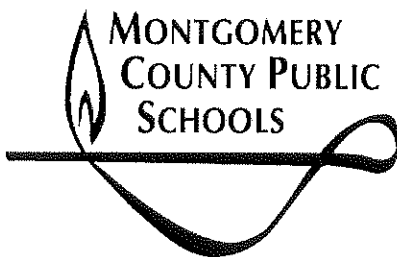


Final Report

MONTGOMERY COUNTY PUBLIC SCHOOLS FACILITIES ASSESSMENT WITH CRITERIA AND TESTING (FACT)

October 11, 2011



This report is available on the Montgomery County Public Schools website at:

www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Modernizations.shtml

1. Table of Contents

2.	Introduction	3
3.	Executive Summary	4
	Purpose	4
	History	4
	Summary	5
4.	FACT Development Process	5
5.	FACT Methodology and Scoring System	6
	Scoring System	9
	Weighting	10
6.	Results of Facility Assessments	12

Table of Figures

Figure 1:	FACT Scoring Template	11
Figure 2:	Elementary School FACT Scores	13
Figure 3:	Middle School FACT Scores	14
Figure 4:	Holding Center FACT Scores	14
Figure 5:	Special School and Learning Center FACT Scores	14
Figure 6:	Alternative Program Center FACT Scores	14

Montgomery County Board of Education

Mr. Christopher S. Barclay	President
Ms. Shirley Brandman	Vice President
Ms. Laura Berthiaume	Member
Dr. Judith Docca	Member
Mr. Michael A. Durso	Member
Mr. Philip Kauffman	Member
Mrs. Patricia O’Neill	Member
Mr. Alan Xie	Student Member

Montgomery County Public Schools Administration

Dr. Joshua P. Starr	Superintendent of Schools
Mr. Larry A. Bowers	Chief Operating Officer
Dr. Frieda K. Lacey	Deputy Superintendent of Schools

Department of Facilities Management

Mr. James Song	Director, Department of Facilities Management
Mr. Bruce Crispell	Director, Division of Long-range Planning
Mr. Richard Shuman, Jr.	Director, Division of Construction
Ms. Joyce F. Jessell	Assistant to the Director, Division of Construction

2. Introduction

The Facilities Assessment with Criteria and Testing (FACT) methodology for assessing school facility conditions was updated through the involvement of a stakeholder advisory committee facilitated by EMG, Inc. EMG, Inc. subsequently carried out the assessment of 53 Montgomery County Public Schools (MCPS) facilities.

EMG, Inc. was founded in 1986 as an Architectural, Engineering, and Environmental consulting firm serving the K–12, local government, and real estate and finance industries. The FACT Review Committee and EMG’s multifaceted team of more than 150 comprises individuals with expertise in various disciplines within the building environment, including registered architects, professional engineers, certified energy managers, and environmental professionals.

EMG’s core assessment services include Facility Condition, Long-range Planning, Modernization Planning, Physical Needs, Energy Audits and Consulting Accessibility, Energy, Green-Physical, and Construction Monitoring. Annually, EMG performs thousands of assessments of different types of facilities. These range from K–12 schools similar to Baltimore City Public Schools, federal, state, and local governments, housing authorities, higher education, and commercial banking.

EMG’s recommendations are based on the client’s objectives, knowledge of property conditions, market conditions, and regulations. EMG’s core Architectural, Engineering, Energy Consulting, Environmental, Construction, and Seismic expertise is the foundation on which it teams with clients to create and implement real property management solutions. These can range from complex, web-based facility and portfolio management programs to traditional property assessments.

EMG’s unique organizational structure enables clients to benefit from consistency in approach, as well as national coverage from its professional staff. EMG’s approach is customized to address the specific concerns of the client and complexity of each assignment.

EMG, Inc. regularly provides Facility Condition Assessments (FCA), capital needs consulting, capital improvement planning, and consulting for K–12 schools throughout the United States similar to Montgomery County Public Schools (MCPS). Locally, EMG, Inc. has successfully completed FCA’s for Alexandria City Public Schools, Arlington Public Schools, Baltimore City Public Schools, and Carroll County Public Schools.

The following are members of the stakeholder advisory committee, known as the FACT Review Committee.

Members of the FACT Review Committee

Mr. James Song	Chair/Director	MCPS Department of Facilities Management
Mr. Steve Augustino	CIP Chair	MCCPTA
Ms. Barbara Bice	Chief	MSDE, School Facilities Branch
Ms. Betsy R. Brown	Director	MCPS Department of Curriculum and Instruction
Ms. Cheryl Clark	Principal	Lois P. Rockwell ES & Principal Advisory Committee
Mr. Martin M. Creel	Director	MCPS Department of Enriched and Innovative Programs
Mr. Bruce Crispell	Director	MCPS Division of Long-range Planning
Mr. Blaise DeFazio	Budget Analyst	Office of the Montgomery County Executive
Ms. Ginny Gong	Director	Interagency Coordinating Board
Mr. Robert B. Hellmuth	Director	MCPS Department of School Safety and Security
Mr. Roy L. Higgins	Director	MCPS Division of Maintenance
Ms. Joyce F. Jessell	Assistant to the Director	MCPS Division of Construction
Mrs. Dianne Jones	Director	MCPS Division of School Plant Operations
Ms. Adrienne L. Karamihas	Budget and Operations Manager	MCPS Department of Facilities Management
Mr. Keith Levchenko	Senior Legislative Analyst	Montgomery County Council
Mr. Joseph J. Lavorgna	Former Acting Director	MCPS Department of Facilities Management
Ms. Essie McGuire	Legislative Analyst	Montgomery County Council
Mr. Steve Parker	Principal Architect	Grimm & Parker Architects
Mr. Richard Romer	Policy Analyst	Office of Montgomery County Council President Valerie Ervin
Ms. Kay Romero	Former President	MCCPTA
Mr. Gregg Stevens	Analyst	Department of Health and Human Services, Early Childhood
Ms. Deborah S. Szyfer	Senior Planner	MCPS Division of Long-range Planning
Ms. Kristin Tribble	President	MCCPTA
Mr. Todd M. Watkins	Director	MCPS Department of Transportation

3. Executive Summary

Purpose

The purpose of the FACT assessment of MCPS facilities is to determine a sequence of facilities to schedule for modernization in the future. The sequence is to be based on the relative condition of the facilities. Facilities in worse condition are placed higher in the queue for modernization than facilities in better condition. The selection of the 53 facilities to be assessed was based primarily on age, with most of the schools built or modernized prior to 1985. Five schools that were built or modernized after 1985 were added due to their condition. The Board of Education also requested the special education learning centers be added to the list, while acknowledging that these may be collocated at other schools when they are modernized. Holding schools also were included on the list due to their age and condition, as was the Blair G. Ewing Center.

History

MCPS has conducted a school modernization program based on FACT scoring of facilities since Fiscal Year (FY) 1993. The school assessments made using the FACT methodology enabled a queue of schools to be established and modernizations to proceed in an orderly fashion. To date, 31 elementary schools, 7 middle schools, and 8 high schools have been modernized following FACT assessments. An update of the FACT methodology was needed at this time because MCPS is nearing the end of the list of elementary schools that are currently in the queue for modernization. The last elementary schools in the queue for modernization are Luxmanor, Maryvale, and Potomac elementary schools, all scheduled for completion in January 2018. The queues for modernization of middle schools and high schools have completion dates that extend beyond 2018.

Summary

The completion of the FACT assessments of the 53 facilities included in this report is an important step in the continuing effort of MCPS to systematically modernize our facilities based on an objective assessment of their relative ability to deliver the current educational program and their relative physical condition. Results of the assessment are shown on page 12 of this report.

The release of this report on July 22, 2011, allowed time for review by the multistakeholder FACT Review Committee, the principals and Parent Teacher Association (PTA) presidents of the facilities that have been assessed, and other members of the community. Comments on this report were directed via e-mail to Mr. Bruce Crispell, director, Division of Long-range Planning, Department of Facilities Management at bruce_crispell@mcpsmd.org. Comments also were submitted by mail to Mr. Bruce Crispell, Division of Long-range Planning, Department of Facilities Management, Montgomery County Public Schools, 2096 Gaither Road, Suite 201, Rockville, Maryland 20850.

MCPS staff analyzed the input received during the comment period and incorporated changes in the report as appropriate. Following the review and comment period, the superintendent of schools will make recommendations on the schedule of facilities for future modernization and the Board of Education—as part of their deliberations on the FY 2013–2018 Capital Improvements Program (CIP)—will review the superintendent of schools’ recommendation and take action. The schedule of these activities is listed below:

July 18, 2011	Presentation of Draft <i>FACT Report</i> to FACT Review Committee
July 22– September 16, 2011	Public Review and Comment Period
September 16–23, 2011	MCPS Analysis of Public Comments
October 11, 2011	Presentation of <i>FACT Report</i> to Board of Education
October 28, 2011	Superintendent’s Recommendation on the <i>FACT Report</i> , as Part of <i>Recommended FY 2013–2018 Capital Improvements Program (CIP)</i>
November 2, 2011	Board of Education Work Session on all CIP Recommendations
November 10 and 14, 2011	Board of Education Public Hearings
November 17, 2011	Board of Education Action

4. FACT Development Process

On March 16, 2010, and April 19, 2010, a committee comprising stakeholders from inside and outside MCPS participated in developing the FACT methodology. This committee recommended characteristics of schools, termed “FACT assessment parameters,” that should be assessed in scoring the next round of schools for modernization. Following a public review

period and the superintendent's recommendation in support of the committee report, the Board of Education adopted the FACT assessment parameters on July 8, 2010. The Board also approved a list 53 MCPS facilities to be assessed and one high school to be added at the end of the current list.

Subsequent to Board of Education action on the assessment parameters, the multistakeholder committee was reconvened to further refine the FACT methodology. The committee met weekly seven times from August 2010 through September 2010 and developed an approach for scoring the condition of schools, including what to measure at each facility and how to weigh the importance of each measure. EMG, Inc. provided technical expertise in this refinement of the FACT methodology. The scoring system was reviewed by the Board of Education on December 7, 2010.

A standard industry measure of building condition is the Facility Condition Index (FCI). FCI is the ratio of Repair Needs to Plant Replacement Value (PRV). Repair needs are the amount of dollars necessary to ensure that a building is returned to its originally intended design capacity, efficiency, or capability. Generally, repair needs are calculated using "like kind" component replacement. PRV is the cost to reconstruct the equivalent structure. The FCI is a useful tool for comparing existing building conditions within a set of facilities.

The methodology used for the Montgomery County FACT study included some aspects of the typical FCI in that building condition and component adequacy was evaluated. However, the usefulness of the FCI in this study was limited in that each facility was evaluated based on deficiencies with respect to current educational specifications and program requirements, space standards and modern building system needs. As such, the employed methodology was developed to account for deficiencies beyond the existing building envelope and systems, and evaluated need for system upgrades instead of replacement with "like kind." Additionally, the methodology was developed to negate the impact of systems that are routinely repaired and replaced under capital fund projects and rather captured the need for full building modernization.

5. FACT Methodology and Scoring System

The FACT methodology consists of two sets of parameters—the first set of parameters is Educational Program Parameters and the second set is Physical Infrastructure Parameters. The former has to do with the characteristics of schools that directly influence the educational program, while the latter has to do with the physical condition of the buildings.

School modernizations ensure a facility's ability to provide for the current educational program and to meet current facility design guidelines and code requirements. Modernizations generally address building conditions that cannot be remedied through replacement of building systems. MCPS has in place capital projects that provide for the routine renewal and replacement of various building systems, including roof replacement, Heating, Ventilation, and Air Conditioning (HVAC) Replacement, and Planned Life-cycle Asset Replacement capital projects. These projects operate independent of the modernization queue, and facilities scheduled for future modernization continue to be maintained with funds available in these projects. Therefore, facility deficiencies that can be addressed only through full modernization are the primary focus of the FACT methodology. Further, characteristics that may change over time or may be addressed by other capital programs, such as additions to relieve capacity shortages, also are not included in the FACT methodology.

The following describes the characteristics that were reviewed in each parameter area.

Educational Program Parameters

Controlled Access—includes the administrative security features, such as the ability to control visitor access into the building.

Open Plan Schools—consist of schools that were originally designed as open plan, then retrofitted, but still include non-full-height walls, windowless classrooms, and indirect access to common spaces.

Educational Specifications—include space-related requirements, room adjacencies, and other amenities required to support the program. These parameters were developed based on the county’s educational specifications for new construction, and include the following areas:

- **Core**—includes multipurpose room, gymnasium, and instructional media center.
- **Classrooms**—includes prekindergarten (pre-K), kindergarten, and standard classrooms.
- **Specialized Instruction**—includes science, music, art, technology education, computer laboratory, and special education.
- **Educational Support**—includes instructional support rooms, English for Speakers of Other Languages, resource rooms, and testing areas.
- **Administrative**—includes administrative suite, health services suite, staff development area, staff lounge, building service facilities, and PTA storage rooms.

Physical Infrastructure Parameters

Utility and Energy Efficiency—compares the school’s energy use index to state and MCPS benchmarks.

Maintenance Costs—compares the individual school’s maintenance costs relative to other MCPS schools.

Community Use of Public Facilities—compares the hours of community use associated with each school building, such as after-school programs, gymnasium use, PTA activities, day care, and summer school.

Facility Design Guidelines—include the building components and systems installed at the school that impact the ability to meet current codes and standards. These components include the following:

- **Site**—The FACT assessment of the site is limited to physical infrastructure criteria, and as such, contains many site aspects in parking, playfields, and site amenities. An evaluation of the parking areas addressed whether each school has adequate spaces based on standard requirements for elementary and middle school levels. The assessment also evaluated adequate traffic lanes, separate bus lanes, and access for deliveries. Safe and separate paths and drop-offs for students also are scored. Other items included in site are accessibility and stormwater management compliance.
- **Building Envelope**—Systems evaluated under the building envelope category include exterior walls, roofs, and overall building structure. Assessors identified areas of air or water penetration at insulated or uninsulated areas. When scoring roofs, open web steel joist issues—such as deterioration and visible rust—were assessed. The structure was assessed and code issues, condition, and the presence of wooden load-bearing systems will be noted.

- **Security**—An evaluation of the school’s security system included an evaluation of the public address system; telephone access, closed-circuit television; data, voice and modem receptacles; and interior isolation doors. For example, the assessment will determine if there was a video surveillance system providing general surveillance of the site, common areas, and building entry and exit points. A Code Blue (now known as *Shelter*) and Code Red (now known as *Lockdown*) Adaptability screening verified the presence of an automated system to notify the staff to lock down the building envelope at all exits.
- **Fire Protection**—The fire protection analysis was primarily an evaluation of sprinklers and fire panels. Scoring included provisions for schools that have been partially retrofitted. The following components are included in the evaluation: pull stations in the auditorium, all-purpose room(s), gymnasium, boiler room, and main entrance or the lack of an addressable fire alarm panel that rings at the fire department. The *Americans with Disabilities Act of 1990*-compliant components, such as strobes, were evaluated with other code and guideline compliance issues, such as annunciators located near the main entrance and hood fire suppression systems installed in the kitchens.
- **Building Interior**—This evaluation area contained several observable system components, including means of egress, classroom walls, and evidence of pest infestation. Partitions were assessed to determine whether they extend above ceiling tile to create a better sound barrier. There also was an analysis to identify classrooms without direct access to corridors. These classrooms are of particular importance in open plan schools. Doors and doorways were assessed for their accessibility and compliance with codes. Also included is a study of reports and operation and maintenance plans for the presence of hazardous materials (lead, asbestos, etc.) and the confirmation of their location, if any.
- **Mechanical Systems**—An analysis of the school’s mechanical systems consists of an evaluation of the control systems, including a discussion regarding the extent and capabilities of an energy management system where a deficiency would elevate the need for modernization. Additional criteria in this category will identify compliance with the American Society of Heating, Refrigerating, and Air-Conditioning Engineers 62.1 indoor air quality standard and outside air intake requirements for the existing HVAC systems.
- **Electrical Systems**—The FACT methodology measures the electrical system along several dimensions. The first component of the assessment is the adequacy of power delivered to the school and classrooms. Lighting (intensity as well as efficiency) is a major consideration in the electrical category. All other energy-using equipment also was evaluated. The assessment also considered the availability of emergency and back-up electrical systems, such as generators.
- **Plumbing Systems**—The approach to assessing plumbing systems was to address the adequacy of the existing piping, as well as the domestic water heating and distribution systems. The adequacy of bathroom fixtures was based on facility guidelines. Any deficiency in these quantities would increase the need for modernization.
- **Ability to Upgrade Without Modernization**—This category is intended to recognize the relative potential to upgrade and modernize outdated or obsolete systems without full modernization. For example, a school with a unit ventilation system for heating needs to have an updated HVAC system to meet current standards. The solution is to install a

ducted forced air system above the suspended ceiling. However, a school with low ceilings (floor-to-deck) will present a barrier to this approach when compared to a building with a higher floor-to-deck height. The constrained case may require extensive building interior reconstruction compared to the case with adequate ceiling clearance where a single system upgrade may improve the HVAC system. Additional items that were evaluated in this category included the following: site constraints, electrical capacity, building orientation, expandability of building systems (mechanical, electrical and plumbing), and structural aspects such as floor-to-ceiling heights.

Scoring System

The old FACT methodology used a scoring system that had a 2,000-point scale. Schools in worse condition scored lower on this scale. In updating the FACT methodology, it was considered important to develop a different scoring scale so that the results of schools assessed under the old methodology could not be confused with the scores of schools that will be assessed with the updated methodology. Consequently, the updated FACT methodology has a 600-point scale, and schools that score higher on the scale are in worse condition than schools that score lower on the scale.

The updated FACT methodology scoring system weighs the two sets of parameters equally in the overall scoring of a school—providing for a maximum of 300 points for the Educational Program Parameters and 300 points for the Physical Infrastructure Parameters. When combined, the maximum possible score for each facility is 600 points. A score of 600 would indicate a school in the worst possible condition, while a score of zero would indicate a school in the best possible condition.

Each parameter was assessed using one or more measures that were based on standards, regulatory requirements, or best practices. Where criteria are not met at the facility, points were added, resulting in a higher overall score. Facilities that score higher under the methodology are judged to be more in need of modernization than facilities that score lower on the 600-point scale. MCPS will schedule modernizations according to the relative scores of each facility.

The scoring scheme was developed in order to keep evaluation criteria standard and to allow for consistent scoring across all schools analyzed. A checklist approach was used by EMG, Inc. evaluators. Each item on the checklist was addressed in one of two ways. For some items, the presence or absence of a particular item was noted through a simple “yes” or “no,” with point values assigned accordingly. For other items being assessed, the relative condition of the item was assessed on a three-point scale, with point values associated with each level of condition.

The following table shows the point values associated with the two ways that items will be scored.

Question (Scoring)	Scoring
Presence or Absence (Yes/No)	Yes: 0 Points
	No: 1 Point
Ranking (0, 1, or 2)	Meets/Exceeds Standard: 0
	Partially Meets Standard: 1
	Does Not Meet Standard: 2

Weighting

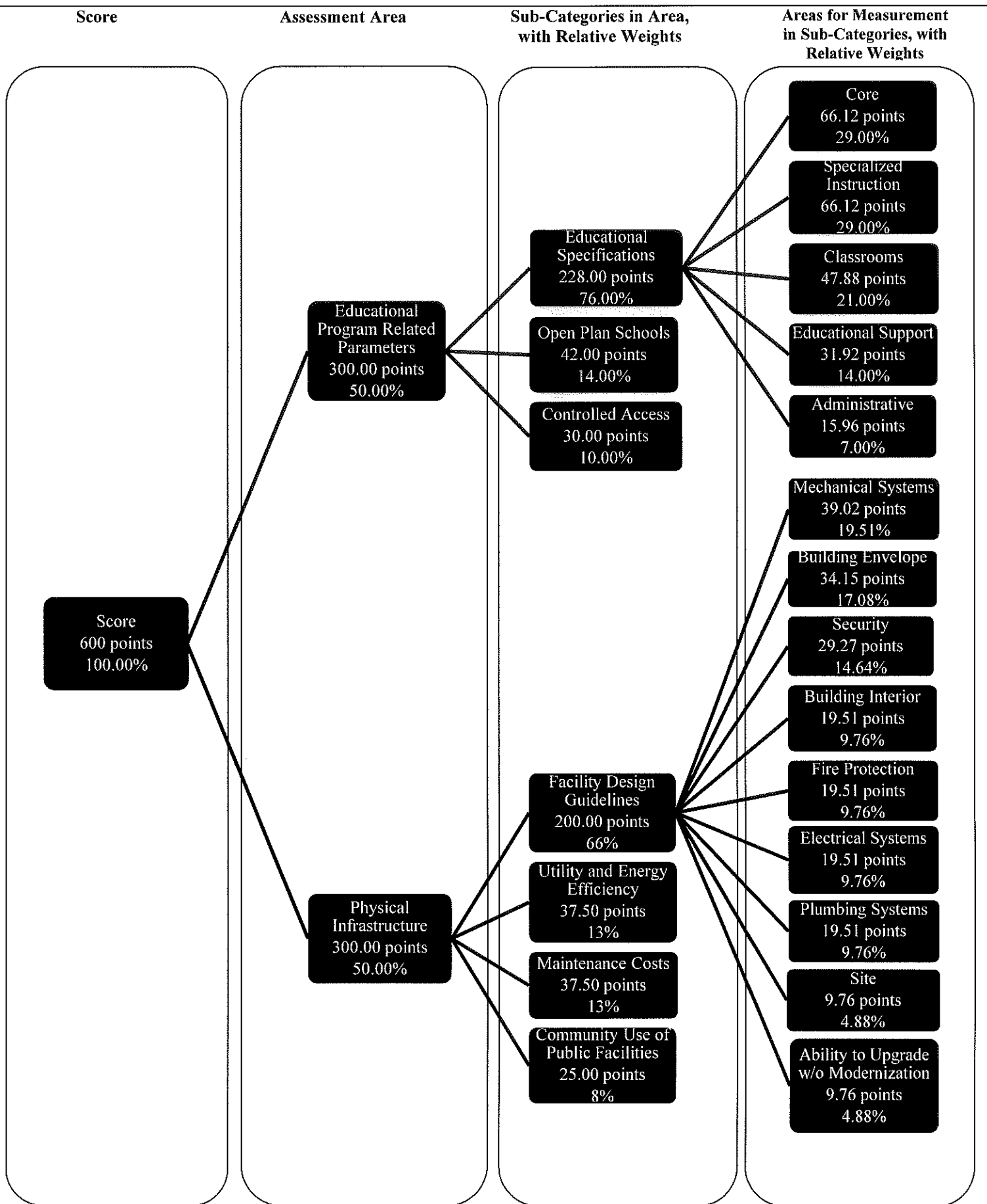
Not all characteristics of schools being assessed were equally important to determine the overall condition of a school. Therefore, characteristics have weights established to correspond to their importance in the overall score. EMG, Inc. assisted the FACT Review Committee in assigning relative weights to the various characteristics to be assessed. Figure 1 on the following page shows the scoring and weighting scheme through a tree diagram. A total score of 300 points was possible in each of the two broad assessment parameter areas—Educational Program Parameters and Physical Infrastructure Parameters. The diagram branches out to show what categories of characteristics will be reviewed in each of these two broad areas. The percentage of the points that are allocated in each area also is shown, followed by the corresponding number of points for that area of assessment. The following is a description of how to interpret the diagram and understand the weights assigned to various characteristics.

The characteristics of schools that were assessed in the Educational Program Parameters area include the following: comparison of schools to current Educational Specifications (Ed Specs) (with 76 percent of the 300 points to be derived from items measured in this category), whether the school has an open space plan (with 14 percent of the 300 points to be derived from items measured in this category), and the degree of controlled access at the school (with 10 percent of the 300 points to be derived from items measured in this category). In addition to these weights, the Ed Spec category is broken out to show relative weights for aspects of the facility that are to be measured against the current Ed Specs. These are assigned relative weights as follows—the school core (29 percent), specialized instruction spaces (29 percent), classrooms (21 percent), educational support spaces (14 percent), and administrative spaces (7 percent). The same approach is used in the allocation of the 300 points for the Physical Infrastructure Parameters area, and the percentage weights are shown on the diagram.

The scoring system is calibrated so that a school that has more of one item being assessed does not receive additional scores for that item. For example, in a case in which the presence of sprinklers in classrooms is being assessed, the scoring will not be derived from the number of classrooms with or without sprinklers. If this methodology was followed, a school with more classrooms could be scored more times on this measure than a school with fewer classrooms. To ensure that variability in school size does not skew the assessment scores, for this case, the percentage of classrooms in the school with or without sprinklers would be used to derive the score. This approach normalizes the scoring across schools of all sizes.

In order to arrive at scores in the parameter areas described above, EMG, Inc. developed worksheets for examiners to use as they visited schools. In the area of educational program-related parameters, a total of 132 items at schools were measured and the results rolled up in the scoring system. In the area of physical infrastructure parameters, a total of 110 items were measured and the results rolled up in the scoring system.

Figure 1: FACT Scoring Template



6. Results of Facility Assessments

During the period of December 2010 through June 2011, EMG, Inc. consultants conducted assessments of the 53 MCPS facilities identified by the Board of Education for assessment. The scores for each facility resulted in a ranking of the facilities from worst condition—highest FACT score—to best condition—lowest FACT score. Figures 2–6 show the facility scores in rank order, from worst condition to best condition, by school type.

The tables on the following pages show the total FACT score for each facility. Additional information on each facility, including a breakdown of the score for each facility by assessment area, can be found on the website below. Once logged in, a visitor should click on the school that they are interested in viewing.

www.emginfoservices.com/infosrv/

Username: MCPS2

Password: 94881

The superintendent's recommendations on the *FACT Report*, to be released on October 28, 2011, as part of the FY 2013–2018 CIP, will provide a recommended sequence for modernization of the assessed elementary schools and middle schools, based on the scores they received on the FACT assessment. In addition to the elementary schools and middle schools, one high school, Northwood High School, needs to be added to the queue for future modernization. Because Northwood High School is the only high school to be added to the queue of high schools to be modernized, it was not necessary to develop a FACT score for the school. Northwood High School will be added at the end of the current queue of high schools, following Damascus High School.

Recommendations also will be made on how to address the needs of the elementary holding centers and the special program facilities. In regard to the elementary holding centers, a recommendation will be made about the scope of modernization of these facilities and how work on these facilities would be scheduled in terms of the queue for elementary school modernizations. A recommendation also will be made on the scheduling of the Blair G. Ewing Center modernization. Finally, in regard to the special schools, learning center, and holding centers, the superintendent's recommendation will consider the condition assessments and determine how best to meet the needs of these facilities in light of efforts that may be made in the future to collocate these learning centers at general education schools.

Figure 2: Elementary School FACT Scores

Rank		Educational Program Parameters Maximum Score = 300	Physical Infrastructure Parameters Maximum Score = 300	Total FACT Score Maximum Score = 600
1	Cold Spring Elementary School	234.86	147.18	382.04
2	Duffief Elementary School	186.41	170.60	357.01
3	Belmont Elementary School	191.74	157.54	349.28
4	Stonegate Elementary School	184.43	150.52	334.95
5	Damascus Elementary School	142.94	188.95	331.89
6	Twinbrook Elementary School	136.41	194.17	330.58
7	Summit Hall Elementary School	135.97	192.93	328.90
8	Rosemary Hills Elementary School	159.88	167.17	327.05
9	Burnt Mills Elementary School	170.96	147.33	318.29
10	Poolesville Elementary School	144.41	170.01	314.42
11	Woodfield Elementary School	152.41	161.68	314.09
12	South Lake Elementary School	126.56	176.13	302.69
13	Cedar Grove Elementary School	135.02	167.44	302.46
14	Greenwood Elementary School	134.05	166.42	300.47
15	Piney Branch Elementary School	116.32	178.41	294.73
16	Whetstone Elementary School	144.71	148.51	293.22
17	Takoma Park Elementary School	145.48	147.38	292.86
18	Gaithersburg Elementary School	134.82	156.06	290.88
19	Strathmore Elementary School	116.92	172.54	289.46
20	Diamond Elementary School	154.11	132.46	286.57
21	Fox Chapel Elementary School	129.24	149.47	278.71
22	East Silver Spring Elementary School	139.26	137.15	276.41
23	Broad Acres Elementary School	125.64	150.24	275.88
24	Woodlin Elementary School	150.44	123.28	273.72
25	Germantown Elementary School	140.33	132.28	272.61
26	Fallsmead Elementary School	107.38	160.03	267.41
27	Watkins Mill Elementary School	128.32	138.01	266.33
28	Fields Road Elementary School	122.11	135.50	257.61
29	Stedwick Elementary School	103.33	146.22	249.55
30	Cloverly Elementary School	114.31	130.00	244.31
31	Darnestown Elementary School	96.74	144.93	241.67
32	Washington Grove Elementary School	88.36	139.30	227.68
33	Bradley Hills Elementary School	85.89	126.15	212.04
34	Sherwood Elementary School	78.04	132.88	210.92

Figure 3: Middle School FACT Scores

Rank		Educational Program Parameters Maximum Score = 300	Physical Infrastructure Parameters Maximum Score = 300	Total FACT Score Maximum Score = 600
1	Benjamin Banneker Middle School	158.80	183.08	341.88
2	Arglye Middle School	150.84	171.40	322.24
3	Newport Mill Middle School	172.05	143.67	315.72
4	Ridgeview Middle School	156.43	152.60	309.03
5	Silver Spring International Middle School	120.66	180.71	301.37
6	Neelsville Middle School	139.94	151.80	291.74
7	John T. Baker Middle School	137.44	142.14	279.58
8	Frost Middle School	113.05	142.17	255.22
9	A. Mario Loiederman Middle School	117.25	137.41	254.66
10	Redland Middle School	128.07	117.28	245.35
11	North Bethesda Middle School	93.32	147.42	240.74

Figure 4: Holding Center FACT Scores

Rank		Educational Program Parameters Maximum Score = 300	Physical Infrastructure Parameters Maximum Score = 300	Total FACT Score Maximum Score = 600
1	Radnor Holding Center	176.93	170.73	347.66
2	Grosvenor Holding Center	175.11	169.60	344.71
3	Fairland Holding Center	151.33	169.81	321.14
4	North Lake Holding Center	89.71	174.44	264.15

Figure 5: Special Schools and Learning Center FACT Scores

Rank		Educational Program Parameters Maximum Score = 300	Physical Infrastructure Parameters Maximum Score = 300	Total FACT Score Maximum Score = 600
1	Carl Sandburg Learning Center	239.87	174.18	414.05
2	Rock Terrace School	162.40	219.73	382.13
3	Stephen Knolls School	133.62	142.94	276.56

Figure 6: Alternative Program Center FACT Scores

Rank		Educational Program Parameters Maximum Score = 300	Physical Infrastructure Parameters Maximum Score = 300	Total FACT Score Maximum Score = 600
1	Blair G. Ewing Center	195.28	185.71	380.99