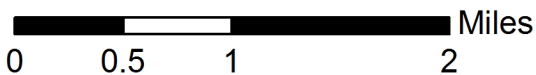
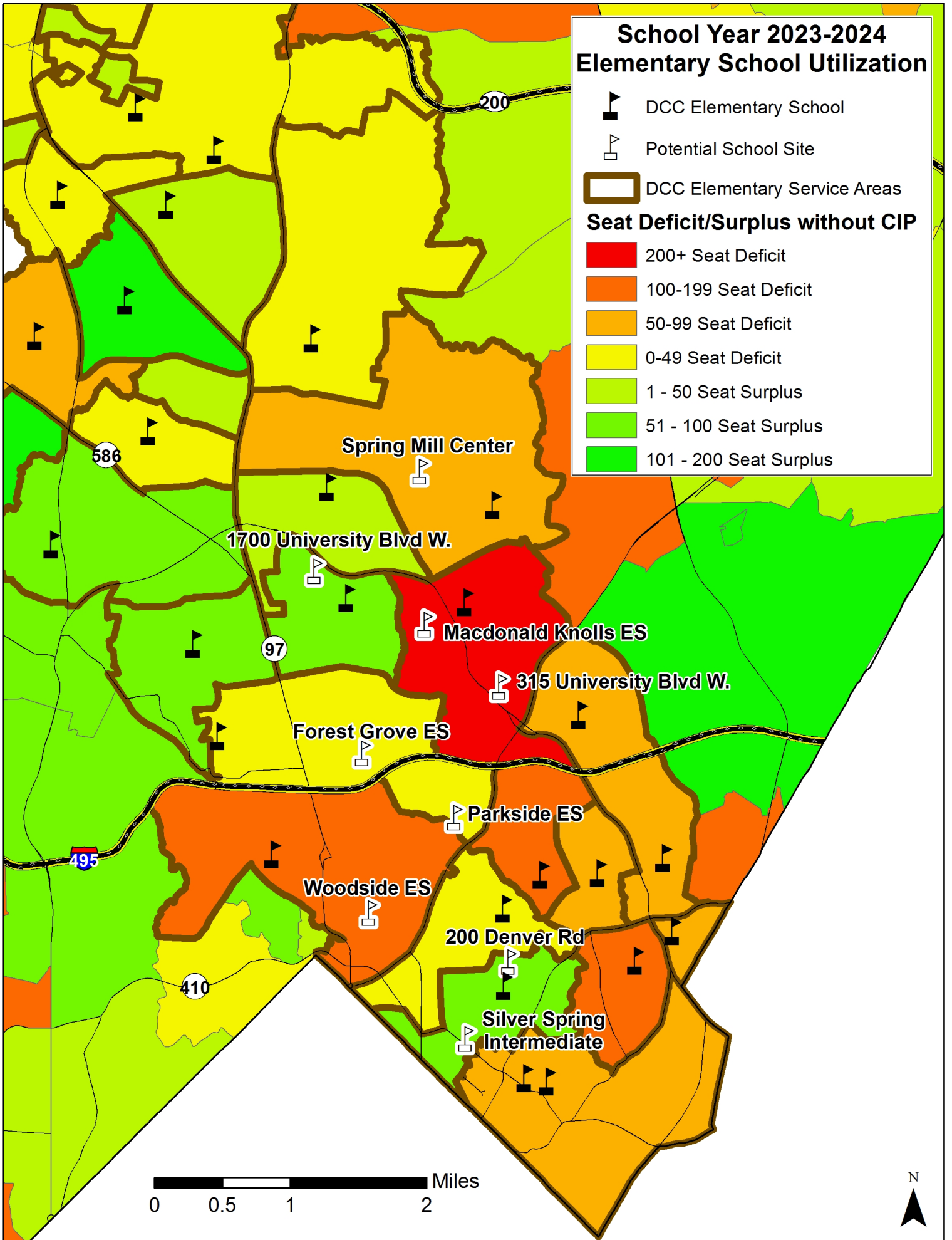
 50-99 Seat Deficit

 0-49 Seat Deficit

 1 - 50 Seat Surplus

 51 - 100 Seat Surplus

 101 - 200 Seat Surplus



# Piney Branch Elementary School - #749

Principal: Mrs. Rachel C. DuBois  
 Director: Mr. Eric A. Wilson  
 School Hours: 9:25 - 3:50  
 Feeder Schools: Takoma Park ES

7510 Maple Avenue Takoma Park, MD 20912  
[www.montgomeryschoolsmd.org/schools/pineybranches/](http://www.montgomeryschoolsmd.org/schools/pineybranches/)

Office Phone: (301) 891-8000  
 Fax Number: (301) 891-8011  
 Cluster Name: Downcounty Consortium  
 Receiving Schools: Takoma Park MS

2016–2017 Enrollment = 612													
	% Total	% Gender		% Racial/Ethnic Composition <sup>1 2</sup>							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		<b>53.1</b>	<b>46.9</b>	<b>≤5.0</b>	<b>≤5.0</b>	<b>35.5</b>	<b>20.3</b>	<b>≤5.0</b>	<b>35.8</b>	<b>≤5.0</b>	Pre-K	0	0.0
ESOL	<b>15.8</b>	6.9	9.0	≤5.0	≤5.0	7.0	7.8	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	<b>32.0</b>	17.3	14.7	≤5.0	≤5.0	18.6	11.9	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	<b>8.2</b>	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	231	37.7
											Grade 4	192	31.4
											Grade 5	189	30.9
											Total	612	

<sup>1</sup> Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS <sup>2</sup> = 40.8%	Attendance Rate <sup>2 3</sup> = ≥95.0%
Mobility Rate (Entrants + Withdrawals) <sup>2 3</sup> = 9.7%	Suspension Rate <sup>2 3 4</sup> = --

School Programs
Compacted 4/5 Math Compacted 5/6 Math Elementary Home School Model Focused Academic Support-Local Funds Science, Technology and Engineering (STEM) Program

	Staff Diversity						Classes Taught by Highly Qualified (HQ) Teachers <sup>2</sup>			
	% Racial/Ethnic Composition <sup>1</sup>					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.9	20.0	8.9	57.8	4.4	84.4	15.6			
Supporting Services	5.9	58.8	29.4	5.9	0.0	70.6	29.4	108	100.0	0.0

Student/Instructional Staff Ratio	Average Class Size		
13.8	Kindergarten = N/A	Grades 1 to 3 = 23.3	Grades 4 to 5 = 23.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.9	42.2	28.9

<sup>2</sup> To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

<sup>3</sup> Outcome data reflect 2015–2016 school year.

<sup>4</sup> Results are not reported (--) for groups with fewer than ten students enrolled.

## Piney Branch Elementary School - #749

Staff Positions			
Professional		Supporting Services	
<b>Administrative</b>		<b>Instructional Support</b>	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.936
Principal Intern		Special Education	2.187
Asst School Administrator		IT Systems Specialist	
<b>Administrative Total</b>	<b>2.000</b>	Teacher Assistant	
		Media Assistant	0.500
		Instructional Data Assistant	0.500
<b>Teachers</b>		<b>Instructional Support Total</b>	<b>5.123</b>
Kindergarten			
Classroom	28.700		
Staff Development	1.000		
ESOL	1.400	<b>Other Support</b>	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.499
Instrumental Music	0.500	<b>Other Support Total</b>	<b>3.499</b>
Preschool			
Special Education:		<b>Building Services</b>	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
<b>Teachers Total</b>	<b>38.100</b>	Worker	3.500
		Plant Equipment Operator	
<b>Other Professional</b>		<b>Building Services Total</b>	<b>5.500</b>
Counselor	1.000		
Media Specialist	1.000	Food Services	1.125
Spec Ed Related Services	0.500		
<b>Other Professional Total</b>	<b>2.500</b>		
<b>Total Professional</b>	<b>42.600</b>	<b>Total Supporting Services</b>	<b>15.247</b>

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1973	--	2.0	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1-6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	26	4	0	0	0	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2017 -2018	2018 -2019	2019 -2020	2020 -2021	2021 -2022	2022 -2023
611	726	646	692	666	649	617	618

School Personnel Costs	
Professional Salaries	\$3,242,513
Supporting Services Salaries	\$644,371
Employee Benefits	\$1,038,042
<b>Total Allocated Cost</b>	<b>\$4,924,926</b>



# Takoma Park Elementary School - #754

Principal: Mrs. Zadia T. Gadsden  
 Director: Mr. Eric A. Wilson  
 School Hours: 9:25 - 3:50  
 Feeder Schools:

7511 Holly Avenue Takoma Park, MD 20912

[www.montgomeryschoolsmd.org/schools/takomaparkes/](http://www.montgomeryschoolsmd.org/schools/takomaparkes/)

Office Phone: (240) 740-0980  
 Fax Number: (301) 650-6526  
 Cluster Name: Downcounty Consortium  
 Receiving Schools: Piney Branch

<b>2016–2017 Enrollment = 647</b>													
	% Total	% Gender		% Racial/Ethnic Composition <sup>1 2</sup>							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		<b>48.8</b>	<b>51.2</b>	<b>≤5.0</b>	<b>≤5.0</b>	<b>33.7</b>	<b>15.3</b>	<b>≤5.0</b>	<b>40.2</b>	<b>6.6</b>	Pre-K	0	0.0
ESOL	<b>26.0</b>	12.1	13.9	≤5.0	≤5.0	14.1	9.9	≤5.0	≤5.0	≤5.0	Full-Day K	188	29.1
FARMS	<b>34.2</b>	17.3	16.8	≤5.0	≤5.0	21.6	10.4	≤5.0	≤5.0	≤5.0	Grade 1	228	35.2
SPED	<b>6.6</b>	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	231	35.7
											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	647	

<sup>1</sup> Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

<b>Students with Disabilities Least Restrictive Environment (LRE)</b>			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

<b>Other Participation</b>	
Students now or have in the past received FARMS <sup>2</sup> = 37.9%	Attendance Rate <sup>2 3</sup> = ≥95.0%
Mobility Rate (Entrants + Withdrawals) <sup>2 3</sup> = 13.0%	Suspension Rate <sup>2 3 4</sup> = --

<b>School Programs</b>
Primary Magnet Program

	<b>Staff Diversity</b>						<b>Classes Taught by Highly Qualified (HQ) Teachers<sup>2</sup></b>			
	% Racial/Ethnic Composition <sup>1</sup>					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	1.7	27.6	13.8	53.4	3.4	86.2	13.8	183	97.8	2.2
Supporting Services	5.3	47.4	21.1	26.3	0.0	73.7	26.3			

<b>Student/Instructional Staff Ratio</b>	<b>Average Class Size</b>		
11.0	Kindergarten = 15.7	Grades 1 to 3 = 17.6	Grades 4 to 5 = N/A

<b>Years Experience of Professional Personnel</b>		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.6	43.1	29.3

<sup>2</sup> To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

<sup>3</sup> Outcome data reflect 2015–2016 school year.

<sup>4</sup> Results are not reported (--) for groups with fewer than ten students enrolled.

## Takoma Park Elementary School - #754

Staff Positions			
Professional		Supporting Services	
<b>Administrative</b>		<b>Instructional Support</b>	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.624
Principal Intern		Special Education	1.875
Asst School Administrator		IT Systems Specialist	
<b>Administrative Total</b>	<b>2.000</b>	Teacher Assistant	
		Media Assistant	0.750
<b>Teachers</b>		Instructional Data Assistant	0.625
Kindergarten	12.000	<b>Instructional Support Total</b>	<b>6.874</b>
Classroom	28.100		
Staff Development	1.000	<b>Other Support</b>	
ESOL	3.500	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.500	Lunch Hour Aide	1.687
Music	1.500	<b>Other Support Total</b>	<b>3.687</b>
Instrumental Music			
Preschool		<b>Building Services</b>	
Special Education: Classroom Resource Program	2.000	Manager	1.000
<b>Teachers Total</b>	<b>50.600</b>	Leader	1.000
		Worker	3.500
<b>Other Professional</b>		Plant Equipment Operator	
Counselor	1.000	<b>Building Services Total</b>	<b>5.500</b>
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	0.750
<b>Other Professional Total</b>	<b>2.900</b>		
<b>Total Professional</b>	<b>55.500</b>	<b>Total Supporting Services</b>	<b>16.811</b>

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1979	--	4.7	Y	Y	0

Core Facility Teaching Stations						
Total	Grades 1-6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	22	4	1	0	10	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2017 -2018	2018 -2019	2019 -2020	2020 -2021	2021 -2022	2022 -2023
629	629	638	605	610	601	602	602

School Personnel Costs	
Professional Salaries	\$4,174,957
Supporting Services Salaries	\$637,503
Employee Benefits	\$1,178,421
<b>Total Allocated Cost</b>	<b>\$5,990,881</b>

# Rolling Terrace Elementary School - #771

Principal: Mr. Kenneth L. Marcus  
 Director: Mr. Matthew A. Devan  
 School Hours: 9:00 - 3:25  
 Feeder Schools:

705 Bayfield Street Takoma Park, MD 20912

[www.montgomeryschoolsmd.org/schools/rollinges/](http://www.montgomeryschoolsmd.org/schools/rollinges/)

Office Phone: (240) 740-1950

Fax Number: (301) 431-7643

Cluster Name: Downcounty Consortium

Receiving Schools: Silver Spring Internat'l, Takoma Park MS, Eastern MS

2016–2017 Enrollment = 903													
	% Total	% Gender		% Racial/Ethnic Composition <sup>1 2</sup>							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		<b>50.9</b>	<b>49.1</b>	<b>≤5.0</b>	<b>≤5.0</b>	<b>14.1</b>	<b>67.6</b>	<b>≤5.0</b>	<b>12.6</b>	<b>≤5.0</b>	Pre-K	60	6.6
ESOL	<b>49.5</b>	26.4	23.1	≤5.0	≤5.0	≤5.0	45.0	≤5.0	≤5.0	≤5.0	Full-Day K	134	14.8
FARMS	<b>72.0</b>	37.7	34.3	≤5.0	≤5.0	10.9	58.6	≤5.0	≤5.0	≤5.0	Grade 1	148	16.4
SPED	<b>7.5</b>	≤5.0	5.1	≤5.0	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	Grade 2	148	16.4
											Grade 3	155	17.2
											Grade 4	125	13.8
											Grade 5	133	14.7
											Total	903	

<sup>1</sup> Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation	
Students now or have in the past received FARMS <sup>2</sup> = 76.1%	Attendance Rate <sup>2 3</sup> = ≥95.0%
Mobility Rate (Entrants + Withdrawals) <sup>2 3</sup> = 17.0%	Suspension Rate <sup>2 3 4</sup> = --

School Programs
Compacted 4/5 Math
Compacted 5/6 Math
Elementary Home School Model
Focused Academic Support-Federal Title I Funds
Head Start
Judy P. Hoyer Center
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center
Spanish Partial Immersion Program

	Staff Diversity						Classes Taught by Highly Qualified (HQ) Teachers <sup>2</sup>			
	% Racial/Ethnic Composition <sup>1</sup>					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.7	17.4	16.3	59.3	2.3	87.2	12.8			
Supporting Services	6.5	38.7	41.9	12.9	0.0	83.9	16.1	241	100.0	0.0

Student/Instructional Staff Ratio	Average Class Size
10.1	Kindergarten = 16.8 Grades 1 to 3 = 17.8 Grades 4 to 5 = 19.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.4	40.7	34.9

<sup>2</sup> To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

<sup>3</sup> Outcome data reflect 2015–2016 school year.

<sup>4</sup> Results are not reported (--) for groups with fewer than ten students enrolled.

## Rolling Terrace Elementary School - #771

Staff Positions			
Professional		Supporting Services	
<b>Administrative</b>		<b>Instructional Support</b>	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	8.275
Principal Intern		Special Education	3.000
Asst School Administrator	1.000	IT Systems Specialist	
<b>Administrative Total</b>	<b>3.000</b>	Teacher Assistant	
		Media Assistant	0.750
<b>Teachers</b>		Instructional Data Assistant	0.750
Kindergarten	8.000	<b>Instructional Support Total</b>	<b>12.775</b>
Classroom	45.200		
Staff Development	1.000	<b>Other Support</b>	
ESOL	10.100	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	2.000
Physical Education		Parent/Community Coord	0.125
Art	1.800	Lunch Hour Aide	2.625
Music	1.800	<b>Other Support Total</b>	<b>5.750</b>
Instrumental Music	0.500		
Preschool	2.000	<b>Building Services</b>	
Special Education: Classroom Resource Program	4.000	Manager	1.000
<b>Teachers Total</b>	<b>75.400</b>	Leader	1.000
		Worker	4.000
<b>Other Professional</b>		Plant Equipment Operator	
Counselor	1.500	<b>Building Services Total</b>	<b>6.000</b>
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	2.124
<b>Other Professional Total</b>	<b>3.500</b>		
<b>Total Professional</b>	<b>81.900</b>	<b>Total Supporting Services</b>	<b>26.649</b>

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	4.3	Y	N	10

Core Facility Teaching Stations						
Total	Grades 1-6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	27	3	2	0	6	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2017 -2018	2018 -2019	2019 -2020	2020 -2021	2021 -2022	2022 -2023
747	747	890	896	878	870	866	874

School Personnel Costs	
Professional Salaries	\$6,448,573
Supporting Services Salaries	\$1,044,494
Employee Benefits	\$1,942,796
<b>Total Allocated Cost</b>	<b>\$9,435,863</b>