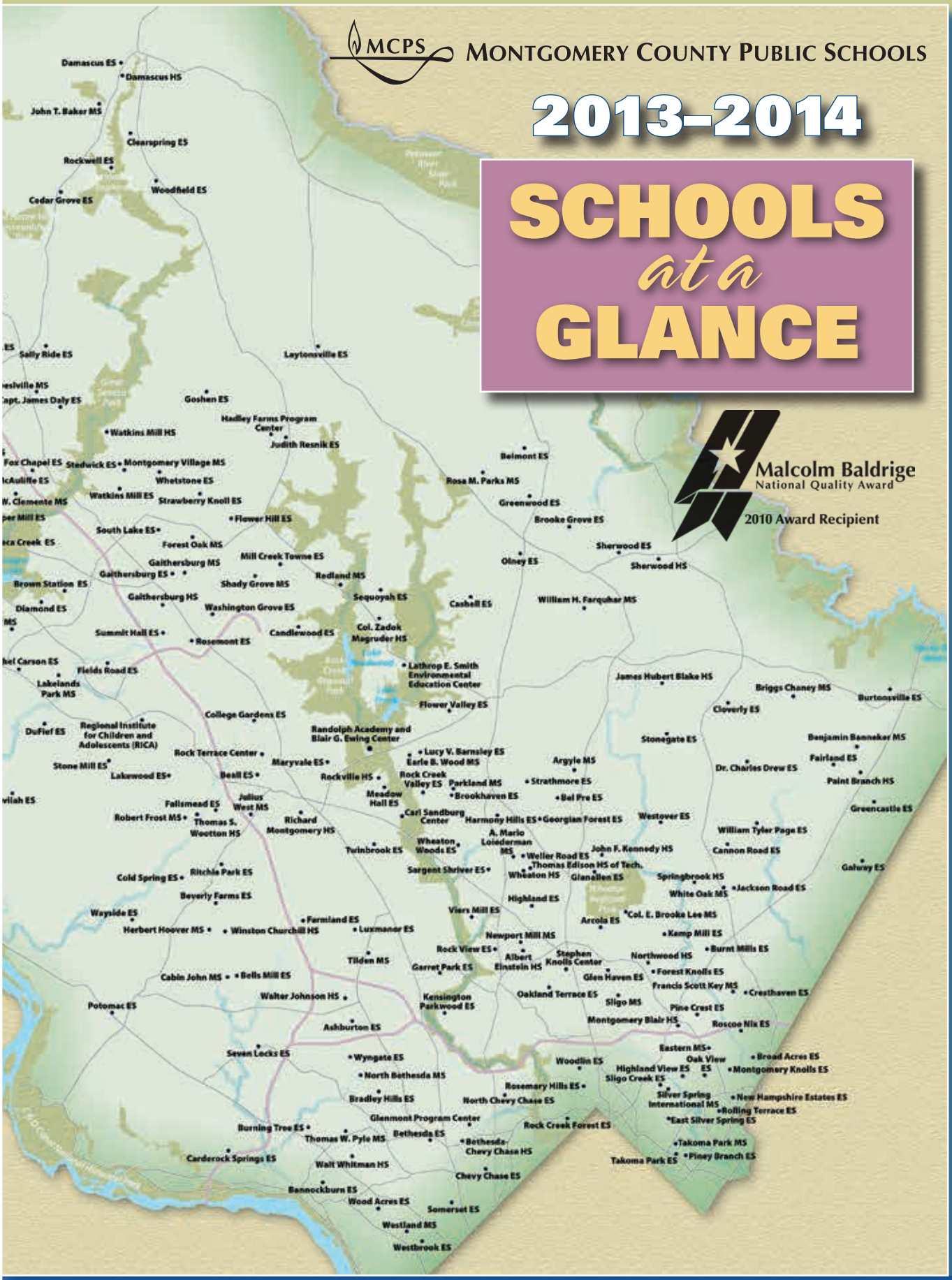
MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS

2013–2014

SCHOOLS *at a* GLANCE



Malcolm Baldrige National Quality Award

2010 Award Recipient

VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

Learning
Relationships
Respect
Excellence
Equity

Board of Education

Mr. Philip Kauffman
President

Mrs. Patricia B. O'Neill
Vice President

Mr. Christopher S. Barclay

Ms. Shirley Brandman

Dr. Judith R. Docca

Mr. Michael A. Durso

Mrs. Rebecca Smondrowski

Mr. Justin C. Kim
Student Member

School Administration

Dr. Joshua P. Starr
Superintendent of Schools

Mr. Larry A. Bowers
Chief Operating Officer

Dr. Beth Schiavino-Narvaez
Deputy Superintendent of School Support and Improvement

Dr. Kimberly A. Statham
Deputy Superintendent of Teaching, Learning, and Programs

850 Hungerford Drive
Rockville, Maryland 20850
www.montgomeryschoolsmd.org

MCPS
Schools at a Glance
2013–2014

Office of Shared Accountability
Montgomery County Public Schools

ACKNOWLEDGEMENTS

This publication is the result of the efforts of several offices within Montgomery County Public Schools:

Office of the Chief Operating Officer

- Department of Facilities Management
- Department of Management, Budget, and Planning

Office of the Deputy Superintendent of Teaching, Learning, and Programs

Office of the Chief Technology Officer

Office of Curriculum and Instructional Programs

Office of the Deputy Superintendent of School Support and Improvement

Office of Shared Accountability

Office of Special Education and Student Services

Questions concerning statistical, demographic, or test data may be directed to the Office of Shared Accountability.

Questions concerning school programs may be directed to the Office of the Deputy Superintendent of School Support and Improvement.

Questions concerning staffing may be directed to the Office of the Chief Operating Officer.

Questions concerning financial data may be directed to the Department of Management, Budget, and Planning.

Questions concerning facilities issues may be directed to the Department of Facilities Management.

TABLE OF CONTENTS

Page

I. INTRODUCTION i

School Progress Index iii

Guidelines for Reporting Data v

II. ELEMENTARY SCHOOL PROFILES 1

III. MIDDLE SCHOOL PROFILES 271

IV. HIGH SCHOOL PROFILES 351

V. SPECIAL SCHOOL PROFILES 407

VI. COUNTY SUMMARY PROFILES 423

VII. SELECT SCHOOL INFORMATION 439

VIII. HIGH SCHOOL CLUSTER MAPS 453

Special School Cluster Map 476

IX. DEFINITIONS AND DATA SOURCES 477

X. INDEX 487

Alphabetical Page References to Schools 489

School Clusters and Page Numbers 493

SECTION I

INTRODUCTION

INTRODUCTION

Schools at a Glance provides, in a single document, information about enrollment, staffing, facilities, programs, outcome measures, and personnel costs for each school. Information on personnel costs for each school includes position salaries for professional and supporting services employees and employee benefits costs related to positions. Summaries of the data for the county and by level (elementary, middle, high, and special schools) also are included.

School Progress Index

The School Progress Index (SPI) is Maryland's accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce in half by 2017 the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. In addition to achievement and growth, it focuses strongly on new measures of a school's ability to close gaps between its highest and lowest performing student groups, and for high schools to graduate students on time college- and career-ready.

The SPI evaluates schools on indicators of Achievement, Gap Reduction, and Growth for elementary and middle schools; and Achievement, Gap Reduction, and College-and Career-Readiness for high schools; and then groups schools for Intervention, Support, and Recognition depending on their progress. The scale starts at 0 for which a 1.0 value means meeting the target. The SPI is compensatory so that a low value on one indicator can be balanced by a high value on another indicator.

Each school will receive a score on each of the indicators and the overall SPI. These data will ensure an in-depth look at areas where the school is strong and areas that may need improvement. This information will be used to group schools in one of five "Strands." Strands are designed to categorize schools to provide them with support, intervention, and recognition. Schools in Strand 1 will receive the least amount of support and monitoring, while schools in Strand 5 will receive the greatest level of support and monitoring.

Achievement Indicator

The Achievement indicator (measured at the elementary, middle, and high school levels) indicates the school's performance relative to the school's targets for "all students" on the state assessments in:

- English/Language Arts
- Mathematics
- Science

The state assessments include the Maryland School Assessment (MSA), Alternate MSA (Alt-MSA), High School Assessment (HSA), and Modified HSA (Mod-HSA).

Gap Reduction Indicator

The Gap Reduction indicator (measured at the elementary, middle, and high school levels) represents a decrease in the difference between the highest-achieving subgroup and the lowest-achieving subgroup within the following measured areas:

- English/Language Arts Proficiency
- Mathematics Proficiency
- Science Proficiency
- Five-Year Adjusted Cohort Graduation Rate (high school measure only)
- Four-Year Adjusted Cohort Dropout Rate (high school measure only)

Student Growth Indicator

The Student Growth indicator (measured at the elementary and middle school levels) represents a student's progress from one year to the next. It indicates the growth of all students within an elementary or middle school for the following measures:

- English/Language Arts Proficiency
- Mathematics Proficiency

College- and Career-Readiness Indicator

The College- and Career-Readiness indicator (measured at the high school level only) represents a combination of measures that ensure students are prepared for the future upon graduation. College- and Career-Readiness consists of the Five-Year Adjusted Cohort Graduation Rate and College and Career Preparation (CCP). CCP is a measurement of a student's success in one of the following areas: Advanced Placement (AP) or International Baccalaureate (IB); Career and Technology Education (CTE) Concentrators; or Enrollment in College.

Guidelines for Reporting Data

The federal government has provided guidance regarding the *Family Educational Rights and Privacy Act* (FERPA) that has resulted in restrictions in the amount of student data that may be publically reported. FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) prohibits the release of individually identifiable information to the public. The Maryland State Department of Education (MSDE) adopted the guidelines for the reporting of aggregate student data and Montgomery County Public Schools (MCPS) is implementing these guidelines as follows:

Student Enrollment and Testing Data

- Any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0% or ≤5.0%, respectively.
- If the percentage rate is greater than or equal to 95.0% or less than or equal to 5.0%, the corresponding number of students (N) will not be published.
- When the total N is less than 10, the corresponding N's and percentage rate will not be published.
- When the total N is between 10 and 20, only the percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 5.0%.
- When the total N is greater than 20, the corresponding N's and percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 5.0%.

Out-of-School Suspension Data

- Any percentage rates greater than or equal to 95.0% or less than or equal to 3.0% will be noted as ≥95.0% or ≤3.0%, respectively.
- If the percentage rate is greater than or equal to 95.0% or less than or equal to 3.0%, the corresponding number of students enrolled, number of suspension incidents, and number of students suspended will not be published.
- When the number of students enrolled is less than 10 or the number of students suspended is less than 5, no data will be published.
- When the number of students enrolled is between 10 and 20, only the percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 3.0%.
- When the number of students enrolled is greater than 20, the corresponding number of suspension incidents, number of students suspended, and percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 3.0%.

SECTION II

ELEMENTARY SCHOOL PROFILES

Elementary School Listing

Arcola ES 4
Ashburton ES 6
Bannockburn ES 8
Lucy V. Barnsley ES 10
Beall ES 12
Bel Pre ES 14
Bells Mill ES 16
Belmont ES 18
Bethesda ES 20
Beverly Farms ES 22
Bradley Hills ES 24
Broad Acres ES 26
Brooke Grove ES 28
Brookhaven ES 30
Brown Station ES 32
Burning Tree ES 34
Burnt Mills ES 36
Burtonsville ES 38
Candlewood ES 40
Cannon Road ES 42
Carderock Springs ES 44
Rachel Carson ES 46
Cashell ES 48
Cedar Grove ES 50
Chevy Chase ES 52
Clarksburg ES 54
Clearspring ES 56
Clopper Mill ES 58
Cloverly ES 60
Cold Spring ES 62
College Gardens ES 64
Community Montessori Charter 66
Cresthaven ES 68
Capt. James E. Daly ES 70
Damascus ES 72
Darnestown ES 74
Diamond ES 76
Dr. Charles R. Drew ES 78
DuFief ES 80
East Silver Spring ES 82
Fairland ES 84
Fallsmead ES 86
Farmland ES 88
Fields Road ES 90
Flower Hill ES 92
Flower Valley ES 94
Forest Knolls ES 96
Fox Chapel ES 98
Gaithersburg ES 100
Galway ES 102
Garrett Park ES 104
Georgian Forest ES 106
Germantown ES 108
William B. Gibbs, Jr. ES 110
Glen Haven ES 112
Glenallan ES 114
Goshen ES 116
Great Seneca Creek ES 118
Greencastle ES 120
Greenwood ES 122
Harmony Hills ES 124
Highland ES 126
Highland View ES 128
Jackson Road ES 130
Jones Lane ES 132
Kemp Mill ES 134
Kensington Parkwood ES 136
Lake Seneca ES 138
Lakewood ES 140
Laytonsville ES 142
Little Bennett ES 144
Luxmanor ES 146
Thurgood Marshall ES 148
Maryvale ES 150
Spark M. Matsunaga ES 152
S. Christa McAuliffe ES 154
Ronald McNair ES 156
Meadow Hall ES 158
Mill Creek Towne ES 160
Monocacy ES 162
Montgomery Knolls ES 164
New Hampshire Estates ES 166
Roscoe R. Nix ES 168
North Chevy Chase ES 170
Oak View ES 172
Oakland Terrace ES 174
Olney ES 176
William Tyler Page ES 178
Pine Crest ES 180
Piney Branch ES 182
Poolesville ES 184
Potomac ES 186
Judith A. Resnik ES 188
Dr. Sally K. Ride ES 190
Ritchie Park ES 192
Rock Creek Forest ES 194
Rock Creek Valley ES 196
Rock View ES 198
Lois P. Rockwell ES 200
Rolling Terrace ES 202
Rosemary Hills ES 204
Rosemont ES 206
Sequoyah ES 208
Seven Locks ES 210
Sherwood ES 212
Sargent Shriver ES 214
Flora M. Singer ES 216
Sligo Creek ES 218
Somerset ES 220
South Lake ES 222
Stedwick ES 224
Stone Mill ES 226
Stonegate ES 228
Strathmore ES 230
Strawberry Knoll ES 232
Summit Hall ES 234
Takoma Park ES 236
Travilah ES 238
Twinbrook ES 240
Viers Mill ES 242
Washington Grove ES 244
Waters Landing ES 246
Watkins Mill ES 248
Wayside ES 250
Weller Road ES 252
Westbrook ES 254
Westover ES 256
Wheaton Woods ES 258
Whetstone ES 260
Wood Acres ES 262
Woodfield ES 264
Woodlin ES 266
Wyngate ES 268

Arcola Elementary School - #790

Principal: Mr. Emmanuel J. Jean-Philippe
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools:

1820 Franwall Avenue Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/arcolaes/

Office Phone: (301) 649-8590
Fax Number: (301) 649-8592
Cluster Name: Downcounty Consortium
Receiving Schools: Lee

2013–2014 Enrollment = 708

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.0**	**52.0**	**≤5.0**	**8.3**	**17.5**	**68.5**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**44.8**	21.3	23.4	≤5.0	≤5.0	≤5.0	38.6	≤5.0	≤5.0	≤5.0
FARMS	**75.6**	36.9	38.7	≤5.0	5.6	12.3	55.9	≤5.0	≤5.0	≤5.0
SPED	**9.0**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	1	0.1
Full-Day K	140	19.8
Grade 1	118	16.7
Grade 2	131	18.5
Grade 3	109	15.4
Grade 4	103	14.5
Grade 5	106	15.0
Total	708	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 82.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 18.1%
Attendance Rate[2 3] = 93.9%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model (Inclusion)
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9362	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	51.9	66.0	89.4	84.6	80.7	84.7
Asian	--	--	91.7	91.7	81.8	81.8
Black or African American	47.4	73.7	72.7	77.3	--	--
Hispanic/Latino	48.5	58.8	≥95.0	85.5	80.4	86.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	42.3	59.0	89.7	82.1	81.0	84.6
LEP	--	--	--	--	--	--
SPED	30.8	53.8	50.0	50.0	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Arcola Elementary School - #790

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.5	12.7	4.2	74.6	0.0	93.0	7.0			
Supporting Services	15.6	18.8	25.0	34.4	6.3	90.6	9.4	221	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.5

Average Class Size Kindergarten = 20.0

Grades 1 to 3 = 18.9 Grades 4 to 5 = 23.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.8	49.3	23.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.874
Principal Intern		Special Education	10.124
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	33.800	**Instructional Support Total**	16.623
Staff Development	1.000		
ESOL	7.700	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	0.750
Music	1.500	Lunch Hour Aide	1.750
Instrumental Music	0.200	**Other Support Total**	4.500
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	8.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	64.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.100	**Food Services**	1.625
Other Professional Total	4.100		
Total Professional	70.300	**Total Supporting Services**	27.748

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	2007	5.0	Y	Y	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	21	5	0	0	5	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
517	624	736	753	768	762	765	740

School Personnel Costs

Professional Salaries	$4,679,877
Supporting Services Salaries	$1,012,894
Employee Benefits	$1,397,228
Total Allocated Cost	**$7,089,999**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Ashburton Elementary School - #425

Principal: Mrs. Charlene E. Garran
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

6314 Lone Oak Drive Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/ashburtones/

Office Phone: (301) 571-6959
Fax Number: (301) 897-2517
Cluster Name: Walter Johnson
Receiving Schools: North Bethesda

2013–2014 Enrollment = 837

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.7**	**51.3**	**≤5.0**	**14.7**	**13.0**	**12.8**	**≤5.0**	**50.9**	**8.4**
ESOL	**10.6**	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**11.4**	≤5.0	6.3	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**14.0**	≤5.0	10.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.3	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	52	6.2
Full-Day K	153	18.3
Grade 1	132	15.8
Grade 2	134	16.0
Grade 3	151	18.0
Grade 4	116	13.9
Grade 5	99	11.8
Total	837	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	43.6	17.1	39.3

Other Participation

Students now or have in the past received FARMS[2] = 13.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Learning and Academic Disabilities (K–5)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	0.9823	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	93.4	≥95.0	≥95.0	91.3	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	72.2	77.8	91.7	≥95.0	81.8	≥95.0
Hispanic/Latino	≥95.0	90.5	≥95.0	90.9	90.9	≥95.0
White	≥95.0	≥95.0	93.8	≥95.0	90.7	≥95.0
Two or More Races	≥95.0	93.8	--	--	90.0	90.0
FARMS	73.3	66.7	90.9	≥95.0	92.9	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	60.0	80.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ashburton Elementary School - #425

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.2	0.0	7.9	88.9	0.0	93.7	6.3			
Supporting Services	10.7	14.3	28.6	46.4	0.0	89.3	10.7	188	97.9	2.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.8

Average Class Size Kindergarten = 25.3

Grades 1 to 3 = 23.4 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.5	54.0	28.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
Principal Intern		Special Education	7.248
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	27.600	**Instructional Support Total**	11.123
Staff Development	1.000		
ESOL	2.400	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.250
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	2.182
Instrumental Music	0.300	**Other Support Total**	4.432
Preschool			
Special Education:		**Building Services**	
Classroom	11.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	51.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	3.200	**Food Services**	1.125
Other Professional Total	5.200		
Total Professional	58.700	**Total Supporting Services**	21.680

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1993	8.3	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	17	4	0	0	6	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
628	766	887	879	845	827	814	781

School Personnel Costs

Professional Salaries	$4,012,751
Supporting Services Salaries	$807,202
Employee Benefits	$1,263,717
Total Allocated Cost	**$6,083,670**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Bannockburn Elementary School - #420

Principal: Mr. Daniel Walder
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:10- 3:30
Feeder Schools:

6520 Dalroy Lane Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/bannockburnes/

Office Phone: (301) 320-6555
Fax Number: (301) 320-6559
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2013–2014 Enrollment = 398

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**10.8**	**≤5.0**	**7.5**	**≤5.0**	**68.1**	**10.8**
ESOL	**10.8**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**5.8**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	61	15.3
Grade 1	82	20.6
Grade 2	65	16.3
Grade 3	63	15.8
Grade 4	60	15.1
Grade 5	67	16.8
Grade 6	0	0.0
Total	398	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	91.3	≤5.0	8.7

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction[5]	Growth	SPI	Strand
Met	T/S	Not Met	1.0597	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Subgroup sizes are too small (T/S) to assess the Gap Reduction.

Bannockburn Elementary School - #420

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	0.0	6.3	87.5	0.0	87.5	12.5			
Supporting Services	21.4	14.3	14.3	50.0	0.0	71.4	28.6	91	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.8

Average Class Size Kindergarten = 20.3
Grades 1 to 3 = 23.3 Grades 4 to 5 = 21.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.3	37.5	31.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	14.700	**Instructional Support Total**	2.500
Staff Development	1.000		
ESOL	0.900	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.000
Instrumental Music	0.200	**Other Support Total**	3.000
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	23.800	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	0.500	Food Services	0.500
Other Professional Total	1.500		
Total Professional	26.300	**Total Supporting Services**	9.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1988	8.3	Y	N	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
20	13	4	0	0	3	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
365	365	396	404	408	410	390	390

School Personnel Costs

Professional Salaries	$1,795,561
Supporting Services Salaries	$332,854
Employee Benefits	$566,340
Total Allocated Cost	**$2,694,755**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Lucy V. Barnsley Elementary School - #505

Principal: Mr. Andrew J. Winter
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:00 - 3:30
Feeder Schools:

14516 Nadine Drive Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/barnsleyes/

Office Phone: (301) 460-2121
Fax Number: (301) 460-2172
Cluster Name: Rockville
Receiving Schools: Wood

2013–2014 Enrollment = 681

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**42.9**	**57.1**	**≤5.0**	**15.3**	**10.4**	**29.1**	**≤5.0**	**39.2**	**6.0**
ESOL	**13.1**	6.3	6.8	≤5.0	≤5.0	≤5.0	10.7	≤5.0	≤5.0	≤5.0
FARMS	**28.2**	12.8	15.4	≤5.0	≤5.0	≤5.0	17.9	≤5.0	≤5.0	≤5.0
SPED	**13.5**	≤5.0	11.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.5	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	88	12.9
Grade 1	73	10.7
Grade 2	76	11.2
Grade 3	101	14.8
Grade 4	169	24.8
Grade 5	174	25.6
Total	681	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	51.1	22.8	26.1

Other Participation

Students now or have in the past received FARMS[2] = 33.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Deaf & Hard/Hearing Program (Oral/Aural)
Gifted and Talented/Learning Disabled
Center for the Highly Gifted
Center for the Highly Gifted (4–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9308	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.7	93.3	≥95.0	≥95.0	91.9	94.8
Asian	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	90.9	90.9	≥95.0	94.4	84.6	92.3
Hispanic/Latino	72.0	84.0	88.6	88.6	76.5	91.2
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	81.8	90.9
FARMS	74.1	77.8	90.2	90.2	80.6	86.1
LEP	--	--	--	--	--	--
SPED	92.3	84.6	84.2	94.7	78.6	85.7

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lucy V. Barnsley Elementary School - #505

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.5	3.6	3.6	87.3	0.0	87.3	12.7			
Supporting Services	12.0	16.0	16.0	52.0	4.0	72.0	28.0	172	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten = 14.7

Grades 1 to 3 = 19.0 Grades 4 to 5 = 24.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.1	47.3	43.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
Principal Intern		Special Education	10.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	30.200	**Instructional Support Total**	14.000
Staff Development	1.000		
ESOL	2.000	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	2.000
Instrumental Music	0.600	**Other Support Total**	4.000
Preschool			
Special Education:		**Building Services**	
Classroom	8.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.700	**Food Services**	1.250
Other Professional Total	3.700		
Total Professional	55.800	**Total Supporting Services**	23.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	1998	10.0	Y	N	10

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	14	4	1	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
411	640	667	659	641	645	650	637

School Personnel Costs

Professional Salaries	$4,152,018
Supporting Services Salaries	$888,919
Employee Benefits	$1,234,748
Total Allocated Cost	**$6,275,685**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Beall Elementary School - #207

Principal: Mr. Elliot M. Alter
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

451 Beall Avenue Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/bealles/

Office Phone: (301) 279-8460
Fax Number: (301) 279-4999
Cluster Name: Richard Montgomery
Receiving Schools: Julius West

2013–2014 Enrollment = 782

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.3**	**54.7**	**≤5.0**	**25.1**	**13.4**	**19.1**	**≤5.0**	**34.4**	**7.8**
ESOL	**15.6**	6.5	9.1	≤5.0	6.9	≤5.0	5.4	≤5.0	≤5.0	≤5.0
FARMS	**25.4**	11.9	13.6	≤5.0	5.8	7.3	9.6	≤5.0	≤5.0	≤5.0
SPED	**8.1**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	54	6.9
Full-Day K	137	17.5
Grade 1	116	14.8
Grade 2	118	15.1
Grade 3	140	17.9
Grade 4	107	13.7
Grade 5	110	14.1
Total	782	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	63.5	6.3	30.2

Other Participation

Students now or have in the past received FARMS[2] = 32.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Augmentative Communication Program (K–2)
Language Disabilities (Prekindergarten)
Resource
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Language Class

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9624	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.1	94.8	92.2	88.7	87.0	≥95.0
Asian	≥95.0	94.4	≥95.0	≥95.0	90.9	≥95.0
Black or African American	86.7	86.7	77.8	72.2	71.4	90.5
Hispanic/Latino	82.4	94.1	83.3	66.7	87.5	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	92.7	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	--	--
FARMS	80.0	84.0	75.0	66.7	84.0	92.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Beall Elementary School - #207

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	5.1	3.4	86.4	0.0	89.8	10.2			
Supporting Services	12.5	29.2	16.7	37.5	4.2	87.5	12.5	170	97.6	2.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.8

Average Class Size Kindergarten = 22.8

Grades 1 to 3 = 23.3 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.6	42.4	39.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.725
Principal Intern		Special Education	3.562
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	27.500	**Instructional Support Total**	7.912
Staff Development	1.000		
ESOL	2.000	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	2.125
Instrumental Music	0.400	**Other Support Total**	4.125
Preschool	1.100		
Special Education:		**Building Services**	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.900	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.800	**Food Services**	1.250
Other Professional Total	4.800		
Total Professional	52.700	**Total Supporting Services**	19.287

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1991	8.4	Y	N	8

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	20	4	2	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
641	641	831	833	814	815	817	796

School Personnel Costs

Professional Salaries	$3,888,011
Supporting Services Salaries	$755,802
Employee Benefits	$1,196,267
Total Allocated Cost	**$5,840,080**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Bel Pre Elementary School - #780

Principal: Mrs. Carmen L. Van Zutphen
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools:

North Lake Center, 15101 Bauer Drive Rockville, MD 20852
www.montgomeryschoolsmd.org/schools/belprees/

Office Phone: (301) 460-2145
Fax Number: (301) 460-2148
Cluster Name: Downcounty Consortium
Receiving Schools: Strathmore

2013–2014 Enrollment = 471

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.6**	**54.4**	**≤5.0**	**7.0**	**43.1**	**38.9**	**≤5.0**	**6.6**	**≤5.0**
ESOL	**43.9**	19.5	24.4	≤5.0	≤5.0	10.0	28.9	≤5.0	≤5.0	≤5.0
FARMS	**70.5**	34.0	36.5	≤5.0	≤5.0	31.4	33.1	≤5.0	≤5.0	≤5.0
SPED	**9.3**	≤5.0	7.6	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	76	16.1
Full-Day K	141	29.9
Grade 1	139	29.5
Grade 2	115	24.4
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	471	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 72.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 21.4%
Attendance Rate[2 3] = 94.6%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model (K–2)
Ruth Rales

School Progress Index[3]

Achievement	Gap Reduction	Growth[5]	SPI	Strand
Not Met	Not Met	K/2	0.7467	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).

Maryland School Assessment Proficiency Rate[2 3 5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Growth is not assessed for K–2 schools (K/2).

Bel Pre Elementary School - #780

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	17.6	3.9	74.5	2.0	94.1	5.9			
Supporting Services	9.5	19.0	28.6	42.9	0.0	90.5	9.5	143	97.2	2.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.6

Average Class Size Kindergarten = 18.4
Grades 1 to 3 = 15.9 Grades 4 to 5 =

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.7	35.3	49.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.623
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	8.000	Instructional Data Assistant	0.625
Classroom	21.400	**Instructional Support Total**	8.498
Staff Development	1.000		
ESOL	5.600	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.125
Instrumental Music		**Other Support Total**	3.125
Preschool	3.000		
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.375
Other Professional Total	3.300		
Total Professional	49.500	**Total Supporting Services**	16.998

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	--	8.9	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	11	5	2	0	6	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
370	568	496	492	488	486	484	482

School Personnel Costs

Professional Salaries	$3,880,765
Supporting Services Salaries	$684,175
Employee Benefits	$1,116,758
Total Allocated Cost	**$5,681,698**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Bells Mill Elementary School - #607

Principal: Mrs. Jerri L. Oglesby
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

8225 Bells Mill Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/bellsmilles/

Office Phone: (301) 469-1046
Fax Number: (301) 469-1060
Cluster Name: Winston Churchill
Receiving Schools: Cabin John

2013–2014 Enrollment = 592

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.5**	**51.5**	**≤5.0**	**23.6**	**12.0**	**7.4**	**≤5.0**	**50.5**	**6.3**
ESOL	**8.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**10.3**	≤5.0	5.7	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.4**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	20	3.4
Full-Day K	95	16.0
Grade 1	89	15.0
Grade 2	107	18.1
Grade 3	85	14.4
Grade 4	103	17.4
Grade 5	93	15.7
Total	592	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.0	≤5.0	28.0

Other Participation

Students now or have in the past received FARMS[2] = 11.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Autism
Autism (K–2)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0505	1

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.0	≥95.0	≥95.0	≥95.0	94.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	90.0	90.0	66.7	91.7
Hispanic/Latino	--	--	--	--	--	--
White	94.2	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	54.5	81.8
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bells Mill Elementary School - #607

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.6	2.6	0.0	92.3	2.6	89.7	10.3			
Supporting Services	23.8	14.3	14.3	47.6	0.0	76.2	23.8	122	96.7	3.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size Kindergarten = 24.5

Grades 1 to 3 = 22.8 Grades 4 to 5 = 23.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	48.7	43.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.974
Principal Intern		Special Education	5.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	18.000	**Instructional Support Total**	8.349
Staff Development	1.000		
ESOL	0.900	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.250
Instrumental Music	0.300	**Other Support Total**	3.250
Preschool	0.600		
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	31.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	**Food Services**	0.750
Other Professional Total	3.200		
Total Professional	36.900	**Total Supporting Services**	17.849

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2009	9.6	N	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	22	3	1	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
626	626	596	594	610	604	612	607

School Personnel Costs

Professional Salaries	$2,873,429
Supporting Services Salaries	$704,308
Employee Benefits	$946,529
Total Allocated Cost	**$4,524,266**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Belmont Elementary School - #513

Principal: Mr. Evan J. Pinkowitz
Associate Supt: Dr. Myra J. Smith
School Hours: 8:45 - 3:05
Feeder Schools:

19528 Olney Mill Road Olney, MD 20832
www.montgomeryschoolsmd.org/schools/belmontes/

Office Phone: (301) 924-3140
Fax Number: (301) 924-3233
Cluster Name: Sherwood
Receiving Schools: Rosa Parks

2013–2014 Enrollment = 309

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**6.5**	**6.5**	**10.7**	**≤5.0**	**73.5**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**10.0**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.5	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	57	18.4
Grade 1	45	14.6
Grade 2	49	15.9
Grade 3	50	16.2
Grade 4	51	16.5
Grade 5	57	18.4
Total	309	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 9.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9845	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.4	82.4	94.6	91.1	93.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	81.6	81.6	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Belmont Elementary School - #513

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	3.6	96.4	0.0	89.3	10.7			
Supporting Services	8.3	25.0	25.0	41.7	0.0	83.3	16.7	66	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.7

Average Class Size Kindergarten = 19.0
Grades 1 to 3 = 24.0 Grades 4 to 5 = 26.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.6	32.1	64.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.500
Principal Intern		Special Education	2.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	12.500	**Instructional Support Total**	4.250
Staff Development	1.000		
ESOL	0.300	Other Support	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	
Art	0.500	Parent/Community Coord	
Music	0.500	Lunch Hour Aide	1.050
Instrumental Music	0.200	**Other Support Total**	2.050
Preschool			
Special Education:		Building Services	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	20.600	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	0.687
Other Professional Total	2.100		
Total Professional	23.700	**Total Supporting Services**	9.987

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	10.5	Y	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	16	4	0	0	2	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
425	425	310	311	313	314	319	310

School Personnel Costs

Professional Salaries	$2,034,583
Supporting Services Salaries	$428,491
Employee Benefits	$635,594
Total Allocated Cost	**$3,098,668**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Bethesda Elementary School - #401

Principal: Ms. Lisa S. Seymour
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools: Rosemary Hills

7600 Arlington Road Bethesda, MD 20814
www.montgomeryschoolsmd.org/schools/bethesdaes/

Office Phone: (301) 657-4979
Fax Number: (301) 657-4973
Cluster Name: B-CC, Walt Whitman
Receiving Schools: Pyle, Westland

2013–2014 Enrollment = 493

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.5**	**51.5**	**≤5.0**	**14.2**	**7.9**	**11.8**	**≤5.0**	**59.8**	**6.3**
ESOL	**12.2**	5.1	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**11.6**	≤5.0	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.9	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	78	15.8
Grade 1	86	17.4
Grade 2	67	13.6
Grade 3	87	17.6
Grade 4	72	14.6
Grade 5	103	20.9
Total	493	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.6	28.1	12.3

Other Participation

Students now or have in the past received FARMS[2] = 7.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 16.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9156	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.7	91.0	≥95.0	94.3	88.4	≥95.0
Asian	80.0	80.0	85.7	78.6	--	--
Black or African American	63.6	72.7	--	--	--	--
Hispanic/Latino	--	--	92.3	92.3	92.3	≥95.0
White	94.5	≥95.0	≥95.0	≥95.0	92.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	60.0	50.0	36.4	72.7

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bethesda Elementary School - #401

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.6	0.0	97.4	0.0	87.2	12.8			
Supporting Services	20.8	16.7	4.2	58.3	0.0	75.0	25.0	107	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.1

Average Class Size Kindergarten = 25.7

Grades 1 to 3 = 22.1 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	46.2	43.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	7.122
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	19.900	**Instructional Support Total**	9.621
Staff Development	1.000		
ESOL	0.800	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.495
Instrumental Music	0.200	**Other Support Total**	3.495
Preschool			
Special Education:		**Building Services**	
Classroom	5.000	Manager	
Resource Program		Leader	2.000
Teachers Total	33.300	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	**Food Services**	1.000
Other Professional Total	2.800		
Total Professional	38.100	**Total Supporting Services**	17.116

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1999	8.4	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	13	3	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
384	568	494	508	509	520	528	538

School Personnel Costs

Professional Salaries	$2,957,004
Supporting Services Salaries	$615,826
Employee Benefits	$921,182
Total Allocated Cost	**$4,494,012**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Beverly Farms Elementary School - #226

Principal: Dr. Beth L. Brown
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

8501 Postoak Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/beverlyfarmses/

Office Phone: (301) 469-1050
Fax Number: (301) 469-1058
Cluster Name: Winston Churchill
Receiving Schools: Hoover

2013–2014 Enrollment = 593

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.4**	**48.6**	**≤5.0**	**27.3**	**5.4**	**9.8**	**≤5.0**	**50.6**	**6.7**
ESOL	**5.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	82	13.8
Grade 1	94	15.9
Grade 2	94	15.9
Grade 3	116	19.6
Grade 4	109	18.4
Grade 5	98	16.5
Total	593	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.3	15.2	6.5

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Learning and Academic Disabilities (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0448	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.4	92.4	≥95.0	≥95.0	≥95.0	93.1
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	88.9	88.9
White	90.2	92.3	≥95.0	≥95.0	≥95.0	93.3
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	40.0	60.0	--	--	83.3	66.7

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Beverly Farms Elementary School - #226

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	0.0	5.3	86.8	2.6	92.1	7.9			
Supporting Services	19.0	19.0	14.3	47.6	0.0	71.4	28.6	119	96.6	3.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.7

Average Class Size Kindergarten = 20.5

Grades 1 to 3 = 23.3 Grades 4 to 5 = 25.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.3	39.5	55.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	3.873
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	21.000	**Instructional Support Total**	6.497
Staff Development	1.000		
ESOL	0.900	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music		Lunch Hour Aide	1.685
Instrumental Music	0.300	**Other Support Total**	3.685
Preschool			
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.200	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.900	**Food Services**	1.125
Other Professional Total	2.900		
Total Professional	37.100	**Total Supporting Services**	16.807

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	2013	5.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	25	4	0	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
689	689	588	582	569	573	569	572

School Personnel Costs

Professional Salaries	$2,922,321
Supporting Services Salaries	$610,553
Employee Benefits	$930,047
Total Allocated Cost	**$4,462,921**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Bradley Hills Elementary School - #410

Principal: Ms. Sandra S. Reece
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

8701 Hartsdale Avenue Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/bradleyhillses/

Office Phone: (301) 571-6966
Fax Number: (301) 571-6969
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2013–2014 Enrollment = 577

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.4**	**51.6**	**≤5.0**	**10.6**	**≤5.0**	**9.4**	**≤5.0**	**67.8**	**10.9**
ESOL	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**5.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	91	15.8
Grade 1	119	20.6
Grade 2	94	16.3
Grade 3	114	19.8
Grade 4	88	15.3
Grade 5	71	12.3
Total	577	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.9	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0712	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	93.8	≥95.0	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bradley Hills Elementary School - #410

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.3	8.3	5.6	77.8	0.0	83.3	16.7			
Supporting Services	18.2	9.1	18.2	45.5	0.0	90.9	9.1	109	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 17.1

Average Class Size Kindergarten = 23.0
Grades 1 to 3 = 23.4 Grades 4 to 5 = 22.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.3	52.8	38.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	0.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	18.900	**Instructional Support Total**	2.875
Staff Development	1.000		
ESOL	0.700	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	1.000	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	29.200	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	**Food Services**	0.750
Other Professional Total	2.700		
Total Professional	33.900	**Total Supporting Services**	10.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1951	1984	6.7	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	25	4	0	0	4	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
663	663	601	615	601	610	592	597

School Personnel Costs

Professional Salaries	$2,640,865
Supporting Services Salaries	$448,945
Employee Benefits	$790,179
Total Allocated Cost	**$3,879,989**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Broad Acres Elementary School - #304

Principal: Dr. Peter H. Bray
Associate Supt: Dr. Myra J. Smith
School Hours: 8:35 - 3:05
Feeder Schools:

710 Beacon Road Silver Spring, MD 20903
www.montgomeryschoolsmd.org/schools/broadacreses/

Office Phone: (301) 431-7616
Fax Number: (301) 431-7691
Cluster Name: Northeast Consortium
Receiving Schools: White Oak

2013–2014 Enrollment = 720

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.3**	**50.7**	**≤5.0**	**5.7**	**13.5**	**80.1**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**66.4**	31.4	35.0	≤5.0	≤5.0	6.1	57.1	≤5.0	≤5.0	≤5.0
FARMS	**94.3**	46.4	47.9	≤5.0	≤5.0	11.5	77.6	≤5.0	≤5.0	≤5.0
SPED	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	74	10.3
Full-Day K	115	16.0
Grade 1	116	16.1
Grade 2	140	19.4
Grade 3	85	11.8
Grade 4	96	13.3
Grade 5	94	13.1
Total	720	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.0	18.8	6.3

Other Participation

Students now or have in the past received FARMS[2] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 23.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model (Inclusion)
Linkages to Learning
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8713	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	45.2	66.7	85.1	82.8	84.6	84.6
Asian	--	--	--	--	--	--
Black or African American	30.8	61.5	81.8	81.8	84.6	76.9
Hispanic/Latino	46.5	67.6	85.5	82.6	83.6	85.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	43.2	65.9	84.5	82.1	83.3	83.3
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Broad Acres Elementary School - #304

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.2	12.7	8.5	73.2	1.4	85.9	14.1			
Supporting Services	15.4	38.5	15.4	26.9	0.0	84.6	15.4	225	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 16.1

Grades 1 to 3 = 17.8 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.0	53.5	39.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.500
Principal Intern		Special Education	3.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	31.900	**Instructional Support Total**	10.000
Staff Development	1.000		
ESOL	11.400	**Other Support**	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	0.750
Music	1.400	Lunch Hour Aide	1.562
Instrumental Music	0.300	**Other Support Total**	4.312
Preschool	2.500		
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	61.400	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	2.000
Other Professional Total	3.000		
Total Professional	66.400	**Total Supporting Services**	21.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1974	6.2	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	23	4	3	1	6	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
642	642	740	756	782	753	752	747

School Personnel Costs

Professional Salaries	$5,250,181
Supporting Services Salaries	$902,240
Employee Benefits	$1,605,007
Total Allocated Cost	**$7,757,428**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Brooke Grove Elementary School - #518

Principal: Mrs. Gail M. West
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

2700 Spartan Road Olney, MD 20832
www.montgomeryschoolsmd.org/schools/brookegrovees/

Office Phone: (301) 924-3154
Fax Number: (301) 924-3161
Cluster Name: Sherwood
Receiving Schools: Farquhar

2013–2014 Enrollment = 388

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.4**	**53.6**	**≤5.0**	**17.3**	**21.4**	**12.4**	**≤5.0**	**47.2**	**≤5.0**
ESOL	**9.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**25.5**	10.1	15.5	≤5.0	≤5.0	14.2	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**16.2**	5.4	10.8	≤5.0	≤5.0	5.7	≤5.0	≤5.0	5.4	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	18	4.6
Full-Day K	59	15.2
Grade 1	57	14.7
Grade 2	58	14.9
Grade 3	63	16.2
Grade 4	63	16.2
Grade 5	70	18.0
Total	388	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.1	11.1	31.7

Other Participation

Students now or have in the past received FARMS[2] = 29.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Elementary Learning Center
Prekindergarten
Renaissance Program
Character Education

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	0.9919	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.7	85.7	92.8	≥95.0	88.5	91.8
Asian	--	--	--	--	66.7	75.0
Black or African American	78.6	71.4	84.6	≥95.0	85.7	85.7
Hispanic/Latino	60.0	60.0	--	--	--	--
White	≥95.0	≥95.0	92.7	92.7	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	68.4	73.7	80.0	93.3	--	--
LEP	--	--	--	--	--	--
SPED	47.1	64.7	61.5	76.9	62.5	68.8

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Brooke Grove Elementary School - #518

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.6	5.3	0.0	92.1	0.0	94.7	5.3			
Supporting Services	0.0	4.8	19.0	76.2	0.0	85.7	14.3	96	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 26.5

Grades 1 to 3 = 21.4 Grades 4 to 5 = 24.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.3	21.1	73.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.375
Principal Intern		Special Education	4.809
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	14.900	**Instructional Support Total**	7.309
Staff Development	1.000		
ESOL	1.000	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.560
Instrumental Music	0.200	**Other Support Total**	3.560
Preschool	0.500		
Special Education:		**Building Services**	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.800	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	2.000	**Food Services**	1.062
Other Professional Total	3.000		
Total Professional	35.800	**Total Supporting Services**	15.931

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	11.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	19	4	1	0	2	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
544	544	372	366	360	359	358	355

School Personnel Costs

Professional Salaries	$3,215,423
Supporting Services Salaries	$674,586
Employee Benefits	$985,633
Total Allocated Cost	**$4,875,642**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Brookhaven Elementary School - #807

Principal: Mr. Shahid A. Muhammad
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools:

4610 Renn Street Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/brookhavenes/

Office Phone: (301) 460-2140
Fax Number: (301) 460-2460
Cluster Name: Downcounty Consortium
Receiving Schools: Argyle, Loiederman, Parkland

2013–2014 Enrollment = 457

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**43.5**	**56.5**	**≤5.0**	**6.3**	**32.2**	**48.1**	**≤5.0**	**9.6**	**≤5.0**
ESOL	**38.1**	15.5	22.5	≤5.0	≤5.0	9.0	25.4	≤5.0	≤5.0	≤5.0
FARMS	**66.7**	28.4	38.3	≤5.0	≤5.0	22.8	37.0	≤5.0	≤5.0	≤5.0
SPED	**24.3**	7.9	16.4	≤5.0	≤5.0	7.4	9.8	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	102	22.3
Full-Day K	65	14.2
Grade 1	65	14.2
Grade 2	72	15.8
Grade 3	52	11.4
Grade 4	47	10.3
Grade 5	54	11.8
Total	457	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.9	≤5.0	35.1

Other Participation

Students now or have in the past received FARMS[2] = 71.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Learning and Academic Disabilities (K–5)
Preschool Education Program (PEP)
Resource (K–5)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8802	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.1	77.8	76.5	76.5	88.5	94.2
Asian	--	--	--	--	--	--
Black or African American	76.2	81.0	69.2	69.2	86.7	≥95.0
Hispanic/Latino	66.7	70.8	71.4	71.4	89.7	93.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	76.3	76.3	71.4	68.6	86.8	92.1
LEP	--	--	--	--	--	--
SPED	--	--	30.8	30.8	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Brookhaven Elementary School - #807

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	17.9	8.9	71.4	1.8	85.7	14.3			
Supporting Services	11.1	11.1	25.9	51.9	0.0	85.2	14.8	119	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.7

Average Class Size Kindergarten = 16.3
Grades 1 to 3 = 17.2 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.5	42.9	44.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.500
Principal Intern		Special Education	6.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	21.900	**Instructional Support Total**	10.125
Staff Development	1.000		
ESOL	5.100	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.124
Instrumental Music	0.200	**Other Support Total**	3.124
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	0.500		
Spec Ed Related Services	2.900	**Food Services**	1.500
Other Professional Total	4.400		
Total Professional	52.000	**Total Supporting Services**	19.749

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1995	8.6	N	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	15	4	1	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
486	653	461	479	490	480	477	471

School Personnel Costs

Professional Salaries	$3,907,715
Supporting Services Salaries	$798,454
Employee Benefits	$1,216,263
Total Allocated Cost	**$5,922,432**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Brown Station Elementary School - #559

Principal: Dr. Carl L. Baskerville
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

851 Quince Orchard Boulevard Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/brownstationes/

Office Phone: (301) 840-7172
Fax Number: (301) 840-7175
Cluster Name: Quince Orchard
Receiving Schools: Lakelands Park

2013–2014 Enrollment = 533

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.7**	**50.3**	**≤5.0**	**7.9**	**33.8**	**42.2**	**≤5.0**	**10.1**	**5.8**
ESOL	**24.2**	10.9	13.3	≤5.0	≤5.0	≤5.0	17.8	≤5.0	≤5.0	≤5.0
FARMS	**69.4**	34.3	35.1	≤5.0	≤5.0	24.6	36.8	≤5.0	≤5.0	≤5.0
SPED	**14.4**	≤5.0	9.9	≤5.0	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	90	16.9
Full-Day K	74	13.9
Grade 1	79	14.8
Grade 2	65	12.2
Grade 3	79	14.8
Grade 4	73	13.7
Grade 5	73	13.7
Total	533	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.3	≤5.0	22.1

Other Participation

Students now or have in the past received FARMS[2] = 73.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 22.2%
Attendance Rate[2 3] = 94.9%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource (K–5)
Head Start
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9124	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	65.3	74.7	82.3	86.1	81.8	87.7
Asian	--	--	--	--	--	--
Black or African American	52.4	61.9	72.0	80.0	87.0	≥95.0
Hispanic/Latino	63.6	69.7	83.9	83.9	70.6	72.2
White	80.0	90.0	92.3	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	52.4	61.9	75.0	85.4	71.0	81.8
LEP	--	--	--	--	--	--
SPED	--	--	46.2	46.2	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Brown Station Elementary School - #559

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.7	18.9	1.9	73.6	0.0	88.7	11.3			
Supporting Services	8.3	33.3	29.2	29.2	0.0	75.0	25.0	124	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.7

Average Class Size Kindergarten = 18.5
Grades 1 to 3 = 18.6 Grades 4 to 5 = 24.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	52.8	34.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	9.459
Principal Intern		Special Education	3.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	23.400	**Instructional Support Total**	13.834
Staff Development	1.000		
ESOL	2.600	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.374
Instrumental Music	0.200	**Other Support Total**	3.374
Preschool	2.400		
Special Education:		**Building Services**	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	2.000		
Spec Ed Related Services	2.100	**Food Services**	1.500
Other Professional Total	5.100		
Total Professional	50.600	**Total Supporting Services**	22.708

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	9.0	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	14	4	2	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
446	658	552	561	560	581	587	596

School Personnel Costs

Professional Salaries	$3,695,946
Supporting Services Salaries	$835,797
Employee Benefits	$1,087,078
Total Allocated Cost	**$5,618,821**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Burning Tree Elementary School - #419

Principal: Dr. Judith F. Lewis
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:05 - 3:25
Feeder Schools:

7900 Beech Tree Road Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/burningtrees/

Office Phone: (301) 320-6510
Fax Number: (301) 320-6538
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2013–2014 Enrollment = 502

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.4**	**51.6**	**≤5.0**	**18.3**	**≤5.0**	**≤5.0**	**≤5.0**	**65.7**	**7.2**
ESOL	**8.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**14.5**	≤5.0	10.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.4	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	78	15.5
Grade 1	86	17.1
Grade 2	93	18.5
Grade 3	85	16.9
Grade 4	76	15.1
Grade 5	84	16.7
Total	502	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	35.6	8.2	56.2

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Learning Center
Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8516	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.9	87.3	89.0	90.2	89.5	94.7
Asian	90.9	90.9	--	--	93.8	93.8
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	91.5	93.6	94.7	94.7	93.2	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	41.7	41.7	33.3	33.3	30.8	61.5

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Burning Tree Elementary School - #419

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	4.9	0.0	92.7	0.0	97.6	2.4			
Supporting Services	13.0	8.7	17.4	60.9	0.0	87.0	13.0	122	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 23.0

Grades 1 to 3 = 25.1 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	41.5	48.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.812
Principal Intern		Special Education	5.810
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	17.000	**Instructional Support Total**	8.747
Staff Development	1.000		
ESOL	1.700	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.373
Instrumental Music	0.200	**Other Support Total**	3.373
Preschool			
Special Education:		**Building Services**	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	**Food Services**	1.000
Other Professional Total	3.800		
Total Professional	38.800	**Total Supporting Services**	17.120

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1958	1991	6.8	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	12	4	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
392	392	499	507	501	492	492	493

School Personnel Costs

Professional Salaries	$3,151,743
Supporting Services Salaries	$601,049
Employee Benefits	$976,971
Total Allocated Cost	**$4,729,763**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Burnt Mills Elementary School - #309

Principal: Ms. Lisa O. Thomas
Associate Supt: Dr. Myra J. Smith
School Hours: 9:20 - 3:25
Feeder Schools:

11211 Childs Street Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/burntmillses/

Office Phone: (301) 649-8192
Fax Number: (301) 649-8097
Cluster Name: Northeast Consortium
Receiving Schools: Key

2013–2014 Enrollment = 496

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.6**	**50.4**	**≤5.0**	**≤5.0**	**67.7**	**18.1**	**≤5.0**	**8.5**	**≤5.0**
ESOL	**22.6**	9.7	12.9	≤5.0	≤5.0	13.5	6.3	≤5.0	≤5.0	≤5.0
FARMS	**67.3**	32.9	34.5	≤5.0	≤5.0	50.0	13.3	≤5.0	≤5.0	≤5.0
SPED	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	34	6.9
Full-Day K	85	17.1
Grade 1	86	17.3
Grade 2	70	14.1
Grade 3	73	14.7
Grade 4	74	14.9
Grade 5	74	14.9
Total	496	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.3	9.7	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 71.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 23.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Elementary Home School Model (Inclusion)
Prekindergarten
Program of Assessment, Diagnosis, and Instruction (PADI)
Spanish Partial Immersion Program
Stop and Think

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9529	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.8	89.4	89.9	88.6	73.8	93.8
Asian	--	--	--	--	--	--
Black or African American	65.5	86.2	90.2	90.4	81.0	≥95.0
Hispanic/Latino	90.0	≥95.0	91.7	75.0	46.7	93.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	67.3	88.5	89.8	85.7	70.7	92.7
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Burnt Mills Elementary School - #309

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	38.6	15.9	40.9	2.3	88.6	11.4			
Supporting Services	0.0	38.9	50.0	11.1	0.0	72.2	27.8	122	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 21.5
Grades 1 to 3 = 20.8 Grades 4 to 5 = 21.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.1	38.6	52.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.500
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	22.900	**Instructional Support Total**	6.375
Staff Development	1.000		
ESOL	2.200	Other Support	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	0.125
Music	1.000	Lunch Hour Aide	1.625
Instrumental Music	0.300	**Other Support Total**	3.750
Preschool	1.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.400	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.625
Other Professional Total	2.600		
Total Professional	43.000	**Total Supporting Services**	15.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	1990	15.1	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	14	5	1	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
384	384	523	529	532	539	535	528

School Personnel Costs

Professional Salaries	$3,439,966
Supporting Services Salaries	$596,392
Employee Benefits	$1,019,053
Total Allocated Cost	**$5,055,411**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Burtonsville Elementary School - #302

Principal: Ms. Kimberly L. Kimber
Associate Supt: Dr. Myra J. Smith
School Hours: 9:05 - 3:30
Feeder Schools:

15516 Old Columbia Pike Burtonsville, MD 20866
www.montgomeryschoolsmd.org/schools/burtonsvillees/

Office Phone: (301) 989-5654
Fax Number: (301) 989-5707
Cluster Name: Northeast Consortium
Receiving Schools: Banneker

2013–2014 Enrollment = 649

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.3**	**48.7**	**≤5.0**	**16.2**	**61.2**	**12.3**	**≤5.0**	**5.5**	**≤5.0**
ESOL	**16.8**	7.1	9.7	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**52.1**	28.4	23.7	≤5.0	≤5.0	36.8	7.4	≤5.0	≤5.0	≤5.0
SPED	**5.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	102	15.7
Grade 1	99	15.3
Grade 2	117	18.0
Grade 3	101	15.6
Grade 4	120	18.5
Grade 5	110	16.9
Total	649	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 58.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9673	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	68.9	83.6	91.8	94.5	88.4	≥95.0
Asian	94.4	≥95.0	≥95.0	≥95.0	92.9	≥95.0
Black or African American	66.7	80.2	91.0	92.5	89.2	≥95.0
Hispanic/Latino	--	--	83.3	91.7	73.3	≥95.0
White	--	--	--	--	90.0	90.0
Two or More Races	--	--	--	--	--	--
FARMS	60.0	80.0	92.2	92.2	81.0	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Burtonsville Elementary School - #302

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.2	25.9	5.2	62.1	1.7	96.6	3.4			
Supporting Services	17.6	29.4	11.8	41.2	0.0	76.5	23.5	189	97.9	2.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.4

Average Class Size Kindergarten = 16.8

Grades 1 to 3 = 18.6 Grades 4 to 5 = 25.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.1	27.6	60.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.125
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	34.700	**Instructional Support Total**	5.250
Staff Development	1.000		
ESOL	3.400	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.800	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.749
Instrumental Music	0.300	**Other Support Total**	3.749
Preschool			
Special Education:		**Building Services**	
Classroom	1.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	50.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	**Food Services**	1.312
Other Professional Total	2.600		
Total Professional	55.300	**Total Supporting Services**	15.311

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1993	11.9	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	19	5	1	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
502	740	657	649	659	650	668	672

School Personnel Costs

Professional Salaries	$4,311,517
Supporting Services Salaries	$628,097
Employee Benefits	$1,218,041
Total Allocated Cost	**$6,157,655**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Candlewood Elementary School - #508

Principal: Dr. Linda B. Sheppard | Emory Grove Center, 18100 Washington Grove Lane Gaithersburg, MD 20879 | Office Phone: (301) 840-7167
Associate Supt: Dr. Myra J. Smith | Fax Number: (301) 840-7171
School Hours: 9:15 - 3:30 | www.montgomeryschoolsmd.org/schools/candlewoodes/ | Cluster Name: Col. Zadok Magruder
Feeder Schools: | Receiving Schools: Shady Grove

2013–2014 Enrollment = 338

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.3**	**49.7**	**≤5.0**	**19.8**	**10.9**	**19.2**	**≤5.0**	**43.5**	**5.9**
ESOL	**16.0**	6.8	9.2	≤5.0	6.5	≤5.0	7.4	≤5.0	≤5.0	≤5.0
FARMS	**19.5**	9.8	9.8	≤5.0	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	65	19.2
Grade 1	62	18.3
Grade 2	54	16.0
Grade 3	55	16.3
Grade 4	53	15.7
Grade 5	49	14.5
Total	338	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 23.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Resource

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9700	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.3	90.3	94.4	94.5	89.7	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	≥95.0	≥95.0	72.7	90.9
White	81.1	91.9	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	57.1	78.6	--	--	70.0	90.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Candlewood Elementary School - #508

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.3	6.7	0.0	80.0	0.0	93.3	6.7			
Supporting Services	10.0	0.0	20.0	70.0	0.0	90.0	10.0	93	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.9

Average Class Size Kindergarten = 22.0

Grades 1 to 3 = 18.9 Grades 4 to 5 = 25.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.3	43.3	43.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	13.700	**Instructional Support Total**	2.000
Staff Development	0.500		
ESOL	0.900	**Other Support**	
Reading/Literacy	1.700	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	22.400	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	**Food Services**	0.750
Other Professional Total	2.600		
Total Professional	26.000	**Total Supporting Services**	8.625

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	--	11.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	16	4	0	0	3	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
434	502	356	370	380	392	395	395

School Personnel Costs

Professional Salaries	$2,047,321
Supporting Services Salaries	$352,193
Employee Benefits	$623,396
Total Allocated Cost	**$3,022,910**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Cannon Road Elementary School - #310

Principal: Mr. Norman L. Coleman
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

901 Cannon Road, Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/cannonroades/

Office Phone: (301) 989-5662
Fax Number: (301) 989-5692
Cluster Name: Northeast Consortium
Receiving Schools: Key

2013–2014 Enrollment = 428

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**44.6**	**55.4**	**≤5.0**	**10.5**	**36.4**	**40.7**	**≤5.0**	**8.2**	**≤5.0**
ESOL	**15.9**	5.8	10.0	≤5.0	≤5.0	≤5.0	9.3	≤5.0	≤5.0	≤5.0
FARMS	**60.5**	27.8	32.7	≤5.0	≤5.0	23.8	29.4	≤5.0	≤5.0	≤5.0
SPED	**12.9**	≤5.0	9.3	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	10	2.3
Full-Day K	70	16.4
Grade 1	80	18.7
Grade 2	74	17.3
Grade 3	63	14.7
Grade 4	62	14.5
Grade 5	69	16.1
Total	428	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.1	9.1	21.8

Other Participation

Students now or have in the past received FARMS[2] = 66.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Augmentative Communication Program (K–2)
Augmentative Communication Program (K–5)
Language Disabilities (Prekindergarten)
Learning and Academic Disabilities (K–5)
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten Language Class

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9323	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.4	76.3	83.9	87.1	70.8	87.7
Asian	--	--	--	--	--	--
Black or African American	80.0	80.0	75.0	87.5	68.0	88.0
Hispanic/Latino	72.7	59.1	≥95.0	90.9	68.6	83.3
White	≥95.0	≥95.0	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	73.7	71.1	78.8	84.8	65.2	87.2
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cannon Road Elementary School - #310

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	7.0	11.6	72.1	4.7	95.3	4.7			
Supporting Services	4.8	33.3	14.3	47.6	0.0	76.2	23.8	115	96.5	3.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.1

Average Class Size Kindergarten = 16.8
Grades 1 to 3 = 19.5 Grades 4 to 5 = 21.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.6	27.9	53.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	6.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	19.900	**Instructional Support Total**	8.625
Staff Development	0.500		
ESOL	1.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	0.750
Instrumental Music	0.300	**Other Support Total**	2.750
Preschool			
Special Education:		Building Services	
Classroom	5.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.300	Food Services	1.375
Other Professional Total	4.300		
Total Professional	40.800	**Total Supporting Services**	17.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	2012	4.4	N	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	19	4	0	0	4	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
501	501	430	437	441	434	419	413

School Personnel Costs

Professional Salaries	$3,184,092
Supporting Services Salaries	$723,845
Employee Benefits	$1,039,830
Total Allocated Cost	**$4,947,767**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Carderock Springs Elementary School - #604

Principal: Mr. Rock A. Palmisano
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:05 - 3:20
Feeder Schools:

7401 Persimmon Tree Lane Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/carderockspringses/

Office Phone: (301) 469-1034
Fax Number: (301) 469-1115
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2013–2014 Enrollment = 424

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.5**	**54.5**	**≤5.0**	**13.4**	**≤5.0**	**8.3**	**≤5.0**	**71.2**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.5**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.9	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	56	13.2
Grade 1	73	17.2
Grade 2	68	16.0
Grade 3	68	16.0
Grade 4	83	19.6
Grade 5	76	17.9
Total	424	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	44.4	≤5.0	55.6

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Autism (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1132	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Carderock Springs Elementary School - #604

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	0.0	2.9	91.2	2.9	85.3	14.7			
Supporting Services	18.2	18.2	13.6	50.0	0.0	95.5	4.5	90	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.0

Average Class Size Kindergarten = 26.5
Grades 1 to 3 = 22.7 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.5	38.2	35.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	6.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	13.800	**Instructional Support Total**	8.000
Staff Development	1.000		
ESOL	0.200	Other Support	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	0.936
Instrumental Music	0.200	**Other Support Total**	2.936
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	25.900	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	0.500		
Spec Ed Related Services	0.800	Food Services	0.500
Other Professional Total	2.300		
Total Professional	29.200	**Total Supporting Services**	16.936

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	2010	9.0	N	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	15	4	0	0	2	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
407	407	409	395	395	393	385	390

School Personnel Costs

Professional Salaries	$2,101,553
Supporting Services Salaries	$591,556
Employee Benefits	$706,309
Total Allocated Cost	**$3,399,418**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Rachel Carson Elementary School - #159

Principal: Mr. Lawrence D. Chep
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

100 Tschiffely Square Road Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/rachelcarsones/

Office Phone: (301) 840-5333
Fax Number: (301) 840-5366
Cluster Name: Quince Orchard
Receiving Schools: Lakelands Park

2013–2014 Enrollment = 958

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.4**	**48.6**	**≤5.0**	**13.3**	**6.2**	**18.1**	**≤5.0**	**55.8**	**6.6**
ESOL	**12.3**	6.2	6.2	≤5.0	≤5.0	≤5.0	8.5	≤5.0	≤5.0	≤5.0
FARMS	**18.6**	8.1	10.4	≤5.0	≤5.0	≤5.0	11.7	≤5.0	≤5.0	≤5.0
SPED	**8.8**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	40	4.2
Full-Day K	164	17.1
Grade 1	190	19.8
Grade 2	149	15.6
Grade 3	135	14.1
Grade 4	144	15.0
Grade 5	136	14.2
Total	958	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.0	≤5.0	6.0

Other Participation

Students now or have in the past received FARMS[2] = 20.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model (Inclusion)
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Character Counts!

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	1.0031	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	94.4	94.4	≥95.0	≥95.0
Black or African American	--	--	91.7	91.7	--	--
Hispanic/Latino	87.5	81.3	≥95.0	93.8	83.3	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	≥95.0	90.0
FARMS	85.7	78.6	90.5	85.7	79.2	91.7
LEP	--	--	--	--	--	--
SPED	77.3	86.4	93.3	≥95.0	73.1	92.3

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rachel Carson Elementary School - #159

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	6.3	1.6	84.4	0.0	90.6	9.4			
Supporting Services	12.5	12.5	16.7	58.3	0.0	75.0	25.0	189	97.9	2.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.3

Average Class Size Kindergarten = 23.4

Grades 1 to 3 = 24.9 Grades 4 to 5 = 25.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.5	43.8	43.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.750
Principal Intern		Special Education	3.674
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.875
Classroom	30.600	**Instructional Support Total**	8.174
Staff Development	1.000		
ESOL	2.100	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.500
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	2.061
Instrumental Music	0.400	**Other Support Total**	4.561
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	52.000	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	**Food Services**	1.312
Other Professional Total	4.300		
Total Professional	58.300	**Total Supporting Services**	20.047

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	12.4	Y	Y	8

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	20	5	1	0	7	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
667	667	985	988	999	994	952	929

School Personnel Costs

Professional Salaries	$4,430,384
Supporting Services Salaries	$756,145
Employee Benefits	$1,349,191
Total Allocated Cost	**$6,535,720**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Cashell Elementary School - #511

Principal: Ms. Maureen Ahern
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

17101 Cashell Road Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/cashelles/

Office Phone: (301) 924-3130
Fax Number: (301) 924-3132
Cluster Name: Col. Zadok Magruder
Receiving Schools: Redland

2013–2014 Enrollment = 323

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.7**	**52.3**	**≤5.0**	**11.8**	**13.9**	**19.8**	**≤5.0**	**47.7**	**6.5**
ESOL	**10.8**	5.6	5.3	≤5.0	≤5.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0
FARMS	**20.4**	10.5	9.9	≤5.0	≤5.0	6.2	7.7	≤5.0	≤5.0	≤5.0
SPED	**11.5**	5.6	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	21	6.5
Full-Day K	56	17.3
Grade 1	56	17.3
Grade 2	53	16.4
Grade 3	55	17.0
Grade 4	36	11.1
Grade 5	46	14.2
Total	323	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	45.9	≤5.0	54.1

Other Participation

Students now or have in the past received FARMS[2] = 24.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Preschool Education Program (PEP) Comprehensive
Resource (K–5)
School/Community-Based (2–5)
School/Community-Based (K–1)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1041	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	94.6	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cashell Elementary School - #511

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	2.9	2.9	91.4	0.0	100.0	0.0			
Supporting Services	0.0	22.2	22.2	55.6	0.0	94.4	5.6	77	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.0

Average Class Size Kindergarten = 26.5

Grades 1 to 3 = 26.3 Grades 4 to 5 = 20.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.3	17.1	68.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.125
Principal Intern		Special Education	6.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	11.500	**Instructional Support Total**	8.125
Staff Development	1.000		
ESOL	1.100	**Other Support**	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.250
Instrumental Music	0.200	**Other Support Total**	2.250
Preschool	0.500		
Special Education:		**Building Services**	
Classroom	5.900	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	2.200	**Food Services**	0.750
Other Professional Total	3.700		
Total Professional	29.400	**Total Supporting Services**	15.125

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	2009	10.2	N	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	11	3	1	0	2	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
341	341	341	363	366	368	369	367

School Personnel Costs

Professional Salaries	$2,500,061
Supporting Services Salaries	$606,209
Employee Benefits	$831,175
Total Allocated Cost	**$3,937,445**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Cedar Grove Elementary School - #703

Principal: Mr. Lee F. Derby
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

24001 Ridge Road Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/cedargrovees/

Office Phone: (301) 253-7000
Fax Number: (301) 540-5736
Cluster Name: Clarksburg, Damascus
Receiving Schools: Rocky Hill

2013–2014 Enrollment = 730

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.4**	**51.6**	**≤5.0**	**39.5**	**11.6**	**9.6**	**≤5.0**	**33.6**	**5.3**
ESOL	**9.5**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.8**	6.0	7.8	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	153	21.0
Grade 1	130	17.8
Grade 2	125	17.1
Grade 3	119	16.3
Grade 4	115	15.8
Grade 5	88	12.1
Total	730	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.2	5.6	22.2

Other Participation

Students now or have in the past received FARMS[2] = 17.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Autism
Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0180	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.4	≥95.0	≥95.0	≥95.0	92.8	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	90.0	90.0	--	--	80.0	90.0
Hispanic/Latino	--	--	93.3	86.7	91.7	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	90.0	≥95.0	84.6	84.6	83.3	91.7
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cedar Grove Elementary School - #703

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.8	5.6	0.0	91.7	0.0	86.1	13.9			
Supporting Services	0.0	17.6	0.0	82.4	0.0	76.5	23.5	117	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 19.0

Average Class Size Kindergarten = 25.5
Grades 1 to 3 = 24.7 Grades 4 to 5 = 28.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	33.3	66.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	5.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	16.900	**Instructional Support Total**	7.625
Staff Development	0.500		
ESOL	1.100	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	0.500
Instrumental Music	0.200	**Other Support Total**	2.500
Preschool			
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.100	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	0.687
Other Professional Total	2.800		
Total Professional	33.900	**Total Supporting Services**	14.312

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1987	10.1	Y	N	7

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	14	5	0	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
422	422	863	918	969	1022	1065	1085

School Personnel Costs

Professional Salaries	$2,974,488
Supporting Services Salaries	$587,301
Employee Benefits	$948,065
Total Allocated Cost	**$4,509,854**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Chevy Chase Elementary School - #403

Principal: Mrs. Jody L. Smith
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools: Rosemary Hills

4015 Rosemary Street Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/chevychasees/

Office Phone: (301) 657-4994
Fax Number: (301) 657-4980
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2013–2014 Enrollment = 532

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.8**	**50.2**	**≤5.0**	**≤5.0**	**10.9**	**8.8**	**≤5.0**	**70.5**	**5.8**
ESOL	**6.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.9**	5.8	8.1	≤5.0	≤5.0	8.8	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.3**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	114	21.4
Grade 4	171	32.1
Grade 5	148	27.8
Grade 6	99	18.6
Total	532	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 14.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Center for the Highly Gifted (4–5)
International Baccalaureate Middle Years Programme

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	1.0117	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	92.4	≥95.0	≥95.0	≥95.0	93.9	≥95.0	89.6	93.4
Asian	--	--	--	--	--	--	--	--
Black or African American	77.8	88.9	--	--	58.3	≥95.0	73.7	84.2
Hispanic/Latino	66.7	75.0	87.5	93.8	83.3	91.7	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--	--	--
FARMS	66.7	81.0	81.8	81.8	64.7	94.1	68.4	73.7
LEP	--	--	--	--	--	--	--	--
SPED	--	--	66.7	91.7	--	--	50.0	70.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Chevy Chase Elementary School - #403

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	7.9	2.6	84.2	0.0	86.8	13.2			
Supporting Services	12.5	18.8	6.3	62.5	0.0	68.8	31.3	111	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.5

Average Class Size Kindergarten =

Grades 1 to 3 = 23.0 Grades 4 to 5 = 24.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	36.8	50.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	21.800	**Instructional Support Total**	3.750
Staff Development	1.000		
ESOL	0.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.750
Instrumental Music	0.600	**Other Support Total**	3.750
Preschool			
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	1.000
Other Professional Total	2.400		
Total Professional	33.900	**Total Supporting Services**	12.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1936	2000	3.8	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	19	4	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
450	450	544	560	536	417	407	402

School Personnel Costs

Professional Salaries	$2,546,592
Supporting Services Salaries	$518,623
Employee Benefits	$800,720
Total Allocated Cost	**$3,865,935**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Clarksburg Elementary School - #101

Principal: Mrs. Kwang J. Lee
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:00 - 3:25
Feeder Schools:

13530 Redgrave Place Clarksburg, MD 20871
www.montgomeryschoolsmd.org/schools/clarksburges/

Office Phone: (301) 353-8060
Fax Number: (301) 353-0878
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2013–2014 Enrollment = 279

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.0**	**52.0**	**≤5.0**	**40.1**	**13.3**	**15.1**	**≤5.0**	**25.4**	**5.4**
ESOL	**14.3**	6.1	8.2	≤5.0	9.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**17.9**	8.2	9.7	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0
SPED	**10.8**	≤5.0	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	54	19.4
Grade 1	51	18.3
Grade 2	48	17.2
Grade 3	42	15.1
Grade 4	49	17.6
Grade 5	35	12.5
Total	279	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.3	≤5.0	6.7

Other Participation

Students now or have in the past received FARMS[2] = 23.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Learning and Academic Disabilities
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8854	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.1	83.3	91.4	94.3	85.7	91.8
Asian	94.4	94.4	≥95.0	≥95.0	94.1	88.2
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	71.4	85.7	--	--	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	50.0	66.7	--	--	69.2	84.6
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Clarksburg Elementary School - #101

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.7	0.0	3.7	92.6	0.0	88.9	11.1			
Supporting Services	26.7	6.7	6.7	60.0	0.0	86.7	13.3	66	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 18.0
Grades 1 to 3 = 23.0 Grades 4 to 5 = 21.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.7	14.8	81.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	1.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	9.500	**Instructional Support Total**	3.500
Staff Development	0.500		
ESOL	1.700	**Other Support**	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.500	Parent/Community Coord	
Music	0.500	Lunch Hour Aide	0.811
Instrumental Music	0.200	**Other Support Total**	2.811
Preschool			
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.000	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	**Food Services**	1.000
Other Professional Total	2.600		
Total Professional	22.600	**Total Supporting Services**	10.811

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1993	10.0	Y	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
19	10	4	0	0	2	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
313	313	326	354	390	431	453	489

School Personnel Costs

Professional Salaries	$2,054,598
Supporting Services Salaries	$464,603
Employee Benefits	$675,566
Total Allocated Cost	**$3,194,767**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Clearspring Elementary School - #706

Principal: Mrs. Holly A. Steel
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

9930 Moyer Road Damascus, MD 20872
www.montgomeryschoolsmd.org/schools/clearspringes/

Office Phone: (301) 253-7004
Fax Number: (301) 972-9027
Cluster Name: Damascus
Receiving Schools: Baker

2013–2014 Enrollment = 603

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.1**	**50.9**	**≤5.0**	**13.9**	**12.8**	**19.9**	**≤5.0**	**46.1**	**7.3**
ESOL	**9.1**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0
FARMS	**24.0**	11.8	12.3	≤5.0	≤5.0	7.8	10.4	≤5.0	≤5.0	≤5.0
SPED	**12.3**	≤5.0	8.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	20	3.3
Full-Day K	58	9.6
Grade 1	75	12.4
Grade 2	76	12.6
Grade 3	68	11.3
Grade 4	157	26.0
Grade 5	149	24.7
Total	603	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	44.6	≤5.0	52.7

Other Participation

Students now or have in the past received FARMS[2] = 27.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Elementary Learning Center
Center for the Highly Gifted (4–5)
Head Start
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9568	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.3	86.1	≥95.0	94.0	93.0	94.3
Asian	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	93.8	87.5	--	--
Hispanic/Latino	71.4	71.4	85.7	76.2	85.0	90.0
White	86.0	90.7	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	≥95.0	90.0	--	--
FARMS	62.5	68.8	85.0	65.0	66.7	80.0
LEP	--	--	--	--	--	--
SPED	--	--	75.0	66.7	50.0	56.3

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Clearspring Elementary School - #706

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	0.0	1.9	86.8	1.9	90.6	9.4			
Supporting Services	4.3	8.7	8.7	73.9	4.3	87.0	13.0	150	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.0

Average Class Size Kindergarten = 18.0

Grades 1 to 3 = 21.7 Grades 4 to 5 = 24.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.7	35.8	58.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.225
Principal Intern		Special Education	4.037
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	1.250
Kindergarten	3.000	Instructional Data Assistant	0.750
Classroom	23.200	**Instructional Support Total**	8.262
Staff Development	1.000		
ESOL	1.000	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.874
Instrumental Music	0.400	**Other Support Total**	3.874
Preschool	0.600		
Special Education:		**Building Services**	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.000	**Food Services**	1.125
Other Professional Total	4.000		
Total Professional	45.200	**Total Supporting Services**	17.761

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	22	3	1	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
642	642	605	596	601	596	588	592

School Personnel Costs

Professional Salaries	$3,758,425
Supporting Services Salaries	$710,960
Employee Benefits	$1,180,951
Total Allocated Cost	**$5,650,336**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Clopper Mill Elementary School - #100

Principal: Dr. Ocheze Joseph
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

18501 Cinnamon Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/cloppermilles/

Office Phone: (301) 353-8065
Fax Number: (301) 353-8068
Cluster Name: Northwest
Receiving Schools: Clemente

2013–2014 Enrollment = 451

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.1**	**51.9**	**≤5.0**	**5.3**	**39.0**	**44.3**	**≤5.0**	**7.3**	**≤5.0**
ESOL	**25.7**	10.9	14.9	≤5.0	≤5.0	≤5.0	22.0	≤5.0	≤5.0	≤5.0
FARMS	**67.8**	33.0	34.8	≤5.0	≤5.0	26.8	33.9	≤5.0	≤5.0	≤5.0
SPED	**14.0**	≤5.0	10.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	58	12.9
Full-Day K	86	19.1
Grade 1	68	15.1
Grade 2	66	14.6
Grade 3	50	11.1
Grade 4	65	14.4
Grade 5	58	12.9
Total	451	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.8	≤5.0	28.6

Other Participation

Students now or have in the past received FARMS[2] = 77.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 23.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Autism
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9831	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	63.2	79.4	72.2	72.2	67.3	81.8
Asian	--	--	--	--	--	--
Black or African American	69.2	84.6	63.0	63.0	35.3	58.8
Hispanic/Latino	58.8	73.5	78.9	78.9	75.0	87.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	59.6	75.0	66.7	66.7	59.0	74.4
LEP	--	--	--	--	--	--
SPED	40.0	70.0	--	--	50.0	58.3

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Clopper Mill Elementary School - #100

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.1	20.4	8.2	65.3	2.0	85.7	14.3			
Supporting Services	14.3	32.1	10.7	42.9	0.0	89.3	10.7	137	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.7

Average Class Size Kindergarten = 16.6
Grades 1 to 3 = 17.7 Grades 4 to 5 = 23.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.6	38.8	32.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.750
Principal Intern		Special Education	8.062
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	23.500	**Instructional Support Total**	12.937
Staff Development	1.000		
ESOL	2.900	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	0.625
Instrumental Music	0.200	**Other Support Total**	2.625
Preschool	2.000		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	1.000	Food Services	1.875
Other Professional Total	2.500		
Total Professional	48.500	**Total Supporting Services**	21.437

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1986	--	9.0	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	14	5	2	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
422	422	481	495	526	538	548	543

School Personnel Costs

Professional Salaries	$3,533,388
Supporting Services Salaries	$802,675
Employee Benefits	$1,094,292
Total Allocated Cost	**$5,430,355**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Cloverly Elementary School - #308

Principal: Ms. Melissa A. Brunson
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

800 Briggs Chaney Road Silver Spring, MD 20905
www.montgomeryschoolsmd.org/schools/cloverlyes/

Office Phone: (301) 989-5770
Fax Number: (301) 879-1035
Cluster Name: Northeast Consortium
Receiving Schools: Briggs Chaney, Farquhar

2013–2014 Enrollment = 459

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.8**	**54.2**	**≤5.0**	**17.4**	**19.0**	**18.5**	**≤5.0**	**37.3**	**7.4**
ESOL	**11.1**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0
FARMS	**18.3**	7.4	10.9	≤5.0	≤5.0	6.1	6.3	≤5.0	≤5.0	≤5.0
SPED	**18.7**	≤5.0	14.2	≤5.0	≤5.0	8.1	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	42	9.2
Full-Day K	77	16.8
Grade 1	70	15.3
Grade 2	66	14.4
Grade 3	74	16.1
Grade 4	68	14.8
Grade 5	62	13.5
Total	459	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	47.7	≤5.0	52.3

Other Participation

Students now or have in the past received FARMS[2] = 23.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Autism
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
4/5 Math Compact

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9841	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.4	89.7	≥95.0	≥95.0	93.8	≥95.0
Asian	82.4	88.2	--	--	--	--
Black or African American	--	--	90.9	90.9	90.0	≥95.0
Hispanic/Latino	83.3	83.3	--	--	--	--
White	78.3	87.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	60.0	60.0	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cloverly Elementary School - #308

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	7.0	0.0	90.7	2.3	81.4	18.6			
Supporting Services	11.5	15.4	7.7	61.5	0.0	92.3	7.7	118	96.6	3.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 24.3
Grades 1 to 3 = 22.3 Grades 4 to 5 = 21.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.0	34.9	51.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	9.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	15.000	**Instructional Support Total**	11.750
Staff Development	1.000		
ESOL	1.100	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.000
Instrumental Music	0.300	**Other Support Total**	3.000
Preschool			
Special Education:		Building Services	
Classroom	8.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.800	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	2.400	Food Services	0.687
Other Professional Total	3.400		
Total Professional	38.200	**Total Supporting Services**	19.437

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1989	10.0	N	N	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	14	4	0	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
454	454	482	481	472	473	466	453

School Personnel Costs

Professional Salaries	$2,984,231
Supporting Services Salaries	$768,480
Employee Benefits	$1,021,432
Total Allocated Cost	**$4,774,143**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Cold Spring Elementary School - #238

Principal: Mr. Martin J. Barnett
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

9201 Falls Chapel Way Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/coldspringes/

Office Phone: (301) 279-8480
Fax Number: (301) 279-3226
Cluster Name: Thomas S. Wootton
Receiving Schools: Cabin John

2013–2014 Enrollment = 344

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.6**	**54.4**	**≤5.0**	**38.4**	**≤5.0**	**7.0**	**≤5.0**	**43.3**	**7.3**
ESOL	**5.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	35	10.2
Grade 1	31	9.0
Grade 2	39	11.3
Grade 3	51	14.8
Grade 4	93	27.0
Grade 5	95	27.6
Total	344	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	91.7	≤5.0	8.3

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Center for the Highly Gifted (4–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.2861	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cold Spring Elementary School - #238

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	3.6	96.4	0.0	85.7	14.3			
Supporting Services	0.0	9.1	0.0	90.9	0.0	81.8	18.2	83	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.3

Average Class Size Kindergarten = 17.5
Grades 1 to 3 = 20.2 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.1	39.3	53.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.625
Classroom	15.800	**Instructional Support Total**	2.000
Staff Development	0.500		
ESOL	0.400	Other Support	
Reading/Literacy	1.300	Administrative Secretary	2.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	0.999
Instrumental Music	0.300	**Other Support Total**	3.999
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	22.900	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	0.688
Other Professional Total	1.900		
Total Professional	25.800	**Total Supporting Services**	9.687

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1972	--	12.4	N	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	18	4	0	0	2	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
458	458	336	336	326	330	340	335

School Personnel Costs

Professional Salaries	$2,193,138
Supporting Services Salaries	$456,983
Employee Benefits	$666,859
Total Allocated Cost	**$3,316,980**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

College Gardens Elementary School - #229

Principal: Mrs. Stacey F. Rogovoy
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:00 - 3:30
Feeder Schools:

1700 Yale Place Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/collegegardenses/

Office Phone: (301) 279-8470
Fax Number: (301) 279-8473
Cluster Name: Richard Montgomery
Receiving Schools: Julius West

2013–2014 Enrollment = 852

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.1**	**49.9**	**≤5.0**	**23.1**	**16.7**	**14.4**	**≤5.0**	**37.9**	**7.9**
ESOL	**12.4**	6.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**15.1**	6.9	8.2	≤5.0	≤5.0	5.6	5.3	≤5.0	≤5.0	≤5.0
SPED	**6.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	17	2.0
Full-Day K	143	16.8
Grade 1	154	18.1
Grade 2	150	17.6
Grade 3	130	15.3
Grade 4	136	16.0
Grade 5	122	14.3
Total	852	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.8	≤5.0	21.2

Other Participation

Students now or have in the past received FARMS[2] = 18.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Autism
Resource (K–5)
Head Start
International Baccalaureate Primary Years Programme
Partial Chinese Immersion

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9355	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.3	≥95.0	≥95.0	≥95.0	87.8	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	53.8	84.6	85.0	90.5	67.6	91.2
Hispanic/Latino	78.6	71.4	≥95.0	≥95.0	83.3	88.9
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	93.3	93.3	--	--
FARMS	46.7	66.7	88.2	88.2	59.3	85.2
LEP	--	--	--	--	--	--
SPED	--	--	--	--	61.5	84.6

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

College Gardens Elementary School - #229

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	16.9	8.5	6.8	67.8	0.0	93.2	6.8			
Supporting Services	4.3	39.1	8.7	47.8	0.0	78.3	21.7	186	95.7	4.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.3

Average Class Size Kindergarten = 23.7
Grades 1 to 3 = 25.4 Grades 4 to 5 = 25.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.4	52.5	22.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	2.725
Principal Intern		Special Education	3.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.875
Classroom	31.100	**Instructional Support Total**	7.975
Staff Development	1.000		
ESOL	2.300	Other Support	
Reading/Literacy	3.200	Administrative Secretary	1.000
Physical Education		Secretary	1.500
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	2.125
Instrumental Music	0.400	**Other Support Total**	4.625
Preschool	0.600		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.800	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.125
Other Professional Total	2.800		
Total Professional	54.600	**Total Supporting Services**	19.725

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	2008	7.9	N	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	24	4	1	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
694	694	865	862	867	852	838	825

School Personnel Costs

Professional Salaries	$3,579,966
Supporting Services Salaries	$719,283
Employee Benefits	$1,111,028
Total Allocated Cost	**$5,410,277**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Community Montessori Charter School - #322

Coordinator: Mrs. Karen E. Caroscio
Associate Supt: Dr. LaVerne G. Kimball
3015 Upton Drive Kensington, MD 20895
Office Phone: (301) 929-2505
Fax Number: (301) 949-4741
www.crossway-community.org/

2013–2014 Enrollment = 99

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.5**	**49.5**	**≤5.0**	**6.1**	**30.3**	**16.2**	**≤5.0**	**37.4**	**9.1**	Pre-K	66	66.7
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	33	33.3
FARMS	**27.3**	16.2	11.1	≤5.0	≤5.0	17.2	6.1	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Grade 6	0	0.0
											Total	99	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	--	--	--

Other Participation

Students now or have in the past received FARMS[2] = 28.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = N/A
Attendance Rate[2 3] = 92.0%
Suspension Rate[2 3 4] = N/A

School Programs

Combining Montessori educational practice, Crossway Community's acclaimed model of intergenerational development, and public school access, Crossway Community Montessori School offers a unique option for Montgomery County families.

Community Montessori Charter School's mission is consistent with that of Crossway Community, to: "promote community, creativity, and learning for all families." Further, we aim to cultivate curious, compassionate, self-directed, socially responsible citizens who work collaboratively, respectfully, and peacefully as interdependent learners in a diverse intergenerational community. Through the unique combination of empirically validated Montessori principles, comprehensive wraparound services, and open access, Crossway Community Montessori School further aims to provide Montgomery County with a academically excellent and financially accountable public school choice.

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
The Community Montessori Charter School opened in the 2012–2013 school year and is currently serving prekindergarten and kindergarten students only, therefore there is no school progress to be shown.				

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	The Community Montessori Charter School opened in the 2012–2013 school year and is currently serving prekindergarten and kindergarten students only; therefore the school has no MSA scores.							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Community Montessori Charter School - #322

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional										
Supporting Services										

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

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

Staff Positions	
Professional	**Supporting Services**
Administrative	Instructional Support
Principal	Paraeducators
Assistant Principal	Regular
Principal Trainee	Special Education
Administrative Total	Teacher Assistant
Teachers	Media Assistant
Prekindergarten	Instructional Data Assistant
Classroom	**Instructional Support Total**
Staff Development	
ESOL	Other Support
Reading/Literacy	Administrative Secretary
Physical Education	Secretary
Art	Parent/Community Coord
Music	Lunch Hour Aide
Instrumental Music	**Other Support Total**
Preschool	
Special Education:	
Classroom	Building Services
Resource Program	Manager
Teachers Total	Leader
	Worker
Other Professional	Plant Equipment Operator
Counselor	**Building Services Total**
Media Specialist	
Spec Ed Related Services	
Other Professional Total	Food Services
Total Professional	**Total Supporting Services**

Facilities Data and Core Facility Teaching Stations
The Community Montessori Charter School is not an MCPS facility and MCPS is not responsible for the capital investments in this facility.

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020

School Personnel Costs
Professional Salaries
Supporting Services Salaries
Employee Benefits
Total Allocated Cost

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Cresthaven Elementary School - #808

Principal: Ms. Sherri A. Gorden
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools: Nix

1234 Cresthaven Drive Silver Spring, MD 20903
www.montgomeryschoolsmd.org/schools/cresthavenes/

Office Phone: (301) 431-7622
Fax Number: (301) 431-7660
Cluster Name: Northeast Consortium
Receiving Schools: Key

2013–2014 Enrollment = 487

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**44.6**	**55.4**	**≤5.0**	**10.9**	**36.6**	**46.4**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**24.8**	9.9	15.0	≤5.0	≤5.0	≤5.0	17.7	≤5.0	≤5.0	≤5.0
FARMS	**73.1**	30.6	42.5	≤5.0	7.2	26.3	38.4	≤5.0	≤5.0	≤5.0
SPED	**15.2**	≤5.0	10.3	≤5.0	≤5.0	5.7	7.8	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	150	30.8
Grade 4	179	36.8
Grade 5	158	32.4
Total	487	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	54.1	9.5	36.5

Other Participation

Students now or have in the past received FARMS[2] = 82.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.8%
Attendance Rate[2 3] = 94.8%
Suspension Rate[2 3 4] = 5.6%

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Elementary Home School Model (3–5)
Elementary Learning Center
Elementary Learning Center (4–5)
Elementary Learning Center (K–3)
Elementary Learning Center (3–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.7607	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	65.7	71.1	77.0	75.7	63.6	80.5
Asian	77.8	72.2	85.0	75.0	81.3	81.3
Black or African American	66.2	69.1	66.7	63.3	69.2	82.7
Hispanic/Latino	55.9	69.1	82.6	83.8	54.5	76.6
White	≥95.0	≥95.0	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	60.5	65.8	76.4	73.6	56.9	76.1
LEP	--	--	--	--	--	--
SPED	--	--	30.0	36.7	≤5.0	50.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cresthaven Elementary School - #808

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	25.6	0.0	72.1	0.0	90.7	9.3			
Supporting Services	10.0	30.0	30.0	30.0	0.0	85.0	15.0	114	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.8

Average Class Size Kindergarten =
Grades 1 to 3 = 22.8 Grades 4 to 5 = 24.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.0	51.2	34.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	3.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	23.000	**Instructional Support Total**	5.875
Staff Development	1.000		
ESOL	1.600	**Other Support**	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.000
Instrumental Music	0.400	**Other Support Total**	3.000
Preschool			
Special Education:		**Building Services**	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.100	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	**Food Services**	1.437
Other Professional Total	3.500		
Total Professional	38.600	**Total Supporting Services**	14.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1962	2010	9.8	N	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	19	4	0	0	0	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
480	480	527	507	526	498	497	487

School Personnel Costs

Professional Salaries	$2,893,560
Supporting Services Salaries	$569,054
Employee Benefits	$921,512
Total Allocated Cost	**$4,384,126**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Capt. James E. Daly Elementary School - #111

Principal: Mrs. Nora G. Dietz
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:20 - 3:20
Feeder Schools:

20301 Brandermill Drive Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/dalyes/

Office Phone: (301) 353-0939
Fax Number: (301) 353-0872
Cluster Name: Clarksburg
Receiving Schools: Neelsville

2013–2014 Enrollment = 600

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.7**	**50.3**	**≤5.0**	**6.3**	**37.7**	**41.8**	**≤5.0**	**10.3**	**≤5.0**
ESOL	**36.5**	17.5	19.0	≤5.0	≤5.0	5.8	27.2	≤5.0	≤5.0	≤5.0
FARMS	**71.2**	36.0	35.2	≤5.0	≤5.0	26.5	37.0	≤5.0	≤5.0	≤5.0
SPED	**10.8**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	37	6.2
Full-Day K	93	15.5
Grade 1	108	18.0
Grade 2	108	18.0
Grade 3	81	13.5
Grade 4	84	14.0
Grade 5	89	14.8
Total	600	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 74.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 16.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Learning and Academic Disabilities (K–5)
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.7483	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	56.3	69.0	64.7	70.6	62.3	76.6
Asian	--	--	--	--	--	--
Black or African American	54.8	77.4	64.9	67.6	52.9	58.8
Hispanic/Latino	51.4	57.1	58.1	67.7	60.5	81.6
White	66.7	83.3	--	--	75.0	66.7
Two or More Races	--	--	--	--	--	--
FARMS	50.0	68.5	53.3	65.0	58.0	78.0
LEP	--	--	--	--	--	--
SPED	--	--	31.3	37.5	7.7	53.8

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Capt. James E. Daly Elementary School - #111

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.7	5.2	10.3	82.8	0.0	91.4	8.6			
Supporting Services	8.7	13.0	26.1	52.2	0.0	73.9	26.1	173	97.7	2.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten = 15.5

Grades 1 to 3 = 18.8 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.9	41.4	32.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.123
Principal Intern		Special Education	1.874
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	29.000	**Instructional Support Total**	7.747
Staff Development	1.000		
ESOL	4.000	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.750
Instrumental Music	0.200	**Other Support Total**	3.750
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.800	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.750
Other Professional Total	3.000		
Total Professional	53.800	**Total Supporting Services**	18.247

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1989	--	10.0	Y	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	18	5	1	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
505	505	615	631	652	648	638	642

School Personnel Costs

Professional Salaries	$3,892,615
Supporting Services Salaries	$735,287
Employee Benefits	$1,212,821
Total Allocated Cost	**$5,840,723**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Damascus Elementary School - #702

Principal: Mr. Sean P. McGee
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

10201 Bethesda Church Road Damascus, MD 20872
www.montgomeryschoolsmd.org/schools/damascuses/

Office Phone: (301) 253-7080
Fax Number: (301) 253-8717
Cluster Name: Damascus
Receiving Schools: Baker

2013–2014 Enrollment = 314

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.5**	**47.5**	**≤5.0**	**≤5.0**	**6.1**	**22.3**	**≤5.0**	**63.1**	**≤5.0**
ESOL	**12.4**	6.7	5.7	≤5.0	≤5.0	≤5.0	10.5	≤5.0	≤5.0	≤5.0
FARMS	**24.5**	10.2	14.3	≤5.0	≤5.0	≤5.0	13.1	≤5.0	7.6	≤5.0
SPED	**15.9**	5.1	10.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.6	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	51	16.2
Grade 1	44	14.0
Grade 2	63	20.1
Grade 3	52	16.6
Grade 4	52	16.6
Grade 5	52	16.6
Total	314	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.0	16.0	20.0

Other Participation

Students now or have in the past received FARMS[2] = 31.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model (K–2)
Elementary Home School Model (3–5)
Resource (K–5)
School/Community-Based (2–5)
School/Community-Based (K–1)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9534	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.2	89.4	94.1	≥95.0	86.5	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	60.0	70.0	--	--	75.0	≥95.0
White	94.1	94.1	≥95.0	≥95.0	92.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	76.9	84.6	81.8	90.9	94.4	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Damascus Elementary School - #702

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	0.0	10.0	83.3	0.0	83.3	16.7			
Supporting Services	10.5	0.0	10.5	78.9	0.0	89.5	10.5	78	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.5

Average Class Size Kindergarten = 23.0
Grades 1 to 3 = 21.7 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	30.0	70.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	5.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	12.600	**Instructional Support Total**	7.125
Staff Development	0.500		
ESOL	1.200	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	1.500
Instrumental Music	0.200	**Other Support Total**	3.500
Preschool			
Special Education:		**Building Services**	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.100	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	**Food Services**	0.687
Other Professional Total	2.600		
Total Professional	27.700	**Total Supporting Services**	14.312

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1934	1980	9.4	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	11	4	0	0	2	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
328	328	297	298	299	281	281	275

School Personnel Costs

Professional Salaries	$2,377,157
Supporting Services Salaries	$591,017
Employee Benefits	$777,288
Total Allocated Cost	**$3,745,462**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Darnestown Elementary School - #351

Principal: Mrs. Laura S. Colgary
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

15030 Turkey Foot Road Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/darnestownes/

Office Phone: (301) 840-7157
Fax Number: (301) 548-7527
Cluster Name: Northwest
Receiving Schools: Lakelands Park

2013–2014 Enrollment = 313

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**43.8**	**56.2**	**≤5.0**	**11.2**	**≤5.0**	**6.7**	**≤5.0**	**74.4**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**6.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.8	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	41	13.1
Grade 1	48	15.3
Grade 2	48	15.3
Grade 3	51	16.3
Grade 4	69	22.0
Grade 5	56	17.9
Total	313	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.9	≤5.0	21.1

Other Participation

Students now or have in the past received FARMS[2] = 6.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model (Inclusion)
Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0842	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.6	≥95.0	94.6	94.6	≥95.0	≥95.0
Asian	90.9	≥95.0	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	86.0	93.0	93.2	93.2	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Darnestown Elementary School - #351

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	100.0	0.0	93.1	6.9			
Supporting Services	0.0	15.4	7.7	76.9	0.0	76.9	23.1	73	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.7

Average Class Size Kindergarten = 20.5
Grades 1 to 3 = 24.7 Grades 4 to 5 = 25.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.9	34.5	58.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.749
Principal Intern		Special Education	0.999
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	13.600	**Instructional Support Total**	2.748
Staff Development	0.700		
ESOL	0.200	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.150
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.874
Instrumental Music	0.200	**Other Support Total**	3.024
Preschool			
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	21.000	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	0.800	**Building Services Total**	2.500
Media Specialist	0.500		
Spec Ed Related Services	0.400	Food Services	0.687
Other Professional Total	1.700		
Total Professional	23.700	**Total Supporting Services**	8.959

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1980	7.2	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	18	4	0	0	2	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
471	471	311	301	310	322	333	350

School Personnel Costs

Professional Salaries	$1,949,260
Supporting Services Salaries	$374,453
Employee Benefits	$602,290
Total Allocated Cost	**$2,926,003**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Diamond Elementary School - #570

Principal: Mrs. Carol A. Lange | 4 Marquis Drive Gaithersburg, MD 20878 | Office Phone: (301) 840-7177
Associate Supt: Dr. LaVerne G. Kimball | Fax Number: (301) 840-4506
School Hours: 9:15 - 3:30 | www.montgomeryschoolsmd.org/schools/diamondes/ | Cluster Name: Northwest, Q.Orchard
Feeder Schools: | Receiving Schools: Lakelands Park, Ridgeview

2013–2014 Enrollment = 648

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.9**	**51.1**	**≤5.0**	**39.7**	**9.6**	**11.1**	**≤5.0**	**34.6**	**≤5.0**
ESOL	**17.4**	8.8	8.6	≤5.0	12.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**11.7**	6.5	5.2	≤5.0	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0
SPED	**9.9**	≤5.0	8.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.9	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	129	19.9
Grade 1	116	17.9
Grade 2	96	14.8
Grade 3	111	17.1
Grade 4	97	15.0
Grade 5	99	15.3
Total	648	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.9	26.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 14.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Asperger's Program
Elementary Home School Model (Inclusion)
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9794	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.8	≥95.0	≥95.0	94.4	≥95.0	≥95.0
Asian	92.5	≥95.0	94.3	94.3	≥95.0	≥95.0
Black or African American	58.3	75.0	≥95.0	72.7	--	--
Hispanic/Latino	70.0	≥95.0	≥95.0	92.3	--	--
White	92.3	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	53.3	73.3	≥95.0	93.3	90.0	90.0
LEP	--	--	--	--	--	--
SPED	57.1	85.7	≥95.0	91.7	94.4	94.4

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Diamond Elementary School - #570

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.9	7.8	3.9	80.4	2.0	90.2	9.8			
Supporting Services	25.0	12.5	8.3	50.0	4.2	79.2	20.8	160	97.5	2.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = 25.8

Grades 1 to 3 = 24.2 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.7	45.1	39.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	9.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	21.200	**Instructional Support Total**	12.000
Staff Development	1.000		
ESOL	2.000	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.875
Instrumental Music	0.300	**Other Support Total**	3.875
Preschool			
Special Education:		**Building Services**	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	**Food Services**	1.062
Other Professional Total	2.900		
Total Professional	47.000	**Total Supporting Services**	20.937

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1975	--	10.0	Y	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	14	4	0	0	5	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
463	647	677	684	678	686	676	652

School Personnel Costs

Professional Salaries	$3,542,956
Supporting Services Salaries	$834,232
Employee Benefits	$1,146,873
Total Allocated Cost	**$5,524,061**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Dr. Charles R. Drew Elementary School - #747

Principal: Mrs. Wanda L. Means Harris
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

1200 Swingingdale Drive Silver Spring, MD 20905
www.montgomeryschoolsmd.org/schools/drewes/

Office Phone: (301) 989-6030
Fax Number: (301) 879-1033
Cluster Name: Northeast Consortium
Receiving Schools: Key

2013–2014 Enrollment = 444

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.3**	**50.7**	**≤5.0**	**16.2**	**41.9**	**23.9**	**≤5.0**	**11.9**	**6.1**
ESOL	**18.2**	8.1	10.1	≤5.0	≤5.0	≤5.0	10.6	≤5.0	≤5.0	≤5.0
FARMS	**48.2**	23.2	25.0	≤5.0	≤5.0	25.0	16.4	≤5.0	≤5.0	≤5.0
SPED	**13.5**	≤5.0	9.2	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	44	9.9
Full-Day K	56	12.6
Grade 1	52	11.7
Grade 2	44	9.9
Grade 3	49	11.0
Grade 4	92	20.7
Grade 5	107	24.1
Total	444	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.7	≤5.0	30.0

Other Participation

Students now or have in the past received FARMS[2] = 56.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Learning and Academic Disabilities (K–5)
Resource (K–5)
School/Community-Based
Arts Integration Model School
Center for the Highly Gifted (4–5)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9449	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	58.5	75.6	89.0	94.0	88.0	94.0
Asian	--	--	≥95.0	≥95.0	≥95.0	94.7
Black or African American	57.9	78.9	77.1	88.6	78.4	89.2
Hispanic/Latino	60.0	70.0	88.2	94.1	81.0	≥95.0
White	--	--	94.7	94.7	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	41.7	58.3	76.5	88.2	71.1	86.8
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Dr. Charles R. Drew Elementary School - #747

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.2	13.0	2.2	78.3	4.3	89.1	10.9			
Supporting Services	8.0	20.0	24.0	48.0	0.0	84.0	16.0	126	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.5

Average Class Size Kindergarten = 18.0
Grades 1 to 3 = 17.3 Grades 4 to 5 = 24.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.0	41.3	45.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
Principal Intern		Special Education	8.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	19.200	**Instructional Support Total**	12.500
Staff Development	0.500		
ESOL	2.000	**Other Support**	
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	1.187
Instrumental Music	0.200	**Other Support Total**	3.187
Preschool	1.500		
Special Education:		**Building Services**	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	**Food Services**	0.750
Other Professional Total	3.200		
Total Professional	42.600	**Total Supporting Services**	20.937

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1991	--	12.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	14	4	2	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
441	441	465	471	472	479	474	469

School Personnel Costs

Professional Salaries	$3,287,989
Supporting Services Salaries	$830,464
Employee Benefits	$1,091,559
Total Allocated Cost	**$5,210,012**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

DuFief Elementary School - #241

Principal: Mr. Brent Mascott
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

15001 DuFief Drive Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/dufiefes/index.shtml

Office Phone: (301) 279-4980
Fax Number: (301) 279-4983
Cluster Name: Thomas S. Wootton
Receiving Schools: Frost

2013–2014 Enrollment = 330

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.4**	**50.6**	**≤5.0**	**31.5**	**7.3**	**9.4**	**≤5.0**	**45.8**	**6.1**
ESOL	**11.2**	≤5.0	7.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**10.9**	5.2	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**20.6**	6.7	13.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.6	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	7	2.1
Full-Day K	47	14.2
Grade 1	42	12.7
Grade 2	58	17.6
Grade 3	63	19.1
Grade 4	50	15.2
Grade 5	63	19.1
Total	330	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	20.6	10.3	69.1

Other Participation

Students now or have in the past received FARMS[2] = 12.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Learning Center (4–5)
Elementary Learning Center (K–3)
Resource
Prekindergarten Speech and Language

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8147	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.0	78.6	87.3	90.5	86.1	89.0
Asian	86.7	73.3	94.7	94.7	89.5	≥95.0
Black or African American	30.0	60.0	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	87.5	91.7	90.9	≥95.0	92.5	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	7.7	15.4	20.0	50.0	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

DuFief Elementary School - #241

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.8	0.0	0.0	97.2	0.0	97.2	2.8			
Supporting Services	31.8	4.5	4.5	59.1	0.0	86.4	13.6	100	92.0	8.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.9

Average Class Size Kindergarten = 20.0
Grades 1 to 3 = 20.0 Grades 4 to 5 = 19.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.6	33.3	61.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	9.061
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.750
Classroom	12.800	**Instructional Support Total**	11.311
Staff Development	0.800		
ESOL	1.100	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	0.875
Instrumental Music	0.400	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	6.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.500	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.700		
Spec Ed Related Services	3.000	**Food Services**	0.750
Other Professional Total	4.700		
Total Professional	32.200	**Total Supporting Services**	18.436

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1975	--	10.0	Y	Y	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	14	4	0	0	2	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
428	428	326	328	317	311	317	312

School Personnel Costs

Professional Salaries	$2,773,385
Supporting Services Salaries	$702,707
Employee Benefits	$905,361
Total Allocated Cost	**$4,381,453**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

East Silver Spring Elementary School - #756

Principal: Dr. Adrienne L. Morrow
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:00 - 3:30
Feeder Schools:

631 Silver Spring Avenue Silver Spring, MD 20910
www.montgomeryschoolsmd.org/schools/eastsilverspringes/

Office Phone: (301) 650-6420
Fax Number: (301) 650-6424
Cluster Name: Downcounty Consortium
Receiving Schools: Takoma Park MS

2013–2014 Enrollment = 512

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.5**	**53.5**	**≤5.0**	**≤5.0**	**53.3**	**23.0**	**≤5.0**	**16.8**	**≤5.0**
ESOL	**34.0**	14.8	19.1	≤5.0	≤5.0	18.6	12.7	≤5.0	≤5.0	≤5.0
FARMS	**61.5**	28.7	32.8	≤5.0	≤5.0	39.1	18.9	≤5.0	≤5.0	≤5.0
SPED	**16.6**	≤5.0	12.7	≤5.0	≤5.0	6.1	7.4	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	80	15.6
Full-Day K	86	16.8
Grade 1	75	14.6
Grade 2	68	13.3
Grade 3	80	15.6
Grade 4	55	10.7
Grade 5	68	13.3
Total	512	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.0	≤5.0	18.8

Other Participation

Students now or have in the past received FARMS[2] = 66.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 16.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model (Inclusion)
Learning and Academic Disabilities (K–5)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
Head Start
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	0.9889	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.0	85.2	81.0	79.4	80.0	86.0
Asian	--	--	--	--	--	--
Black or African American	90.9	86.4	80.0	82.9	77.4	87.1
Hispanic/Latino	54.5	54.5	78.6	71.4	81.8	90.9
White	≥95.0	≥95.0	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	76.0	84.0	82.1	79.5	80.0	88.0
LEP	--	--	--	--	--	--
SPED	--	--	30.0	40.0	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

East Silver Spring Elementary School - #756

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	28.8	1.9	61.5	1.9	92.3	7.7			
Supporting Services	0.0	60.0	16.0	20.0	4.0	84.0	16.0	125	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 17.4 Grades 4 to 5 = 24.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.2	36.5	42.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.725
Principal Intern		Special Education	5.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	21.800	**Instructional Support Total**	10.225
Staff Development	1.000		
ESOL	2.700	Other Support	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.125
Instrumental Music	0.200	**Other Support Total**	3.125
Preschool	1.600		
Special Education:		Building Services	
Classroom	5.400	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.250
Other Professional Total	3.300		
Total Professional	47.000	**Total Supporting Services**	19.600

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1929	1975	8.4	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	19	4	2	0	4	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
572	572	539	568	574	585	589	577

School Personnel Costs

Professional Salaries	$3,392,023
Supporting Services Salaries	$773,964
Employee Benefits	$1,093,185
Total Allocated Cost	**$5,259,172**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Fairland Elementary School - #303

Principal: Mrs. Tillie C. Garfinkel
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

14315 Fairdale Road Silver Spring, MD 20905
www.montgomeryschoolsmd.org/schools/fairlandes/

Office Phone: (301) 989-5658
Fax Number: (301) 989-5769
Cluster Name: Northeast Consortium
Receiving Schools: Banneker, Briggs Chaney

2013–2014 Enrollment = 621

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.2**	**49.8**	**≤5.0**	**9.3**	**58.8**	**20.0**	**≤5.0**	**9.2**	**≤5.0**
ESOL	**18.0**	8.9	9.2	≤5.0	≤5.0	≤5.0	10.0	≤5.0	≤5.0	≤5.0
FARMS	**57.8**	28.7	29.1	≤5.0	≤5.0	36.9	15.1	≤5.0	≤5.0	≤5.0
SPED	**8.1**	≤5.0	6.4	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	35	5.6
Full-Day K	108	17.4
Grade 1	83	13.4
Grade 2	92	14.8
Grade 3	101	16.3
Grade 4	95	15.3
Grade 5	107	17.2
Total	621	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.0	≤5.0	34.0

Other Participation

Students now or have in the past received FARMS[2] = 64.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Emotional Disabilities
Resource (K–5)
Head Start
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9936	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.8	83.9	88.6	83.8	83.7	94.2
Asian	≥95.0	91.7	--	--	81.8	81.8
Black or African American	74.0	78.0	85.0	83.3	78.6	94.6
Hispanic/Latino	84.2	84.2	88.9	72.2	91.7	≥95.0
White	≥95.0	≥95.0	92.3	84.6	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	71.4	77.6	82.1	78.6	76.3	89.8
LEP	--	--	--	--	--	--
SPED	69.2	76.9	66.7	50.0	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Fairland Elementary School - #303

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	22.6	5.7	71.7	0.0	90.6	9.4			
Supporting Services	12.0	28.0	4.0	56.0	0.0	76.0	24.0	162	97.5	2.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.4

Average Class Size Kindergarten = 18.3

Grades 1 to 3 = 19.4 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.4	22.6	67.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.075
Principal Intern		Special Education	3.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	25.200	**Instructional Support Total**	9.700
Staff Development	1.000		
ESOL	3.100	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.375
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool	1.700		
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.100	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.700	**Food Services**	1.250
Other Professional Total	2.700		
Total Professional	47.800	**Total Supporting Services**	19.825

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1992	--	11.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
38	25	4	2	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
650	650	599	589	572	563	559	538

School Personnel Costs

Professional Salaries	$3,929,435
Supporting Services Salaries	$758,034
Employee Benefits	$1,220,202
Total Allocated Cost	**$5,907,671**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Fallsmead Elementary School - #233

Principal: Mrs. Roni S. Silverstein
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

1800 Greenplace Terrace Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/fallsmeades/

Office Phone: (301) 279-4984
Fax Number: (301) 279-3040
Cluster Name: Thomas S. Wootton
Receiving Schools: Frost MS

2013–2014 Enrollment = 568

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.6**	**51.4**	**≤5.0**	**31.2**	**8.3**	**7.7**	**≤5.0**	**47.7**	**≤5.0**
ESOL	**10.2**	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**8.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.2**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	1	0.2
Full-Day K	81	14.3
Grade 1	102	18.0
Grade 2	84	14.8
Grade 3	90	15.8
Grade 4	108	19.0
Grade 5	102	18.0
Total	568	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.5	14.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 11.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Learning and Academic Disabilities (K–5)
Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9333	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.0	92.0	≥95.0	≥95.0	90.1	88.9
Asian	≥95.0	88.9	≥95.0	≥95.0	91.3	91.3
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	82.4	70.6
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	90.0	90.0	61.5	61.5
LEP	--	--	--	--	--	--
SPED	40.0	40.0	--	--	54.5	63.6

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Fallsmead Elementary School - #233

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.0	2.5	2.5	85.0	0.0	92.5	7.5			
Supporting Services	27.3	22.7	4.5	45.5	0.0	86.4	13.6	114	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size Kindergarten = 20.5
Grades 1 to 3 = 23.0 Grades 4 to 5 = 26.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.5	52.5	35.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.875
Principal Intern		Special Education	3.623
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	18.900	**Instructional Support Total**	6.623
Staff Development	1.000		
ESOL	1.200	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.375
Instrumental Music	0.200	**Other Support Total**	3.375
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.062
Other Professional Total	2.900		
Total Professional	37.600	**Total Supporting Services**	15.560

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	9.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	21	3	0	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
597	597	554	534	528	526	509	513

School Personnel Costs

Professional Salaries	$2,774,149
Supporting Services Salaries	$581,618
Employee Benefits	$886,428
Total Allocated Cost	**$4,242,195**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Farmland Elementary School - #219

Principal: Mrs. Mary E. Bliss
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:10 - 3:30
Feeder Schools:

7000 Old Gate Road Rockville, MD 20852
www.montgomeryschoolsmd.org/schools/farmlandes/

Office Phone: (301) 230-5919
Fax Number: (301) 230-5424
Cluster Name: Walter Johnson
Receiving Schools: Tilden

2013–2014 Enrollment = 652

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.4**	**50.6**	**≤5.0**	**33.9**	**≤5.0**	**9.8**	**≤5.0**	**47.2**	**≤5.0**
ESOL	**25.6**	12.3	13.3	≤5.0	12.0	≤5.0	≤5.0	≤5.0	10.4	≤5.0
FARMS	**7.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.4**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	114	17.5
Grade 1	136	20.9
Grade 2	99	15.2
Grade 3	107	16.4
Grade 4	102	15.6
Grade 5	94	14.4
Total	652	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.0	≤5.0	40.0

Other Participation

Students now or have in the past received FARMS[2] = 11.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 18.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Learning for Independence (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0928	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	92.1	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	91.7	≥95.0	--	--	--	--
White	94.4	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	≥95.0	--	--	90.0	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Farmland Elementary School - #219

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	3.8	96.2	0.0	92.3	7.7			
Supporting Services	33.3	9.5	19.0	38.1	0.0	81.0	19.0	170	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 21.4
Grades 1 to 3 = 26.3 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.4	42.3	42.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.625
Principal Intern		Special Education	6.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	24.400	**Instructional Support Total**	9.000
Staff Development	1.000		
ESOL	4.100	Other Support	
Reading/Literacy	2.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.250
Instrumental Music	0.300	**Other Support Total**	3.250
Preschool			
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.100	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.125
Other Professional Total	3.000		
Total Professional	50.100	**Total Supporting Services**	19.375

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1963	2011	4.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	26	4	0	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
728	728	665	670	676	690	672	671

School Personnel Costs

Professional Salaries	$3,780,660
Supporting Services Salaries	$715,121
Employee Benefits	$1,123,106
Total Allocated Cost	**$5,618,887**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Fields Road Elementary School - #566

Principal: Mrs. Kathryn S. Rupp
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

One School Drive Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/fieldsroades/

Office Phone: (301) 840-7131
Fax Number: (301) 548-7523
Cluster Name: Quince Orchard
Receiving Schools: Ridgeview

2013–2014 Enrollment = 489

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.9**	**50.1**	**≤5.0**	**18.0**	**17.0**	**27.2**	**≤5.0**	**32.5**	**≤5.0**
ESOL	**18.6**	6.7	11.9	≤5.0	≤5.0	≤5.0	13.1	≤5.0	≤5.0	≤5.0
FARMS	**36.6**	17.8	18.8	≤5.0	≤5.0	10.2	17.2	≤5.0	≤5.0	≤5.0
SPED	**8.8**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	29	5.9
Full-Day K	93	19.0
Grade 1	86	17.6
Grade 2	72	14.7
Grade 3	73	14.9
Grade 4	64	13.1
Grade 5	72	14.7
Total	489	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.8	≤5.0	41.9

Other Participation

Students now or have in the past received FARMS[2] = 42.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Autism (K–1)
Elementary Home School Model
Prekindergarten Autism
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9936	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	67.7	78.5	82.2	87.7	90.9	≥95.0
Asian	78.6	≥95.0	93.3	80.0	85.7	92.9
Black or African American	37.5	56.3	54.5	81.8	83.3	≥95.0
Hispanic/Latino	56.3	62.5	66.7	80.0	91.3	≥95.0
White	91.7	≥95.0	≥95.0	≥95.0	≥95.0	92.9
Two or More Races	--	--	--	--	--	--
FARMS	53.1	62.5	62.5	70.8	88.9	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Fields Road Elementary School - #566

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.3	7.3	2.4	82.9	0.0	87.8	12.2			
Supporting Services	7.4	11.1	11.1	66.7	3.7	85.2	14.8	104	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 21.3
Grades 1 to 3 = 23.2 Grades 4 to 5 = 22.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	53.7	34.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.875
Principal Intern		Special Education	10.942
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	16.800	**Instructional Support Total**	13.942
Staff Development	1.000		
ESOL	1.900	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.309
Instrumental Music	0.200	**Other Support Total**	3.309
Preschool	0.500		
Special Education:		Building Services	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	1.000
Other Professional Total	3.100		
Total Professional	39.200	**Total Supporting Services**	22.251

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1973	--	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	16	5	1	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
491	491	506	522	529	538	531	527

School Personnel Costs

Professional Salaries	$2,951,673
Supporting Services Salaries	$873,580
Employee Benefits	$1,011,789
Total Allocated Cost	**$4,837,042**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Flower Hill Elementary School - #549

Principal: Mr. Lamar Whitmore
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

18425 Flower Hill Way Gaithersburg, MD 20879
www.montgomeryschoolsmd.org/schools/flowerhilles/

Office Phone: (301) 840-7161
Fax Number: (301) 840-7165
Cluster Name: Col. Zadok Magruder
Receiving Schools: Shady Grove

2013–2014 Enrollment = 497

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.9**	**50.1**	**≤5.0**	**13.9**	**27.2**	**44.9**	**≤5.0**	**9.1**	**≤5.0**
ESOL	**33.2**	16.1	17.1	≤5.0	≤5.0	≤5.0	26.2	≤5.0	≤5.0	≤5.0
FARMS	**64.0**	33.8	30.2	≤5.0	5.2	17.9	36.8	≤5.0	≤5.0	≤5.0
SPED	**11.9**	≤5.0	8.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	38	7.6
Full-Day K	67	13.5
Grade 1	79	15.9
Grade 2	70	14.1
Grade 3	90	18.1
Grade 4	75	15.1
Grade 5	78	15.7
Total	497	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.2	10.2	18.6

Other Participation

Students now or have in the past received FARMS[2] = 70.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.2%
Attendance Rate[2 3] = 94.6%
Suspension Rate[2 3 4] = 4.3%

School Programs

Focused Academic Support—Federal Title I Funds
Emotional Disabilities
Resource
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8962	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	59.5	68.0	83.5	79.7	74.6	82.1
Asian	76.9	61.5	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	55.0	65.0	69.6	65.2	63.6	72.7
Hispanic/Latino	50.0	63.6	82.9	77.1	66.7	76.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	53.1	61.2	80.8	76.9	69.6	80.4
LEP	--	--	--	--	--	--
SPED	50.0	58.3	30.0	40.0	45.5	63.6

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Flower Hill Elementary School - #549

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	9.8	12.2	73.2	0.0	97.6	2.4			
Supporting Services	9.1	18.2	9.1	59.1	4.5	90.9	9.1	127	96.9	3.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 18.8 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.6	41.5	43.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.250
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	20.000	**Instructional Support Total**	10.375
Staff Development	1.000		
ESOL	3.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.375
Instrumental Music	0.300	**Other Support Total**	4.375
Preschool	1.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	35.700	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.625
Other Professional Total	2.900		
Total Professional	40.600	**Total Supporting Services**	20.875

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1985	--	10.0	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	16	6	1	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
446	446	470	465	442	442	434	435

School Personnel Costs

Professional Salaries	$3,124,758
Supporting Services Salaries	$814,190
Employee Benefits	$981,582
Total Allocated Cost	**$4,920,530**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Flower Valley Elementary School - #506

Principal: Mrs. Gay E. Melnick
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

4615 Sunflower Drive Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/flowervalleyes/

Office Phone: (301) 924-3135
Fax Number: (301) 924-6789
Cluster Name: Rockville
Receiving Schools: Wood

2013–2014 Enrollment = 482

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.9**	**52.1**	**≤5.0**	**11.2**	**12.7**	**18.5**	**≤5.0**	**53.7**	**≤5.0**
ESOL	**8.5**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0
FARMS	**18.7**	8.7	10.0	≤5.0	≤5.0	≤5.0	9.3	≤5.0	≤5.0	≤5.0
SPED	**14.3**	≤5.0	10.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.3	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	80	16.6
Grade 1	79	16.4
Grade 2	69	14.3
Grade 3	85	17.6
Grade 4	78	16.2
Grade 5	91	18.9
Total	482	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	58.0	8.7	33.3

Other Participation

Students now or have in the past received FARMS[2] = 22.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Deaf & Hard/Hearing Program (Cued Speech)
Emotional Disabilities
Resource

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9331	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.3	85.5	87.9	92.3	91.9	89.2
Asian	90.9	≥95.0	--	--	90.0	80.0
Black or African American	--	--	69.2	69.2	83.3	75.0
Hispanic/Latino	36.4	45.5	81.3	93.8	78.6	85.7
White	87.2	89.4	92.2	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	60.0	66.7	76.5	88.2	81.3	87.5
LEP	--	--	--	--	--	--
SPED	--	--	70.0	85.0	75.0	50.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Flower Valley Elementary School - #506

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.3	14.6	0.0	78.0	0.0	87.8	12.2			
Supporting Services	10.5	15.8	21.1	52.6	0.0	84.2	15.8	110	96.4	3.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.2

Average Class Size Kindergarten = 25.3
Grades 1 to 3 = 22.5 Grades 4 to 5 = 22.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	36.6	53.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	5.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	17.000	**Instructional Support Total**	7.875
Staff Development	1.000		
ESOL	1.000	**Other Support**	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	0.750
Instrumental Music	0.200	**Other Support Total**	2.750
Preschool			
Special Education:		**Building Services**	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.300	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	2.000	**Food Services**	1.000
Other Professional Total	4.000		
Total Professional	38.300	**Total Supporting Services**	15.125

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	1996	9.3	Y	N	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	15	3	0	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
445	445	461	467	464	482	485	483

School Personnel Costs

Professional Salaries	$3,098,282
Supporting Services Salaries	$630,376
Employee Benefits	$981,271
Total Allocated Cost	**$4,709,929**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Forest Knolls Elementary School - #803

Principal: Mr. Donald D. Masline
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:40 - 3:05
Feeder Schools:

10830 Eastwood Avenue Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/forestknollses/

Office Phone: (301) 649-8060
Fax Number: (301) 649-8196
Cluster Name: Downcounty Consortium
Receiving Schools: Silver Spring Internat'l

2013–2014 Enrollment = 708

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.6**	**49.4**	**≤5.0**	**7.2**	**13.6**	**43.2**	**≤5.0**	**31.2**	**≤5.0**
ESOL	**28.5**	15.4	13.1	≤5.0	≤5.0	≤5.0	23.7	≤5.0	≤5.0	≤5.0
FARMS	**43.2**	22.2	21.0	≤5.0	≤5.0	5.6	31.8	≤5.0	≤5.0	≤5.0
SPED	**8.5**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	41	5.8
Full-Day K	128	18.1
Grade 1	108	15.3
Grade 2	111	15.7
Grade 3	120	16.9
Grade 4	94	13.3
Grade 5	106	15.0
Total	708	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	91.7	≤5.0	6.7

Other Participation

Students now or have in the past received FARMS[2] = 47.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model (Inclusion)
Physical Disabilities
Communication Arts Program
Prekindergarten
Pre-K Physical Disabilities Program

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9693	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.2	93.1	93.3	≥95.0	86.3	≥95.0
Asian	--	--	--	--	--	--
Black or African American	76.5	88.2	85.7	90.5	83.3	≥95.0
Hispanic/Latino	57.9	86.8	≥95.0	≥95.0	77.5	≥95.0
White	88.9	≥95.0	≥95.0	93.5	93.3	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	51.4	86.5	88.9	93.3	66.7	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Forest Knolls Elementary School - #803

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	9.1	9.1	72.7	3.0	84.8	15.2			
Supporting Services	7.4	14.8	29.6	44.4	0.0	81.5	18.5	192	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.2

Average Class Size Kindergarten = 18.4

Grades 1 to 3 = 17.9 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.5	53.0	42.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.250
Principal Intern		Special Education	6.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	30.000	**Instructional Support Total**	10.875
Staff Development	1.000		
ESOL	5.000	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	55.300	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	2.800	**Food Services**	1.250
Other Professional Total	4.800		
Total Professional	62.100	**Total Supporting Services**	22.125

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1993	7.8	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	22	4	0	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
548	548	732	748	741	741	745	724

School Personnel Costs

Professional Salaries	$4,855,796
Supporting Services Salaries	$835,259
Employee Benefits	$1,476,014
Total Allocated Cost	**$7,167,069**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Fox Chapel Elementary School - #106

Principal: Ms. Diana L. Zabetakis
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

19315 Archdale Road Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/foxchapeles/

Office Phone: (301) 353-8055
Fax Number: (301) 353-0873
Cluster Name: Clarksburg
Receiving Schools: Neelsville

2013–2014 Enrollment = 633

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.8**	**53.2**	**≤5.0**	**19.0**	**24.3**	**41.5**	**≤5.0**	**10.1**	**≤5.0**
ESOL	**31.6**	13.4	18.2	≤5.0	≤5.0	≤5.0	25.0	≤5.0	≤5.0	≤5.0
FARMS	**52.6**	23.5	29.1	≤5.0	≤5.0	15.5	31.6	≤5.0	≤5.0	≤5.0
SPED	**5.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	39	6.2
Full-Day K	85	13.4
Grade 1	94	14.8
Grade 2	76	12.0
Grade 3	76	12.0
Grade 4	127	20.1
Grade 5	136	21.5
Total	633	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	89.2	≤5.0	10.8

Other Participation

Students now or have in the past received FARMS[2] = 58.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Resource
Center for the Highly Gifted (4–5)
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9644	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.3	82.1	94.5	≥95.0	87.9	89.5
Asian	92.3	92.3	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	74.1	81.5	83.3	87.5	74.1	77.8
Hispanic/Latino	75.0	75.7	90.9	93.9	82.9	82.9
White	--	--	≥95.0	≥95.0	94.7	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	71.4	78.0	85.7	88.1	75.5	79.2
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Fox Chapel Elementary School - #106

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.9	3.9	3.9	88.2	0.0	96.1	3.9			
Supporting Services	31.6	15.8	15.8	36.8	0.0	73.7	26.3	170	97.6	2.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.7

Average Class Size Kindergarten = 17.2

Grades 1 to 3 = 19.3 Grades 4 to 5 = 26.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.9	43.1	52.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.874
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	25.000	**Instructional Support Total**	5.874
Staff Development	1.000		
ESOL	4.500	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.311
Instrumental Music	0.400	**Other Support Total**	3.311
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	**Food Services**	1.312
Other Professional Total	2.800		
Total Professional	47.500	**Total Supporting Services**	14.997

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	10.3	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	26	4	1	0	5	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
659	659	644	642	645	651	636	628

School Personnel Costs

Professional Salaries	$3,881,256
Supporting Services Salaries	$588,522
Employee Benefits	$1,170,881
Total Allocated Cost	**$5,640,659**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Gaithersburg Elementary School - #553

Principal: Mrs. Stephanie D. Brant
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

35 North Summit Avenue Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/gaithersburges/

Office Phone: (301) 840-7136
Fax Number: (301) 548-7524
Cluster Name: Gaithersburg
Receiving Schools: Gaithersburg MS

2013–2014 Enrollment = 756

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.0**	**53.0**	**≤5.0**	**≤5.0**	**13.6**	**73.9**	**≤5.0**	**6.1**	**≤5.0**
ESOL	**47.9**	22.2	25.7	≤5.0	≤5.0	≤5.0	45.2	≤5.0	≤5.0	≤5.0
FARMS	**83.1**	40.1	43.0	≤5.0	≤5.0	10.7	67.7	≤5.0	≤5.0	≤5.0
SPED	**9.9**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	43	5.7
Full-Day K	142	18.8
Grade 1	154	20.4
Grade 2	120	15.9
Grade 3	96	12.7
Grade 4	113	14.9
Grade 5	88	11.6
Total	756	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.3	≤5.0	25.3

Other Participation

Students now or have in the past received FARMS[2] = 85.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 21.4%
Attendance Rate[2 3] = 94.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Autism
Elementary Home School Model
Linkages to Learning
Prekindergarten
School Based Health Center
Bohrer Parent Resource Center

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8126	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	49.6	70.8	78.8	74.1	60.8	73.0
Asian	--	--	--	--	--	--
Black or African American	50.0	68.8	83.3	77.8	75.0	75.0
Hispanic/Latino	42.0	66.7	73.6	66.0	51.9	67.3
White	83.3	91.7	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	41.7	64.3	73.9	69.6	54.2	69.5
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Gaithersburg Elementary School - #553

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.8	8.7	2.9	81.2	1.4	91.3	8.7			
Supporting Services	3.4	20.7	27.6	48.3	0.0	79.3	20.7	217	96.3	3.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.6

Average Class Size Kindergarten = 17.5

Grades 1 to 3 = 18.2 Grades 4 to 5 = 22.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.7	40.6	37.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.375
Principal Intern		Special Education	7.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	9.000	Instructional Data Assistant	0.750
Classroom	30.800	**Instructional Support Total**	12.250
Staff Development	1.000		
ESOL	6.400	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.625
Instrumental Music	0.300	**Other Support Total**	3.625
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	57.500	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	**Food Services**	2.063
Other Professional Total	3.200		
Total Professional	62.700	**Total Supporting Services**	23.438

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1947	--	9.2	Y	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
44	26	4	1	0	9	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
732	732	780	787	808	803	767	746

School Personnel Costs

Professional Salaries	$4,557,085
Supporting Services Salaries	$876,742
Employee Benefits	$1,458,506
Total Allocated Cost	**$6,892,333**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Galway Elementary School - #313

Principal: Mrs. Dorothea A. Fuller, Acting
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:25
Feeder Schools:

12612 Galway Drive Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/galwayes/

Office Phone: (301) 595-2930
Fax Number: (301) 902-1230
Cluster Name: Northeast Consortium
Receiving Schools: Briggs Chaney

2013–2014 Enrollment = 831

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.3**	**53.7**	**≤5.0**	**12.5**	**57.9**	**22.3**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**25.5**	10.3	15.2	≤5.0	5.3	9.9	9.6	≤5.0	≤5.0	≤5.0
FARMS	**58.8**	25.6	33.2	≤5.0	≤5.0	36.3	15.0	≤5.0	≤5.0	≤5.0
SPED	**9.1**	≤5.0	7.5	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	37	4.5
Full-Day K	143	17.2
Grade 1	129	15.5
Grade 2	124	14.9
Grade 3	129	15.5
Grade 4	133	16.0
Grade 5	136	16.4
Total	831	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.7	≤5.0	27.6

Other Participation

Students now or have in the past received FARMS[2] = 67.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 16.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Elementary Learning Center (K–3)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Elementary Learning Center (K–2)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9930	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	70.8	67.2	85.1	84.3	80.3	88.9
Asian	87.5	87.5	≥95.0	93.3	≥95.0	≥95.0
Black or African American	67.1	64.7	77.3	82.7	81.1	89.2
Hispanic/Latino	67.9	57.1	90.9	81.8	57.1	76.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	66.3	63.9	76.3	80.3	79.2	90.3
LEP	--	--	--	--	--	--
SPED	25.0	43.8	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Galway Elementary School - #313

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.3	16.9	2.8	63.4	5.6	88.7	11.3			
Supporting Services	3.4	37.9	17.2	41.4	0.0	86.2	13.8	209	94.3	5.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.8

Average Class Size Kindergarten = 18.3

Grades 1 to 3 = 19.2 Grades 4 to 5 = 27.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.7	38.0	42.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.873
Principal Intern		Special Education	5.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	1.000
Classroom	37.100	**Instructional Support Total**	14.248
Staff Development	1.000		
ESOL	4.500	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	
Art	1.700	Parent/Community Coord	
Music	1.700	Lunch Hour Aide	2.248
Instrumental Music	0.500	**Other Support Total**	3.248
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	61.000	Worker	5.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	7.000
Media Specialist	1.000		
Spec Ed Related Services	2.100	**Food Services**	0.625
Other Professional Total	4.100		
Total Professional	67.100	**Total Supporting Services**	25.121

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	2009	9.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
45	29	6	1	0	6	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
761	761	837	824	819	812	807	781

School Personnel Costs

Professional Salaries	$5,014,678
Supporting Services Salaries	$948,042
Employee Benefits	$1,505,054
Total Allocated Cost	**$7,467,774**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Garrett Park Elementary School - #204

Principal: Ms. Elaine L. Chang-Baxter
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

4810 Oxford Street Kensington, MD 20895
www.montgomeryschoolsmd.org/schools/garrettparkes/

Office Phone: (301) 929-2170
Fax Number: (301) 929-2008
Cluster Name: Walter Johnson
Receiving Schools: Tilden

2013–2014 Enrollment = 701

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.4**	**53.6**	**≤5.0**	**15.5**	**10.0**	**22.3**	**≤5.0**	**44.5**	**7.1**
ESOL	**17.8**	7.6	10.3	≤5.0	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0
FARMS	**15.7**	8.3	7.4	≤5.0	≤5.0	≤5.0	7.7	≤5.0	≤5.0	≤5.0
SPED	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	132	18.8
Grade 1	126	18.0
Grade 2	104	14.8
Grade 3	125	17.8
Grade 4	109	15.5
Grade 5	105	15.0
Total	701	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 20.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Maryland Green School

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0213	1

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.0	93.6	≥95.0	≥95.0	88.3	93.5
Asian	87.5	93.8	93.8	93.8	--	--
Black or African American	--	--	≥95.0	90.0	--	--
Hispanic/Latino	87.5	83.3	≥95.0	≥95.0	68.0	88.0
White	92.2	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	90.0	≥95.0	--	--	--	--
FARMS	87.5	93.8	90.9	81.8	66.7	73.3
LEP	--	--	--	--	--	--
SPED	41.7	83.3	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Garrett Park Elementary School - #204

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.8	0.0	0.0	88.6	4.5	84.1	15.9			
Supporting Services	11.1	16.7	11.1	61.1	0.0	83.3	16.7	140	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 17.7

Average Class Size Kindergarten = 22.2
Grades 1 to 3 = 25.5 Grades 4 to 5 = 26.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.4	40.9	47.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.499
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	21.000	**Instructional Support Total**	3.249
Staff Development	1.000		
ESOL	2.800	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.625
Instrumental Music	0.300	**Other Support Total**	3.625
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.300	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.062
Other Professional Total	2.600		
Total Professional	39.900	**Total Supporting Services**	13.436

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1948	2012	4.4	N	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	27	4	0	0	6	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
753	753	722	733	732	747	745	731

School Personnel Costs

Professional Salaries	$3,119,924
Supporting Services Salaries	$532,850
Employee Benefits	$962,594
Total Allocated Cost	**$4,615,368**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Georgian Forest Elementary School - #786

Principal: Mrs. Kimberly D. Rogers, Acting
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:20 - 3:30
Feeder Schools:

3100 Regina Drive Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/georgianforestes/

Office Phone: (301) 460-2170
Fax Number: (301) 460-2477
Cluster Name: Downcounty Consortium
Receiving Schools: Argyle, Loiederman, Parkland

2013–2014 Enrollment = 583

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.5**	**54.5**	**≤5.0**	**6.5**	**34.3**	**49.1**	**≤5.0**	**8.4**	**≤5.0**
ESOL	**30.9**	14.6	16.3	≤5.0	≤5.0	≤5.0	24.9	≤5.0	≤5.0	≤5.0
FARMS	**79.6**	38.9	40.7	≤5.0	≤5.0	28.5	42.7	≤5.0	≤5.0	≤5.0
SPED	**9.6**	≤5.0	8.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	59	10.1
Full-Day K	83	14.2
Grade 1	99	17.0
Grade 2	90	15.4
Grade 3	87	14.9
Grade 4	85	14.6
Grade 5	80	13.7
Total	583	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.0	7.1	17.9

Other Participation

Students now or have in the past received FARMS[2] = 83.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 33.7%
Attendance Rate[2 3] = 94.4%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Emotional Disabilities
Resource
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9063	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	68.7	75.9	93.8	90.1	64.5	92.1
Asian	--	--	--	--	--	--
Black or African American	65.0	80.0	84.0	80.0	60.5	86.8
Hispanic/Latino	68.4	71.1	≥95.0	91.7	61.5	≥95.0
White	--	--	≥95.0	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	62.7	72.9	≥95.0	94.4	59.6	93.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Georgian Forest Elementary School - #786

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	24.5	1.9	64.2	1.9	83.0	17.0			
Supporting Services	12.5	20.8	4.2	62.5	0.0	83.3	16.7	163	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size Kindergarten = 16.4
Grades 1 to 3 = 19.6 Grades 4 to 5 = 20.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.9	56.6	24.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.999
Principal Intern		Special Education	3.749
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	25.000	**Instructional Support Total**	9.873
Staff Development	1.000		
ESOL	3.300	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.374
Instrumental Music	0.200	**Other Support Total**	3.374
Preschool	2.000		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.300	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.750
Other Professional Total	2.800		
Total Professional	49.100	**Total Supporting Services**	18.997

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1995	11.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	22	4	2	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
622	622	591	582	574	566	547	543

School Personnel Costs

Professional Salaries	$3,281,054
Supporting Services Salaries	$748,984
Employee Benefits	$1,084,137
Total Allocated Cost	**$5,114,175**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Germantown Elementary School - #102

Principal: Ms. Amy D. Bryant
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

19110 Liberty Mill Road Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/germantownes/

Office Phone: (301) 353-8050
Fax Number: (301) 601-0393
Cluster Name: Northwest
Receiving Schools: Clemente

2013–2014 Enrollment = 290

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.9**	**54.1**	**≤5.0**	**20.3**	**26.2**	**29.3**	**≤5.0**	**20.0**	**≤5.0**
ESOL	**12.4**	5.2	7.2	≤5.0	≤5.0	≤5.0	7.2	≤5.0	≤5.0	≤5.0
FARMS	**31.0**	13.4	17.6	≤5.0	≤5.0	15.2	13.1	≤5.0	≤5.0	≤5.0
SPED	**14.8**	5.2	9.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	7	2.4
Full-Day K	54	18.6
Grade 1	43	14.8
Grade 2	60	20.7
Grade 3	38	13.1
Grade 4	37	12.8
Grade 5	51	17.6
Total	290	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	51.2	≤5.0	48.8

Other Participation

Students now or have in the past received FARMS[2] = 40.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Preschool Education Program (PEP) Comprehensive
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9909	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	90.2	≥95.0	≥95.0	92.5	92.5
Asian	--	--	--	--	--	--
Black or African American	--	--	92.9	92.9	75.0	91.7
Hispanic/Latino	92.3	92.3	≥95.0	≥95.0	≥95.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	83.3	75.0	--	--	78.6	85.7
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Germantown Elementary School - #102

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.3	11.1	2.8	77.8	0.0	94.4	5.6			
Supporting Services	26.3	10.5	0.0	63.2	0.0	89.5	10.5	79	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.4

Average Class Size Kindergarten = 26.5
Grades 1 to 3 = 19.3 Grades 4 to 5 = 21.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	36.1	47.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.125
Principal Intern		Special Education	7.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	12.400	**Instructional Support Total**	9.625
Staff Development	0.500		
ESOL	0.800	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.748
Instrumental Music	0.200	**Other Support Total**	1.748
Preschool			
Special Education:		**Building Services**	
Classroom	7.400	Manager	1.000
Resource Program		Leader	
Teachers Total	27.300	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	2.500
Media Specialist	0.500		
Spec Ed Related Services	2.000	**Food Services**	1.062
Other Professional Total	3.500		
Total Professional	31.800	**Total Supporting Services**	14.935

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1935	1978	7.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	10	4	0	0	2	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
317	317	307	316	330	320	320	317

School Personnel Costs

Professional Salaries	$2,509,932
Supporting Services Salaries	$583,830
Employee Benefits	$785,213
Total Allocated Cost	**$3,878,975**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

William B. Gibbs, Jr. Elementary School - #337

Principal: Mrs. Kimberly B. Bosnic
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

12615 Royal Crown Drive Germantown, MD, 20876
www.montgomeryschoolsmd.org/schools/gibbses/

Office Phone: (301) 353-0800
Fax Number: (301) 353-0890
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2013–2014 Enrollment = 745

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.9**	**50.1**	**≤5.0**	**31.9**	**21.6**	**16.0**	**≤5.0**	**24.2**	**6.0**
ESOL	**15.6**	6.6	9.0	≤5.0	6.8	≤5.0	5.4	≤5.0	≤5.0	≤5.0
FARMS	**27.7**	12.6	15.0	≤5.0	≤5.0	12.8	6.6	≤5.0	≤5.0	≤5.0
SPED	**13.2**	≤5.0	9.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	82	11.0
Full-Day K	102	13.7
Grade 1	107	14.4
Grade 2	124	16.6
Grade 3	117	15.7
Grade 4	123	16.5
Grade 5	90	12.1
Total	745	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.4	≤5.0	31.6

Other Participation

Students now or have in the past received FARMS[2] = 31.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	0.9715	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.3	86.9	≥95.0	90.8	90.1	≥95.0
Asian	93.8	93.6	≥95.0	92.0	≥95.0	≥95.0
Black or African American	69.2	72.0	≥95.0	80.0	87.0	91.3
Hispanic/Latino	52.6	73.7	91.7	91.7	77.8	92.9
White	94.3	94.3	≥95.0	≥95.0	92.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	70.8	60.9	86.4	68.2	82.4	94.1
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

William B. Gibbs, Jr. Elementary School - #337

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.2	1.6	1.6	88.5	0.0	80.3	19.7			
Supporting Services	15.4	15.4	11.5	53.8	3.8	80.8	19.2	160	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.7

Average Class Size Kindergarten = 25.5

Grades 1 to 3 = 24.9 Grades 4 to 5 = 23.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.5	54.1	34.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.125
Principal Intern		Special Education	6.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	25.700	**Instructional Support Total**	10.875
Staff Development	1.000		
ESOL	2.600	**Other Support**	
Reading/Literacy	2.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.700	Parent/Community Coord	
Music	1.700	Lunch Hour Aide	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	7.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.600	**Food Services**	1.250
Other Professional Total	4.600		
Total Professional	57.000	**Total Supporting Services**	20.625

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2009	--	10.8	N	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	24	4	1	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
735	735	776	767	761	744	748	745

School Personnel Costs

Professional Salaries	$4,156,019
Supporting Services Salaries	$791,342
Employee Benefits	$1,253,443
Total Allocated Cost	**$6,200,804**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Glen Haven Elementary School - #767

Principal: Dr. Joanne Smith
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools:

10900 Inwood Avenue Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/glenhavenes/

Office Phone: (301) 649-8051
Fax Number: (301) 649-8540
Cluster Name: Downcounty Consortium
Receiving Schools: Sligo

2013–2014 Enrollment = 538

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.4**	**49.6**	**≤5.0**	**8.6**	**21.4**	**49.6**	**≤5.0**	**15.6**	**≤5.0**
ESOL	**32.0**	15.2	16.7	≤5.0	≤5.0	≤5.0	24.0	≤5.0	≤5.0	≤5.0
FARMS	**66.9**	32.5	34.4	≤5.0	6.3	11.3	41.1	≤5.0	5.9	≤5.0
SPED	**13.4**	≤5.0	8.4	≤5.0	≤5.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	57	10.6
Full-Day K	110	20.4
Grade 1	68	12.6
Grade 2	90	16.7
Grade 3	67	12.5
Grade 4	72	13.4
Grade 5	74	13.8
Total	538	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.7	≤5.0	30.6

Other Participation

Students now or have in the past received FARMS[2] = 70.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 29.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
School/Community-Based (K–1)
School/Community-Based (2–5)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8508	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	65.3	76.3	83.3	88.5	73.9	81.2
Asian	--	--	--	--	--	--
Black or African American	70.0	76.2	80.0	86.7	90.9	≥95.0
Hispanic/Latino	66.7	72.2	84.4	89.1	60.0	71.4
White	--	--	90.0	80.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	62.5	75.0	82.4	88.2	77.1	85.4
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Glen Haven Elementary School - #767

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	25.0	3.6	64.3	0.0	89.3	10.7			
Supporting Services	18.2	18.2	36.4	27.3	0.0	78.8	21.2	162	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.6

Average Class Size Kindergarten = 18.0
Grades 1 to 3 = 15.4 Grades 4 to 5 = 24.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.5	51.8	35.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	7.546
Principal Intern		Special Education	6.624
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	21.800	**Instructional Support Total**	15.295
Staff Development	1.000		
ESOL	4.900	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.074
Instrumental Music	0.200	**Other Support Total**	3.074
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	6.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	**Food Services**	1.375
Other Professional Total	3.800		
Total Professional	50.400	**Total Supporting Services**	24.744

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	2004	10.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	20	5	1	0	4	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
554	652	620	634	649	643	652	634

School Personnel Costs

Professional Salaries	$3,682,242
Supporting Services Salaries	$923,149
Employee Benefits	$1,227,449
Total Allocated Cost	**$5,832,840**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Glenallan Elementary School - #817

Principal: Mr. Peter O. Moran
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools:

12520 Heurich Road Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/glenallanes/

Office Phone: (301) 929-2014
Fax Number: (301) 929-2016
Cluster Name: Downcounty Consortium
Receiving Schools: Lee

2013–2014 Enrollment = 545

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.6**	**49.4**	**≤5.0**	**12.1**	**30.6**	**46.4**	**≤5.0**	**7.3**	**≤5.0**
ESOL	**30.6**	13.0	17.6	≤5.0	≤5.0	5.9	20.7	≤5.0	≤5.0	≤5.0
FARMS	**65.7**	33.8	31.9	≤5.0	5.5	18.0	39.6	≤5.0	≤5.0	≤5.0
SPED	**11.4**	≤5.0	8.1	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	24	4.4
Full-Day K	93	17.1
Grade 1	92	16.9
Grade 2	96	17.6
Grade 3	83	15.2
Grade 4	81	14.9
Grade 5	76	13.9
Total	545	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.3	≤5.0	9.7

Other Participation

Students now or have in the past received FARMS[2] = 70.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 20.4%
Attendance Rate[2 3] = 94.8%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model (K–2)
Elementary Home School Model (3–5)
Elementary Home School Model (Inclusion)
Learning and Academic Disabilities (K–5)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Head Start
Mathematics, Science and Computer Technology Program
Reading/Language Arts Program
STEM Academy
Character Counts!
Engineering, Writing, Science After School Clubs

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8205	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	61.8	72.4	67.6	83.6	71.8	83.3
Asian	≥95.0	92.9	--	--	92.3	84.6
Black or African American	50.0	68.2	79.2	87.5	73.9	87.5
Hispanic/Latino	54.5	69.7	62.1	75.0	61.5	80.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	63.0	69.6	62.5	76.6	68.6	82.7
LEP	--	--	--	--	--	--
SPED	--	--	30.0	70.0	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Glenallan Elementary School - #817

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	15.9	6.8	75.0	0.0	84.1	15.9			
Supporting Services	5.3	15.8	31.6	47.4	0.0	84.2	15.8	133	97.0	3.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.1

Average Class Size Kindergarten = 18.0

Grades 1 to 3 = 19.0 Grades 4 to 5 = 21.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.5	40.9	38.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.649
Principal Intern		Special Education	1.312
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	24.300	**Instructional Support Total**	8.086
Staff Development	1.000		
ESOL	3.200	**Other Support**	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.248
Instrumental Music	0.200	**Other Support Total**	3.248
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	2.000	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	39.000	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	**Food Services**	1.625
Other Professional Total	2.900		
Total Professional	43.900	**Total Supporting Services**	16.959

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	2013	12.1	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
44	29	5	1	0	7	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
746	746	591	608	628	636	647	657

School Personnel Costs

Professional Salaries	$3,263,202
Supporting Services Salaries	$686,426
Employee Benefits	$975,395
Total Allocated Cost	**$4,925,023**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Goshen Elementary School - #546

Principal: Mrs. Yolanda R. Allen
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

8701 Warfield Road Gaithersburg, MD 20882
www.montgomeryschoolsmd.org/schools/goshenes/

Office Phone: (301) 840-8165
Fax Number: (301) 840-8167
Cluster Name: Gaithersburg
Receiving Schools: Forest Oak

2013–2014 Enrollment = 575

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.0**	**51.0**	**≤5.0**	**11.7**	**25.4**	**31.3**	**≤5.0**	**25.0**	**6.1**
ESOL	**21.2**	11.1	10.1	≤5.0	≤5.0	≤5.0	14.4	≤5.0	≤5.0	≤5.0
FARMS	**39.1**	19.1	20.0	≤5.0	≤5.0	14.6	19.5	≤5.0	≤5.0	≤5.0
SPED	**12.5**	5.9	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	19	3.3
Full-Day K	101	17.6
Grade 1	101	17.6
Grade 2	86	15.0
Grade 3	96	16.7
Grade 4	80	13.9
Grade 5	92	16.0
Total	575	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.2	≤5.0	26.4

Other Participation

Students now or have in the past received FARMS[2] = 45.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Prekindergarten Language Class

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9584	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.4	91.5	87.9	90.1	83.0	≥95.0
Asian	86.7	93.3	90.0	90.0	--	--
Black or African American	65.5	82.8	74.2	87.1	82.1	92.9
Hispanic/Latino	62.5	91.7	91.7	91.7	66.7	≥95.0
White	90.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	54.3	85.7	78.4	86.5	71.8	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	60.0	80.0	46.2	≥95.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Goshen Elementary School - #546

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	1.8	1.8	91.1	0.0	87.5	12.5			
Supporting Services	5.0	20.0	5.0	70.0	0.0	80.0	20.0	160	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.8

Average Class Size Kindergarten = 16.7
Grades 1 to 3 = 17.7 Grades 4 to 5 = 21.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.7	46.4	42.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.873
Principal Intern		Special Education	2.873
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	1.250
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	26.100	**Instructional Support Total**	6.746
Staff Development	1.000		
ESOL	2.400	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.186
Instrumental Music	0.300	**Other Support Total**	3.186
Preschool			
Special Education:		**Building Services**	
Classroom	4.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.700	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.300	**Food Services**	1.250
Other Professional Total	4.300		
Total Professional	50.000	**Total Supporting Services**	16.682

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.5	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	21	6	0	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
529	529	572	590	590	603	597	596

School Personnel Costs

Professional Salaries	$3,687,052
Supporting Services Salaries	$651,511
Employee Benefits	$1,122,735
Total Allocated Cost	**$5,461,298**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Great Seneca Creek Elementary School - #340

Principal: Mr. Scott T. Curry
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

13010 Dairymaid Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/greatsenecacreekes/

Office Phone: (301) 353-8500
Fax Number: (301) 515-3044
Cluster Name: Northwest
Receiving Schools: Kingsview, Clemente

2013–2014 Enrollment = 744

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.9**	**50.1**	**≤5.0**	**13.4**	**28.1**	**25.1**	**≤5.0**	**26.9**	**6.5**
ESOL	**13.2**	≤5.0	8.3	≤5.0	≤5.0	≤5.0	8.5	≤5.0	≤5.0	≤5.0
FARMS	**35.6**	18.0	17.6	≤5.0	≤5.0	16.3	13.6	≤5.0	≤5.0	≤5.0
SPED	**10.5**	≤5.0	8.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	107	14.4
Grade 1	121	16.3
Grade 2	114	15.3
Grade 3	146	19.6
Grade 4	120	16.1
Grade 5	136	18.3
Total	744	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.4	23.1	11.5

Other Participation

Students now or have in the past received FARMS[2] = 41.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Elementary Home School Model
Emotional Disabilities
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8514	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	70.3	79.7	89.1	85.4	80.6	94.4
Asian	94.4	88.9	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	58.3	66.7	73.1	69.2	59.4	87.5
Hispanic/Latino	62.5	79.2	88.9	81.5	84.0	≥95.0
White	77.8	88.9	≥95.0	≥95.0	85.3	94.1
Two or More Races	81.8	≥95.0	81.8	72.7	81.8	≥95.0
FARMS	58.0	72.0	75.7	78.4	69.2	87.2
LEP	--	--	--	--	--	--
SPED	43.8	81.3	--	--	28.6	78.6

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Great Seneca Creek Elementary School - #340

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	9.1	3.6	81.8	0.0	87.3	12.7			
Supporting Services	34.8	8.7	17.4	39.1	0.0	78.3	21.7	172	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.4

Average Class Size Kindergarten = 21.2
Grades 1 to 3 = 23.3 Grades 4 to 5 = 24.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.1	47.3	43.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.124
Principal Intern		Special Education	3.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	29.500	**Instructional Support Total**	6.624
Staff Development	1.000		
ESOL	2.000	Other Support	
Reading/Literacy	2.200	Administrative Secretary	2.000
Physical Education		Secretary	0.500
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	2.499
Instrumental Music	0.400	**Other Support Total**	4.999
Preschool			
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.374
Other Professional Total	2.800		
Total Professional	52.700	**Total Supporting Services**	17.997

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	13.7	Y	N	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	22	4	0	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
649	649	717	719	684	690	689	692

School Personnel Costs

Professional Salaries	$4,010,538
Supporting Services Salaries	$669,776
Employee Benefits	$1,178,589
Total Allocated Cost	**$5,858,903**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Greencastle Elementary School - #334

Principal: Mr. R. Kevin Payne, Jr.
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

13611 Robey Road Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/greencastlees/

Office Phone: (301) 595-2940
Fax Number: (301) 902-1222
Cluster Name: Northeast Consortium
Receiving Schools: Banneker

2013–2014 Enrollment = 773

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.1**	**52.9**	**≤5.0**	**7.9**	**67.9**	**19.9**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**15.7**	5.8	9.8	≤5.0	≤5.0	≤5.0	7.9	≤5.0	≤5.0	≤5.0
FARMS	**64.6**	30.3	34.3	≤5.0	≤5.0	44.8	15.5	≤5.0	≤5.0	≤5.0
SPED	**10.6**	≤5.0	7.2	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	64	8.3
Full-Day K	123	15.9
Grade 1	116	15.0
Grade 2	123	15.9
Grade 3	113	14.6
Grade 4	124	16.0
Grade 5	110	14.2
Total	773	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	63.4	≤5.0	34.1

Other Participation

Students now or have in the past received FARMS[2] = 72.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 25.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = 4.4%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Elementary Home School Model (Inclusion)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8893	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	49.6	73.1	74.1	85.3	66.3	88.0
Asian	81.3	93.8	81.8	90.9	--	--
Black or African American	46.4	70.2	72.9	82.4	61.5	86.2
Hispanic/Latino	31.3	62.5	70.6	≥95.0	75.0	87.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	39.2	65.8	68.9	81.1	57.6	81.4
LEP	--	--	--	--	--	--
SPED	--	--	--	--	33.3	75.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Greencastle Elementary School - #334

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	28.1	1.6	65.6	4.7	82.8	17.2			
Supporting Services	12.5	45.8	4.2	37.5	0.0	75.0	25.0	170	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.4

Average Class Size Kindergarten = 17.9

Grades 1 to 3 = 20.6 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.3	53.1	26.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.499
Principal Intern		Special Education	5.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	29.600	**Instructional Support Total**	12.499
Staff Development	1.000		
ESOL	3.300	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	1.375
Instrumental Music	0.500	**Other Support Total**	3.375
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	7.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	52.900	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.600	**Food Services**	1.250
Other Professional Total	3.600		
Total Professional	58.500	**Total Supporting Services**	21.624

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	18.9	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	21	5	1	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
593	593	802	788	771	754	744	723

School Personnel Costs

Professional Salaries	$4,109,180
Supporting Services Salaries	$770,655
Employee Benefits	$1,267,859
Total Allocated Cost	**$6,147,694**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Greenwood Elementary School - #512

Principal: Mrs. Cheryl A. Bunyan
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

3336 Gold Mine Road Brookeville, MD 20833
www.montgomeryschoolsmd.org/schools/greenwoodes/

Office Phone: (301) 924-3145
Fax Number: (301) 924-3296
Cluster Name: Sherwood
Receiving Schools: Rosa Parks

2013–2014 Enrollment = 529

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.4**	**48.6**	**≤5.0**	**9.3**	**7.6**	**9.5**	**≤5.0**	**68.6**	**5.1**
ESOL	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**7.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.0**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	72	13.6
Grade 1	86	16.3
Grade 2	95	18.0
Grade 3	90	17.0
Grade 4	89	16.8
Grade 5	97	18.3
Total	529	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 10.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0302	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.8	94.3	≥95.0	≥95.0	92.8	≥95.0
Asian	--	--	≥95.0	≥95.0	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	85.3	94.1	≥95.0	≥95.0	91.4	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Greenwood Elementary School - #512

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.6	10.5	0.0	86.8	0.0	94.7	5.3			
Supporting Services	7.1	0.0	35.7	57.1	0.0	78.6	21.4	116	93.1	6.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.9

Average Class Size Kindergarten = 24.0
Grades 1 to 3 = 22.4 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.5	42.1	47.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.812
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	19.900	**Instructional Support Total**	2.937
Staff Development	1.000		
ESOL	0.300	Other Support	
Reading/Literacy	1.700	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.375
Instrumental Music	0.400	**Other Support Total**	3.375
Preschool			
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.600	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	0.688
Other Professional Total	2.700		
Total Professional	36.300	**Total Supporting Services**	11.000

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1970	--	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	22	3	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
585	585	510	502	491	480	475	478

School Personnel Costs

Professional Salaries	$2,815,220
Supporting Services Salaries	$461,819
Employee Benefits	$834,864
Total Allocated Cost	**$4,111,903**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Harmony Hills Elementary School - #797

Principal: Dr. Carole E. Rawlison
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:55 - 3:30
Feeder Schools:

13407 Lydia Street Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/harmonyhillses/

Office Phone: (301) 929-2157
Fax Number: (301) 962-5976
Cluster Name: Downcounty Consortium
Receiving Schools: Argyle, Loiederman, Parkland

2013–2014 Enrollment = 729

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.2**	**49.8**	**≤5.0**	**6.7**	**16.9**	**72.6**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**49.5**	22.8	26.7	≤5.0	≤5.0	≤5.0	43.5	≤5.0	≤5.0	≤5.0
FARMS	**85.2**	42.7	42.5	≤5.0	≤5.0	13.3	65.0	≤5.0	≤5.0	≤5.0
SPED	**8.4**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	60	8.2
Full-Day K	115	15.8
Grade 1	147	20.2
Grade 2	122	16.7
Grade 3	102	14.0
Grade 4	92	12.6
Grade 5	91	12.5
Total	729	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 90.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 22.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8444	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	56.7	68.0	71.2	67.0	50.0	75.9
Asian	--	--	--	--	--	--
Black or African American	50.0	77.3	71.4	64.3	61.1	88.2
Hispanic/Latino	53.2	61.3	70.7	66.7	41.1	67.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	56.2	68.5	68.5	64.8	43.5	71.0
LEP	--	--	--	--	--	--
SPED	50.0	60.0	--	--	≤5.0	40.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Harmony Hills Elementary School - #797

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.0	15.7	10.0	64.3	0.0	88.6	11.4			
Supporting Services	19.2	11.5	30.8	34.6	3.8	80.8	19.2	195	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 14.1
Grades 1 to 3 = 17.5 Grades 4 to 5 = 18.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
40.0	34.3	25.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.125
Principal Intern		Special Education	2.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	8.000	Instructional Data Assistant	0.750
Classroom	32.500	**Instructional Support Total**	10.250
Staff Development	1.000		
ESOL	8.700	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	0.750
Music	1.500	Lunch Hour Aide	1.750
Instrumental Music	0.400	**Other Support Total**	4.500
Preschool	2.000		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	61.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	2.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.999
Other Professional Total	4.200		
Total Professional	67.300	**Total Supporting Services**	21.749

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1999	10.2	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
41	25	6	2	0	8	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
671	671	761	785	798	788	756	756

School Personnel Costs

Professional Salaries	$4,278,065
Supporting Services Salaries	$826,231
Employee Benefits	$1,335,556
Total Allocated Cost	**$6,439,852**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Highland Elementary School - #774

Principal: Mr. Scott R. Steffan
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:40 - 3:05
Feeder Schools:

3100 Medway Street Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/highlandes/

Office Phone: (301) 929-2040
Fax Number: (301) 929-2042
Cluster Name: Downcounty Consortium
Receiving Schools: Sligo, Newport Mill

2013–2014 Enrollment = 544

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**44.7**	**55.3**	**≤5.0**	**≤5.0**	**12.9**	**75.7**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**53.5**	21.0	32.5	≤5.0	≤5.0	≤5.0	49.6	≤5.0	≤5.0	≤5.0
FARMS	**83.5**	37.1	46.3	≤5.0	≤5.0	9.9	67.8	≤5.0	≤5.0	≤5.0
SPED	**9.6**	≤5.0	7.0	≤5.0	≤5.0	≤5.0	7.7	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	55	10.1
Full-Day K	94	17.3
Grade 1	92	16.9
Grade 2	88	16.2
Grade 3	65	11.9
Grade 4	74	13.6
Grade 5	76	14.0
Total	544	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 88.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.8%
Attendance Rate[2 3] = 94.8%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center
MMFA (Maryland Meals for Achievement)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	1.0296	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	68.9	78.4	90.5	91.9	75.0	90.3
Asian	--	--	--	--	90.0	≥95.0
Black or African American	83.3	83.3	78.6	92.9	--	--
Hispanic/Latino	64.9	75.4	92.2	90.2	68.6	86.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	66.7	73.3	89.3	92.9	73.8	90.8
LEP	--	--	--	--	--	--
SPED	--	--	68.8	87.5	60.0	≥95.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Highland Elementary School - #774

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.7	5.4	8.9	75.0	0.0	94.6	5.4			
Supporting Services	20.0	16.0	20.0	44.0	0.0	84.0	16.0	147	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.1

Average Class Size Kindergarten = 19.0
Grades 1 to 3 = 17.4 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.7	53.6	35.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.375
Principal Intern		Special Education	6.249
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	24.000	**Instructional Support Total**	11.749
Staff Development	0.500		
ESOL	6.900	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	0.999
Instrumental Music	0.200	**Other Support Total**	2.999
Preschool	2.000		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	46.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.375
Other Professional Total	3.200		
Total Professional	51.300	**Total Supporting Services**	21.123

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1989	11.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	17	7	2	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
482	665	562	581	604	609	608	602

School Personnel Costs

Professional Salaries	$3,740,386
Supporting Services Salaries	$857,119
Employee Benefits	$1,228,482
Total Allocated Cost	**$5,825,987**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Highland View Elementary School - #784

Principal: Miss Anne M. Dardarian
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools:

9010 Providence Avenue Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/highlandviewes/

Office Phone: (301) 650-6426
Fax Number: (301) 650-6506
Cluster Name: Downcounty Consortium
Receiving Schools: Silver Spring Internat'l

2013–2014 Enrollment = 390

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.0**	**49.0**	**≤5.0**	**≤5.0**	**22.8**	**26.4**	**≤5.0**	**41.0**	**5.9**
ESOL	**25.4**	12.3	13.1	≤5.0	≤5.0	11.0	13.1	≤5.0	≤5.0	≤5.0
FARMS	**39.5**	21.0	18.5	≤5.0	≤5.0	17.7	18.7	≤5.0	≤5.0	≤5.0
SPED	**5.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	75	19.2
Grade 1	67	17.2
Grade 2	62	15.9
Grade 3	60	15.4
Grade 4	60	15.4
Grade 5	66	16.9
Total	390	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.7	9.5	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 42.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)
Maryland Green School

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9281	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.0	86.8	90.5	≥95.0	81.8	≥95.0
Asian	--	--	--	--	--	--
Black or African American	66.7	93.3	80.0	80.0	72.2	94.4
Hispanic/Latino	54.5	72.7	71.4	92.9	58.3	≥95.0
White	92.3	92.3	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	53.3	80.0	76.2	85.7	70.4	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Highland View Elementary School - #784

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	15.0	5.0	72.5	0.0	95.0	5.0			
Supporting Services	6.3	31.3	25.0	37.5	0.0	75.0	25.0	121	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten = 19.0
Grades 1 to 3 = 17.2 Grades 4 to 5 = 20.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	32.5	57.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	20.700	**Instructional Support Total**	3.750
Staff Development	1.000		
ESOL	2.900	**Other Support**	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	0.750
Instrumental Music	0.200	**Other Support Total**	2.750
Preschool			
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.600	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	**Food Services**	1.125
Other Professional Total	2.600		
Total Professional	37.200	**Total Supporting Services**	12.125

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1994	6.6	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	12	5	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
298	298	409	423	431	437	438	424

School Personnel Costs

Professional Salaries	$2,987,688
Supporting Services Salaries	$478,500
Employee Benefits	$890,350
Total Allocated Cost	**$4,356,538**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Jackson Road Elementary School - #305

Principal: Mrs. Sally A. Macias
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

900 Jackson Road Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/jacksonroades/

Office Phone: (301) 989-5650
Fax Number: (301) 879-1054
Cluster Name: Northeast Consortium
Receiving Schools: White Oak

2013–2014 Enrollment = 694

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.4**	**53.6**	**≤5.0**	**10.8**	**51.0**	**33.1**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**29.0**	11.5	17.4	≤5.0	≤5.0	8.2	16.3	≤5.0	≤5.0	≤5.0
FARMS	**74.1**	33.6	40.5	≤5.0	5.6	36.7	30.0	≤5.0	≤5.0	≤5.0
SPED	**13.4**	≤5.0	10.1	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	103	14.8
Full-Day K	97	14.0
Grade 1	91	13.1
Grade 2	103	14.8
Grade 3	107	15.4
Grade 4	93	13.4
Grade 5	100	14.4
Total	694	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	48.4	≤5.0	50.5

Other Participation

Students now or have in the past received FARMS[2] = 79.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 18.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Federal Title I Funds
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9636	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.6	81.9	90.1	87.1	65.9	90.9
Asian	86.7	93.3	93.8	87.5	--	--
Black or African American	80.0	85.0	88.0	86.0	60.5	88.4
Hispanic/Latino	65.6	71.9	90.0	86.7	61.3	93.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	70.8	76.9	87.9	87.9	60.7	88.5
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Jackson Road Elementary School - #305

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	15.5	5.6	70.4	1.4	87.3	12.7			
Supporting Services	8.0	20.0	24.0	44.0	4.0	76.0	24.0	161	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 18.9 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.1	39.4	39.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
Principal Intern		Special Education	6.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	29.800	**Instructional Support Total**	11.125
Staff Development	1.000		
ESOL	4.200	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.700	Parent/Community Coord	
Music	1.700	Lunch Hour Aide	1.349
Instrumental Music	0.200	**Other Support Total**	3.349
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	8.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	55.100	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	4.100	**Food Services**	1.875
Other Professional Total	6.100		
Total Professional	63.200	**Total Supporting Services**	21.849

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1959	1995	8.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	26	5	1	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
686	686	696	701	685	682	687	677

School Personnel Costs

Professional Salaries	$4,573,857
Supporting Services Salaries	$801,489
Employee Benefits	$1,374,201
Total Allocated Cost	**$6,749,547**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Jones Lane Elementary School - #360

Principal: Mrs. Carole A. Sample
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

15110 Jones Lane Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/joneslanees/

Office Phone: (301) 840-8160
Fax Number: (301) 840-8162
Cluster Name: Quince Orchard
Receiving Schools: Ridgeview

2013–2014 Enrollment = 480

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.6**	**54.4**	**≤5.0**	**13.8**	**10.8**	**22.9**	**≤5.0**	**47.1**	**5.2**
ESOL	**15.2**	6.7	8.5	≤5.0	≤5.0	≤5.0	10.8	≤5.0	≤5.0	≤5.0
FARMS	**27.3**	12.9	14.4	≤5.0	≤5.0	6.0	17.5	≤5.0	≤5.0	≤5.0
SPED	**15.4**	≤5.0	12.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.7	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	68	14.2
Grade 1	76	15.8
Grade 2	84	17.5
Grade 3	79	16.5
Grade 4	90	18.8
Grade 5	83	17.3
Total	480	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	43.2	5.4	51.4

Other Participation

Students now or have in the past received FARMS[2] = 30.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Elementary Home School Model (Inclusion)
Elementary Learning Center (4–5)
Elementary Learning Center (K–3)
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8807	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.8	90.2	≥95.0	≥95.0	81.4	87.1
Asian	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	66.7	76.2	93.3	≥95.0	52.9	64.7
White	91.7	≥95.0	≥95.0	≥95.0	90.9	90.9
Two or More Races	--	--	--	--	--	--
FARMS	57.9	73.7	90.0	≥95.0	45.0	60.0
LEP	--	--	--	--	--	--
SPED	50.0	66.7	--	--	27.3	54.5

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Jones Lane Elementary School - #360

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.4	6.4	8.5	78.7	0.0	87.2	12.8			
Supporting Services	16.7	11.1	5.6	66.7	0.0	83.3	16.7	133	97.0	3.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.2

Average Class Size Kindergarten = 21.3

Grades 1 to 3 = 23.3 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.8	38.3	48.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	4.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	19.700	**Instructional Support Total**	7.625
Staff Development	1.000		
ESOL	2.000	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool			
Special Education:		**Building Services**	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.000	**Food Services**	1.125
Other Professional Total	4.000		
Total Professional	43.000	**Total Supporting Services**	16.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1987	--	12.1	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	14	5	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
441	441	467	447	440	426	423	425

School Personnel Costs

Professional Salaries	$3,407,594
Supporting Services Salaries	$675,510
Employee Benefits	$1,044,782
Total Allocated Cost	**$5,127,886**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Kemp Mill Elementary School - #805

Principal: Mr. Floyd D. Starnes
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:00 - 3:30
Feeder Schools:

411 Sisson Street Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/kempmilles/

Office Phone: (301) 649-8046
Fax Number: (301) 649-8216
Cluster Name: Downcounty Consortium
Receiving Schools: Lee

2013–2014 Enrollment = 499

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.7**	**48.3**	**≤5.0**	**≤5.0**	**18.8**	**70.9**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**53.5**	27.5	26.1	≤5.0	≤5.0	≤5.0	47.1	≤5.0	≤5.0	≤5.0
FARMS	**77.6**	41.5	36.1	≤5.0	≤5.0	13.6	59.5	≤5.0	≤5.0	≤5.0
SPED	**8.6**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	59	11.8
Full-Day K	78	15.6
Grade 1	97	19.4
Grade 2	60	12.0
Grade 3	74	14.8
Grade 4	63	12.6
Grade 5	68	13.6
Total	499	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 82.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 20.5%
Attendance Rate[2 3] = 94.9%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Elementary Dual Language
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Program of Assessment, Diagnosis, and Instruction (PADI)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9072	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	60.9	68.8	80.3	83.6	72.5	85.0
Asian	--	--	--	--	--	--
Black or African American	80.0	73.3	78.9	94.7	80.0	80.0
Hispanic/Latino	51.1	64.4	78.9	76.3	67.9	86.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	53.8	63.5	75.0	77.3	69.6	83.9
LEP	--	--	--	--	--	--
SPED	--	--	66.7	58.3	33.3	75.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Kemp Mill Elementary School - #805

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	18.0	16.0	66.0	0.0	90.0	10.0			
Supporting Services	10.5	15.8	36.8	36.8	0.0	84.2	15.8	145	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 16.2
Grades 1 to 3 = 19.2 Grades 4 to 5 = 21.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.0	26.0	42.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.500
Principal Intern		Special Education	1.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	24.900	**Instructional Support Total**	5.500
Staff Development	1.000		
ESOL	5.600	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	1.500
Music	1.000	Lunch Hour Aide	1.625
Instrumental Music	0.200	**Other Support Total**	5.125
Preschool	1.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.625
Other Professional Total	2.900		
Total Professional	48.600	**Total Supporting Services**	16.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1996	10.0	Y	N	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	16	5	2	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
439	648	516	529	531	543	518	514

School Personnel Costs

Professional Salaries	$3,402,701
Supporting Services Salaries	$634,480
Employee Benefits	$1,026,234
Total Allocated Cost	**$5,063,415**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Kensington Parkwood Elementary School - #783

Principal: Ms. Barbara A. Liess
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:10- 3:30
Feeder Schools:

4710 Saul Road Kensington, MD 20895
www.montgomeryschoolsmd.org/schools/parkwoodes/

Office Phone: (301) 571-6949
Fax Number: (301) 571-6953
Cluster Name: Walter Johnson
Receiving Schools: North Bethesda

2013–2014 Enrollment = 673

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.4**	**49.6**	**≤5.0**	**6.7**	**6.4**	**8.9**	**≤5.0**	**73.1**	**≤5.0**
ESOL	**5.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**9.2**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.7	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	119	17.7
Grade 1	110	16.3
Grade 2	116	17.2
Grade 3	110	16.3
Grade 4	105	15.6
Grade 5	113	16.8
Total	673	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 8.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Learning and Academic Disabilities (K–5)
Arts Integration Model School

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0339	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.6	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	92.9	≥95.0	90.0	≥95.0
White	93.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	54.5	81.8	≥95.0	≥95.0	90.9	90.9

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Kensington Parkwood Elementary School - #783

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.0	3.9	92.2	2.0	88.2	11.8			
Supporting Services	5.3	21.1	31.6	42.1	0.0	68.4	31.6	148	97.3	2.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.6

Average Class Size Kindergarten = 23.8

Grades 1 to 3 = 22.4 Grades 4 to 5 = 24.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.6	37.3	45.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
Principal Intern		Special Education	3.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	23.400	**Instructional Support Total**	6.875
Staff Development	1.000		
ESOL	0.700	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.875
Instrumental Music	0.400	**Other Support Total**	3.875
Preschool			
Special Education:		**Building Services**	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.000
Other Professional Total	3.000		
Total Professional	47.000	**Total Supporting Services**	16.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	2006	9.9	Y	N	7

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	14	5	0	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
471	746	671	677	681	674	677	667

School Personnel Costs

Professional Salaries	$3,615,106
Supporting Services Salaries	$642,725
Employee Benefits	$1,059,899
Total Allocated Cost	**$5,317,730**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Lake Seneca Elementary School - #108

Principal: Ms. Teri D. Johnson
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

13600 Wanegarden Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/lakesenecaes/

Office Phone: (301) 353-0929
Fax Number: (301) 353-0932
Cluster Name: Seneca Valley
Receiving Schools: King

2013–2014 Enrollment = 470

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.8**	**50.2**	**≤5.0**	**9.1**	**33.8**	**29.8**	**≤5.0**	**20.2**	**6.8**
ESOL	**20.2**	9.6	10.6	≤5.0	≤5.0	≤5.0	12.3	≤5.0	≤5.0	≤5.0
FARMS	**49.8**	25.5	24.3	≤5.0	≤5.0	22.3	15.3	≤5.0	5.3	≤5.0
SPED	**16.8**	6.4	10.4	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	72	15.3
Full-Day K	75	16.0
Grade 1	76	16.2
Grade 2	81	17.2
Grade 3	64	13.6
Grade 4	48	10.2
Grade 5	54	11.5
Total	470	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	58.2	≤5.0	41.8

Other Participation

Students now or have in the past received FARMS[2] = 56.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 25.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9006	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	69.4	81.6	84.5	89.7	76.7	88.4
Asian	--	--	--	--	--	--
Black or African American	53.3	66.7	84.2	84.2	62.5	81.3
Hispanic/Latino	66.7	83.3	78.9	89.5	80.0	80.0
White	78.6	85.7	--	--	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	52.6	68.4	88.9	88.9	68.4	84.2
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lake Seneca Elementary School - #108

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	12.2	2.0	81.6	2.0	87.8	12.2			
Supporting Services	4.8	23.8	14.3	57.1	0.0	85.7	14.3	123	96.7	3.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 15.0
Grades 1 to 3 = 17.2 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.1	49.0	44.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	4.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	18.100	**Instructional Support Total**	7.625
Staff Development			
ESOL	2.000	**Other Support**	
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	0.900
Instrumental Music	0.200	**Other Support Total**	2.900
Preschool	0.500		
Special Education:		**Building Services**	
Classroom	8.250	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	37.050	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.900	**Food Services**	1.000
Other Professional Total	4.400		
Total Professional	43.450	**Total Supporting Services**	16.025

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1985	--	9.4	Y	N	7

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	14	4	1	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
405	405	478	508	519	511	507	503

School Personnel Costs

Professional Salaries	$3,362,300
Supporting Services Salaries	$650,263
Employee Benefits	$1,039,230
Total Allocated Cost	**$5,051,793**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Lakewood Elementary School - #209

Principal: Ms. Robin L. Malcotti
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

2534 Lindley Terrace Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/lakewoodes/

Office Phone: (301) 279-8465
Fax Number: (301) 279-8596
Cluster Name: Thomas S. Wootton
Receiving Schools: Frost

2013–2014 Enrollment = 553

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.6**	**49.4**	**≤5.0**	**44.7**	**7.1**	**7.2**	**≤5.0**	**35.6**	**5.2**
ESOL	**10.7**	≤5.0	5.8	≤5.0	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**5.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.6**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	84	15.2
Grade 1	89	16.1
Grade 2	98	17.7
Grade 3	91	16.5
Grade 4	100	18.1
Grade 5	91	16.5
Total	553	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.5	≤5.0	40.5

Other Participation

Students now or have in the past received FARMS[2] = 7.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Learning for Independence
Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0304	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.8	93.9	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	82.5	90.0	≥95.0	≥95.0	≥95.0	93.3
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lakewood Elementary School - #209

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.0	5.0	5.0	85.0	0.0	92.5	7.5			
Supporting Services	22.2	22.2	16.7	38.9	0.0	77.8	22.2	135	97.0	3.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.7

Average Class Size Kindergarten = 21.0
Grades 1 to 3 = 22.3 Grades 4 to 5 = 25.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
2.5	45.0	52.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	3.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.875
Classroom	22.000	**Instructional Support Total**	6.375
Staff Development	1.000		
ESOL	1.600	**Other Support**	
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	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool			
Special Education:		**Building Services**	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	**Food Services**	1.125
Other Professional Total	2.600		
Total Professional	40.500	**Total Supporting Services**	16.000

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2003	13.1	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	20	4	0	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
568	568	544	542	538	535	534	533

School Personnel Costs

Professional Salaries	$3,260,513
Supporting Services Salaries	$622,473
Employee Benefits	$970,777
Total Allocated Cost	**$4,853,763**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Laytonsville Elementary School - # 51

Principal: Mrs. Donna M. Sagona
Associate Supt: Dr. Myra J. Smith
School Hours: 9:05 - 3:30
Feeder Schools:

21401 Laytonsville Road Gaithersburg, MD 20882
www.montgomeryschoolsmd.org/schools/laytonsvillees/

Office Phone: (301) 840-7145
Fax Number: (301) 840-7147
Cluster Name: Damascus, Gaithersburg
Receiving Schools: Baker, Gaithersburg MS

2013–2014 Enrollment = 455

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**43.1**	**56.9**	**≤5.0**	**9.0**	**12.3**	**13.8**	**≤5.0**	**58.7**	**5.9**
ESOL	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.8**	≤5.0	9.2	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0
SPED	**16.0**	≤5.0	11.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.3	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	67	14.7
Grade 1	67	14.7
Grade 2	77	16.9
Grade 3	78	17.1
Grade 4	80	17.6
Grade 5	86	18.9
Total	455	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.8	≤5.0	31.5

Other Participation

Students now or have in the past received FARMS[2] = 18.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9044	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.1	87.8	92.6	93.8	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	61.5	76.9	--	--	--	--
Hispanic/Latino	--	--	90.0	90.0	--	--
White	90.0	90.0	≥95.0	94.4	94.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	70.0	80.0	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Laytonsville Elementary School - # 51

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	5.4	94.6	0.0	89.2	10.8			
Supporting Services	16.7	8.3	4.2	70.8	0.0	91.7	8.3	108	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = 19.7

Grades 1 to 3 = 24.0 Grades 4 to 5 = 26.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
2.7	43.2	54.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	5.747
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	15.900	**Instructional Support Total**	7.997
Staff Development	1.000		
ESOL	0.600	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.250
Instrumental Music	0.300	**Other Support Total**	3.250
Preschool			
Special Education:		**Building Services**	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.800	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	1.000	**Food Services**	1.000
Other Professional Total	2.500		
Total Professional	34.300	**Total Supporting Services**	16.247

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1951	1989	10.4	Y	N	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	16	4	0	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
458	458	445	435	429	421	419	424

School Personnel Costs

Professional Salaries	$2,815,048
Supporting Services Salaries	$619,930
Employee Benefits	$915,320
Total Allocated Cost	**$4,350,298**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Little Bennett Elementary School - #336

Principal: Mr. Shawn D. Miller
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

23930 Burdette Forest Road Clarksburg, MD 20871
www.montgomeryschoolsmd.org/schools/littlebennettes/

Office Phone: (301) 540-5535
Fax Number: (301) 540-5792
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2013–2014 Enrollment = 986

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.1**	**50.9**	**≤5.0**	**32.4**	**17.0**	**9.5**	**≤5.0**	**33.6**	**7.2**
ESOL	**12.2**	≤5.0	7.9	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.7**	6.8	6.9	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	163	16.5
Grade 1	185	18.8
Grade 2	159	16.1
Grade 3	173	17.5
Grade 4	170	17.2
Grade 5	136	13.8
Total	986	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 16.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9845	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.5	90.1	≥95.0	≥95.0	≥95.0	≥95.0
Asian	94.2	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	61.3	77.4	90.6	90.6	90.3	≥95.0
Hispanic/Latino	84.6	92.3	≥95.0	≥95.0	90.0	≥95.0
White	87.9	89.4	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	--	--	90.9	≥95.0
FARMS	72.7	81.8	85.0	85.0	87.5	93.8
LEP	--	--	--	--	--	--
SPED	61.5	76.9	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Little Bennett Elementary School - #336

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.0	0.0	3.0	85.1	3.0	86.6	13.4			
Supporting Services	13.6	18.2	0.0	68.2	0.0	72.7	27.3	209	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 16.5

Average Class Size Kindergarten = 23.4
Grades 1 to 3 = 25.9 Grades 4 to 5 = 27.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.9	43.3	41.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	2.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.875
Classroom	31.600	**Instructional Support Total**	6.125
Staff Development	1.000		
ESOL	1.800	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.500
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	2.750
Instrumental Music	0.500	**Other Support Total**	5.250
Preschool			
Special Education:		Building Services	
Classroom	5.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	52.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.312
Other Professional Total	3.500		
Total Professional	57.900	**Total Supporting Services**	17.687

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	4.8	Y	N	8

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	22	4	0	0	7	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
673	673	1030	1034	1034	1049	1040	1050

School Personnel Costs

Professional Salaries	$4,466,638
Supporting Services Salaries	$666,732
Employee Benefits	$1,338,696
Total Allocated Cost	**$6,472,066**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Luxmanor Elementary School - #220

Principal: Mr. Ryan D. Forkert
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

6201 Tilden Lane Rockville, MD 20852
www.montgomeryschoolsmd.org/schools/luxmanores/

Office Phone: (301) 230-5914
Fax Number: (301) 230-5917
Cluster Name: Walter Johnson
Receiving Schools: Tilden

2013–2014 Enrollment = 433

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.7**	**50.3**	**≤5.0**	**22.6**	**11.3**	**18.0**	**≤5.0**	**44.3**	**≤5.0**
ESOL	**18.2**	7.4	10.9	≤5.0	7.4	≤5.0	6.5	≤5.0	≤5.0	≤5.0
FARMS	**13.6**	6.5	7.2	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0
SPED	**8.8**	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	8	1.8
Full-Day K	57	13.2
Grade 1	79	18.2
Grade 2	78	18.0
Grade 3	75	17.3
Grade 4	65	15.0
Grade 5	71	16.4
Total	433	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.4	≤5.0	31.6

Other Participation

Students now or have in the past received FARMS[2] = 17.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Preschool Education Program (PEP) Inc.
Resource (K–5)
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9603	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.0	91.4	≥95.0	≥95.0	85.5	92.7
Asian	≥95.0	≥95.0	≥95.0	≥95.0	85.7	85.7
Black or African American	--	--	90.0	≥95.0	--	--
Hispanic/Latino	82.4	82.4	≥95.0	≥95.0	80.0	90.0
White	93.8	93.8	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	64.3	71.4	--	--	60.0	90.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Luxmanor Elementary School - #220

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	0.0	0.0	92.5	0.0	90.0	10.0			
Supporting Services	20.0	15.0	25.0	40.0	0.0	85.0	15.0	118	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size Kindergarten = 20.0
Grades 1 to 3 = 23.2 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
2.5	55.0	42.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	5.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	1.000
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	16.900	**Instructional Support Total**	7.750
Staff Development	0.500		
ESOL	2.000	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.250
Instrumental Music	0.200	**Other Support Total**	3.250
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.400	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	**Food Services**	1.000
Other Professional Total	3.500		
Total Professional	36.900	**Total Supporting Services**	15.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	--	6.5	Y	N	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	15	4	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
429	745	453	475	490	513	535	580

School Personnel Costs

Professional Salaries	$2,784,516
Supporting Services Salaries	$612,402
Employee Benefits	$850,503
Total Allocated Cost	**$4,247,421**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Thurgood Marshall Elementary School - #244

Principal: Mrs. Pamela S. Nazzaro
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

12260 McDonald Chapel Drive Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/thurgoodmarshalles/

Office Phone: (301) 670-8282
Fax Number: (301) 670-8256
Cluster Name: Quince Orchard
Receiving Schools: Ridgeview

2013–2014 Enrollment = 614

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.3**	**53.7**	**≤5.0**	**17.9**	**15.0**	**26.9**	**≤5.0**	**34.5**	**≤5.0**
ESOL	**13.0**	6.2	6.8	≤5.0	≤5.0	≤5.0	9.1	≤5.0	≤5.0	≤5.0
FARMS	**30.1**	15.1	15.0	≤5.0	≤5.0	7.8	17.6	≤5.0	≤5.0	≤5.0
SPED	**11.7**	≤5.0	8.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	44	7.2
Full-Day K	114	18.6
Grade 1	105	17.1
Grade 2	89	14.5
Grade 3	93	15.1
Grade 4	78	12.7
Grade 5	91	14.8
Total	614	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	45.8	≤5.0	54.2

Other Participation

Students now or have in the past received FARMS[2] = 37.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9539	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.8	≥95.0	86.4	94.3	93.0	≥95.0
Asian	≥95.0	≥95.0	--	--	--	--
Black or African American	81.8	≥95.0	73.3	86.7	--	--
Hispanic/Latino	85.0	90.0	69.6	87.0	83.3	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	76.9	92.3	74.1	88.9	80.0	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Thurgood Marshall Elementary School - #244

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.8	5.8	7.7	78.8	1.9	94.2	5.8			
Supporting Services	20.0	10.0	10.0	60.0	0.0	85.0	15.0	129	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.9

Average Class Size Kindergarten = 23.0

Grades 1 to 3 = 23.3 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.6	40.4	50.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	4.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	21.000	**Instructional Support Total**	7.250
Staff Development	1.000		
ESOL	1.900	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	0.900
Instrumental Music	0.200	**Other Support Total**	2.900
Preschool			
Special Education:		**Building Services**	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	3.000	**Food Services**	1.250
Other Professional Total	5.000		
Total Professional	47.400	**Total Supporting Services**	15.900

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1993	--	12.0	Y	Y	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	15	4	0	0	5	8

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
534	534	668	685	686	693	681	658

School Personnel Costs

Professional Salaries	$3,781,525
Supporting Services Salaries	$632,255
Employee Benefits	$1,154,378
Total Allocated Cost	**$5,568,158**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Maryvale Elementary School - #210

Principal: Ms. Karen Gregory
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

1000 First Street Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/maryvalees/

Office Phone: (301) 279-4990
Fax Number: (301) 279-4993
Cluster Name: Rockville
Receiving Schools: Wood

2013–2014 Enrollment = 583

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**53.3**	**46.7**	**≤5.0**	**8.2**	**29.0**	**30.7**	**≤5.0**	**24.9**	**6.9**
ESOL	**26.9**	14.4	12.5	≤5.0	≤5.0	≤5.0	16.5	≤5.0	≤5.0	≤5.0
FARMS	**44.1**	23.5	20.6	≤5.0	≤5.0	16.5	21.4	≤5.0	≤5.0	≤5.0
SPED	**7.0**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	81	13.9
Full-Day K	99	17.0
Grade 1	97	16.6
Grade 2	84	14.4
Grade 3	90	15.4
Grade 4	73	12.5
Grade 5	59	10.1
Total	583	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.3	≤5.0	31.7

Other Participation

Students now or have in the past received FARMS[2] = 48.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Resource
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Total French Immersion
Prekindergarten Autism (CAPP)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0003	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.5	87.7	≥95.0	≥95.0	88.9	93.1
Asian	--	--	--	--	--	--
Black or African American	84.0	≥95.0	≥95.0	94.4	≥95.0	94.1
Hispanic/Latino	52.4	66.7	88.9	≥95.0	70.6	82.4
White	≥95.0	94.1	≥95.0	≥95.0	90.5	≥95.0
Two or More Races	90.0	90.0	--	--	--	--
FARMS	66.7	73.3	91.7	≥95.0	82.6	82.6
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Maryvale Elementary School - #210

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.8	18.2	3.6	76.4	0.0	83.6	16.4			
Supporting Services	20.0	13.3	20.0	46.7	0.0	90.0	10.0	140	94.3	5.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 19.6

Grades 1 to 3 = 20.9 Grades 4 to 5 = 18.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.5	54.5	30.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.700
Principal Intern		Special Education	9.693
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	23.200	**Instructional Support Total**	16.518
Staff Development	1.000		
ESOL	3.600	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.375
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool	2.200		
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.300	**Food Services**	1.250
Other Professional Total	3.300		
Total Professional	47.600	**Total Supporting Services**	25.643

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	17.7	Y	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	20	6	3	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
570	740	629	647	647	654	650	641

School Personnel Costs

Professional Salaries	$3,474,803
Supporting Services Salaries	$1,004,975
Employee Benefits	$1,184,207
Total Allocated Cost	**$5,663,985**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Spark M. Matsunaga Elementary School - #523

Principal: Mrs. Judy K. Brubaker
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

13902 Bromfield Road Germantown, Maryland 20874
www.montgomeryschoolsmd.org/schools/matsunagaes/

Office Phone: (301) 601-4350
Fax Number: (301) 601-4358
Cluster Name: Northwest
Receiving Schools: Kingsview

2013–2014 Enrollment = 958

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.4**	**51.6**	**≤5.0**	**38.9**	**15.9**	**12.2**	**≤5.0**	**27.6**	**5.4**
ESOL	**10.0**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**15.7**	7.4	8.2	≤5.0	≤5.0	5.9	6.5	≤5.0	≤5.0	≤5.0
SPED	**5.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	126	13.2
Grade 1	147	15.3
Grade 2	169	17.6
Grade 3	169	17.6
Grade 4	174	18.2
Grade 5	173	18.1
Total	958	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 19.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9152	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.9	≥95.0	92.5	≥95.0	90.6	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	93.9	≥95.0
Black or African American	76.2	85.7	77.8	85.2	74.1	92.6
Hispanic/Latino	86.7	≥95.0	92.3	≥95.0	87.5	≥95.0
White	94.4	94.4	91.5	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	84.6	≥95.0
FARMS	81.3	93.8	82.4	82.4	73.3	93.3
LEP	--	--	--	--	--	--
SPED	--	--	53.3	≥95.0	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Spark M. Matsunaga Elementary School - #523

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.6	1.5	4.5	77.3	1.5	90.9	9.1			
Supporting Services	11.1	22.2	3.7	63.0	0.0	77.8	22.2	210	99.5	0.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.0

Average Class Size Kindergarten = 21.0
Grades 1 to 3 = 24.2 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.5	37.9	57.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	4.187
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.875
Kindergarten	6.000	**Instructional Support Total**	8.062
Classroom	36.800		
Staff Development	1.000	Other Support	
ESOL	2.200	Administrative Secretary	1.000
Reading/Literacy	2.600	Secretary	1.750
Physical Education		Parent/Community Coord	
Art	1.800	Lunch Hour Aide	2.875
Music	1.800	**Other Support Total**	5.625
Instrumental Music	0.500		
Preschool		Building Services	
Special Education:		Manager	1.000
Classroom	5.000	Leader	1.000
Resource Program		Worker	6.500
Teachers Total	57.700	Plant Equipment Operator	
		Building Services Total	8.500
Other Professional			
Counselor	2.000	Food Services	1.750
Media Specialist	1.000		
Spec Ed Related Services	1.000		
Other Professional Total	4.000		
Total Professional	64.700	**Total Supporting Services**	23.937

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2001	--	11.8	Y	Y	15

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	22	4	0	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
651	651	931	905	885	859	851	865

School Personnel Costs

Professional Salaries	$5,284,865
Supporting Services Salaries	$963,033
Employee Benefits	$1,607,063
Total Allocated Cost	**$7,854,961**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

S. Christa McAuliffe Elementary School - #110

Principal: Mrs. Wanda P. Coates
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

12500 Wisteria Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/mcauliffees/

Office Phone: (301) 353-0910
Fax Number: (301) 353-0923
Cluster Name: Seneca Valley
Receiving Schools: Clemente

2013–2014 Enrollment = 675

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.9**	**51.1**	**≤5.0**	**9.8**	**33.0**	**32.1**	**≤5.0**	**17.5**	**7.3**
ESOL	**20.9**	10.1	10.8	≤5.0	≤5.0	≤5.0	12.9	≤5.0	≤5.0	≤5.0
FARMS	**51.6**	24.3	27.3	≤5.0	≤5.0	21.5	18.7	≤5.0	≤5.0	≤5.0
SPED	**8.0**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	20	3.0
Full-Day K	124	18.4
Grade 1	110	16.3
Grade 2	106	15.7
Grade 3	107	15.9
Grade 4	105	15.6
Grade 5	103	15.3
Total	675	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	63.0	9.3	27.8

Other Participation

Students now or have in the past received FARMS[2] = 56.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Learning and Academic Disabilities (K–5)
Resource (K–5)
Head Start
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8435	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	68.8	80.4	88.0	87.0	65.9	91.9
Asian	84.6	85.7	≥95.0	91.7	--	--
Black or African American	48.4	67.7	77.8	70.4	48.0	92.0
Hispanic/Latino	72.2	86.1	86.5	89.2	66.7	88.9
White	90.9	81.8	≥95.0	≥95.0	83.3	92.3
Two or More Races	--	--	--	--	--	--
FARMS	60.0	73.3	85.2	85.2	55.6	91.1
LEP	--	--	--	--	--	--
SPED	18.2	9.1	72.7	72.7	36.4	63.6

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

S. Christa McAuliffe Elementary School - #110

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	8.2	4.9	82.0	0.0	85.2	14.8			
Supporting Services	4.8	14.3	9.5	71.4	0.0	76.2	23.8	178	97.8	2.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.9

Average Class Size Kindergarten = 16.6

Grades 1 to 3 = 18.8 Grades 4 to 5 = 25.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.4	49.2	34.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.600
Principal Intern		Special Education	1.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	29.400	**Instructional Support Total**	6.975
Staff Development	1.000		
ESOL	3.800	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.500
Instrumental Music	0.200	**Other Support Total**	3.500
Preschool	0.600		
Special Education:		**Building Services**	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.500	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.900	**Food Services**	1.375
Other Professional Total	2.900		
Total Professional	53.400	**Total Supporting Services**	17.350

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1987	--	10.6	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	20	5	1	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
533	740	710	715	719	721	720	697

School Personnel Costs

Professional Salaries	$3,863,205
Supporting Services Salaries	$755,222
Employee Benefits	$1,185,256
Total Allocated Cost	**$5,803,683**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Ronald McNair Elementary School - #158

Principal: Mrs. Eileen K. Macfarlane
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:05 - 3:30
Feeder Schools:

13881 Hopkins Road Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/ronaldmcnaires/

Office Phone: (301) 353-0854
Fax Number: (301) 353-0964
Cluster Name: Northwest
Receiving Schools: Kingsview

2013–2014 Enrollment = 813

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.2**	**48.8**	**≤5.0**	**30.1**	**23.5**	**16.4**	**≤5.0**	**25.5**	**≤5.0**
ESOL	**19.4**	9.3	10.1	≤5.0	9.6	≤5.0	5.8	≤5.0	≤5.0	≤5.0
FARMS	**24.4**	12.1	12.3	≤5.0	≤5.0	11.7	7.6	≤5.0	≤5.0	≤5.0
SPED	**6.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	20	2.5
Full-Day K	148	18.2
Grade 1	126	15.5
Grade 2	133	16.4
Grade 3	126	15.5
Grade 4	137	16.9
Grade 5	123	15.1
Total	813	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 28.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9844	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.0	93.4	≥95.0	≥95.0	93.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.1
Black or African American	72.4	82.8	88.2	≥95.0	80.0	≥95.0
Hispanic/Latino	75.0	≥95.0	≥95.0	86.4	93.8	≥95.0
White	≥95.0	93.3	≥95.0	≥95.0	94.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	83.3	91.7	92.6	92.6	84.6	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	75.0	83.3	80.0	90.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ronald McNair Elementary School - #158

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	10.7	3.6	80.4	1.8	91.1	8.9			
Supporting Services	18.2	18.2	13.6	50.0	0.0	81.8	18.2	172	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.1

Average Class Size Kindergarten = 24.8
Grades 1 to 3 = 22.9 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.3	50.0	35.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	3.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	27.500	**Instructional Support Total**	7.125
Staff Development	1.000		
ESOL	2.400	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	2.000
Instrumental Music	0.400	**Other Support Total**	4.000
Preschool	0.500		
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	**Food Services**	1.375
Other Professional Total	3.300		
Total Professional	50.300	**Total Supporting Services**	17.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	10.0	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	19	5	1	0	6	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
622	622	837	828	829	826	829	815

School Personnel Costs

Professional Salaries	$3,753,596
Supporting Services Salaries	$704,892
Employee Benefits	$1,176,317
Total Allocated Cost	**$5,634,805**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Meadow Hall Elementary School - #212

Principal: Mr. Cabell W. Lloyd
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

951 Twinbrook Parkway Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/meadowhalles/

Office Phone: (301) 279-4988
Fax Number: (301) 517-5887
Cluster Name: Rockville
Receiving Schools: Wood

2013–2014 Enrollment = 442

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.5**	**54.5**	**≤5.0**	**10.2**	**12.7**	**54.3**	**≤5.0**	**17.4**	**≤5.0**
ESOL	**24.2**	11.3	12.9	≤5.0	≤5.0	≤5.0	20.6	≤5.0	≤5.0	≤5.0
FARMS	**55.0**	25.1	29.9	≤5.0	≤5.0	8.6	37.6	≤5.0	≤5.0	≤5.0
SPED	**16.3**	≤5.0	12.2	≤5.0	≤5.0	≤5.0	8.4	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	77	17.4
Grade 1	68	15.4
Grade 2	77	17.4
Grade 3	72	16.3
Grade 4	68	15.4
Grade 5	80	18.1
Total	442	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	51.4	23.6	25.0

Other Participation

Students now or have in the past received FARMS[2] = 63.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 18.6%
Attendance Rate[2 3] = 94.3%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Learning and Academic Disabilities

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9568	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	48.4	76.6	74.7	77.3	79.3	93.1
Asian	--	--	--	--	--	--
Black or African American	45.5	63.6	--	--	--	--
Hispanic/Latino	52.8	80.6	71.8	66.7	85.7	92.9
White	--	--	89.5	89.5	84.6	92.3
Two or More Races	--	--	--	--	--	--
FARMS	44.2	72.1	74.3	77.1	69.0	86.2
LEP	--	--	--	--	--	--
SPED	--	--	28.6	35.7	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Meadow Hall Elementary School - #212

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.4	0.0	6.7	88.9	0.0	73.3	26.7			
Supporting Services	0.0	8.0	12.0	80.0	0.0	76.0	24.0	125	96.8	3.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.7

Average Class Size Kindergarten = 17.5

Grades 1 to 3 = 19.0 Grades 4 to 5 = 20.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	42.2	46.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.499
Principal Intern		Special Education	8.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	19.800	**Instructional Support Total**	12.124
Staff Development	1.000		
ESOL	2.000	**Other Support**	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.500	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.300	**Food Services**	0.750
Other Professional Total	3.300		
Total Professional	41.800	**Total Supporting Services**	19.249

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1994	8.4	N	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	13	4	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
352	352	438	445	452	448	456	453

School Personnel Costs

Professional Salaries	$3,180,703
Supporting Services Salaries	$801,219
Employee Benefits	$1,074,919
Total Allocated Cost	**$5,056,841**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Mill Creek Towne Elementary School - #556

Principal: Mr. Kenneth L. Marcus
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

17700 Park Mill Drive Rockville, MD 20855
www.montgomeryschoolsmd.org/schools/mctes/

Office Phone: (301) 840-7149
Fax Number: (301) 670-2245
Cluster Name: Col. Zadok Magruder
Receiving Schools: Shady Grove

2013–2014 Enrollment = 401

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.9**	**53.1**	**≤5.0**	**11.5**	**14.5**	**42.6**	**≤5.0**	**25.2**	**5.7**
ESOL	**31.2**	14.7	16.5	≤5.0	≤5.0	≤5.0	22.4	≤5.0	≤5.0	≤5.0
FARMS	**46.4**	21.2	25.2	≤5.0	≤5.0	7.5	32.2	≤5.0	≤5.0	≤5.0
SPED	**18.7**	6.0	12.7	≤5.0	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	27	6.7
Full-Day K	60	15.0
Grade 1	71	17.7
Grade 2	63	15.7
Grade 3	72	18.0
Grade 4	53	13.2
Grade 5	55	13.7
Total	401	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	34.7	≤5.0	62.7

Other Participation

Students now or have in the past received FARMS[2] = 51.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Learning Center (K–3)
Elementary Learning Center (4–5)
Resource (K–5)
Prekindergarten
Prekindergarten Language Class
Reading/Language Arts Program
Character Counts!
Safety Patrol Program

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9040	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	68.4	66.7	80.8	84.6	79.3	86.0
Asian	--	--	--	--	--	--
Black or African American	30.0	10.0	--	--	70.0	70.0
Hispanic/Latino	63.2	63.2	85.0	85.0	68.2	81.8
White	93.3	86.7	88.9	≥95.0	94.7	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	47.4	47.4	76.5	76.5	70.0	70.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	36.4	54.5

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Mill Creek Towne Elementary School - #556

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.3	11.1	4.4	71.1	0.0	88.9	11.1			
Supporting Services	15.0	15.0	20.0	45.0	5.0	80.0	20.0	124	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.0

Average Class Size Kindergarten = 18.0
Grades 1 to 3 = 16.4 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.9	35.6	55.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.498
Principal Intern		Special Education	5.312
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	15.900	**Instructional Support Total**	7.935
Staff Development	1.000		
ESOL	2.200	**Other Support**	
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	0.750
Instrumental Music	0.200	**Other Support Total**	2.750
Preschool	0.500		
Special Education:		**Building Services**	
Classroom	5.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	2.900	**Food Services**	1.000
Other Professional Total	4.400		
Total Professional	39.500	**Total Supporting Services**	15.685

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	2000	8.4	Y	N	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	10	5	1	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
333	333	417	425	415	409	402	403

School Personnel Costs

Professional Salaries	$3,161,728
Supporting Services Salaries	$635,066
Employee Benefits	$989,664
Total Allocated Cost	**$4,786,458**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Monocacy Elementary School - #652

Principal: Ms. Cynthia R. Duranko
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

18801 Barnesville Road Dickerson, MD 20842
www.montgomeryschoolsmd.org/schools/monocacyes/

Office Phone: (301) 972-7990
Fax Number: (301) 972-7995
Cluster Name: Poolesville
Receiving Schools: John Poole

2013–2014 Enrollment = 165

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.7**	**53.3**	**≤5.0**	**≤5.0**	**6.1**	**5.5**	**≤5.0**	**78.8**	**6.7**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.3**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.3	≤5.0
SPED	**12.7**	≤5.0	10.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.1	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	22	13.3
Grade 1	27	16.4
Grade 2	23	13.9
Grade 3	32	19.4
Grade 4	30	18.2
Grade 5	31	18.8
Grade 6	0	0.0
Total	165	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 17.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = 94.3%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model

School Progress Index[3]

Achievement	Gap Reduction[5]	Growth	SPI	Strand
Not Met	T/S	Not Met	0.9178	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.5	88.5	89.7	82.8	80.8	92.3
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	85.7	85.7	90.5	81.0	81.0	90.5
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Subgroup sizes are too small (T/S) to assess the Gap Reduction.

Monocacy Elementary School - #652

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	100.0	0.0	88.9	11.1			
Supporting Services	0.0	18.2	18.2	63.6	0.0	81.8	18.2	37	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 23.0
Grades 1 to 3 = 20.5 Grades 4 to 5 = 30.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.6	38.9	55.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.125
Principal Intern		Special Education	3.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	1.000	Instructional Data Assistant	0.500
Classroom	5.200	**Instructional Support Total**	4.500
Staff Development	0.500		
ESOL	0.100	**Other Support**	
Reading/Literacy	2.400	Administrative Secretary	1.000
Physical Education		Secretary	0.500
Art	0.200	Parent/Community Coord	
Music	0.300	Lunch Hour Aide	0.375
Instrumental Music	0.100	**Other Support Total**	1.875
Preschool			
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	11.300	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	0.500		
Spec Ed Related Services	0.400	**Food Services**	
Other Professional Total	1.900		
Total Professional	14.200	**Total Supporting Services**	9.375

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1989	27.0	Y	N	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
13	8	3	0	0	1	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
219	219	160	155	147	150	148	150

School Personnel Costs

Professional Salaries	$1,280,132
Supporting Services Salaries	$395,118
Employee Benefits	$423,122
Total Allocated Cost	**$2,098,372**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Montgomery Knolls Elementary School - #776

Principal: Mr. Bertram B. Generlette
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools:

807 Daleview Drive Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/knollses/

Office Phone: (301) 431-7667
Fax Number: (301) 431-7669
Cluster Name: Downcounty Consortium
Receiving Schools: Pine Crest

2013–2014 Enrollment = 498

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.8**	**51.2**	**≤5.0**	**5.8**	**24.3**	**46.8**	**≤5.0**	**21.3**	**≤5.0**
ESOL	**44.8**	19.1	25.7	≤5.0	≤5.0	6.2	35.5	≤5.0	≤5.0	≤5.0
FARMS	**59.2**	26.3	32.9	≤5.0	≤5.0	16.1	39.4	≤5.0	≤5.0	≤5.0
SPED	**14.1**	≤5.0	9.0	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	107	21.5
Full-Day K	134	26.9
Grade 1	110	22.1
Grade 2	147	29.5
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	498	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	52.9	≤5.0	47.1

Other Participation

Students now or have in the past received FARMS[2] = 61.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 16.8%
Attendance Rate[2 3] = 94.7%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model (K–2)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource
Computer Technology Program
Head Start
Linkages to Learning
Prekindergarten
Program of Assessment, Diagnosis, and Instruction (PADI)

School Progress Index[3]

Achievement	Gap Reduction	Growth[5]	SPI	Strand
Not Met	Not Met	K/2	0.7779	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).

Maryland School Assessment Proficiency Rate[2 3 5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Growth is not assessed for K–2 schools (K/2).

Montgomery Knolls Elementary School - #776

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.9	13.6	1.7	67.8	5.1	84.7	15.3			
Supporting Services	12.5	20.8	33.3	25.0	4.2	79.2	20.8	140	94.3	5.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.0

Average Class Size Kindergarten = 18.7
Grades 1 to 3 = 17.1 Grades 4 to 5 =

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.1	40.7	32.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.600
Principal Intern		Special Education	4.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	21.400	**Instructional Support Total**	10.350
Staff Development	1.000		
ESOL	5.700	Other Support	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	0.750
Instrumental Music		**Other Support Total**	2.750
Preschool	1.600		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.500	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	1.625
Other Professional Total	4.600		
Total Professional	55.100	**Total Supporting Services**	20.225

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1989	10.3	N	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	16	6	2	0	7	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
503	503	497	505	494	487	485	483

School Personnel Costs

Professional Salaries	$3,984,302
Supporting Services Salaries	$781,829
Employee Benefits	$1,212,979
Total Allocated Cost	**$5,979,110**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

New Hampshire Estates Elementary School - #791

Principal: Ms. Marinda Thomas Evans
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:00
Feeder Schools:

8720 Carroll Avenue Silver Spring, MD 20903
www.montgomeryschoolsmd.org/schools/nhees/

Office Phone: (301) 431-7607
Fax Number: (301) 431-7644
Cluster Name: Downcounty Consortium
Receiving Schools: Oak View

2013–2014 Enrollment = 508

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.2**	**47.8**	**≤5.0**	**≤5.0**	**13.4**	**81.5**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**72.6**	35.6	37.0	≤5.0	≤5.0	≤5.0	65.7	≤5.0	≤5.0	≤5.0
FARMS	**93.5**	48.6	44.9	≤5.0	≤5.0	11.2	79.1	≤5.0	≤5.0	≤5.0
SPED	**7.7**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	115	22.6
Full-Day K	134	26.4
Grade 1	142	28.0
Grade 2	117	23.0
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	508	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	84.6	≤5.0	15.4

Other Participation

Students now or have in the past received FARMS[2] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 20.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Resource
Head Start
Linkages to Learning
Prekindergarten
School Based Health Center

School Progress Index[3]

Achievement	Gap Reduction	Growth[5]	SPI	Strand
Not Met	Not Met	K/2	0.8263	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).

Maryland School Assessment Proficiency Rate[2 3 5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Growth is not assessed for K–2 schools (K/2).

New Hampshire Estates Elementary School - #791

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.7	15.0	11.7	65.0	5.0	95.0	5.0			
Supporting Services	13.0	30.4	39.1	17.4	0.0	87.0	13.0	148	97.3	2.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.5

Average Class Size Kindergarten = 16.9
Grades 1 to 3 = 15.9 Grades 4 to 5 =

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
30.0	28.3	41.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.573
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	8.000	Instructional Data Assistant	0.625
Classroom	22.400	**Instructional Support Total**	7.698
Staff Development	1.000		
ESOL	8.800	**Other Support**	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.171
Instrumental Music		**Other Support Total**	3.171
Preschool	4.600		
Special Education:		**Building Services**	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.700	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	0.500		
Spec Ed Related Services	1.600	**Food Services**	2.000
Other Professional Total	3.100		
Total Professional	54.800	**Total Supporting Services**	18.369

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1988	5.4	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	12	6	6	0	8	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
444	444	529	515	505	495	495	495

School Personnel Costs

Professional Salaries	$3,994,822
Supporting Services Salaries	$724,202
Employee Benefits	$1,234,237
Total Allocated Cost	**$5,953,261**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Roscoe R. Nix Elementary School - #307

Principal: Ms. Annette M. Ffolkes
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

1100 Corliss Street Silver Spring, MD 20903
www.montgomeryschoolsmd.org/schools/nixes/

Office Phone: (301) 422-5070
Fax Number: (301) 422-5072
Cluster Name: Northeast Consortium
Receiving Schools: Cresthaven

2013–2014 Enrollment = 553

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.3**	**51.7**	**≤5.0**	**12.1**	**35.8**	**44.8**	**≤5.0**	**5.6**	**≤5.0**
ESOL	**37.4**	18.6	18.8	≤5.0	5.8	6.0	25.1	≤5.0	≤5.0	≤5.0
FARMS	**70.9**	35.4	35.4	≤5.0	6.5	24.6	38.2	≤5.0	≤5.0	≤5.0
SPED	**8.7**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	47	8.5
Full-Day K	162	29.3
Grade 1	157	28.4
Grade 2	187	33.8
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	553	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	50.0	8.3	41.7

Other Participation

Students now or have in the past received FARMS[2] = 76.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 26.0%
Attendance Rate[2 3] = 94.3%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Federal Title I Funds
Autism (K–2)
Elementary Home School Model (K–2)
Prekindergarten Autism
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth[5]	SPI	Strand
Not Met	Met	K/2	0.9171	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).

Maryland School Assessment Proficiency Rate[2 3 5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Growth is not assessed for K–2 schools (K/2).

Roscoe R. Nix Elementary School - #307

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.4	24.1	11.1	53.7	3.7	94.4	5.6			
Supporting Services	19.2	30.8	23.1	23.1	3.8	73.1	26.9	158	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.9

Average Class Size Kindergarten = 17.9
Grades 1 to 3 = 18.7 Grades 4 to 5 =

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.1	37.0	38.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.000
Principal Intern		Special Education	6.879
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	8.000	Instructional Data Assistant	0.625
Classroom	26.300	**Instructional Support Total**	13.004
Staff Development	1.000		
ESOL	4.600	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.374
Instrumental Music		**Other Support Total**	3.374
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.600	**Food Services**	1.125
Other Professional Total	3.600		
Total Professional	54.100	**Total Supporting Services**	22.503

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	9.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	16	4	1	0	9	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
478	478	537	534	525	518	515	514

School Personnel Costs

Professional Salaries	$3,865,806
Supporting Services Salaries	$847,973
Employee Benefits	$1,205,428
Total Allocated Cost	**$5,919,207**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

North Chevy Chase Elementary School - #415

Principal: Ms. Renee D. Wallace-Stevens
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:00 - 3:30
Feeder Schools: Rosemary Hills

3700 Jones Bridge Road Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/nchevychasees/

Office Phone: (301) 657-4950
Fax Number: (301) 951-6658
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2013–2014 Enrollment = 402

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.8**	**51.2**	**≤5.0**	**6.7**	**11.2**	**12.7**	**≤5.0**	**61.4**	**7.5**
ESOL	**5.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**10.4**	6.2	≤5.0	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0
SPED	**11.9**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.7	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	89	22.1
Grade 4	103	25.6
Grade 5	96	23.9
Grade 6	114	28.4
Total	402	

Students with Disabilities Least Restrictive Environment (LRE)[2]

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[2] = 13.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model (3–5)
Resource
Computer Technology Program
International Baccalaureate Middle Years Programme
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.8897	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	83.3	92.2	93.8	94.8	87.6	≥95.0	92.7	≥95.0
Asian	--	--	--	--	60.0	90.0	--	--
Black or African American	72.7	81.8	72.7	81.8	85.7	92.9	--	--
Hispanic/Latino	70.0	90.0	91.7	91.7	40.0	90.0	82.6	91.3
White	87.7	93.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--	--	--
FARMS	--	--	--	--	--	--	66.7	75.0
LEP	--	--	--	--	--	--	--	--
SPED	--	--	75.0	75.0	52.9	88.2	56.3	68.8

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

North Chevy Chase Elementary School - #415

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	14.3	0.0	71.4	11.4	74.3	25.7			
Supporting Services	7.1	28.6	14.3	42.9	7.1	78.6	21.4	73	89.0	11.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.0

Average Class Size Kindergarten =
Grades 1 to 3 = 22.5 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.3	28.6	57.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.749
Principal Intern		Special Education	2.187
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	21.200	**Instructional Support Total**	4.061
Staff Development	0.500		
ESOL	0.100	**Other Support**	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.999
Instrumental Music	0.600	**Other Support Total**	2.999
Preschool			
Special Education:		**Building Services**	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	27.700	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	**Food Services**	1.000
Other Professional Total	2.400		
Total Professional	31.100	**Total Supporting Services**	11.060

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1995	7.9	N	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
15	11	3	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
266	358	399	412	411	323	322	318

School Personnel Costs

Professional Salaries	$2,436,931
Supporting Services Salaries	$463,794
Employee Benefits	$742,941
Total Allocated Cost	**$3,643,666**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Oak View Elementary School - #766

Principal: Ms. Peggy E. Salazar
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:10
Feeder Schools: New Hampshire Estates

400 East Wayne Avenue Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/oakviewes/

Office Phone: (301) 650-6434
Fax Number: (301) 650-6453
Cluster Name: Downcounty Consortium
Receiving Schools: Eastern

2013–2014 Enrollment = 350

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.1**	**50.9**	**≤5.0**	**9.4**	**17.7**	**56.6**	**≤5.0**	**15.1**	**≤5.0**
ESOL	**38.3**	16.3	22.0	≤5.0	≤5.0	≤5.0	30.9	≤5.0	≤5.0	≤5.0
FARMS	**70.3**	31.4	38.9	≤5.0	7.1	11.1	51.4	≤5.0	≤5.0	≤5.0
SPED	**12.3**	≤5.0	8.9	≤5.0	≤5.0	≤5.0	8.3	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	111	31.7
Grade 4	126	36.0
Grade 5	113	32.3
Total	350	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 76.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model (3–5)
Center for the Highly Gifted (4–5)
Linkages to Learning
Math Enhanced Program

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8044	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	55.0	68.8	92.7	92.7	80.6	88.9
Asian	--	--	≥95.0	≥95.0	--	--
Black or African American	61.9	71.4	90.0	≥95.0	86.4	≥95.0
Hispanic/Latino	47.2	63.9	90.2	86.9	69.6	85.7
White	83.3	83.3	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	45.9	63.5	92.2	90.9	72.4	84.2
LEP	--	--	--	--	--	--
SPED	26.3	31.6	76.9	76.9	20.0	70.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Oak View Elementary School - #766

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	9.1	3.0	81.8	0.0	81.8	18.2			
Supporting Services	5.6	11.1	50.0	33.3	0.0	77.8	22.2	83	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten =
Grades 1 to 3 = 22.6 Grades 4 to 5 = 23.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.1	33.3	60.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.625
Principal Intern		Special Education	1.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	16.300	**Instructional Support Total**	6.625
Staff Development	1.000		
ESOL	2.600	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	1.500
Music	0.600	Lunch Hour Aide	0.875
Instrumental Music	0.200	**Other Support Total**	4.375
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.300	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	0.500	**Food Services**	1.250
Other Professional Total	2.000		
Total Professional	30.300	**Total Supporting Services**	15.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1949	1985	11.3	Y	N	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
19	15	3	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
358	358	400	420	430	425	425	425

School Personnel Costs

Professional Salaries	$2,487,717
Supporting Services Salaries	$672,732
Employee Benefits	$843,508
Total Allocated Cost	**$4,003,957**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Oakland Terrace Elementary School - #769

Principal: Mrs. Cheryl D. Pulliam
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools:

2720 Plyers Mill Road Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/oaklandes/

Office Phone: (301) 929-2161
Fax Number: (301) 929-6910
Cluster Name: Downcounty Consortium
Receiving Schools: Sligo, Newport Mill

2013–2014 Enrollment = 507

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.3**	**52.7**	**≤5.0**	**7.5**	**14.2**	**30.2**	**≤5.0**	**40.0**	**7.7**
ESOL	**19.5**	6.7	12.8	≤5.0	≤5.0	≤5.0	14.4	≤5.0	≤5.0	≤5.0
FARMS	**33.5**	16.0	17.6	≤5.0	≤5.0	6.7	21.5	≤5.0	≤5.0	≤5.0
SPED	**10.8**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	25	4.9
Full-Day K	84	16.6
Grade 1	79	15.6
Grade 2	87	17.2
Grade 3	86	17.0
Grade 4	68	13.4
Grade 5	78	15.4
Total	507	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.9	≤5.0	9.1

Other Participation

Students now or have in the past received FARMS[2] = 36.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model (Inclusion)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9383	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.3	90.0	≥95.0	≥95.0	90.8	≥95.0
Asian	--	--	--	--	≥95.0	≥95.0
Black or African American	61.5	76.9	92.9	≥95.0	94.1	94.1
Hispanic/Latino	61.5	76.9	94.7	94.7	69.7	93.9
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	--	--
FARMS	65.2	78.3	90.5	≥95.0	77.1	94.3
LEP	--	--	--	--	--	--
SPED	--	--	92.3	≥95.0	76.5	94.1

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Oakland Terrace Elementary School - #769

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	18.4	0.0	77.6	4.1	91.8	8.2			
Supporting Services	4.3	4.3	34.8	56.5	0.0	91.3	8.7	143	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.5

Average Class Size Kindergarten = 16.6

Grades 1 to 3 = 19.5 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.4	34.7	42.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.000
Principal Intern		Special Education	5.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	25.800	**Instructional Support Total**	8.875
Staff Development	1.000		
ESOL	2.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.811
Instrumental Music	0.400	**Other Support Total**	3.811
Preschool	0.500		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.800	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	0.625
Other Professional Total	3.100		
Total Professional	47.900	**Total Supporting Services**	18.311

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1993	9.5	Y	N	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	18	5	1	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
523	523	520	528	517	511	506	496

School Personnel Costs

Professional Salaries	$3,593,432
Supporting Services Salaries	$726,548
Employee Benefits	$1,082,454
Total Allocated Cost	**$5,402,434**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Olney Elementary School - #502

Principal: Mrs. Carla Glawe
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

3401 Queen Mary Drive Olney, MD 20832
www.montgomeryschoolsmd.org/schools/olneyes/

Office Phone: (301) 924-3126
Fax Number: (301) 570-1094
Cluster Name: Sherwood
Receiving Schools: Rosa Parks

2013–2014 Enrollment = 589

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.2**	**52.8**	**≤5.0**	**11.2**	**14.3**	**15.1**	**≤5.0**	**52.6**	**6.8**
ESOL	**8.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**19.4**	8.7	10.7	≤5.0	≤5.0	7.3	6.8	≤5.0	≤5.0	≤5.0
SPED	**6.6**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	89	15.1
Grade 1	91	15.4
Grade 2	101	17.1
Grade 3	101	17.1
Grade 4	103	17.5
Grade 5	104	17.7
Total	589	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	84.6	10.3	5.1

Other Participation

Students now or have in the past received FARMS[2] = 23.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9918	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.8	88.8	≥95.0	≥95.0	93.0	≥95.0
Asian	90.0	≥95.0	≥95.0	90.9	84.6	84.6
Black or African American	80.0	73.3	92.9	85.7	81.3	87.5
Hispanic/Latino	70.6	76.5	90.9	90.9	≥95.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	59.1	68.2	90.9	90.9	79.2	83.3
LEP	--	--	--	--	--	--
SPED	--	--	--	--	80.0	80.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Olney Elementary School - #502

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	7.1	7.1	83.3	0.0	92.9	7.1			
Supporting Services	6.3	25.0	12.5	56.3	0.0	87.5	12.5	125	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.5

Average Class Size Kindergarten = 22.3

Grades 1 to 3 = 24.5 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.5	52.4	38.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	2.562
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	1.250
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	23.000	**Instructional Support Total**	6.187
Staff Development	1.000		
ESOL	0.700	**Other Support**	
Reading/Literacy	2.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.312
Instrumental Music	0.300	**Other Support Total**	3.312
Preschool			
Special Education:		**Building Services**	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	**Food Services**	1.000
Other Professional Total	3.200		
Total Professional	41.200	**Total Supporting Services**	14.499

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1990	9.9	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	21	4	0	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
584	584	571	561	551	542	541	538

School Personnel Costs

Professional Salaries	$3,115,168
Supporting Services Salaries	$608,322
Employee Benefits	$952,267
Total Allocated Cost	**$4,675,757**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

William Tyler Page Elementary School - #312

Principal: Ms. Raushann Austin
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

13400 Tamarack Road Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/pagees/

Office Phone: (301) 989-5672
Fax Number: (301) 879-1036
Cluster Name: Northeast Consortium
Receiving Schools: Briggs Chaney

2013–2014 Enrollment = 411

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.1**	**48.9**	**≤5.0**	**18.2**	**52.6**	**18.5**	**≤5.0**	**7.5**	**≤5.0**
ESOL	**21.2**	10.2	10.9	≤5.0	5.8	5.6	9.5	≤5.0	≤5.0	≤5.0
FARMS	**50.9**	27.0	23.8	≤5.0	8.8	26.3	13.6	≤5.0	≤5.0	≤5.0
SPED	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	34	8.3
Full-Day K	51	12.4
Grade 1	56	13.6
Grade 2	65	15.8
Grade 3	75	18.2
Grade 4	61	14.8
Grade 5	69	16.8
Total	411	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.1	15.4	11.5

Other Participation

Students now or have in the past received FARMS[2] = 57.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9941	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.5	91.2	84.7	93.2	80.0	≥95.0
Asian	--	--	≥95.0	≥95.0	93.3	≥95.0
Black or African American	81.5	85.2	74.1	88.9	69.2	92.3
Hispanic/Latino	--	--	80.0	90.0	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	81.0	85.7	73.7	84.2	66.7	92.6
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

William Tyler Page Elementary School - #312

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.6	16.7	2.8	75.0	0.0	91.7	8.3			
Supporting Services	6.3	31.3	12.5	43.8	6.3	87.5	12.5	110	96.4	3.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.1

Average Class Size Kindergarten = 17.3

Grades 1 to 3 = 18.1 Grades 4 to 5 = 21.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	22.2	66.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.873
Principal Intern		Special Education	2.498
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	17.800	**Instructional Support Total**	5.496
Staff Development	0.500		
ESOL	1.900	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	0.684
Instrumental Music	0.200	**Other Support Total**	2.684
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.700	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.700	**Food Services**	1.062
Other Professional Total	2.700		
Total Professional	34.400	**Total Supporting Services**	12.742

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	2003	9.8	Y	Y	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	13	4	1	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
361	361	409	405	387	374	372	375

School Personnel Costs

Professional Salaries	$2,961,284
Supporting Services Salaries	$537,060
Employee Benefits	$900,290
Total Allocated Cost	**$4,398,634**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Pine Crest Elementary School - #761

Principal: Mrs. Cynthia A. Houston
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools: Montgomery Knolls

201 Woodmoor Drive Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/pinecrestes/

Office Phone: (301) 649-8066
Fax Number: (301) 649-8194
Cluster Name: Downcounty Consortium
Receiving Schools: Eastern

2013–2014 Enrollment = 454

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.3**	**48.7**	**≤5.0**	**10.4**	**18.3**	**37.0**	**≤5.0**	**30.6**	**≤5.0**
ESOL	**20.5**	8.6	11.9	≤5.0	≤5.0	≤5.0	15.6	≤5.0	≤5.0	≤5.0
FARMS	**46.9**	22.2	24.7	≤5.0	≤5.0	11.7	29.1	≤5.0	≤5.0	≤5.0
SPED	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	126	27.8
Grade 4	168	37.0
Grade 5	160	35.2
Total	454	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.5	6.5	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 53.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model (3–5)
Elementary Home School Model (Inclusion)
Center for the Highly Gifted (4–5)
Linkages to Learning
Technology Magnet Program
Professional Development School with the University of MD
KidsCo

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9439	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	70.3	79.7	94.3	≥95.0	81.2	94.8
Asian	92.3	84.6	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	78.9	84.2	86.2	89.7	80.0	93.3
Hispanic/Latino	48.1	70.4	91.5	93.6	58.5	88.7
White	92.9	92.9	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	≥95.0	≥95.0
FARMS	59.7	75.0	88.3	93.3	65.8	90.8
LEP	--	--	--	--	--	--
SPED	20.0	20.0	--	--	36.4	72.7

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Pine Crest Elementary School - #761

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	15.8	7.9	76.3	0.0	92.1	7.9			
Supporting Services	0.0	28.6	14.3	57.1	0.0	85.7	14.3	104	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size Kindergarten =

Grades 1 to 3 = 25.4 Grades 4 to 5 = 25.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	28.9	57.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.749
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	19.800	**Instructional Support Total**	3.374
Staff Development	1.000		
ESOL	2.200	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.999
Instrumental Music	0.500	**Other Support Total**	2.999
Preschool			
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	27.900	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	0.400	Food Services	1.250
Other Professional Total	1.900		
Total Professional	31.800	**Total Supporting Services**	11.123

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1941	1992	5.6	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	16	4	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
381	381	470	459	472	453	463	452

School Personnel Costs

Professional Salaries	$2,510,054
Supporting Services Salaries	$476,052
Employee Benefits	$777,246
Total Allocated Cost	**$3,763,352**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Piney Branch Elementary School - #749

Principal: Mrs. Rachel C. DuBois
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools: Takoma Park ES

7510 Maple Avenue Takoma Park, MD 20912
www.montgomeryschoolsmd.org/schools/pineybranches/

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

2013–2014 Enrollment = 523

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.2**	**52.8**	**≤5.0**	**≤5.0**	**36.9**	**16.4**	**≤5.0**	**36.5**	**6.3**
ESOL	**14.7**	7.3	7.5	≤5.0	≤5.0	8.0	5.7	≤5.0	≤5.0	≤5.0
FARMS	**35.6**	16.6	18.9	≤5.0	≤5.0	22.0	10.7	≤5.0	≤5.0	≤5.0
SPED	**9.2**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	180	34.4
Grade 4	173	33.1
Grade 5	170	32.5
Total	523	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.8	6.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 41.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model (3–5)
Science Lab Classes

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9381	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.7	86.0	87.9	93.9	88.6	93.5
Asian	--	--	--	--	--	--
Black or African American	64.9	71.4	84.7	93.2	79.2	≥95.0
Hispanic/Latino	57.6	78.8	75.9	78.6	81.8	72.7
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	92.3	≥95.0	--	--
FARMS	52.2	67.2	74.6	84.5	77.3	81.4
LEP	--	--	--	--	--	--
SPED	61.5	76.9	47.4	78.9	45.5	63.6

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Piney Branch Elementary School - #749

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.9	18.4	7.9	63.2	2.6	78.9	21.1			
Supporting Services	5.9	47.1	29.4	17.6	0.0	70.6	29.4	103	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.7

Average Class Size Kindergarten =
Grades 1 to 3 = 22.5 Grades 4 to 5 = 26.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.3	44.7	28.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.623
Principal Intern		Special Education	1.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	22.700	**Instructional Support Total**	4.623
Staff Development	1.000		
ESOL	1.700	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	0.998
Instrumental Music	0.400	**Other Support Total**	2.998
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.400	Worker	3.500
Other Professional		Plant Equipment Operator	1.000
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	0.500	**Food Services**	1.250
Other Professional Total	2.500		
Total Professional	36.900	**Total Supporting Services**	15.371

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	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
611	611	547	573	608	632	617	577

School Personnel Costs

Professional Salaries	$2,645,467
Supporting Services Salaries	$639,873
Employee Benefits	$836,014
Total Allocated Cost	**$4,121,354**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Poolesville Elementary School - #153

Principal: Mr. Douglas M. Robbins
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:25 - 3:05
Feeder Schools:

19565 Fisher Avenue Poolesville, MD 20837
www.montgomeryschoolsmd.org/schools/poolesvillees/

Office Phone: (301) 972-7960
Fax Number: (301) 972-7963
Cluster Name: Poolesville
Receiving Schools: John Poole

2013–2014 Enrollment = 396

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**≤5.0**	**≤5.0**	**11.9**	**≤5.0**	**77.0**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**12.4**	6.6	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0
SPED	**10.4**	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.1	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	67	16.9
Grade 1	57	14.4
Grade 2	75	18.9
Grade 3	84	21.2
Grade 4	62	15.7
Grade 5	51	12.9
Total	396	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.4	12.2	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 16.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.6%
Attendance Rate[2 3] = 94.5%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0247	1

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.1	92.1	≥95.0	≥95.0	94.4	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	85.7	91.8	≥95.0	≥95.0	94.5	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	66.7	75.0	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Poolesville Elementary School - #153

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	96.9	3.1	81.3	18.8			
Supporting Services	13.3	13.3	0.0	73.3	0.0	86.7	13.3	84	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size Kindergarten = 22.3

Grades 1 to 3 = 21.6 Grades 4 to 5 = 22.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.1	34.4	62.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	2.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	14.700	**Instructional Support Total**	4.625
Staff Development	0.500		
ESOL	0.500	**Other Support**	
Reading/Literacy	1.700	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.061
Instrumental Music	0.200	**Other Support Total**	3.061
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	
Teachers Total	26.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	**Food Services**	1.000
Other Professional Total	2.700		
Total Professional	29.700	**Total Supporting Services**	11.686

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1978	12.3	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	20	4	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
539	539	412	413	398	393	405	410

School Personnel Costs

Professional Salaries	$2,619,049
Supporting Services Salaries	$473,481
Employee Benefits	$788,476
Total Allocated Cost	**$3,881,006**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Potomac Elementary School - #601

Principal: Mrs. Linda Z. Goldberg
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

10311 River Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/potomaces/

Office Phone: (301) 469-1042
Fax Number: (301) 469-1045
Cluster Name: Winston Churchill
Receiving Schools: Hoover

2013–2014 Enrollment = 499

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.1**	**51.9**	**≤5.0**	**33.5**	**≤5.0**	**≤5.0**	**≤5.0**	**54.9**	**≤5.0**
ESOL	**5.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	67	13.4
Grade 1	76	15.2
Grade 2	71	14.2
Grade 3	97	19.4
Grade 4	90	18.0
Grade 5	98	19.6
Total	499	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Resource (K–5)
Arts Integration Model School
Partial Chinese Immersion

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9884	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.2	94.4	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	92.5	92.5	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	80.0	90.0	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Potomac Elementary School - #601

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.3	2.4	0.0	90.2	0.0	92.7	7.3			
Supporting Services	50.0	14.3	0.0	35.7	0.0	78.6	21.4	111	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.2

Average Class Size Kindergarten = 22.3
Grades 1 to 3 = 24.3 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	39.0	51.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.124
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	21.400	**Instructional Support Total**	2.999
Staff Development	1.000		
ESOL	0.600	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.250
Instrumental Music	0.300	**Other Support Total**	3.250
Preschool			
Special Education:		Building Services	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.200	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	2.000		
Spec Ed Related Services	0.600	Food Services	0.750
Other Professional Total	3.600		
Total Professional	37.800	**Total Supporting Services**	9.999

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1949	1976	9.6	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	15	3	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
424	548	477	475	465	478	482	483

School Personnel Costs

Professional Salaries	$2,953,110
Supporting Services Salaries	$425,258
Employee Benefits	$837,129
Total Allocated Cost	**$4,215,497**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Judith A. Resnik Elementary School - #514

Principal: Mrs. LaTricia D. Thomas
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

7301 Hadley Farms Drive Gaithersburg, MD 20879
www.montgomeryschoolsmd.org/schools/resnikes/

Office Phone: (301) 670-8200
Fax Number: (301) 840-7135
Cluster Name: Col. Zadok Magruder
Receiving Schools: Redland

2013–2014 Enrollment = 614

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.0**	**48.0**	**≤5.0**	**12.5**	**29.2**	**39.4**	**≤5.0**	**15.1**	**≤5.0**
ESOL	**30.0**	14.7	15.3	≤5.0	≤5.0	≤5.0	21.3	≤5.0	≤5.0	≤5.0
FARMS	**56.5**	28.3	28.2	≤5.0	≤5.0	17.9	30.5	≤5.0	≤5.0	≤5.0
SPED	**8.3**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	38	6.2
Full-Day K	115	18.7
Grade 1	105	17.1
Grade 2	101	16.4
Grade 3	94	15.3
Grade 4	72	11.7
Grade 5	89	14.5
Total	614	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.1	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 61.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Language Disabilities (Prekindergarten)
Physical Disabilities
Resource
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8733	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.0	83.8	92.3	85.7	69.1	80.2
Asian	90.0	≥95.0	≥95.0	90.9	--	--
Black or African American	69.2	84.6	87.0	91.3	68.0	84.0
Hispanic/Latino	65.5	72.4	87.9	72.7	55.9	67.6
White	71.4	92.9	≥95.0	≥95.0	86.7	93.3
Two or More Races	--	--	--	--	--	--
FARMS	62.8	79.1	88.1	76.2	52.4	66.7
LEP	--	--	--	--	--	--
SPED	--	--	--	--	30.0	40.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Judith A. Resnik Elementary School - #514

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	14.0	5.3	71.9	3.5	91.2	8.8			
Supporting Services	8.0	20.0	16.0	56.0	0.0	96.0	4.0	160	90.6	9.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size Kindergarten = 19.2

Grades 1 to 3 = 18.9 Grades 4 to 5 = 23.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.8	47.4	43.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.624
Principal Intern		Special Education	7.623
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	1.250
Kindergarten	6.000	Instructional Data Assistant	0.875
Classroom	25.200	**Instructional Support Total**	13.372
Staff Development	1.000		
ESOL	4.400	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	
Teachers Total	45.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	2.000	**Food Services**	1.375
Other Professional Total	4.000		
Total Professional	51.500	**Total Supporting Services**	21.247

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1991	--	12.8	Y	Y	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	19	5	1	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
503	640	638	669	673	674	668	655

School Personnel Costs

Professional Salaries	$3,996,198
Supporting Services Salaries	$844,480
Employee Benefits	$1,260,548
Total Allocated Cost	**$6,101,226**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Dr. Sally K. Ride Elementary School - #242

Principal: Mr. Christopher A. Wynne
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

21301 Seneca Crossing Drive Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/ridees/

Office Phone: (301) 353-0994
Fax Number: (301) 601-0349
Cluster Name: Seneca Valley
Receiving Schools: Clemente, King

2013–2014 Enrollment = 544

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.0**	**54.0**	**≤5.0**	**20.6**	**32.0**	**24.6**	**≤5.0**	**16.5**	**6.3**
ESOL	**18.9**	7.2	11.8	≤5.0	≤5.0	≤5.0	11.4	≤5.0	≤5.0	≤5.0
FARMS	**47.1**	22.1	25.0	≤5.0	≤5.0	21.7	15.8	≤5.0	≤5.0	≤5.0
SPED	**18.2**	≤5.0	13.2	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	48	8.8
Full-Day K	95	17.5
Grade 1	78	14.3
Grade 2	89	16.4
Grade 3	72	13.2
Grade 4	89	16.4
Grade 5	73	13.4
Total	544	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	46.5	≤5.0	53.5

Other Participation

Students now or have in the past received FARMS[2] = 50.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Elementary Learning Center
Resource
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.8889	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	66.7	71.1	83.1	81.7	82.7	88.9
Asian	85.7	85.7	90.9	90.9	90.0	90.0
Black or African American	53.8	57.7	71.4	85.7	72.7	81.8
Hispanic/Latino	50.0	66.7	70.0	60.0	89.5	89.5
White	80.0	70.0	89.5	78.9	93.3	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	55.3	60.5	63.2	68.4	80.0	86.7
LEP	--	--	--	--	--	--
SPED	35.3	35.3	46.7	33.3	10.0	40.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Dr. Sally K. Ride Elementary School - #242

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	10.0	4.0	82.0	2.0	84.0	16.0			
Supporting Services	7.7	7.7	7.7	76.9	0.0	88.5	11.5	142	97.2	2.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 21.0

Grades 1 to 3 = 18.6 Grades 4 to 5 = 23.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.0	40.0	54.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.974
Principal Intern		Special Education	6.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	19.500	**Instructional Support Total**	10.224
Staff Development	1.000		
ESOL	1.700	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.499
Instrumental Music	0.200	**Other Support Total**	3.499
Preschool	1.600		
Special Education:		**Building Services**	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.300	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.300	**Food Services**	1.250
Other Professional Total	4.300		
Total Professional	46.600	**Total Supporting Services**	19.973

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1994	--	13.5	Y	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	16	5	2	0	4	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
509	509	560	557	564	560	564	550

School Personnel Costs

Professional Salaries	$3,824,944
Supporting Services Salaries	$833,125
Employee Benefits	$1,228,140
Total Allocated Cost	**$5,886,209**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Ritchie Park Elementary School - #227

Principal: Ms. M. Catherine Long
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

1514 Dunster Road Rockville, MD 20854
www.montgomeryschoolsmd.org/schools/ritchieparkes/

Office Phone: (301) 279-8475
Fax Number: (301) 517-5047
Cluster Name: Richard Montgomery
Receiving Schools: Julius West

2013–2014 Enrollment = 541

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.9**	**50.1**	**≤5.0**	**22.6**	**10.9**	**15.7**	**≤5.0**	**45.3**	**≤5.0**
ESOL	**12.2**	6.3	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**18.3**	9.1	9.2	≤5.0	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0
SPED	**5.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	93	17.2
Grade 1	88	16.3
Grade 2	82	15.2
Grade 3	95	17.6
Grade 4	94	17.4
Grade 5	89	16.5
Total	541	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 22.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8644	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.3	84.2	89.0	91.2	89.7	94.1
Asian	77.3	72.7	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	45.5	72.7	≥95.0	90.9	66.7	83.3
Hispanic/Latino	28.6	64.3	57.9	68.4	81.8	90.9
White	91.8	≥95.0	94.6	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	26.3	57.9	68.4	73.7	50.0	70.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ritchie Park Elementary School - #227

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	7.7	5.1	82.1	0.0	92.3	7.7			
Supporting Services	18.8	6.3	25.0	50.0	0.0	75.0	25.0	125	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.1

Average Class Size Kindergarten = 23.5

Grades 1 to 3 = 21.9 Grades 4 to 5 = 22.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	43.6	48.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	20.000	**Instructional Support Total**	2.875
Staff Development	1.000		
ESOL	1.100	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.375
Instrumental Music	0.400	**Other Support Total**	3.375
Preschool			
Special Education:		**Building Services**	
Classroom	1.000	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	31.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.500	**Food Services**	1.062
Other Professional Total	2.500		
Total Professional	36.200	**Total Supporting Services**	12.312

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	1997	9.2	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	13	4	0	0	4	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
387	387	546	536	534	542	543	533

School Personnel Costs

Professional Salaries	$2,919,424
Supporting Services Salaries	$526,621
Employee Benefits	$883,502
Total Allocated Cost	**$4,329,547**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Rock Creek Forest Elementary School - #773

Principal: Ms. Jennifer H. Lowndes
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:30 - 3:45
Feeder Schools:

Radnor Center, 7000 Radnor Road Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/rcforestes/

Office Phone: (301) 650-6410
Fax Number: (301) 650-6477
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2013–2014 Enrollment = 611

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.4**	**50.6**	**≤5.0**	**5.2**	**16.2**	**30.9**	**≤5.0**	**41.1**	**6.4**
ESOL	**17.2**	8.2	9.0	≤5.0	≤5.0	≤5.0	12.4	≤5.0	≤5.0	≤5.0
FARMS	**23.6**	12.1	11.5	≤5.0	≤5.0	6.2	14.4	≤5.0	≤5.0	≤5.0
SPED	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	1	0.2
Full-Day K	104	17.0
Grade 1	125	20.5
Grade 2	107	17.5
Grade 3	97	15.9
Grade 4	80	13.1
Grade 5	97	15.9
Total	611	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 28.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)
Total Spanish Immersion

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8807	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.7	91.5	≥95.0	94.7	83.1	89.3
Asian	--	--	--	--	--	--
Black or African American	45.5	66.7	92.9	92.9	80.0	80.0
Hispanic/Latino	88.9	94.4	≥95.0	85.7	65.5	80.0
White	90.5	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	53.8	69.2	≥95.0	76.5	42.9	57.1
LEP	--	--	--	--	--	--
SPED	--	--	--	--	63.6	81.8

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rock Creek Forest Elementary School - #773

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.1	6.4	31.9	59.6	0.0	93.6	6.4			
Supporting Services	0.0	21.4	28.6	50.0	0.0	85.7	14.3	143	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size Kindergarten = 17.3

Grades 1 to 3 = 22.1 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.7	36.2	36.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.748
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	25.300	**Instructional Support Total**	2.998
Staff Development	1.000		
ESOL	2.300	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.060
Instrumental Music	0.400	**Other Support Total**	3.060
Preschool			
Special Education:		**Building Services**	
Classroom	1.000	Manager	
Resource Program		Leader	1.000
Teachers Total	39.200	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	2.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	**Food Services**	1.125
Other Professional Total	2.700		
Total Professional	43.900	**Total Supporting Services**	9.183

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1971	8.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	15	4	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
367	718	630	683	694	695	683	688

School Personnel Costs

Professional Salaries	$3,207,047
Supporting Services Salaries	$325,778
Employee Benefits	$893,862
Total Allocated Cost	**$4,426,687**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Rock Creek Valley Elementary School - #819

Principal: Ms. Catherine A. Jasperse
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:10 - 3:30
Feeder Schools:

5121 Russett Road Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/rcvalleyes/

Office Phone: (301) 460-2195
Fax Number: (301) 460-2196
Cluster Name: Rockville
Receiving Schools: Wood

2013–2014 Enrollment = 436

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.6**	**51.4**	**≤5.0**	**9.2**	**8.7**	**42.9**	**≤5.0**	**31.7**	**6.9**
ESOL	**25.7**	11.7	14.0	≤5.0	≤5.0	≤5.0	20.6	≤5.0	≤5.0	≤5.0
FARMS	**36.0**	16.7	19.3	≤5.0	≤5.0	≤5.0	25.7	≤5.0	≤5.0	≤5.0
SPED	**22.0**	11.0	11.0	≤5.0	≤5.0	≤5.0	10.1	≤5.0	5.5	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	21	4.8
Full-Day K	69	15.8
Grade 1	66	15.1
Grade 2	95	21.8
Grade 3	62	14.2
Grade 4	64	14.7
Grade 5	59	13.5
Total	436	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	51.0	≤5.0	45.8

Other Participation

Students now or have in the past received FARMS[2] = 43.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Deaf & Hard/Hearing Program (Oral/Aural)
Peace Program
Preschool, Infant/Toddler Deaf & Hard/Hearing

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9466	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	68.9	88.5	≥95.0	≥95.0	87.9	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	59.1	86.4	≥95.0	≥95.0	94.4	≥95.0
White	64.0	84.0	≥95.0	91.3	87.5	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	52.2	87.0	≥95.0	≥95.0	93.3	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	90.9	≥95.0	61.5	92.3

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rock Creek Valley Elementary School - #819

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.0	2.0	6.0	88.0	0.0	90.0	10.0			
Supporting Services	0.0	25.9	7.4	66.7	0.0	96.3	3.7	145	97.2	2.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.7

Average Class Size Kindergarten = 15.8

Grades 1 to 3 = 18.7 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	40.0	50.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	10.062
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	18.000	**Instructional Support Total**	12.437
Staff Development	1.000		
ESOL	2.700	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.125
Instrumental Music	0.200	**Other Support Total**	3.125
Preschool			
Special Education:		**Building Services**	
Classroom	9.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	3.700	**Food Services**	1.000
Other Professional Total	5.200		
Total Professional	47.200	**Total Supporting Services**	20.562

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	2001	10.4	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	15	4	0	0	3	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
403	403	448	452	458	430	429	425

School Personnel Costs

Professional Salaries	$3,760,595
Supporting Services Salaries	$818,388
Employee Benefits	$1,194,023
Total Allocated Cost	**$5,773,006**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Rock View Elementary School - #795

Principal: Ms. Kristine A. Alexander
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools:

3901 Denfeld Avenue Kensington, MD 20895
www.montgomeryschoolsmd.org/schools/rockviewes/

Office Phone: (301) 929-2002
Fax Number: (301) 962-5986
Cluster Name: Downcounty Consortium
Receiving Schools: Newport Mill

2013–2014 Enrollment = 655

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.2**	**47.8**	**≤5.0**	**11.8**	**15.1**	**44.3**	**≤5.0**	**23.1**	**5.3**
ESOL	**31.1**	15.0	16.2	≤5.0	≤5.0	≤5.0	24.1	≤5.0	≤5.0	≤5.0
FARMS	**48.5**	24.0	24.6	≤5.0	5.3	9.8	31.5	≤5.0	≤5.0	≤5.0
SPED	**11.6**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	34	5.2
Full-Day K	108	16.5
Grade 1	107	16.3
Grade 2	120	18.3
Grade 3	107	16.3
Grade 4	99	15.1
Grade 5	80	12.2
Total	655	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	53.9	≤5.0	42.1

Other Participation

Students now or have in the past received FARMS[2] = 55.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Elementary Learning Center
Preschool Vision
Resource
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9650	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.5	84.7	87.3	84.8	80.9	≥95.0
Asian	73.3	86.7	--	--	--	--
Black or African American	57.1	71.4	--	--	93.3	≥95.0
Hispanic/Latino	67.7	80.6	83.3	77.8	65.7	94.3
White	89.3	≥95.0	88.0	92.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	62.0	78.0	80.0	74.3	70.3	94.6
LEP	--	--	--	--	--	--
SPED	16.7	58.3	45.5	36.4	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rock View Elementary School - #795

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	20.3	6.3	70.3	3.1	89.1	10.9			
Supporting Services	7.4	29.6	3.7	59.3	0.0	81.5	18.5	191	97.9	2.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size Kindergarten = 16.7

Grades 1 to 3 = 19.6 Grades 4 to 5 = 24.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.4	40.6	50.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.875
Principal Intern		Special Education	7.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	26.900	**Instructional Support Total**	12.500
Staff Development	1.000		
ESOL	4.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.748
Instrumental Music	0.300	**Other Support Total**	3.748
Preschool	1.000		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.700	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.250
Other Professional Total	3.700		
Total Professional	56.400	**Total Supporting Services**	23.498

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1955	1999	7.4	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
39	25	4	1	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
661	661	675	675	671	655	653	647

School Personnel Costs

Professional Salaries	$4,198,210
Supporting Services Salaries	$929,988
Employee Benefits	$1,368,672
Total Allocated Cost	**$6,496,870**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Lois P. Rockwell Elementary School - #156

Principal: Mrs. Cheryl A. Clark
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

24555 Cutsail Drive Damascus, MD 20872
www.montgomeryschoolsmd.org/schools/rockwelles/

Office Phone: (301) 253-7088
Fax Number: (301) 253-7084
Cluster Name: Damascus
Receiving Schools: Baker

2013–2014 Enrollment = 440

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**9.8**	**10.5**	**20.0**	**≤5.0**	**53.2**	**6.1**
ESOL	**13.4**	5.2	8.2	≤5.0	≤5.0	≤5.0	8.0	≤5.0	≤5.0	≤5.0
FARMS	**23.6**	10.0	13.6	≤5.0	≤5.0	7.3	9.1	≤5.0	5.2	≤5.0
SPED	**15.9**	≤5.0	12.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.2	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	33	7.5
Full-Day K	59	13.4
Grade 1	72	16.4
Grade 2	67	15.2
Grade 3	72	16.4
Grade 4	80	18.2
Grade 5	57	13.0
Total	440	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	52.9	5.7	41.4

Other Participation

Students now or have in the past received FARMS[2] = 26.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9339	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.8	92.7	94.8	93.1	91.1	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	70.0	≥95.0
Hispanic/Latino	76.9	84.6	91.7	91.7	80.0	90.0
White	88.2	94.1	92.6	92.6	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	87.5	≥95.0	≥95.0	83.3	86.7	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lois P. Rockwell Elementary School - #156

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	2.4	7.1	88.1	0.0	90.5	9.5			
Supporting Services	10.0	0.0	15.0	75.0	0.0	80.0	20.0	100	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.7

Average Class Size Kindergarten = 19.3
Grades 1 to 3 = 23.7 Grades 4 to 5 = 22.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.8	33.3	61.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.999
Principal Intern		Special Education	5.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	1.250
Classroom	16.700	**Instructional Support Total**	7.874
Staff Development	1.000		
ESOL	2.100	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	0.873
Instrumental Music	0.200	**Other Support Total**	2.873
Preschool			
Special Education:		**Building Services**	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.900	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	0.500		
Spec Ed Related Services	3.000	**Food Services**	0.937
Other Professional Total	4.500		
Total Professional	40.400	**Total Supporting Services**	17.184

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1992	--	10.6	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	17	4	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
523	523	482	467	463	461	456	461

School Personnel Costs

Professional Salaries	$3,422,469
Supporting Services Salaries	$687,963
Employee Benefits	$1,034,886
Total Allocated Cost	**$5,145,318**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Rolling Terrace Elementary School - #771

Principal: Mrs. Jennifer L. Connors
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:40 - 3:05
Feeder Schools:

705 Bayfield Street Takoma Park, MD 20912
www.montgomeryschoolsmd.org/schools/rollinges/

Office Phone: (301) 431-7600
Fax Number: (301) 431-7643
Cluster Name: Downcounty Consortium
Receiving Schools: Silver Spring Internat'l

2013–2014 Enrollment = 872

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.3**	**50.7**	**≤5.0**	**≤5.0**	**14.9**	**62.7**	**≤5.0**	**15.0**	**≤5.0**
ESOL	**48.7**	23.2	25.6	≤5.0	≤5.0	≤5.0	42.1	≤5.0	≤5.0	≤5.0
FARMS	**68.1**	33.6	34.5	≤5.0	≤5.0	10.6	54.6	≤5.0	≤5.0	≤5.0
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	60	6.9
Full-Day K	159	18.2
Grade 1	149	17.1
Grade 2	162	18.6
Grade 3	120	13.8
Grade 4	112	12.8
Grade 5	110	12.6
Total	872	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 70.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Resource
Head Start
Judy P. Hoyer Center
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Program of Assessment, Diagnosis, and Instruction (PADI)
School Based Health Center
Spanish Partial Immersion Program

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8743	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.9	76.4	91.3	87.4	74.7	79.8
Asian	--	--	--	--	--	--
Black or African American	88.9	77.8	≥95.0	81.0	80.0	80.0
Hispanic/Latino	68.3	65.0	87.5	85.7	65.0	71.7
White	≥95.0	≥95.0	92.9	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	72.5	68.1	89.1	85.9	64.5	69.4
LEP	--	--	--	--	--	--
SPED	--	--	--	--	58.3	58.3

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rolling Terrace Elementary School - #771

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.1	11.0	24.7	56.2	4.1	90.4	9.6			
Supporting Services	8.0	36.0	40.0	16.0	0.0	80.0	20.0	229	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.8

Average Class Size Kindergarten = 20.0

Grades 1 to 3 = 18.6 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.9	30.1	47.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.625
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	1.750
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	36.700	**Instructional Support Total**	10.500
Staff Development	1.000		
ESOL	8.200	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	0.250
Music	1.000	Lunch Hour Aide	2.250
Instrumental Music	0.300	**Other Support Total**	4.500
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	62.800	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.500
Other Professional Total	3.000		
Total Professional	67.800	**Total Supporting Services**	22.000

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	4.3	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	26	4	2	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
695	695	902	926	944	919	905	885

School Personnel Costs

Professional Salaries	$5,310,175
Supporting Services Salaries	$858,915
Employee Benefits	$1,594,372
Total Allocated Cost	**$7,763,462**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Rosemary Hills Elementary School - #794

Principal: Mrs. Deborah C. Ryan | 2111 Porter Road Silver Spring, MD 20910 | Office Phone: (301) 650-6400
Associate Supt: Dr. Donna S. Hollingshead | Fax Number: (301) 650-6404
School Hours: 9:15 - 3:30 | www.montgomeryschoolsmd.org/schools/rosemaryhillses/ | Cluster Name: Bethesda-Chevy Chase
Feeder Schools: | Receiving Schools: Bethesda, Chevy Chase, North Chevy Chase

2013–2014 Enrollment = 643

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.5**	**50.5**	**≤5.0**	**5.8**	**16.2**	**16.2**	**≤5.0**	**54.3**	**7.5**
ESOL	**17.6**	8.9	8.7	≤5.0	≤5.0	≤5.0	10.0	≤5.0	≤5.0	≤5.0
FARMS	**23.6**	12.4	11.2	≤5.0	≤5.0	9.8	11.2	≤5.0	≤5.0	≤5.0
SPED	**7.6**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	44	6.8
Full-Day K	183	28.5
Grade 1	216	33.6
Grade 2	200	31.1
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	643	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	53.1	≤5.0	46.9

Other Participation

Students now or have in the past received FARMS[2] = 24.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.0%
Attendance Rate[2 3] = 94.8%
Suspension Rate[2 3 4] = --

School Programs

Autism
Autism (K–2)
Elementary Home School Model (K–2)
Prekindergarten Autism
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth[5]	SPI	Strand
Met	Not Met	K/2	0.9624	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).

Maryland School Assessment Proficiency Rate[2 3 5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Growth is not assessed for K–2 schools (K/2).

Rosemary Hills Elementary School - #794

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	12.7	5.5	78.2	0.0	90.7	9.3			
Supporting Services	12.9	29.0	12.9	45.2	0.0	87.1	12.9	151	97.4	2.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.2

Average Class Size Kindergarten = 22.5

Grades 1 to 3 = 24.4 Grades 4 to 5 =

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.5	47.3	27.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.499
Principal Intern		Special Education	11.439
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	12.000	Instructional Data Assistant	0.750
Classroom	17.900	**Instructional Support Total**	15.563
Staff Development	1.000		
ESOL	2.700	**Other Support**	
Reading/Literacy	3.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.748
Instrumental Music		**Other Support Total**	3.748
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	46.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	**Food Services**	0.750
Other Professional Total	3.500		
Total Professional	51.500	**Total Supporting Services**	24.561

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1988	6.1	Y	N	7

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	10	4	1	0	8	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
477	644	650	594	605	603	600	599

School Personnel Costs

Professional Salaries	$3,569,111
Supporting Services Salaries	$928,079
Employee Benefits	$1,172,197
Total Allocated Cost	**$5,669,387**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Rosemont Elementary School - #555

Principal: Mr. James (Jimmy) A. Sweeney
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

16400 Alden Avenue Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/rosemontes/

Office Phone: (301) 840-7123
Fax Number: (301) 548-7512
Cluster Name: Gaithersburg
Receiving Schools: Forest Oak

2013–2014 Enrollment = 542

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.9**	**53.1**	**≤5.0**	**10.9**	**25.5**	**43.4**	**≤5.0**	**14.2**	**5.5**
ESOL	**36.7**	17.9	18.8	≤5.0	≤5.0	≤5.0	26.0	≤5.0	≤5.0	≤5.0
FARMS	**56.5**	26.0	30.4	≤5.0	≤5.0	14.0	33.9	≤5.0	≤5.0	≤5.0
SPED	**13.3**	≤5.0	9.8	≤5.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	50	9.2
Full-Day K	118	21.8
Grade 1	70	12.9
Grade 2	91	16.8
Grade 3	71	13.1
Grade 4	68	12.5
Grade 5	74	13.7
Total	542	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.4	≤5.0	29.2

Other Participation

Students now or have in the past received FARMS[2] = 63.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 18.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model (Inclusion)
Prekindergarten Autism
Judy P. Hoyer Center
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8464	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	69.9	86.3	87.8	86.5	79.5	89.5
Asian	83.3	≥95.0	≥95.0	91.7	--	--
Black or African American	66.7	91.7	77.8	88.9	76.2	81.0
Hispanic/Latino	70.0	76.7	85.2	81.5	73.1	92.3
White	54.5	90.9	≥95.0	91.7	86.7	92.9
Two or More Races	--	--	--	--	--	--
FARMS	57.5	80.0	88.6	88.6	70.0	87.5
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rosemont Elementary School - #555

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.0	3.9	94.1	0.0	82.4	17.6			
Supporting Services	19.4	19.4	19.4	41.7	0.0	86.1	13.9	150	97.3	2.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.4

Average Class Size Kindergarten = 16.3

Grades 1 to 3 = 18.9 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	35.3	54.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.123
Principal Intern		Special Education	12.244
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	23.900	**Instructional Support Total**	17.492
Staff Development	1.000		
ESOL	4.000	**Other Support**	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.372
Instrumental Music	0.200	**Other Support Total**	3.372
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.100	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.400	**Food Services**	1.625
Other Professional Total	3.400		
Total Professional	50.500	**Total Supporting Services**	27.989

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	1995	8.9	Y	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	21	4	1	0	5	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
581	581	610	656	698	718	771	770

School Personnel Costs

Professional Salaries	$4,043,514
Supporting Services Salaries	$1,119,209
Employee Benefits	$1,362,542
Total Allocated Cost	**$6,525,265**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Sequoyah Elementary School - #565

Principal: Dr. Barbara (Bobbi) A. Jasper
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

17301 Bowie Mill Road Derwood, MD 20855
www.montgomeryschoolsmd.org/schools/sequoyahes/

Office Phone: (301) 840-5335
Fax Number: (301) 840-5356
Cluster Name: Col. Zadok Magruder
Receiving Schools: Redland

2013–2014 Enrollment = 446

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.9**	**51.1**	**≤5.0**	**10.1**	**17.3**	**44.8**	**≤5.0**	**23.3**	**≤5.0**
ESOL	**33.0**	15.5	17.5	≤5.0	≤5.0	≤5.0	28.3	≤5.0	≤5.0	≤5.0
FARMS	**53.4**	26.9	26.5	≤5.0	≤5.0	11.2	35.2	≤5.0	≤5.0	≤5.0
SPED	**14.6**	≤5.0	11.0	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	74	16.6
Grade 1	84	18.8
Grade 2	61	13.7
Grade 3	78	17.5
Grade 4	74	16.6
Grade 5	75	16.8
Total	446	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 60.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 16.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Learning and Academic Disabilities (K–5)
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8346	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.3	89.5	86.3	87.7	84.3	84.3
Asian	--	--	--	--	--	--
Black or African American	83.3	91.7	86.7	86.7	--	--
Hispanic/Latino	68.8	81.3	84.0	80.0	85.7	82.1
White	89.5	94.7	85.2	92.6	82.8	89.7
Two or More Races	--	--	--	--	--	--
FARMS	63.2	81.6	83.3	80.0	76.0	68.0
LEP	--	--	--	--	--	--
SPED	--	--	41.7	66.7	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sequoyah Elementary School - #565

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.3	9.3	2.3	79.1	0.0	86.0	14.0			
Supporting Services	5.6	11.1	16.7	66.7	0.0	88.9	11.1	132	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size Kindergarten = 14.8

Grades 1 to 3 = 18.4 Grades 4 to 5 = 24.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.3	39.5	51.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.999
Principal Intern		Special Education	3.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	19.900	**Instructional Support Total**	6.249
Staff Development	1.000		
ESOL	3.200	**Other Support**	
Reading/Literacy	0.500	Administrative Secretary	
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.125
Instrumental Music	0.300	**Other Support Total**	2.125
Preschool			
Special Education:		**Building Services**	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.250
Other Professional Total	3.000		
Total Professional	41.200	**Total Supporting Services**	13.624

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	18	5	0	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
465	465	462	474	480	503	508	513

School Personnel Costs

Professional Salaries	$3,327,459
Supporting Services Salaries	$539,080
Employee Benefits	$1,004,447
Total Allocated Cost	**$4,870,986**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Seven Locks Elementary School - #603

Principal: Mr. Carl R. Bencal
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

9500 Seven Locks Road Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/sevenlockses/

Office Phone: (301) 469-1038
Fax Number: (301) 469-1041
Cluster Name: Winston Churchill
Receiving Schools: Cabin John

2013–2014 Enrollment = 400

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.0**	**54.0**	**≤5.0**	**16.8**	**7.3**	**10.0**	**≤5.0**	**55.5**	**10.0**
ESOL	**10.5**	5.3	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	70	17.5
Grade 1	73	18.3
Grade 2	56	14.0
Grade 3	77	19.3
Grade 4	61	15.3
Grade 5	63	15.8
Total	400	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 6.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1271	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.6	≥95.0	≥95.0	≥95.0	93.8	≥95.0
Asian	≥95.0	≥95.0	≥95.0	91.7	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	90.0	90.0	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Seven Locks Elementary School - #603

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.4	3.4	3.4	86.2	3.4	89.7	10.3			
Supporting Services	7.1	21.4	0.0	64.3	0.0	78.6	21.4	81	95.1	4.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 16.6

Average Class Size Kindergarten = 23.0
Grades 1 to 3 = 23.0 Grades 4 to 5 = 20.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.9	51.7	41.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.375
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	12.600	**Instructional Support Total**	2.375
Staff Development	1.000		
ESOL	0.600	**Other Support**	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	21.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	**Food Services**	
Other Professional Total	1.900		
Total Professional	24.100	**Total Supporting Services**	10.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	2012	9.9	N	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	15	4	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
424	424	421	367	423	437	429	419

School Personnel Costs

Professional Salaries	$1,881,006
Supporting Services Salaries	$443,069
Employee Benefits	$610,647
Total Allocated Cost	**$2,934,722**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Sherwood Elementary School - #501

Principal: Mrs. Dina E. Brewer
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

1401 Olney-Sandy Spring Road Sandy Spring, MD 20860
www.montgomeryschoolsmd.org/schools/sherwoodes/

Office Phone: (301) 924-3195
Fax Number: (301) 924-3294
Cluster Name: NE Consort., Sherwood
Receiving Schools: Farquhar

2013–2014 Enrollment = 520

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.3**	**53.7**	**≤5.0**	**11.0**	**17.9**	**12.3**	**≤5.0**	**53.3**	**5.6**
ESOL	**7.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**15.2**	6.5	8.7	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**10.6**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	10	1.9
Full-Day K	73	14.0
Grade 1	96	18.5
Grade 2	85	16.3
Grade 3	81	15.6
Grade 4	73	14.0
Grade 5	102	19.6
Total	520	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.8	≤5.0	36.4

Other Participation

Students now or have in the past received FARMS[2] = 18.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Autism (K–1)
Elementary Home School Model
Preschool Education Program (PEP)
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9149	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.3	86.7	≥95.0	≥95.0	82.7	≥95.0
Asian	75.0	91.7	--	--	83.3	88.9
Black or African American	81.8	90.9	93.3	≥95.0	58.8	≥95.0
Hispanic/Latino	--	--	91.7	91.7	--	--
White	83.3	88.1	≥95.0	≥95.0	92.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	≥95.0	≥95.0	70.0	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sherwood Elementary School - #501

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.3	7.0	0.0	79.1	2.3	88.4	11.6			
Supporting Services	4.8	23.8	14.3	57.1	0.0	81.0	19.0	111	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.6

Average Class Size Kindergarten = 23.0

Grades 1 to 3 = 23.5 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.3	39.5	44.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	8.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	17.000	**Instructional Support Total**	10.625
Staff Development	1.000		
ESOL	0.700	**Other Support**	
Reading/Literacy	2.400	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.250
Instrumental Music	0.400	**Other Support Total**	3.250
Preschool			
Special Education:		**Building Services**	
Classroom	7.700	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.000	**Food Services**	0.750
Other Professional Total	3.500		
Total Professional	41.700	**Total Supporting Services**	18.625

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1977	--	10.9	Y	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	19	3	0	0	4	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
568	568	485	489	484	478	458	461

School Personnel Costs

Professional Salaries	$3,254,464
Supporting Services Salaries	$733,454
Employee Benefits	$973,759
Total Allocated Cost	**$4,961,677**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Sargent Shriver Elementary School - #779

Principal: Mrs. Tamisha L. Sampson | 12518 Greenly Drive Silver Spring, MD 20906 | Office Phone: (301) 929-4426
Associate Supt: Ms. Bronda L. Mills | Fax Number: (301) 929-4428
School Hours: 8:50 - 3:05 | www.montgomeryschoolsmd.org/schools/shriverES | Cluster Name: Downcounty Consortium, Wheaton
Feeder Schools: | Receiving Schools: Argyle, Loiderman, Parkland

2013–2014 Enrollment = 770

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.2**	**47.8**	**≤5.0**	**8.2**	**13.9**	**72.7**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**52.6**	26.9	25.7	≤5.0	≤5.0	≤5.0	46.4	≤5.0	≤5.0	≤5.0
FARMS	**82.3**	42.3	40.0	≤5.0	≤5.0	11.8	63.5	≤5.0	≤5.0	≤5.0
SPED	**7.5**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	39	5.1
Full-Day K	131	17.0
Grade 1	147	19.1
Grade 2	124	16.1
Grade 3	117	15.2
Grade 4	102	13.2
Grade 5	110	14.3
Total	770	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 87.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9031	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.0	80.0	83.8	81.0	74.8	89.4
Asian	≥95.0	90.9	93.3	93.3	--	--
Black or African American	73.3	86.7	61.5	69.2	62.5	87.5
Hispanic/Latino	65.7	76.1	84.7	80.6	75.0	89.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	68.6	76.7	81.1	79.7	74.2	88.3
LEP	--	--	--	--	--	--
SPED	27.3	45.5	--	--	58.3	75.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sargent Shriver Elementary School - #779

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	12.7	7.0	73.2	0.0	93.0	7.0			
Supporting Services	4.5	4.5	45.5	45.5	0.0	90.9	9.1	203	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten = 18.7

Grades 1 to 3 = 19.3 Grades 4 to 5 = 20.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.0	39.4	29.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.499
Principal Intern		Special Education	1.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	9.000	Instructional Data Assistant	0.750
Classroom	33.700	**Instructional Support Total**	8.874
Staff Development	1.000		
ESOL	10.600	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	1.000
Music	2.400	Lunch Hour Aide	2.250
Instrumental Music	0.400	**Other Support Total**	5.250
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	
Teachers Total	63.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.999
Other Professional Total	3.000		
Total Professional	68.600	**Total Supporting Services**	20.123

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	2006	9.2	Y	Y	9

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	24	4	1	1	7	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
640	758	793	819	829	823	804	795

School Personnel Costs

Professional Salaries	$4,690,606
Supporting Services Salaries	$757,473
Employee Benefits	$1,390,556
Total Allocated Cost	**$6,838,635**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Flora M. Singer Elementary School - #770

Principal: Mr. Kyle J. Heatwole
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools:

2600 Hayden Drive Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/singeres/

Office Phone: (301) 649-8000
Fax Number: (301) 649-8011
Cluster Name: Downcounty Consortium
Receiving Schools: Sligo

2013–2014 Enrollment = 629

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.4**	**52.6**	**≤5.0**	**7.8**	**15.6**	**35.5**	**≤5.0**	**35.3**	**5.4**
ESOL	**28.6**	11.6	17.0	≤5.0	≤5.0	≤5.0	21.0	≤5.0	≤5.0	≤5.0
FARMS	**40.2**	17.0	23.2	≤5.0	≤5.0	8.7	26.6	≤5.0	≤5.0	≤5.0
SPED	**14.5**	≤5.0	10.0	≤5.0	≤5.0	≤5.0	6.2	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	19	3.0
Full-Day K	122	19.4
Grade 1	113	18.0
Grade 2	116	18.4
Grade 3	96	15.3
Grade 4	91	14.5
Grade 5	72	11.4
Total	629	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	47.3	7.7	45.1

Other Participation

Students now or have in the past received FARMS[2] = 43.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Elementary Learning Center
Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8038	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.8	84.8	81.3	87.8	--	--
Asian	--	--	--	--	--	--
Black or African American	69.2	69.2	55.6	70.6	--	--
Hispanic/Latino	57.1	71.4	79.2	83.3	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	--	--
Two or More Races	70.0	80.0	--	--	--	--
FARMS	55.9	73.5	63.3	72.4	--	--
LEP	--	--	--	--	--	--
SPED	16.7	41.7	35.7	61.5	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Flora M. Singer Elementary School - #770

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	8.0	6.0	82.0	2.0	88.0	12.0			
Supporting Services	8.7	21.7	26.1	43.5	0.0	91.3	8.7	155	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = 18.8

Grades 1 to 3 = 17.5 Grades 4 to 5 = 21.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.0	60.0	22.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	8.312
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	21.100	**Instructional Support Total**	10.937
Staff Development	1.000		
ESOL	3.000	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.125
Instrumental Music	0.200	**Other Support Total**	3.125
Preschool	0.500		
Special Education:		**Building Services**	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.500	**Food Services**	0.750
Other Professional Total	3.500		
Total Professional	46.500	**Total Supporting Services**	19.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2012	--	12.7		N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
38	24	4	1	0	6	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
652	652	680	699	711	705	699	687

School Personnel Costs

Professional Salaries	$3,153,835
Supporting Services Salaries	$738,854
Employee Benefits	$1,000,361
Total Allocated Cost	**$4,893,050**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Sligo Creek Elementary School - #517

Principal: Mrs. Diantha R. Swift
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools:

500 Schuyler Road Silver Spring, MD 20910
www.montgomeryschoolsmd.org/schools/sligocreekes/

Office Phone: (301) 562-2722
Fax Number: (301) 562-2717
Cluster Name: Downcounty Consortium
Receiving Schools: Silver Spring Internat'l

2013–2014 Enrollment = 597

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.2**	**50.8**	**≤5.0**	**5.5**	**19.3**	**10.6**	**≤5.0**	**54.8**	**9.5**
ESOL	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.2**	7.0	6.2	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**9.0**	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	101	16.9
Grade 1	97	16.2
Grade 2	112	18.8
Grade 3	99	16.6
Grade 4	88	14.7
Grade 5	100	16.8
Total	597	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.3	33.3	7.4

Other Participation

Students now or have in the past received FARMS[2] = 15.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Asperger's Program
Elementary Home School Model
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Total French Immersion

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9869	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.8	78.0	≥95.0	≥95.0	85.4	≥95.0
Asian	--	--	--	--	--	--
Black or African American	84.2	73.7	81.3	93.3	63.6	90.9
Hispanic/Latino	69.2	53.8	--	--	92.3	≥95.0
White	88.6	86.4	≥95.0	≥95.0	92.3	≥95.0
Two or More Races	≥95.0	75.0	≥95.0	≥95.0	--	--
FARMS	64.3	64.3	87.5	≥95.0	73.3	93.8
LEP	--	--	--	--	--	--
SPED	69.2	46.2	78.6	92.9	--	80.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sligo Creek Elementary School - #517

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	14.0	2.3	79.1	2.3	88.4	11.6			
Supporting Services	18.2	22.7	9.1	45.5	4.5	77.3	22.7	130	96.9	3.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.5

Average Class Size Kindergarten = 25.3

Grades 1 to 3 = 24.9 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.6	39.5	48.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	3.975
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	22.300	**Instructional Support Total**	6.599
Staff Development	1.000		
ESOL	1.100	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.435
Instrumental Music	0.200	**Other Support Total**	3.435
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.500	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	**Food Services**	
Other Professional Total	2.600		
Total Professional	41.100	**Total Supporting Services**	16.034

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1934	1999	15.6	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	24	4	0	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
665	665	614	630	635	625	630	630

School Personnel Costs

Professional Salaries	$3,129,213
Supporting Services Salaries	$640,068
Employee Benefits	$985,979
Total Allocated Cost	**$4,755,260**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Somerset Elementary School - #405

Principal: Ms. Kelly Morris
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

5811 Warwick Place Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/somersetes/

Office Phone: (301) 657-4985
Fax Number: (301) 657-4907
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2013–2014 Enrollment = 531

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.5**	**50.5**	**≤5.0**	**8.9**	**≤5.0**	**12.6**	**≤5.0**	**67.0**	**6.0**
ESOL	**13.9**	6.6	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.2	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	1	0.2
Full-Day K	73	13.7
Grade 1	95	17.9
Grade 2	79	14.9
Grade 3	96	18.1
Grade 4	97	18.3
Grade 5	90	16.9
Total	531	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 5.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0473	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.1	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	90.0	90.0	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Somerset Elementary School - #405

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.8	7.3	4.9	75.6	2.4	82.9	17.1			
Supporting Services	0.0	13.3	6.7	73.3	6.7	60.0	40.0	115	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.2

Average Class Size Kindergarten = 25.0

Grades 1 to 3 = 22.7 Grades 4 to 5 = 23.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.5	31.7	48.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.124
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	18.900	**Instructional Support Total**	2.749
Staff Development	1.000		
ESOL	2.100	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.311
Instrumental Music	0.300	**Other Support Total**	3.311
Preschool			
Special Education:		**Building Services**	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.500	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.400	**Food Services**	1.000
Other Professional Total	2.400		
Total Professional	37.900	**Total Supporting Services**	11.560

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1949	2005	3.7	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	19	4	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
516	516	527	511	496	493	471	466

School Personnel Costs

Professional Salaries	$2,921,368
Supporting Services Salaries	$455,527
Employee Benefits	$855,347
Total Allocated Cost	**$4,232,242**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

South Lake Elementary School - #564

Principal: Ms. Celeste D. King
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

18201 Contour Road Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/southlakees/

Office Phone: (301) 840-7141
Fax Number: (301) 840-4549
Cluster Name: Watkins Mill
Receiving Schools: Neelsville

2013–2014 Enrollment = 797

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.7**	**53.3**	**≤5.0**	**8.0**	**30.9**	**55.5**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**48.1**	21.3	26.7	≤5.0	≤5.0	5.9	36.8	≤5.0	≤5.0	≤5.0
FARMS	**80.1**	37.9	42.2	≤5.0	≤5.0	24.6	48.1	≤5.0	≤5.0	≤5.0
SPED	**7.2**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	59	7.4
Full-Day K	137	17.2
Grade 1	147	18.4
Grade 2	119	14.9
Grade 3	114	14.3
Grade 4	114	14.3
Grade 5	107	13.4
Total	797	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 88.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 25.0%
Attendance Rate[2 3] = 94.8%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Prekindergarten
Resource (K–5)
Head Start
Multidisciplinary Educational Training and Support (METS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8595	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	51.7	73.3	64.7	71.6	63.5	79.8
Asian	50.0	66.7	--	--	66.7	72.7
Black or African American	50.0	66.7	55.9	70.6	57.6	81.8
Hispanic/Latino	49.3	74.6	66.7	68.4	65.4	78.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	45.5	70.5	63.8	68.8	55.4	71.6
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

South Lake Elementary School - #564

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.6	13.8	6.2	70.8	4.6	89.2	10.8			
Supporting Services	10.7	28.6	17.9	42.9	0.0	85.7	14.3	228	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 17.4

Grades 1 to 3 = 17.5 Grades 4 to 5 = 23.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.5	41.5	36.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	10.437
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	8.000	Instructional Data Assistant	0.750
Classroom	30.500	**Instructional Support Total**	12.562
Staff Development	2.000		
ESOL	7.900	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	0.500	Lunch Hour Aide	1.624
Instrumental Music	0.300	**Other Support Total**	3.624
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	55.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	2.000
Other Professional Total	3.000		
Total Professional	60.200	**Total Supporting Services**	23.186

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1972	--	10.2	Y	N	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
39	26	5	2	0	6	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
688	688	855	857	860	856	825	800

School Personnel Costs

Professional Salaries	$4,335,346
Supporting Services Salaries	$835,289
Employee Benefits	$1,357,250
Total Allocated Cost	**$6,527,885**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Stedwick Elementary School - #568

Principal: Dr. Margaret Pastor
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

10631 Stedwick Road Gaithersburg, MD 20886
www.montgomeryschoolsmd.org/schools/stedwickes/

Office Phone: (301) 840-7187
Fax Number: (301) 548-7532
Cluster Name: Watkins Mill
Receiving Schools: Montgomery Village, Neelsville

2013–2014 Enrollment = 605

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.8**	**51.2**	**≤5.0**	**6.8**	**37.5**	**35.4**	**≤5.0**	**15.0**	**≤5.0**
ESOL	**30.6**	14.5	16.0	≤5.0	≤5.0	6.3	19.7	≤5.0	≤5.0	≤5.0
FARMS	**59.7**	29.9	29.8	≤5.0	≤5.0	26.3	27.6	≤5.0	≤5.0	≤5.0
SPED	**11.4**	≤5.0	8.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	39	6.4
Full-Day K	98	16.2
Grade 1	89	14.7
Grade 2	106	17.5
Grade 3	76	12.6
Grade 4	95	15.7
Grade 5	102	16.9
Total	605	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.1	≤5.0	44.9

Other Participation

Students now or have in the past received FARMS[2] = 65.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 22.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Learning for Independence (K–5)
Resource (K–5)
Prekindergarten
Project Based Learning

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8808	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	58.1	74.4	73.7	80.9	67.1	93.9
Asian	--	--	--	--	--	--
Black or African American	47.1	58.8	64.1	76.3	54.2	83.3
Hispanic/Latino	65.4	92.3	61.5	69.2	53.6	≥95.0
White	71.4	85.7	94.1	94.1	87.5	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	41.3	63.0	58.5	67.3	50.0	90.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Stedwick Elementary School - #568

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	16.7	0.0	77.8	3.7	81.5	18.5			
Supporting Services	8.7	8.7	34.8	47.8	0.0	78.3	21.7	172	95.3	4.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.0

Average Class Size Kindergarten = 19.0

Grades 1 to 3 = 18.8 Grades 4 to 5 = 22.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.3	31.5	59.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.062
Principal Intern		Special Education	3.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	1.250
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	24.100	**Instructional Support Total**	8.812
Staff Development	1.000		
ESOL	3.700	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.062
Instrumental Music	0.300	**Other Support Total**	3.062
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.500	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	1.300	**Food Services**	1.625
Other Professional Total	3.300		
Total Professional	48.800	**Total Supporting Services**	19.999

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	10.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
39	23	6	1	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
614	614	587	580	596	585	588	582

School Personnel Costs

Professional Salaries	$3,945,443
Supporting Services Salaries	$771,634
Employee Benefits	$1,245,089
Total Allocated Cost	**$5,962,166**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Stone Mill Elementary School - #653

Principal: Ms. Kimberly A. Williams
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

14323 Stonebridge View Drive North Potomac, MD 20878
www.montgomeryschoolsmd.org/schools/stonemilles/

Office Phone: (301) 279-4975
Fax Number: (301) 279-4979
Cluster Name: Thomas S. Wootton
Receiving Schools: Cabin John

2013–2014 Enrollment = 632

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.5**	**50.5**	**≤5.0**	**47.2**	**14.4**	**5.4**	**≤5.0**	**28.6**	**≤5.0**
ESOL	**13.9**	≤5.0	9.2	≤5.0	8.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**12.7**	5.4	7.3	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**13.0**	≤5.0	8.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.1	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	55	8.7
Full-Day K	97	15.3
Grade 1	93	14.7
Grade 2	98	15.5
Grade 3	108	17.1
Grade 4	91	14.4
Grade 5	90	14.2
Total	632	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	31.7	≤5.0	68.3

Other Participation

Students now or have in the past received FARMS[2] = 15.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource (K–5)
Preschool Education Program (PEP) Beginnings

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0984	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.3	94.2	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	50.0	66.7	90.9	≥95.0	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	54.5	63.6	≥95.0	≥95.0	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Stone Mill Elementary School - #653

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.1	3.6	1.8	85.5	0.0	96.4	3.6			
Supporting Services	26.3	10.5	15.8	47.4	0.0	78.9	21.1	134	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.0

Average Class Size Kindergarten = 24.3
Grades 1 to 3 = 25.1 Grades 4 to 5 = 22.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.5	34.5	60.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	6.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	20.400	**Instructional Support Total**	8.750
Staff Development	1.000		
ESOL	1.700	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	
Art	1.400	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.062
Instrumental Music	0.300	**Other Support Total**	2.062
Preschool			
Special Education:		**Building Services**	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	3.800	**Food Services**	1.312
Other Professional Total	5.800		
Total Professional	47.500	**Total Supporting Services**	16.624

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	11.8	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	22	5	0	0	4	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
654	654	649	651	638	631	631	627

School Personnel Costs

Professional Salaries	$3,980,301
Supporting Services Salaries	$662,277
Employee Benefits	$1,210,788
Total Allocated Cost	**$5,853,366**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Stonegate Elementary School - #316

Principal: Miss Audra M. Fladung
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

14811 Notley Road Silver Spring, MD 20905
www.montgomeryschoolsmd.org/schools/stonegatees/

Office Phone: (301) 989-5668
Fax Number: (301) 989-5671
Cluster Name: Northeast Consortium
Receiving Schools: Farquhar, White Oak

2013–2014 Enrollment = 474

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**44.9**	**55.1**	**≤5.0**	**15.0**	**32.3**	**17.1**	**≤5.0**	**29.1**	**6.3**
ESOL	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**23.0**	11.4	11.6	≤5.0	≤5.0	10.1	8.4	≤5.0	≤5.0	≤5.0
SPED	**12.7**	≤5.0	8.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	70	14.8
Grade 1	79	16.7
Grade 2	83	17.5
Grade 3	83	17.5
Grade 4	89	18.8
Grade 5	70	14.8
Total	474	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.0	≤5.0	43.3

Other Participation

Students now or have in the past received FARMS[2] = 28.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Learning for Independence (K–5)
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	0.9920	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	94.1	≥95.0	≥95.0	86.8	≥95.0
Asian	≥95.0	≥95.0	--	--	86.7	≥95.0
Black or African American	82.1	89.3	≥95.0	≥95.0	80.0	≥95.0
Hispanic/Latino	--	--	--	--	81.8	≥95.0
White	93.1	≥95.0	≥95.0	≥95.0	92.0	88.0
Two or More Races	--	--	--	--	--	--
FARMS	75.0	≥95.0	--	--	66.7	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Stonegate Elementary School - #316

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.9	8.8	2.9	82.4	0.0	82.4	17.6			
Supporting Services	5.3	31.6	15.8	47.4	0.0	84.2	15.8	110	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.9

Average Class Size Kindergarten = 22.7
Grades 1 to 3 = 25.7 Grades 4 to 5 = 24.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.8	50.0	38.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	5.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	16.000	**Instructional Support Total**	7.500
Staff Development	1.000		
ESOL	0.400	Other Support	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.000
Instrumental Music	0.300	**Other Support Total**	3.000
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	27.800	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	1.000	Food Services	1.000
Other Professional Total	2.500		
Total Professional	32.300	**Total Supporting Services**	15.000

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971	--	10.3	N	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	13	4	0	0	3	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
395	395	479	466	458	455	450	449

School Personnel Costs

Professional Salaries	$2,378,604
Supporting Services Salaries	$606,855
Employee Benefits	$800,626
Total Allocated Cost	**$3,786,085**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Strathmore Elementary School - #822

Principal: Mrs. Cheryl L. Smith
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools: Bel Pre

3200 Beaverwood Lane Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/strathmorees/

Office Phone: (301) 460-2135
Fax Number: (301) 460-2137
Cluster Name: Downcounty Consortium
Receiving Schools: Argyle, Loiederman, Parkland

2013–2014 Enrollment = 442

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.8**	**50.2**	**≤5.0**	**6.8**	**45.7**	**36.9**	**≤5.0**	**7.0**	**≤5.0**
ESOL	**19.7**	7.9	11.8	≤5.0	≤5.0	≤5.0	13.8	≤5.0	≤5.0	≤5.0
FARMS	**60.6**	30.3	30.3	≤5.0	≤5.0	29.6	26.0	≤5.0	≤5.0	≤5.0
SPED	**12.7**	≤5.0	10.0	≤5.0	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	165	37.3
Grade 4	143	32.4
Grade 5	134	30.3
Total	442	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.6	≤5.0	19.6

Other Participation

Students now or have in the past received FARMS[2] = 70.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model (3–5)
School/Community-Based (2–5)
Positive Behavioral Interventions and Supports (PBIS)
One Dream Academy
Second Step

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8018	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	62.0	70.4	89.8	89.7	62.3	78.8
Asian	--	--	≥95.0	90.0	90.9	≥95.0
Black or African American	62.5	71.9	84.3	86.3	66.2	80.3
Hispanic/Latino	52.8	60.4	93.3	90.9	55.2	79.3
White	--	--	90.0	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	55.2	64.4	86.1	85.9	60.2	80.6
LEP	--	--	--	--	--	--
SPED	29.4	52.9	80.0	60.0	21.4	42.9

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Strathmore Elementary School - #822

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.3	25.6	2.6	59.0	2.6	92.3	7.7			
Supporting Services	10.0	35.0	15.0	30.0	5.0	90.0	10.0	86	90.7	9.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten =
Grades 1 to 3 = 22.7 Grades 4 to 5 = 24.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	61.5	30.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.187
Principal Intern		Special Education	5.749
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	19.700	**Instructional Support Total**	10.061
Staff Development	1.000		
ESOL	1.900	**Other Support**	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.374
Instrumental Music	0.300	**Other Support Total**	3.374
Preschool			
Special Education:		**Building Services**	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.300	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.600	**Food Services**	1.625
Other Professional Total	3.600		
Total Professional	36.900	**Total Supporting Services**	18.560

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1970	--	10.8	N	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	18	4	0	0	0	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
439	439	444	443	424	443	442	437

School Personnel Costs

Professional Salaries	$2,764,966
Supporting Services Salaries	$721,116
Employee Benefits	$863,005
Total Allocated Cost	**$4,349,087**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Strawberry Knoll Elementary School - #569

Principal: Mr. Egon (Frank) Kaplan
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

18820 Strawberry Knoll Road Gaithersburg, MD 20879
www.montgomeryschoolsmd.org/schools/strawberryknolles/

Office Phone: (301) 840-7112
Fax Number: (301) 840-7114
Cluster Name: Gaithersburg
Receiving Schools: Gaithersburg MS

2013–2014 Enrollment = 597

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.4**	**50.6**	**≤5.0**	**12.4**	**28.8**	**37.0**	**≤5.0**	**17.1**	**≤5.0**
ESOL	**20.8**	8.9	11.9	≤5.0	≤5.0	≤5.0	15.7	≤5.0	≤5.0	≤5.0
FARMS	**51.1**	26.1	25.0	≤5.0	≤5.0	16.9	28.1	≤5.0	≤5.0	≤5.0
SPED	**15.2**	≤5.0	10.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	70	11.7
Full-Day K	99	16.6
Grade 1	83	13.9
Grade 2	98	16.4
Grade 3	90	15.1
Grade 4	75	12.6
Grade 5	82	13.7
Total	597	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	48.4	≤5.0	51.6

Other Participation

Students now or have in the past received FARMS[2] = 54.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Autism
Autism (K–2)
Elementary Home School Model
Elementary Home School Model (K–2)
Elementary Home School Model (3–5)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource
Resource (K–5)
Head Start
Prekindergarten
Stop and Think
ESOL

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9216	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	68.4	87.3	92.8	90.4	79.7	94.9
Asian	77.8	94.4	--	--	--	--
Black or African American	52.2	73.9	87.5	81.3	77.3	≥95.0
Hispanic/Latino	70.4	92.6	≥95.0	92.9	80.0	≥95.0
White	--	--	≥95.0	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	55.0	82.5	91.8	83.7	70.6	94.1
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Strawberry Knoll Elementary School - #569

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.5	7.5	6.0	85.1	0.0	86.6	13.4			
Supporting Services	11.4	8.6	20.0	57.1	2.9	88.6	11.4	152	97.4	2.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.3

Average Class Size Kindergarten = 19.4

Grades 1 to 3 = 17.7 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.5	34.3	58.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.275
Principal Intern		Special Education	12.437
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	23.000	**Instructional Support Total**	16.837
Staff Development	1.000		
ESOL	2.500	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	1.124
Instrumental Music	0.200	**Other Support Total**	3.124
Preschool	2.100		
Special Education:		**Building Services**	
Classroom	12.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	4.000	**Food Services**	1.374
Other Professional Total	6.000		
Total Professional	58.500	**Total Supporting Services**	26.335

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.8	Y	N	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	15	4	2	0	3	8

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
485	485	623	623	620	604	603	584

School Personnel Costs

Professional Salaries	$4,832,666
Supporting Services Salaries	$1,043,383
Employee Benefits	$1,523,945
Total Allocated Cost	**$7,399,994**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Summit Hall Elementary School - #563

Principal: Mr. Keith R. Jones
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

101 West Deer Park Road Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/summithalles/

Office Phone: (301) 840-7127
Fax Number: (301) 548-7543
Cluster Name: Gaithersburg
Receiving Schools: Forest Oak

2013–2014 Enrollment = 602

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.7**	**51.3**	**≤5.0**	**5.3**	**22.1**	**67.1**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**51.7**	23.1	28.6	≤5.0	≤5.0	≤5.0	44.4	≤5.0	≤5.0	≤5.0
FARMS	**78.6**	38.2	40.4	≤5.0	≤5.0	15.6	57.1	≤5.0	≤5.0	≤5.0
SPED	**9.5**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	56	9.3
Full-Day K	116	19.3
Grade 1	100	16.6
Grade 2	105	17.4
Grade 3	90	15.0
Grade 4	79	13.1
Grade 5	56	9.3
Total	602	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 83.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 22.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Head Start
Judy P. Hoyer Center
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8722	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	58.9	75.6	83.9	83.9	92.5	93.8
Asian	--	--	--	--	--	--
Black or African American	46.7	76.7	73.3	86.7	87.1	93.5
Hispanic/Latino	61.5	75.0	85.4	80.5	94.9	92.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	56.8	75.7	80.8	82.7	90.9	92.4
LEP	--	--	--	--	--	--
SPED	≤5.0	27.3	--	--	63.6	90.9

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summit Hall Elementary School - #563

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	1.6	4.9	88.5	0.0	93.4	6.6			
Supporting Services	8.3	16.7	37.5	37.5	0.0	79.2	20.8	165	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 19.7

Grades 1 to 3 = 18.3 Grades 4 to 5 = 19.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.5	54.1	34.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.560
Principal Intern		Special Education	2.499
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	27.700	**Instructional Support Total**	8.184
Staff Development	1.000		
ESOL	5.300	**Other Support**	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.436
Instrumental Music	0.200	**Other Support Total**	3.436
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.600	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	2.125
Other Professional Total	3.000		
Total Professional	55.600	**Total Supporting Services**	19.745

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971	--	10.2	Y	N	9

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	16	5	2	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
459	459	667	685	694	691	693	677

School Personnel Costs

Professional Salaries	$4,030,150
Supporting Services Salaries	$780,449
Employee Benefits	$1,255,121
Total Allocated Cost	**$6,065,720**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Takoma Park Elementary School - #754

Principal: Mrs. Zadia T. Gadsden
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:45 - 3:30
Feeder Schools:

7511 Holly Avenue Takoma Park, MD 20912
www.montgomeryschoolsmd.org/schools/takomaparkes/

Office Phone: (301) 650-6414
Fax Number: (301) 650-6526
Cluster Name: Downcounty Consortium
Receiving Schools: Piney Branch

2013–2014 Enrollment = 651

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.2**	**48.8**	**≤5.0**	**≤5.0**	**34.6**	**19.0**	**≤5.0**	**35.5**	**5.8**
ESOL	**28.6**	14.4	14.1	≤5.0	≤5.0	15.8	10.9	≤5.0	≤5.0	≤5.0
FARMS	**37.0**	18.7	18.3	≤5.0	≤5.0	23.8	11.4	≤5.0	≤5.0	≤5.0
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	37	5.7
Full-Day K	219	33.6
Grade 1	198	30.4
Grade 2	197	30.3
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	651	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.5	≤5.0	6.5

Other Participation

Students now or have in the past received FARMS[2] = 38.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Local Funds
Resource
Primary Magnet Program

School Progress Index[3]

Achievement	Gap Reduction	Growth[5]	SPI	Strand
Not Met	Not Met	K/2	0.7699	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).

Maryland School Assessment Proficiency Rate[2 3 5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Growth is not assessed for K–2 schools (K/2).

Takoma Park Elementary School - #754

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.9	21.6	13.7	58.8	0.0	90.2	9.8			
Supporting Services	0.0	13.3	33.3	53.3	0.0	80.0	20.0	165	95.2	4.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.7

Average Class Size Kindergarten = 21.9
Grades 1 to 3 = 20.7 Grades 4 to 5 =

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.6	43.1	37.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.373
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	9.000	Instructional Data Assistant	0.750
Classroom	21.300	**Instructional Support Total**	4.123
Staff Development	1.000		
ESOL	4.500	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.125
Instrumental Music		**Other Support Total**	3.125
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.900	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	**Food Services**	1.000
Other Professional Total	2.800		
Total Professional	46.700	**Total Supporting Services**	12.248

Facilities Data

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

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	22	4	2	0	10	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
584	584	674	657	618	581	578	577

School Personnel Costs

Professional Salaries	$3,350,384
Supporting Services Salaries	$463,716
Employee Benefits	$986,459
Total Allocated Cost	**$4,800,559**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Travilah Elementary School - #216

Principal: Mrs. Susan Shenk
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

13801 DuFief Mill Road North Potomac, MD 20878
www.montgomeryschoolsmd.org/schools/travilahes/

Office Phone: (301) 840-7153
Fax Number: (301) 670-8230
Cluster Name: Thomas S. Wootton
Receiving Schools: Frost

2013–2014 Enrollment = 413

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.2**	**50.8**	**≤5.0**	**40.2**	**5.8**	**≤5.0**	**≤5.0**	**43.3**	**6.8**
ESOL	**11.4**	5.8	5.6	≤5.0	9.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**5.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.5**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	11	2.7
Full-Day K	46	11.1
Grade 1	72	17.4
Grade 2	66	16.0
Grade 3	74	17.9
Grade 4	75	18.2
Grade 5	69	16.7
Total	413	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.9	≤5.0	17.1

Other Participation

Students now or have in the past received FARMS[2] = 7.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0889	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.5	94.8	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	94.7	94.7	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	93.9	93.9	≥95.0	≥95.0	≥95.0	94.7
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Travilah Elementary School - #216

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.6	2.9	2.9	85.7	0.0	94.3	5.7			
Supporting Services	23.5	17.6	0.0	58.8	0.0	76.5	23.5	101	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 23.0

Grades 1 to 3 = 23.7 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.7	40.0	54.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	3.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	15.900	**Instructional Support Total**	5.125
Staff Development	0.500		
ESOL	1.300	Other Support	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.123
Instrumental Music	0.300	**Other Support Total**	3.123
Preschool			
Special Education:		Building Services	
Classroom	3.200	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	28.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.063
Other Professional Total	3.800		
Total Professional	32.900	**Total Supporting Services**	14.311

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1992	9.3	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	19	3	0	0	2	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
517	517	396	388	382	382	376	390

School Personnel Costs

Professional Salaries	$2,683,230
Supporting Services Salaries	$565,160
Employee Benefits	$815,755
Total Allocated Cost	**$4,064,145**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Twinbrook Elementary School - #206

Principal: Mrs. Karen L. Johnson
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:25
Feeder Schools:

5911 Ridgway Avenue Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/twinbrookes/

Office Phone: (301) 230-5925
Fax Number: (301) 230-5929
Cluster Name: Richard Montgomery
Receiving Schools: Julius West

2013–2014 Enrollment = 559

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**44.7**	**55.3**	**≤5.0**	**16.5**	**11.8**	**57.4**	**≤5.0**	**10.2**	**≤5.0**
ESOL	**46.7**	19.9	26.8	≤5.0	7.0	≤5.0	35.2	≤5.0	≤5.0	≤5.0
FARMS	**65.5**	30.1	35.4	≤5.0	7.3	8.1	45.6	≤5.0	≤5.0	≤5.0
SPED	**10.4**	≤5.0	7.2	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	57	10.2
Full-Day K	99	17.7
Grade 1	92	16.5
Grade 2	80	14.3
Grade 3	73	13.1
Grade 4	87	15.6
Grade 5	71	12.7
Total	559	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 73.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Learning and Academic Disabilities (K–5)
Resource (K–5)
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9164	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	53.8	67.9	84.9	73.0	80.6	81.9
Asian	86.7	80.0	≥95.0	78.6	≥95.0	≥95.0
Black or African American	27.3	45.5	--	--	--	--
Hispanic/Latino	42.9	64.3	82.5	73.2	84.8	76.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	46.2	63.5	77.3	68.2	79.6	77.6
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Twinbrook Elementary School - #206

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.9	14.5	6.5	64.5	0.0	93.5	6.5			
Supporting Services	20.8	12.5	25.0	33.3	4.2	79.2	20.8	169	99.4	0.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.1

Average Class Size Kindergarten = 16.5

Grades 1 to 3 = 17.4 Grades 4 to 5 = 26.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.4	41.9	38.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.499
Principal Intern		Special Education	2.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	27.100	**Instructional Support Total**	8.499
Staff Development	1.000		
ESOL	7.500	**Other Support**	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.499
Instrumental Music	0.200	**Other Support Total**	3.499
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	51.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	**Food Services**	1.500
Other Professional Total	3.200		
Total Professional	56.400	**Total Supporting Services**	18.498

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1986	10.5	Y	Y	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	20	6	2	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
558	558	580	587	604	615	614	608

School Personnel Costs

Professional Salaries	$4,167,973
Supporting Services Salaries	$772,082
Employee Benefits	$1,246,189
Total Allocated Cost	**$6,186,244**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Viers Mill Elementary School - #772

Principal: Mr. Matthew A. Devan
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:40 - 3:05
Feeder Schools:

11711 Joseph Mill Road Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/viersmilles/

Office Phone: (301) 929-2165
Fax Number: (301) 929-6977
Cluster Name: Downcounty Consortium
Receiving Schools: Argyle, Loiederman, Parkland

2013–2014 Enrollment = 649

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**9.1**	**11.7**	**61.3**	**≤5.0**	**15.4**	**≤5.0**
ESOL	**43.8**	21.7	22.0	≤5.0	≤5.0	≤5.0	37.8	≤5.0	≤5.0	≤5.0
FARMS	**70.1**	35.3	34.8	≤5.0	≤5.0	9.6	52.7	≤5.0	≤5.0	≤5.0
SPED	**16.9**	5.2	11.7	≤5.0	≤5.0	≤5.0	10.3	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	88	13.6
Full-Day K	88	13.6
Grade 1	110	16.9
Grade 2	107	16.5
Grade 3	84	12.9
Grade 4	88	13.6
Grade 5	84	12.9
Total	649	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	86.4	≤5.0	13.6

Other Participation

Students now or have in the past received FARMS[2] = 73.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Elementary Home School Model (Inclusion)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Head Start
Linkages to Learning
Prekindergarten
School Based Health Center

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9280	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.9	89.9	≥95.0	94.2	92.5	92.5
Asian	--	--	--	--	--	--
Black or African American	≥95.0	72.7	90.9	90.9	--	--
Hispanic/Latino	72.9	89.6	≥95.0	≥95.0	88.5	88.5
White	94.1	≥95.0	--	--	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	76.2	87.3	≥95.0	92.1	92.9	92.9
LEP	--	--	--	--	--	--
SPED	42.9	85.7	77.8	94.4	80.0	80.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Viers Mill Elementary School - #772

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.4	8.8	5.9	77.9	2.9	94.1	5.9			
Supporting Services	6.3	6.3	25.0	59.4	3.1	90.6	9.4	170	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.2

Average Class Size Kindergarten = 15.3

Grades 1 to 3 = 18.9 Grades 4 to 5 = 22.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.4	52.9	39.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.296
Principal Intern		Special Education	7.120
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	29.500	**Instructional Support Total**	14.916
Staff Development	1.000		
ESOL	6.400	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.248
Instrumental Music	0.300	**Other Support Total**	3.248
Preschool	3.000		
Special Education:		**Building Services**	
Classroom	10.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	61.000	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.100	**Food Services**	1.875
Other Professional Total	4.100		
Total Professional	67.100	**Total Supporting Services**	26.039

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1991	10.5	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
42	25	4	2	0	7	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
728	728	701	707	718	707	687	692

School Personnel Costs

Professional Salaries	$5,185,245
Supporting Services Salaries	$991,372
Employee Benefits	$1,592,549
Total Allocated Cost	**$7,769,166**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Washington Grove Elementary School - #552

Principal: Mrs. Susan B. Barranger
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

8712 Oakmont Street Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/washingtongrovees/

Office Phone: (301) 840-7120
Fax Number: (301) 840-4523
Cluster Name: Gaithersburg
Receiving Schools: Forest Oak

2013–2014 Enrollment = 389

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**41.4**	**58.6**	**≤5.0**	**9.5**	**15.7**	**61.4**	**≤5.0**	**9.5**	**≤5.0**
ESOL	**53.0**	21.3	31.6	≤5.0	≤5.0	≤5.0	43.2	≤5.0	≤5.0	≤5.0
FARMS	**73.5**	29.0	44.5	≤5.0	5.7	10.8	53.5	≤5.0	≤5.0	≤5.0
SPED	**19.0**	5.7	13.4	≤5.0	≤5.0	≤5.0	12.1	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	110	28.3
Full-Day K	55	14.1
Grade 1	43	11.1
Grade 2	46	11.8
Grade 3	51	13.1
Grade 4	40	10.3
Grade 5	44	11.3
Total	389	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.4	≤5.0	43.2

Other Participation

Students now or have in the past received FARMS[2] = 73.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 17.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Head Start
Judy P. Hoyer Center
Linkages to Learning
Prekindergarten
Program of Assessment, Diagnosis, and Instruction (PADI)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1085	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.1	92.3	86.0	≥95.0	93.1	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	71.4	85.7	84.6	≥95.0	88.2	≥95.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	76.0	88.0	81.3	≥95.0	90.2	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Washington Grove Elementary School - #552

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.2	2.1	14.6	75.0	2.1	87.5	12.5			
Supporting Services	19.0	14.3	23.8	42.9	0.0	85.7	14.3	107	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.9

Average Class Size Kindergarten = 18.7

Grades 1 to 3 = 17.6 Grades 4 to 5 = 20.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.3	37.5	54.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.124
Principal Intern		Special Education	3.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	18.800	**Instructional Support Total**	7.249
Staff Development	1.000		
ESOL	5.900	**Other Support**	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	0.999
Instrumental Music	0.200	**Other Support Total**	2.999
Preschool	2.500		
Special Education:		**Building Services**	
Classroom	5.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.800	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	**Food Services**	1.687
Other Professional Total	3.800		
Total Professional	44.600	**Total Supporting Services**	17.935

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1984	10.7	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	20	4	3	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
594	594	422	445	462	497	543	588

School Personnel Costs

Professional Salaries	$3,674,808
Supporting Services Salaries	$752,848
Employee Benefits	$1,136,654
Total Allocated Cost	**$5,564,310**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Waters Landing Elementary School - #109

Principal: Mrs. Tina W. Shrewsbury
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

13100 Waters Landing Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/waterslandinges/

Office Phone: (301) 353-0915
Fax Number: (301) 601-0392
Cluster Name: Seneca Valley
Receiving Schools: King

2013–2014 Enrollment = 687

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.7**	**52.3**	**≤5.0**	**8.2**	**34.4**	**30.9**	**≤5.0**	**19.4**	**6.6**
ESOL	**23.3**	11.4	11.9	≤5.0	≤5.0	≤5.0	15.9	≤5.0	≤5.0	≤5.0
FARMS	**48.3**	22.6	25.8	≤5.0	≤5.0	22.3	21.0	≤5.0	≤5.0	≤5.0
SPED	**10.5**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	130	18.9
Grade 1	124	18.0
Grade 2	120	17.5
Grade 3	106	15.4
Grade 4	116	16.9
Grade 5	91	13.2
Total	687	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.4	≤5.0	30.6

Other Participation

Students now or have in the past received FARMS[2] = 56.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Learning for Independence (K–5)
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9206	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	70.7	80.2	86.6	86.6	71.6	82.6
Asian	92.3	≥95.0	≥95.0	90.0	94.1	94.1
Black or African American	71.0	74.2	69.2	76.9	53.1	78.1
Hispanic/Latino	57.6	78.8	86.4	81.8	73.5	79.4
White	80.0	86.7	≥95.0	≥95.0	70.0	80.0
Two or More Races	--	--	--	--	--	--
FARMS	60.0	71.7	85.3	73.5	60.0	73.3
LEP	--	--	--	--	--	--
SPED	--	--	--	--	10.0	30.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Waters Landing Elementary School - #109

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	5.0	5.0	83.3	0.0	78.3	21.7			
Supporting Services	11.1	25.9	7.4	55.6	0.0	81.5	18.5	193	97.9	2.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.0

Average Class Size Kindergarten = 18.7
Grades 1 to 3 = 17.7 Grades 4 to 5 = 27.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.7	41.7	36.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.124
Principal Intern		Special Education	6.249
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	28.100	**Instructional Support Total**	10.998
Staff Development	1.000		
ESOL	3.600	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	1.785
Instrumental Music	0.300	**Other Support Total**	3.785
Preschool			
Special Education:		Building Services	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.312
Other Professional Total	3.300		
Total Professional	55.000	**Total Supporting Services**	21.095

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.0	Y	Y	9

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	20	5	0	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
515	736	710	712	728	728	729	721

School Personnel Costs

Professional Salaries	$3,976,478
Supporting Services Salaries	$850,581
Employee Benefits	$1,281,627
Total Allocated Cost	**$6,108,686**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Watkins Mill Elementary School - #561

Principal: Ms. Stephanie G. Spencer
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

19001 Watkins Mill Road Montgomery Village, MD 20886
www.montgomeryschoolsmd.org/schools/watkinsmilles/

Office Phone: (301) 840-7181
Fax Number: (301) 840-5319
Cluster Name: Watkins Mill
Receiving Schools: Montgomery Village

2013–2014 Enrollment = 636

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.2**	**50.8**	**≤5.0**	**10.8**	**35.2**	**43.1**	**≤5.0**	**6.4**	**≤5.0**
ESOL	**37.4**	17.0	20.4	≤5.0	≤5.0	5.2	26.1	≤5.0	≤5.0	≤5.0
FARMS	**68.9**	33.6	35.2	≤5.0	5.7	23.9	34.7	≤5.0	≤5.0	≤5.0
SPED	**11.2**	≤5.0	7.2	≤5.0	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	38	6.0
Full-Day K	102	16.0
Grade 1	99	15.6
Grade 2	112	17.6
Grade 3	94	14.8
Grade 4	105	16.5
Grade 5	86	13.5
Total	636	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.3	5.6	38.0

Other Participation

Students now or have in the past received FARMS[2] = 75.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 22.8%
Attendance Rate[2 3] = 94.4%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Learning Center
Resource (K–5)
Head Start
Prekindergarten
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9065	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	59.8	70.1	69.9	77.4	69.1	81.9
Asian	84.6	92.3	--	--	--	--
Black or African American	55.0	62.5	64.3	71.4	48.4	80.6
Hispanic/Latino	53.7	70.7	62.8	74.4	78.7	78.7
White	--	--	80.0	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	52.8	66.7	62.9	75.8	69.2	78.5
LEP	--	--	--	--	--	--
SPED	9.1	9.1	23.1	30.8	30.0	50.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Watkins Mill Elementary School - #561

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.8	12.9	8.1	74.2	0.0	91.9	8.1			
Supporting Services	12.5	37.5	12.5	37.5	0.0	83.3	16.7	193	97.9	2.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.5

Average Class Size Kindergarten = 19.4

Grades 1 to 3 = 18.3 Grades 4 to 5 = 26.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.7	29.0	53.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	8.225
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	28.500	**Instructional Support Total**	13.850
Staff Development	1.000		
ESOL	5.700	**Other Support**	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.500
Instrumental Music	0.200	**Other Support Total**	3.500
Preschool	1.100		
Special Education:		**Building Services**	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	51.100	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.800	**Food Services**	1.312
Other Professional Total	3.800		
Total Professional	56.900	**Total Supporting Services**	23.162

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1970	--	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
42	28	4	2	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
735	735	642	640	648	637	641	637

School Personnel Costs

Professional Salaries	$4,439,084
Supporting Services Salaries	$895,504
Employee Benefits	$1,339,535
Total Allocated Cost	**$6,674,123**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Wayside Elementary School - #235

Principal: Mrs. Donna E. Michela
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

10011 Glen Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/waysidees/

Office Phone: (301) 279-8484
Fax Number: (301) 279-3326
Cluster Name: Winston Churchill
Receiving Schools: Hoover

2013–2014 Enrollment = 523

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.4**	**47.6**	**≤5.0**	**34.2**	**5.9**	**6.3**	**≤5.0**	**47.6**	**5.7**
ESOL	**9.0**	≤5.0	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	11	2.1
Full-Day K	82	15.7
Grade 1	81	15.5
Grade 2	95	18.2
Grade 3	77	14.7
Grade 4	95	18.2
Grade 5	82	15.7
Total	523	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.9	≤5.0	31.7

Other Participation

Students now or have in the past received FARMS[2] = 5.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1520	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wayside Elementary School - #235

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.0	0.0	2.0	88.0	0.0	90.0	10.0			
Supporting Services	29.6	7.4	14.8	48.1	0.0	81.5	18.5	135	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.6

Average Class Size Kindergarten = 20.3

Grades 1 to 3 = 25.2 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.0	48.0	44.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.125
Principal Intern		Special Education	7.123
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.875
Classroom	20.200	**Instructional Support Total**	11.623
Staff Development	1.000		
ESOL	1.900	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.748
Instrumental Music	0.300	**Other Support Total**	3.748
Preschool			
Special Education:		**Building Services**	
Classroom	6.200	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.200	**Food Services**	0.750
Other Professional Total	4.200		
Total Professional	42.800	**Total Supporting Services**	21.121

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	9.3	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	24	4	0	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
670	641	538	540	558	560	567	564

School Personnel Costs

Professional Salaries	$3,216,637
Supporting Services Salaries	$789,465
Employee Benefits	$1,021,870
Total Allocated Cost	**$5,027,972**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Weller Road Elementary School - #777

Principal: Ms. Michaele O. Simmons
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools:

3301 Weller Road Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/wellerroades/

Office Phone: (301) 929-2010
Fax Number: (301) 929-2284
Cluster Name: Downcounty Consortium
Receiving Schools: Argyle, Loiederman, Parkland

2013–2014 Enrollment = 645

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.7**	**53.3**	**≤5.0**	**9.5**	**11.2**	**72.7**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**51.5**	23.1	28.4	≤5.0	≤5.0	≤5.0	44.8	≤5.0	≤5.0	≤5.0
FARMS	**77.5**	35.8	41.7	≤5.0	6.4	8.4	59.8	≤5.0	≤5.0	≤5.0
SPED	**8.8**	≤5.0	6.4	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	80	12.4
Full-Day K	86	13.3
Grade 1	106	16.4
Grade 2	101	15.7
Grade 3	94	14.6
Grade 4	93	14.4
Grade 5	85	13.2
Total	645	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	84.2	≤5.0	15.8

Other Participation

Students now or have in the past received FARMS[2] = 85.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 17.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Federal Title I Funds
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Resource (K–5)
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center
Preschool Education Program (PEP) Pilot
Speech

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8705	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	66.3	60.5	80.2	74.1	83.6	92.5
Asian	--	--	90.0	80.0	--	--
Black or African American	80.0	70.0	60.0	80.0	83.3	≥95.0
Hispanic/Latino	60.9	54.7	80.4	69.6	81.8	90.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	61.2	56.7	77.0	68.9	80.0	92.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Weller Road Elementary School - #777

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.5	10.7	5.4	71.4	0.0	91.1	8.9			
Supporting Services	10.5	26.3	26.3	31.6	5.3	78.9	21.1	162	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.3

Average Class Size Kindergarten = 14.5

Grades 1 to 3 = 18.8 Grades 4 to 5 = 22.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
48.2	26.8	25.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.748
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	26.700	**Instructional Support Total**	6.748
Staff Development	1.000		
ESOL	7.000	**Other Support**	
Reading/Literacy	2.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	1.000
Music	1.200	Lunch Hour Aide	1.375
Instrumental Music	0.200	**Other Support Total**	4.375
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.100	**Food Services**	1.062
Other Professional Total	3.100		
Total Professional	53.400	**Total Supporting Services**	16.685

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	2013	11.1	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
42	28	4	2	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
752	752	673	683	684	678	671	681

School Personnel Costs

Professional Salaries	$3,425,320
Supporting Services Salaries	$654,909
Employee Benefits	$1,046,327
Total Allocated Cost	**$5,126,556**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Westbrook Elementary School - #408

Principal: Ms. Jennifer S. Lane
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

5110 Allan Terrace Bethesda, MD 20816
www.montgomeryschoolsmd.org/schools/westbrookes/

Office Phone: (301) 320-6506
Fax Number: (301) 320-6615
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2013–2014 Enrollment = 430

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.8**	**51.2**	**≤5.0**	**≤5.0**	**≤5.0**	**8.4**	**≤5.0**	**78.6**	**8.1**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**9.1**	≤5.0	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.7	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	58	13.5
Grade 1	77	17.9
Grade 2	72	16.7
Grade 3	74	17.2
Grade 4	70	16.3
Grade 5	79	18.4
Total	430	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.1	12.8	23.1

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model
Emotional Disabilities
Resource (K–5)
Maryland Green School
Community of Caring

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0055	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.7	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	93.3	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	66.7	83.3	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Westbrook Elementary School - #408

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.1	0.0	0.0	87.9	0.0	97.0	3.0			
Supporting Services	7.1	7.1	35.7	42.9	7.1	78.6	21.4	102	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.0

Average Class Size Kindergarten = 18.7

Grades 1 to 3 = 24.1 Grades 4 to 5 = 23.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.2	48.5	30.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	2.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	16.000	**Instructional Support Total**	5.000
Staff Development	1.000		
ESOL	0.400	**Other Support**	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	0.500
Instrumental Music	0.200	**Other Support Total**	2.500
Preschool			
Special Education:		**Building Services**	
Classroom	3.500	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	27.200	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.400	**Food Services**	0.500
Other Professional Total	1.900		
Total Professional	30.100	**Total Supporting Services**	11.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1939	1990	12.5	N	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	20	4	0	0	3	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
559	559	434	436	435	435	428	438

School Personnel Costs

Professional Salaries	$2,001,102
Supporting Services Salaries	$470,464
Employee Benefits	$642,737
Total Allocated Cost	**$3,114,303**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Westover Elementary School - #504

Principal: Dr. Patricia A. Kelly
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

401 Hawkesbury Lane Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/westoveres/

Office Phone: (301) 989-5676
Fax Number: (301) 989-5679
Cluster Name: Northeast Consortium
Receiving Schools: White Oak

2013–2014 Enrollment = 325

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**43.4**	**56.6**	**≤5.0**	**16.0**	**30.5**	**20.6**	**≤5.0**	**27.1**	**5.2**
ESOL	**8.0**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**24.9**	11.1	13.8	≤5.0	≤5.0	10.5	8.3	≤5.0	≤5.0	≤5.0
SPED	**23.7**	5.2	18.5	≤5.0	≤5.0	7.4	8.6	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	29	8.9
Full-Day K	36	11.1
Grade 1	42	12.9
Grade 2	58	17.8
Grade 3	50	15.4
Grade 4	56	17.2
Grade 5	54	16.6
Total	325	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	36.4	≤5.0	63.6

Other Participation

Students now or have in the past received FARMS[2] = 30.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Autism
Autism (K–1)
Autism (K–2)
Resource (K–5)
Prekindergarten Language Class

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9865	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.8	≥95.0	92.2	≥95.0	87.1	≥95.0
Asian	--	--	--	--	--	--
Black or African American	70.6	94.1	94.7	94.7	--	--
Hispanic/Latino	60.0	93.3	--	--	--	--
White	≥95.0	≥95.0	90.0	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	64.7	94.1	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Westover Elementary School - #504

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.7	17.1	2.9	71.4	0.0	85.7	14.3			
Supporting Services	9.5	33.3	9.5	47.6	0.0	90.5	9.5	88	95.5	4.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.9

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 23.5 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.7	28.6	45.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	7.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	15.700	**Instructional Support Total**	9.500
Staff Development	0.500		
ESOL	1.000	**Other Support**	
Reading/Literacy	1.300	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	5.600	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	28.100	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	2.800	**Food Services**	0.687
Other Professional Total	4.300		
Total Professional	33.400	**Total Supporting Services**	16.562

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	1998	7.6	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
19	9	3	0	0	2	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
293	293	316	307	303	292	295	298

School Personnel Costs

Professional Salaries	$2,473,402
Supporting Services Salaries	$616,210
Employee Benefits	$780,229
Total Allocated Cost	**$3,869,841**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Wheaton Woods Elementary School - #788

Principal: Mr. David T. Chia
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:30
Feeder Schools:

4510 Faroe Place Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/wheatonwoodses/

Office Phone: (301) 929-2018
Fax Number: (301) 929-6974
Cluster Name: Downcounty Consortium
Receiving Schools: Argyle, Loiederman, Parkland

2013–2014 Enrollment = 501

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.9**	**53.1**	**≤5.0**	**7.8**	**27.5**	**57.3**	**≤5.0**	**5.4**	**≤5.0**
ESOL	**51.7**	22.0	29.7	≤5.0	≤5.0	10.4	36.9	≤5.0	≤5.0	≤5.0
FARMS	**84.8**	39.3	45.5	≤5.0	6.4	23.8	51.1	≤5.0	≤5.0	≤5.0
SPED	**6.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	57	11.4
Full-Day K	86	17.2
Grade 1	84	16.8
Grade 2	77	15.4
Grade 3	72	14.4
Grade 4	66	13.2
Grade 5	59	11.8
Total	501	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = 88.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 16.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Focused Academic Support—Federal Title I Funds
Resource
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9638	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.5	93.0	89.8	91.5	82.0	91.8
Asian	--	--	--	--	--	--
Black or African American	90.9	≥95.0	92.9	≥95.0	86.7	≥95.0
Hispanic/Latino	76.3	86.8	86.5	86.5	78.6	88.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	83.9	94.6	92.0	≥95.0	81.6	93.9
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wheaton Woods Elementary School - #788

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	10.2	6.1	75.5	2.0	81.6	18.4			
Supporting Services	0.0	20.0	45.0	30.0	5.0	90.0	10.0	139	97.1	2.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 17.4

Grades 1 to 3 = 19.8 Grades 4 to 5 = 21.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.1	53.1	40.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.875
Principal Intern		Special Education	0.562
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	23.000	**Instructional Support Total**	7.562
Staff Development	1.000		
ESOL	7.800	**Other Support**	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.125
Instrumental Music	0.200	**Other Support Total**	3.125
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.500	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	**Food Services**	1.813
Other Professional Total	2.800		
Total Professional	48.300	**Total Supporting Services**	17.000

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1976	8.0	Y	N	8

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	13	7	2	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
368	740	522	544	560	571	574	573

School Personnel Costs

Professional Salaries	$3,663,235
Supporting Services Salaries	$694,843
Employee Benefits	$1,105,907
Total Allocated Cost	**$5,463,985**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Whetstone Elementary School - #558

Principal: Mrs. Victoria (Vicky) A. Casey
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

19201 Thomas Farm Road Gaithersburg, MD 20879
www.montgomeryschoolsmd.org/schools/whetstonees/

Office Phone: (301) 840-7191
Fax Number: (301) 840-7185
Cluster Name: Watkins Mill
Receiving Schools: Montgomery Village

2013–2014 Enrollment = 712

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.4**	**54.6**	**≤5.0**	**8.4**	**26.3**	**49.0**	**≤5.0**	**12.6**	**≤5.0**
ESOL	**33.6**	16.0	17.6	≤5.0	≤5.0	≤5.0	27.2	≤5.0	≤5.0	≤5.0
FARMS	**61.9**	29.2	32.7	≤5.0	≤5.0	16.9	38.2	≤5.0	≤5.0	≤5.0
SPED	**16.6**	≤5.0	12.2	≤5.0	≤5.0	≤5.0	8.3	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	70	9.8
Full-Day K	107	15.0
Grade 1	111	15.6
Grade 2	116	16.3
Grade 3	105	14.7
Grade 4	107	15.0
Grade 5	96	13.5
Total	712	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.2	≤5.0	28.8

Other Participation

Students now or have in the past received FARMS[2] = 68.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.0%
Attendance Rate[2 3] = 94.6%
Suspension Rate[2 3 4] = ≤3.0%

School Programs

Focused Academic Support—Local Funds
Learning and Academic Disabilities (K–5)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Mileage Club
After-School Enrichment Activities (3–5)
Ruth Rales Reading Program
Mentoring Program
Sunrise Senior Living Literacy Partnership
Lockheed Martin STEM Partnership

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9009	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	46.7	69.2	86.6	86.6	64.9	82.8
Asian	--	--	92.9	85.7	--	--
Black or African American	44.4	77.8	80.0	80.0	42.3	72.0
Hispanic/Latino	34.5	61.4	87.0	87.0	60.5	83.7
White	76.9	76.9	92.9	≥95.0	93.3	86.7
Two or More Races	--	--	--	--	--	--
FARMS	35.3	59.7	81.7	83.3	54.1	76.7
LEP	--	--	--	--	--	--
SPED	26.7	60.0	54.5	63.6	46.7	66.7

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Whetstone Elementary School - #558

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.4	8.7	8.7	76.8	4.3	88.4	11.6			
Supporting Services	9.7	16.1	19.4	54.8	0.0	83.9	16.1	185	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size Kindergarten = 18.5

Grades 1 to 3 = 17.6 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.4	52.2	30.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.872
Principal Intern		Special Education	5.999
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	29.000	**Instructional Support Total**	12.496
Staff Development	1.000		
ESOL	5.200	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	1.811
Instrumental Music	0.200	**Other Support Total**	3.811
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	8.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	54.900	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	3.000	**Food Services**	2.000
Other Professional Total	5.000		
Total Professional	61.900	**Total Supporting Services**	23.807

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	--	8.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
43	27	4	1	0	6	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
753	753	734	729	723	709	701	695

School Personnel Costs

Professional Salaries	$4,419,521
Supporting Services Salaries	$867,285
Employee Benefits	$1,408,578
Total Allocated Cost	**$6,695,384**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Wood Acres Elementary School - #417

Principal: Mrs. Marita R. Sherburne
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:45 - 3:05
Feeder Schools:

5800 Cromwell Drive Bethesda, MD 20816
www.montgomeryschoolsmd.org/schools/woodacreses/

Office Phone: (301) 320-6502
Fax Number: (301) 320-6536
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2013–2014 Enrollment = 789

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.5**	**53.5**	**≤5.0**	**10.0**	**≤5.0**	**8.4**	**≤5.0**	**72.5**	**5.8**
ESOL	**5.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.1**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.4	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	111	14.1
Grade 1	132	16.7
Grade 2	124	15.7
Grade 3	123	15.6
Grade 4	157	19.9
Grade 5	142	18.0
Total	789	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.4	28.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Learning and Academic Disabilities
Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9636	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.6	93.3	≥95.0	93.4	92.1	≥95.0
Asian	92.9	92.9	≥95.0	90.9	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	83.3	≥95.0	--	--	84.6	84.6
White	91.5	92.5	≥95.0	94.4	93.8	≥95.0
Two or More Races	≥95.0	≥95.0	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	68.4	52.6	40.0	90.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wood Acres Elementary School - #417

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	1.9	1.9	92.3	1.9	94.2	5.8			
Supporting Services	9.5	28.6	9.5	47.6	4.8	81.0	19.0	168	97.6	2.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.0

Average Class Size Kindergarten = 22.2
Grades 1 to 3 = 25.4 Grades 4 to 5 = 27.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.5	51.9	36.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	3.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	27.300	**Instructional Support Total**	7.250
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.250
Instrumental Music	0.400	**Other Support Total**	3.250
Preschool			
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.900	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	0.812
Other Professional Total	3.200		
Total Professional	49.100	**Total Supporting Services**	15.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	2002	4.8	Y	N	7

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	18	3	0	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
550	734	776	745	747	747	734	735

School Personnel Costs

Professional Salaries	$3,578,467
Supporting Services Salaries	$551,874
Employee Benefits	$1,035,636
Total Allocated Cost	**$5,165,977**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Woodfield Elementary School - #704

Principal: Mrs. Gayle J. Starr
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

24200 Woodfield Road Gaithersburg, MD 20882
www.montgomeryschoolsmd.org/schools/woodfieldes/

Office Phone: (301) 253-7085
Fax Number: (301) 972-2084
Cluster Name: Damascus
Receiving Schools: Baker

2013–2014 Enrollment = 328

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.8**	**51.2**	**≤5.0**	**5.2**	**10.1**	**20.1**	**≤5.0**	**58.2**	**6.1**
ESOL	**7.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0
FARMS	**21.0**	11.3	9.8	≤5.0	≤5.0	5.5	11.0	≤5.0	≤5.0	≤5.0
SPED	**15.2**	≤5.0	11.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.1	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	27	8.2
Full-Day K	41	12.5
Grade 1	40	12.2
Grade 2	45	13.7
Grade 3	58	17.7
Grade 4	58	17.7
Grade 5	59	18.0
Total	328	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.0	≤5.0	36.0

Other Participation

Students now or have in the past received FARMS[2] = 26.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Resource
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0206	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.6	91.5	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	78.6	92.9	--	--	--	--
White	79.4	94.1	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	41.7	75.0	90.9	90.9	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Woodfield Elementary School - #704

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	6.3	0.0	84.4	3.1	93.8	6.3			
Supporting Services	0.0	7.7	7.7	84.6	0.0	92.3	7.7	68	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.0

Average Class Size Kindergarten = 20.5

Grades 1 to 3 = 20.3 Grades 4 to 5 = 29.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.1	15.6	81.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.750
Principal Intern		Special Education	2.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	13.600	**Instructional Support Total**	5.000
Staff Development	0.500		
ESOL	0.500	**Other Support**	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	1.000
Instrumental Music	0.200	**Other Support Total**	3.000
Preschool			
Special Education:		**Building Services**	
Classroom	3.600	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	22.700	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	1.900	**Food Services**	0.750
Other Professional Total	3.900		
Total Professional	27.600	**Total Supporting Services**	11.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1962	1985	10.0	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	17	3	0	0	2	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
471	471	309	299	288	289	297	299

School Personnel Costs

Professional Salaries	$2,466,164
Supporting Services Salaries	$503,272
Employee Benefits	$745,481
Total Allocated Cost	**$3,714,917**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Woodlin Elementary School - #764

Principal: Mrs. Shoua F. Moua
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools:

2101 Luzerne Avenue Silver Spring, MD 20910
www.montgomeryschoolsmd.org/schools/woodlines/

Office Phone: (301) 650-6440
Fax Number: (301) 650-6425
Cluster Name: Downcounty Consortium
Receiving Schools: Sligo

2013–2014 Enrollment = 608

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**6.6**	**25.0**	**16.3**	**≤5.0**	**43.9**	**7.9**
ESOL	**12.7**	6.1	6.6	≤5.0	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0
FARMS	**20.4**	11.3	9.0	≤5.0	≤5.0	9.4	7.7	≤5.0	≤5.0	≤5.0
SPED	**13.3**	≤5.0	9.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	115	18.9
Grade 1	90	14.8
Grade 2	121	19.9
Grade 3	102	16.8
Grade 4	108	17.8
Grade 5	72	11.8
Total	608	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.6	≤5.0	42.0

Other Participation

Students now or have in the past received FARMS[2] = 23.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Elementary Home School Model (K–2)
Elementary Home School Model (3–5)
Learning for Independence (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9353	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.0	88.7	94.1	≥95.0	78.4	≥95.0
Asian	--	--	--	--	--	--
Black or African American	69.0	72.4	84.2	94.4	63.2	94.7
Hispanic/Latino	58.3	83.3	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	88.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	52.4	71.4	92.3	≥95.0	50.0	92.9
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Woodlin Elementary School - #764

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.0	8.0	0.0	84.0	2.0	94.0	6.0			
Supporting Services	13.6	22.7	13.6	50.0	0.0	86.4	13.6	147	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.8

Average Class Size Kindergarten = 22.4
Grades 1 to 3 = 23.0 Grades 4 to 5 = 23.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.0	58.0	38.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	6.374
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	21.600	**Instructional Support Total**	8.998
Staff Development	1.000		
ESOL	1.300	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.623
Instrumental Music	0.300	**Other Support Total**	3.623
Preschool			
Special Education:		**Building Services**	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	2.000		
Spec Ed Related Services	1.300	**Food Services**	1.312
Other Professional Total	4.300		
Total Professional	45.800	**Total Supporting Services**	17.933

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1944	1974	11.0	Y	Y	7

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	13	3	0	0	5	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
462	462	661	658	663	645	657	642

School Personnel Costs

Professional Salaries	$3,454,585
Supporting Services Salaries	$707,288
Employee Benefits	$1,082,967
Total Allocated Cost	**$5,244,840**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Wyngate Elementary School - #422

Principal: Ms. Barbara J. Leister
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

9300 Wadsworth Drive Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/wyngatees/

Office Phone: (301) 571-6979
Fax Number: (301) 571-3870
Cluster Name: Walter Johnson
Receiving Schools: North Bethesda

2013–2014 Enrollment = 767

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.5**	**50.5**	**≤5.0**	**8.1**	**≤5.0**	**9.1**	**≤5.0**	**72.0**	**7.8**
ESOL	**7.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.1	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	140	18.3
Grade 1	118	15.4
Grade 2	137	17.9
Grade 3	143	18.6
Grade 4	118	15.4
Grade 5	111	14.5
Total	767	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	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[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3 4] = --

School Programs

Resource (K–5)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	1.0105	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	93.9	≥95.0
Asian	≥95.0	≥95.0	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	81.8	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	90.0	90.0	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	58.3	83.3	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wyngate Elementary School - #422

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.2	4.1	0.0	87.8	0.0	93.9	6.1			
Supporting Services	6.3	37.5	0.0	56.3	0.0	68.8	31.3	151	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 17.7

Average Class Size Kindergarten = 23.2

Grades 1 to 3 = 24.8 Grades 4 to 5 = 28.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.3	46.9	38.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	24.700	**Instructional Support Total**	3.875
Staff Development	1.000		
ESOL	1.300	**Other Support**	
Reading/Literacy	2.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.437
Instrumental Music	0.300	**Other Support Total**	3.437
Preschool			
Special Education:		**Building Services**	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	**Food Services**	0.625
Other Professional Total	2.900		
Total Professional	43.100	**Total Supporting Services**	11.937

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1997	9.5	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	27	3	0	0	6	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
753	753	787	785	758	740	738	711

School Personnel Costs

Professional Salaries	$3,321,414
Supporting Services Salaries	$483,358
Employee Benefits	$993,330
Total Allocated Cost	**$4,798,102**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

SECTION III

MIDDLE SCHOOL PROFILES

Middle School Listing

Argyle MS 274
John T. Baker MS 276
Benjamin Banneker MS 278
Briggs Chaney MS 280
Cabin John MS 282
Roberto W. Clemente MS 284
Eastern MS 286
William H. Farquhar MS 288
Forest Oak MS 290
Robert Frost MS 292
Gaithersburg MS 294
Herbert Hoover MS 296
Francis Scott Key MS 298
Dr. Martin Luther King, Jr. MS 300
Kingsview MS 302
Lakelands Park MS 304
Col. E. Brooke Lee MS 306
A. Mario Loiederman MS 308
Montgomery Village MS 310
Neelsville MS 312
Newport Mill MS 314
North Bethesda MS 316
Parkland MS 318
Rosa M. Parks MS 320
John Poole MS 322
Thomas W. Pyle MS 324
Redland MS 326
Ridgeview MS 328
Rocky Hill MS 330
Shady Grove MS 332
Silver Spring International MS 334
Sligo MS 336
Takoma Park MS 338
Tilden MS 340
Julius West MS 342
Westland MS 344
White Oak MS 346
Earle B. Wood MS 348

Argyle Middle School - #823

Principal: Mr. Robert W. Dodd | 2400 Bel Pre Road Silver Spring, MD 20906 | Office Phone: (301) 460-2400

Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 460-2423

School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/argylems/ | Cluster: Downcounty Consortium

Feeder Schools: Bel Pre, Brookhaven, Georgian Forest, Harmony Hills, Shriver, Strathmore, Viers Mill, Weller Road, Wheaton Woods

Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2013–2014 Enrollment = 830													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.9**	**55.1**	**≤5.0**	**10.1**	**36.9**	**43.3**	**≤5.0**	**7.7**	**≤5.0**	Grade 6	291	35.1
ESOL	**13.7**	5.2	8.6	≤5.0	≤5.0	≤5.0	10.8	≤5.0	≤5.0	≤5.0	Grade 7	292	35.2
FARMS	**61.7**	28.8	32.9	≤5.0	≤5.0	22.2	34.3	≤5.0	≤5.0	≤5.0	Grade 8	247	29.8
SPED	**9.0**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	830	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.0	32.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 74.2%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 13.3%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Learning and Academic Disabilities

Magnet School for Digital Design and Development

Positive Behavioral Interventions and Supports (PBIS)

Excel Beyond the Bell

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8370	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.8	83.4	73.7	90.6	55.2	78.4
Asian	93.5	≥95.0	≥95.0	≥95.0	76.7	90.0
Black or African American	76.5	81.4	75.9	90.8	50.5	74.8
Hispanic/Latino	75.2	76.2	63.2	89.7	48.5	73.3
White	≥95.0	≥95.0	88.0	88.0	72.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	77.2	76.6	68.1	89.0	46.7	73.9
LEP	--	--	--	--	--	--
SPED	45.8	45.8	35.0	60.0	24.1	31.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Argyle Middle School - #823

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	43.2	84.3
Asian	74.2	≥95.0
Black or African American	39.4	78.7
Hispanic/Latino	36.4	78.0
White	55.6	≥95.0
Two or More Races	--	--
ESOL	14.3	--
FARMS	34.1	78.1
SPED	6.3	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.2	23.8	4.8	68.3	0.0	63.5	36.5	168	94.6	5.4
Supporting Services	16.1	38.7	9.7	32.3	3.2	77.4	22.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.5
Average Class Size (English) = 23.4
Average Class Size (Other) = 27.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.5	46.0	36.5

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	1.000
Administrative Total	4.000
Teachers	
Classroom	35.200
Resource/Team Leader/ Content Specialist	7.000
Staff Development	0.400
ESOL	1.400
Alternative	1.000
Reading/Literacy	1.000
Special Education:	
Classroom	6.400
Resource Program	1.000
Teachers Total	53.400
Other Professional	
Counselor	3.500
Media Specialist	1.000
Spec Ed Related Services	0.600
Other Professional Total	5.100
Total Professional	62.500

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.500
Special Education	6.125
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	8.250
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.750
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	1.000
Other Support Total	7.750
Building Services	
Manager	1.000
Leader	1.000
Worker	3.500
Plant Equipment Operator	1.000
Building Services Total	6.500
Food Services	3.250
Total Supporting Services	25.750

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	1993	19.9	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
43	42	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
905	905	865	872	892	896	899	880

School Personnel Costs	
Professional Salaries	$4,670,683
Supporting Services Salaries	$1,005,844
Employee Benefits	$1,482,248
Total Allocated Cost	**$7,158,775**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John T. Baker Middle School - #705

Principal: Mrs. Louise J. Worthington
25400 Oak Drive Damascus, MD 20872
Office Phone: (301) 253-7010
Associate Supt: Dr. Darryl L. Williams
Fax Number: (301) 253-7020
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/bakerms/
Cluster: Damascus
Feeder Schools: Clearspring, Damascus, Laytonsville, Rockwell, Woodfield
Receiving Schools: Damascus

2013–2014 Enrollment = 813													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.7**	**49.3**	**≤5.0**	**5.4**	**7.7**	**17.2**	**≤5.0**	**64.2**	**≤5.0**	Grade 6	264	32.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	258	31.7
FARMS	**18.8**	9.5	9.3	≤5.0	≤5.0	≤5.0	6.8	≤5.0	5.2	≤5.0	Grade 8	291	35.8
SPED	**13.4**	5.3	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.5	≤5.0	Total	813	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.6	16.5	12.8

Other Participation

Students now or have in the past received FARMS[2] = 24.8%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Suspension Rate[2 3 4] 4.5%

School Programs

Learning and Academic Disabilities
Learning for Independence
School/Community-Based

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9561	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.4	≥95.0	90.4	≥95.0	79.8	94.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	90.0	≥95.0
Black or African American	68.4	94.7	71.4	85.7	56.7	86.7
Hispanic/Latino	76.3	86.8	84.6	94.2	73.2	≥95.0
White	91.5	≥95.0	94.0	≥95.0	84.2	94.3
Two or More Races	81.3	≥95.0	84.6	92.3	--	--
FARMS	69.0	90.5	79.2	92.5	62.7	86.3
LEP	--	--	--	--	--	--
SPED	60.0	75.0	70.6	85.3	20.0	68.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John T. Baker Middle School - #705

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	58.0	≥95.0
Asian	--	≥95.0
Black or African American	34.5	--
Hispanic/Latino	52.5	≥95.0
White	63.0	≥95.0
Two or More Races	40.0	--
ESOL	--	--
FARMS	31.4	≥95.0
SPED	7.4	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	3.3	6.7	86.7	0.0	71.7	28.3	168	96.4	3.6
Supporting Services	6.9	3.4	6.9	82.8	0.0	69.0	31.0			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.5
Average Class Size (English) = 26.4
Average Class Size (Other) = 27.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.3	33.3	63.3

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	34.400
Resource/Team Leader/ Content Specialist	7.000
Staff Development	0.400
ESOL	
Alternative	0.400
Reading/Literacy	1.000
Special Education:	
Classroom	6.200
Resource Program	1.000
Teachers Total	50.400
Other Professional	
Counselor	3.500
Media Specialist	1.000
Spec Ed Related Services	0.600
Other Professional Total	5.100
Total Professional	58.500

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.500
Special Education	7.875
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	11.000
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.750
Media Services Technician	
Parent/Community Coord	
Security Assistant	1.000
Lunch Hour Aide	0.375
Other Support Total	6.125
Building Services	
Manager	1.000
Leader	1.000
Worker	2.500
Plant Equipment Operator	1.000
Building Services Total	5.500
Food Services	2.500
Total Supporting Services	25.125

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	22.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
37	34	0	0	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
741	741	769	784	761	761	723	703

School Personnel Costs	
Professional Salaries	$5,140,804
Supporting Services Salaries	$1,085,695
Employee Benefits	$1,662,511
Total Allocated Cost	**$7,889,010**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Benjamin Banneker Middle School - #333

Principal: Ms. Ruschelle Reuben | 14800 Perrywood Drive Burtonsville, MD 20866 | Office Phone: (301) 989-5747
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 879-1032
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/bannekerms/ | Cluster: Northeast Consortium
Feeder Schools: Burtonsville, Fairland, Greencastle | Receiving Schools: Blake, Paint Branch, Springbrook

2013–2014 Enrollment = 831													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.7**	**50.3**	**≤5.0**	**10.3**	**61.4**	**15.8**	**≤5.0**	**7.1**	**5.3**	Grade 6	279	33.6
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	290	34.9
FARMS	**48.1**	24.9	23.2	≤5.0	≤5.0	31.9	11.3	≤5.0	≤5.0	≤5.0	Grade 8	262	31.5
SPED	**10.8**	≤5.0	6.6	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	Total	831	

[1] 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)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.7	8.9	24.4

Other Participation

Students now or have in the past received FARMS[2] = 65.1%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 13.2%

Suspension Rate[2 3 4] 4.0%

School Programs

Asperger's
Autism
Autism Resource Services
Learning for Independence
Physical Disabilities
School/Community-Based
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9763	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.3	88.0	73.0	92.9	69.0	88.2
Asian	≥95.0	≥95.0	84.0	≥95.0	93.3	93.3
Black or African American	69.5	87.0	69.9	90.2	66.2	89.0
Hispanic/Latino	62.2	83.8	66.7	≥95.0	52.3	81.8
White	88.9	≥95.0	75.0	≥95.0	86.4	≥95.0
Two or More Races	70.6	76.5	93.3	93.3	69.2	76.9
FARMS	65.2	84.1	65.7	89.8	62.2	82.9
LEP	--	--	--	--	--	--
SPED	33.3	55.6	18.8	68.8	36.8	63.2

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Benjamin Banneker Middle School - #333

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	42.6	≥95.0
Asian	62.5	≥95.0
Black or African American	37.7	≥95.0
Hispanic/Latino	37.0	94.4
White	66.7	93.3
Two or More Races	30.8	92.3
ESOL	--	--
FARMS	32.2	≥95.0
SPED	≤5.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	32.8	1.6	59.4	1.6	76.6	23.4	171	95.9	4.1
Supporting Services	9.4	31.3	18.8	40.6	0.0	78.1	21.9			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.3
Average Class Size (English) = 25.2
Average Class Size (Other) = 26.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.1	46.9	39.1

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	29.600
Resource/Team Leader/ Content Specialist	13.000
Staff Development	0.400
ESOL	0.600
Alternative	1.000
Reading/Literacy	0.600
Special Education:	
Classroom	11.400
Resource Program	1.000
Teachers Total	57.600
Other Professional	
Counselor	3.500
Media Specialist	1.000
Spec Ed Related Services	0.600
Other Professional Total	5.100
Total Professional	65.700

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.375
Special Education	9.186
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	11.186
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.750
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.375
Other Support Total	7.125
Building Services	
Manager	1.000
Leader	1.000
Worker	3.500
Plant Equipment Operator	1.000
Building Services Total	6.500
Food Services	2.999
Total Supporting Services	27.810

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1974	--	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
40	36	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
803	803	866	874	854	859	826	846

School Personnel Costs	
Professional Salaries	$5,067,928
Supporting Services Salaries	$1,138,574
Employee Benefits	$1,593,606
Total Allocated Cost	**$7,800,108**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Briggs Chaney Middle School - #335

Principal: Dr. Tamitha E. Campbell | 1901 Rainbow Drive Silver Spring, MD 20905 | Office Phone: (301) 989-6000
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 989-6020
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/briggschaneyms/ | Cluster: Northeast Consortium
Feeder Schools: Cloverly, Fairland, Galway, Page | Receiving Schools: Blake, Paint Branch, Springbrook

2013–2014 Enrollment = 873													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.7**	**48.3**	**≤5.0**	**14.2**	**54.2**	**17.9**	**≤5.0**	**9.2**	**≤5.0**	Grade 6	270	30.9
ESOL	**7.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	305	34.9
FARMS	**48.2**	24.7	23.5	≤5.0	≤5.0	30.9	11.3	≤5.0	≤5.0	≤5.0	Grade 8	298	34.1
SPED	**9.7**	≤5.0	5.3	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	Total	873	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.7	32.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 60.5%

Attendance Rate[2 3] = 94.8%

Mobility Rate (Entrants + Withdrawals)[2 3] = 13.2%

Suspension Rate[2 3 4] 10.1%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.7524	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	63.7	83.0	66.7	88.0	59.6	86.4
Asian	91.2	≥95.0	86.4	≥95.0	82.1	≥95.0
Black or African American	55.1	79.3	59.3	86.0	47.2	80.9
Hispanic/Latino	55.8	76.9	56.4	79.6	59.6	87.5
White	86.7	93.3	76.9	94.7	71.9	91.9
Two or More Races	66.7	86.7	91.7	91.7	--	≥95.0
FARMS	50.4	77.3	53.7	81.1	43.6	75.4
LEP	--	--	--	--	--	--
SPED	18.5	42.9	31.3	56.3	15.4	37.5

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Briggs Chaney Middle School - #335

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	48.1	92.6
Asian	84.6	≥95.0
Black or African American	37.5	88.6
Hispanic/Latino	37.1	89.2
White	70.3	≥95.0
Two or More Races	60.0	--
ESOL	--	--
FARMS	28.2	92.3
SPED	≤5.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.4	30.9	2.9	55.9	2.9	69.1	30.9	219	89.5	10.5
Supporting Services	6.3	31.3	12.5	46.9	3.1	84.4	15.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.8
Average Class Size (English) = 22.0
Average Class Size (Other) = 26.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.8	27.9	60.3

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	37.000
Resource/Team Leader/ Content Specialist	9.000
Staff Development	0.400
ESOL	0.800
Alternative	1.000
Reading/Literacy	1.000
Special Education:	
Classroom	8.400
Resource Program	2.000
Teachers Total	59.600
Other Professional	
Counselor	3.500
Media Specialist	1.000
Spec Ed Related Services	0.700
Other Professional Total	5.200
Total Professional	67.800

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.500
Special Education	7.375
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	10.500
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.750
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.500
Other Support Total	7.250
Building Services	
Manager	1.000
Leader	1.000
Worker	2.500
Plant Equipment Operator	1.000
Building Services Total	5.500
Food Services	3.000
Total Supporting Services	26.250

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1991	--	29.4	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	43	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
944	944	900	895	922	896	877	883

School Personnel Costs	
Professional Salaries	$5,673,240
Supporting Services Salaries	$1,092,847
Employee Benefits	$1,790,632
Total Allocated Cost	**$8,556,719**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cabin John Middle School - #606

Principal: Dr. Paulette L. Smith
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Bells Mill, Cold Spring, Seven Locks, Stone Mill

10701 Gainsborough Road, Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/cabinjohnms/

Office Phone: (301) 469-1150
Fax Number: (301) 469-1003
Cluster: Churchill, Wootton
Receiving Schools: Churchill, Wootton

2013–2014 Enrollment = 950													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.8**	**52.2**	**≤5.0**	**28.2**	**9.8**	**9.4**	**≤5.0**	**49.1**	**≤5.0**	Grade 6	314	33.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	320	33.7
FARMS	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	316	33.3
SPED	**14.4**	5.4	9.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.1	≤5.0	Total	950	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	39.4	31.4	29.2

Other Participation	
Students now or have in the past received FARMS[2] = 11.5%	Attendance Rate[2 3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%	Suspension Rate[2 3 4] ≤3.0%

School Programs

Autism
Autism Resource Services
Learning and Academic Disabilities
Learning for Independence
School/Community-Based

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9764	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.4	94.8	92.9	94.6	85.2	93.7
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	78.6	89.3	70.8	87.5	48.3	72.4
Hispanic/Latino	85.0	80.0	86.7	90.0	70.8	91.7
White	90.6	≥95.0	≥95.0	≥95.0	88.2	≥95.0
Two or More Races	≥95.0	≥95.0	80.0	80.0	--	--
FARMS	75.0	80.0	80.0	80.0	36.4	63.6
LEP	--	--	--	--	--	--
SPED	57.1	68.6	59.3	63.0	44.1	71.4

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cabin John Middle School - #606

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	70.9	≥95.0
Asian	86.5	≥95.0
Black or African American	28.1	--
Hispanic/Latino	48.1	≥95.0
White	75.9	≥95.0
Two or More Races	--	--
ESOL	20.0	--
FARMS	19.2	--
SPED	19.6	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.6	6.8	4.1	78.1	1.4	78.1	21.9			
Supporting Services	20.0	12.0	12.0	54.0	2.0	70.0	30.0	204	97.5	2.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.6
Average Class Size (English) = 25.2
Average Class Size (Other) = 27.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.8	34.2	47.9

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	38.000
Resource/Team Leader/ Content Specialist	8.000
Staff Development	0.400
ESOL	0.400
Alternative	0.400
Reading/Literacy	1.000
Special Education:	
Classroom	12.000
Resource Program	1.000
Teachers Total	61.200
Other Professional	
Counselor	4.000
Media Specialist	1.000
Spec Ed Related Services	1.800
Other Professional Total	6.800
Total Professional	71.000

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.562
Special Education	20.249
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	23.436
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	4.000
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.250
Other Support Total	8.250
Building Services	
Manager	1.000
Leader	1.000
Worker	6.000
Plant Equipment Operator	1.000
Building Services Total	9.000
Food Services	3.125
Total Supporting Services	43.811

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1967	2011	18.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
57	51	0	1	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,129	1,129	978	998	1,021	1,039	1,027	1,042

School Personnel Costs	
Professional Salaries	$5,516,804
Supporting Services Salaries	$1,685,734
Employee Benefits	$1,970,038
Total Allocated Cost	**$9,172,576**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Roberto W. Clemente Middle School - #157

Principal: Mrs. Khadija F. Barkley
18808 Waring Station Road Germantown, MD 20874
Office Phone: (301) 601-0344
Associate Supt: Dr. Darryl L. Williams
Fax Number: (301) 601-0370
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/clementems/
Cluster: Northwest, S. Valley
Feeder Schools: Clopper Mill, Germantown, Great Seneca Creek, McAuliffe, Ride
Receiving Schools: Northwest, Seneca Valley

2013–2014 Enrollment = 1,147													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.2**	**48.8**	**≤5.0**	**27.1**	**25.6**	**24.0**	**≤5.0**	**17.8**	**5.3**	Grade 6	379	33.0
ESOL	**5.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	364	31.7
FARMS	**33.1**	15.7	17.4	≤5.0	≤5.0	15.1	12.6	≤5.0	≤5.0	≤5.0	Grade 8	404	35.2
SPED	**11.2**	≤5.0	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,147	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.2	8.5	23.3

Other Participation

Students now or have in the past received FARMS[2] = 47.1%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.6%

Suspension Rate[2 3 4] 6.2%

School Programs

Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Humanities and Communication Magnet Program
International Baccalaureate Middle Years Programme (MYP)
Mathematics, Science, Computer Science Magnet Program
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)
Truancy Court Program
Excel Beyond the Bell

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9281	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.5	91.6	74.0	91.3	68.9	86.1
Asian	≥95.0	≥95.0	≥95.0	≥95.0	94.4	≥95.0
Black or African American	50.0	87.2	49.0	82.4	44.1	70.6
Hispanic/Latino	56.6	78.9	65.2	≥95.0	58.5	85.4
White	89.3	≥95.0	90.4	91.8	86.1	≥95.0
Two or More Races	81.3	≥95.0	72.0	84.0	63.2	73.7
FARMS	48.7	77.8	51.7	84.2	47.8	76.9
LEP	--	--	--	--	--	--
SPED	40.7	70.4	34.1	63.6	34.2	50.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Roberto W. Clemente Middle School - #157

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	59.2	92.8
Asian	90.2	≥95.0
Black or African American	36.2	82.8
Hispanic/Latino	40.2	86.2
White	76.1	≥95.0
Two or More Races	63.2	≥95.0
ESOL	23.1	--
FARMS	35.0	84.3
SPED	12.8	72.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.1	20.9	4.4	71.4	2.2	73.6	26.4	238	97.9	2.1
Supporting Services	8.7	28.3	19.6	43.5	0.0	78.3	21.7			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.7
Average Class Size (English) = 23.5
Average Class Size (Other) = 25.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.1	46.2	41.8

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	1.000
Administrative Total	5.000
Teachers	
Classroom	49.800
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.400
ESOL	0.800
Alternative	1.000
Reading/Literacy	0.600
Special Education:	
Classroom	15.800
Resource Program	1.000
Teachers Total	81.400
Other Professional	
Counselor	4.500
Media Specialist	1.000
Spec Ed Related Services	1.200
Other Professional Total	6.700
Total Professional	93.100

Supporting Services	
Instructional Support	
Paraeducators	
Regular	
Special Education	16.063
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.875
Instructional Support Total	18.813
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	4.000
Media Services Technician	
Parent/Community Coord	
Security Assistant	1.000
Lunch Hour Aide	0.750
Other Support Total	7.750
Building Services	
Manager	1.000
Leader	1.000
Worker	6.500
Plant Equipment Operator	1.000
Building Services Total	9.500
Food Services	4.250
Total Supporting Services	40.313

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1992	--	19.9	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
60	55	0	1	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,215	1,215	1,156	1,191	1,206	1,212	1,223	1,288

School Personnel Costs	
Professional Salaries	$7,146,461
Supporting Services Salaries	$1,709,081
Employee Benefits	$2,263,107
Total Allocated Cost	**$11,118,649**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Eastern Middle School - #775

Principal: Ms. Casey B. Crouse | 300 University Boulevard, East Silver Spring, MD 20901 | Office Phone: (301) 650-6650
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 650-6657
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/easternms/ | Cluster: Downcounty Consortium
Feeder Schools: Montgomery Knolls, New Hampshire Estates, Oak View, Pine Crest | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2013–2014 Enrollment = 870													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**57.7**	**42.3**	**≤5.0**	**15.9**	**19.9**	**38.0**	**≤5.0**	**20.9**	**5.3**	Grade 6	289	33.2
ESOL	**13.9**	6.8	7.1	≤5.0	≤5.0	≤5.0	9.8	≤5.0	≤5.0	≤5.0	Grade 7	275	31.6
FARMS	**47.8**	25.1	22.8	≤5.0	≤5.0	12.6	29.5	≤5.0	≤5.0	≤5.0	Grade 8	306	35.2
SPED	**8.2**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	870	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.4	28.2	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 60.3%
Attendance Rate[2 3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.4%
Suspension Rate[2 3 4] 7.6%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Humanities and Communication Magnet Program
Linkages to Learning
Middle School Reform Phase II
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8799	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.7	82.6	65.7	83.2	67.9	82.1
Asian	81.4	90.7	84.8	86.7	82.9	88.6
Black or African American	65.6	80.3	54.4	78.9	57.9	77.6
Hispanic/Latino	56.1	68.4	44.1	72.9	48.0	69.9
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	92.9	92.9	81.3	≥95.0	77.8	88.9
FARMS	51.1	68.9	45.4	71.5	46.9	68.9
LEP	--	--	--	--	--	--
SPED	22.7	36.4	15.4	42.3	22.7	50.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Eastern Middle School - #775

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	49.7	93.6
Asian	77.1	≥95.0
Black or African American	37.3	84.4
Hispanic/Latino	18.5	90.3
White	90.9	≥95.0
Two or More Races	72.2	78.6
ESOL	11.1	--
FARMS	22.1	89.8
SPED	9.5	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.2	26.8	8.5	60.6	0.0	71.8	28.2	197	99.5	0.5
Supporting Services	8.6	40.0	28.6	22.9	0.0	71.4	28.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.6
Average Class Size (English) = 22.1
Average Class Size (Other) = 24.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.6	43.7	50.7

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	1.000
Administrative Total	4.000
Teachers	
Classroom	36.800
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.200
ESOL	2.400
Alternative	1.000
Reading/Literacy	
Special Education:	
Classroom	6.400
Resource Program	2.000
Teachers Total	60.800
Other Professional	
Counselor	3.500
Media Specialist	1.000
Spec Ed Related Services	0.500
Other Professional Total	5.000
Total Professional	69.800

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.750
Special Education	6.812
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	10.187
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.750
Media Services Technician	
Parent/Community Coord	0.937
Security Assistant	2.000
Lunch Hour Aide	
Other Support Total	8.687
Building Services	
Manager	1.000
Leader	1.000
Worker	5.500
Plant Equipment Operator	1.000
Building Services Total	8.500
Food Services	3.437
Total Supporting Services	30.811

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	1976	14.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
51	45	0	4	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,024	1,024	882	931	964	1,009	1,026	1,064

School Personnel Costs	
Professional Salaries	$5,666,500
Supporting Services Salaries	$1,313,327
Employee Benefits	$1,845,608
Total Allocated Cost	**$8,825,435**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

William H. Farquhar Middle School - #507

Principal: Mrs. Diane D. Morris | 16915 Batchellors Forest Road Olney, MD 20832 | Office Phone: (301) 924-3100
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 924-3152
School Hours: 7:50 - 2:40 | www.montgomeryschoolsmd.org/schools/farquharms/ | Cluster: NE Consort.,Sherwood
Feeder Schools: Brooke Grove, Cloverly, Sherwood, Stonegate | Receiving Schools: Blake, Paint Branch, Sherwood, Springbrook

2013–2014 Enrollment = 577													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**53.4**	**46.6**	**≤5.0**	**14.6**	**16.1**	**12.7**	**≤5.0**	**50.3**	**6.4**	Grade 6	173	30.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	189	32.8
FARMS	**12.3**	6.4	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	215	37.3
SPED	**12.8**	5.2	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.1	≤5.0	Total	577	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.8	28.4	14.9

Other Participation

Students now or have in the past received FARMS[2] = 19.2%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Suspension Rate[2 3 4] 3.2%

School Programs

Learning and Academic Disabilities
Learning for Independence
School/Community-Based

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9297	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.6	93.3	86.7	≥95.0	81.5	93.9
Asian	84.0	≥95.0	88.0	≥95.0	89.2	89.5
Black or African American	75.0	87.5	72.7	87.9	69.2	92.3
Hispanic/Latino	75.0	89.3	83.3	≥95.0	58.3	≥95.0
White	90.4	94.7	90.7	≥95.0	89.6	≥95.0
Two or More Races	≥95.0	≥95.0	91.7	91.7	≥95.0	≥95.0
FARMS	55.0	84.2	58.3	≥95.0	59.4	81.3
LEP	--	--	--	--	--	--
SPED	40.0	70.0	48.0	88.0	31.8	77.3

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

William H. Farquhar Middle School - #507

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	66.3	≥95.0
Asian	79.5	≥95.0
Black or African American	47.7	≥95.0
Hispanic/Latino	58.3	≥95.0
White	71.0	≥95.0
Two or More Races	≥95.0	--
ESOL	--	--
FARMS	31.3	91.7
SPED	16.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	13.0	1.9	85.2	0.0	75.9	24.1	145	96.6	3.4
Supporting Services	9.7	19.4	12.9	54.8	3.2	80.6	19.4			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.0
Average Class Size (English) = 23.9
Average Class Size (Other) = 26.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.4	40.7	51.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator		Special Education	9.000
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	1.000
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	11.375
Classroom	27.200	**Other Support**	
Resource/Team Leader/ Content Specialist	7.000	Administrative Secretary	1.000
Staff Development	0.600	School Financial Assistant	1.000
ESOL	0.200	Secretary	2.750
Alternative	0.800	Media Services Technician	
Reading/Literacy	2.000	Parent/Community Coord	
Special Education:		Security Assistant	1.000
Classroom	10.000	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	6.125
Teachers Total	48.800	**Building Services**	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.700	**Food Services**	2.500
Total Professional	56.500	**Total Supporting Services**	27.500

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1968	--	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
44	42	0	0	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
906	796	583	575	578	547	555	547

School Personnel Costs	
Professional Salaries	$4,701,858
Supporting Services Salaries	$1,090,139
Employee Benefits	$1,445,579
Total Allocated Cost	**$7,237,576**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Forest Oak Middle School - #248

Principal: Mr. Arthur Williams
651 Saybrooke Oaks Boulevard Gaithersburg, MD 20877
Office Phone: (301) 670-8242
Associate Supt: Dr. Darryl L. Williams
Fax Number: (301) 840-5322
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/forestoakms/
Cluster: Gaithersburg
Feeder Schools: Goshen, Rosemont, Summit Hall, Washington Grove
Receiving Schools: Gaithersburg HS

2013–2014 Enrollment = 815													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.2**	**49.8**	**≤5.0**	**8.8**	**27.5**	**44.3**	**≤5.0**	**14.4**	**≤5.0**	Grade 6	288	35.3
ESOL	**14.7**	7.6	7.1	≤5.0	≤5.0	≤5.0	11.2	≤5.0	≤5.0	≤5.0	Grade 7	272	33.4
FARMS	**56.6**	28.5	28.1	≤5.0	≤5.0	17.3	34.0	≤5.0	≤5.0	≤5.0	Grade 8	255	31.3
SPED	**12.8**	≤5.0	8.2	≤5.0	≤5.0	≤5.0	7.0	≤5.0	≤5.0	≤5.0	Total	815	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.8	12.5	8.7

Other Participation	
Students now or have in the past received FARMS[2] = 70.8%	Attendance Rate[2 3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.9%	Suspension Rate[2 3 4] 8.6%

School Programs

Learning and Academic Disabilities
School/Community-Based
Identity
Linkages to Learning

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.7403	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	67.9	84.8	66.7	85.6	56.7	82.8
Asian	88.0	≥95.0	92.3	84.6	86.4	≥95.0
Black or African American	53.7	76.1	51.5	77.3	50.7	78.3
Hispanic/Latino	64.3	82.1	62.4	85.3	48.0	81.0
White	86.8	≥95.0	85.7	≥95.0	77.5	92.5
Two or More Races	81.8	90.9	76.9	92.3	--	--
FARMS	58.1	78.8	56.3	80.1	43.4	76.6
LEP	--	--	--	--	--	--
SPED	27.5	57.5	24.1	44.8	20.6	52.9

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Forest Oak Middle School - #248

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	34.7	89.5
Asian	75.0	≥95.0
Black or African American	27.1	84.1
Hispanic/Latino	24.2	84.2
White	53.5	≥95.0
Two or More Races	--	--
ESOL	5.9	--
FARMS	21.2	82.6
SPED	11.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.7	17.1	8.6	67.1	1.4	74.3	25.7	176	99.4	0.6
Supporting Services	8.6	8.6	25.7	57.1	0.0	80.0	20.0			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.4
Average Class Size (English) = 26.0
Average Class Size (Other) = 24.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.1	45.7	37.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	9.874
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	12.999
Classroom	35.200	**Other Support**	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	1.000	School Financial Assistant	1.000
ESOL	2.600	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy		Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	11.200	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	7.125
Teachers Total	61.000	**Building Services**	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	1.000	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	5.500	**Food Services**	3.375
Total Professional	69.500	**Total Supporting Services**	30.999

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1999	--	41.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
47	43	0	2	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
949	949	817	807	820	871	909	984

School Personnel Costs	
Professional Salaries	$5,369,389
Supporting Services Salaries	$1,301,522
Employee Benefits	$1,749,501
Total Allocated Cost	**$8,420,412**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Robert Frost Middle School - #237

Principal: Dr. Joey N. Jones
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: DuFief, Fallsmead, Lakewood, Travilah

9201 Scott Drive Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/robertfrostms/

Office Phone: (301) 279-3949
Fax Number: (301) 279-3956
Cluster: Thomas S. Wootton
Receiving Schools: Wootton

2013–2014 Enrollment = 1,155													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.6**	**51.4**	**≤5.0**	**35.2**	**5.2**	**5.8**	**≤5.0**	**48.7**	**≤5.0**	Grade 6	376	32.6
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	393	34.0
FARMS	**5.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	386	33.4
SPED	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,155	

[1] 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)[2]			
	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[2] = 10.2%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 5.1%

Suspension Rate[2 3 4] --

School Programs

Learning and Academic Disabilities

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0871	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.5	≥95.0	93.5	≥95.0	92.2	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	78.6	92.9	80.0	≥95.0	59.3	85.2
Hispanic/Latino	68.4	89.5	86.4	86.4	77.4	≥95.0
White	≥95.0	≥95.0	94.2	≥95.0	≥95.0	≥95.0
Two or More Races	94.4	≥95.0	94.7	≥95.0	84.6	92.3
FARMS	79.2	≥95.0	72.7	86.4	63.2	89.5
LEP	--	--	--	--	--	--
SPED	61.9	81.0	68.8	81.3	75.0	91.7

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Robert Frost Middle School - #237

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	83.2	≥95.0
Asian	93.1	≥95.0
Black or African American	37.0	≥95.0
Hispanic/Latino	62.5	≥95.0
White	87.7	≥95.0
Two or More Races	61.5	≥95.0
ESOL	50.0	--
FARMS	40.0	--
SPED	53.8	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	5.3	6.6	81.6	1.3	71.1	28.9			
Supporting Services	23.3	20.0	6.7	50.0	0.0	66.7	33.3	233	98.3	1.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 15.1
Average Class Size (English) = 25.7
Average Class Size (Other) = 27.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.9	35.5	56.6

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator	1.000	Special Education	2.625
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.875
Teachers			
Classroom	50.000	**Instructional Support Total**	6.000
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.250
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	2.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
Teachers Total	64.800	**Other Support Total**	7.625
Other Professional		Building Services	
Counselor	5.500	Manager	1.000
Media Specialist		Leader	1.000
Spec Ed Related Services	0.600	Worker	5.500
		Plant Equipment Operator	1.000
Other Professional Total	6.100	**Building Services Total**	8.500
		Food Services	3.500
Total Professional	74.900	**Total Supporting Services**	25.625

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	24.8	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
51	50	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,075	1,075	1,124	1,079	1,024	1,004	978	934

School Personnel Costs	
Professional Salaries	$6,389,611
Supporting Services Salaries	$1,142,147
Employee Benefits	$1,990,012
Total Allocated Cost	**$9,521,770**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Gaithersburg Middle School - #554

Principal: Ms. Carol L. Goddard | 2 Teachers' Way Gaithersburg, MD 20877 | Office Phone: (301) 840-4554
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 840-4570
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/gaithersburgms/ | Cluster: Gaithersburg
Feeder Schools: Gaithersburg, Laytonsville, Strawberry Knoll | Receiving Schools: Gaithersburg HS

2013–2014 Enrollment = 681													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.0**	**53.0**	**≤5.0**	**9.0**	**23.2**	**38.2**	**≤5.0**	**24.4**	**5.1**	Grade 6	208	30.5
ESOL	**12.0**	≤5.0	7.2	≤5.0	≤5.0	≤5.0	10.1	≤5.0	≤5.0	≤5.0	Grade 7	248	36.4
FARMS	**42.6**	20.0	22.6	≤5.0	≤5.0	11.6	25.7	≤5.0	≤5.0	≤5.0	Grade 8	225	33.0
SPED	**18.9**	≤5.0	14.8	≤5.0	≤5.0	5.4	6.5	≤5.0	≤5.0	≤5.0	Total	681	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	27.1	36.4	36.4

Other Participation	
Students now or have in the past received FARMS[2] = 55.7%	Attendance Rate[2 3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.1%	Suspension Rate[2 3 4] ≤3.0%

School Programs	
Autism	Character Counts!
Autism Resource Services	Autism Buddies
Bridge	Extended Day
Learning and Academic Disabilities	National Junior Honor Society
Identity	
Linkages to Learning	
Partial French Immersion	
Mentoring/Counseling Programs	

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9053	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	66.1	76.7	77.3	84.8	67.7	81.5
Asian	78.3	91.3	84.6	92.3	84.2	73.7
Black or African American	62.0	68.0	67.4	76.1	53.1	73.4
Hispanic/Latino	53.3	68.5	64.9	76.7	60.8	78.4
White	82.0	88.0	94.1	≥95.0	85.5	≥95.0
Two or More Races	≥95.0	≥95.0	90.0	90.0	69.2	84.6
FARMS	55.2	67.6	57.8	71.1	54.7	72.6
LEP	--	--	--	--	--	--
SPED	37.1	45.7	36.8	57.9	41.7	58.3

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Gaithersburg Middle School - #554

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	40.8	≥95.0
Asian	52.6	≥95.0
Black or African American	24.6	87.1
Hispanic/Latino	30.0	94.1
White	67.2	≥95.0
Two or More Races	46.2	≥95.0
ESOL	20.0	--
FARMS	23.0	90.2
SPED	13.9	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.6	12.3	6.2	75.4	1.5	76.9	23.1	175	96.6	3.4
Supporting Services	19.6	19.6	6.5	52.2	0.0	67.4	32.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.3
Average Class Size (English) = 24.3
Average Class Size (Other) = 23.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.4	38.5	46.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	17.447
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	19.572
Classroom	30.700	**Other Support**	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.400	Secretary	2.000
Alternative	0.800	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	13.200	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	6.375
Teachers Total	57.500	**Building Services**	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	1.000	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	5.000	**Food Services**	3.062
Total Professional	65.500	**Total Supporting Services**	38.009

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1960	1988	22.8	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	40	0	1	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
917	917	722	743	779	812	843	888

School Personnel Costs	
Professional Salaries	$5,290,319
Supporting Services Salaries	$1,536,503
Employee Benefits	$1,830,187
Total Allocated Cost	**$8,657,009**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Herbert Hoover Middle School - #228

Principal: Mrs. Yong-Mi Kim
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Beverly Farms, Potomac, Wayside

8810 Postoak Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/hooverms/

Office Phone: (301) 469-1010
Fax Number: (301) 469-1013
Cluster: Winston Churchill
Receiving Schools: Churchill

2013–2014 Enrollment = 1,041													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.4**	**52.6**	**≤5.0**	**27.4**	**6.1**	**6.5**	**≤5.0**	**53.9**	**6.0**	Grade 6	334	32.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	371	35.6
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	336	32.3
SPED	**9.8**	≤5.0	7.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.1	≤5.0	Total	1,041	

[1] 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)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	49.0	17.6	33.3

Other Participation

Students now or have in the past received FARMS[2] = 7.3%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Suspension Rate[2 3 4] --

School Programs

Bridge
Learning and Academic Disabilities
Partial Chinese Immersion

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0521	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	94.9	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	90.9	90.9	92.3	≥95.0	85.7	90.5
Hispanic/Latino	88.9	94.4	≥95.0	≥95.0	90.9	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	≥95.0	≥95.0	90.0	90.0
FARMS	85.7	93.3	81.3	87.5	54.5	81.8
LEP	--	--	--	--	--	--
SPED	64.7	70.6	84.0	84.0	62.5	71.9

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Herbert Hoover Middle School - #228

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	84.9	≥95.0
Asian	89.2	≥95.0
Black or African American	68.2	≥95.0
Hispanic/Latino	72.7	≥95.0
White	87.2	≥95.0
Two or More Races	85.0	≥95.0
ESOL	--	--
FARMS	45.5	--
SPED	33.3	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.2	4.1	4.1	83.6	0.0	74.0	26.0			
Supporting Services	20.0	5.7	11.4	62.9	0.0	62.9	37.1	225	96.4	3.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.0
Average Class Size (English) = 25.9
Average Class Size (Other) = 28.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.8	37.0	56.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.375
Asst School Administrator		Special Education	9.250
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.875
Teachers		**Instructional Support Total**	12.375
Classroom	42.100	**Other Support**	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.400	Secretary	3.750
Alternative		Media Services Technician	
Reading/Literacy		Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	9.600	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	8.125
Teachers Total	63.500	**Building Services**	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
		Building Services Total	8.000
Other Professional Total	5.800	**Food Services**	3.000
Total Professional	72.300	**Total Supporting Services**	31.500

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1966	2013	19.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
56	53	0	0	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,152	1,152	1,023	970	946	949	926	918

School Personnel Costs	
Professional Salaries	$6,115,901
Supporting Services Salaries	$1,356,318
Employee Benefits	$1,985,937
Total Allocated Cost	**$9,458,156**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Francis Scott Key Middle School - #311

Principal: Ms. Yolanda Stanislaus | 910 Schindler Dr. Silver Spring, MD 20903 | Office Phone: (301) 422-5600
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 434-1375
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/fskms/ | Cluster: Northeast Consortium
Feeder Schools: Burnt Mills, Cannon Road, Cresthaven, Drew, Nix | Receiving Schools: Blake, Paint Branch, Springbrook

2013–2014 Enrollment = 903													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.6**	**49.4**	**≤5.0**	**12.1**	**43.5**	**37.4**	**≤5.0**	**≤5.0**	**≤5.0**	Grade 6	319	35.3
ESOL	**13.6**	6.2	7.4	≤5.0	≤5.0	≤5.0	7.6	≤5.0	≤5.0	≤5.0	Grade 7	286	31.7
FARMS	**65.3**	34.1	31.2	≤5.0	6.4	28.2	29.3	≤5.0	≤5.0	≤5.0	Grade 8	298	33.0
SPED	**9.6**	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	903	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.8	14.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 78.7%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 16.1%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Learning and Academic Disabilities
International Baccalaureate Middle Years Programme (MYP)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8445	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	62.3	82.1	66.4	89.7	55.1	73.4
Asian	82.4	88.2	81.0	92.9	83.3	79.2
Black or African American	58.9	83.7	57.8	87.4	56.5	77.0
Hispanic/Latino	54.8	76.3	67.9	89.5	40.0	61.9
White	81.8	90.9	86.7	≥95.0	78.3	91.3
Two or More Races	--	--	--	--	--	--
FARMS	56.2	77.8	61.2	88.7	46.7	64.4
LEP	--	--	--	--	--	--
SPED	26.9	50.0	41.9	74.2	15.9	45.5

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Francis Scott Key Middle School - #311

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	41.3	85.0
Asian	68.0	93.3
Black or African American	41.8	83.3
Hispanic/Latino	26.4	78.8
White	70.8	93.8
Two or More Races	--	--
ESOL	31.0	--
FARMS	31.4	79.6
SPED	8.5	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.9	32.4	5.6	47.9	4.2	70.4	29.6	226	86.7	13.3
Supporting Services	12.9	38.7	22.6	22.6	3.2	67.7	32.3			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.4
Average Class Size (English) = 22.5
Average Class Size (Other) = 24.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.7	43.7	43.7

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.750
Asst School Administrator		Special Education	3.937
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	7.312
Classroom	40.000	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	2.600	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	7.600	Lunch Hour Aide	0.500
Resource Program	1.000		
		Other Support Total	7.250
Teachers Total	61.600	Building Services	
		Manager	1.000
Other Professional		Leader	2.000
Counselor	4.000	Worker	4.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.500		
		Building Services Total	8.000
Other Professional Total	5.500		
		Food Services	3.375
Total Professional	70.100	**Total Supporting Services**	25.937

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1966	2009	20.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	44	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
961	961	939	987	968	994	1,003	1,051

School Personnel Costs	
Professional Salaries	$5,393,456
Supporting Services Salaries	$1,097,254
Employee Benefits	$1,713,085
Total Allocated Cost	**$8,203,795**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Dr. Martin Luther King Middle School - #107

Principal: Ms. Dana E. Davison
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Lake Seneca, Dr. Sally K. Ride, Waters Landing

13737 Wisteria Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/mlkms/

Office Phone: (301) 353-8080
Fax Number: (301) 601-0399
Cluster: Seneca Valley
Receiving Schools: Seneca Valley

2013–2014 Enrollment = 609													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.2**	**47.8**	**≤5.0**	**12.6**	**32.2**	**27.6**	**≤5.0**	**21.3**	**5.9**	Grade 6	214	35.1
ESOL	**9.0**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	Grade 7	189	31.0
FARMS	**44.7**	22.7	22.0	≤5.0	≤5.0	19.5	17.4	≤5.0	≤5.0	≤5.0	Grade 8	206	33.8
SPED	**10.5**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	609	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.6	31.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 59.3%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 13.0%

Suspension Rate[2 3 4] 5.7%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.8800	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.0	88.8	74.8	90.4	74.1	90.2
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	62.7	86.4	59.0	85.5	54.0	88.0
Hispanic/Latino	58.8	80.4	70.2	91.5	75.0	87.5
White	86.0	≥95.0	93.5	≥95.0	89.6	93.8
Two or More Races	66.7	90.9	71.4	85.7	46.7	80.0
FARMS	57.1	81.9	70.9	87.2	58.6	84.3
LEP	--	--	--	--	--	--
SPED	18.2	54.5	22.2	55.6	33.3	46.7

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Dr. Martin Luther King Middle School - #107

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	65.3	94.2
Asian	≥95.0	≥95.0
Black or African American	54.0	93.5
Hispanic/Latino	66.1	89.1
White	68.0	≥95.0
Two or More Races	40.0	--
ESOL	--	--
FARMS	47.9	88.4
SPED	13.3	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.8	28.8	3.8	59.6	1.9	71.2	28.8			
Supporting Services	10.3	24.1	10.3	48.3	3.4	69.0	31.0	133	99.2	0.8

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 24.4
Average Class Size (Other) = 25.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.5	36.5	51.9

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.312
Asst School Administrator	1.000	Special Education	6.725
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	24.800	**Instructional Support Total**	8.662
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.500
Reading/Literacy	2.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	45.600	**Other Support Total**	7.000
Other Professional		Building Services	
Counselor	2.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.500	Worker	5.000
		Plant Equipment Operator	1.000
Other Professional Total	4.000	**Building Services Total**	8.000
		Food Services	3.000
Total Professional	52.600	**Total Supporting Services**	26.662

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1996	--	19.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
43	42	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
905	905	597	627	619	678	697	756

School Personnel Costs	
Professional Salaries	$4,183,235
Supporting Services Salaries	$1,088,750
Employee Benefits	$1,354,621
Total Allocated Cost	**$6,626,606**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Kingsview Middle School - #708

Principal: Mr. James N. D'Andrea
18909 Kingsview Road Germantown, MD 20874
Office Phone: (301) 601-4611
Associate Supt: Dr. Darryl L. Williams
Fax Number: (301) 601-4610
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/kingsviewms/
Cluster: Northwest
Feeder Schools: Great Seneca Creek, Matsunaga, McNair
Receiving Schools: Northwest

2013–2014 Enrollment = 987													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.9**	**51.1**	**≤5.0**	**26.7**	**21.0**	**12.7**	**≤5.0**	**33.8**	**5.7**	Grade 6	317	32.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	333	33.7
FARMS	**19.7**	9.0	10.6	≤5.0	≤5.0	9.0	5.2	≤5.0	≤5.0	≤5.0	Grade 8	337	34.1
SPED	**7.3**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	987	

[1] 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)[2]			
	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[2] = 28.8%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 6.1%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9252	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.3	93.9	83.7	92.7	84.8	92.7
Asian	94.4	≥95.0	89.4	94.1	≥95.0	≥95.0
Black or African American	81.1	87.8	73.2	86.1	73.0	88.9
Hispanic/Latino	80.0	85.0	78.6	92.9	77.1	91.2
White	94.4	≥95.0	89.0	94.5	84.8	93.3
Two or More Races	87.5	93.8	78.9	≥95.0	90.5	≥95.0
FARMS	82.8	91.4	67.7	87.9	77.9	91.0
LEP	--	--	--	--	--	--
SPED	66.7	88.9	44.4	60.7	33.3	50.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Kingsview Middle School - #708

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	76.0	≥95.0
Asian	≥95.0	≥95.0
Black or African American	58.7	≥95.0
Hispanic/Latino	59.5	≥95.0
White	80.0	≥95.0
Two or More Races	76.2	≥95.0
ESOL	--	--
FARMS	63.2	≥95.0
SPED	28.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.4	9.9	8.5	76.1	4.2	63.4	36.6	203	95.6	4.4
Supporting Services	24.1	10.3	17.2	48.3	0.0	75.9	24.1			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 14.1
Average Class Size (English) = 24.9
Average Class Size (Other) = 28.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.5	42.3	49.3

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	1.000
Asst School Administrator		Special Education	4.275
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	5.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	7.900
Classroom	41.600	Other Support	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.400	Secretary	3.000
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	5.000	Lunch Hour Aide	0.474
Resource Program	1.000		
		Other Support Total	7.474
Teachers Total	59.400	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	3.000	Worker	4.000
Media Specialist	1.000	Plant Equipment Operator	2.000
Spec Ed Related Services	0.500		
		Building Services Total	8.000
Other Professional Total	4.500	Food Services	3.375
Total Professional	68.900	**Total Supporting Services**	26.749

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1997	--	18.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	49	0	0	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,041	1,041	1,017	1,050	1,092	1,081	1,046	1,011

School Personnel Costs	
Professional Salaries	$5,650,236
Supporting Services Salaries	$1,182,527
Employee Benefits	$1,767,169
Total Allocated Cost	**$8,599,932**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lakelands Park Middle School - #522

Principal: Mrs. Deborah R. Higdon | 1200 Main Street Gaithersburg, MD 20878 | Office Phone: (301) 670-1400
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 670-1418
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/lakelandsparkms/ | Cluster: Northwest, Quince Orchard
Feeder Schools: Brown Station, Rachel Carson, Darnestown, Diamond | Receiving Schools: Northwest, Quince Orchard

2013–2014 Enrollment = 1,003													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.0**	**50.0**	**≤5.0**	**11.7**	**13.6**	**19.5**	**≤5.0**	**50.8**	**≤5.0**	Grade 6	344	34.3
ESOL	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	327	32.6
FARMS	**22.5**	10.2	12.4	≤5.0	≤5.0	6.9	12.0	≤5.0	≤5.0	≤5.0	Grade 8	332	33.1
SPED	**15.0**	5.1	9.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.8	≤5.0	Total	1,003	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.3	≤5.0	11.3

Other Participation

Students now or have in the past received FARMS[2] = 29.8%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.1%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Extensions
Learning and Academic Disabilities
School/Community-Based

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9666	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.4	92.0	86.2	94.7	83.0	92.5
Asian	≥95.0	≥95.0	≥95.0	92.9	≥95.0	≥95.0
Black or African American	69.8	83.7	73.5	91.8	64.4	86.7
Hispanic/Latino	67.8	76.3	68.3	90.5	64.4	82.8
White	92.5	≥95.0	94.0	≥95.0	92.5	≥95.0
Two or More Races	≥95.0	86.7	≥95.0	≥95.0	64.3	92.9
FARMS	68.5	80.9	65.6	88.5	51.5	78.5
LEP	--	--	--	--	--	--
SPED	56.0	70.0	52.6	71.1	48.4	67.7

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lakelands Park Middle School - #522

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	64.0	≥95.0
Asian	67.4	≥95.0
Black or African American	37.5	91.7
Hispanic/Latino	33.9	81.6
White	81.5	≥95.0
Two or More Races	71.4	92.9
ESOL	9.1	--
FARMS	24.7	83.9
SPED	19.6	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.0	11.3	8.8	73.8	1.3	75.0	25.0	217	98.6	1.4
Supporting Services	11.1	13.0	11.1	64.8	0.0	61.1	38.9			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.4
Average Class Size (English) = 22.9
Average Class Size (Other) = 25.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.8	46.3	40.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	29.437
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	32.562
Classroom	43.200	**Other Support**	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.000	Secretary	3.250
Alternative	0.400	Media Services Technician	
Reading/Literacy		Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	14.200	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	7.625
Teachers Total	69.200	**Building Services**	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	1.900	Plant Equipment Operator	1.000
		Building Services Total	8.000
Other Professional Total	6.900	**Food Services**	3.750
Total Professional	79.100	**Total Supporting Services**	51.937

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2005	--	8.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
57	52	0	1	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,138	1,138	1,036	1,092	1,111	1,098	1,140	1,184

School Personnel Costs	
Professional Salaries	$6,042,284
Supporting Services Salaries	$1,951,441
Employee Benefits	$2,105,140
Total Allocated Cost	**$10,098,865**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Col. E. Brooke Lee Middle School - #818

Principal: Mrs. Kimberly N. Hayden Williams, Acting 11800 Monticello Avenue Silver Spring, MD 20902 Office Phone: (301) 649-8100
Associate Supt: Dr. Darryl L. Williams Fax Number: (301) 649-8110
School Hours: 7:55 - 2:40 www.montgomeryschoolsmd.org/schools/leems/ Cluster: Downcounty Consortium
Feeder Schools: Arcola, Glenallan, Kemp Mill Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2013–2014 Enrollment = 659													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.1**	**54.9**	**≤5.0**	**8.8**	**28.2**	**52.4**	**≤5.0**	**7.4**	**≤5.0**	Grade 6	241	36.6
ESOL	**21.5**	8.5	13.1	≤5.0	≤5.0	≤5.0	17.0	≤5.0	≤5.0	≤5.0	Grade 7	217	32.9
FARMS	**61.6**	30.7	31.0	≤5.0	≤5.0	15.8	39.0	≤5.0	≤5.0	≤5.0	Grade 8	201	30.5
SPED	**14.0**	≤5.0	9.3	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Total	659	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.2	27.2	7.6

Other Participation	
Students now or have in the past received FARMS[2] = 78.1%	Attendance Rate[2 3] = 94.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.0%	Suspension Rate[2 3 4] ≤3.0%

School Programs

Extensions
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
Excel Beyond the Bell
Crittenton: 4-Cing the Future
Advancement Via Individual Determination (AVID)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9030	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.0	83.3	64.0	82.2	60.3	81.3
Asian	92.3	≥95.0	78.6	92.9	90.5	≥95.0
Black or African American	66.1	75.0	53.9	78.9	56.4	74.5
Hispanic/Latino	74.3	83.8	68.5	81.5	53.3	79.2
White	≥95.0	≥95.0	80.0	90.0	90.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	68.1	78.6	62.7	80.2	58.3	79.0
LEP	--	--	--	--	--	--
SPED	46.9	68.8	46.7	66.7	39.3	57.1

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Col. E. Brooke Lee Middle School - #818

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	39.7	≥95.0
Asian	71.4	≥95.0
Black or African American	38.6	≥95.0
Hispanic/Latino	31.8	94.9
White	60.0	--
Two or More Races	--	--
ESOL	14.7	--
FARMS	31.5	93.5
SPED	22.6	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	32.7	13.5	50.0	1.9	73.1	26.9	156	91.7	8.3
Supporting Services	6.9	27.6	27.6	34.5	3.4	65.5	34.5			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.2
Average Class Size (English) = 21.8
Average Class Size (Other) = 24.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.5	48.1	40.4

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	1.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	23.800
Resource/Team Leader/ Content Specialist	8.000
Staff Development	0.400
ESOL	2.200
Alternative	1.000
Reading/Literacy	1.000
Special Education:	
Classroom	7.000
Resource Program	1.000
Teachers Total	44.400
Other Professional	
Counselor	2.500
Media Specialist	1.000
Spec Ed Related Services	0.900
Other Professional Total	4.400
Total Professional	51.800

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.750
Special Education	7.625
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.500
Instructional Data Assistant	0.750
Instructional Support Total	9.625
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.000
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.499
Other Support Total	6.499
Building Services	
Manager	1.000
Leader	1.000
Worker	4.000
Plant Equipment Operator	1.000
Building Services Total	7.000
Food Services	3.312
Total Supporting Services	26.436

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1966	--	16.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
39	34	0	3	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
777	777	719	766	792	829	885	946

School Personnel Costs	
Professional Salaries	$4,110,776
Supporting Services Salaries	$1,113,236
Employee Benefits	$1,367,086
Total Allocated Cost	**$6,591,098**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

A. Mario Loiederman Middle School - #787

Principal: Ms. Nicole A. Sosik | 12701 Goodhill Road Silver Spring, MD 20906 | Office Phone: (301) 929-2282

Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 962-5993

School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/loiedermanms/ | Cluster: Downcounty Consortium, Wheaton

Feeder Schools: Bel Pre, Brookhaven, Georgian Forest, Harmony Hills, Shriver, Strathmore, Viers Mill, Weller Road, Wheaton Woods

Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2013–2014 Enrollment = 835

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**55.4**	**44.6**	**≤5.0**	**6.1**	**26.8**	**50.7**	**≤5.0**	**13.2**	**≤5.0**	Grade 6	299	35.8
ESOL	**15.4**	5.7	9.7	≤5.0	≤5.0	≤5.0	12.9	≤5.0	≤5.0	≤5.0	Grade 7	266	31.9
FARMS	**59.6**	30.9	28.7	≤5.0	≤5.0	16.6	37.5	≤5.0	≤5.0	≤5.0	Grade 8	270	32.3
SPED	**12.2**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0	Total	835	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	77.5	22.5	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 74.0%

Attendance Rate[2 3] = 94.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 12.5%

Suspension Rate[2 3 4] 7.7%

School Programs

Linkages to Learning

Magnet School for Creative and Performing Arts

Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8058	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	55.1	80.7	49.6	77.4	50.0	81.4
Asian	70.6	88.2	75.0	93.8	75.0	≥95.0
Black or African American	45.2	77.1	41.9	76.2	38.6	75.9
Hispanic/Latino	53.2	76.8	42.1	70.0	44.5	77.0
White	77.5	92.5	79.4	≥95.0	73.5	≥95.0
Two or More Races	--	--	54.5	81.8	--	--
FARMS	49.4	77.2	37.7	69.7	39.9	73.3
LEP	--	--	--	--	--	--
SPED	24.3	45.9	13.8	37.9	15.8	52.6

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

A. Mario Loiederman Middle School - #787

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	38.4	83.9
Asian	66.7	≥95.0
Black or African American	37.9	74.2
Hispanic/Latino	29.1	82.8
White	61.1	89.7
Two or More Races	--	--
ESOL	≤5.0	--
FARMS	28.0	78.6
SPED	18.4	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.3	25.7	11.4	54.3	2.9	77.1	22.9	202	88.6	11.4
Supporting Services	13.5	21.6	27.0	37.8	0.0	73.0	27.0			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.8
Average Class Size (English) = 26.9
Average Class Size (Other) = 28.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.9	45.7	41.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Asst School Administrator	1.000	Special Education	7.312
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	10.187
Classroom	39.600	**Other Support**	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	2.000	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	8.400	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	7.125
Teachers Total	61.400	**Building Services**	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	4.000
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
		Building Services Total	7.000
Other Professional Total	5.300	**Food Services**	5.500
Total Professional	70.700	**Total Supporting Services**	29.812

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	2005	17.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
43	41	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
897	897	889	930	951	1,007	1,086	1,103

School Personnel Costs	
Professional Salaries	$5,383,515
Supporting Services Salaries	$1,125,662
Employee Benefits	$1,679,153
Total Allocated Cost	**$8,188,330**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Montgomery Village Middle School - #557

Principal: Dr. Edgar E. Malker
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Stedwick, Watkins Mill, Whetstone

19300 Watkins Mill Road Montgomery Village, MD 20886
www.montgomeryschoolsmd.org/schools/mvms/

Office Phone: (301) 840-4660
Fax Number: (301) 840-6388
Cluster: Watkins Mill
Receiving Schools: Watkins Mill

2013–2014 Enrollment = 647													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.4**	**53.6**	**≤5.0**	**8.0**	**34.8**	**41.7**	**≤5.0**	**10.0**	**5.4**	Grade 6	216	33.4
ESOL	**17.6**	7.7	9.9	≤5.0	≤5.0	≤5.0	13.8	≤5.0	≤5.0	≤5.0	Grade 7	194	30.0
FARMS	**61.5**	27.8	33.7	≤5.0	≤5.0	22.9	30.8	≤5.0	≤5.0	≤5.0	Grade 8	237	36.6
SPED	**13.4**	6.3	7.1	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	Total	647	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	42.5	31.0	26.4

Other Participation	
Students now or have in the past received FARMS[2] = 74.8%	Attendance Rate[2 3] = 94.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.2%	Suspension Rate[2 3 4] 5.1%

School Programs	
Autism	Positive Behavioral Interventions and Supports (PBIS)
Gifted and Talented/Learning Disabled	Innovation Schools Network
Learning and Academic Disabilities	Access 2 Success: Boys II Men and DIVAS
Learning for Independence	Mentoring
Identity	Character Education
International Baccalaureate Middle Years Programme (MYP)	Girls on the Run
Middle School Reform Phase I	Achieving Colleagiate Excellence and Success (ACES)
Multidisciplinary Educational Training and Support (METS)	

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8488	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	48.6	70.2	55.2	80.7	43.8	78.1
Asian	70.0	90.0	73.7	89.5	68.8	81.3
Black or African American	42.3	60.0	50.0	80.6	25.4	74.6
Hispanic/Latino	47.1	72.1	46.8	73.4	51.4	75.0
White	73.7	84.2	82.1	≥95.0	64.7	94.1
Two or More Races	36.4	81.8	50.0	78.6	30.0	90.0
FARMS	45.3	63.8	42.1	73.0	33.3	73.0
LEP	--	--	--	--	--	--
SPED	17.2	34.5	17.6	47.1	5.9	17.6

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Montgomery Village Middle School - #557

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	38.8	73.9
Asian	65.0	80.0
Black or African American	28.1	53.3
Hispanic/Latino	36.4	76.7
White	64.7	85.0
Two or More Races	30.0	--
ESOL	8.3	--
FARMS	26.1	67.3
SPED	7.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	22.6	1.9	71.7	0.0	66.0	34.0			
Supporting Services	12.9	22.6	16.1	45.2	3.2	71.0	29.0	139	95.0	5.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.2
Average Class Size (English) = 24.1
Average Class Size (Other) = 24.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.0	39.6	43.4

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.250
Asst School Administrator		Special Education	5.437
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
		Instructional Support Total	9.312
Classroom	21.200		
Resource/Team Leader/ Content Specialist	13.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	2.800	School Financial Assistant	
Alternative	0.600	Secretary	2.500
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
		Other Support Total	6.000
Teachers Total	45.800		
		Building Services	
Other Professional		Manager	1.000
Counselor	2.500	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	8.000
Other Professional Total	4.100		
		Food Services	2.625
Total Professional	52.900	**Total Supporting Services**	25.937

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1968	2003	15.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	40	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
910	910	629	683	684	724	714	737

School Personnel Costs	
Professional Salaries	$4,188,883
Supporting Services Salaries	$1,036,183
Employee Benefits	$1,385,717
Total Allocated Cost	**$6,610,783**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Neelsville Middle School - #115

Principal: Ms. Lily (Vicky) Lake-Parcan | 11700 Neelsville Church Road Germantown, MD 20876 | Office Phone: (301) 353-8064
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 353-8094
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/neelsvillems/ | Cluster: Clarksburg, Watkins Mill
Feeder Schools: Daly, Fox Chapel, South Lake, Stedwick | Receiving Schools: Clarksburg, Watkins Mill

2013–2014 Enrollment = 862													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**9.5**	**34.6**	**42.8**	**≤5.0**	**8.5**	**≤5.0**	Grade 6	297	34.5
ESOL	**16.8**	5.9	10.9	≤5.0	≤5.0	≤5.0	13.3	≤5.0	≤5.0	≤5.0	Grade 7	291	33.8
FARMS	**63.6**	30.2	33.4	≤5.0	≤5.0	24.2	33.3	≤5.0	≤5.0	≤5.0	Grade 8	274	31.8
SPED	**7.9**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	862	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.4	17.6	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 77.7%	Attendance Rate[2 3] = 94.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.1%	Suspension Rate[2 3 4] 4.6%

School Programs

Learning and Academic Disabilities
Identity
International Baccalaureate Middle Years Programme (MYP)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.7520	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	50.2	75.9	59.2	80.5	49.1	75.6
Asian	62.5	≥95.0	88.9	≥95.0	80.0	93.3
Black or African American	47.7	65.2	54.4	78.8	42.9	72.5
Hispanic/Latino	41.5	72.4	49.5	75.5	32.7	65.7
White	80.0	≥95.0	77.3	86.4	79.4	91.4
Two or More Races	66.7	≥95.0	76.9	92.3	72.7	≥95.0
FARMS	40.7	69.7	50.3	77.8	31.3	66.2
LEP	--	--	--	--	--	--
SPED	28.6	35.7	16.7	57.9	10.7	41.4

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Neelsville Middle School - #115

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	36.9	88.8
Asian	55.2	≥95.0
Black or African American	35.1	80.0
Hispanic/Latino	21.0	87.5
White	62.9	≥95.0
Two or More Races	72.7	≥95.0
ESOL	≤5.0	--
FARMS	19.6	80.7
SPED	6.7	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.8	17.4	7.2	68.1	1.4	76.8	23.2	182	97.3	2.7
Supporting Services	19.4	25.8	16.1	38.7	0.0	77.4	22.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.4
Average Class Size (English) = 23.0
Average Class Size (Other) = 26.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.9	43.5	40.6

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	37.900
Resource/Team Leader/ Content Specialist	11.000
Staff Development	1.000
ESOL	2.400
Alternative	1.000
Reading/Literacy	1.000
Special Education:	
Classroom	8.000
Resource Program	1.000
Teachers Total	63.300
Other Professional	
Counselor	3.500
Media Specialist	1.000
Spec Ed Related Services	0.800
Other Professional Total	5.300
Total Professional	71.600

Supporting Services	
Instructional Support	
Paraeducators	
Regular	1.625
Special Education	4.373
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	8.623
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.250
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.373
Other Support Total	7.623
Building Services	
Manager	1.000
Leader	1.000
Worker	4.500
Plant Equipment Operator	1.000
Building Services Total	7.500
Food Services	3.375
Total Supporting Services	27.121

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1981	--	29.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	43	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
939	939	917	965	974	996	1,055	1,122

School Personnel Costs	
Professional Salaries	$5,408,918
Supporting Services Salaries	$1,205,265
Employee Benefits	$1,698,895
Total Allocated Cost	**$8,313,078**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Newport Mill Middle School - #792

Principal: Ms. Panagiota (Penny) Tsonis | 11311 Newport Mill Road Kensington, Maryland 20895 | Office Phone: (301) 929-2244
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 929-2274
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/newportmillms/ | Cluster: Downcounty Consortium
Feeder Schools: Highland, Oakland Terrace, Rock View | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2013–2014 Enrollment = 614													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**12.4**	**16.4**	**48.4**	**≤5.0**	**19.9**	**≤5.0**	Grade 6	198	32.2
ESOL	**16.8**	7.8	9.0	≤5.0	≤5.0	≤5.0	13.2	≤5.0	≤5.0	≤5.0	Grade 7	203	33.1
FARMS	**56.2**	26.9	29.3	≤5.0	6.5	8.6	37.6	≤5.0	≤5.0	≤5.0	Grade 8	213	34.7
SPED	**18.1**	8.0	10.1	≤5.0	≤5.0	≤5.0	10.7	≤5.0	≤5.0	≤5.0	Total	614	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.7	≤5.0	32.4

Other Participation

Students now or have in the past received FARMS[2] = 66.1%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 8.5%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Learning and Academic Disabilities
Learning for Independence
International Baccalaureate Middle Years Programme (MYP)
Middle School Reform Phase II
Character Education

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9129	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.0	89.4	74.0	87.6	69.9	85.1
Asian	88.9	88.9	82.6	91.3	85.0	89.5
Black or African American	71.4	88.6	65.4	70.4	75.0	82.1
Hispanic/Latino	65.2	85.4	65.9	85.4	56.0	79.7
White	≥95.0	≥95.0	90.9	≥95.0	84.6	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	65.2	85.0	65.2	84.4	56.3	76.7
LEP	--	--	--	--	--	--
SPED	34.8	70.8	34.8	60.9	38.1	61.9

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Newport Mill Middle School - #792

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	62.6	89.0
Asian	80.0	90.5
Black or African American	65.6	91.3
Hispanic/Latino	50.6	81.5
White	78.6	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	50.0	81.7
SPED	23.5	45.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.8	32.1	8.9	53.6	3.6	67.9	32.1	137	97.1	2.9
Supporting Services	20.6	23.5	26.5	29.4	0.0	73.5	26.5			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.5
Average Class Size (English) = 23.1
Average Class Size (Other) = 23.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.1	46.4	37.5

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.500
Asst School Administrator	1.000	Special Education	8.437
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	22.400	**Instructional Support Total**	10.562
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.400	School Financial Assistant	1.000
Alternative	2.000	Secretary	2.500
Reading/Literacy	0.200	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	9.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
		Other Support Total	7.000
Teachers Total	49.000		
		Building Services	
Other Professional		Manager	1.000
Counselor	2.500	Leader	1.000
Media Specialist	1.000	Worker	3.000
Spec Ed Related Services	1.000	Plant Equipment Operator	1.000
		Building Services Total	6.000
Other Professional Total	4.500		
		Food Services	3.375
Total Professional	56.500	**Total Supporting Services**	26.937

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1958	2002	8.4	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
41	37	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
825	825	600	614	634	676	690	712

School Personnel Costs	
Professional Salaries	$4,305,712
Supporting Services Salaries	$1,078,137
Employee Benefits	$1,423,605
Total Allocated Cost	**$6,807,454**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

North Bethesda Middle School - #413

Principal: Mr. Alton E. Sumner
8935 Bradmoor Drive Bethesda, MD 20817
Office Phone: (301) 571-3883
Associate Supt: Dr. Darryl L. Williams
Fax Number: (301) 571-3881
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/northbethesdams/
Cluster: Walter Johnson
Feeder Schools: Ashburton, Kensington Parkwood, Wyngate
Receiving Schools: Walter Johnson

2013–2014 Enrollment = 901													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.4**	**50.6**	**≤5.0**	**10.7**	**7.3**	**13.3**	**≤5.0**	**62.0**	**6.3**	Grade 6	320	35.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	279	31.0
FARMS	**5.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	302	33.5
SPED	**9.7**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.5	≤5.0	Total	901	

[1] 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)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.0	29.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 10.9%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 5.8%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
ESOL
Student Support Program (Alt. 1)
Communication, Accountability, Respect, Environment - CARE

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0603	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.0	≥95.0	93.6	≥95.0	91.8	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	73.7	84.2	≥95.0	≥95.0	84.2	89.5
Hispanic/Latino	88.6	≥95.0	91.4	≥95.0	81.6	94.7
White	94.3	≥95.0	93.4	≥95.0	93.7	≥95.0
Two or More Races	83.3	83.3	94.4	≥95.0	≥95.0	≥95.0
FARMS	75.0	93.8	≥95.0	≥95.0	53.8	≥95.0
LEP	--	--	--	--	--	--
SPED	61.5	80.8	80.0	≥95.0	81.5	81.5

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

North Bethesda Middle School - #413

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	76.2	≥95.0
Asian	81.0	≥95.0
Black or African American	70.0	≥95.0
Hispanic/Latino	52.6	94.7
White	80.4	≥95.0
Two or More Races	86.4	≥95.0
ESOL	28.6	--
FARMS	38.5	--
SPED	53.6	90.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.9	10.9	1.6	75.0	1.6	75.0	25.0			
Supporting Services	12.5	18.8	21.9	43.8	3.1	75.0	25.0	191	91.1	8.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.3
Average Class Size (English) = 24.2
Average Class Size (Other) = 27.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.6	54.7	29.7

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	7.500
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	10.625
Classroom	34.800	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.200	Secretary	2.250
Alternative	0.400	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	8.000	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	6.625
Teachers Total	54.800	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	3.500	Worker	6.000
Media Specialist		Plant Equipment Operator	1.000
Spec Ed Related Services	0.500		
		Building Services Total	9.000
Other Professional Total	4.000	Food Services	3.000
Total Professional	61.800	**Total Supporting Services**	29.250

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1955	1999	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
42	39	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
864	1,208	928	1,005	1,096	1,156	1,170	1,185

School Personnel Costs	
Professional Salaries	$4,690,651
Supporting Services Salaries	$1,273,711
Employee Benefits	$1,553,988
Total Allocated Cost	**$7,518,350**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Parkland Middle School - #812

Principal: Dr. Benjamin T. OuYang | 4610 West Frankfort Drive Rockville, MD 20853 | Office Phone: (301) 438-5700

Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 460-2699

School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/parklandms/ | Cluster: Downcounty Consortium

Feeder Schools: Bel Pre, Brookhaven, Georgian Forest, Harmony Hills, Shriver, Strathmore, Viers Mill, Weller Road, Wheaton Woods

Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2013–2014 Enrollment = 883													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.5**	**51.5**	**≤5.0**	**18.1**	**23.6**	**44.1**	**≤5.0**	**10.4**	**≤5.0**	Grade 6	312	35.3
ESOL	**9.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.0	≤5.0	≤5.0	≤5.0	Grade 7	301	34.1
FARMS	**50.7**	24.1	26.6	≤5.0	≤5.0	13.1	31.8	≤5.0	≤5.0	≤5.0	Grade 8	270	30.6
SPED	**9.9**	≤5.0	6.7	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Total	883	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.5	34.5	8.0

Other Participation	
Students now or have in the past received FARMS[2] = 65.1%	Attendance Rate[2 3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.1%	Suspension Rate[2 3 4] 6.0%

School Programs

Learning and Academic Disabilities
School/Community-Based
Linkages to Learning
Magnet School for Aerospace Technology
Positive Behavioral Interventions and Supports (PBIS)
Resource

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9245	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.3	87.3	75.0	89.7	66.9	87.1
Asian	≥95.0	≥95.0	≥95.0	≥95.0	89.6	89.6
Black or African American	73.3	88.3	71.8	93.0	58.1	86.5
Hispanic/Latino	71.7	79.0	67.2	85.1	53.5	81.8
White	≥95.0	≥95.0	88.0	≥95.0	89.7	≥95.0
Two or More Races	66.7	83.3	--	--	--	--
FARMS	72.0	79.3	68.5	84.6	50.9	80.2
LEP	--	--	--	--	--	--
SPED	50.0	70.8	44.4	66.7	22.7	50.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Parkland Middle School - #812

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	44.9	≥95.0
Asian	72.9	≥95.0
Black or African American	37.8	≥95.0
Hispanic/Latino	27.6	92.1
White	67.5	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	26.1	92.1
SPED	≤5.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.3	14.7	4.4	69.1	1.5	76.5	23.5	205	97.1	2.9
Supporting Services	18.2	21.2	27.3	30.3	3.0	57.6	42.4			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.4
Average Class Size (English) = 26.0
Average Class Size (Other) = 26.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.6	42.6	36.8

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.500
Asst School Administrator	1.000	Special Education	5.750
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	4.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Classroom	37.400	Instructional Data Assistant	0.750
Resource/Team Leader/ Content Specialist	8.000	**Instructional Support Total**	8.875
Staff Development	0.400	Other Support	
ESOL	1.200	Administrative Secretary	1.000
Alternative	1.000	School Financial Assistant	1.000
Reading/Literacy	1.000	Secretary	1.750
Special Education:		Media Services Technician	
Classroom	7.800	Parent/Community Coord	
Resource Program	1.000	Security Assistant	2.000
Teachers Total	57.800	Lunch Hour Aide	0.500
Other Professional		**Other Support Total**	6.250
Counselor	3.500	Building Services	
Media Specialist	1.000	Manager	1.000
Spec Ed Related Services	0.800	Leader	1.000
Other Professional Total	5.300	Worker	6.500
		Plant Equipment Operator	1.000
		Building Services Total	9.500
		Food Services	4.375
Total Professional	67.100	**Total Supporting Services**	29.000

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1963	2007	9.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	43	0	1	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
932	932	916	917	919	982	1,068	1,116

School Personnel Costs	
Professional Salaries	$5,071,951
Supporting Services Salaries	$1,151,264
Employee Benefits	$1,635,670
Total Allocated Cost	**$7,858,885**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rosa M. Parks Middle School - #155

Principal: Dr. Donna R. Jones
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Belmont, Greenwood, Olney

19200 Olney Mill Road Olney, MD 20832
www.montgomeryschoolsmd.org/schools/rosaparksms/

Office Phone: (301) 924-3180
Fax Number: (301) 924-3288
Cluster: Sherwood
Receiving Schools: Sherwood

2013–2014 Enrollment = 880													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.3**	**50.7**	**≤5.0**	**8.5**	**11.1**	**12.4**	**≤5.0**	**63.6**	**≤5.0**	Grade 6	306	34.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	302	34.3
FARMS	**10.7**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	272	30.9
SPED	**9.5**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	880	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.0	44.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 16.9%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Infants and Toddlers

Learning and Academic Disabilities

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9529	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.5	93.6	≥95.0	94.1	88.9	94.3
Asian	92.0	≥95.0	91.7	91.7	93.5	≥95.0
Black or African American	86.7	86.7	86.1	75.0	80.6	88.9
Hispanic/Latino	85.0	87.5	93.9	93.9	75.0	86.1
White	93.1	≥95.0	≥95.0	≥95.0	92.2	≥95.0
Two or More Races	≥95.0	90.0	--	--	93.3	86.7
FARMS	71.0	71.0	83.8	89.2	72.2	86.1
LEP	--	--	--	--	--	--
SPED	64.7	82.4	79.3	62.1	26.3	57.9

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rosa M. Parks Middle School - #155

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	70.7	≥95.0
Asian	90.3	≥95.0
Black or African American	58.3	≥95.0
Hispanic/Latino	47.2	≥95.0
White	74.2	≥95.0
Two or More Races	73.3	≥95.0
ESOL	--	--
FARMS	37.8	≥95.0
SPED	≤5.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.1	21.5	3.1	72.3	0.0	72.3	27.7	186	99.5	0.5
Supporting Services	8.8	20.6	14.7	55.9	0.0	79.4	20.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.9
Average Class Size (English) = 25.6
Average Class Size (Other) = 28.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.8	35.4	53.8

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	36.000
Resource/Team Leader/ Content Specialist	9.000
Staff Development	
ESOL	
Alternative	0.400
Reading/Literacy	
Special Education:	
Classroom	7.000
Resource Program	1.000
Teachers Total	53.400
Other Professional	
Counselor	3.500
Media Specialist	1.000
Spec Ed Related Services	0.800
Other Professional Total	5.300
Total Professional	61.700

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.437
Special Education	8.125
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	11.187
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.750
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.250
Other Support Total	7.000
Building Services	
Manager	1.000
Leader	1.000
Worker	5.000
Plant Equipment Operator	1.000
Building Services Total	8.000
Food Services	2.625
Total Supporting Services	28.812

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1992	--	24.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	46	0	0	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
978	978	898	867	824	804	780	770

School Personnel Costs	
Professional Salaries	$5,085,314
Supporting Services Salaries	$1,150,627
Employee Benefits	$1,659,519
Total Allocated Cost	**$7,895,460**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John Poole Middle School - #247

Principal: Ms. Charlotte W. Boucher
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:35 - 2:20
Feeder Schools: Monocacy, Poolesville

17014 Tom Fox Avenue Poolesville, MD 20837
www.montgomeryschoolsmd.org/schools/poolems/

Office Phone: (301) 972-7979
Fax Number: (301) 972-7982
Cluster: Poolesville
Receiving Schools: Poolesville HS

2013–2014 Enrollment = 351													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.3**	**50.7**	**≤5.0**	**≤5.0**	**6.3**	**8.5**	**≤5.0**	**74.1**	**5.4**	Grade 6	108	30.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	105	29.9
FARMS	**12.3**	6.8	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	138	39.3
SPED	**10.5**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.4	≤5.0	Total	351	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.6	≤5.0	5.4

Other Participation

Students now or have in the past received FARMS[2] = 19.1%

Attendance Rate[2 3] = 94.4%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Suspension Rate[2 3 4] 4.0%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9921	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.1	≥95.0	88.4	≥95.0	82.1	93.5
Asian	--	--	--	--	--	--
Black or African American	--	--	80.0	90.0	--	--
Hispanic/Latino	≥95.0	≥95.0	--	--	68.4	94.7
White	83.8	≥95.0	88.4	≥95.0	88.9	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	--	--
FARMS	56.3	87.5	71.4	85.7	45.8	79.2
LEP	--	--	--	--	--	--
SPED	38.5	84.6	27.3	81.8	--	--

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John Poole Middle School - #247

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	69.9	≥95.0
Asian	--	--
Black or African American	--	--
Hispanic/Latino	63.2	--
White	74.4	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	28.0	--
SPED	9.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.9	8.8	88.2	0.0	88.2	11.8			
Supporting Services	0.0	14.3	4.8	81.0	0.0	81.0	19.0	81	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.1
Average Class Size (English) = 27.0
Average Class Size (Other) = 26.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.8	26.5	64.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator		Special Education	4.625
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	2.000	Media Assistant	0.500
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	6.250
Classroom	16.400	**Other Support**	
Resource/Team Leader/ Content Specialist	5.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL		Secretary	2.000
Alternative	0.600	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	1.000
Classroom	5.200	Lunch Hour Aide	0.250
Resource Program	1.000		
Teachers Total	29.600	**Other Support Total**	5.250
Other Professional		**Building Services**	
Counselor	1.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.400	Worker	3.000
		Plant Equipment Operator	1.000
Other Professional Total	2.900	**Building Services Total**	6.000
		Food Services	1.625
Total Professional	34.500	**Total Supporting Services**	19.125

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1997	--	20.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
22	22	0	0	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
468	468	308	306	316	326	310	288

School Personnel Costs

Professional Salaries	$3,033,755
Supporting Services Salaries	$866,236
Employee Benefits	$998,033
Total Allocated Cost	**$4,898,024**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Thomas W. Pyle Middle School - #428

Principal: Mr. Christopher B. Nardi
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Bannockburn, Bethesda, Bradley Hills, Burning Tree, Carderock Springs, Wood Acres

6311 Wilson Lane Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/pylems/

Office Phone: (301) 320-6540
Fax Number: (301) 320-6647
Cluster: Walt Whitman
Receiving Schools: Whitman

2013–2014 Enrollment = 1,411													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.2**	**49.8**	**≤5.0**	**12.5**	**≤5.0**	**8.4**	**≤5.0**	**70.7**	**5.7**	Grade 6	477	33.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	478	33.9
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	456	32.3
SPED	**7.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0	Total	1,411	

[1] 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)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.2	19.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 5.3%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Emotional Disabilities

Learning and Academic Disabilities

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	1.0374	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.8
Black or African American	90.0	≥95.0	≥95.0	≥95.0	70.0	--
Hispanic/Latino	93.1	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
FARMS	80.0	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	75.0	85.0	74.1	≥95.0	73.2	85.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Thomas W. Pyle Middle School - #428

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	78.8	≥95.0
Asian	77.6	≥95.0
Black or African American	--	--
Hispanic/Latino	68.4	≥95.0
White	80.9	≥95.0
Two or More Races	88.0	≥95.0
ESOL	45.5	≥95.0
FARMS	--	--
SPED	28.9	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.1	5.1	2.0	89.8	0.0	75.5	24.5	280	95.7	4.3
Supporting Services	13.2	21.1	21.1	42.1	2.6	68.4	31.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.9
Average Class Size (English) = 25.6
Average Class Size (Other) = 27.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.1	42.9	52.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.750
Asst School Administrator	1.000	Special Education	8.125
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	1.375
		Instructional Data Assistant	0.875
Teachers		**Instructional Support Total**	12.125
Classroom	59.800	**Other Support**	
Resource/Team Leader/ Content Specialist	10.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.800	Secretary	3.500
Alternative	0.400	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	7.200	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	7.875
Teachers Total	82.600	**Building Services**	
Other Professional		Manager	1.000
Counselor	5.500	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	7.300	**Food Services**	3.750
Total Professional	93.900	**Total Supporting Services**	32.750

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1993	14.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
63	60	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,305	1,305	1,438	1,449	1,442	1,439	1,475	1,455

School Personnel Costs	
Professional Salaries	$8,549,106
Supporting Services Salaries	$1,338,912
Employee Benefits	$2,515,152
Total Allocated Cost	**$12,403,170**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Redland Middle School - #562

Principal: Mr. Robert Sinclair, Jr.
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Cashell, Resnik, Sequoyah

6505 Muncaster Mill Road Rockville, MD 20855
www.montgomeryschoolsmd.org/schools/redlandms/

Office Phone: (301) 840-4680
Fax Number: (301) 670-2231
Cluster: Col. Zadok Magruder
Receiving Schools: Magruder

2013–2014 Enrollment = 507													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.3**	**51.7**	**≤5.0**	**11.0**	**17.2**	**33.5**	**≤5.0**	**32.7**	**5.5**	Grade 6	181	35.7
ESOL	**9.7**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	7.9	≤5.0	≤5.0	≤5.0	Grade 7	158	31.2
FARMS	**39.6**	20.5	19.1	≤5.0	≤5.0	8.9	21.9	≤5.0	≤5.0	≤5.0	Grade 8	168	33.1
SPED	**11.2**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	507	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.7	31.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 50.9%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 12.3%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
Study Circles
Courageous Young Men
Emerging Young Leaders

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8735	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.2	88.1	81.9	86.0	69.0	80.2
Asian	88.9	88.9	91.7	91.7	93.1	93.1
Black or African American	75.0	92.9	58.3	70.8	52.9	70.6
Hispanic/Latino	66.1	75.0	71.2	74.1	49.2	64.4
White	≥95.0	≥95.0	≥95.0	≥95.0	86.7	93.3
Two or More Races	70.0	90.0	92.3	≥95.0	--	--
FARMS	64.8	81.7	65.3	69.6	44.7	64.5
LEP	--	--	--	--	--	--
SPED	52.6	73.7	50.0	63.2	23.1	42.3

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Redland Middle School - #562

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	47.1	≥95.0
Asian	69.0	≥95.0
Black or African American	32.4	94.1
Hispanic/Latino	20.3	92.9
White	70.0	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	22.1	93.8
SPED	≤5.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	6.5	6.5	87.0	0.0	76.1	23.9			
Supporting Services	19.2	19.2	26.9	30.8	0.0	69.2	30.8	122	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.4
Average Class Size (English) = 22.8
Average Class Size (Other) = 24.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.5	34.8	58.7

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	1.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	21.800
Resource/Team Leader/ Content Specialist	8.000
Staff Development	0.400
ESOL	1.000
Alternative	0.400
Reading/Literacy	
Special Education:	
Classroom	5.400
Resource Program	1.000
Teachers Total	38.000
Other Professional	
Counselor	2.500
Media Specialist	1.000
Spec Ed Related Services	0.600
Other Professional Total	4.100
Total Professional	45.100

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.375
Special Education	4.186
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.500
Instructional Data Assistant	0.750
Instructional Support Total	5.811
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.000
Media Services Technician	
Parent/Community Coord	
Security Assistant	1.000
Lunch Hour Aide	0.500
Other Support Total	5.500
Building Services	
Manager	1.000
Leader	1.000
Worker	3.500
Plant Equipment Operator	1.000
Building Services Total	6.500
Food Services	3.000
Total Supporting Services	20.811

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	20.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
36	34	0	1	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
735	735	545	571	612	614	675	700

School Personnel Costs	
Professional Salaries	$3,924,660
Supporting Services Salaries	$890,413
Employee Benefits	$1,284,618
Total Allocated Cost	**$6,099,691**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ridgeview Middle School - #105

Principal: Mrs. Monifa B. McKnight | 16600 Raven Rock Drive Gaithersburg, MD 20878 | Office Phone: (240) 406-1300
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 840-4679
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/ridgeviewms/ | Cluster: Quince Orchard
Feeder Schools: Diamond, Fields Road, Marshall, Jones Lane | Receiving Schools: Quince Orchard

2013–2014 Enrollment = 670													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.9**	**49.1**	**≤5.0**	**15.5**	**13.4**	**22.4**	**≤5.0**	**43.1**	**5.4**	Grade 6	226	33.7
ESOL	**5.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	213	31.8
FARMS	**25.2**	12.1	13.1	≤5.0	≤5.0	7.2	11.8	≤5.0	≤5.0	≤5.0	Grade 8	231	34.5
SPED	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	670	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	88.1	11.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 35.8%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 9.7%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.8753	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.2	89.3	82.7	93.3	83.0	92.9
Asian	87.9	≥95.0	91.4	≥95.0	≥95.0	≥95.0
Black or African American	45.2	71.0	64.5	87.1	71.9	84.4
Hispanic/Latino	71.7	78.3	69.8	82.7	61.2	81.3
White	86.4	≥95.0	92.2	≥95.0	90.6	≥95.0
Two or More Races	--	--	87.5	93.8	--	--
FARMS	48.1	73.1	73.3	81.7	62.1	80.7
LEP	--	--	--	--	--	--
SPED	16.7	25.0	42.9	64.3	30.8	61.5

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ridgeview Middle School - #105

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	79.7	94.3
Asian	94.6	≥95.0
Black or African American	57.6	86.4
Hispanic/Latino	54.0	≥95.0
White	91.6	93.9
Two or More Races	--	--
ESOL	20.0	--
FARMS	56.5	86.1
SPED	20.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.9	10.9	3.6	74.5	0.0	76.4	23.6	161	96.3	3.7
Supporting Services	21.4	28.6	10.7	39.3	0.0	75.0	25.0			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.2
Average Class Size (English) = 24.5
Average Class Size (Other) = 25.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.9	43.6	45.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.000
Asst School Administrator		Special Education	3.063
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	6.688
Classroom	29.800		
Resource/Team Leader/ Content Specialist	9.000	**Other Support**	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	2.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.400	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	50.400	**Other Support Total**	7.250
Other Professional		**Building Services**	
Counselor	3.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.500	Worker	4.500
		Plant Equipment Operator	1.000
Other Professional Total	4.500	**Building Services Total**	7.500
		Food Services	3.063
Total Professional	57.900	**Total Supporting Services**	24.501

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1975	--	20.0	0	4

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
48	47	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,012	1,012	688	716	737	731	759	786

School Personnel Costs	
Professional Salaries	$4,674,185
Supporting Services Salaries	$1,021,088
Employee Benefits	$1,431,325
Total Allocated Cost	**$7,126,598**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rocky Hill Middle School - #707

Principal: Dr. Cynthia Eldridge, Acting
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Cedar Grove, Clarksburg, Gibbs, Little Bennett

22401 Brick Haven Way Clarksburg, MD 20871
www.montgomeryschoolsmd.org/schools/rockyhillms/

Office Phone: (301) 353-8282
Fax Number: (301) 601-3197
Cluster: Clarksburg, Damascus
Receiving Schools: Clarksburg, Damascus

2013–2014 Enrollment = 1,091													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.4**	**47.6**	**≤5.0**	**24.4**	**21.1**	**16.8**	**≤5.0**	**31.4**	**5.9**	Grade 6	401	36.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	334	30.6
FARMS	**21.7**	10.0	11.7	≤5.0	≤5.0	7.6	5.9	≤5.0	≤5.0	≤5.0	Grade 8	356	32.6
SPED	**8.4**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,091	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.9	16.3	9.8

Other Participation

Students now or have in the past received FARMS[2] = 32.5%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 7.6%

Suspension Rate[2 3 4] 3.2%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
Student Leadership Program

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8808	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.8	93.6	80.5	93.6	68.2	87.6
Asian	94.6	≥95.0	92.2	≥95.0	86.9	≥95.0
Black or African American	67.3	85.5	64.5	86.8	50.6	79.7
Hispanic/Latino	73.7	89.5	74.5	93.6	45.1	72.5
White	87.4	≥95.0	84.6	95.0	77.9	91.8
Two or More Races	64.7	94.1	83.3	91.7	58.3	83.3
FARMS	56.5	83.9	75.7	85.9	32.0	70.3
LEP	--	--	--	--	--	--
SPED	44.0	64.0	47.6	77.3	15.8	50.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rocky Hill Middle School - #707

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	47.2	≥95.0
Asian	73.8	≥95.0
Black or African American	32.9	≥95.0
Hispanic/Latino	20.4	≥95.0
White	49.2	≥95.0
Two or More Races	58.3	--
ESOL	--	--
FARMS	19.7	≥95.0
SPED	≤5.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.4	4.1	2.7	89.2	1.4	68.9	31.1	217	99.5	0.5
Supporting Services	5.1	23.1	15.4	56.4	0.0	74.4	25.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.7
Average Class Size (English) = 23.9
Average Class Size (Other) = 26.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	31.1	68.9

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator	1.000	Special Education	7.624
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.875
Teachers			
Classroom	43.600	**Instructional Support Total**	10.999
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.375
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.200	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
Teachers Total	63.600	**Other Support Total**	7.750
Other Professional		Building Services	
Counselor	4.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.400	Worker	5.000
		Plant Equipment Operator	1.000
Other Professional Total	5.400	**Building Services Total**	8.000
		Food Services	4.375
Total Professional	73.000	**Total Supporting Services**	31.124

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2004	--	23.3	0	9

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
48	46	0	0	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
995	995	1,140	1,322	1,413	1,543	1,573	1,634

School Personnel Costs	
Professional Salaries	$6,530,754
Supporting Services Salaries	$1,314,069
Employee Benefits	$2,099,585
Total Allocated Cost	**$9,944,408**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Shady Grove Middle School - #521

Principal: Mr. Edward K. Owusu
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Candlewood, Flower Hill, Mill Creek Towne

8100 Midcounty Highway Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/shadygrovems/

Office Phone: (301) 548-7540
Fax Number: (301) 548-7535
Cluster: Col. Zadok Magruder
Receiving Schools: Magruder

2013–2014 Enrollment = 583													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**43.6**	**56.4**	**≤5.0**	**14.8**	**22.5**	**31.2**	**≤5.0**	**26.1**	**5.3**	Grade 6	189	32.4
ESOL	**8.2**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	Grade 7	207	35.5
FARMS	**36.9**	13.7	23.2	≤5.0	≤5.0	12.2	17.0	≤5.0	≤5.0	≤5.0	Grade 8	187	32.1
SPED	**13.6**	≤5.0	9.4	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	Total	583	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	51.9	44.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 50.3%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 12.3%

Suspension Rate[2 3 4] 4.5%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Middle School Reform Phase II

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	1.0326	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.4	88.4	80.0	90.8	82.6	84.9
Asian	87.2	84.6	≥95.0	≥95.0	88.6	94.3
Black or African American	71.1	84.2	65.9	81.8	63.6	78.8
Hispanic/Latino	79.7	81.4	69.5	89.8	80.8	78.8
White	≥95.0	≥95.0	93.9	≥95.0	93.2	88.6
Two or More Races	--	--	--	--	--	--
FARMS	70.4	77.5	60.9	76.8	66.7	75.4
LEP	--	--	--	--	--	--
SPED	69.2	61.5	41.7	66.7	37.5	50.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Shady Grove Middle School - #521

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	66.9	94.7
Asian	86.1	≥95.0
Black or African American	50.0	73.3
Hispanic/Latino	50.0	92.9
White	81.8	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	33.9	86.2
SPED	12.5	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.0	12.0	2.0	80.0	0.0	76.0	24.0	117	93.2	6.8
Supporting Services	17.9	42.9	17.9	21.4	0.0	60.7	39.3			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.8
Average Class Size (English) = 26.1
Average Class Size (Other) = 26.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.0	50.0	42.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.437
Asst School Administrator	1.000	Special Education	6.061
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.500
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	7.748
Classroom	18.800	**Other Support**	
Resource/Team Leader/ Content Specialist	12.000	Administrative Secretary	1.000
Staff Development		School Financial Assistant	1.000
ESOL	0.600	Secretary	2.000
Alternative	0.600	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	1.000
Classroom	7.400	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	5.375
Teachers Total	42.000	**Building Services**	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	2.500	Worker	4.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.400		
		Building Services Total	7.000
Other Professional Total	3.900	**Food Services**	2.875
Total Professional	48.900	**Total Supporting Services**	22.998

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1995	1999	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	40	0	0	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
867	867	580	560	588	587	605	577

School Personnel Costs	
Professional Salaries	$3,872,540
Supporting Services Salaries	$921,200
Employee Benefits	$1,275,338
Total Allocated Cost	**$6,069,078**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Silver Spring International Middle School - #647

Principal: Mr. John W. Haas | 313 Wayne Avenue Silver Spring, MD 20910 | Office Phone: (301) 650-6544

Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 562-5244

School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/ssims/ | Cluster: Downcounty Consortium

Feeder Schools: Forest Knolls, Highland View, Sligo Creek, Rolling Terrace | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2013–2014 Enrollment = 950													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.3**	**48.7**	**≤5.0**	**7.1**	**22.6**	**36.3**	**≤5.0**	**29.2**	**≤5.0**	Grade 6	319	33.6
ESOL	**13.4**	5.2	8.2	≤5.0	≤5.0	≤5.0	9.3	≤5.0	≤5.0	≤5.0	Grade 7	307	32.3
FARMS	**44.8**	21.1	23.8	≤5.0	≤5.0	13.6	26.0	≤5.0	≤5.0	≤5.0	Grade 8	324	34.1
SPED	**12.8**	≤5.0	8.7	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Total	950	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.8	26.2	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 54.0%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.6%

Suspension Rate[2 3 4] 7.3%

School Programs

Autism Resource Services
Learning and Academic Disabilities
International Baccalaureate Middle Years Programme (MYP)
Linkages to Learning
Middle School Reform Phase II
Partial French Immersion
Partial Spanish Immersion
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8829	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.4	86.1	73.6	84.6	70.6	80.5
Asian	82.4	94.1	92.6	92.6	--	--
Black or African American	75.9	79.3	74.3	79.7	68.7	80.7
Hispanic/Latino	67.9	75.5	57.1	76.7	58.3	69.4
White	≥95.0	≥95.0	89.2	≥95.0	89.4	≥95.0
Two or More Races	≥95.0	≥95.0	83.3	≥95.0	--	--
FARMS	65.9	72.4	64.2	78.9	57.9	71.4
LEP	--	--	--	--	--	--
SPED	55.6	55.6	30.8	61.5	27.3	45.5

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Silver Spring International Middle School - #647

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	57.3	70.9
Asian	--	93.3
Black or African American	54.1	65.9
Hispanic/Latino	37.0	53.4
White	87.9	94.4
Two or More Races	--	94.4
ESOL	25.0	24.1
FARMS	39.3	52.2
SPED	21.9	32.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.8	31.5	5.5	54.8	0.0	65.8	34.2	203	95.6	4.4
Supporting Services	23.1	20.5	28.2	28.2	0.0	71.8	28.2			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.5
Average Class Size (English) = 26.1
Average Class Size (Other) = 27.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.4	41.1	42.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	10.750
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	13.875
Classroom	37.600	**Other Support**	
Resource/Team Leader/ Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	2.400	Secretary	3.000
Alternative	0.800	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	10.800	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	7.375
Teachers Total	65.600	**Building Services**	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services		Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.500	**Food Services**	4.875
Total Professional	73.100	**Total Supporting Services**	33.625

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1934	1999	10.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
53	52	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,118	1,118	986	1,016	1,068	1,132	1,197	1,272

School Personnel Costs	
Professional Salaries	$5,576,552
Supporting Services Salaries	$1,319,269
Employee Benefits	$1,840,433
Total Allocated Cost	**$8,736,254**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sligo Middle School - #778

Principal: Mr. Eric Wilson | 1401 Dennis Avenue Silver Spring, MD 20902 | Office Phone: (301) 649-8121
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 649-8145
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/sligoms/ | Cluster: Downcounty Consortium
Feeder Schools: Glen Haven, Highland, Oakland Terrace, Singer, Woodlin | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2013–2014 Enrollment = 446													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.2**	**47.8**	**≤5.0**	**9.4**	**24.2**	**39.7**	**≤5.0**	**22.6**	**≤5.0**	Grade 6	155	34.8
ESOL	**14.3**	5.8	8.5	≤5.0	≤5.0	≤5.0	10.3	≤5.0	≤5.0	≤5.0	Grade 7	154	34.5
FARMS	**47.8**	24.2	23.5	≤5.0	≤5.0	13.0	27.4	≤5.0	≤5.0	≤5.0	Grade 8	137	30.7
SPED	**12.8**	≤5.0	8.1	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Total	446	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.9	14.0	21.1

Other Participation	
Students now or have in the past received FARMS[2] = 61.4%	Attendance Rate[2 3] = 94.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 26.0%	Suspension Rate[2 3 4] 5.2%

School Programs

Infants and Toddlers
School/Community-Based
Positive Behavioral Interventions and Supports (PBIS)
Montgomery County Conflict Resolution Center

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9921	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	69.4	83.8	64.4	86.9	56.4	85.3
Asian	90.9	90.9	80.0	86.7	--	--
Black or African American	71.4	88.9	56.8	77.8	38.7	80.6
Hispanic/Latino	55.4	74.2	50.0	83.7	52.6	85.7
White	82.1	92.1	84.6	≥95.0	80.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	53.6	74.6	48.5	76.1	47.5	82.0
LEP	--	--	--	--	--	--
SPED	52.6	63.2	30.8	61.5	33.3	50.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sligo Middle School - #778

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	39.5	87.5
Asian	70.0	--
Black or African American	40.0	≥95.0
Hispanic/Latino	25.8	69.2
White	61.9	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	29.4	78.6
SPED	10.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.9	33.3	4.4	48.9	4.4	75.6	24.4	109	88.1	11.9
Supporting Services	6.5	41.9	29.0	22.6	0.0	58.1	41.9			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.4
Average Class Size (English) = 24.2
Average Class Size (Other) = 22.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.7	46.7	46.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator	1.000	Special Education	7.250
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.500
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	8.875
Classroom	14.200	**Other Support**	
Resource/Team Leader/ Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.600	Secretary	2.000
Alternative	1.000	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	10.400	Lunch Hour Aide	0.500
Resource Program	1.000		
		Other Support Total	6.500
Teachers Total	40.200	**Building Services**	
Other Professional		Manager	1.000
Counselor	2.000	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	3.600	**Food Services**	2.187
Total Professional	46.800	**Total Supporting Services**	26.062

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1959	1991	21.7	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
50	43	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
937	937	551	590	677	756	828	910

School Personnel Costs	
Professional Salaries	$3,772,145
Supporting Services Salaries	$1,064,979
Employee Benefits	$1,269,699
Total Allocated Cost	**$6,106,823**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Takoma Park Middle School - #755

Principal: Miss Alicia M. Deeny | 7611 Piney Branch Road Silver Spring, MD 20910 | Office Phone: (301) 650-6444
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 650-6430
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/takomaparkms/ | Cluster: Downcounty Consortium
Feeder Schools: East Silver Spring, Piney Branch, Takoma Park | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2013–2014 Enrollment = 954													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.0**	**52.0**	**≤5.0**	**21.9**	**28.7**	**14.2**	**≤5.0**	**29.6**	**5.3**	Grade 6	310	32.5
ESOL	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	328	34.4
FARMS	**26.8**	13.0	13.8	≤5.0	≤5.0	15.5	8.6	≤5.0	≤5.0	≤5.0	Grade 8	316	33.1
SPED	**6.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	954	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	50.0	46.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 34.5%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 7.6%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Learning and Academic Disabilities
Mathematics, Science, Computer Science Magnet Program
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Boyz II Men/Girls II Women Mentoring
YMCA Partnership

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9451	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.6	91.2	92.8	≥95.0	89.5	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	75.9	88.5	85.1	89.7	79.7	93.2
Hispanic/Latino	66.0	76.0	83.8	89.5	69.4	88.9
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	85.7	90.5	≥95.0	≥95.0	94.1	94.1
FARMS	67.8	76.9	76.6	85.9	68.2	87.9
LEP	--	--	--	--	--	--
SPED	38.1	57.1	81.3	81.3	62.5	75.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Takoma Park Middle School - #755

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	76.9	≥95.0
Asian	≥95.0	≥95.0
Black or African American	56.6	≥95.0
Hispanic/Latino	54.1	≥95.0
White	89.5	≥95.0
Two or More Races	88.2	≥95.0
ESOL	8.3	--
FARMS	46.4	≥95.0
SPED	33.3	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	20.6	10.3	63.2	1.5	80.9	19.1	187	97.3	2.7
Supporting Services	6.7	33.3	23.3	36.7	0.0	70.0	30.0			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 14.4
Average Class Size (English) = 26.3
Average Class Size (Other) = 26.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.4	41.2	51.5

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	1.000
Administrative Total	4.000
Teachers	
Classroom	39.300
Resource/Team Leader/ Content Specialist	9.000
Staff Development	0.400
ESOL	1.800
Alternative	0.400
Reading/Literacy	1.000
Special Education:	
Classroom	3.200
Resource Program	1.000
Teachers Total	56.100
Other Professional	
Counselor	4.000
Media Specialist	1.000
Spec Ed Related Services	0.400
Other Professional Total	5.400
Total Professional	65.500

Supporting Services	
Instructional Support	
Paraeducators	
Regular	1.125
Special Education	2.250
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	6.000
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.750
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.500
Other Support Total	8.250
Building Services	
Manager	1.000
Leader	1.000
Worker	4.500
Plant Equipment Operator	1.000
Building Services Total	7.500
Food Services	3.688
Total Supporting Services	25.438

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1939	1999	18.8	1	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	43	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
939	939	985	993	1,045	1,063	1,105	1,163

School Personnel Costs	
Professional Salaries	$5,387,799
Supporting Services Salaries	$1,104,273
Employee Benefits	$1,729,657
Total Allocated Cost	**$8,221,729**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Tilden Middle School - #232

Principal: Mrs. Irina LaGrange
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Farmland, Garrett Park, Luxmanor

11211 Old Georgetown Road Rockville, MD 20852
www.montgomeryschoolsmd.org/schools/tildenms/

Office Phone: (301) 230-5930
Fax Number: (301) 230-5991
Cluster: Walter Johnson
Receiving Schools: Walter Johnson

2013–2014 Enrollment = 781													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.3**	**54.7**	**≤5.0**	**14.6**	**9.7**	**19.0**	**≤5.0**	**51.5**	**≤5.0**	Grade 6	261	33.4
ESOL	**10.8**	≤5.0	7.2	≤5.0	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	Grade 7	275	35.2
FARMS	**12.2**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Grade 8	245	31.4
SPED	**15.4**	≤5.0	11.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.6	≤5.0	Total	781	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	41.7	36.7	21.7

Other Participation

Students now or have in the past received FARMS[2] = 19.6%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 12.3%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Asperger's
Learning and Academic Disabilities

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9260	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.5	94.3	84.5	≥95.0	89.5	≥95.0
Asian	94.7	94.7	91.4	≥95.0	89.5	89.5
Black or African American	68.0	84.0	64.0	≥95.0	52.6	84.2
Hispanic/Latino	65.1	88.4	73.0	94.6	82.1	94.7
White	88.3	≥95.0	89.7	≥95.0	≥95.0	≥95.0
Two or More Races	90.0	≥95.0	≥95.0	90.9	--	--
FARMS	46.9	78.1	64.3	89.3	61.8	87.9
LEP	--	--	--	--	--	--
SPED	66.7	83.3	71.4	89.3	82.1	92.9

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Tilden Middle School - #232

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	59.3	≥95.0
Asian	69.2	≥95.0
Black or African American	26.1	≥95.0
Hispanic/Latino	26.8	≥95.0
White	70.0	≥95.0
Two or More Races	--	--
ESOL	26.3	90.0
FARMS	27.0	≥95.0
SPED	36.8	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.6	11.5	3.3	78.7	0.0	75.4	24.6	162	94.4	5.6
Supporting Services	19.0	26.2	9.5	45.2	0.0	71.4	28.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 24.9
Average Class Size (Other) = 27.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.6	32.8	60.7

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	16.375
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	26.000	**Instructional Support Total**	18.500
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	1.600	School Financial Assistant	1.000
Alternative	0.800	Secretary	2.250
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	10.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
Teachers Total	52.600	**Other Support Total**	6.625
Other Professional		Building Services	
Counselor	3.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.900	Worker	6.500
		Plant Equipment Operator	1.000
Other Professional Total	4.900	**Building Services Total**	9.500
		Food Services	2.875
Total Professional	60.500	**Total Supporting Services**	37.500

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1967	1991	29.8	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	44	0	1	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
980	980	820	837	886	885	937	941

School Personnel Costs	
Professional Salaries	$5,279,659
Supporting Services Salaries	$1,438,234
Employee Benefits	$1,805,773
Total Allocated Cost	**$8,523,666**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Julius West Middle School - #211

Principal: Mr. Craig W. Staton
651 Great Falls Road Rockville, MD 20850
Office Phone: (301) 279-3979
Associate Supt: Dr. Darryl L. Williams
Fax Number: (301) 517-8216
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/westms/
Cluster: Richard Montgomery
Feeder Schools: Beall, College Gardens, Ritchie Park, Twinbrook
Receiving Schools: Richard Montgomery

2013–2014 Enrollment = 1,131													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**20.3**	**16.7**	**25.5**	**≤5.0**	**31.5**	**5.6**	Grade 6	389	34.4
ESOL	**10.3**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0	Grade 7	348	30.8
FARMS	**30.4**	15.1	15.3	≤5.0	5.1	8.1	14.4	≤5.0	≤5.0	≤5.0	Grade 8	394	34.8
SPED	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,131	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.9	30.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 41.4%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.0%

Suspension Rate[2 3 4] 4.0%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
International Baccalaureate Middle Years Programme (MYP)
Middle School Reform Phase II
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
B.O.S.S.
S.I.S.T.E.R.S.

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9096	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.5	90.6	84.9	91.8	79.9	92.3
Asian	94.9	94.9	≥95.0	≥95.0	87.2	92.3
Black or African American	71.4	87.8	70.3	90.3	72.4	86.8
Hispanic/Latino	62.4	80.4	68.9	77.9	70.3	88.9
White	94.9	≥95.0	≥95.0	≥95.0	86.0	≥95.0
Two or More Races	≥95.0	≥95.0	91.3	≥95.0	90.0	≥95.0
FARMS	62.1	81.6	66.1	78.9	66.0	86.0
LEP	--	--	--	--	--	--
SPED	51.9	70.4	57.6	78.8	35.3	64.7

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Julius West Middle School - #211

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	56.5	≥95.0
Asian	71.6	≥95.0
Black or African American	42.1	≥95.0
Hispanic/Latino	39.0	≥95.0
White	67.2	≥95.0
Two or More Races	75.0	≥95.0
ESOL	13.3	--
FARMS	32.1	≥95.0
SPED	11.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.0	12.6	6.9	72.4	0.0	67.8	32.2	255	98.8	1.2
Supporting Services	12.8	28.2	15.4	38.5	5.1	71.8	28.2			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.1
Average Class Size (English) = 24.4
Average Class Size (Other) = 25.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.6	47.1	48.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.999
Asst School Administrator	1.000	Special Education	9.750
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.875
Teachers		**Instructional Support Total**	15.499
Classroom	49.800	**Other Support**	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	3.600	Secretary	3.250
Alternative	0.600	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	7.400	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	7.625
Teachers Total	73.800	**Building Services**	
Other Professional		Manager	1.000
Counselor	4.500	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	6.100	**Food Services**	3.250
Total Professional	83.900	**Total Supporting Services**	34.874

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1961	1995	21.3	0	4

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	47	0	3	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,054	1,445	1,154	1,244	1,269	1,292	1,290	1,341

School Personnel Costs	
Professional Salaries	$8,716,679
Supporting Services Salaries	$1,451,442
Employee Benefits	$2,246,549
Total Allocated Cost	**$12,414,670**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Westland Middle School - #412

Principal: Ms. Alison L. Serino
5511 Massachusetts Avenue Bethesda, MD 20816
Office Phone: (301) 320-6515
Associate Supt: Dr. Darryl L. Williams
Fax Number: (301) 320-7054
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/westlandms/
Cluster: Bethesda-Chevy Chase
Feeder Schools: Bethesda, Chevy Chase, N. Chevy Chase, Rock Creek Forest, Rosemary Hills, Somerset, Westbrook
Receiving Schools: Bethesda-Chevy Chase

2013–2014 Enrollment = 1,223													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.8**	**51.2**	**≤5.0**	**5.5**	**11.1**	**16.1**	**≤5.0**	**60.4**	**6.3**	Grade 6	265	21.7
ESOL	**6.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	459	37.5
FARMS	**11.9**	≤5.0	7.0	≤5.0	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	Grade 8	499	40.8
SPED	**9.3**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,223	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.3	21.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 16.5%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 5.8%

Suspension Rate[2 3 4] ≤3.0%

School Programs

Learning and Academic Disabilities
International Baccalaureate Middle Years Programme (MYP)
Partial Spanish Immersion

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9833	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.7	93.5	94.3	≥95.0	88.7	≥95.0
Asian	89.5	≥95.0	≥95.0	≥95.0	82.4	93.3
Black or African American	76.9	80.8	79.7	93.2	64.5	85.2
Hispanic/Latino	75.7	86.1	88.7	94.4	77.8	91.5
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	94.4	88.9	93.1	≥95.0	≥95.0	≥95.0
FARMS	56.7	70.0	84.3	88.2	67.9	86.5
LEP	--	--	--	--	--	--
SPED	63.6	77.3	71.4	88.1	55.8	88.4

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Westland Middle School - #412

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	74.0	≥95.0
Asian	61.1	≥95.0
Black or African American	40.3	≥95.0
Hispanic/Latino	50.7	≥95.0
White	87.3	≥95.0
Two or More Races	90.0	≥95.0
ESOL	25.0	--
FARMS	29.6	≥95.0
SPED	26.7	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	4.5	7.9	80.9	1.1	77.5	22.5	268	97.0	3.0
Supporting Services	14.3	25.7	8.6	51.4	0.0	71.4	28.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.4
Average Class Size (English) = 25.4
Average Class Size (Other) = 27.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.7	47.2	37.1

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	4.000
Teachers	
Classroom	57.000
Resource/Team Leader/ Content Specialist	9.000
Staff Development	0.400
ESOL	
Alternative	0.400
Reading/Literacy	2.000
Special Education:	
Classroom	6.200
Resource Program	1.000
Teachers Total	76.000
Other Professional	
Counselor	5.000
Media Specialist	1.000
Spec Ed Related Services	0.600
Other Professional Total	6.600
Total Professional	86.600

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.875
Special Education	5.562
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	1.375
Instructional Data Assistant	0.875
Instructional Support Total	9.687
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.250
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.375
Other Support Total	7.625
Building Services	
Manager	1.000
Leader	1.000
Worker	5.000
Plant Equipment Operator	1.000
Building Services Total	8.000
Food Services	3.624
Total Supporting Services	28.936

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	1997	25.1	1	5

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	51	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,097	1,097	1,312	1,366	1,437	1,642	1,702	1,694

School Personnel Costs	
Professional Salaries	$6,808,415
Supporting Services Salaries	$1,183,185
Employee Benefits	$2,079,531
Total Allocated Cost	**$10,071,131**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

White Oak Middle School - #811

Principal: Ms. Virginia A. de los Santos | 12201 New Hampshire Avenue Silver Spring, MD 20904 | Office Phone: (301) 989-5780
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 989-5696
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/whiteoakms/ | Cluster: Northeast Consortium
Feeder Schools: Broad Acres, Jackson Road, Stonegate, Westover | Receiving Schools: Blake, Paint Branch, Springbrook

2013–2014 Enrollment = 724													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.9**	**52.1**	**≤5.0**	**11.3**	**32.3**	**41.2**	**≤5.0**	**12.0**	**≤5.0**	Grade 6	249	34.4
ESOL	**17.3**	8.0	9.3	≤5.0	≤5.0	≤5.0	12.2	≤5.0	≤5.0	≤5.0	Grade 7	233	32.2
FARMS	**56.5**	27.5	29.0	≤5.0	5.2	17.8	32.2	≤5.0	≤5.0	≤5.0	Grade 8	242	33.4
SPED	**10.4**	≤5.0	7.0	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0	Total	724	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.3	5.3	13.3

Other Participation

Students now or have in the past received FARMS[2] = 71.0%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 14.6%

Suspension Rate[2 3 4] 4.5%

School Programs

Learning and Academic Disabilities
School/Community-Based
Linkages to Learning
Middle School Reform Phase II
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Extended Day Program (Upper 90's)
Jump Start Girls
MC Department of Recreation
National Junior Honors Society

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.7793	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.4	78.2	66.5	81.0	56.0	80.3
Asian	≥95.0	87.0	80.0	80.0	78.3	82.6
Black or African American	66.7	77.8	62.5	82.5	47.1	77.0
Hispanic/Latino	65.6	69.8	64.6	77.2	47.2	77.5
White	89.7	≥95.0	71.0	87.1	80.8	92.3
Two or More Races	--	--	--	--	--	--
FARMS	68.9	72.6	58.0	74.8	46.2	74.8
LEP	--	--	--	--	--	--
SPED	35.0	35.0	30.8	46.2	20.8	54.2

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

White Oak Middle School - #811

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	54.5	74.7
Asian	72.0	84.2
Black or African American	46.9	71.3
Hispanic/Latino	47.4	68.1
White	76.9	≥95.0
Two or More Races	--	--
ESOL	24.2	47.6
FARMS	46.5	68.7
SPED	25.0	25.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.8	21.3	6.6	59.0	3.3	78.7	21.3			
Supporting Services	3.0	45.5	21.2	30.3	0.0	72.7	27.3	189	94.2	5.8

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.1
Average Class Size (English) = 23.2
Average Class Size (Other) = 25.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
29.5	44.3	26.2

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.750
Asst School Administrator		Special Education	8.487
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
		Instructional Support Total	11.862
Classroom	28.800	Other Support	
Resource/Team Leader/ Content Specialist	13.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	2.000	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	9.200	Lunch Hour Aide	0.625
Resource Program	1.000		
		Other Support Total	7.375
Teachers Total	56.000		
		Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services		Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	5.000		
		Food Services	3.187
Total Professional	64.000	**Total Supporting Services**	29.924

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1993	17.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	43	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
962	962	771	834	873	922	916	931

School Personnel Costs	
Professional Salaries	$4,528,087
Supporting Services Salaries	$1,208,821
Employee Benefits	$1,476,167
Total Allocated Cost	**$7,213,075**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Earle B. Wood Middle School - #820

Principal: Dr. Traci L. Townsend
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Barnsley, Flower Valley, Maryvale, Meadow Hall, Rock Creek Valley

14615 Bauer Drive Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/woodms/

Office Phone: (301) 460-2150
Fax Number: (301) 460-2104
Cluster: Rockville
Receiving Schools: Rockville

2013–2014 Enrollment = 937													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.2**	**53.8**	**≤5.0**	**11.4**	**13.4**	**36.2**	**≤5.0**	**35.1**	**≤5.0**	Grade 6	310	33.1
ESOL	**8.8**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0	Grade 7	307	32.8
FARMS	**34.3**	15.6	18.7	≤5.0	≤5.0	6.6	21.0	≤5.0	≤5.0	≤5.0	Grade 8	320	34.2
SPED	**14.5**	≤5.0	9.8	≤5.0	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	Total	937	

[1] 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)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.4	25.0	9.6

Other Participation

Students now or have in the past received FARMS[2] = 48.9%

Attendance Rate[2 3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 9.4%

Suspension Rate[2 3 4] 7.4%

School Programs

Autism
Deaf and Hard/Hearing
Learning and Academic Disabilities
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)
Engineering Pathway (MSR)
Digital Art Pathway (MSR)

School Progress Index[3]				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8753	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.8	83.3	79.7	91.9	79.1	84.9
Asian	90.9	87.9	93.9	≥95.0	≥95.0	91.2
Black or African American	70.2	83.0	70.0	82.5	62.8	83.7
Hispanic/Latino	55.3	70.2	67.6	87.4	68.0	74.3
White	92.1	≥95.0	90.4	≥95.0	≥95.0	≥95.0
Two or More Races	90.9	≥95.0	80.0	90.0	62.5	75.0
FARMS	56.1	69.9	65.5	87.3	61.7	71.3
LEP	--	--	--	--	--	--
SPED	46.2	61.5	57.6	78.8	33.3	53.3

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Earle B. Wood Middle School - #820

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2013
All Students	62.4	≥95.0
Asian	≥95.0	≥95.0
Black or African American	51.2	91.4
Hispanic/Latino	42.3	89.4
White	80.9	≥95.0
Two or More Races	47.1	90.9
ESOL	30.0	91.7
FARMS	39.1	91.7
SPED	28.6	83.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	14.1	3.8	76.9	1.3	73.1	26.9	205	97.6	2.4
Supporting Services	17.4	21.7	17.4	43.5	0.0	78.3	21.7			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.0
Average Class Size (English) = 25.4
Average Class Size (Other) = 25.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	48.7	41.0

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	37.600
Resource/Team Leader/ Content Specialist	12.000
Staff Development	0.400
ESOL	1.400
Alternative	0.800
Reading/Literacy	0.600
Special Education:	
Classroom	13.400
Resource Program	1.000
Teachers Total	67.200
Other Professional	
Counselor	4.000
Media Specialist	1.000
Spec Ed Related Services	2.300
Other Professional Total	7.300
Total Professional	77.500

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.625
Special Education	18.124
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	
Instructional Support Total	20.624
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	3.249
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.375
Other Support Total	7.624
Building Services	
Manager	1.000
Leader	1.000
Worker	5.500
Plant Equipment Operator	1.000
Building Services Total	8.500
Food Services	3.625
Total Supporting Services	40.373

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1965	2001	8.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
50	43	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
961	961	964	989	1,033	1,041	1,040	1,064

School Personnel Costs	
Professional Salaries	$5,932,979
Supporting Services Salaries	$1,564,426
Employee Benefits	$2,002,825
Total Allocated Cost	**$9,500,230**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

SECTION IV

HIGH SCHOOL PROFILES

High School Listing

Bethesda-Chevy Chase HS 354
Montgomery Blair HS 356
James Hubert Blake HS 358
Winston Churchill HS 360
Clarksburg HS 362
Damascus HS 364
Thomas Edison High School of Technology 366
Albert Einstein HS 368
Gaithersburg HS 370
Walter Johnson HS 372
John F. Kennedy HS 374
Col. Zadok Magruder HS 376
Richard Montgomery HS 378
Northwest HS 380
Northwood HS 382
Paint Branch HS 384
Poolesville HS 386
Quince Orchard HS 388
Rockville HS 390
Seneca Valley HS 392
Sherwood HS 394
Springbrook HS 396
Watkins Mill HS 398
Wheaton HS 400
Walt Whitman HS 402
Thomas S. Wootton HS 404

Bethesda-Chevy Chase High School - #406

Principal: Mrs. Karen L. Lockard
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Westland

4301 East-West Highway Bethesda, MD 20814
www.montgomeryschoolsmd.org/schools/bcchs/

Office Phone: (240) 497-6300
Fax Number: (240) 497-6306
Cluster Name: Bethesda-Chevy Chase

2013–2014 Enrollment = 1,872

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.5**	**50.5**	**≤5.0**	**6.0**	**15.0**	**17.0**	**≤5.0**	**57.2**	**≤5.0**	Grade 9	517	27.6
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	479	25.6
FARMS	**11.1**	5.1	6.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	464	24.8
SPED	**9.1**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	412	22.0
											Total	1,872	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	77.6	21.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 19.4%

Mobility Rate (Entrants + Withdrawals)[2 3] = 7.0%

Graduation Rate[2 3] = 94.4%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 87.7%

School Programs

Learning and Academic Disabilities
International Baccalaureate (IB) Diploma Programme
International Baccalaureate Middle Years Programme

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0214	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	--	94.1	≥95.0	≥95.0	≥95.0
AS	85.7	≥95.0	92.3	--	≥95.0	≥95.0	≥95.0	≥95.0
BL	86.0	91.1	89.6	--	79.4	87.7	88.2	89.7
HI	≥95.0	≥95.0	88.5	--	88.9	90.6	91.4	91.7
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	88.9	≥95.0	≥95.0
ESOL	--	--	50.0	--	36.4	--	53.3	--
FARMS	78.6	86.2	78.1	--	74.5	80.0	79.6	72.5
SPED	70.0	84.4	82.9	--	69.0	71.0	75.0	64.5

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bethesda-Chevy Chase High School - #406

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	74.1	78.9	≥95.0
Asian	73.5	85.2	91.5
Black or African American	59.2	54.7	92.5
Hispanic/Latino	53.3	52.9	91.4
White	85.2	91.2	≥95.0
Two or More Races	74.1	83.3	≥95.0
ESOL	33.3	26.9	80.6
FARMS	40.3	28.6	83.2
SPED	45.6	40.0	70.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	8.1	5.7	82.1	1.6	59.3	40.7	380	96.3	3.7
Supporting Services	14.3	26.8	8.9	50.0	0.0	53.6	46.4			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.4	45.5	43.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.8

Average Class Size: English = 26.7 Other = 29.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.375
Asst School Administrator		Special Education	8.148
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
Administrative Total	4.000	English Composition Assistant	1.999
		Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	17.522
Classroom	79.000	**Other Support**	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	3.000	School Financial Assistant	1.000
Alternative	0.400	Secretary	5.000
Career/Technical Ed	1.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	18.000	Security Assistant	4.000
Resource Program	1.000	Student Monitor	
Teachers Total	111.800	**Other Support Total**	15.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	7.200	Worker	14.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.400	**Building Services Total**	17.500
Other Professional Total	8.600	**Food Services**	2.563
Total Professional	124.400	**Total Supporting Services**	52.585

Average SAT Scores[3 5] (79.0% Tested)			
	School	County	National
Critical Reading	585	546	496
Math	591	560	514
Writing	585	542	488
Total	1760	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
476	355	74.6

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.8%	≤5.0%	≤5.0%	41.4%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1934	2001	16.4	0	4

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
76	74	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,692	2,399	1,950	1,971	2,038	2,159	2,199	2,286

School Personnel Costs	
Professional Salaries	$9,851,918
Supporting Services Salaries	$2,144,977
Employee Benefits	$3,073,365
Total Allocated Cost	**$15,070,260**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Montgomery Blair High School - #757

Principal: Mrs. Renay C. Johnson | 51 University Boulevard, East Silver Spring, MD 20901 | Office Phone: (301) 649-2800
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 649-2830
School Hours: 7:25 - 3:00 | www.mbhs.edu/ | Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2013–2014 Enrollment = 2,790

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.2**	**52.8**	**≤5.0**	**15.9**	**27.2**	**29.6**	**≤5.0**	**23.3**	**≤5.0**	Grade 9	779	27.9
ESOL	**11.1**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	7.2	≤5.0	≤5.0	≤5.0	Grade 10	738	26.5
FARMS	**36.8**	17.8	19.0	≤5.0	≤5.0	14.3	19.0	≤5.0	≤5.0	≤5.0	Grade 11	621	22.3
SPED	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	652	23.4
											Total	2,790	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.2	23.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 54.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.9%
Graduation Rate[2 3] = 85.4%
Attendance Rate[2 3] = 94.7%
Dropout Rate[2 3] = 9.4%
Suspension Rate[2 3] = 4.3%
Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 81.8%

School Programs

Learning and Academic Disabilities
Academy of Human Services
Academy of Humanities, Art, and Media
Academy of International Studies
Academy of Politics, Advocacy, and Law
Academy of Science, Technology, Engineering, and Math
Entrepreneurship Academy
Ninth Grade Academy
Communication Arts Program
Multidisciplinary Educational Training and Support (METS)
Science, Mathematics, and Computer Science Magnet Program
Achieving College Excellence and Success (ACES)
BOLT (Blair Outstanding Leaders of Tomorrow)
BLISS (Blair Leaders Interning for Students Success)

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0257	1

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.7	94.1	89.5	79.3	92.0	90.6	90.2	92.0
AS	≥95.0	≥95.0	94.9	--	≥95.0	≥95.0	≥95.0	≥95.0
BL	90.4	93.4	81.4	81.3	86.1	83.6	82.1	89.1
HI	88.1	84.7	81.7	80.0	86.2	82.5	83.2	83.3
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	71.4	64.0	21.9	72.2	56.4	54.3	43.2	--
FARMS	90.1	87.0	73.1	80.8	90.0	87.2	84.8	88.8
SPED	82.4	71.4	68.6	--	65.8	71.1	78.4	63.6

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Montgomery Blair High School - #757

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	63.2	68.2	82.8
Asian	87.3	89.4	94.2
Black or African American	54.6	50.0	75.7
Hispanic/Latino	39.3	53.4	69.1
White	91.1	89.8	≥95.0
Two or More Races	91.7	89.3	≥95.0
ESOL	16.5	44.7	43.7
FARMS	43.3	50.2	69.0
SPED	33.3	59.1	50.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	22.2	6.4	65.5	1.0	60.6	39.4	602	96.2	3.8
Supporting Services	12.0	41.3	16.0	30.7	0.0	70.7	29.3			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.9	38.4	53.7

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.7		
Average Class Size:	English = 23.7	Other = 25.5

Average SAT Scores[3 5] (74.2% Tested)			
	School	County	National
Critical Reading	562	546	496
Math	573	560	514
Writing	553	542	488
Total	1688	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
675	342	50.7

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.0%	≤5.0%	≤5.0%	60.7%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	30.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
133	127	0	6	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
2,938	2,938	2,838	2,863	2,902	3,013	3,026	3,053

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	5.000
Asst School Administrator		Special Education	8.775
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		English Composition Assistant	3.000
Administrative Total	6.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.500
Teachers		Teacher Assistant	
Classroom	140.400	**Instructional Support Total**	21.275
Resource/Team Leader/ Content Specialist	13.000	**Other Support**	
Staff Development		Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	9.800	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	1.200	Secretary	8.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	20.600	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	8.000
		Student Monitor	
Teachers Total	188.000	**Other Support Total**	22.000
		Building Services	
		Manager	
Other Professional		Leader	1.000
Counselor	11.600	Worker	17.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	19.000
Other Professional Total	13.600	**Food Services**	5.561
Total Professional	207.600	**Total Supporting Services**	67.836

School Personnel Costs	
Professional Salaries	$17,133,735
Supporting Services Salaries	$2,748,798
Employee Benefits	$5,015,189
Total Allocated Cost	**$24,897,722**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

James Hubert Blake High School - #321

Principal: Mr. Christopher S. Berry | 300 Norwood Road Silver Spring, MD 20905 | Office Phone: (301) 879-1300
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 879-1306
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/blakehs/ | Cluster Name: Northeast Consortium
Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

2013–2014 Enrollment = 1,694

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**54.5**	**45.5**	**≤5.0**	**9.6**	**42.3**	**22.1**	**≤5.0**	**22.1**	**≤5.0**	Grade 9	467	27.6
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	442	26.1
FARMS	**34.8**	19.3	15.5	≤5.0	≤5.0	19.3	11.5	≤5.0	≤5.0	≤5.0	Grade 11	371	21.9
SPED	**10.3**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	414	24.4
											Total	1,694	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	92.6	≤5.0	5.1

Other Participation

Students now or have in the past received FARMS[2] = 53.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.9%
Graduation Rate[2 3] = 88.6%
Attendance Rate[2 3] = ≥95.0%
Dropout Rate[2 3] = 6.6%
Suspension Rate[2 3] = 6.4%
Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 80.3%

School Programs

Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
School/Community-Based
Academy of Arts and Communications
Academy of Arts and Humanities
Academy of Business and Finance
Academy of Creative and Performing Arts
Academy of Humanities, Art, and Media
Fine Arts and Humanities Signature Program
Ninth Grade Academy
Career Pathway Programs
College Institute
Communication Arts Program
ESOL Center

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9713	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.0	94.9	91.8	--	89.7	94.4	93.5	89.3
AS	≥95.0	≥95.0	94.9	--	94.9	≥95.0	≥95.0	≥95.0
BL	89.0	91.7	86.5	--	83.7	90.9	89.7	83.5
HI	90.9	92.7	92.7	--	85.9	91.1	91.4	90.0
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
MU	93.3	93.3	80.0	--	≥95.0	≥95.0	≥95.0	--
ESOL	--	--	--	--	--	--	--	--
FARMS	86.6	89.9	87.5	--	85.8	90.7	86.2	79.0
SPED	55.6	57.9	42.1	--	40.0	55.0	80.0	64.3

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

James Hubert Blake High School - #321

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	64.7	58.4	79.5
Asian	87.2	71.8	91.7
Black or African American	57.0	50.7	71.3
Hispanic/Latino	55.5	51.1	75.3
White	80.9	78.4	93.1
Two or More Races	76.5	60.0	86.4
ESOL	30.8	--	50.0
FARMS	53.3	47.2	66.1
SPED	32.3	22.0	35.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.6	12.9	6.5	79.0	0.0	62.9	37.1	347	95.1	4.9
Supporting Services	8.9	26.8	23.2	41.1	0.0	55.4	44.6			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.5	45.2	44.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.0

Average Class Size: English = 26.0 Other = 26.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	1.875
Asst School Administrator	1.000	Special Education	9.187
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.875
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	80.600	**Instructional Support Total**	16.937
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	0.600	Registrar	1.000
Alternative	1.200	School Financial Assistant	1.000
Career/Technical Ed	1.400	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	21.000	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	116.200	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	8.200	Worker	12.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services		**Building Services Total**	15.000
Other Professional Total	9.200	Food Services	3.375
Total Professional	130.400	**Total Supporting Services**	51.312

Average SAT Scores[3 5] (73.9% Tested)	School	County	National
Critical Reading	505	546	496
Math	511	560	514
Writing	501	542	488
Total	1518	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
437	168	38.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.7%	≤5.0%	≤5.0%	64.0%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	91.1	0	4

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
79	77	0	0	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,743	1,743	1,639	1,643	1,643	1,697	1,725	1,749

School Personnel Costs	
Professional Salaries	$10,303,442
Supporting Services Salaries	$2,125,610
Employee Benefits	$3,145,880
Total Allocated Cost	**$15,574,932**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Winston Churchill High School - #602

Principal: Dr. Joan Benz
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Cabin John, Hoover

11300 Gainsborough Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/churchillhs/

Office Phone: (301) 469-1200
Fax Number: (301) 469-1208
Cluster Name: Winston Churchill

2013–2014 Enrollment = 2,093

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.4**	**51.6**	**≤5.0**	**22.1**	**8.9**	**8.4**	**≤5.0**	**56.2**	**≤5.0**	Grade 9	507	24.2
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	571	27.3
FARMS	**5.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	466	22.3
SPED	**11.4**	≤5.0	8.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.6	≤5.0	Grade 12	549	26.2
											Total	2,093	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.5	18.4	20.1

Other Participation

Students now or have in the past received FARMS[2] = 10.2%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Graduation Rate[2 3] = ≥95.0%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 94.5%

School Programs

Autism
Bridge
Emotional Disabilities
Learning and Academic Disabilities
Academy of Mathematics, Technology, and Science
Academy Fine and Performing Arts

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0569	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
BL	90.5	93.2	86.4	--	82.8	89.7	82.8	86.2
HI	≥95.0	93.3	93.9	--	90.9	91.7	≥95.0	90.3
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	90.5	--	≥95.0	90.9	≥95.0	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	78.3	91.3	82.6	--	60.0	66.7	73.3	60.0
SPED	89.4	89.4	76.6	--	79.2	84.0	76.0	89.1

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Winston Churchill High School - #602

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	84.2	86.4	≥95.0
Asian	84.9	91.5	≥95.0
Black or African American	62.7	47.4	84.6
Hispanic/Latino	80.0	87.0	92.0
White	87.8	89.7	≥95.0
Two or More Races	87.5	83.3	94.1
ESOL	--	--	--
FARMS	65.6	69.0	73.8
SPED	57.0	68.0	65.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	6.9	3.5	81.3	0.7	60.4	39.6	425	96.7	3.3
Supporting Services	8.0	18.7	14.7	58.7	0.0	61.3	38.7			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.3	39.6	52.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.5

Average Class Size: English = 25.8 Other = 28.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.450
Asst School Administrator	1.000	Special Education	23.100
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.250
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	94.200	**Instructional Support Total**	31.800
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	0.400	Business Manager	
Athletic Director	1.000	Administrative Secretary	1.000
ESOL		Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	0.400	Secretary	6.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	21.900	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	127.300	**Other Support Total**	15.500
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	8.000	Worker	14.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.600	**Building Services Total**	17.000
Other Professional Total	10.600	**Food Services**	2.625
Total Professional	142.900	**Total Supporting Services**	66.925

Average SAT Scores[3 5] (77.5% Tested)

	School	County	National
Critical Reading	607	546	496
Math	633	560	514
Writing	599	542	488
Total	1839	1648	1498

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
503	420	83.5

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	48.6%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1964	2001	30.3	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
94	87	0	0	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
2,013	2,013	2,050	2,143	2,128	2,145	2,142	2,091

School Personnel Costs

Professional Salaries	$11,452,911
Supporting Services Salaries	$2,733,526
Employee Benefits	$3,749,174
Total Allocated Cost	**$17,935,611**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Clarksburg High School - #249

Principal: Mr. James P. Koutsos | 22500 Wims Road Clarksburg, MD 20871 | Office Phone: (301) 444-3000
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 444-3595
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/clarksburghs/index.htm | Cluster Name: Clarksburg
Feeder Schools: Neelsville, Rocky Hill

2013–2014 Enrollment = 1,958

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.1**	**50.9**	**≤5.0**	**17.0**	**28.1**	**25.4**	**≤5.0**	**25.2**	**≤5.0**	Grade 9	577	29.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	483	24.7
FARMS	**29.5**	15.2	14.2	≤5.0	≤5.0	12.5	11.5	≤5.0	≤5.0	≤5.0	Grade 11	475	24.3
SPED	**10.5**	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	423	21.6
											Total	1,958	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.9	11.2	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 48.9%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.4%

Graduation Rate[2 3] = 88.6%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 6.5%

Suspension Rate[2 3] = 3.1%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 71.8%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Advanced Placement Power Scholars (APPS) Program
ESOL Center
Minority Scholars Program
ITF Network Operations
Environment, Agricultural, and Natural Resources: Certified Professional Horti
9th Grade Pathway to Success

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9597	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.5	93.3	89.0	91.8	91.1	93.7	88.9	87.5
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.3	≥95.0
BL	85.9	85.4	78.8	91.7	87.0	91.2	86.3	80.9
HI	91.5	≥95.0	87.8	80.0	85.7	90.8	84.3	81.0
WH	≥95.0	≥95.0	93.6	92.6	94.1	≥95.0	91.0	91.2
MU	93.3	93.3	93.3	--	≥95.0	≥95.0	≥95.0	--
ESOL	--	--	--	--	--	--	--	--
FARMS	89.6	88.9	75.5	73.3	83.5	87.1	77.4	73.9
SPED	56.3	62.5	43.8	--	57.9	63.2	53.8	41.2

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Clarksburg High School - #249

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	53.8	66.3	71.1
Asian	82.5	85.7	91.3
Black or African American	35.7	57.4	58.8
Hispanic/Latino	47.4	53.0	61.7
White	67.6	76.6	79.7
Two or More Races	60.0	53.3	73.5
ESOL	11.8	46.2	28.8
FARMS	34.3	58.7	53.8
SPED	20.9	35.2	20.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	10.5	6.0	78.9	0.8	65.4	34.6	362	98.3	1.7
Supporting Services	12.1	21.2	15.2	51.5	0.0	60.6	39.4			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.8	50.4	45.9

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.1		
Average Class Size:	English = 26.7	Other = 27.4

Average SAT Scores[3 5] (71.6% Tested)			
	School	County	National
Critical Reading	511	546	496
Math	535	560	514
Writing	506	542	488
Total	1553	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
417	168	40.3

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
92.7%	≤5.0%	≤5.0%	61.9%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1995	2006	62.7	0	11

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
75	71	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,638	1,980	1,971	1,954	2,025	2,044	2,176	2,297

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	3.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	5.000
Teachers	
Classroom	84.200
Resource/Team Leader/ Content Specialist	7.000
Staff Development	0.400
Athletic Director	1.000
ESOL	2.000
Alternative	0.800
Career/Technical Ed	1.800
Reading/Literacy	
Special Education:	
Classroom	16.800
Resource Program	2.000
Teachers Total	116.000
Other Professional	
Counselor	7.700
Media Specialist	1.000
Spec Ed Related Services	0.500
Other Professional Total	9.200
Total Professional	130.200

Supporting Services	
Instructional Support	
Paraeducators	
Regular	2.875
Special Education	16.717
IT Systems Specialist	1.000
English Composition Assistant	2.000
Hearing Interpreter	
College/Career Information Coord	1.000
Media Assistant	2.000
Teacher Assistant	
Instructional Support Total	25.592
Other Support	
Business Manager	1.000
Administrative Secretary	1.000
Registrar	1.000
School Financial Assistant	1.000
Secretary	5.000
Parent/Community Coord	
Media Services Technician	1.000
Security Team Leader	1.000
Security Assistant	5.000
Student Monitor	
Other Support Total	16.000
Building Services	
Manager	1.000
Leader	1.000
Worker	12.500
Plant Equipment Operator	1.000
Building Services Total	15.500
Food Services	3.875
Total Supporting Services	60.967

School Personnel Costs	
Professional Salaries	$11,259,275
Supporting Services Salaries	$2,474,759
Employee Benefits	$3,446,243
Total Allocated Cost	**$17,180,277**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Damascus High School - #701

Principal: Mrs. Jennifer L. Webster
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Baker, Rocky Hill

25921 Ridge Road Damascus, MD 20872
www.montgomeryschoolsmd.org/schools/damascushs/

Office Phone: (301) 253-7030
Fax Number: (301) 253-7046
Cluster Name: Damascus

2013–2014 Enrollment = 1,231

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.9**	**50.1**	**≤5.0**	**5.3**	**10.2**	**15.8**	**≤5.0**	**64.1**	**≤5.0**	Grade 9	295	24.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	303	24.6
FARMS	**16.0**	7.3	8.7	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0	Grade 11	312	25.3
SPED	**12.0**	≤5.0	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.8	≤5.0	Grade 12	321	26.1
											Total	1,231	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.6	≤5.0	25.0

Other Participation

Students now or have in the past received FARMS[2] = 26.6%

Mobility Rate (Entrants + Withdrawals)[2 3] = 6.1%

Graduation Rate[2 3] = 92.3%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 82.7%

School Programs

Learning for Independence
School/Community-Based
Academy of Information Technology (AOIT)
Horticulture
Restaurant Management
Automotive Technology
Child Development
CISCO

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0256	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	94.8	≥95.0	--	≥95.0	94.0	≥95.0	94.5
AS	≥95.0	94.4	94.4	--	--	80.0	≥95.0	--
BL	78.6	85.7	78.6	--	89.7	82.8	93.3	86.2
HI	84.6	85.0	87.8	--	83.9	93.8	90.3	86.7
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	93.3	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	78.1	81.3	75.8	--	79.2	80.8	92.3	75.0
SPED	66.7	77.8	66.7	--	75.7	78.4	76.3	83.8

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Damascus High School - #701

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	79.6	67.7	82.8
Asian	91.3	87.5	91.2
Black or African American	51.7	32.3	60.5
Hispanic/Latino	67.4	61.5	71.8
White	85.2	74.3	87.3
Two or More Races	81.3	50.0	85.5
ESOL	--	--	--
FARMS	60.4	42.0	59.1
SPED	33.3	16.7	33.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.1	3.2	91.6	1.1	51.6	48.4	274	97.4	2.6
Supporting Services	1.7	10.3	10.3	77.6	0.0	72.4	27.6			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
2.1	28.4	69.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size: English = 25.7 Other = 25.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	1.625
Asst School Administrator		Special Education	17.211
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.375
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
Teachers		Teacher Assistant	
Classroom	59.600	**Instructional Support Total**	23.211
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL		Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	1.200	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	19.000	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	89.600	**Other Support Total**	14.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	5.500	Worker	9.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.800	**Building Services Total**	12.500
Other Professional Total	7.300	**Food Services**	3.000
Total Professional	100.900	**Total Supporting Services**	52.711

Average SAT Scores[3 5] (68.4% Tested)			
	School	County	National
Critical Reading	558	546	496
Math	579	560	514
Writing	556	542	488
Total	1693	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
329	176	53.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	63.5%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1950	1978	32.7	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
74	67	0	0	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,551	1,551	1,219	1,207	1,267	1,326	1,381	1,433

School Personnel Costs	
Professional Salaries	$8,883,541
Supporting Services Salaries	$2,246,777
Employee Benefits	$2,880,165
Total Allocated Cost	**$14,010,483**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Thomas Edison High School of Technology - #748

Principal: Mr. Carlos Hamlin | 12501 Dalewood Drive Silver Spring, MD 20906 | Office Phone: (301) 929-2175
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 929-2177
School Hours: 7:45 - 1:30 | www.montgomeryschoolsmd.org/schools/edison/ | Cluster Name: Downcounty Consortium

2013–2014 Enrollment = 498

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade*		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**17.4**	**82.6**	**≤5.0**	**6.0**	**23.7**	**46.8**	**≤5.0**	**21.5**	**≤5.0**	Grade 9	1	0.6
ESOL	**11.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.2	≤5.0	≤5.0	≤5.0	Grade 10	33	19.2
FARMS	**45.6**	≤5.0	11.6	≤5.0	≤5.0	11.6	29.7	≤5.0	≤5.0	≤5.0	Grade 11	70	40.7
SPED	**34.5**	6.0	28.5	≤5.0	≤5.0	9.2	13.9	≤5.0	9.6	≤5.0	Grade 12	68	39.5
											Total	498	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	N/A	N/A	N/A

Other Participation

Students now or have in the past received FARMS[2] = 72.1%

Mobility Rate (Entrants + Withdrawals)[2 3] = N/A

Graduation Rate[2 3] = N/A

Attendance Rate[2 3] = N/A

Dropout Rate[2 3] = N/A

Suspension Rate[2 3] = N/A

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = N/A

School Programs

Thomas Edison High School of Technology is the place for advanced career technical education at the secondary level. It provides students with the technological, academic, and interpersonal skills needed to achieve excellence in their chosen careers and to serve as the foundation for their continuing education. Students from all areas of Montgomery County are eligible to attend.

Students Engaged in Pathways to Achievement (SEPA)

School Progress Index[3]

Achievement	Gap Reduction	CCR	SPI	Strand

The School Progress Index does not apply to the Thomas Edison High School of Technology.
Students take the Maryland School Assessment at their home school.

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce in half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	Individual student scores are reported back to the student's home school.							
AS								
BL								
HI								
WH								
MU								
ESOL								
FARMS								
SPED								

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

* Enrollment by Grade shows attendance for both sessions. Students are officially enrolled at their home high school. Capacity reflects a morning and afternoon session of 500 students each.

Thomas Edison High School of Technology - #748

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at Thomas Edison High School of Technology. These courses are offered at the student's home school.		
Asian			
Black or African American			
Hispanic/Latino			
White			
Two or More Races			
ESOL			
FARMS			
SPED			

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.4	18.5	0.0	74.1	0.0	40.7	59.3			
Supporting Services	6.3	25.0	31.3	37.5	0.0	56.3	43.8	N/A	N/A	N/A

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.7	3.7	92.6

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 6.0		
Average Class Size:	English = N/A	Other = N/A

Average SAT Scores[3 5]	School	County	National
Critical Reading	N/A	546	496
Math	N/A	560	514
Writing	N/A	542	488
Total	N/A	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1954	1983	28.2	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
19	19	0	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,000	1,000	1000	1000	1000	1000	1000	1000

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal/ Asst School Administrator	1.000	Regular	3.750
Magnet/Special Program Coordinator		Special Education	
		IT Systems Specialist	1.000
Administrative Total	2.000	English Composition Assistant	
		College/Career Information Coord	1.000
		Media Assistant	
		Teacher Assistant	
Teachers		**Instructional Support Total**	5.750
Classroom	18.500		
Resource/Team Leader/ Content Specialist	4.000	**Other Support**	
Staff Development		Business Manager	2.000
Athletic Director		Administrative Secretary	1.000
ESOL		Registrar	
Alternative		School Financial Assistant	1.000
Career/Technical Ed		Secretary	1.000
Special Education:		Media Services Technician	
		Security Team Leader	
Classroom	1.000	Security Assistant	1.000
Resource Program		Student Monitor	
Teachers Total	23.500	**Other Support Total**	6.000
		Building Services	
Other Professional		Manager	1.000
Counselor	1.000	Leader	1.000
Media Specialist		Worker	3.000
Spec Ed Related Services		Plant Equipment Operator	
Other Professional Total	1.000	**Building Services Total**	5.000
		Food Services	
Total Professional	26.500	**Total Supporting Services**	16.750

School Personnel Costs	
Professional Salaries	$2,526,309.00
Supporting Services Salaries	$766,529.00
Employee Benefits	$832,190.88
Total Allocated Cost	**$4,125,028.88**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Albert Einstein High School - #789

Principal: Mr. James G. Fernandez | 11135 Newport Mill Road Kensington, MD 20895 | Office Phone: (301) 929-2200

Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 962-1016

School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/einsteinhs/ | Cluster Name: Downcounty Consortium

Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2013–2014 Enrollment = 1,651

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**54.7**	**45.3**	**≤5.0**	**10.5**	**22.4**	**43.7**	**≤5.0**	**21.1**	**≤5.0**	Grade 9	494	29.9
ESOL	**9.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0	Grade 10	397	24.0
FARMS	**41.7**	23.4	18.3	≤5.0	≤5.0	10.9	24.8	≤5.0	≤5.0	≤5.0	Grade 11	330	20.0
SPED	**14.4**	5.9	8.5	≤5.0	≤5.0	≤5.0	7.5	≤5.0	≤5.0	≤5.0	Grade 12	430	26.0
											Total	1,651	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.2	8.9	24.9

Other Participation

Students now or have in the past received FARMS[2] = 65.7%

Mobility Rate (Entrants + Withdrawals)[2 3] = 12.8%

Graduation Rate[2 3] = 79.5%

Attendance Rate[2 3] = 93.7%

Dropout Rate[2 3] = 12.1%

Suspension Rate[2 3] = 5.7%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 61.8%

School Programs

Extensions
Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Academy of Creative and Performing Arts
National Academy of Finance
Renaissance Academy
Career Pathway Programs
International Baccalaureate (IB) Diploma Programme
The Visual Art Center
Achieving College Excellence and Success (ACES)
9th Grade Gender Program

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Met	0.8740	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	88.6	92.2	86.0	71.4	88.7	84.6	84.5	86.2
AS	92.6	90.0	82.8	--	≥95.0	89.3	82.8	≥95.0
BL	86.8	92.9	82.8	80.0	84.3	91.3	87.3	81.0
HI	80.4	86.4	78.6	64.3	84.7	76.6	78.0	81.1
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	94.9	≥95.0	≥95.0
MU	--	--	≥95.0	--	≥95.0	88.2	88.9	92.3
ESOL	40.0	30.0	10.0	--	64.7	35.3	33.3	--
FARMS	78.6	84.8	74.0	61.1	85.9	81.9	79.1	79.4
SPED	51.7	82.8	58.6	--	70.0	64.1	59.0	45.5

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Albert Einstein High School - #789

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	55.3	46.1	76.5
Asian	68.4	66.1	84.4
Black or African American	60.9	43.9	75.5
Hispanic/Latino	35.1	28.9	66.3
White	81.8	77.5	93.4
Two or More Races	--	--	86.4
ESOL	17.0	22.0	33.9
FARMS	40.3	34.3	66.2
SPED	18.6	23.6	33.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	16.3	9.3	71.3	0.8	64.3	35.7	347	93.7	6.3
Supporting Services	11.5	29.5	19.2	39.7	0.0	65.4	34.6			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.0	41.9	44.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.9

Average Class Size: English = 25.5 Other = 25.3

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	4.000
Teachers	
Classroom	73.000
Resource/Team Leader/ Content Specialist	10.000
Staff Development	0.400
Athletic Director	1.000
ESOL	5.200
Alternative	1.000
Career/Technical Ed	1.000
Reading/Literacy	
Special Education:	
Classroom	18.500
Resource Program	1.000
Teachers Total	111.100
Other Professional	
Counselor	6.900
Media Specialist	1.000
Spec Ed Related Services	1.800
Other Professional Total	9.700
Total Professional	124.800

Supporting Services	
Instructional Support	
Paraeducators	
Regular	2.875
Special Education	23.119
IT Systems Specialist	1.000
English Composition Assistant	1.625
Hearing Interpreter	
College/Career Information Coord	1.000
Media Assistant	1.500
Teacher Assistant	
Instructional Support Total	31.119
Other Support	
Business Manager	1.000
Administrative Secretary	1.000
Registrar	1.000
School Financial Assistant	1.000
Secretary	5.000
Parent/Community Coord	
Media Services Technician	1.000
Security Team Leader	1.000
Security Assistant	5.000
Student Monitor	
Other Support Total	16.000
Building Services	
Manager	1.000
Leader	1.000
Worker	11.500
Plant Equipment Operator	1.000
Building Services Total	14.500
Food Services	3.625
Total Supporting Services	65.244

Average SAT Scores[3 5] (45.9% Tested)			
	School	County	National
Critical Reading	520	546	496
Math	518	560	514
Writing	502	542	488
Total	1540	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
342	135	39.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
89.7%	≤5.0%	≤5.0%	65.0%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1997	26.7	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
80	67	0	4	9

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,621	1,621	1,569	1,548	1,578	1,604	1,659	1,760

School Personnel Costs	
Professional Salaries	$9,867,398
Supporting Services Salaries	$2,651,343
Employee Benefits	$3,334,922
Total Allocated Cost	**$15,853,663**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Gaithersburg High School - #551

Principal: Dr. Christine C. Handy-Collins
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Forest Oak, Gaithersburg

101 Education Boulevard Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/gaithsbghs/

Office Phone: (301) 284-4500
Fax Number: (301) 284-4701
Cluster Name: Gaithersburg

2013–2014 Enrollment = 2,079

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.6**	**53.4**	**≤5.0**	**9.6**	**26.4**	**40.6**	**≤5.0**	**19.7**	**≤5.0**	Grade 9	613	29.5
ESOL	**11.4**	5.4	6.0	≤5.0	≤5.0	≤5.0	8.9	≤5.0	≤5.0	≤5.0	Grade 10	559	26.9
FARMS	**44.2**	21.8	22.4	≤5.0	≤5.0	14.3	24.7	≤5.0	≤5.0	≤5.0	Grade 11	504	24.2
SPED	**14.2**	≤5.0	10.2	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 12	403	19.4
											Total	2,079	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	54.6	11.2	34.2

Other Participation

Students now or have in the past received FARMS[2] = 64.9%

Mobility Rate (Entrants + Withdrawals)[2 3] = 16.9%

Graduation Rate[2 3] = 76.9%

Attendance Rate[2 3] = 92.4%

Dropout Rate[2 3] = 10.1%

Suspension Rate[2 3] = 5.3%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 64.9%

School Programs

Asperger's
Autism
Bridge
Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Academy of Arts and Communications
Academy of Business Studies
Academy of Finance
Academy of Information Technology (AOIT)
Academy of Leadership and Education
Academy of Science and Technology
Cisco Academy
Ninth Grade Academy
Biomedical Magnet Program (Project Lead the Way)
College Institute
Multidisciplinary Educational Training and Support (METS)
Naval Junior Reserve Officer Training Corps (NJROTC)
Achieving College Excellence and Success (ACES)
Advanced Placement Program

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Not Met	0.9639	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.8	89.2	91.1	45.5	94.8	87.5	89.7	86.6
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	90.7	≥95.0	93.2
BL	≥95.0	90.6	92.9	--	92.2	82.8	90.2	82.4
HI	92.7	81.5	85.8	20.0	94.0	83.3	84.2	80.6
WH	≥95.0	94.0	91.8	--	≥95.0	≥95.0	93.4	≥95.0
MU	90.0	90.0	≥95.0	--	≥95.0	93.8	93.8	93.8
ESOL	72.7	63.6	--	--	85.7	70.8	69.0	30.8
FARMS	92.8	84.4	87.6	46.2	91.7	85.0	87.1	82.4
SPED	79.3	62.1	65.5	--	79.2	72.9	60.4	63.8

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Gaithersburg High School - #551

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	53.6	51.5	72.9
Asian	83.3	78.7	90.7
Black or African American	45.8	48.1	71.1
Hispanic/Latino	40.4	38.8	63.5
White	80.4	63.1	82.9
Two or More Races	77.3	60.0	81.1
ESOL	23.0	29.2	48.4
FARMS	39.1	40.9	63.8
SPED	35.2	20.3	29.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.1	20.1	8.8	66.7	1.3	57.2	42.8	423	96.5	3.5
Supporting Services	11.1	25.6	14.4	47.8	0.0	65.6	34.4			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.5	44.7	47.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size: English = 23.9 Other = 24.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	6.248
Asst School Administrator	1.000	Special Education	27.765
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.936
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	90.500	**Instructional Support Total**	40.949
Resource/Team Leader/ Content Specialist	8.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	7.400	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	2.000	Secretary	6.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	30.600	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	5.500
		Student Monitor	
Teachers Total	142.900	**Other Support Total**	18.000
		Building Services	
		Manager	2.000
Other Professional		Leader	3.000
Counselor	8.600	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.800	**Building Services Total**	19.500
Other Professional Total	11.400	**Food Services**	4.374
Total Professional	159.300	**Total Supporting Services**	82.823

Average SAT Scores[3 5] (57.4% Tested)			
	School	County	National
Critical Reading	493	546	496
Math	504	560	514
Writing	482	542	488
Total	1478	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
418	151	36.1

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
85.6%	≤5.0%	≤5.0%	60.9%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	2013	41.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
116	92	0	10	14

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
2,317	2,317	2,086	2,103	2,116	2,150	2,205	2,240

School Personnel Costs	
Professional Salaries	$12,506,986
Supporting Services Salaries	$3,414,789
Employee Benefits	$4,193,635
Total Allocated Cost	**$20,115,410**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Walter Johnson High School - #424

Principal: Mrs. Jennifer A. Baker
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: North Bethesda, Tilden

6400 Rock Spring Drive Bethesda, MD 20814
www.montgomeryschoolsmd.org/schools/wjhs/

Office Phone: (301) 803-7100
Fax Number: (301) 571-6986
Cluster Name: Walter Johnson

2013–2014 Enrollment = 2,237

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.7**	**52.3**	**≤5.0**	**13.2**	**8.3**	**16.9**	**≤5.0**	**56.2**	**5.1**	Grade 9	610	27.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	559	25.0
FARMS	**7.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	530	23.7
SPED	**11.0**	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.9	≤5.0	Grade 12	538	24.1
											Total	2,237	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.8	26.1	13.1

Other Participation

Students now or have in the past received FARMS[2] = 17.5%

Mobility Rate (Entrants + Withdrawals)[2 3] = 7.0%

Graduation Rate[2 3] = ≥95.0%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = 3.1%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 82.6%

School Programs

Asperger's
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Learning for Independence
APEX Scholars Signature
Early College Access Program with MC

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0920	1

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	92.3	85.7	89.7	--	89.7	≥95.0	87.1	92.0
HI	≥95.0	≥95.0	92.9	≥95.0	94.8	87.4	93.2	89.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	81.8	--	--	--	--	--
FARMS	≥95.0	94.4	86.8	--	90.0	85.0	85.0	86.5
SPED	85.7	92.6	87.3	--	84.5	81.0	81.4	87.9

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Walter Johnson High School - #424

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	71.2	74.3	93.9
Asian	68.7	84.4	94.5
Black or African American	51.8	50.9	88.0
Hispanic/Latino	57.1	58.7	90.9
White	77.9	81.4	≥95.0
Two or More Races	79.3	70.0	≥95.0
ESOL	32.4	40.0	68.9
FARMS	33.9	49.0	82.4
SPED	40.6	45.9	69.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.4	5.8	5.8	82.1	0.0	66.7	33.3			
Supporting Services	5.1	20.3	12.7	62.0	0.0	67.1	32.9	474	97.0	3.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.6	43.6	46.8

Average SAT Scores[3 5] (84.1% Tested)			
	School	County	National
Critical Reading	567	546	496
Math	587	560	514
Writing	562	542	488
Total	1716	1648	1498

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.8

Average Class Size: English = 25.5 Other = 28.4

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
523	361	69.0

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.3%	≤5.0%	≤5.0%	51.2%

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.624
Asst School Administrator	1.000	Special Education	27.487
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.375
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.500
		Teacher Assistant	1.000
Teachers		**Instructional Support Total**	37.986
Classroom	97.400	**Other Support**	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development		Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	4.000	School Financial Assistant	1.000
Alternative	0.400	Secretary	6.500
Career/Technical Ed		Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	29.000	Security Assistant	4.000
Resource Program	2.000	Student Monitor	
Teachers Total	141.800	**Other Support Total**	16.500
		Building Services	
		Manager	
Other Professional		Leader	1.000
Counselor	8.700	Worker	15.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.500	**Building Services Total**	17.500
Other Professional Total	11.200	**Food Services**	2.187
Total Professional	158.000	**Total Supporting Services**	74.173

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	2009	30.9	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
107	101	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
2,336	2,336	2,268	2,271	2,303	2,380	2,457	2,630

School Personnel Costs	
Professional Salaries	$12,622,003
Supporting Services Salaries	$2,945,177
Employee Benefits	$4,002,507
Total Allocated Cost	**$19,569,687**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

John F. Kennedy High School - #815

Principal: Mr. Joe L. Rubens, Jr., Acting | 1901 Randolph Road Silver Spring, MD 20902 | Office Phone: (301) 929-2100
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 929-2240
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/kennedyhs/ | Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2013–2014 Enrollment = 1,580

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.8**	**53.2**	**≤5.0**	**9.4**	**36.1**	**48.7**	**≤5.0**	**≤5.0**	**≤5.0**	Grade 9	460	29.1
ESOL	**8.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.2	≤5.0	≤5.0	≤5.0	Grade 10	423	26.8
FARMS	**54.2**	25.7	28.5	≤5.0	≤5.0	19.5	30.2	≤5.0	≤5.0	≤5.0	Grade 11	373	23.6
SPED	**14.3**	≤5.0	10.0	≤5.0	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0	Grade 12	324	20.5
											Total	1,580	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	32.3	33.2	34.5

Other Participation

Students now or have in the past received FARMS[2] = 78.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.7%
Graduation Rate[2 3] = 81.5%
Attendance Rate[2 3] = 93.4%
Dropout Rate[2 3] = 8.8%
Suspension Rate[2 3] = 6.5%
Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 66.8%

School Programs

Learning for Independence
School/Community-Based
MediaCom: Multimedia & Telecommunications Academy
Career Pathway Programs
College Institute
International Baccalaureate (IB) Diploma Programme
Leadership Training Institute
Medical Careers
Naval Junior Reserve Officer Training Corps (NJROTC)
Positive Behavioral Interventions and Supports (PBIS)
Destination Graduation
Achieving College Excellence and Success (ACES)
Academy of Business Management and Administration
Autism Resource Services
Autism Resource Services/Learning & Academic Disabilities

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Not Met	0.9857	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	86.3	85.9	82.2	84.6	86.5	84.8	80.5	84.9
AS	93.3	≥95.0	93.8	≥95.0	≥95.0	≥95.0	91.2	≥95.0
BL	85.8	83.2	80.0	81.8	83.5	83.2	78.7	82.0
HI	83.5	83.3	78.2	71.4	84.1	78.7	75.0	82.1
WH	91.7	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	89.5
MU	--	--	--	--	--	--	--	--
ESOL	61.5	66.7	46.2	--	64.7	72.2	33.3	--
FARMS	86.5	81.3	75.7	68.4	86.2	83.6	77.7	83.8
SPED	63.9	58.3	55.6	58.3	54.1	64.9	67.6	76.2

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John F. Kennedy High School - #815

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	41.6	53.1	71.8
Asian	67.6	73.2	87.2
Black or African American	43.8	56.4	73.6
Hispanic/Latino	34.8	42.3	66.5
White	72.7	84.2	76.3
Two or More Races	36.4	--	74.2
ESOL	15.6	23.3	61.9
FARMS	36.3	46.3	66.5
SPED	26.4	34.8	25.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.2	32.5	4.8	57.9	1.6	61.9	38.1	358	94.7	5.3
Supporting Services	12.2	44.6	20.3	23.0	0.0	63.5	36.5			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	38.1	45.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size: English = 23.0 Other = 24.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	4.875
Asst School Administrator	1.000	Special Education	22.213
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.000
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	71.200	**Instructional Support Total**	32.588
Resource/Team Leader/ Content Specialist	10.000	Other Support	
Staff Development	0.800	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.600	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	2.400	Secretary	6.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	25.300	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	117.300	**Other Support Total**	17.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	6.400	Worker	13.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.300	**Building Services Total**	16.000
Other Professional Total	8.700	Food Services	3.625
Total Professional	130.000	**Total Supporting Services**	69.213

Average SAT Scores[3 5] (56.9% Tested)			
	School	County	National
Critical Reading	477	546	496
Math	476	560	514
Writing	475	542	488
Total	1428	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
299	88	29.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.2%	≤5.0%	≤5.0%	70.9%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1964	1999	29.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
86	79	0	3	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,847	1,847	1,531	1,558	1,612	1,675	1,759	1,801

School Personnel Costs	
Professional Salaries	$10,115,314
Supporting Services Salaries	$2,880,215
Employee Benefits	$3,374,718
Total Allocated Cost	**$16,370,247**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Col. Zadok Magruder High School - #510

Principal: Mr. Leroy C. Evans
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Redland, Shady Grove

5939 Muncaster Mill Road Rockville, MD 20855
www.montgomeryschoolsmd.org/schools/magruderhs/

Office Phone: (301) 840-4600
Fax Number: (301) 840-4617
Cluster Name: Col. Zadok Magruder

2013–2014 Enrollment = 1,595

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.5**	**50.5**	**≤5.0**	**15.7**	**18.4**	**32.9**	**≤5.0**	**29.5**	**≤5.0**	Grade 9	406	25.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	394	24.7
FARMS	**33.2**	16.6	16.6	≤5.0	≤5.0	8.3	18.6	≤5.0	≤5.0	≤5.0	Grade 11	409	25.6
SPED	**9.2**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	386	24.2
											Total	1,595	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.0	21.1	10.9

Other Participation

Students now or have in the past received FARMS[2] = 49.6%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.8%

Graduation Rate[2 3] = 88.6%

Attendance Rate[2 3] = 94.0%

Dropout Rate[2 3] = 6.2%

Suspension Rate[2 3] = 5.6%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 73.1%

School Programs

Autism
Learning and Academic Disabilities
Academy of Arts and Humanities
Academy of Business and Finance
Academy of Education
Academy of Finance
Advanced Engineering Academy (Project Lead the Way)
Army Junior Reserve Officers' Training Corps (JROTC)
Career Pathway Programs
Pursuing Excellence through Academic Curriculum (PEAC)
Science Research Academy

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0005	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.3	93.6	91.5	88.9	90.6	91.8	88.3	89.7
AS	94.6	93.4	92.1	≥95.0	≥95.0	≥95.0	91.8	≥95.0
BL	92.5	94.4	84.9	--	76.3	87.5	81.3	79.7
HI	90.3	90.4	85.9	--	88.9	85.7	81.0	83.5
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	--	--	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	89.2	87.5	79.8	--	81.5	84.1	76.9	82.5
SPED	56.0	52.0	64.0	--	69.0	75.9	55.2	60.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Col. Zadok Magruder High School - #510

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	65.8	60.4	70.9
Asian	84.5	72.2	88.3
Black or African American	49.4	54.0	53.0
Hispanic/Latino	54.0	42.1	53.8
White	81.8	78.3	88.8
Two or More Races	68.8	78.6	87.3
ESOL	36.0	18.2	15.6
FARMS	48.5	39.6	47.7
SPED	25.0	35.0	17.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.8	14.5	4.0	74.2	1.6	58.9	41.1	330	96.4	3.6
Supporting Services	16.7	19.4	18.1	45.8	0.0	63.9	36.1			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.6	37.1	57.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size: English = 25.7 Other = 25.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.250
Asst School Administrator	1.000	Special Education	22.175
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.999
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	81.400	**Instructional Support Total**	31.424
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.000	Registrar	1.000
Alternative	0.800	School Financial Assistant	1.000
Career/Technical Ed	2.200	Secretary	4.999
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	19.000	Security Team Leader	1.000
Resource Program	3.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	117.800	**Other Support Total**	15.999
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	7.200	Worker	12.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	15.500
Other Professional Total	9.200	**Food Services**	5.562
Total Professional	132.000	**Total Supporting Services**	68.485

Average SAT Scores[3 5] (59.4% Tested)

	School	County	National
Critical Reading	526	546	496
Math	542	560	514
Writing	520	542	488
Total	1588	1648	1498

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
379	175	46.2

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
90.5%	≤5.0%	≤5.0%	53.0%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1970	--	30.0	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
91	87	0	2	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,995	1,995	1,528	1,489	1,513	1,565	1,575	1,663

School Personnel Costs

Professional Salaries	$11,080,767
Supporting Services Salaries	$2,704,488
Employee Benefits	$3,436,502
Total Allocated Cost	**$17,221,757**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Richard Montgomery High School - #201

Principal: Dr. Nelson McLeod
250 Richard Montgomery Drive Rockville, MD 20852
Office Phone: (301) 610-8000
Associate Supt: Dr. Christopher S. Garran
Fax Number: (301) 279-8428
School Hours: 7:25 - 2:10
www.montgomeryschoolsmd.org/schools/rmhs/
Cluster Name: Richard Montgomery
Feeder Schools: Julius West

2013–2014 Enrollment = 2,166

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.9**	**49.1**	**≤5.0**	**25.8**	**15.7**	**22.9**	**≤5.0**	**30.0**	**5.4**	Grade 9	581	26.8
ESOL	**6.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	550	25.4
FARMS	**19.3**	9.4	10.0	≤5.0	≤5.0	5.1	8.3	≤5.0	≤5.0	≤5.0	Grade 11	520	24.0
SPED	**8.1**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	515	23.8
											Total	2,166	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	74.3	18.3	7.4

Other Participation

Students now or have in the past received FARMS[2] = 37.7%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.5%

Graduation Rate[2 3] = 89.3%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 5.9%

Suspension Rate[2 3] = 3.3%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 76.3%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
International Baccalaureate (IB) Diploma Programme
International Baccalaureate Middle Years Programme

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0338	1

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.2	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	92.7	93.5	88.2	94.1	87.7	88.5	86.2	93.2
HI	≥95.0	≥95.0	93.4	≥95.0	92.2	91.2	86.0	86.1
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	80.0	--	--	--	68.4	82.4	61.9	--
FARMS	94.1	94.0	87.7	87.0	92.4	92.8	86.9	87.1
SPED	69.2	78.6	71.4	--	80.0	67.9	69.0	70.4

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Richard Montgomery High School - #201

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	68.9	72.5	81.9
Asian	89.6	84.2	92.0
Black or African American	52.3	60.0	67.4
Hispanic/Latino	44.9	54.3	65.5
White	80.9	81.8	91.2
Two or More Races	72.0	86.2	89.3
ESOL	25.0	35.1	30.7
FARMS	43.7	47.4	59.8
SPED	42.6	34.0	33.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	6.9	5.5	80.0	0.7	61.4	38.6	450	95.1	4.9
Supporting Services	9.7	25.8	21.0	43.5	0.0	64.5	35.5			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.0	42.8	48.3

Average SAT Scores[3 5] (75.0% Tested)			
	School	County	National
Critical Reading	594	546	496
Math	598	560	514
Writing	589	542	488
Total	1781	1648	1498

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.2

Average Class Size: English = 25.4 Other = 26.1

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
480	312	65.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.875
Asst School Administrator		Special Education	13.750
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	5.000	English Composition Assistant	2.250
		Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	3.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	23.875
Classroom	93.600	**Other Support**	
Resource/Team Leader/ Content Specialist	7.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	5.400	School Financial Assistant	1.000
Alternative	0.800	Secretary	6.000
Career/Technical Ed	0.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	20.600	Security Assistant	3.500
Resource Program	2.000	Student Monitor	
Teachers Total	131.400	**Other Support Total**	15.500
		Building Services	
		Manager	
Other Professional		Leader	2.000
Counselor	8.400	Worker	14.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.900	**Building Services Total**	17.500
Other Professional Total	10.300	**Food Services**	2.750
Total Professional	146.700	**Total Supporting Services**	59.625

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	59.9%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1942	2007	29.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
102	97	0	2	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
2,236	2,236	2,200	2,190	2,245	2,275	2,336	2,416

School Personnel Costs	
Professional Salaries	$11,804,432
Supporting Services Salaries	$2,425,671
Employee Benefits	$3,620,231
Total Allocated Cost	**$17,850,334**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Northwest High School - #246

Principal: Ms. E. Lancellotti (Lance) Dempsey 13501 Richter Farm Road Germantown, MD 20874 Office Phone: (301) 601-4660
Associate Supt: Dr. Christopher S. Garran Fax Number: (301) 601-4662
School Hours: 7:25 - 2:10 www.montgomeryschoolsmd.org/schools/northwesths/ Cluster Name: Northwest
Feeder Schools: Clemente, Kingsview, Lakelands Park

2013–2014 Enrollment = 2,011

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.9**	**50.1**	**≤5.0**	**18.0**	**26.6**	**20.7**	**≤5.0**	**29.3**	**5.2**	Grade 9	544	27.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	535	26.6
FARMS	**26.6**	13.2	13.3	≤5.0	≤5.0	11.9	9.2	≤5.0	≤5.0	≤5.0	Grade 11	490	24.4
SPED	**11.0**	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	442	22.0
											Total	2,011	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	92.8	5.4	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 45.5%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.0%

Graduation Rate[2 3] = 91.1%

Attendance Rate[2 3] = 94.9%

Dropout Rate[2 3] = 5.9%

Suspension Rate[2 3] = 4.2%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 88.2%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Academy of Biotechnology
Academy of Commercial and Fine Arts
Academy of Finance
Ulysses Signature Program
Career Pathway Programs
Positive Behavioral Interventions and Supports (PBIS)
Achieving College Excellence and Success (ACES)
Early College Access Program
Internship

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0336	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.8	≥95.0	92.2	--	94.4	93.0	94.0	91.2
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
BL	85.1	91.4	91.6	--	86.7	85.4	85.0	81.5
HI	88.5	92.5	84.0	--	≥95.0	91.3	90.2	86.7
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
MU	89.5	94.1	84.2	--	92.6	92.6	≥95.0	88.9
ESOL	--	--	--	--	--	--	--	--
FARMS	84.4	92.0	81.3	--	85.6	83.0	86.4	81.8
SPED	62.2	81.1	75.7	--	75.9	79.7	72.9	73.1

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Northwest High School - #246

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	74.0	64.8	86.8
Asian	88.2	90.8	≥95.0
Black or African American	60.1	47.8	75.2
Hispanic/Latino	60.5	54.7	79.4
White	87.8	74.0	94.9
Two or More Races	92.0	45.5	89.4
ESOL	--	--	--
FARMS	56.3	48.5	72.5
SPED	42.6	25.5	57.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	10.6	4.9	76.8	2.1	69.0	31.0	440	96.8	3.2
Supporting Services	17.1	20.0	12.9	50.0	0.0	57.1	42.9			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.9	54.9	35.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.5

Average Class Size: English = 23.7 Other = 26.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.500
Asst School Administrator	1.000	Special Education	15.199
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.750
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	24.449
Classroom	93.400	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development		Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL		School Financial Assistant	1.000
Alternative	1.200	Secretary	6.000
Career/Technical Ed	2.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	18.000	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	126.200	**Other Support Total**	17.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	8.500	Worker	15.000
Media Specialist	2.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.600	**Building Services Total**	18.000
Other Professional Total	11.100	Food Services	3.625
Total Professional	142.300	**Total Supporting Services**	63.074

Average SAT Scores[3 5] (69.6% Tested)			
	School	County	National
Critical Reading	526	546	496
Math	545	560	514
Writing	521	542	488
Total	1592	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
550	282	51.3

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	56.9%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	34.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
102	98	0	0	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
2,241	2,241	2,084	2,130	2,179	2,215	2,364	2,430

School Personnel Costs	
Professional Salaries	$10,918,139
Supporting Services Salaries	$2,509,754
Employee Benefits	$3,561,972
Total Allocated Cost	**$16,989,865**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Northwood High School - #796

Principal: Mrs. Mildred L. Charley-Greene 919 University Boulevard West Silver Spring MD 20901 Office Phone: (301) 649-8088
Associate Supt: Dr. Christopher S. Garran Fax Number: (301) 649-8285
School Hours: 7:25 - 2:10 www.montgomeryschoolsmd.org/schools/northwoodhs/ Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2013–2014 Enrollment = 1,497

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.8**	**52.2**	**≤5.0**	**6.5**	**27.2**	**48.3**	**≤5.0**	**15.1**	**≤5.0**	Grade 9	465	31.1
ESOL	**11.2**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	9.1	≤5.0	≤5.0	≤5.0	Grade 10	378	25.3
FARMS	**47.7**	21.8	25.9	≤5.0	≤5.0	13.5	29.3	≤5.0	≤5.0	≤5.0	Grade 11	307	20.5
SPED	**14.3**	≤5.0	9.8	≤5.0	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0	Grade 12	347	23.2
											Total	1,497	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.6	13.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 72.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 16.4%
Graduation Rate[2 3] = 81.6%
Attendance Rate[2 3] = 92.9%
Dropout Rate[2 3] = 13.1%
Suspension Rate[2 3] = 8.5%
Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 71.5%

School Programs

Emotional Disabilities
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Academy of Humanities, Arts, and Media
Academy of Musical Theatre
Academy of Politics, Advocacy, and Law
Academy of Technology, Environmental, and Systems Science
Early College Scholars Program
Justice, Law and Society Academy
Career Pathway Programs
ESOL Center
Multidisciplinary Educational Training and Support (METS)
Middle College at Northwood (2014)

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Met	0.9453	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	84.6	84.4	81.2	36.4	83.3	81.4	82.2	84.2
AS	92.9	94.4	77.8	--	≥95.0	84.2	73.7	≥95.0
BL	77.6	83.3	79.7	--	73.9	72.7	74.4	75.0
HI	82.9	76.5	73.5	--	83.5	80.2	80.3	82.8
WH	≥95.0	≥95.0	≥95.0	--	90.4	92.0	≥95.0	≥95.0
MU	--	--	--	--	80.0	--	--	--
ESOL	61.5	68.8	46.7	--	33.3	36.4	23.1	--
FARMS	82.2	78.3	76.2	--	77.2	74.0	77.1	80.4
SPED	74.2	74.2	62.5	--	50.0	65.4	57.4	70.7

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Northwood High School - #796

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	48.3	61.3	63.7
Asian	59.3	82.8	70.1
Black or African American	52.1	58.3	56.1
Hispanic/Latino	39.3	53.6	57.3
White	68.4	76.7	88.8
Two or More Races	--	--	81.6
ESOL	25.3	60.0	31.4
FARMS	38.1	52.9	55.3
SPED	40.3	39.3	31.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.2	33.0	9.6	51.3	0.9	57.4	42.6	362	93.9	6.1
Supporting Services	14.3	33.3	19.0	31.7	0.0	65.1	34.9			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.4	48.7	40.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.1

Average Class Size: English = 22.2 Other = 22.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.750
Asst School Administrator	1.000	Special Education	17.950
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.625
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	65.700	**Instructional Support Total**	24.825
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	4.400	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	1.400	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	18.600	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	101.500	**Other Support Total**	14.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	6.200	Worker	10.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	13.000
Other Professional Total	8.200	**Food Services**	3.625
Total Professional	113.700	**Total Supporting Services**	55.450

Average SAT Scores[3 5] (52.2% Tested)

	School	County	National
Critical Reading	498	546	496
Math	485	560	514
Writing	481	542	488
Total	1463	1648	1498

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
335	116	34.6

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
92.7%	≤5.0%	≤5.0%	60.7%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	2004	29.6	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
73	67	0	3	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,575	1,575	1,548	1,538	1,540	1,509	1,549	1,762

School Personnel Costs

Professional Salaries	$8,732,310
Supporting Services Salaries	$2,099,246
Employee Benefits	$2,860,628
Total Allocated Cost	**$13,692,184**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Paint Branch High School - #315

Principal: Dr. Myriam A. Rogers | 14121 Old Columbia Pike Burtonsville, MD 20866 | Office Phone: (301) 388-9900
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 989-5609
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/paintbranchhs/ | Cluster Name: Northeast Consortium
Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

2013–2014 Enrollment = 1,947

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.1**	**51.9**	**≤5.0**	**15.7**	**53.0**	**16.6**	**≤5.0**	**11.0**	**≤5.0**	Grade 9	577	29.6
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	541	27.8
FARMS	**34.8**	17.8	17.0	≤5.0	≤5.0	21.9	8.4	≤5.0	≤5.0	≤5.0	Grade 11	468	24.0
SPED	**9.2**	≤5.0	5.9	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	361	18.5
											Total	1,947	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.3	29.1	10.6

Other Participation

Students now or have in the past received FARMS[2] = 58.6%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.5%

Graduation Rate[2 3] = 87.5%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 8.1%

Suspension Rate[2 3] = 5.6%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 71.7%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Learning for Independence
Academy of Finance
Academy of Science
Advanced Engineering Academy (Project Lead the Way)
National Academy of Finance
Medical Careers
Naval Junior Reserve Officer Training Corps (NJROTC)
Restaurant Management Program
Academy of Science and Media

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Not Met	0.9342	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	91.3	≥95.0	89.9	--	84.6	86.3	83.5	90.3
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	89.4	84.8	≥95.0
BL	88.9	93.4	85.5	--	78.7	85.3	84.1	86.7
HI	88.1	≥95.0	88.4	--	79.7	81.3	72.3	87.1
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	93.3	≥95.0
MU	70.0	≥95.0	80.0	--	90.0	81.0	86.4	94.7
ESOL	--	--	--	--	--	--	--	--
FARMS	85.3	94.7	80.3	--	81.1	78.4	79.1	86.2
SPED	--	--	--	--	56.3	59.4	53.1	54.8

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Paint Branch High School - #315

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	57.9	50.5	91.6
Asian	80.0	79.5	≥95.0
Black or African American	52.9	42.3	88.8
Hispanic/Latino	42.9	28.8	91.5
White	77.9	76.5	≥95.0
Two or More Races	66.7	61.1	89.9
ESOL	--	--	59.1
FARMS	46.2	33.9	86.7
SPED	17.8	13.5	61.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	20.1	3.7	67.2	3.7	69.4	30.6			
Supporting Services	9.5	32.4	10.8	44.6	1.4	66.2	33.8	387	92.5	7.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.2	46.3	48.5

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.5		
Average Class Size:	English = 25.9	Other = 26.8

Average SAT Scores[3 5] (75.3% Tested)			
	School	County	National
Critical Reading	490	546	496
Math	497	560	514
Writing	480	542	488
Total	1467	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
429	156	36.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.0%	≤5.0%	≤5.0%	74.1%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1969	2012	46.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
94	89	0	0	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
2,047	2,047	1,993	2,009	1,998	2,036	2,068	2,059

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	4.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	6.000
Teachers	
Classroom	82.000
Resource/Team Leader/ Content Specialist	8.000
Staff Development	0.400
Athletic Director	1.000
ESOL	0.600
Alternative	1.000
Career/Technical Ed	2.000
Reading/Literacy	
Special Education:	
Classroom	22.200
Resource Program	2.000
Teachers Total	119.200
Other Professional	
Counselor	7.700
Media Specialist	1.000
Spec Ed Related Services	0.700
Other Professional Total	9.400
Total Professional	134.600

Supporting Services	
Instructional Support	
Paraeducators	
Regular	4.125
Special Education	17.785
IT Systems Specialist	1.000
English Composition Assistant	2.000
Hearing Interpreter	
College/Career Information Coord	1.000
Media Assistant	2.000
Teacher Assistant	
Instructional Support Total	27.910
Other Support	
Business Manager	1.000
Administrative Secretary	1.000
Registrar	1.000
School Financial Assistant	1.000
Secretary	5.000
Parent/Community Coord	
Media Services Technician	1.000
Security Team Leader	1.000
Security Assistant	5.000
Student Monitor	
Other Support Total	16.000
Building Services	
Manager	1.000
Leader	1.000
Worker	16.000
Plant Equipment Operator	1.000
Building Services Total	19.000
Food Services	3.688
Total Supporting Services	66.598

School Personnel Costs	
Professional Salaries	$10,947,158
Supporting Services Salaries	$2,781,188
Employee Benefits	$3,568,393
Total Allocated Cost	**$17,296,739**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Poolesville High School - #152

Principal: Miss. Deena Levine
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: John Poole

17501 Willard Road Poolesville, MD 20837
www.montgomeryschoolsmd.org/schools/poolesvillehs/

Office Phone: (301) 972-7900
Fax Number: (301) 972-7943
Cluster Name: Poolesville

2013–2014 Enrollment = 1,202

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.5**	**50.5**	**≤5.0**	**25.6**	**5.2**	**7.3**	**≤5.0**	**56.1**	**5.6**	Grade 9	296	24.6
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	315	26.2
FARMS	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	290	24.1
SPED	**5.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	301	25.0
											Total	1,202	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.7	6.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 15.2%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Graduation Rate[2 3] = ≥95.0%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 90.4%

School Programs

Learning and Academic Disabilities
Engineering Magnet Program (Project Lead the Way)
Global Ecology House
Humanities House
Science, Mathematics, and Computer Science Magnet Program
Independent Studies Program

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.1107	1

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	83.3	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
BL	76.5	76.5	82.4	--	80.0	86.7	73.3	86.7
HI	≥95.0	≥95.0	91.3	--	≥95.0	≥95.0	≥95.0	≥95.0
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	--	--	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	89.5	66.7	72.2	--	80.0	86.7	80.0	80.0
SPED	73.3	80.0	66.7	--	87.0	91.3	78.3	82.6

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Poolesville High School - #152

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	84.6	89.3	≥95.0
Asian	≥95.0	≥95.0	≥95.0
Black or African American	73.3	83.3	≥95.0
Hispanic/Latino	72.0	76.5	≥95.0
White	81.4	89.0	≥95.0
Two or More Races	86.4	78.9	≥95.0
ESOL	--	--	--
FARMS	42.3	75.0	≥95.0
SPED	60.0	84.2	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.6	0.0	5.7	89.7	0.0	59.8	40.2	235	97.9	2.1
Supporting Services	3.0	12.1	15.2	69.7	0.0	72.7	27.3			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	34.5	55.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size: English = 26.3 Other = 26.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.375
Asst School Administrator		Special Education	3.500
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	4.000	English Composition Assistant	1.375
		Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
Teachers		Teacher Assistant	
Classroom	56.400	**Instructional Support Total**	9.250
Resource/Team Leader/ Content Specialist	6.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL		Registrar	1.000
Alternative	0.200	School Financial Assistant	1.000
Career/Technical Ed	0.600	Secretary	3.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	6.100	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	2.000
Teachers Total	71.700	Student Monitor	
		Other Support Total	11.500
Other Professional		**Building Services**	
Counselor	4.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.200	Worker	5.500
		Plant Equipment Operator	1.000
Other Professional Total	5.700	**Building Services Total**	8.500
		Food Services	0.750
Total Professional	81.400	**Total Supporting Services**	30.000

Average SAT Scores[3 5] (82.6% Tested)			
	School	County	National
Critical Reading	613	546	496
Math	637	560	514
Writing	606	542	488
Total	1857	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
311	224	72.0

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.3%	≤5.0%	≤5.0%	38.2%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1953	1978	37.2	1	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	52	0	0	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,170	1,170	1,198	1,190	1,172	1,164	1,137	1,146

School Personnel Costs	
Professional Salaries	$6,804,720
Supporting Services Salaries	$1,262,443
Employee Benefits	$2,140,499
Total Allocated Cost	**$10,207,662**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Quince Orchard High School - #125

Principal: Mrs. Carole A. Working | 15800 Quince Orchard Road Gaithersburg, MD 20878 | Office Phone: (301) 840-4686
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 840-4699
School Hours: 7:25 - 2:10 | www.qohs.org/ | Cluster Name: Quince Orchard
Feeder Schools: Lakelands Park, Ridgeview

2013–2014 Enrollment = 1,878

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.4**	**50.6**	**≤5.0**	**12.5**	**15.9**	**20.9**	**≤5.0**	**46.8**	**≤5.0**	Grade 9	510	27.2
ESOL	**5.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	490	26.1
FARMS	**21.9**	10.7	11.2	≤5.0	≤5.0	7.1	10.3	≤5.0	≤5.0	≤5.0	Grade 11	420	22.4
SPED	**9.9**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	458	24.4
											Total	1,878	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	89.8	≤5.0	9.1

Other Participation

Students now or have in the past received FARMS[2] = 36.2%

Mobility Rate (Entrants + Withdrawals)[2 3] = 8.3%

Graduation Rate[2 3] = 88.3%

Attendance Rate[2 3] = 94.7%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = 4.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 82.7%

School Programs

Extensions
Learning for Independence (for current QOHS students only)
School/Community-Based
Advanced Engineering Academy (Project Lead the Way)
Advanced Study in Arts and Academics Signature
Cisco Academy

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9923	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	93.5	89.6	50.0	93.6	90.4	89.6	89.4
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	92.3	≥95.0
BL	82.4	88.5	72.5	--	87.3	80.0	80.6	80.3
HI	86.4	86.4	75.8	--	86.0	81.9	82.5	78.0
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	93.3	--	93.8	93.8	94.1	88.2
ESOL	45.5	--	--	--	60.0	56.3	17.6	--
FARMS	83.8	87.1	81.2	--	91.4	82.8	79.6	77.9
SPED	74.4	61.5	34.2	--	77.4	81.1	81.1	74.5

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Quince Orchard High School - #125

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	69.6	72.1	93.0
Asian	91.4	83.7	≥95.0
Black or African American	46.7	43.1	86.7
Hispanic/Latino	48.1	57.7	85.5
White	84.3	86.4	≥95.0
Two or More Races	84.2	75.0	≥95.0
ESOL	23.3	38.1	57.1
FARMS	45.9	45.5	84.3
SPED	31.8	49.0	75.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	7.6	5.3	82.6	0.8	66.7	33.3			
Supporting Services	9.1	19.5	16.9	54.5	0.0	63.6	36.4	354	94.6	5.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.6	47.7	41.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.1

Average Class Size: English = 26.9 Other = 27.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	3.250
Asst School Administrator	1.000	Special Education	25.313
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.874
Administrative Total	6.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	81.200	**Instructional Support Total**	34.437
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	2.400	Registrar	1.000
Alternative	0.600	School Financial Assistant	1.000
Career/Technical Ed	0.600	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	15.500	Security Team Leader	1.000
Resource Program	2.500	Security Assistant	5.000
		Student Monitor	
Teachers Total	111.200	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	8.300	Worker	12.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.900	**Building Services Total**	15.000
Other Professional Total	10.200	**Food Services**	2.750
Total Professional	127.400	**Total Supporting Services**	68.187

Average SAT Scores[3 5] (60.0% Tested)	School	County	National
Critical Reading	542	546	496
Math	559	560	514
Writing	537	542	488
Total	1638	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
442	225	50.9

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.1%	≤5.0%	≤5.0%	58.9%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1988	--	30.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
86	80	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,857	1,857	1,846	1,867	1,870	1,907	1,952	2,012

School Personnel Costs	
Professional Salaries	$10,173,711
Supporting Services Salaries	$2,750,259
Employee Benefits	$3,436,083
Total Allocated Cost	**$16,360,053**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Rockville High School - #230

Principal: Ms. Billie-Jean Bensen
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Wood

2100 Baltimore Road Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/rockvillehs/

Office Phone: (301) 517-8105
Fax Number: (301) 517-8288
Cluster Name: Rockville

2013–2014 Enrollment = 1,305

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**11.1**	**14.6**	**33.9**	**≤5.0**	**36.2**	**≤5.0**	Grade 9	357	27.4
ESOL	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	330	25.3
FARMS	**30.3**	15.0	15.2	≤5.0	≤5.0	6.9	18.2	≤5.0	≤5.0	≤5.0	Grade 11	311	23.8
SPED	**16.4**	6.0	10.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.4	≤5.0	Grade 12	307	23.5
											Total	1,305	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	49.1	19.2	31.8

Other Participation

Students now or have in the past received FARMS[2] = 47.7%

Mobility Rate (Entrants + Withdrawals)[2 3] = 9.9%

Graduation Rate[2 3] = 85.7%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 6.5%

Suspension Rate[2 3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 79.4%

School Programs

Autism
Deaf and Hard/Hearing
Learning and Academic Disabilities
Learning for Independence
Academy of Biosciences and Health Professions (Project Lead the Way)
Journalism Academy
Advancement Via Individual Determination (AVID)
International Baccalaureate (IB) Diploma Programme

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Not Met	1.0308	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	94.8	94.0	75.0	93.8	91.9	92.3	93.6
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	87.5	≥95.0
BL	89.7	93.3	93.8	--	89.7	90.0	77.4	≥95.0
HI	91.4	87.3	87.7	--	87.3	85.1	88.0	87.3
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	93.9	≥95.0	94.4
MU	--	--	--	--	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	54.5	76.9	38.5	--
FARMS	86.2	89.6	88.6	--	86.8	89.9	84.7	87.5
SPED	84.0	76.9	76.9	--	70.4	57.1	85.2	60.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rockville High School - #230

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	66.8	63.6	81.9
Asian	80.0	78.8	87.1
Black or African American	59.6	50.8	73.2
Hispanic/Latino	53.7	45.5	75.6
White	80.9	79.4	88.6
Two or More Races	70.6	80.0	88.0
ESOL	5.6	10.0	39.2
FARMS	50.8	38.6	69.6
SPED	43.1	19.7	37.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.7	15.1	3.8	74.5	0.9	67.9	32.1	270	98.5	1.5
Supporting Services	7.6	31.8	15.2	45.5	0.0	69.7	30.3			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.4	43.4	47.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size: English = 24.6 Other = 25.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.375
Asst School Administrator	1.000	Special Education	22.530
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.375
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
Teachers		Teacher Assistant	
Classroom	51.400	**Instructional Support Total**	30.280
Resource/Team Leader/ Content Specialist	8.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	2.600	Registrar	1.000
Alternative	0.800	School Financial Assistant	1.000
Career/Technical Ed	0.800	Secretary	3.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	22.100	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	3.000
		Student Monitor	
Teachers Total	88.100	**Other Support Total**	12.500
		Building Services	
		Manager	1.000
Other Professional		Leader	2.000
Counselor	5.200	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	2.500	**Building Services Total**	17.500
Other Professional Total	8.700	**Food Services**	2.750
Total Professional	100.800	**Total Supporting Services**	63.030

Average SAT Scores[3 5] (75.6% Tested)			
	School	County	National
Critical Reading	524	546	496
Math	536	560	514
Writing	522	542	488
Total	1582	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
271	159	58.7

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
92.9%	≤5.0%	≤5.0%	55.7%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1968	2004	29.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
78	65	0	2	11

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,570	1,570	1,311	1,343	1,383	1,442	1,460	1,504

School Personnel Costs	
Professional Salaries	$8,124,214
Supporting Services Salaries	$2,538,265
Employee Benefits	$2,864,507
Total Allocated Cost	**$13,526,986**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Seneca Valley High School - #104

Principal: Mr. Marc J. Cohen
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Clemente, King

19401 Crystal Rock Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/senecavalleyhs/

Office Phone: (301) 353-8000
Fax Number: (301) 353-8004
Cluster Name: Seneca Valley

2013–2014 Enrollment = 1,275

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.4**	**51.6**	**≤5.0**	**10.8**	**34.0**	**28.3**	**≤5.0**	**21.6**	**≤5.0**	Grade 9	385	30.2
ESOL	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	334	26.2
FARMS	**35.4**	16.3	19.1	≤5.0	≤5.0	16.4	13.0	≤5.0	≤5.0	≤5.0	Grade 11	296	23.2
SPED	**13.7**	≤5.0	8.8	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	260	20.4
											Total	1,275	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.1	14.3	28.6

Other Participation

Students now or have in the past received FARMS[2] = 60.7%

Mobility Rate (Entrants + Withdrawals)[2 3] = 17.3%

Graduation Rate[2 3] = 81.5%

Attendance Rate[2 3] = 93.2%

Dropout Rate[2 3] = 7.6%

Suspension Rate[2 3] = 6.5%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 65.2%

School Programs

Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Academy of Arts and Media Studies
Academy of Business and Finance
Academy of Human Services
Academy of Information Technology (AOIT)
Academy of Science
Academy of Technology
Advanced Engineering Academy (Project Lead the Way)
College Institute
International Baccalaureate (IB) Diploma Programme
Naval Junior Reserve Officer Training Corps (NJROTC)

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Not Met	0.9474	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	88.4	93.5	87.3	78.3	90.5	93.9	90.2	89.6
AS	≥95.0	≥95.0	92.3	--	93.8	≥95.0	84.8	92.0
BL	83.9	87.7	81.5	70.0	87.5	94.4	88.9	86.6
HI	81.5	93.8	88.3	--	85.9	87.1	82.3	89.3
WH	≥95.0	≥95.0	90.2	--	≥95.0	≥95.0	≥95.0	89.9
MU	≥95.0	--	90.0	--	91.7	≥95.0	≥95.0	≥95.0
ESOL	54.5	--	--	--	61.5	61.5	21.4	--
FARMS	90.5	93.7	83.9	--	87.3	≥95.0	88.8	87.7
SPED	47.4	63.2	38.9	--	77.4	77.4	74.2	69.0

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Seneca Valley High School - #104

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	51.5	56.1	79.3
Asian	68.4	75.0	80.7
Black or African American	46.4	53.8	77.0
Hispanic/Latino	39.3	43.8	74.9
White	70.5	63.0	86.1
Two or More Races	57.1	61.9	82.8
ESOL	32.2	35.5	43.4
FARMS	40.7	47.0	72.5
SPED	8.3	39.2	43.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.2	12.6	5.4	71.2	3.6	64.0	36.0	298	95.6	4.4
Supporting Services	3.4	20.7	17.2	55.2	3.4	63.8	36.2			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.0	46.8	44.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.5

Average Class Size: English = 21.5 Other = 23.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	4.749
Asst School Administrator	1.000	Special Education	17.758
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.500
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
Teachers		Teacher Assistant	
Classroom	61.200	**Instructional Support Total**	27.007
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.400	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	3.400	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	19.500	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	98.900	**Other Support Total**	14.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	5.900	Worker	8.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.400	**Building Services Total**	11.500
Other Professional Total	8.300	Food Services	2.000
Total Professional	111.200	**Total Supporting Services**	54.507

Average SAT Scores[3 5] (67.0% Tested)	School	County	National
Critical Reading	487	546	496
Math	474	560	514
Writing	486	542	488
Total	1447	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
276	94	34.1

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.1%	≤5.0%	≤5.0%	71.4%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1974	--	29.4	0	1

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
66	57	0	4	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,374	1,994	1,294	1,261	1,259	1,247	1,259	1,282

School Personnel Costs	
Professional Salaries	$8,962,379
Supporting Services Salaries	$2,323,518
Employee Benefits	$2,969,076
Total Allocated Cost	**$14,254,973**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Sherwood High School - #503

Principal: Mr. William M. Gregory
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Farquhar, Rosa Parks

300 Olney-Sandy Spring Road Sandy Spring, MD 20860
www.montgomeryschoolsmd.org/schools/sherwoodhs/

Office Phone: (301) 924-3200
Fax Number: (301) 924-3220
Cluster Name: Sherwood

2013–2014 Enrollment = 1,980

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.8**	**49.2**	**≤5.0**	**12.2**	**16.8**	**13.0**	**≤5.0**	**54.6**	**≤5.0**	Grade 9	491	24.8
ESOL	**8.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	514	26.0
FARMS	**15.5**	7.7	7.8	≤5.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	479	24.2
SPED	**9.1**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	496	25.1
											Total	1,980	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	84.5	6.1	9.4

Other Participation

Students now or have in the past received FARMS[2] = 25.7%

Mobility Rate (Entrants + Withdrawals)[2 3] = 9.2%

Graduation Rate[2 3] = 92.9%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = 3.3%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 85.2%

School Programs

Learning and Academic Disabilities
Learning for Independence (for current QOHS students only)
School/Community-Based
Academy of Hospitality and Tourism
Academy of Hospitality Management
Teacher Academy of Maryland
Career Pathway Programs
Engineering Magnet Program (Project Lead the Way)
ESOL Center
Medical Careers

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9998	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	90.3	≥95.0	≥95.0	≥95.0	92.1	91.7
AS	≥95.0	94.1	74.5	--	≥95.0	≥95.0	≥95.0	≥95.0
BL	92.0	93.6	82.4	--	81.5	80.3	74.2	79.2
HI	85.5	92.7	80.0	--	89.5	91.1	79.3	70.5
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	--	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	77.4	73.3	25.8	--	52.6	61.5	25.0	--
FARMS	81.7	85.2	63.9	90.9	86.7	85.2	74.2	78.8
SPED	77.5	92.5	70.0	--	85.7	88.1	66.7	59.5

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sherwood High School - #503

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	75.3	74.3	92.0
Asian	78.3	88.5	89.0
Black or African American	55.4	52.4	81.2
Hispanic/Latino	55.3	66.7	85.6
White	86.8	78.8	≥95.0
Two or More Races	86.7	87.5	94.0
ESOL	40.7	52.8	51.7
FARMS	50.9	53.8	72.9
SPED	47.9	60.4	67.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.2	12.5	6.9	75.0	0.7	75.7	24.3	437	96.1	3.9
Supporting Services	5.8	27.5	11.6	53.6	1.4	62.3	37.7			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.9	35.4	57.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.7

Average Class Size: English = 24.3 Other = 25.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.000
Asst School Administrator	1.000	Special Education	16.342
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.375
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	90.000	**Instructional Support Total**	25.717
Resource/Team Leader/ Content Specialist	8.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	6.400	Registrar	1.000
Alternative	0.600	School Financial Assistant	1.000
Career/Technical Ed	1.400	Secretary	6.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	25.600	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	134.400	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	8.200	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	16.500
Other Professional Total	10.200	**Food Services**	3.125
Total Professional	149.600	**Total Supporting Services**	61.342

Average SAT Scores[3 5] (82.9% Tested)			
	School	County	National
Critical Reading	531	546	496
Math	549	560	514
Writing	530	542	488
Total	1611	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
509	283	55.6

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	54.2%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1950	1991	49.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
101	91	0	4	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
2,136	2,136	1,875	1,853	1,806	1,799	1,787	1,748

School Personnel Costs	
Professional Salaries	$12,469,691
Supporting Services Salaries	$2,556,078
Employee Benefits	$3,827,225
Total Allocated Cost	**$18,852,994**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Springbrook High School - #798

Principal: Mr. Samuel A. Rivera | 201 Valley Brook Drive Silver Spring, MD 20904 | Office Phone: (301) 989-5700
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 622-1875
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/springbrookhs/ | Cluster Name: Northeast Consortium
Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

2013–2014 Enrollment = 1,749

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.0**	**56.0**	**≤5.0**	**11.6**	**42.3**	**33.7**	**≤5.0**	**9.3**	**≤5.0**	Grade 9	527	30.1
ESOL	**8.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	Grade 10	458	26.2
FARMS	**44.0**	18.2	25.8	≤5.0	≤5.0	19.4	20.5	≤5.0	≤5.0	≤5.0	Grade 11	392	22.4
SPED	**10.6**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	372	21.3
											Total	1,749	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.3	≤5.0	14.5

Other Participation

Students now or have in the past received FARMS[2] = 64.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.3%
Graduation Rate[2 3] = 81.5%
Attendance Rate[2 3] = 94.2%
Dropout Rate[2 3] = 11.1%
Suspension Rate[2 3] = 5.3%
Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 71.9%

School Programs

Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Academy of Information Technology (AOIT)
Cisco Academy
Justice, Law and Society Academy
Career Pathway Programs
International Baccalaureate (IB) Diploma Programme
International Baccalaureate Middle Years Programme
Multidisciplinary Educational Training and Support (METS)
Early Child Development
Certified Professional Horticulturalist
Hospitality Management
College/Career Research and Development (CCRD)
Journalism

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Not Met	0.9053	4

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.4	92.9	90.1	61.5	87.4	89.8	85.0	86.6
AS	≥95.0	≥95.0	92.7	--	92.6	≥95.0	88.9	94.0
BL	88.2	91.2	90.3	60.0	85.4	89.4	86.5	86.9
HI	90.9	89.6	82.9	--	84.5	85.0	77.9	80.9
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	93.5
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	50.0	72.7	--	--	38.1	55.6	28.6	--
FARMS	94.0	88.9	83.6	--	80.9	85.6	78.2	80.7
SPED	52.9	52.9	52.9	--	65.8	68.4	52.6	60.0

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Springbrook High School - #798

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	53.5	52.2	84.9
Asian	82.6	83.0	94.8
Black or African American	58.5	46.7	86.3
Hispanic/Latino	32.3	39.6	76.5
White	74.3	81.1	94.1
Two or More Races	80.0	--	93.9
ESOL	14.6	24.2	54.7
FARMS	40.3	43.1	79.5
SPED	30.0	18.9	54.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	28.9	4.7	59.4	2.3	64.8	35.2	348	96.6	3.4
Supporting Services	8.7	33.3	17.4	37.7	2.9	62.3	37.7			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.2	35.2	54.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size: English = 26.6 Other = 26.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.125
Asst School Administrator		Special Education	15.182
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.000
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	76.200	**Instructional Support Total**	24.307
Resource/Team Leader/ Content Specialist	10.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.600	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	2.000	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	17.000	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	112.200	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	7.400	Worker	13.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.800	**Building Services Total**	16.000
Other Professional Total	9.200	**Food Services**	3.875
Total Professional	125.400	**Total Supporting Services**	60.182

Average SAT Scores[3 5] (64.2% Tested)			
	School	County	National
Critical Reading	465	546	496
Math	480	560	514
Writing	463	542	488
Total	1407	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
420	116	27.6

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
92.8%	≤5.0%	≤5.0%	68.7%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1960	1994	25.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
101	93	0	3	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
2,167	2,167	1,753	1,756	1,782	1,816	1,875	1,921

School Personnel Costs	
Professional Salaries	$10,427,069
Supporting Services Salaries	$2,424,419
Employee Benefits	$3,431,531
Total Allocated Cost	**$16,283,019**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Watkins Mill High School - #545

Principal: Mr. Scott W. Murphy | 10301 Apple Ridge Road Gaithersburg, MD 20879 | Office Phone: (301) 840-3959
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 840-3980
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/watkinsmillhs/ | Cluster Name: Watkins Mill
Feeder Schools: Montgomery Village, Neelsville

2013–2014 Enrollment = 1,449

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.4**	**52.6**	**≤5.0**	**9.6**	**37.5**	**36.0**	**≤5.0**	**12.6**	**≤5.0**	Grade 9	437	30.2
ESOL	**9.1**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Grade 10	378	26.1
FARMS	**50.1**	23.7	26.4	≤5.0	≤5.0	21.8	21.3	≤5.0	≤5.0	≤5.0	Grade 11	283	19.5
SPED	**12.9**	≤5.0	9.4	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	351	24.2
											Total	1,449	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	53.5	29.4	17.1

Other Participation

Students now or have in the past received FARMS[2] = 72.6%

Mobility Rate (Entrants + Withdrawals)[2 3] = 14.1%

Graduation Rate[2 3] = 85.3%

Attendance Rate[2 3] = 92.8%

Dropout Rate[2 3] = 5.1%

Suspension Rate[2 3] = 6.4%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 62.8%

School Programs

Autism	Career Pathway Programs
Gifted and Talented/Learning Disabled	ESOL Center
Learning and Academic Disabilities	International Baccalaureate (IB) Diploma Programme
Learning for Independence	International Baccalaureate Middle Years Programme
Secondary Learning Center	Medical Careers
Academy of Education	Positive Behavioral Interventions and Supports (PBIS)
Academy of Engineering and Technology	International Baccalaureate Career-related Certificate (IBCC)
Academy of Finance	Early Childhood Development Program/Pre-School Lab
Academy of Hospitality Management	School-Based Wellness Center
Advanced Engineering Academy (Project Lead the Way)	Achieving College Excellence and Success (ACES)
National Academy of Finance	Montgomery College Dual Enrollment

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Met	0.9404	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	79.2	87.0	74.7	61.1	79.2	82.6	79.8	85.0
AS	88.9	≥95.0	83.3	--	≥95.0	92.9	90.5	92.1
BL	76.5	76.5	66.7	--	66.4	72.8	77.3	81.0
HI	74.7	88.2	74.4	--	80.0	80.0	67.0	79.2
WH	84.8	≥95.0	83.3	--	92.7	≥95.0	94.7	94.5
MU	83.3	91.7	75.0	--	--	--	--	--
ESOL	--	--	40.0	--	29.4	52.9	21.1	--
FARMS	75.2	83.3	69.3	--	71.9	75.7	72.2	80.6
SPED	23.1	61.5	23.1	--	47.4	53.8	51.3	53.1

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Watkins Mill High School - #545

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	45.5	50.3	73.1
Asian	69.7	65.8	85.8
Black or African American	34.6	48.5	67.9
Hispanic/Latino	37.1	42.7	68.9
White	81.0	67.9	87.2
Two or More Races	64.7	--	76.1
ESOL	16.0	15.6	36.0
FARMS	33.5	40.7	65.6
SPED	20.3	20.6	16.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	22.9	6.8	64.4	0.8	64.4	35.6			
Supporting Services	15.3	18.1	16.7	48.6	1.4	68.1	31.9	325	94.2	5.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.2	36.4	53.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size: English = 26.4 Other = 25.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.874
Asst School Administrator	1.000	Special Education	21.353
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.749
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	64.600	**Instructional Support Total**	29.476
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.800	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.600	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	2.200	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	26.100	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	6.000
		Student Monitor	
Teachers Total	110.300	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	6.400	Worker	13.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	16.000
Other Professional Total	8.400	Food Services	4.125
Total Professional	122.700	**Total Supporting Services**	65.601

Average SAT Scores[3 5] (34.0% Tested)	School	County	National
Critical Reading	525	546	496
Math	543	560	514
Writing	499	542	488
Total	1567	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
335	130	38.8

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
84.8%	≤5.0%	≤5.0%	65.5%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1989	--	51.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
90	81	0	5	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,917	1,917	1,468	1,503	1,535	1,592	1,637	1,672

School Personnel Costs	
Professional Salaries	$9,762,796
Supporting Services Salaries	$2,673,363
Employee Benefits	$3,205,977
Total Allocated Cost	**$15,642,136**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Wheaton High School - #782

Principal: Mr. Bennie W. Green | 12601 Dalewood Drive Silver Spring, MD 20906 | Office Phone: (301) 929-2050
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 929-2081
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/wheatonhs/ | Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2013–2014 Enrollment = 1,336

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**42.4**	**57.6**	**≤5.0**	**10.6**	**25.6**	**53.7**	**≤5.0**	**7.8**	**≤5.0**	Grade 9	421	31.5
ESOL	**15.4**	6.8	8.6	≤5.0	≤5.0	≤5.0	12.2	≤5.0	≤5.0	≤5.0	Grade 10	367	27.5
FARMS	**58.9**	26.6	32.3	≤5.0	≤5.0	15.0	36.8	≤5.0	≤5.0	≤5.0	Grade 11	298	22.3
SPED	**12.6**	≤5.0	7.9	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	Grade 12	250	18.7
											Total	1,336	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.0	12.5	15.5

Other Participation

Students now or have in the past received FARMS[2] = 78.3%

Mobility Rate (Entrants + Withdrawals)[2 3] = 14.3%

Graduation Rate[2 3] = 76.1%

Attendance Rate[2 3] = 94.0%

Dropout Rate[2 3] = 12.6%

Suspension Rate[2 3] = 4.4%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 65.4%

School Programs

Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Academy of Biosciences and Health Professions (Project Lead the Way)
Academy of Engineering and Technology
Academy of Information Technology (AOIT)
Institute of Global and Cultural Studies Academy
Biomedical Magnet Program (Project Lead the Way)
Engineering Magnet Program (Project Lead the Way)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Met	0.9342	3

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.5	90.2	85.1	73.3	92.2	84.1	84.4	83.0
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	94.4	94.4	91.7
BL	94.6	92.6	91.1	--	86.5	87.8	86.3	85.0
HI	91.7	85.7	77.1	64.7	94.0	80.0	80.3	81.9
WH	≥95.0	≥95.0	≥95.0	--	87.5	87.5	93.8	75.0
MU	--	--	--	--	--	--	--	--
ESOL	80.0	76.7	34.3	70.0	79.4	45.2	38.2	31.6
FARMS	94.1	88.2	78.8	69.6	91.9	79.0	80.3	77.4
SPED	80.0	66.7	80.0	--	88.9	77.8	83.3	72.2

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wheaton High School - #782

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	47.0	50.0	73.0
Asian	72.5	70.0	81.0
Black or African American	57.4	43.5	76.9
Hispanic/Latino	36.7	44.0	68.3
White	56.0	82.6	83.0
Two or More Races	42.9	--	75.0
ESOL	21.8	27.4	42.5
FARMS	41.3	44.7	68.0
SPED	20.0	27.8	28.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.7	22.9	8.3	62.4	1.8	61.5	38.5			
Supporting Services	9.2	32.3	29.2	29.2	0.0	67.7	32.3	291	96.9	3.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.8	42.2	45.0

Average SAT Scores[3 5] (32.4% Tested)			
	School	County	National
Critical Reading	442	546	496
Math	464	560	514
Writing	426	542	488
Total	1332	1648	1498

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size: English = 24.4 Other = 24.5

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
207	61	29.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	4.125
Asst School Administrator	1.000	Special Education	16.625
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.375
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	25.125
Classroom	57.800	**Other Support**	
Resource/Team Leader/ Content Specialist	9.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	8.000	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.500
Career/Technical Ed	0.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	23.000	Security Assistant	5.000
Resource Program	1.000	Student Monitor	
Teachers Total	101.800	**Other Support Total**	14.500
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	5.400	Worker	11.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.100	**Building Services Total**	14.000
Other Professional Total	7.500	**Food Services**	4.250
Total Professional	113.300	**Total Supporting Services**	57.875

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
89.2%	≤5.0%	≤5.0%	68.5%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1954	1983	28.2	0	2

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
65	53	0	6	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,320	1,596	1,342	1,373	1,429	1,483	1,545	1,610

School Personnel Costs	
Professional Salaries	$8,852,083
Supporting Services Salaries	$2,315,014
Employee Benefits	$2,844,100
Total Allocated Cost	**$14,011,197**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Walt Whitman High School - #427

Principal: Dr. Alan S. Goodwin
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Pyle

7100 Whittier Boulevard Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/whitmanhs/

Office Phone: (301) 320-6600
Fax Number: (301) 320-7193
Cluster Name: Walt Whitman

2013–2014 Enrollment = 1,921

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.5**	**51.5**	**≤5.0**	**12.3**	**≤5.0**	**9.0**	**≤5.0**	**70.1**	**5.3**	Grade 9	509	26.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	499	26.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	432	22.5
SPED	**11.8**	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.2	≤5.0	Grade 12	481	25.0
											Total	1,921	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.2	16.7	14.1

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 8.7%

Graduation Rate[2 3] = ≥95.0%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 86.1%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Learning for Independence
School/Community-Based
ESOL Center

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0569	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	94.1	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
BL	--	--	90.0	--	84.6	≥95.0	78.6	--
HI	≥95.0	≥95.0	91.7	--	≥95.0	≥95.0	≥95.0	≥95.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	--	--	--	--	--	--	--	--
SPED	81.0	90.9	89.4	--	82.5	85.0	75.6	85.3

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Walt Whitman High School - #427

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	81.8	81.8	91.9
Asian	63.5	64.8	92.9
Black or African American	38.5	52.4	72.7
Hispanic/Latino	72.7	62.5	87.2
White	87.5	89.4	93.1
Two or More Races	87.9	78.6	≥95.0
ESOL	30.8	26.7	71.3
FARMS	35.3	38.5	62.7
SPED	54.8	53.1	61.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.8	4.4	2.2	87.6	0.0	61.3	38.7			
Supporting Services	14.1	19.7	12.7	52.1	1.4	63.4	36.6	426	98.1	1.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.6	35.0	58.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.1

Average Class Size: English = 27.5 Other = 26.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.000
Asst School Administrator		Special Education	20.350
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.375
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	84.800	**Instructional Support Total**	28.725
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.600	Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	1.000	Secretary	6.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	20.400	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	3.000
		Student Monitor	
Teachers Total	120.600	**Other Support Total**	15.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	8.200	Worker	12.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.100	**Building Services Total**	15.000
Other Professional Total	10.300	**Food Services**	4.562
Total Professional	134.900	**Total Supporting Services**	63.287

Average SAT Scores[3 5] (85.1% Tested)	School	County	National
Critical Reading	630	546	496
Math	642	560	514
Writing	629	542	488
Total	1901	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
462	386	83.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	40.8%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1992	30.7	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
88	80	0	3	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
1,882	1,882	1,919	2,005	2,053	2,084	2,127	2,121

School Personnel Costs	
Professional Salaries	$12,347,883
Supporting Services Salaries	$2,552,635
Employee Benefits	$3,716,273
Total Allocated Cost	**$18,616,791**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Thomas S. Wootton High School - #234

Principal: Dr. Michael J. Doran
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Cabin John, Frost

2100 Wootton Parkway Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/woottonhs/

Office Phone: (301) 279-8550
Fax Number: (301) 279-8569
Cluster Name: Thomas S. Wootton

2013–2014 Enrollment = 2,259

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.8**	**50.2**	**≤5.0**	**34.7**	**6.4**	**7.0**	**≤5.0**	**47.2**	**≤5.0**	Grade 9	548	24.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	571	25.3
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	545	24.1
SPED	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	595	26.3
											Total	2,259	

[1] 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)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.4	7.3	7.3

Other Participation

Students now or have in the past received FARMS[2] = 11.3%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Graduation Rate[2 3] = ≥95.0%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 90.2%

School Programs

Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Academy of Education
Academy of Information Technology (AOIT)
DNA Academy
Humanities and Arts Signature Program
Science, Technology and Research Scholars (STARS) Signature Program
College Institute
9th Grade Team

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.1123	1

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	78.9	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	75.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	86.7	87.5	87.5	--	84.6	88.5	92.3	84.6
HI	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	91.4	≥95.0
WH	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	≥95.0	≥95.0	≥95.0	--	92.0	≥95.0	85.2	≥95.0
SPED	85.0	90.0	85.0	--	80.0	90.5	83.7	85.7

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Thomas S. Wootton High School - #234

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	83.4	87.5	≥95.0
Asian	88.9	94.6	≥95.0
Black or African American	43.2	56.8	79.3
Hispanic/Latino	51.4	63.9	90.8
White	90.0	89.9	≥95.0
Two or More Races	84.0	85.7	94.8
ESOL	28.6	--	71.2
FARMS	34.9	51.5	81.3
SPED	47.1	53.5	70.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.8	3.1	3.1	83.6	0.0	66.7	33.3			
Supporting Services	23.5	16.2	13.2	45.6	0.0	66.2	33.8	448	98.0	2.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.5	40.9	51.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.1

Average Class Size: English = 27.0 Other = 27.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	2.500
Asst School Administrator		Special Education	15.130
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.626
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.500
Teachers		Teacher Assistant	
Classroom	106.800	**Instructional Support Total**	24.756
Resource/Team Leader/ Content Specialist	8.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	1.600	Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	2.200	Secretary	7.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	17.000	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	6.000
		Student Monitor	
Teachers Total	138.400	**Other Support Total**	19.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	10.200	Worker	12.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	15.000
Other Professional Total	12.200	**Food Services**	4.125
Total Professional	155.600	**Total Supporting Services**	62.881

Average SAT Scores[3 5] (81.3% Tested)	School	County	National
Critical Reading	593	546	496
Math	629	560	514
Writing	601	542	488
Total	1822	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
567	438	77.2

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	37.3%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1970	--	27.4	0	10

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
99	94	0	1	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
2,154	2,154	2,200	2,211	2,218	2,210	2,200	2,158

School Personnel Costs	
Professional Salaries	$12,575,260
Supporting Services Salaries	$2,650,915
Employee Benefits	$3,903,402
Total Allocated Cost	**$19,129,577**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

SECTION V

SPECIAL SCHOOL PROFILES

Special School Listing

Alternative Programs 410
Stephen Knolls School 412
Longview School 414
Regional Institute for Children and Adolescents (RICA) 416
Rock Terrace School 418
Carl Sandburg Learning Center 420

Alternative Programs - #239

Principal: Dr. Ira K. Thomas
Associate Supt: Dr. Christopher S. Garran
School Hours:

14501 Avery Road Rockville, MD 20853

Office Phone: (301) 279-4920
Fax Number: (301) 279-4962
Cluster Name: Office of School Support and Improvement

2013–2014 Enrollment = 155

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**30.3**	**69.7**	**≤5.0**	**≤5.0**	**54.2**	**32.9**	**≤5.0**	**6.5**	**≤5.0**
ESOL	**7.7**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0
FARMS	**66.5**	18.1	48.4	≤5.0	≤5.0	38.1	23.2	≤5.0	≤5.0	≤5.0
SPED	**11.6**	≤5.0	9.0	≤5.0	≤5.0	9.7	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	Number	Percent
Grade 6	0	0.0
Grade 7	15	9.7
Grade 8	31	20.0
Grade 9	49	31.6
Grade 10	34	21.9
Grade 11	20	12.9
Grade 12	6	3.9
Total	155	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.3	≤5.0	16.7

Other Participation

Students now or have in the past received FARMS[2] = 89.7%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≥95.0%

Graduation Rate[2 3] = 12.0%

Attendance Rate[2 3] = 75.4%

Dropout Rate[2 3] = 74.0%

Suspension Rate[2 3] = 25.5%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = ≤5.0%

School Programs

Montgomery County Public Schools (MCPS) operates six alternative programs for middle and high school students who aren't reaching their full potential in their home schools for a variety of reasons. Alternative Programs (AP) strives to provide the proper connection for our learners who have been disconnected in some way during their educational experience in comprehensive schools. Alternative Programs provides limited supports and services that promote success for all students through academic and personal growth.

Considered Level 2 and Level 3 intervention and prevention services, each program is designed to meet the unique needs of its students. The alternative education programs provide direct academic instruction as well as services that address the emotional, intellectual, social, and physical demands of adolescence. The programs offer closely supervised and skillfully structured classes, allowing for decisive feedback from and immediate interventions by staff members. Differentiated instruction is done in small classes so students can fully access the curriculum.

Social skills training and behavioral strategy development are infused into the traditional MCPS and MSDE curriculum. The behavior management system follows the principles of Positive Behavior Interventions and Supports (PBIS). This includes proactive strategies for defining, teaching, and supporting appropriate student behaviors. In addition to academic and behavioral interventions, the programs offer counseling, social work services, case management, parent outreach, and community partnerships. The goal of each program is to help students return to and function effectively in their comprehensive secondary home schools.

School Progress Index[3]

Achievement	Gap Reduction[4]	Growth	SPI	Strand

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 5]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government

Individual student scores are reported back to the student's home school.

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Subgroup sizes are too small (T/S) to assess the gap.
[5] Results are not reported (--) for groups with fewer than ten students enrolled.

Alternative Programs - #239

Algebra and Geometry Completion With a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion With a "C" or Higher		Geometry Completion With a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	≤5.0	≤5.0	6.8	38.6
Asian	--	--	--	--
Black or African American	≤5.0	≤5.0	≤5.0	36.6
Hispanic/Latino	≤5.0	8.7	18.2	36.6
White	--	--	--	40.0
Two or More Races	--	--	--	--
ESOL	--	--	--	--
FARMS	≤5.0	5.9	9.4	38.6
SPED	--	--	--	33.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.2	25.0	8.3	56.3	6.3	62.5	37.5	131	80.2	19.8
Supporting Services	0.0	46.2	15.4	38.5	0.0	57.7	42.3			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.4	37.5	52.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 3.4

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal		Paraeducators	
Assistant Principal		Regular	16.350
Asst School Administrator		Special Education	
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	0.500
Administrative Total	1.000	English Composition Assistant	
		College/Career Information Coord	
		Media Assistant	
Teachers		Teacher Assistant	
Classroom	2.000	**Instructional Support Total**	16.850
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development		Business Manager	
Athletic Director		Administrative Secretary	
ESOL	0.500	Registrar	1.000
Alternative	30.700	School Financial Assistant	
Career/Technical Ed		Secretary	
Special Education:		Media Services Technician	
Classroom	1.000	Security Team Leader	1.000
Resource Program		Security Assistant	2.000
		Student Monitor	
Teachers Total	41.200	**Other Support Total**	4.000
		Building Services	
Other Professional		Manager	
Counselor	1.000	Leader	
Media Specialist	1.000	Worker	
Spec Ed Related Services	1.000	Plant Equipment Operator	
Other Professional Total	3.000	**Building Services Total**	
		Food Services	
Total Professional	45.200	**Total Supporting Services**	20.850

Average SAT Scores[3 5]	School	County	National
Critical Reading	N/A	546	496
Math	N/A	560	514
Writing	N/A	542	488
Total	N/A	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
83.3%	10.3%	8.3%	83.3%

Facilities Data and Core Facility Teaching Stations

Alternative Programs operate out of a combination of MCPS and non-school facilities located throughout the county.

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
300	300	300	300	300	300	300	300

School Personnel Costs	
Professional Salaries	$3,918,738
Supporting Services Salaries	$888,012
Employee Benefits	$1,302,698
Total Allocated Cost	**$6,109,448**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Stephen Knolls School - #799

Coordinator: Ms. Kim Redgrave, Acting
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:55 - 3:10

10731 St. Margaret's Way Kensington, MD 20895
www.montgomeryschoolsmd.org/schools/knolls/

Office Phone: (301) 929-2151
Fax Number: (301) 929-2245
Cluster Name: Downcounty Consortium

2013–2014 Enrollment = 95

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**42.1**	**57.9**	**≤5.0**	**≤5.0**	**28.4**	**38.9**	**≤5.0**	**27.4**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**42.1**	14.7	27.4	≤5.0	≤5.0	14.7	23.2	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	40.0	58.9	≤5.0	≤5.0	28.4	37.9	≤5.0	27.4	≤5.0

[1] 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).

Enrollment by Grade

	N	%		N	%
Pre-K	49	51.6	Grade 6	1	1.1
Full K	3	3.2	Grade 7	1	1.1
Grade 1	7	2.1	Grade 8	1	1.1
Grade 2	5	5.3	Grade 9	5	5.3
Grade 3	2	2.1	Grade 10	2	2.1
Grade 4	3	3.2	Grade 11	5	5.3
Grade 5	3	3.2	Grade 12	8	8.4
			Total	95	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 52.6%

Mobility Rate (Entrants + Withdrawals)[2 3] = 15.2%

Attendance Rate[2 3] = 84.3%

Dropout Rate[2 3 4] = --

Suspension Rate[2 3 4] = --

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = N/A

School Programs

Stephen Knolls School provides collaborative comprehensive educational services utilizing a transdisciplinary approach within a center-based school. Students who attend Stephen Knolls live in the southern part of Montgomery County. Classes are comprised of pre-school students in the Preschool Educational Programs (PEP-Intensive Needs Class, Beginnings, Classic, and Comprehensive), as well as, school-aged students 5 to 21 years old with severe to profound/multiple disabilities. Instruction is based on the Common Core State Standards and MCPS General Education Curriculum. Stephen Knolls School adheres to the Success for Every Student philosophy to assure that each student maximizes his or her potential.

School Progress Index[3]

Level	Achievement	Gap Reduction[5]	Growth	College/Career Readiness[5]	SPI	Strand
Elementary	Met	T/S	Met	D/G	1.1388	2
Middle	Met	T/S	Not Met	D/G	1.1388	2
High	Met	T/S	K/2		1.1388	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[1 2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
ALL	Stephen Knolls students do not take the Maryland School Assessment. Stephen Knolls students take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used in determining the School Progress Index (SPI).											
AS												
BL												
HI												
WH												
MU												
FARMS												
LEP												
SPED												

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Subgroup sizes are too small (T/S) to assess the Gap Reduction or the school does not have Diploma Graduates (D/G).

Stephen Knolls School - #799

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at the Stephen Knolls School.			
Asian				
Black or African American				
Hispanic/Latino				
White				
Two or More Races				
ESOL				
FARMS				
SPED				

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	5.4	2.7	86.5	2.7	89.2	10.8			
Supporting Services	2.7	29.7	24.3	43.2	0.0	89.2	10.8	40	100.0	0.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.5	32.4	54.1

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	546	496
Math	N/A	560	514
Writing	N/A	542	488
Total	N/A	1648	1498

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 1.7

Average Class Size: English = N/A Other = N/A

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	24.930
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		English Composition Assistant	
Administrative Total	1.000	Instructional Data Assistant	0.250
		Media Assistant	0.500
Teachers		Teacher Assistant	
Classroom	0.800	**Instructional Support Total**	25.680
Resource/Team Leader/ Content Specialist		**Other Support**	
Staff Development	0.300	Business Manager	
Athletic Director		Administrative Secretary	1.000
ESOL	0.600	Registrar	
Art	0.700	School Financial Assistant	
Music	0.700	Secretary	0.500
Preschool		Lunch Hour Aide	1.246
Special Education:		Security Team Leader	
Classroom	17.300	Security Assistant	
Resource Program		Student Monitor	
Teachers Total	20.400	**Other Support Total**	2.746
Other Professional		**Building Services**	
Counselor		Manager	1.000
Media Specialist	0.500	Leader	1.000
Spec Ed Related Services	9.200	Worker	0.500
		Plant Equipment Operator	
Other Professional Total	9.700	**Building Services Total**	2.500
		Food Services	0.750
Total Professional	31.100	**Total Supporting Services**	31.676

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1958	1979	6.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	Head Start	Special/Alt Education
19	0	4	1	14

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
190	190	48	48	48	48	48	48

School Personnel Costs	
Professional Salaries	$2,554,531
Supporting Services Salaries	$1,285,636
Employee Benefits	$1,010,747
Total Allocated Cost	**$4,850,914**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Longview School - #951

Coordinator: Ms. Michelle M. Mach | 13900 Bromfield Road Germantown, MD 20874 | Office Phone: (301) 601-4830
Associate Supt: Dr. LaVerne G. Kimball | Fax Number: (301) 601-4828
School Hours: 9:15 - 3:30 | www.montgomeryschoolsmd.org/schools/longview/ | Cluster Name: Northwest

2013–2014 Enrollment = 50

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.0**	**50.0**	**≤5.0**	**18.0**	**22.0**	**26.0**	**≤5.0**	**26.0**	**8.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**28.0**	16.0	12.0	≤5.0	≤5.0	8.0	14.0	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	50.0	50.0	≤5.0	18.0	22.0	26.0	≤5.0	26.0	8.0

[1] 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).

Enrollment by Grade

	N	%		N	%
Pre-K	0	0.0	Grade 6	4	8.0
Full K	4	8.0	Grade 7	1	2.0
Grade 1	4	4.0	Grade 8	2	4.0
Grade 2	3	6.0	Grade 9	3	6.0
Grade 3	2	4.0	Grade 10	2	4.0
Grade 4	1	2.0	Grade 11	6	12.0
Grade 5	6	12.0	Grade 12	12	24.0
			Total	50	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 36.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Attendance Rate[2 3] = 84.7%

Dropout Rate[2 3 4] = --

Suspension Rate[2 3 4] = --

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = N/A

School Programs

The Longview School provides comprehensive educational services in a center-based program to students 5 to 21 years of age with severe to profound disabilities and/or multiple disabilities. Longview students are often challenged with: expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. Instruction is based on the Common Core State Standards as modified by the student's IEP for alternate achievement outcomes. Emphasis is placed on the use of functional adaptive skills, assistive technology, augmentative communication, self-help skills, mobility, and job-related skills. Longview staff, using a transdisciplinary model, helps each student maximize his or her potential.

School Progress Index[3]

Level	Achievement	Gap Reduction[5]	Growth	College/Career Readiness[5]	SPI	Strand
Elementary	Met	T/S	Met	D/G	1.5652	1
Middle	Met	T/S	Met	D/G	1.5652	1
High	Met	T/S	K/2		1.5652	1

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[1 2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
ALL	Longview students do not take the Maryland School Assessment. Longview students take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used in determining the School Progress Index (SPI).											
AS												
BL												
HI												
WH												
MU												
FARMS												
LEP												
SPED												

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Subgroup sizes are too small (T/S) to assess the Gap Reduction or the school does not have Diploma Graduates (D/G).

Longview School - #951

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at the Longview School.			
Asian				
Black or African American				
Hispanic/Latino				
White				
Two or More Races				
ESOL				
FARMS				
SPED				

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.5	8.3	0.0	79.2	0.0	75.0	25.0			
Supporting Services	17.2	27.6	10.3	44.8	0.0	96.6	3.4	42	61.9	38.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.5	45.8	41.7

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 1.4		
Average Class Size:	English = N/A	Other = N/A

Average SAT Scores[3 5]	School	County	National
Critical Reading	N/A	546	496
Math	N/A	560	514
Writing	N/A	542	488
Total	N/A	1648	1498

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	18.804
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		English Composition Assistant	
Administrative Total	1.000	College/Career Information Coord	
		Media Assistant	0.500
Teachers		Teacher Assistant	
		Instructional Support Total	19.304
Classroom	0.500	Other Support	
Resource/Team Leader/ Content Specialist		Business Manager	
Staff Development	0.300	Administrative Secretary	1.000
Athletic Director		Registrar	
ESOL		School Financial Assistant	
Art	0.500	Secretary	0.500
Music	0.400	Lunch Hour Aide	0.872
Special Education:		Security Team Leader	
Classroom	10.200	Security Assistant	
Resource Program		Student Monitor	
Teachers Total	11.900	**Other Support Total**	2.372
		Building Services	
Other Professional		Manager	
Counselor		Leader	
Media Specialist		Worker	
Spec Ed Related Services	4.400	Plant Equipment Operator	
Other Professional Total	4.400	**Building Services Total**	
		Food Services	
Total Professional	17.300	**Total Supporting Services**	21.676

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2001	--	10.0	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
10	0	2	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
48	48	48	48	48	48	48	48

School Personnel Costs	
Professional Salaries	$1,298,177
Supporting Services Salaries	$890,661
Employee Benefits	$649,082
Total Allocated Cost	**$2,837,920**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Regional Institute For Children And Adolescents - #965

Principal: Mrs. Michelle E. Schultze | 15000 Broschart Road Rockville, MD 20850 | Office Phone: (301) 251-6900
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 251-6906
School Hours: 9:30 - 3:30 | www.montgomeryschoolsmd.org/schools/rica/ | Cluster Name: Thomas S. Wootton

2013–2014 Enrollment = 105

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**30.5**	**69.5**	**≤5.0**	**≤5.0**	**35.2**	**18.1**	**≤5.0**	**39.0**	**5.7**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**54.3**	13.3	41.0	≤5.0	≤5.0	23.8	13.3	≤5.0	12.4	≤5.0
SPED	**≥95.0**	29.5	73.3	≤5.0	≤5.0	34.3	18.1	≤5.0	41.0	7.6

[1] 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).

Enrollment by Grade

	Number	Percent
Grade 4	0	0.0
Grade 5	1	1.0
Grade 6	7	6.7
Grade 7	13	12.4
Grade 8	17	16.2
Grade 9	22	21.0
Grade 10	21	20.0
Grade 11	19	18.1
Grade 12	5	4.8
Total	105	

Students with Disabilities Least Restrictive Environment (LRE)[2]
Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 70.5%

Mobility Rate (Entrants + Withdrawals)[2 3] = 86.0%

Graduation Rate[2 3] = 35.3%

Attendance Rate[2 3] = 86.6%

Dropout Rate[2 3] = 17.7%

Suspension Rate[2 3] = 13.4%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 27.3%

School Programs

The John L. Gildner Regional Institute for Children and Adolescents (RICA) — Rockville is an MCPS special education school for students with emotional disabilities, autism, specific learning disabilities, and other health impairments, serving Montgomery County and several counties in the state of Maryland. Clinical treatment services are provided by the Maryland Department of Health and Mental Hygiene.

RICA provides an academic, behavioral, day and residential treatment program in a highly structured, therapeutically integrated milieu. The program of studies used is the MCPS general education curriculum. Students are expected to meet the graduation requirements for a Maryland high school diploma or Maryland Certificate.

School Progress Index

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL				
AS				
BL				
HI				
WH				
MU				
FARMS				
LEP				
SPED				

Maryland School Assessment (MSA) scores for the Regional Institute for Children and Adolescents (RICA) are counted towards the School Progress Index (SPI) for the State of Maryland. Therefore, RICA has no reported SPI indicators.

Maryland School Assessment Proficiency Rate[1 2 3 4]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
ALL	33.3	75.0	25.0	33.3	36.4	50.0
AS	--	--	--	--	--	--
BL	--	--	--	--	--	--
HI	--	--	--	--	--	--
WH	--	--	--	--	--	--
MU	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	36.4	72.7	27.3	36.4	36.4	50.0

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	--	--	--	--	--	--	--	--
AS	--	--	--	--	--	--	--	--
BL	--	--	--	--	--	--	--	--
HI	--	--	--	--	--	--	--	--
WH	--	--	--	--	--	--	--	--
MU	--	--	--	--	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	--	--	--	--	--	--	--	--
SPED	--	--	--	--	--	--	--	--

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Regional Institute For Children And Adolescents - #965

Algebra and Geometry Completion With a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion With a "C" or Higher		Geometry Completion With a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	≤5.0	33.3	33.3	12.3
Asian	--	--	--	--
Black or African American	--	9.1	--	15.0
Hispanic/Latino	--	--	--	--
White	--	--	25.0	7.7
Two or More Races	--	--	--	--
ESOL	--	--	--	--
FARMS	--	20.0	--	7.7
SPED	≤5.0	33.3	30.0	10.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	25.0	3.6	67.9	3.6	78.6	21.4			
Supporting Services	9.1	36.4	4.5	50.0	0.0	63.6	36.4	72	90.3	9.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.6	32.1	64.3

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	546	496
Math	N/A	560	514
Writing	N/A	542	488
Total	N/A	1648	1498

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 2.5		
Average Class Size:	English = N/A	Other = N/A

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3 4]			
College/Training	Employment	Military	College/Employment
75.2%	20.2%	≤5.0%	75.2%

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	
Asst School Administrator		Special Education	15.875
Magnet/Special Program Coordinator		IT Systems Specialist	
		English Composition Assistant	
		College/Career Information Coord	
Administrative Total	2.000	Media Assistant	0.500
		Instructional Data Assistant	0.250
Teachers		**Instructional Support Total**	16.625
Classroom	1.500	Other Support	
Resource/Team Leader/ Content Specialist		Business Manager	
Staff Development		Administrative Secretary	1.000
Athletic Director		Registrar	
ESOL		School Financial Assistant	
Art	1.000	Secretary	1.000
Career/Technical Ed		Media Services Technician	
Special Education:		Security Team Leader	
Classroom	20.000	Security Assistant	1.000
Resource Program	2.000	Student Monitor	
Teachers Total	24.500	**Other Support Total**	3.000
		Building Services	
Other Professional		Manager	
Counselor		Leader	
Media Specialist	1.000	Worker	
Spec Ed Related Services	0.200	Plant Equipment Operator	
Other Professional Total	1.200	**Building Services Total**	
		Food Services	
Total Professional	27.700	**Total Supporting Services**	19.625

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1977	--	14.3	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
18	0	0	18

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
180	180	96	96	96	96	96	96

School Personnel Costs	
Professional Salaries	$2,322,661
Supporting Services Salaries	$806,231
Employee Benefits	$853,083
Total Allocated Cost	**$3,981,975**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Rock Terrace School - #916

Principal: Mrs. Katherine W. Lertora, Acting
Associate Supt: Dr. Christopher S. Garran
School Hours: 8:30 - 3:15

390 Martins Lane Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/rockterrace/

Office Phone: (301) 279-4940
Fax Number: (301) 279-4943
Cluster Name: Walter Johnson

2013–2014 Enrollment = 86

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**24.4**	**75.6**	**≤5.0**	**7.0**	**32.6**	**26.7**	**≤5.0**	**27.9**	**5.8**
ESOL	**7.0**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**38.4**	11.6	26.7	≤5.0	≤5.0	17.4	15.1	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	24.4	73.3	≤5.0	7.0	32.6	25.6	≤5.0	26.7	5.8

[1] 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).

Enrollment by Grade

	Number	Percent
Grade 6	6	7.0
Grade 7	5	5.8
Grade 8	8	9.3
Grade 9	9	10.5
Grade 10	5	5.8
Grade 11	14	16.3
Grade 12	39	45.3
Total	86	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 54.7%

Mobility Rate (Entrants + Withdrawals)[2 3] = 8.1%

Graduation Rate[2 3] = N/A

Attendance Rate[2 3] = 93.4%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3 4] = --

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = ≤5.0%

School Programs

Rock Terrace is a separate public day special education school serving students from middle school through age 21 who, because of the needs arising from their multiple disabilities, require a separate facility.

The students work towards achieving alternative academic learning outcomes using the Common Core Standards. They earn a certificate of attendance upon graduation.

Positive Behavioral Interventions and Supports (PBIS)

Pre-Vocational Classes, Media/TV Production, Horticulture, Culinary Arts, Home Survival Skills, Social Skills, Mini-Courses (Clubs), Sports Clubs (Soccer,Volleyball and Basketball), Office Skills

School Progress Index[3]

Level	Achievement	Gap Reduction[5]	Growth	College/Career Readiness[5]	SPI	Strand
Middle	Met	T/S	Not Met	D/G	0.9276	2
High	Not Met	T/S	K/2		0.9276	2

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[1 2 3 4]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
	Rock Terrace students do not take the Maryland School Assessment. Rock Terrace students take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used in determining the School Progress Index (SPI).					

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
	Rock Terrace students are Maryland Certificate bound students and therefore do not take the Maryland High School Assessment.							

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rock Terrace School - #916

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at the Rock Terrace School.			
Asian				
Black or African American				
Hispanic/Latino				
White				
Two or More Races				
ESOL				
FARMS				
SPED				

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	28.6	3.6	64.3	0.0	71.4	28.6			
Supporting Services	23.3	33.3	13.3	30.0	0.0	70.0	30.0	28	64.3	35.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.4	42.9	35.7

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	546	496
Math	N/A	560	514
Writing	N/A	542	488
Total	N/A	1648	1498

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 2.0		
Average Class Size:	English = N/A	Other = N/A

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3 4]			
College/Training	Employment	Military	College/Employment
--	--	--	--

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	
Asst School Administrator		Special Education	18.750
Magnet/Special Program Coordinator		IT Systems Specialist	
		English Composition Assistant	
Administrative Total	2.000	College/Career Information Coord	
		Media Assistant	1.000
		Instructional Data Assistant	0.250
Teachers		**Instructional Support Total**	20.000
Classroom	1.000		
Resource/Team Leader/ Content Specialist		**Other Support**	
		Business Manager	
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director		Registrar	
ESOL		School Financial Assistant	
Art	0.600	Secretary	1.000
Music	0.600	Media Services Technician	
Special Education:		Security Team Leader	
Classroom	17.600	Security Assistant	
Resource Program		Student Monitor	
Teachers Total	20.200	**Other Support Total**	2.000
		Building Services	
Other Professional		Manager	1.000
Counselor	1.000	Leader	1.000
Media Specialist	0.500	Worker	1.000
Spec Ed Related Services	1.500	Plant Equipment Operator	
Other Professional Total	3.000	**Building Services Total**	3.000
		Food Services	0.875
Total Professional	25.200	**Total Supporting Services**	25.875

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1950	1974	10.3	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
16	0	2	14

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
100	100	109	109	109	109	109	109

School Personnel Costs	
Professional Salaries	$1,853,812
Supporting Services Salaries	$992,904
Employee Benefits	$825,404
Total Allocated Cost	**$3,672,120**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Carl Sandburg Learning Center - #215

Principal: Ms. Marlene (Marlene) Kenny
Associate Supt: Dr. Myra J. Smith
School Hours: 9:30 - 3:35

451 Meadow Hall Drive Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/sandburg/

Office Phone: (301) 279-8490
Fax Number: (301) 517-5984
Cluster Name: Sherwood

2013–2014 Enrollment = 106

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**11.3**	**88.7**	**≤5.0**	**11.3**	**31.1**	**22.6**	**≤5.0**	**29.2**	**5.7**
ESOL	**17.9**	≤5.0	15.1	≤5.0	≤5.0	≤5.0	8.5	≤5.0	≤5.0	≤5.0
FARMS	**40.6**	≤5.0	37.7	≤5.0	≤5.0	16.0	14.2	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	11.3	88.7	≤5.0	11.3	31.1	22.6	≤5.0	29.2	5.7

[1] 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).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	18	17.0
Grade 1	23	21.7
Grade 2	21	19.8
Grade 3	22	20.8
Grade 4	9	8.5
Grade 5	13	12.3
Grade 6	0	0.0
Total	106	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 51.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 20.0%
Attendance Rate[2 3] = 93.5%
Suspension Rate[2 3 4] = --

School Programs

Carl Sandburg is a special school that serves students with multiple disabilities including autism, language impairments, intellectual disabilities, specific learning disabilities and emotional disabilities.

This is a school serving students county wide.

Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction[5]	Growth	SPI	Strand
Not Met	T/S	Not Met	0.7752	5

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	The majority of students at Carl Sandburg take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used in determining the School Progress Index (SPI).							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

[2] 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.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Subgroup sizes are too small (T/S) to assess the Gap Reduction.

Carl Sandburg Learning Center - #215

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.6	8.6	8.6	74.3	0.0	88.6	11.4			
Supporting Services	5.4	21.6	10.8	59.5	2.7	83.8	16.2	73	78.1	21.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 1.5

Average Class Size Kindergarten = N/A
Grades 1 to 3 = N/A Grades 4 to 5 = N/A

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.9	54.3	22.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	
Principal Trainee		Special Education	25.375
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.250
Classroom	1.000	**Instructional Support Total**	26.125
Staff Development	0.500		
ESOL	0.300	Other Support	
Reading/Literacy		Administrative Secretary	1.000
Physical Education		Secretary	0.500
Art	0.700	Parent/Community Coord	
Music	0.500	Lunch Hour Aide	0.875
Instrumental Music		**Other Support Total**	2.375
Preschool			
Special Education:			
Classroom	32.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	35.000	Leader	1.000
		Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor		**Building Services Total**	2.500
Media Specialist	0.500		
Spec Ed Related Services	8.500		
Other Professional Total	9.000	Food Services	0.500
Total Professional	45.000	**Total Supporting Services**	31.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1962	--	7.6	N	0	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre-K	Kindergarten	Special Education
16	0	0	0	0	16

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
102	142	130	130	130	130	130	130

School Personnel Costs

Professional Salaries	$2,060,546
Supporting Services Salaries	$1,246,318
Employee Benefits	$950,618
Total Allocated Cost	**$4,257,482**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

SECTION VI

COUNTY SUMMARY PROFILES

Summary Listing

Elementary School Summary 426
Middle School Summary 428
High School Summary 430
Special School Summary 432
County Summary 435

Summary: County Elementary Schools

Total Number of Elementary Schools = 132
Plus 1 Elementary Charter School

2013–2014 Enrollment = 73,092													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.4**	**51.6**	**≤5.0**	**14.1**	**20.7**	**29.5**	**≤5.0**	**30.5**	**≤5.0**	Pre-K	3,696	5.1
ESOL	**22.9**	10.4	12.5	≤5.0	≤5.0	≤5.0	15.2	≤5.0	≤5.0	≤5.0	Full-Day K	11,765	16.1
FARMS	**39.4**	19.0	20.4	≤5.0	≤5.0	12.6	21.4	≤5.0	≤5.0	≤5.0	Grade 1	11,788	16.1
SPED	**10.4**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	11,653	15.9
											Grade 3	11,376	15.6
											Grade 4	11,436	15.6
											Grade 5	11,165	15.3
											Grade 6	213	0.3
											Total	73,092	

[1] 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)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.9	≤5.0	25.7

Other Participation	
Students now or have in the past received FARMS[2] = 43.3%	Attendance Rate[2 3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.0%	Suspension Rate[2 3] = ≤3.0%

School Programs
School Programs are listed separately for each elementary school.

School Progress Index[3]				
Level	Achievement	Gap Reduction	Growth	SPI
Elementary	Not Met	Not Met	Not Met	0.9062

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.2	85.4	90.6	91.2	85.0	92.7
Asian	91.8	93.7	≥95.0	≥95.0	94.5	≥95.0
Black or African American	65.3	76.4	80.6	84.3	73.4	89.1
Hispanic/Latino	62.1	74.6	85.4	84.5	74.0	87.1
White	91.5	94.8	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	84.6	90.7	93.5	≥95.0	89.2	≥95.0
FARMS	59.3	72.6	81.1	82.1	70.5	85.4
LEP	--	--	--	--	--	--
SPED	43.8	61.6	61.8	70.5	52.6	72.9

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Elementary Schools

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[2]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.2	9.8	5.0	78.5	1.3	89.3	10.7			
Supporting Services	12.0	19.4	17.8	49.6	1.0	82.6	17.4	18,054	98.6	1.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.0

Average Class Size Kindergarten = 19.6

Grades 1 to 3 = 20.7 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.4	41.6	44.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	132.000	Paraeducators	
Assistant Principal	111.000	Regular	365.542
Principal Intern		Special Education	576.459
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	244.000	Teacher Assistant	
Teachers		Media Assistant	82.375
Kindergarten	595.000	Instructional Data Assistant	89.250
Classroom	2,927.300	**Instructional Support Total**	1,113.626
Staff Development	123.000		
ESOL	374.200	**Other Support**	
Reading/Literacy	186.100	Administrative Secretary	133.000
Physical Education		Secretary	130.650
Art	149.000	Parent/Community Coord	7.625
Music	146.400	Lunch Hour Aide	175.826
Instrumental Music	35.600	**Other Support Total**	447.101
Preschool	86.900		
Special Education:		**Building Services**	
Classroom	618.950	Manager	135.000
Resource Program		Leader	135.000
Teachers Total	5,242.450	Worker	328.000
Other Professional		Plant Equipment Operator	1.000
Counselor	128.800	**Building Services Total**	599.000
Media Specialist	125.700		
Spec Ed Related Services	188.200	**Food Services**	154.673
Other Professional Total	442.700		
Total Professional	5,929.150	**Total Supporting Services**	2,314.400

Facilities Data

Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1272.6	113	38	338

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre-K	ESOL	Kindergarten	Special Education
4002	2436	562	97	2	531	374

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
69,087	74,007	75,534	76,020	76,234	75,879	75,588	75,048

School Personnel Costs

Professional Salaries	$451,425,267
Supporting Services Salaries	$90,826,507
Employee Benefits	$140,026,867
Total Allocated Cost	**$682,278,641**

[1] 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).

[2] Outcome data reflect 2012–2013 school year.

Summary: County Middle Schools

Total Number of Middle Schools = 38

2013–2014 Enrollment = 32,125													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.5**	**50.5**	**≤5.0**	**15.0**	**21.2**	**25.6**	**≤5.0**	**33.3**	**≤5.0**	Grade 6	10,688	33.3
ESOL	**8.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 7	10,671	33.2
FARMS	**32.5**	15.8	16.8	≤5.0	≤5.0	11.4	16.0	≤5.0	≤5.0	≤5.0	Grade 8	10,766	33.5
SPED	**10.7**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	32,125	

[1] 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)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.5	22.2	11.2

Other Participation	
Students now or have in the past received FARMS[2] = 42.5%	Attendance Rate[2 3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.1%	Suspension Rate[2 3] = 3.6%

School Programs
School Programs are listed separately for each middle school.

School Progress Index[3]				
Level	Achievement	Gap Reduction	Growth	SPI
Middle	Not Met	Not Met	Not Met	0.8941

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.4	88.9	79.9	91.2	75.0	88.5
Asian	93.4	≥95.0	92.6	≥95.0	91.7	94.8
Black or African American	65.0	81.8	65.1	85.1	57.2	81.0
Hispanic/Latino	64.5	78.6	65.9	84.5	58.3	79.9
White	92.5	≥95.0	93.2	≥95.0	90.5	≥95.0
Two or More Races	84.7	93.6	86.0	94.3	79.7	90.9
FARMS	60.2	77.1	61.1	81.6	51.2	75.9
LEP	--	--	--	--	--	--
SPED	46.2	62.8	47.2	68.5	36.4	59.1

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Middle Schools

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2012
All Students	59.4	94.0
Asian	80.9	≥95.0
Black or African American	41.4	86.9
Hispanic/Latino	37.8	85.1
White	76.9	≥95.0
Two or More Races	67.4	≥95.0
ESOL	18.8	70.4
FARMS	32.4	83.0
SPED	17.9	79.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.0	16.7	5.6	71.0	1.3	73.4	26.6	7,052	95.9	4.1
Supporting Services	13.6	23.8	17.2	44.2	1.0	71.6	28.4			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.5
Average Class Size (English) = 24.5
Average Class Size (Other) = 26.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.6	41.8	46.6

Staff Positions

Professional	
Administrative	
Principal	38.000
Assistant Principal	69.000
Asst School Administrator	14.000
Magnet/Special Program Coordinator	6.000
Administrative Total	127.000
Teachers	
Classroom	1329.200
Resource/Team Leader/ Content Specialist	360.000
Staff Development	16.000
ESOL	47.600
Alternative	29.400
Reading/Literacy	31.600
Special Education:	
Classroom	318.600
Resource Program	47.000
Teachers Total	2179.400
Other Professional	
Counselor	132.500
Media Specialist	36.000
Spec Ed Related Services	28.200
Other Professional Total	196.700
Total Professional	2503.100

Supporting Services	
Instructional Support	
Paraeducators	
Regular	29.497
Special Education	333.046
IT Systems Specialist	22.000
Teacher Assistant	
Media Assistant	32.500
Instructional Data Assistant	28.625
Instructional Support Total	445.668
Other Support	
Administrative Secretary	38.000
School Financial Assistant	37.000
Secretary	107.624
Media Services Technician	
Parent/Community Coord	0.937
Security Assistant	70.000
Lunch Hour Aide	16.221
Other Support Total	269.782
Building Services	
Manager	38.000
Leader	39.000
Worker	179.000
Plant Equipment Operator	39.000
Building Services Total	295.000
Food Services	125.684
Total Supporting Services	1136.134

Facilities Data		
Site Size in Acres	Joint Occupancy	Relocatable Classrooms
749.5	2	22

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
1788	1659	0	46	83

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
36,357	36,982	33,012	34,015	34,827	35,853	36,558	37,426

School Personnel Costs	
Professional Salaries	$202,851,744
Supporting Services Salaries	$46,598,335
Employee Benefits	$65,007,296
Total Allocated Cost	**$314,457,375**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County High Schools

Total Number of High Schools = 25

Plus 1 High School of Technology Education

2013–2014 Enrollment = 44,802													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.8**	**51.2**	**≤5.0**	**14.6**	**22.4**	**25.2**	**≤5.0**	**33.6**	**≤5.0**	Grade 9	12,373	27.6
ESOL	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	11,613	25.9
FARMS	**27.5**	13.3	14.1	≤5.0	≤5.0	10.3	12.8	≤5.0	≤5.0	≤5.0	Grade 11	10,413	23.2
SPED	**10.7**	≤5.0	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	10,403	23.2
											Total*	44,802	

[1] 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)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.3	14.9	14.8

Other Participation

Students now or have in the past received FARMS[2] = 43.4%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.1%

Graduation Rate[2 3] = 88.5%

Attendance Rate[2 3] = 94.7%

Dropout Rate[2 3] = 6.3%

Suspension Rate[2 3] = 4.1%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 78.7%

School Programs

School Programs are listed separately for each high school.

School Progress Index[3]				
Level	Achievement	Gap Reduction	College/Career Readiness	SPI
High	Met	Not Met	Met	1.0228

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland High School Assessment Performance Status[1 2 3 4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	Maryland High School Assessment performance status is reflected in the Summary of County Schools which includes Alternative Programs and one special school (see page 436).							
AS								
BL								
HI								
WH								
MU								
ESOL								
FARMS								
SPED								

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

* Actual/Total Enrollment includes 47 students enrolled in the Gateway to College program.

Summary: County High Schools

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	64.7	66.0	84.0
Asian	82.2	83.9	93.1
Black or African American	51.4	50.4	75.3
Hispanic/Latino	44.7	47.7	72.0
White	83.2	82.5	93.5
Two or More Races	76.4	71.9	90.1
ESOL	24.1	33.2	47.3
FARMS	42.5	45.0	68.4
SPED	34.1	36.4	46.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	14.2	5.6	74.1	1.1	63.2	36.8			
Supporting Services	10.7	25.5	16.2	46.9	0.5	64.4	35.6	9,476	96.1	3.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.9	41.6	49.5

Average SAT Scores[3 5] (69.2% Tested)			
	School	County	National
Critical Reading	546	546	496
Math	560	560	514
Writing	542	542	488
Total	1648	1648	1498

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.6	
Average Class Size: English = 25.2	Other = 26.2

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
10,448	5,523	52.9

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
91.8%	≤5.0%	≤5.0%	56.9%

Facilities Data		
Site Size in Acres	Joint Occupancy	Relocatable Classrooms
898.4	1	32

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
2208	2026	0	67	115

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
47,337	49,282	44,680	44,979	45,594	46,537	47,600	48,844

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	26.000	Paraeducators	
Assistant Principal	72.000	Regular	82.445
Asst School Administrator	17.000	Special Education	444.664
Magnet/Special Program Coordinator	3.000	IT Systems Specialist	26.000
Administrative Total	118.000	English Composition Assistant	50.683
		Hearing Interpreter	
		College/Career Information Coord	26.000
		Media Assistant	45.500
		Teacher Assistant	1.000
Teachers		**Instructional Support Total**	676.292
Classroom	2035.100	**Other Support**	
Resource/Team Leader/ Content Specialist	208.000	Business Manager	26.000
Staff Development	9.600	Administrative Secretary	26.000
Athletic Director	25.000	Registrar	25.000
ESOL	84.200	School Financial Assistant	26.000
Alternative	19.400	Secretary	131.999
Career/Technical Ed	36.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	25.000
Special Education:		Security Team Leader	25.000
Classroom	512.400	Security Assistant	116.000
Resource Program	39.500	Student Monitor	
Teachers Total	2969.200	**Other Support Total**	400.999
		Building Services	
		Manager	24.000
		Leader	30.000
Other Professional		Worker	318.000
Counselor	187.500	Plant Equipment Operator	25.000
Media Specialist	26.000	**Building Services Total**	397.000
Spec Ed Related Services	25.900		
Other Professional Total	239.400	**Food Services**	86.372
Total Professional	3326.600	**Total Supporting Services**	1560.663

School Personnel Costs	
Professional Salaries	$270,505,444
Supporting Services Salaries	$63,699,756
Employee Benefits	$86,434,389
Total Allocated Cost	**$420,639,589**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Summary: County Special Schools

Total Number of Special Schools = 5

Plus Alternative Programs

2013–2014 Enrollment = 1,270

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**38.9**	**61.1**	**≤5.0**	**7.2**	**26.1**	**31.3**	**≤5.0**	**29.9**	**5.2**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**24.2**	6.9	17.2	≤5.0	≤5.0	11.1	9.0	≤5.0	≤5.0	≤5.0
SPED	**39.6**	11.7	27.9	≤5.0	≤5.0	12.8	9.8	≤5.0	11.7	≤5.0

[1] 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).

Enrollment by Grade

	N	%		N	%
Pre-K	68	5.4	Grade 6	18	1.4
Full K	147	11.6	Grade 7	35	2.8
Grade 1	147	5.0	Grade 8	59	4.6
Grade 2	145	11.4	Grade 9	88	6.9
Grade 3	122	9.6	Grade 10	64	5.0
Grade 4	104	8.2	Grade 11	64	5.0
Grade 5	95	7.5	Grade 12	114	9.0
			Total*	1,270	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	7.8	87.7

Other Participation

Students now or have in the past received FARMS[2] = 53.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 85.4%

Attendance Rate[2] [3] = 85.6%

Graduation Rate[2] [3] = 8.7%

Dropout Rate[2] [3] = 48.7%

Suspension Rate[2] [3] = 8.4%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 27.3%

School Programs

School Programs are listed separately for each school.

School Progress Index[3]

Level	Achievement	Gap Reduction	Growth	SPI
Special	The School Progress Index is calculated separately for each special school. There is no combined calculation for all special schools.			

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2] [3] [4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The majority of students in MCPS special schools do not take the Maryland School Assessment (MSA). These schools administer the Alternate Maryland School Assessment (ALT-MSA).					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

* Actual/Total Enrollment includes 44 students enrolled in the Transitions School program.

Summary: County Special Schools

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	25.0	64.7	15.0	43.5	18.9	40.5
Asian	--	--	--	--	--	--
Black or African American	--	--	10.0	40.0	7.7	35.7
Hispanic/Latino	--	--	--	--	9.1	40.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	16.7	53.8	--	50.0	12.5	38.1
LEP	--	--	--	--	--	--
SPED	36.4	72.7	25.0	33.3	28.6	42.9

Maryland High School Assessment Performance Status[2 3 4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	Maryland High School Assessment performance status for special schools are included in the Summary of County Schools on page 436.							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

Algebra Completion with a "C" or Higher[2 3 4]		
	Grade 8	Grade 9
All Students	≤5.0	9.6
Asian	≤5.0	≤5.0
Black or African American	--	--
Hispanic/Latino	≤5.0	8.0
White	≤5.0	30.8
Two or More Races	--	--
FARMS	--	--
LEP	≤5.0	7.6
SPED	≤5.0	15.4

Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]		
	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	10.7	22.7
Asian	--	36.4
Black or African American	7.9	25.4
Hispanic/Latino	11.8	27.0
White	14.7	10.3
Two or More Races	--	20.0
ESOL	--	--
FARMS	12.5	27.0
SPED	11.1	9.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Special Schools

Staff Diversity	% Racial/Ethnic Composition[1]					% Gender		Classes Taught by Highly Qualified (HQ) Teachers[3]		
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	17.0	5.0	70.5	2.5	77.0	23.0			
Supporting Services	9.3	31.3	14.3	44.5	0.5	78.6	21.4	541	86.1	13.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.0	40.5	45.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 4.3

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	3.000	Paraeducators	
Assistant Principal	2.000	Regular	16.350
Asst School Administrator		Special Education	103.734
Magnet Coordinator	3.000	IT Systems Specialist	0.500
Principal Intern		English Composition Assistant	
Administrative Total	8.000	College/Career Information Coord	
		Media Assistant	3.000
Teachers		Teacher Assistant, Regular	
Kindergarten		Instructional Data Assistant	1.000
Classroom	6.800	**Instructional Support Total**	124.584
Athletic Director			
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	1.500	Administrative Secretary	5.000
ESOL	1.400	Business Manager	
Alternative	30.700	Registrar	1.000
Career/Technical Ed		School Financial Assistant	
Reading/Literacy		Secretary	3.500
Physical Education		Parent/Community Coord	
Art	3.500	Media Services Technician	
Music	2.200	Security Team Leader	1.000
Instrumental Music		Security Assistant	3.000
Preschool		Student Monitor	
Special Education:		Lunch Hour Aide	2.993
Classroom	98.100	**Other Support Total**	16.493
Resource Program	2.000		
Teachers Total	153.200	**Building Services**	
		Manager	3.000
Other Professional		Leader	3.000
Counselor	2.000	Worker	2.000
Media Specialist	3.500	Plant Equipment Operator	
Spec Ed Related Services	24.800	**Building Services Total**	8.000
Other Professional Total	30.300	**Food Services**	2.125
Total Professional	191.500	**Total Support Services**	151.202

Average SAT Scores[3 5]

	School	County	National
Critical Reading		546	496
Math		560	514
Writing		542	488
Total		1648	1498

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
75.5%	13.2%	≤5.0%	69.8%

Facilities Data

Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
48.8		0	2

Core Facility Teaching Stations

Total	Support Rooms	Pre-K	Special/Alt Education
79	8	1	70

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
920	960	731	731	731	731	731	731

School Personnel Costs

Professional Salaries	$14,008,465
Supporting Services Salaries	$6,109,762
Employee Benefits	$5,591,632
Total Allocated Cost	**$25,709,859**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Summary: County Schools

Total Number of Elementary, Middle, High, Special, and Charter Schools = 202

Plus 1 High School of Technology

2013–2014 Enrollment = 151,289

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.7**	**51.3**	**≤5.0**	**14.4**	**21.4**	**27.4**	**≤5.0**	**32.0**	**≤5.0**
ESOL	**14.6**	6.6	8.0	≤5.0	≤5.0	≤5.0	9.6	≤5.0	≤5.0	≤5.0
FARMS	**34.3**	16.5	17.7	≤5.0	≤5.0	11.6	17.6	≤5.0	≤5.0	≤5.0
SPED	**10.8**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] 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).

Enrollment by Grade

	N	%		N	%
Pre-K	3,764	2.5	Grade 6	10,919	7.2
Full K	11,912	7.9	Grade 7	10,706	7.1
Grade 1	11,935	7.7	Grade 8	10,825	7.2
Grade 2	11,798	7.8	Grade 9	12,461	8.2
Grade 3	11,498	7.6	Grade 10	11,677	7.7
Grade 4	11,540	7.6	Grade 11	10,477	6.9
Grade 5	11,260	7.4	Grade 12	10,517	7.0
			Total	151,289	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.3	11.4	21.3

Other Participation

Students now or have in the past received FARMS[2] = 43.3%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.8%

Attendance Rate[2 3] = ≥95.0%

Graduation Rate[2 3] = 87.4%

Dropout Rate[2 3] = 6.8%

Suspension Rate[2 3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 78.1%

School Programs

School Programs are listed separately for each school.

School Progress Index[3]

Level	Achievement	Gap Reduction	Growth	College/Career Readiness	SPI
Elementary	Not Met	Not Met	Not Met	--	0.9062
Middle	Not Met	Not Met	Not Met	--	0.8941
High	Met	Not Met	--	Met	1.0228
District Overall					0.9504

The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.1	85.4	90.5	91.1	84.9	92.6
Asian	91.8	93.7	≥95.0	≥95.0	94.5	≥95.0
Black or African American	65.3	76.4	80.5	84.1	73.3	89.0
Hispanic/Latino	62.1	74.6	85.4	84.5	74.0	87.1
White	91.4	94.6	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	84.5	90.7	93.6	≥95.0	89.0	≥95.0
FARMS	59.3	72.6	81.0	82.0	70.5	85.3
LEP	--	--	--	--	--	--
SPED	43.5	61.3	61.3	70.0	52.3	72.4

[2] 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.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Schools

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.5	88.9	79.7	91.0	74.5	88.2
Asian	93.3	≥95.0	92.6	≥95.0	91.7	94.8
Black or African American	64.8	81.7	64.7	84.8	56.5	80.3
Hispanic/Latino	64.5	78.5	65.7	84.4	58.1	79.7
White	92.4	≥95.0	92.8	≥95.0	90.0	≥95.0
Two or More Races	84.9	93.8	86.0	94.3	79.0	90.3
FARMS	60.0	76.9	60.8	81.4	50.8	75.5
LEP	--	--	--	--	--	--
SPED	45.8	62.5	46.2	67.8	35.5	58.3

Maryland High School Assessment Performance Status[2 3 4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	94.1	94.6	91.5	87.2	92.2	92.2	90.8	91.7
Asian	≥95.0	≥95.0	94.9	92.7	≥95.0	≥95.0	94.6	≥95.0
Black or African American	87.3	89.3	84.0	77.7	82.7	85.5	83.8	84.1
Hispanic/Latino	88.7	89.1	84.0	73.8	87.7	84.9	82.9	84.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	94.6	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	68.7	69.5	38.8	61.0	60.4	61.3	41.2	43.2
FARMS	87.1	86.8	78.9	69.6	84.6	83.9	80.8	82.0
SPED	70.1	75.2	65.7	48.6	70.7	73.6	69.5	69.5

Algebra Performance[2 3 4]			
	Algebra Completion with a "C" or Higher by the End of Grade 8	Algebra HSA Pass Rates in Middle School for Tests Taken in May 2013	Algebra Completion with a "C" or Higher by the End of Grade 9
All Students	59.0	94.0	64.3
Asian	80.9	≥95.0	82.0
Black or African American	40.8	86.9	50.6
Hispanic/Latino	37.5	85.1	44.5
White	76.6	≥95.0	83.0
Two or More Races	67.0	≥95.0	76.3
ESOL	18.6	70.4	24.1
FARMS	32.0	83.0	41.9
SPED	17.4	79.1	33.7

Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]		
	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	65.4	83.7
Asian	83.6	93.0
Black or African American	49.8	74.7
Hispanic/Latino	47.3	71.8
White	81.8	93.2
Two or More Races	71.0	89.7
ESOL	33.2	47.3
FARMS	44.4	67.9
SPED	35.3	45.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2012–2013 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Schools

Staff Diversity	% Racial/Ethnic Composition[1]					% Gender		Classes Taught by Highly Qualified (HQ) Teachers[3]		
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.0	12.5	5.3	75.7	1.3	78.9	21.1			
Supporting Services	11.9	22.4	17.1	47.5	0.8	74.9	25.1	35,123	97.2	2.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.4	41.6	46.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.2

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	199.000	Paraeducators	
Assistant Principal	254.000	Regular	493.834
Magnet Coordinator	12.000	Special Education	1,457.903
Principal Intern		IT Systems Specialist	48.500
Asst School Administrator	32.000	English Composition Assistant	50.683
Administrative Total	497.000	College/Career Information Coord	26.000
		Hearing Interpreter	
Teachers		Media Assistant	163.375
Kindergarten	595.000	Teacher Assistant, Regular	1.000
Classroom	6,298.400	Instructional Data Assistant	118.875
Athletic Director	25.000	**Instructional Support Total**	2,360.170
Resource/Team Leader/ Content Specialist	575.000	**Other Support**	
Staff Development	150.100	Administrative Secretary	202.000
ESOL	507.400	Business Manager	26.000
Alternative	79.500	Registrar	26.000
Career/Technical Ed	36.000	School Financial Assistant	63.000
Reading/Literacy	217.700	Secretary	373.773
Physical Education		Parent/Community Coord	8.562
Art	152.500	Media Services Technician	25.000
Music	148.600	Security Team Leader	26.000
Instrumental Music	35.600	Security Assistant	189.000
Preschool	86.900	Student Monitor	
Special Education:		Lunch Hour Aide	195.040
Classroom	1,548.050	**Other Support Total**	1,134.375
Resource Program	88.500	**Building Services**	
Teachers Total	#########	Manager	200.000
		Leader	207.000
Other Professional		Worker	827.000
Counselor	450.800	Plant Equipment Operator	65.000
Media Specialist	191.200	**Building Services Total**	1,299.000
Spec Ed Related Services	267.100		
Other Professional Total	909.100	**Food Services**	368.854
Total Professional	11,950.350	**Total Support Services**	5,162.399

Average SAT Scores[3 5] (71.4% Tested)

	County	National
Critical Reading	546	498
Math	560	514
Writing	542	488
Total	1648	1498

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
10448	5523	52.9

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
94.0%	≤5.0%	≤5.0%	57.7%

Facilities Data

Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2997.5	113	41	394

Core Facility Teaching Stations

Total	Grades 1–12	Support A/M/R	Pre-K	Kindergarten	ESOL	Special Education
8,096	6,140	570	98	531	115	642

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020
154,701	162,231	154,957	156,745	158,386	160,000	161,477	163,049

School Personnel Costs

Professional Salaries	$938,790,920
Supporting Services Salaries	$207,234,360
Employee Benefits	$297,060,185
Total Allocated Cost	**$1,443,085,465**

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2012–2013 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

SECTION VII

SELECT SCHOOL INFORMATION

Elementary Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Arcola ES	708	52.0	48.0	≤5.0	8.3	17.5	68.5	≤5.0	≤5.0	≤5.0	44.8	75.6	9.0
Ashburton ES	837	51.3	48.7	≤5.0	14.7	13.0	12.8	≤5.0	50.9	8.4	10.6	11.4	14.0
Bannockburn ES	398	51.8	48.2	≤5.0	10.8	≤5.0	7.5	≤5.0	68.1	10.8	10.8	≤5.0	5.8
Lucy V. Barnsley ES	681	57.1	42.9	≤5.0	15.3	10.4	29.1	≤5.0	39.2	6.0	13.1	28.2	13.5
Beall ES	782	54.7	45.3	≤5.0	25.1	13.4	19.1	≤5.0	34.4	7.8	15.6	25.4	8.1
Bel Pre ES	471	54.4	45.6	≤5.0	7.0	43.1	38.9	≤5.0	6.6	≤5.0	43.9	70.5	9.3
Bells Mill ES	592	51.5	48.5	≤5.0	23.6	12.0	7.4	≤5.0	50.5	6.3	8.8	10.3	8.4
Belmont ES	309	51.8	48.2	≤5.0	6.5	6.5	10.7	≤5.0	73.5	≤5.0	≤5.0	6.8	10.0
Bethesda ES	493	51.5	48.5	≤5.0	14.2	7.9	11.8	≤5.0	59.8	6.3	12.2	6.3	11.6
Beverly Farms ES	593	48.6	51.4	≤5.0	27.3	5.4	9.8	≤5.0	50.6	6.7	5.6	≤5.0	7.8
Bradley Hills ES	577	51.6	48.4	≤5.0	10.6	≤5.0	9.4	≤5.0	67.8	10.9	6.8	≤5.0	5.7
Broad Acres ES	720	50.7	49.3	≤5.0	5.7	13.5	80.1	≤5.0	≤5.0	≤5.0	66.4	94.3	6.7
Brooke Grove ES	388	53.6	46.4	≤5.0	17.3	21.4	12.4	≤5.0	47.2	≤5.0	9.5	25.5	16.2
Brookhaven ES	457	56.5	43.5	≤5.0	6.3	32.2	48.1	≤5.0	9.6	≤5.0	38.1	66.7	24.3
Brown Station ES	533	50.3	49.7	≤5.0	7.9	33.8	42.2	≤5.0	10.1	5.8	24.2	69.4	14.4
Burning Tree ES	502	51.6	48.4	≤5.0	18.3	≤5.0	≤5.0	≤5.0	65.7	7.2	8.2	≤5.0	14.5
Burnt Mills ES	496	50.4	49.6	≤5.0	≤5.0	67.7	18.1	≤5.0	8.5	≤5.0	22.6	67.3	6.3
Burtonsville ES	649	48.7	51.3	≤5.0	16.2	61.2	12.3	≤5.0	5.5	≤5.0	16.8	52.1	5.1
Candlewood ES	338	49.7	50.3	≤5.0	19.8	10.9	19.2	≤5.0	43.5	5.9	16.0	19.5	≤5.0
Cannon Road ES	428	55.4	44.6	≤5.0	10.5	36.4	40.7	≤5.0	8.2	≤5.0	15.9	60.5	12.9
Carderock Springs ES	424	54.5	45.5	≤5.0	13.4	≤5.0	8.3	≤5.0	71.2	≤5.0	≤5.0	≤5.0	8.5
Rachel Carson ES	958	48.6	51.4	≤5.0	13.3	6.2	18.1	≤5.0	55.8	6.6	12.3	18.6	8.8
Cashell ES	323	52.3	47.7	≤5.0	11.8	13.9	19.8	≤5.0	47.7	6.5	10.8	20.4	11.5
Cedar Grove ES	730	51.6	48.4	≤5.0	39.5	11.6	9.6	≤5.0	33.6	5.3	9.5	13.8	7.4
Chevy Chase ES	532	50.2	49.8	≤5.0	≤5.0	10.9	8.8	≤5.0	70.5	5.8	6.0	13.9	7.3
Clarksburg ES	279	52.0	48.0	≤5.0	40.1	13.3	15.1	≤5.0	25.4	5.4	14.3	17.9	10.8
Clearspring ES	603	50.9	49.1	≤5.0	13.9	12.8	19.9	≤5.0	46.1	7.3	9.1	24.0	12.3
Clopper Mill ES	451	51.9	48.1	≤5.0	5.3	39.0	44.3	≤5.0	7.3	≤5.0	25.7	67.8	14.0
Cloverly ES	459	54.2	45.8	≤5.0	17.4	19.0	18.5	≤5.0	37.3	7.4	11.1	18.3	18.7
Cold Spring ES	344	54.4	45.6	≤5.0	38.4	≤5.0	7.0	≤5.0	43.3	7.3	5.8	≤5.0	≤5.0
College Gardens ES	852	49.9	50.1	≤5.0	23.1	16.7	14.4	≤5.0	37.9	7.9	12.4	15.1	6.1
Community Montessori Charter	99	49.5	50.5	≤5.0	6.1	30.3	16.2	≤5.0	37.4	9.1	≤5.0	27.3	≤5.0
Cresthaven ES	487	55.4	44.6	≤5.0	10.9	36.6	46.4	≤5.0	≤5.0	≤5.0	24.8	73.1	15.2
Capt. James E. Daly ES	600	50.3	49.7	≤5.0	6.3	37.7	41.8	≤5.0	10.3	≤5.0	36.5	71.2	10.8
Damascus ES	314	47.5	52.5	≤5.0	≤5.0	6.1	22.3	≤5.0	63.1	≤5.0	12.4	24.5	15.9
Darnestown ES	313	56.2	43.8	≤5.0	11.2	≤5.0	6.7	≤5.0	74.4	≤5.0	≤5.0	6.1	6.1
Diamond ES	648	51.1	48.9	≤5.0	39.7	9.6	11.1	≤5.0	34.6	≤5.0	17.4	11.7	9.9
Dr. Charles R. Drew ES	444	50.7	49.3	≤5.0	16.2	41.9	23.9	≤5.0	11.9	6.1	18.2	48.2	13.5
DuFief ES	330	50.6	49.4	≤5.0	31.5	7.3	9.4	≤5.0	45.8	6.1	11.2	10.9	20.6
East Silver Spring ES	512	53.5	46.5	≤5.0	≤5.0	53.3	23.0	≤5.0	16.8	≤5.0	34.0	61.5	16.6
Fairland ES	621	49.8	50.2	≤5.0	9.3	58.8	20.0	≤5.0	9.2	≤5.0	18.0	57.8	8.1
Fallsmead ES	568	51.4	48.6	≤5.0	31.2	8.3	7.7	≤5.0	47.7	≤5.0	10.2	8.5	7.2
Farmland ES	652	50.6	49.4	≤5.0	33.9	≤5.0	9.8	≤5.0	47.2	≤5.0	25.6	7.8	8.4
Fields Road ES	489	50.1	49.9	≤5.0	18.0	17.0	27.2	≤5.0	32.5	≤5.0	18.6	36.6	8.8
Flower Hill ES	497	50.1	49.9	≤5.0	13.9	27.2	44.9	≤5.0	9.1	≤5.0	33.2	64.0	11.9
Flower Valley ES	482	52.1	47.9	≤5.0	11.2	12.7	18.5	≤5.0	53.7	≤5.0	8.5	18.7	14.3
Forest Knolls ES	708	49.4	50.6	≤5.0	7.2	13.6	43.2	≤5.0	31.2	≤5.0	28.5	43.2	8.5
Fox Chapel ES	633	53.2	46.8	≤5.0	19.0	24.3	41.5	≤5.0	10.1	≤5.0	31.6	52.6	5.8
Gaithersburg ES	756	53.0	47.0	≤5.0	≤5.0	13.6	73.9	≤5.0	6.1	≤5.0	47.9	83.1	9.9
Galway ES	831	53.7	46.3	≤5.0	12.5	57.9	22.3	≤5.0	≤5.0	≤5.0	25.5	58.8	9.1
Garrett Park ES	701	53.6	46.4	≤5.0	15.5	10.0	22.3	≤5.0	44.5	7.1	17.8	15.7	6.4
Georgian Forest ES	583	54.5	45.5	≤5.0	6.5	34.3	49.1	≤5.0	8.4	≤5.0	30.9	79.6	9.6

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Elementary Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Germantown ES	290	54.1	45.9	≤5.0	20.3	26.2	29.3	≤5.0	20.0	≤5.0	12.4	31.0	14.8
William B. Gibbs, Jr. ES	745	50.1	49.9	≤5.0	31.9	21.6	16.0	≤5.0	24.2	6.0	15.6	27.7	13.2
Glen Haven ES	538	49.6	50.4	≤5.0	8.6	21.4	49.6	≤5.0	15.6	≤5.0	32.0	66.9	13.4
Glenallan ES	545	49.4	50.6	≤5.0	12.1	30.6	46.4	≤5.0	7.3	≤5.0	30.6	65.7	11.4
Goshen ES	575	51.0	49.0	≤5.0	11.7	25.4	31.3	≤5.0	25.0	6.1	21.2	39.1	12.5
Great Seneca Creek ES	744	50.1	49.9	≤5.0	13.4	28.1	25.1	≤5.0	26.9	6.5	13.2	35.6	10.5
Greencastle ES	773	52.9	47.1	≤5.0	7.9	67.9	19.9	≤5.0	≤5.0	≤5.0	15.7	64.6	10.6
Greenwood ES	529	48.6	51.4	≤5.0	9.3	7.6	9.5	≤5.0	68.6	5.1	6.8	7.8	6.0
Harmony Hills ES	729	49.8	50.2	≤5.0	6.7	16.9	72.6	≤5.0	≤5.0	≤5.0	49.5	85.2	8.4
Highland ES	544	55.3	44.7	≤5.0	≤5.0	12.9	75.7	≤5.0	≤5.0	≤5.0	53.5	83.5	9.6
Highland View ES	390	49.0	51.0	≤5.0	≤5.0	22.8	26.4	≤5.0	41.0	5.9	25.4	39.5	5.4
Jackson Road ES	694	53.6	46.4	≤5.0	10.8	51.0	33.1	≤5.0	≤5.0	≤5.0	29.0	74.1	13.4
Jones Lane ES	480	54.4	45.6	≤5.0	13.8	10.8	22.9	≤5.0	47.1	5.2	15.2	27.3	15.4
Kemp Mill ES	499	48.3	51.7	≤5.0	≤5.0	18.8	70.9	≤5.0	≤5.0	≤5.0	53.5	77.6	8.6
Kensington Parkwood ES	673	49.6	50.4	≤5.0	6.7	6.4	8.9	≤5.0	73.1	≤5.0	5.5	6.4	9.2
Lake Seneca ES	470	50.2	49.8	≤5.0	9.1	33.8	29.8	≤5.0	20.2	6.8	20.2	49.8	16.8
Lakewood ES	553	49.4	50.6	≤5.0	44.7	7.1	7.2	≤5.0	35.6	5.2	10.7	5.1	7.6
Laytonsville ES	455	56.9	43.1	≤5.0	9.0	12.3	13.8	≤5.0	58.7	5.9	6.2	13.8	16.0
Little Bennett ES	986	50.9	49.1	≤5.0	32.4	17.0	9.5	≤5.0	33.6	7.2	12.2	13.7	6.5
Luxmanor ES	433	50.3	49.7	≤5.0	22.6	11.3	18.0	≤5.0	44.3	≤5.0	18.2	13.6	8.8
Thurgood Marshall ES	614	53.7	46.3	≤5.0	17.9	15.0	26.9	≤5.0	34.5	≤5.0	13.0	30.1	11.7
Maryvale ES	583	46.7	53.3	≤5.0	8.2	29.0	30.7	≤5.0	24.9	6.9	26.9	44.1	7.0
Spark M. Matsunaga ES	958	51.6	48.4	≤5.0	38.9	15.9	12.2	≤5.0	27.6	5.4	10.0	15.7	5.4
S. Christa McAuliffe ES	675	51.1	48.9	≤5.0	9.8	33.0	32.1	≤5.0	17.5	7.3	20.9	51.6	8.0
Ronald McNair ES	813	48.8	51.2	≤5.0	30.1	23.5	16.4	≤5.0	25.5	≤5.0	19.4	24.4	6.0
Meadow Hall ES	442	54.5	45.5	≤5.0	10.2	12.7	54.3	≤5.0	17.4	≤5.0	24.2	55.0	16.3
Mill Creek Towne ES	401	53.1	46.9	≤5.0	11.5	14.5	42.6	≤5.0	25.2	5.7	31.2	46.4	18.7
Monocacy ES	165	53.3	46.7	≤5.0	≤5.0	6.1	5.5	≤5.0	78.8	6.7	≤5.0	13.3	12.7
Montgomery Knolls ES	498	51.2	48.8	≤5.0	5.8	24.3	46.8	≤5.0	21.3	≤5.0	44.8	59.2	14.1
New Hampshire Estates ES	508	47.8	52.2	≤5.0	≤5.0	13.4	81.5	≤5.0	≤5.0	≤5.0	72.6	93.5	7.7
Roscoe R. Nix ES	553	51.7	48.3	≤5.0	12.1	35.8	44.8	≤5.0	5.6	≤5.0	37.4	70.9	8.7
North Chevy Chase ES	402	51.2	48.8	≤5.0	6.7	11.2	12.7	≤5.0	61.4	7.5	5.7	10.4	11.9
Oak View ES	350	50.9	49.1	≤5.0	9.4	17.7	56.6	≤5.0	15.1	≤5.0	38.3	70.3	12.3
Oakland Terrace ES	507	52.7	47.3	≤5.0	7.5	14.2	30.2	≤5.0	40.0	7.7	19.5	33.5	10.8
Olney ES	589	52.8	47.2	≤5.0	11.2	14.3	15.1	≤5.0	52.6	6.8	8.1	19.4	6.6
William Tyler Page ES	411	48.9	51.1	≤5.0	18.2	52.6	18.5	≤5.0	7.5	≤5.0	21.2	50.9	6.3
Pine Crest ES	454	48.7	51.3	≤5.0	10.4	18.3	37.0	≤5.0	30.6	≤5.0	20.5	46.9	6.8
Piney Branch ES	523	52.8	47.2	≤5.0	≤5.0	36.9	16.4	≤5.0	36.5	6.3	14.7	35.6	9.2
Poolesville ES	396	51.8	48.2	≤5.0	≤5.0	≤5.0	11.9	≤5.0	77.0	≤5.0	≤5.0	12.4	10.4
Potomac ES	499	51.9	48.1	≤5.0	33.5	≤5.0	≤5.0	≤5.0	54.9	≤5.0	5.6	≤5.0	6.6
Judith A. Resnik ES	614	48.0	52.0	≤5.0	12.5	29.2	39.4	≤5.0	15.1	≤5.0	30.0	56.5	8.3
Dr. Sally K. Ride ES	544	54.0	46.0	≤5.0	20.6	32.0	24.6	≤5.0	16.5	6.3	18.9	47.1	18.2
Ritchie Park ES	541	50.1	49.9	≤5.0	22.6	10.9	15.7	≤5.0	45.3	≤5.0	12.2	18.3	5.7
Rock Creek Forest ES	611	50.6	49.4	≤5.0	5.2	16.2	30.9	≤5.0	41.1	6.4	17.2	23.6	6.4
Rock Creek Valley ES	436	51.4	48.6	≤5.0	9.2	8.7	42.9	≤5.0	31.7	6.9	25.7	36.0	22.0
Rock View ES	655	47.8	52.2	≤5.0	11.8	15.1	44.3	≤5.0	23.1	5.3	31.1	48.5	11.6
Lois P. Rockwell ES	440	51.8	48.2	≤5.0	9.8	10.5	20.0	≤5.0	53.2	6.1	13.4	23.6	15.9
Rolling Terrace ES	872	50.7	49.3	≤5.0	≤5.0	14.9	62.7	≤5.0	15.0	≤5.0	48.7	68.1	≤5.0
Rosemary Hills ES	643	50.5	49.5	≤5.0	5.8	16.2	16.2	≤5.0	54.3	7.5	17.6	23.6	7.6
Rosemont ES	542	53.1	46.9	≤5.0	10.9	25.5	43.4	≤5.0	14.2	5.5	36.7	56.5	13.3
Sequoyah ES	446	51.1	48.9	≤5.0	10.1	17.3	44.8	≤5.0	23.3	≤5.0	33.0	53.4	14.6
Seven Locks ES	400	54.0	46.0	≤5.0	16.8	7.3	10.0	≤5.0	55.5	10.0	10.5	≤5.0	6.0

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Elementary Schools Demographic Information[1] [2]													
School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Sherwood ES	520	53.7	46.3	≤5.0	11.0	17.9	12.3	≤5.0	53.3	5.6	7.5	15.2	10.6
Sargent Shriver ES	770	47.8	52.2	≤5.0	8.2	13.9	72.7	≤5.0	≤5.0	≤5.0	52.6	82.3	7.5
Flora M. Singer ES	629	52.6	47.4	≤5.0	7.8	15.6	35.5	≤5.0	35.3	5.4	28.6	40.2	14.5
Sligo Creek ES	597	50.8	49.2	≤5.0	5.5	19.3	10.6	≤5.0	54.8	9.5	6.7	13.2	9.0
Somerset ES	531	50.5	49.5	≤5.0	8.9	≤5.0	12.6	≤5.0	67.0	6.0	13.9	≤5.0	6.4
South Lake ES	797	53.3	46.7	≤5.0	8.0	30.9	55.5	≤5.0	≤5.0	≤5.0	48.1	80.1	7.2
Stedwick ES	605	51.2	48.8	≤5.0	6.8	37.5	35.4	≤5.0	15.0	≤5.0	30.6	59.7	11.4
Stone Mill ES	632	50.5	49.5	≤5.0	47.2	14.4	5.4	≤5.0	28.6	≤5.0	13.9	12.7	13.0
Stonegate ES	474	55.1	44.9	≤5.0	15.0	32.3	17.1	≤5.0	29.1	6.3	7.0	23.0	12.7
Strathmore ES	442	50.2	49.8	≤5.0	6.8	45.7	36.9	≤5.0	7.0	≤5.0	19.7	60.6	12.7
Strawberry Knoll ES	597	50.6	49.4	≤5.0	12.4	28.8	37.0	≤5.0	17.1	≤5.0	20.8	51.1	15.2
Summit Hall ES	602	51.3	48.7	≤5.0	5.3	22.1	67.1	≤5.0	≤5.0	≤5.0	51.7	78.6	9.5
Takoma Park ES	651	48.8	51.2	≤5.0	≤5.0	34.6	19.0	≤5.0	35.5	5.8	28.6	37.0	≤5.0
Travilah ES	413	50.8	49.2	≤5.0	40.2	5.8	≤5.0	≤5.0	43.3	6.8	11.4	5.3	8.5
Twinbrook ES	559	55.3	44.7	≤5.0	16.5	11.8	57.4	≤5.0	10.2	≤5.0	46.7	65.5	10.4
Viers Mill ES	649	51.8	48.2	≤5.0	9.1	11.7	61.3	≤5.0	15.4	≤5.0	43.8	70.1	16.9
Washington Grove ES	389	58.6	41.4	≤5.0	9.5	15.7	61.4	≤5.0	9.5	≤5.0	53.0	73.5	19.0
Waters Landing ES	687	52.3	47.7	≤5.0	8.2	34.4	30.9	≤5.0	19.4	6.6	23.3	48.3	10.5
Watkins Mill ES	636	50.8	49.2	≤5.0	10.8	35.2	43.1	≤5.0	6.4	≤5.0	37.4	68.9	11.2
Wayside ES	523	47.6	52.4	≤5.0	34.2	5.9	6.3	≤5.0	47.6	5.7	9.0	≤5.0	7.8
Weller Road ES	645	53.3	46.7	≤5.0	9.5	11.2	72.7	≤5.0	≤5.0	≤5.0	51.5	77.5	8.8
Westbrook ES	430	51.2	48.8	≤5.0	≤5.0	≤5.0	8.4	≤5.0	78.6	8.1	≤5.0	≤5.0	9.1
Westover ES	325	56.6	43.4	≤5.0	16.0	30.5	20.6	≤5.0	27.1	5.2	8.0	24.9	23.7
Wheaton Woods ES	501	53.1	46.9	≤5.0	7.8	27.5	57.3	≤5.0	5.4	≤5.0	51.7	84.8	6.0
Whetstone ES	712	54.6	45.4	≤5.0	8.4	26.3	49.0	≤5.0	12.6	≤5.0	33.6	61.9	16.6
Wood Acres ES	789	53.5	46.5	≤5.0	10.0	≤5.0	8.4	≤5.0	72.5	5.8	5.6	≤5.0	7.1
Woodfield ES	328	51.2	48.8	≤5.0	5.2	10.1	20.1	≤5.0	58.2	6.1	7.6	21.0	15.2
Woodlin ES	608	51.8	48.2	≤5.0	6.6	25.0	16.3	≤5.0	43.9	7.9	12.7	20.4	13.3
Wyngate ES	767	50.5	49.5	≤5.0	8.1	≤5.0	9.1	≤5.0	72.0	7.8	7.8	≤5.0	6.1

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Elementary Schools Other Information							
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Mobility Rate[1 2]	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Arcola ES	82.6	93.9	18.1	8.5	20.0	18.9	23.1
Ashburton ES	13.9	≥95.0	11.2	12.8	25.3	23.4	25.8
Bannockburn ES	≤5.0	≥95.0	6.2	14.8	20.3	23.3	21.2
Lucy V. Barnsley ES	33.9	≥95.0	9.7	10.3	14.7	19.0	24.4
Beall ES	32.1	≥95.0	10.0	13.8	22.8	23.3	24.0
Bel Pre ES	72.4	94.6	21.4	8.6	18.4	15.9	
Bells Mill ES	11.5	≥95.0	≤5.0	14.1	24.5	22.8	23.9
Belmont ES	9.7	≥95.0	≤5.0	11.7	19.0	24.0	26.8
Bethesda ES	7.5	≥95.0	16.3	11.1	25.7	22.1	24.9
Beverly Farms ES	≤5.0	≥95.0	≤5.0	14.7	20.5	23.3	25.9
Bradley Hills ES	≤5.0	≥95.0	7.4	17.1	23.0	23.4	22.7
Broad Acres ES	≥95.0	≥95.0	23.2	9.9	16.1	17.8	22.0
Brooke Grove ES	29.9	≥95.0	7.1	9.4	26.5	21.4	24.6
Brookhaven ES	71.6	≥95.0	15.5	7.7	16.3	17.2	25.5
Brown Station ES	73.0	94.9	22.2	8.7	18.5	18.6	24.7
Burning Tree ES	≤5.0	≥95.0	5.3	11.5	23.0	25.1	24.8
Burnt Mills ES	71.8	≥95.0	23.0	10.7	21.5	20.8	21.1
Burtonsville ES	58.9	≥95.0	11.8	11.4	16.8	18.6	25.6
Candlewood ES	23.4	≥95.0	9.4	12.9	22.0	18.9	25.3
Cannon Road ES	66.6	≥95.0	11.9	9.1	16.8	19.5	21.3
Carderock Springs ES	≤5.0	≥95.0	≤5.0	12.0	26.5	22.7	25.0
Rachel Carson ES	20.1	≥95.0	8.0	15.3	23.4	24.9	25.7
Cashell ES	24.8	≥95.0	7.7	9.0	26.5	26.3	20.3
Cedar Grove ES	17.3	≥95.0	12.4	19.0	25.5	24.7	28.9
Chevy Chase ES	14.3	≥95.0	≤5.0	15.5		23.0	24.4
Clarksburg ES	23.7	≥95.0	15.0	11.5	18.0	23.0	21.0
Clearspring ES	27.2	≥95.0	8.1	12.0	18.0	21.7	24.7
Clopper Mill ES	77.2	≥95.0	23.8	7.7	16.6	17.7	23.6
Cloverly ES	23.7	≥95.0	8.5	9.8	24.3	22.3	21.0
Cold Spring ES	≤5.0	≥95.0	≤5.0	13.3	17.5	20.2	23.5
College Gardens ES	18.8	≥95.0	10.4	14.3	23.7	25.4	25.9
Community Montessori Charter	28.3				7.8		
Cresthaven ES	82.1	94.8	19.8	11.8		22.8	24.4
Capt. James E. Daly ES	74.2	≥95.0	16.5	10.3	15.5	18.8	24.9
Damascus ES	31.2	≥95.0	8.9	9.5	23.0	21.7	24.8
Darnestown ES	6.1	≥95.0	5.3	12.7	20.5	24.7	25.6
Diamond ES	14.7	≥95.0	15.9	11.6	25.8	24.2	23.0
Dr. Charles R. Drew ES	56.1	≥95.0	14.8	8.5	18.0	17.3	24.1
DuFief ES	12.7	≥95.0	6.1	7.9	20.0	20.0	19.8
East Silver Spring ES	66.0	≥95.0	16.0	9.4	17.8	17.4	24.6
Fairland ES	64.9	≥95.0	19.3	11.4	18.3	19.4	24.3
Fallsmead ES	11.4	≥95.0	8.8	14.1	20.5	23.0	26.3
Farmland ES	11.3	≥95.0	18.9	11.5	21.4	26.3	24.3
Fields Road ES	42.3	≥95.0	11.1	9.8	21.3	23.2	22.5
Flower Hill ES	70.0	94.6	14.2	10.4	17.0	18.8	24.8
Flower Valley ES	22.6	≥95.0	8.0	11.2	25.3	22.5	22.9
Forest Knolls ES	47.5	≥95.0	10.4	10.2	18.4	17.9	25.0
Fox Chapel ES	58.9	≥95.0	15.9	12.7	17.2	19.3	26.3
Gaithersburg ES	85.4	94.0	21.4	10.6	17.5	18.2	22.1
Galway ES	67.1	≥95.0	16.8	10.8	18.3	19.2	27.0
Garrett Park ES	20.8	≥95.0	14.9	17.7	22.2	25.5	26.9
Georgian Forest ES	83.5	94.4	33.7	10.4	16.4	19.6	20.3

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2012–2013 school year.

Elementary Schools Other Information							
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Mobility Rate[1 2]	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Germantown ES	40.0	≥95.0	12.6	7.4	26.5	19.3	21.3
William B. Gibbs, Jr. ES	31.7	≥95.0	10.9	11.7	25.5	24.9	23.8
Glen Haven ES	70.6	≥95.0	29.1	8.6	18.0	15.4	24.2
Glenallan ES	70.8	94.8	20.4	11.1	18.0	19.0	21.9
Goshen ES	45.9	≥95.0	14.7	10.8	16.7	17.7	21.4
Great Seneca Creek ES	41.0	≥95.0	12.8	13.4	21.2	23.3	24.6
Greencastle ES	72.2	≥95.0	25.0	11.4	17.9	20.6	23.5
Greenwood ES	10.2	≥95.0	≤5.0	14.9	24.0	22.4	23.5
Harmony Hills ES	90.0	≥95.0	22.9	9.8	14.1	17.5	18.5
Highland ES	88.1	94.8	14.8	9.1	19.0	17.4	25.0
Highland View ES	42.8	≥95.0	11.9	10.3	19.0	17.2	20.7
Jackson Road ES	79.4	≥95.0	18.0	9.8	17.0	18.9	24.3
Jones Lane ES	30.0	≥95.0	8.3	10.2	21.3	23.3	24.0
Kemp Mill ES	82.2	94.9	20.5	9.8	16.2	19.2	21.7
Kensington Parkwood ES	8.8	≥95.0	7.7	13.6	23.8	22.4	24.2
Lake Seneca ES	56.4	≥95.0	25.6	9.8	15.0	17.2	26.0
Lakewood ES	7.8	≥95.0	8.7	12.7	21.0	22.3	25.9
Laytonsville ES	18.5	≥95.0	7.0	11.6	19.7	24.0	26.2
Little Bennett ES	16.7	≥95.0	8.4	16.5	23.4	25.9	27.5
Luxmanor ES	17.1	≥95.0	9.5	10.4	20.0	23.2	22.0
Thurgood Marshall ES	37.0	≥95.0	13.1	11.9	23.0	23.3	24.0
Maryvale ES	48.4	≥95.0	14.6	9.9	19.6	20.9	18.9
Spark M. Matsunaga ES	19.7	≥95.0	6.3	14.0	21.0	24.2	24.9
S. Christa McAuliffe ES	56.6	≥95.0	15.1	11.9	16.6	18.8	25.4
Ronald McNair ES	28.8	≥95.0	6.6	15.1	24.8	22.9	25.8
Meadow Hall ES	63.6	94.3	18.6	8.7	17.5	19.0	20.1
Mill Creek Towne ES	51.4	≥95.0	9.5	9.0	18.0	16.4	25.0
Monocacy ES	17.6	94.3	≤5.0	9.4	23.0	20.5	30.5
Montgomery Knolls ES	61.8	94.7	16.8	8.0	18.7	17.1	
New Hampshire Estates ES	≥95.0	≥95.0	20.6	8.5	16.9	15.9	
Roscoe R. Nix ES	76.5	94.3	26.0	8.9	17.9	18.7	
North Chevy Chase ES	13.7	≥95.0	5.8	12.0		22.5	24.9
Oak View ES	76.6	≥95.0	12.4	10.3		22.6	23.9
Oakland Terrace ES	36.7	≥95.0	9.2	9.5	16.6	19.5	24.3
Olney ES	23.1	≥95.0	≤5.0	13.5	22.3	24.5	26.0
William Tyler Page ES	57.9	≥95.0	10.6	11.1	17.3	18.1	21.7
Pine Crest ES	53.1	≥95.0	12.6	14.1		25.4	25.1
Piney Branch ES	41.9	≥95.0	7.3	13.7		22.5	26.5
Poolesville ES	16.7	94.5	10.6	12.2	22.3	21.6	22.6
Potomac ES	≤5.0	≥95.0	8.6	13.2	22.3	24.3	23.5
Judith A. Resnik ES	61.9	≥95.0	15.0	10.0	19.2	18.9	23.3
Dr. Sally K. Ride ES	50.9	≥95.0	11.8	10.1	21.0	18.6	23.8
Ritchie Park ES	22.7	≥95.0	12.9	15.1	23.5	21.9	22.8
Rock Creek Forest ES	28.0	≥95.0	6.9	14.1	17.3	22.1	22.0
Rock Creek Valley ES	43.6	≥95.0	6.6	7.7	15.8	18.7	24.0
Rock View ES	55.3	≥95.0	11.4	10.0	16.7	19.6	24.4
Lois P. Rockwell ES	26.6	≥95.0	11.1	9.7	19.3	23.7	22.8
Rolling Terrace ES	70.8	≥95.0	12.4	11.8	20.0	18.6	24.8
Rosemary Hills ES	24.0	94.8	9.0	10.2	22.5	24.4	
Rosemont ES	63.3	≥95.0	18.4	8.4	16.3	18.9	23.5
Sequoyah ES	60.8	≥95.0	16.2	10.0	14.8	18.4	24.5
Seven Locks ES	6.5	≥95.0	10.6	16.6	23.0	23.0	20.5

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2012–2013 school year.

Elementary Schools Other Information							
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Mobility Rate[1 2]	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Sherwood ES	18.8	≥95.0	7.7	10.6	23.0	23.5	24.9
Sargent Shriver ES	87.5	≥95.0	15.0	10.5	18.7	19.3	20.1
Flora M. Singer ES	43.9	≥95.0	12.7	11.6	18.8	17.5	21.6
Sligo Creek ES	15.2	≥95.0	11.3	13.5	25.3	24.9	22.0
Somerset ES	5.5	≥95.0	11.2	14.2	25.0	22.7	23.6
South Lake ES	88.5	94.8	25.0	11.5	17.4	17.5	23.3
Stedwick ES	65.0	≥95.0	22.6	11.0	19.0	18.8	22.3
Stone Mill ES	15.7	≥95.0	7.8	12.0	24.3	25.1	22.9
Stonegate ES	28.1	≥95.0	9.6	12.9	22.7	25.7	24.5
Strathmore ES	70.1	≥95.0	14.4	10.1		22.7	24.6
Strawberry Knoll ES	54.8	≥95.0	14.9	8.3	19.4	17.7	25.8
Summit Hall ES	83.9	≥95.0	22.7	9.9	19.7	18.3	19.0
Takoma Park ES	38.1	≥95.0	10.8	13.7	21.9	20.7	
Travilah ES	7.5	≥95.0	5.1	11.5	23.0	23.7	24.0
Twinbrook ES	73.7	≥95.0	19.6	9.1	16.5	17.4	26.3
Viers Mill ES	73.3	≥95.0	9.8	8.2	15.3	18.9	22.3
Washington Grove ES	73.5	≥95.0	17.1	7.9	18.7	17.6	20.8
Waters Landing ES	56.0	≥95.0	19.9	11.0	18.7	17.7	27.9
Watkins Mill ES	75.6	94.4	22.8	9.5	19.4	18.3	26.1
Wayside ES	5.4	≥95.0	≤5.0	10.6	20.3	25.2	24.9
Weller Road ES	85.0	≥95.0	17.8	11.3	14.5	18.8	22.5
Westbrook ES	≤5.0	≥95.0	6.7	13.0	18.7	24.1	23.7
Westover ES	30.5	≥95.0	12.2	7.9	17.0	23.5	26.0
Wheaton Woods ES	88.4	≥95.0	16.9	9.6	17.4	19.8	21.0
Whetstone ES	68.3	94.6	15.0	10.0	18.5	17.6	25.5
Wood Acres ES	≤5.0	≥95.0	5.6	15.0	22.2	25.4	27.1
Woodfield ES	26.2	≥95.0	7.9	11.0	20.5	20.3	29.3
Woodlin ES	23.7	≥95.0	13.5	11.8	22.4	23.0	23.7
Wyngate ES	≤5.0	≥95.0	5.9	17.7	23.2	24.8	28.6

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2012–2013 school year.

Middle Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Argyle MS	830	55.1	44.9	≤5.0	10.1	36.9	43.3	≤5.0	7.7	≤5.0	13.7	61.7	9.0
John T. Baker MS	813	49.3	50.7	≤5.0	5.4	7.7	17.2	≤5.0	64.2	≤5.0	≤5.0	18.8	13.4
Benjamin Banneker MS	831	50.3	49.7	≤5.0	10.3	61.4	15.8	≤5.0	7.1	5.3	≤5.0	48.1	10.8
Briggs Chaney MS	873	48.3	51.7	≤5.0	14.2	54.2	17.9	≤5.0	9.2	≤5.0	7.7	48.2	9.7
Cabin John MS	950	52.2	47.8	≤5.0	28.2	9.8	9.4	≤5.0	49.1	≤5.0	≤5.0	7.3	14.4
Roberto W. Clemente MS	1147	48.8	51.2	≤5.0	27.1	25.6	24.0	≤5.0	17.8	5.3	5.2	33.1	11.2
Eastern MS	870	42.3	57.7	≤5.0	15.9	19.9	38.0	≤5.0	20.9	5.3	13.9	47.8	8.2
William H. Farquhar MS	577	46.6	53.4	≤5.0	14.6	16.1	12.7	≤5.0	50.3	6.4	≤5.0	12.3	12.8
Forest Oak MS	815	49.8	50.2	≤5.0	8.8	27.5	44.3	≤5.0	14.4	≤5.0	14.7	56.6	12.8
Robert Frost MS	1155	51.4	48.6	≤5.0	35.2	5.2	5.8	≤5.0	48.7	≤5.0	≤5.0	5.8	5.9
Gaithersburg MS	681	53.0	47.0	≤5.0	9.0	23.2	38.2	≤5.0	24.4	5.1	12.0	42.6	18.9
Herbert Hoover MS	1041	52.6	47.4	≤5.0	27.4	6.1	6.5	≤5.0	53.9	6.0	≤5.0	≤5.0	9.8
Francis Scott Key MS	903	49.4	50.6	≤5.0	12.1	43.5	37.4	≤5.0	≤5.0	≤5.0	13.6	65.3	9.6
Dr. Martin Luther King, Jr. MS	609	47.8	52.2	≤5.0	12.6	32.2	27.6	≤5.0	21.3	5.9	9.0	44.7	10.5
Kingsview MS	987	51.1	48.9	≤5.0	26.7	21.0	12.7	≤5.0	33.8	5.7	≤5.0	19.7	7.3
Lakelands Park MS	1003	50.0	50.0	≤5.0	11.7	13.6	19.5	≤5.0	50.8	≤5.0	6.2	22.5	15.0
Col. E. Brooke Lee MS	659	54.9	45.1	≤5.0	8.8	28.2	52.4	≤5.0	7.4	≤5.0	21.5	61.6	14.0
A. Mario Loiederman MS	835	44.6	55.4	≤5.0	6.1	26.8	50.7	≤5.0	13.2	≤5.0	15.4	59.6	12.2
Montgomery Village MS	647	53.6	46.4	≤5.0	8.0	34.8	41.7	≤5.0	10.0	5.4	17.6	61.5	13.4
Neelsville MS	862	51.0	49.0	≤5.0	9.5	34.6	42.8	≤5.0	8.5	≤5.0	16.8	63.6	7.9
Newport Mill MS	614	50.8	49.2	≤5.0	12.4	16.4	48.4	≤5.0	19.9	≤5.0	16.8	56.2	18.1
North Bethesda MS	901	50.6	49.4	≤5.0	10.7	7.3	13.3	≤5.0	62.0	6.3	≤5.0	5.2	9.7
Parkland MS	883	51.5	48.5	≤5.0	18.1	23.6	44.1	≤5.0	10.4	≤5.0	9.5	50.7	9.9
Rosa M. Parks MS	880	50.7	49.3	≤5.0	8.5	11.1	12.4	≤5.0	63.6	≤5.0	≤5.0	10.7	9.5
John Poole MS	351	50.7	49.3	≤5.0	≤5.0	6.3	8.5	≤5.0	74.1	5.4	≤5.0	12.3	10.5
Thomas W. Pyle MS	1411	49.8	50.2	≤5.0	12.5	≤5.0	8.4	≤5.0	70.7	5.7	≤5.0	≤5.0	7.2
Redland MS	507	51.7	48.3	≤5.0	11.0	17.2	33.5	≤5.0	32.7	5.5	9.7	39.6	11.2
Ridgeview MS	670	49.1	50.9	≤5.0	15.5	13.4	22.4	≤5.0	43.1	5.4	5.2	25.2	6.3
Rocky Hill MS	1091	47.6	52.4	≤5.0	24.4	21.1	16.8	≤5.0	31.4	5.9	≤5.0	21.7	8.4
Shady Grove MS	583	56.4	43.6	≤5.0	14.8	22.5	31.2	≤5.0	26.1	5.3	8.2	36.9	13.6
Silver Spring International MS	950	48.7	51.3	≤5.0	7.1	22.6	36.3	≤5.0	29.2	≤5.0	13.4	44.8	12.8
Sligo MS	446	47.8	52.2	≤5.0	9.4	24.2	39.7	≤5.0	22.6	≤5.0	14.3	47.8	12.8
Takoma Park MS	954	52.0	48.0	≤5.0	21.9	28.7	14.2	≤5.0	29.6	5.3	6.4	26.8	6.5
Tilden MS	781	54.7	45.3	≤5.0	14.6	9.7	19.0	≤5.0	51.5	≤5.0	10.8	12.2	15.4
Julius West MS	1131	51.0	49.0	≤5.0	20.3	16.7	25.5	≤5.0	31.5	5.6	10.3	30.4	7.3
Westland MS	1223	51.2	48.8	≤5.0	5.5	11.1	16.1	≤5.0	60.4	6.3	6.5	11.9	9.3
White Oak MS	724	52.1	47.9	≤5.0	11.3	32.3	41.2	≤5.0	12.0	≤5.0	17.3	56.5	10.4
Earle B. Wood MS	937	53.8	46.2	≤5.0	11.4	13.4	36.2	≤5.0	35.1	≤5.0	8.8	34.3	14.5

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Middle Schools Other Information						
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Mobility Rate[1 2]	Stud/Instr Staff Ratio	English Class Size	Other Class Size
Argyle MS	74.2	≥95.0	13.3	12.5	23.4	27.8
John T. Baker MS	24.8	≥95.0	≤5.0	12.5	26.4	27.0
Benjamin Banneker MS	65.1	≥95.0	13.2	11.3	25.2	26.6
Briggs Chaney MS	60.5	94.8	13.2	11.8	22.0	26.7
Cabin John MS	11.5	≥95.0	≤5.0	10.6	25.2	27.0
Roberto W. Clemente MS	47.1	≥95.0	11.6	10.7	23.5	25.8
Eastern MS	60.3	≥95.0	10.4	11.6	22.1	24.5
William H. Farquhar MS	19.2	≥95.0	≤5.0	9.0	23.9	26.1
Forest Oak MS	70.8	≥95.0	14.9	10.4	26.0	24.2
Robert Frost MS	10.2	≥95.0	5.1	15.1	25.7	27.9
Gaithersburg MS	55.7	≥95.0	14.1	8.3	24.3	23.5
Herbert Hoover MS	7.3	≥95.0	≤5.0	13.0	25.9	28.5
Francis Scott Key MS	78.7	≥95.0	16.1	12.4	22.5	24.3
Dr. Martin Luther King, Jr. MS	59.3	≥95.0	13.0	10.3	24.4	25.0
Kingsview MS	28.8	≥95.0	6.1	14.1	24.9	28.2
Lakelands Park MS	29.8	≥95.0	10.1	9.4	22.9	25.4
Col. E. Brooke Lee MS	78.1	94.7	13.0	11.2	21.8	24.2
A. Mario Loiederman MS	74.0	94.0	12.5	10.8	26.9	28.1
Montgomery Village MS	74.8	94.3	19.2	11.2	24.1	24.0
Neelsville MS	77.7	94.7	19.1	11.4	23.0	26.6
Newport Mill MS	66.1	≥95.0	8.5	9.5	23.1	23.7
North Bethesda MS	10.9	≥95.0	5.8	13.3	24.2	27.7
Parkland MS	65.1	≥95.0	5.1	12.4	26.0	26.5
Rosa M. Parks MS	16.9	≥95.0	≤5.0	12.9	25.6	28.3
John Poole MS	19.1	94.4	≤5.0	9.1	27.0	26.1
Thomas W. Pyle MS	≤5.0	≥95.0	5.3	13.9	25.6	27.6
Redland MS	50.9	≥95.0	12.3	10.4	22.8	24.4
Ridgeview MS	35.8	≥95.0	9.7	11.2	24.5	25.9
Rocky Hill MS	32.5	≥95.0	7.6	13.7	23.9	26.0
Shady Grove MS	50.3	≥95.0	12.3	10.8	26.1	26.3
Silver Spring International MS	54.0	≥95.0	10.6	11.5	26.1	27.0
Sligo MS	61.4	94.6	26.0	8.4	24.2	22.7
Takoma Park MS	34.5	≥95.0	7.6	14.4	26.3	26.4
Tilden MS	19.6	≥95.0	12.3	10.3	24.9	27.4
Julius West MS	41.4	≥95.0	10.0	12.1	24.4	25.7
Westland MS	16.5	≥95.0	5.8	13.4	25.4	27.2
White Oak MS	71.0	≥95.0	14.6	10.1	23.2	25.1
Earle B. Wood MS	48.9	≥95.0	9.4	10.0	25.4	25.0

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2012–2013 school year.

High Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Bethesda-Chevy Chase HS	1872	50.5	49.5	≤5.0	6.0	15.0	17.0	≤5.0	57.2	≤5.0	≤5.0	11.1	9.1
Montgomery Blair HS	2790	52.8	47.2	≤5.0	15.9	27.2	29.6	≤5.0	23.3	≤5.0	11.1	36.8	6.8
James Hubert Blake HS	1694	45.5	54.5	≤5.0	9.6	42.3	22.1	≤5.0	22.1	≤5.0	≤5.0	34.8	10.3
Winston Churchill HS	2093	51.6	48.4	≤5.0	22.1	8.9	8.4	≤5.0	56.2	≤5.0	≤5.0	5.3	11.4
Clarksburg HS	1958	50.9	49.1	≤5.0	17.0	28.1	25.4	≤5.0	25.2	≤5.0	≤5.0	29.5	10.5
Damascus HS	1231	50.1	49.9	≤5.0	5.3	10.2	15.8	≤5.0	64.1	≤5.0	≤5.0	16.0	12.0
Thomas Edison HS of Technology	498	82.6	17.4	≤5.0	6.0	23.7	46.8	≤5.0	21.5	≤5.0	11.0	45.6	34.5
Albert Einstein HS	1651	45.3	54.7	≤5.0	10.5	22.4	43.7	≤5.0	21.1	≤5.0	9.0	41.7	14.4
Gaithersburg HS	2079	53.4	46.6	≤5.0	9.6	26.4	40.6	≤5.0	19.7	≤5.0	11.4	44.2	14.2
Walter Johnson HS	2237	52.3	47.7	≤5.0	13.2	8.3	16.9	≤5.0	56.2	5.1	≤5.0	7.8	11.0
John F. Kennedy HS	1580	53.2	46.8	≤5.0	9.4	36.1	48.7	≤5.0	≤5.0	≤5.0	8.9	54.2	14.3
Col. Zadok Magruder HS	1595	50.5	49.5	≤5.0	15.7	18.4	32.9	≤5.0	29.5	≤5.0	≤5.0	33.2	9.2
Richard Montgomery HS	2166	49.1	50.9	≤5.0	25.8	15.7	22.9	≤5.0	30.0	5.4	6.3	19.3	8.1
Northwest HS	2011	50.1	49.9	≤5.0	18.0	26.6	20.7	≤5.0	29.3	5.2	≤5.0	26.6	11.0
Northwood HS	1497	52.2	47.8	≤5.0	6.5	27.2	48.3	≤5.0	15.1	≤5.0	11.2	47.7	14.3
Paint Branch HS	1947	51.9	48.1	≤5.0	15.7	53.0	16.6	≤5.0	11.0	≤5.0	≤5.0	34.8	9.2
Poolesville HS	1202	50.5	49.5	≤5.0	25.6	5.2	7.3	≤5.0	56.1	5.6	≤5.0	7.3	5.2
Quince Orchard HS	1878	50.6	49.4	≤5.0	12.5	15.9	20.9	≤5.0	46.8	≤5.0	5.2	21.9	9.9
Rockville HS	1305	51.0	49.0	≤5.0	11.1	14.6	33.9	≤5.0	36.2	≤5.0	7.0	30.3	16.4
Seneca Valley HS	1275	51.6	48.4	≤5.0	10.8	34.0	28.3	≤5.0	21.6	≤5.0	7.3	35.4	13.7
Sherwood HS	1980	49.2	50.8	≤5.0	12.2	16.8	13.0	≤5.0	54.6	≤5.0	8.3	15.5	9.1
Springbrook HS	1749	56.0	44.0	≤5.0	11.6	42.3	33.7	≤5.0	9.3	≤5.0	8.9	44.0	10.6
Watkins Mill HS	1449	52.6	47.4	≤5.0	9.6	37.5	36.0	≤5.0	12.6	≤5.0	9.1	50.1	12.9
Wheaton HS	1336	57.6	42.4	≤5.0	10.6	25.6	53.7	≤5.0	7.8	≤5.0	15.4	58.9	12.6
Walt Whitman HS	1921	51.5	48.5	≤5.0	12.3	≤5.0	9.0	≤5.0	70.1	5.3	≤5.0	≤5.0	11.8
Thomas S. Wootton HS	2259	50.2	49.8	≤5.0	34.7	6.4	7.0	≤5.0	47.2	≤5.0	≤5.0	≤5.0	6.7

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

High Schools Other Information								
School Name	Ever FARMS[1]	Attendance Rate[1 2 3]	Graduation Rate[1 2 3]	Dropout Rate[1 2 3]	Mobility Rate[1 2 3]	Stud/Instr Staff Ratio	English Class Size	Other Class Size
Bethesda-Chevy Chase HS	19.4	≥95.0	94.4	≤5.0	7.0	13.8	26.7	29.2
Montgomery Blair HS	54.1	94.7	85.4	9.4	9.9	12.7	23.7	25.5
James Hubert Blake HS	53.1	≥95.0	88.6	6.6	11.9	12.0	26.0	26.4
Winston Churchill HS	10.2	≥95.0	≥95.0	≤5.0	≤5.0	12.5	25.8	28.2
Clarksburg HS	48.9	≥95.0	88.6	6.5	10.4	13.1	26.7	27.4
Damascus HS	26.6	≥95.0	92.3	≤5.0	6.1	10.4	25.7	25.6
Thomas Edison HS of Technology	72.1	--	--	--	--	6.0		
Albert Einstein HS	65.7	93.7	79.5	12.1	12.8	10.9	25.5	25.3
Gaithersburg HS	64.9	92.4	76.9	10.1	16.9	10.7	23.9	24.8
Walter Johnson HS	17.5	≥95.0	≥95.0	≤5.0	7.0	11.8	25.5	28.4
John F. Kennedy HS	78.4	93.4	81.5	8.8	13.7	10.0	23.0	24.3
Col. Zadok Magruder HS	49.6	94.0	88.6	6.2	11.8	10.1	25.7	25.9
Richard Montgomery HS	37.7	≥95.0	89.3	5.9	11.5	13.2	25.4	26.1
Northwest HS	45.5	94.9	91.1	5.9	10.0	12.5	23.7	26.2
Northwood HS	72.9	92.9	81.6	13.1	16.4	11.1	22.2	22.8
Paint Branch HS	58.6	≥95.0	87.5	8.1	11.5	12.5	25.9	26.8
Poolesville HS	15.2	≥95.0	≥95.0	≤5.0	≤5.0	14.1	26.3	26.6
Quince Orchard HS	36.2	94.7	88.3	≤5.0	8.3	12.1	26.9	27.3
Rockville HS	47.7	≥95.0	85.7	6.5	9.9	10.3	24.6	25.7
Seneca Valley HS	60.7	93.2	81.5	7.6	17.3	9.5	21.5	23.9
Sherwood HS	25.7	≥95.0	92.9	≤5.0	9.2	11.7	24.3	25.8
Springbrook HS	64.2	94.2	81.5	11.1	12.3	12.2	26.6	26.9
Watkins Mill HS	72.6	92.8	85.3	5.1	14.1	9.8	26.4	25.3
Wheaton HS	78.3	94.0	76.1	12.6	14.3	10.0	24.4	24.5
Walt Whitman HS	≤5.0	≥95.0	≥95.0	≤5.0	8.7	12.1	27.5	26.2
Thomas S. Wootton HS	11.3	≥95.0	≥95.0	≤5.0	≤5.0	13.1	27.0	27.8

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2012–2013 school year.

[3] Students are officially enrolled at their home school and therefore the indicated measures are not calculated (--) for the Thomas Edison High School of Technology.

Special Schools Demographic Information[1] [2]													
School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Alternative Programs	155	69.7	30.3	≤5.0	≤5.0	54.2	32.9	≤5.0	6.5	≤5.0	7.7	66.5	11.6
Stephen Knolls School	95	57.9	42.1	≤5.0	≤5.0	28.4	38.9	≤5.0	27.4	≤5.0	≤5.0	42.1	≥95.0
Longview School	50	50.0	50.0	≤5.0	18.0	22.0	26.0	≤5.0	26.0	8.0	≤5.0	28.0	≥95.0
RICA	105	69.5	30.5	≤5.0	≤5.0	35.2	18.1	≤5.0	39.0	5.7	≤5.0	54.3	≥95.0
Rock Terrace School	86	75.6	24.4	≤5.0	7.0	32.6	26.7	≤5.0	27.9	5.8	7.0	38.4	≥95.0
Carl Sandburg Learning Center	106	88.7	11.3	≤5.0	11.3	31.1	22.6	≤5.0	29.2	5.7	17.9	40.6	≥95.0

[1] 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).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

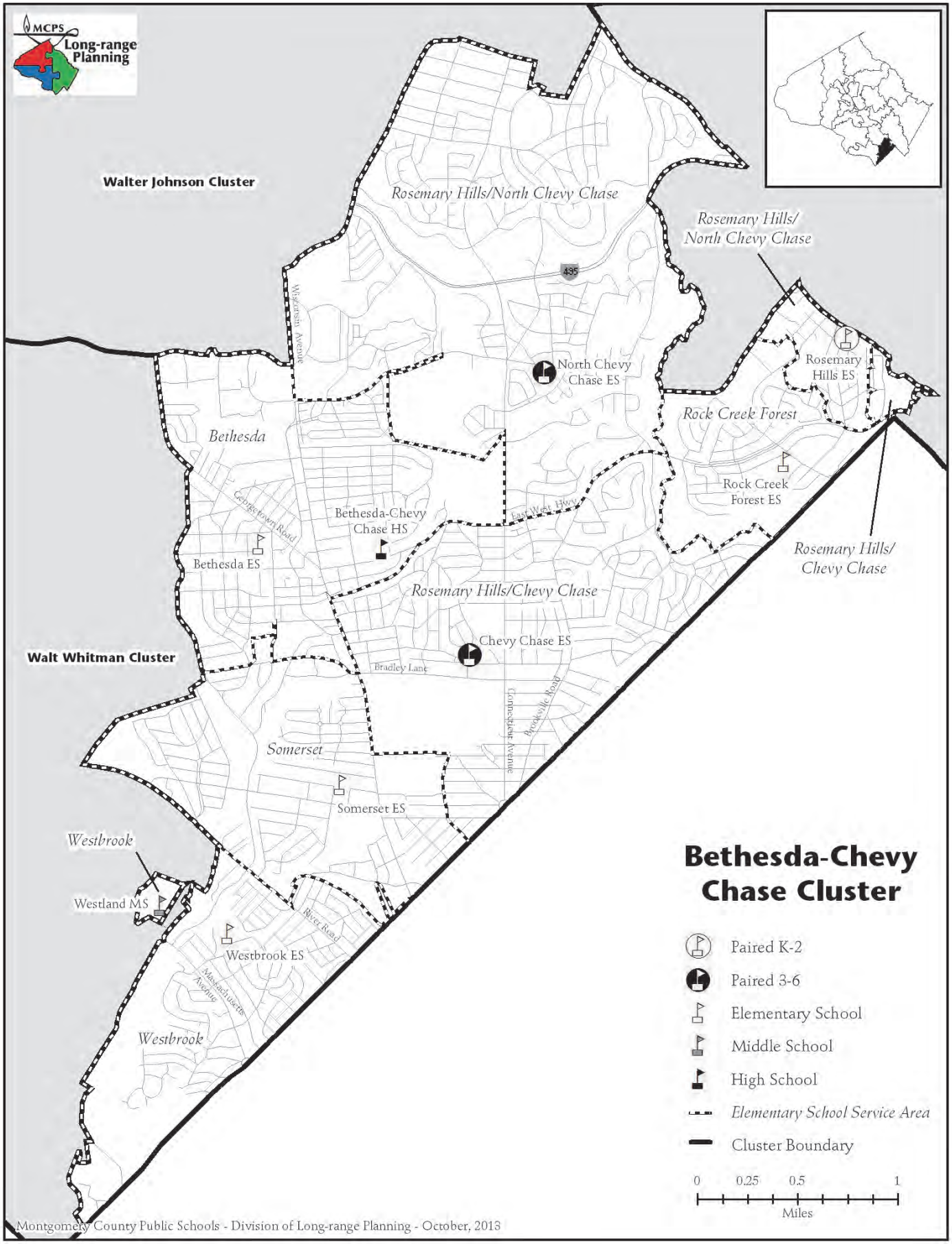
Special Schools Other Information						
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Graduation Rate[1 2]	Dropout Rate[1 2]	Mobility Rate[1 2]	Stud/Instr Staff Ratio
Alternative Programs	89.7	75.4	12.0	74.0	≥95.0	3.4
Stephen Knolls School	52.6	84.3	--	--	15.2	1.7
Longview School	36.0	84.7	--	--	≤5.0	1.4
RICA	70.5	86.6	35.3	17.7	86.0	2.5
Rock Terrace School	54.7	93.4	≤5.0	≤5.0	8.1	2.0
Carl Sandburg Learning Center	51.9	93.5			20.0	1.5

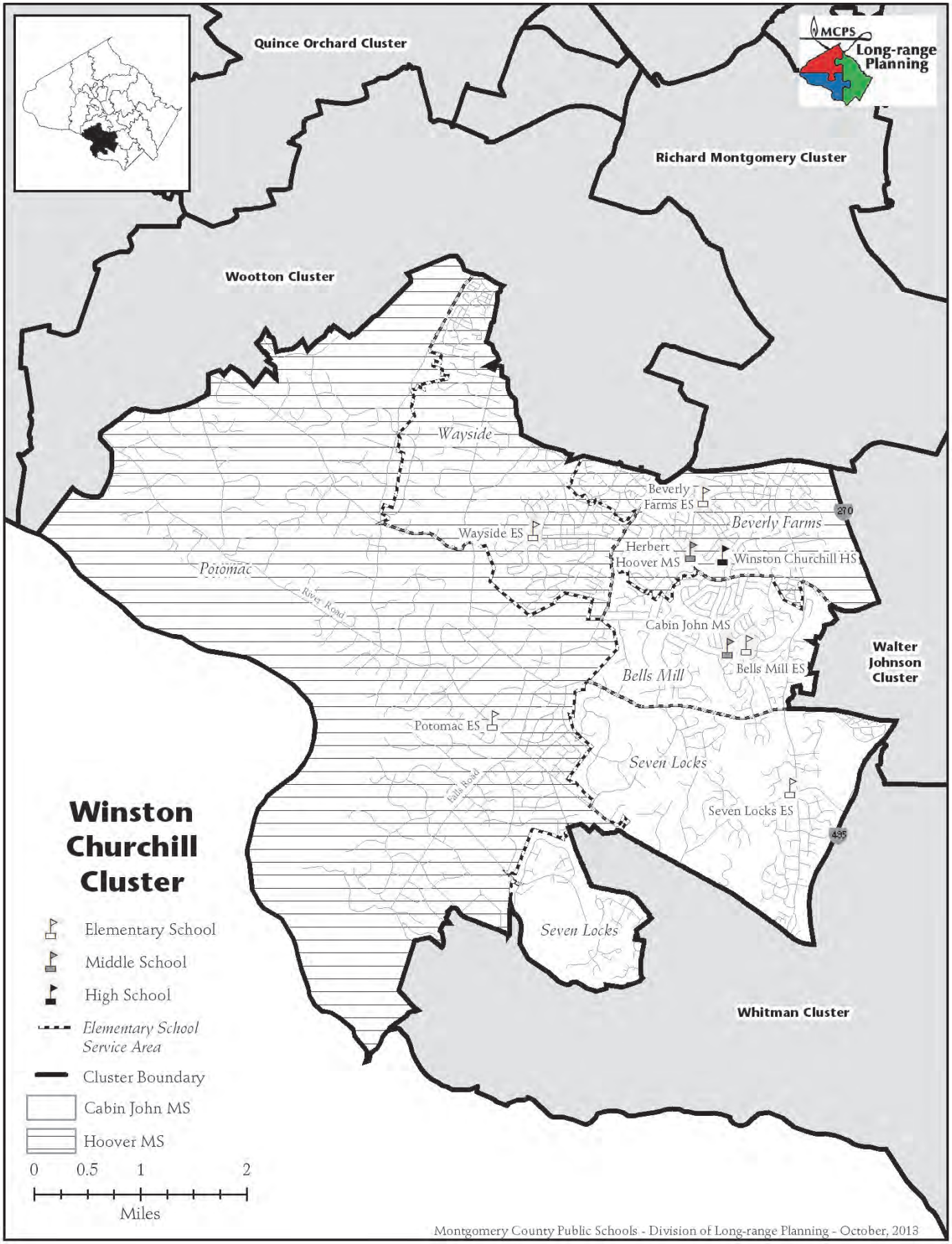
[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

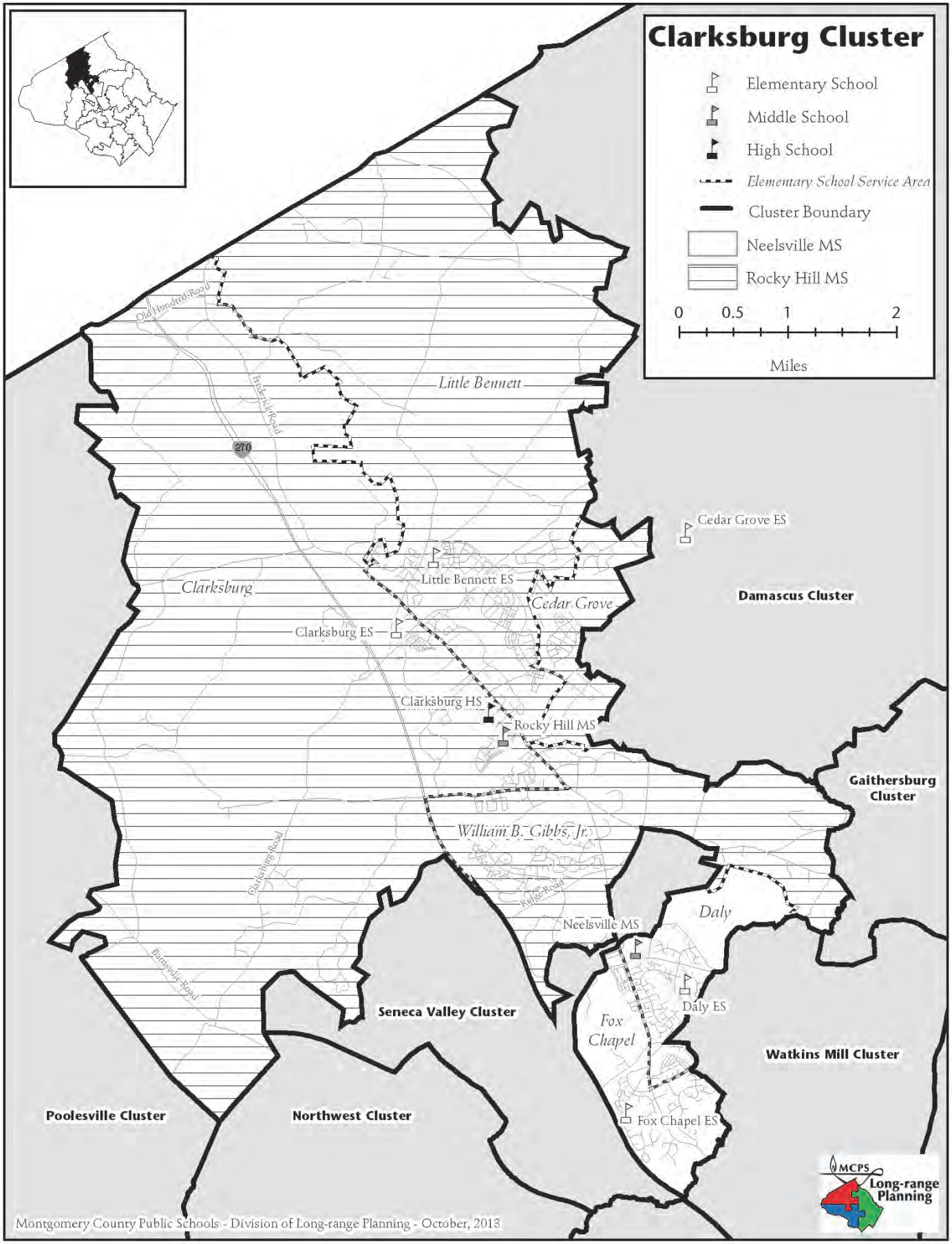
[2] Outcome data reflect 2012–2013 school year.

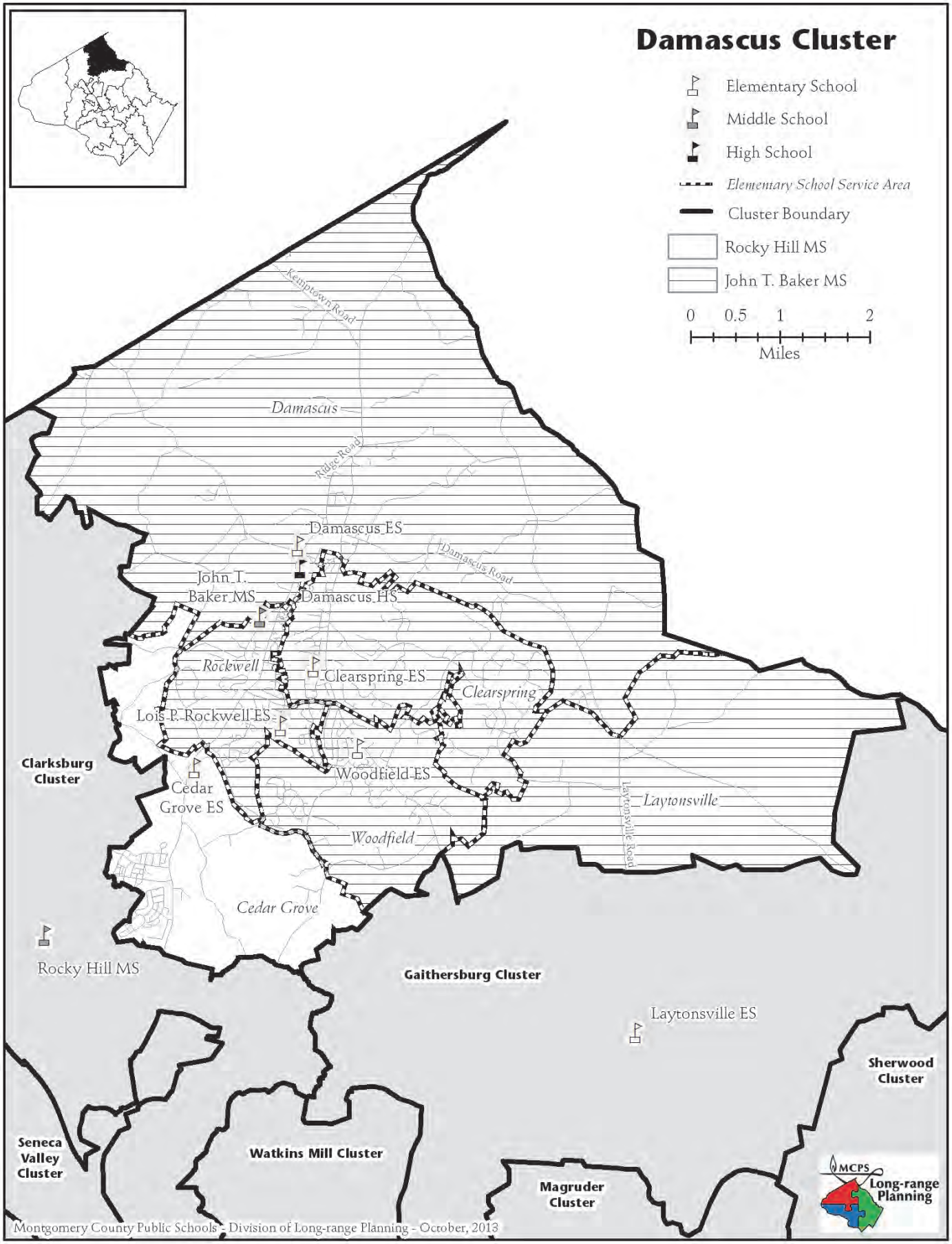
SECTION VIII

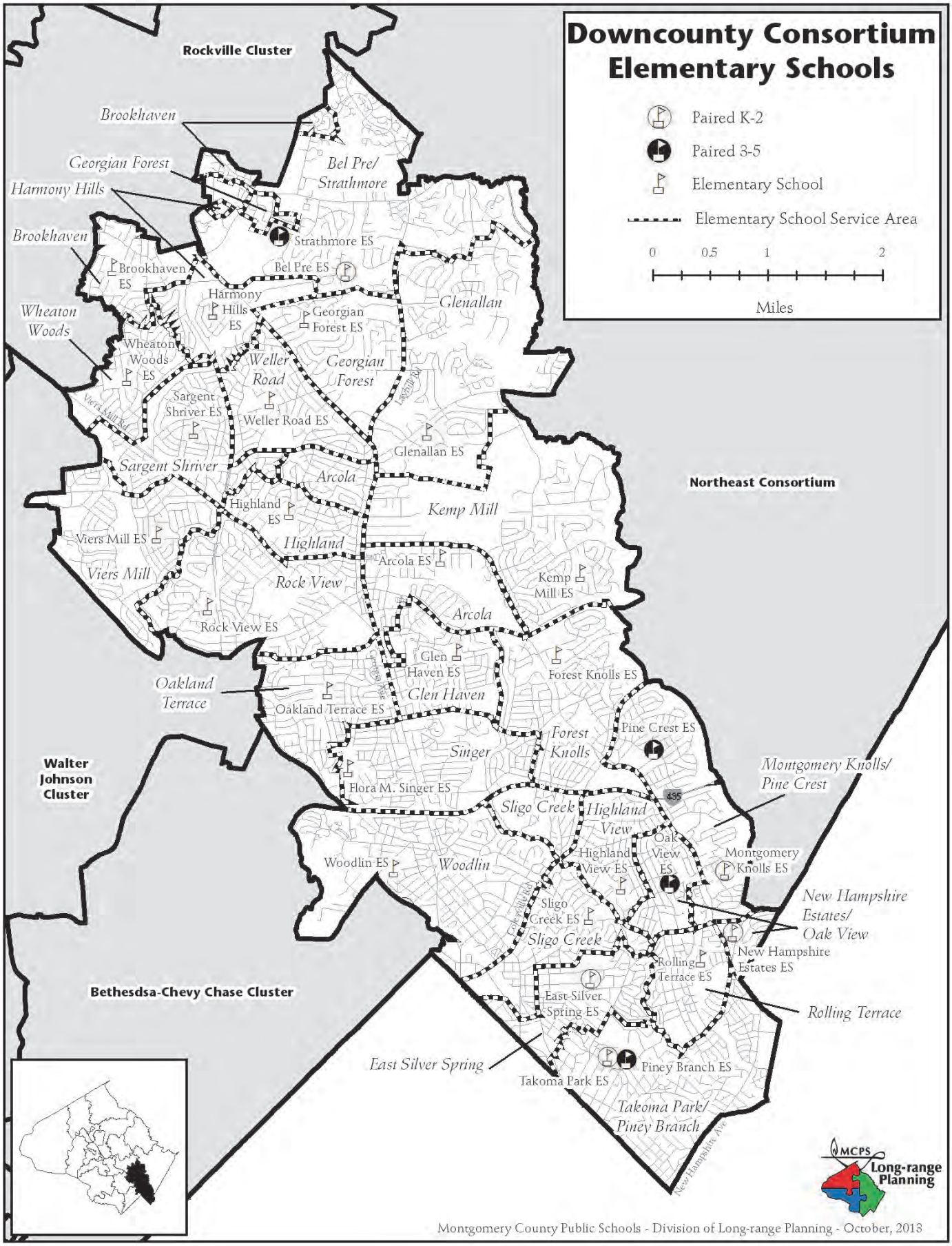
HIGH SCHOOL CLUSTER MAPS

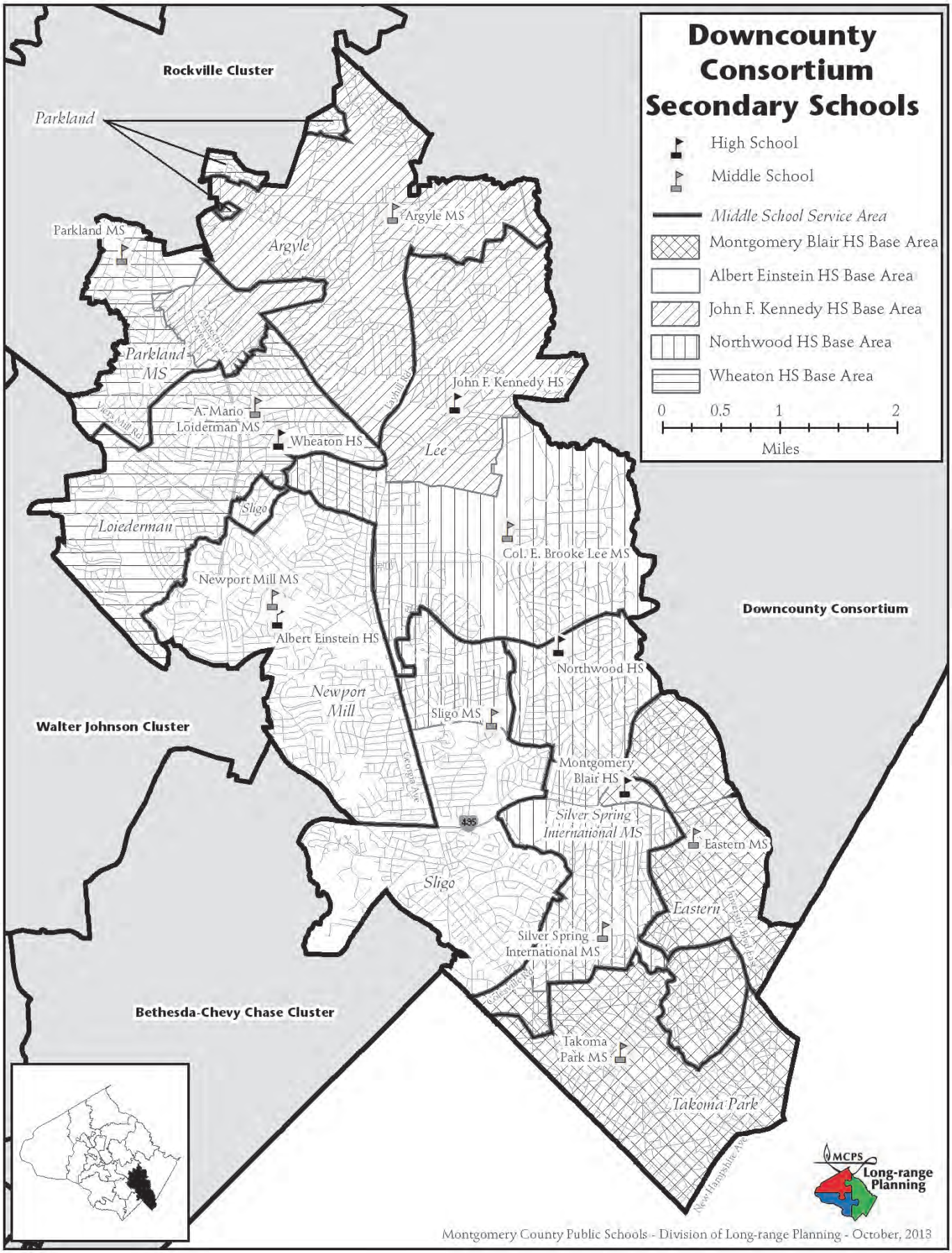

MCPS
Long-range Planning
Walter Johnson Cluster
Rosemary Hills/North Chevy Chase
Rosemary Hills/ North Chevy Chase
435
Wisconsin Avenue
North Chevy Chase ES
Rosemary Hills ES
Rock Creek Forest
Bethesda
Rock Creek Forest ES
Georgetown Road
East-West Hwy
Bethesda-Chevy Chase HS
Bethesda ES
Rosemary Hills/ Chevy Chase
Rosemary Hills/Chevy Chase
Chevy Chase ES
Walt Whitman Cluster
Bradley Lane
Connecticut Avenue
Brookville Road
Somerset
Somerset ES
Westbrook
Westland MS
River Road
Westbrook ES
Massachusetts Avenue
Westbrook
Bethesda-Chevy Chase Cluster
Paired K-2
Paired 3-6
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0 0.25 0.5 1
Miles
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

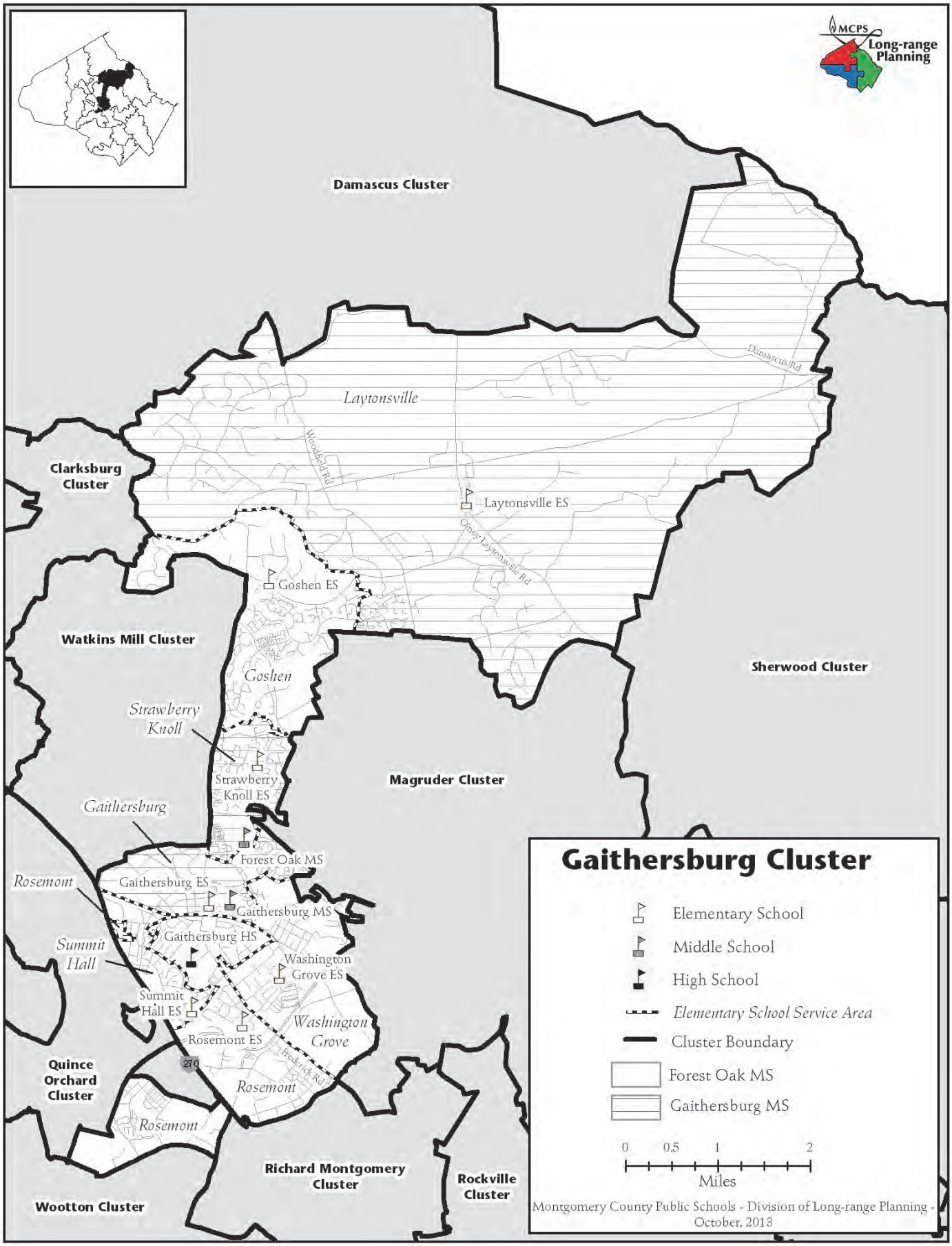

Quince Orchard Cluster
Richard Montgomery Cluster
Wootton Cluster
Walter Johnson Cluster
Whitman Cluster
MCPS
Long-range Planning
Wayside
Beverly Farms
Potomac
Bells Mill
Seven Locks
Beverly Farms ES
Wayside ES
Herbert Hoover MS
Winston Churchill HS
Cabin John MS
Bells Mill ES
Potomac ES
Seven Locks ES
River Road
Falls Road
270
495
Winston Churchill Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Cabin John MS
Hoover MS
0 0.5 1 2
Miles
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

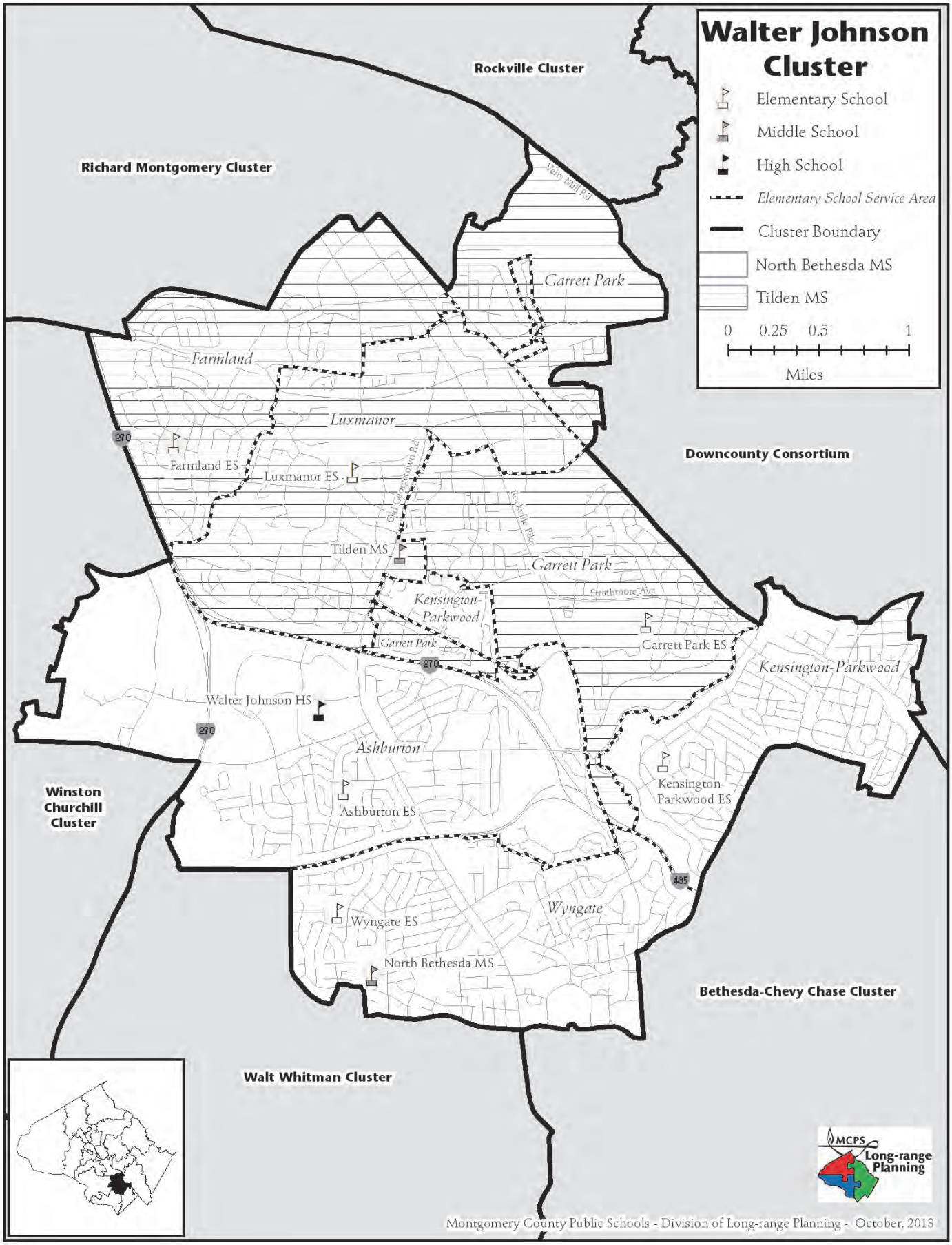

Clarksburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Neelsville MS
Rocky Hill MS
0
0.5
1
2
Miles
Little Bennett
Clarksburg
Cedar Grove
William B. Gibbs, Jr.
Daly
Fox Chapel
Cedar Grove ES
Little Bennett ES
Clarksburg ES
Clarksburg HS
Rocky Hill MS
Neelsville MS
Daly ES
Fox Chapel ES
Damascus Cluster
Gaithersburg Cluster
Seneca Valley Cluster
Watkins Mill Cluster
Poolesville Cluster
Northwest Cluster
270
Old Hundred Road
Frederick Road
Clarksburg Road
Ridge Road
Barnesville Road
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

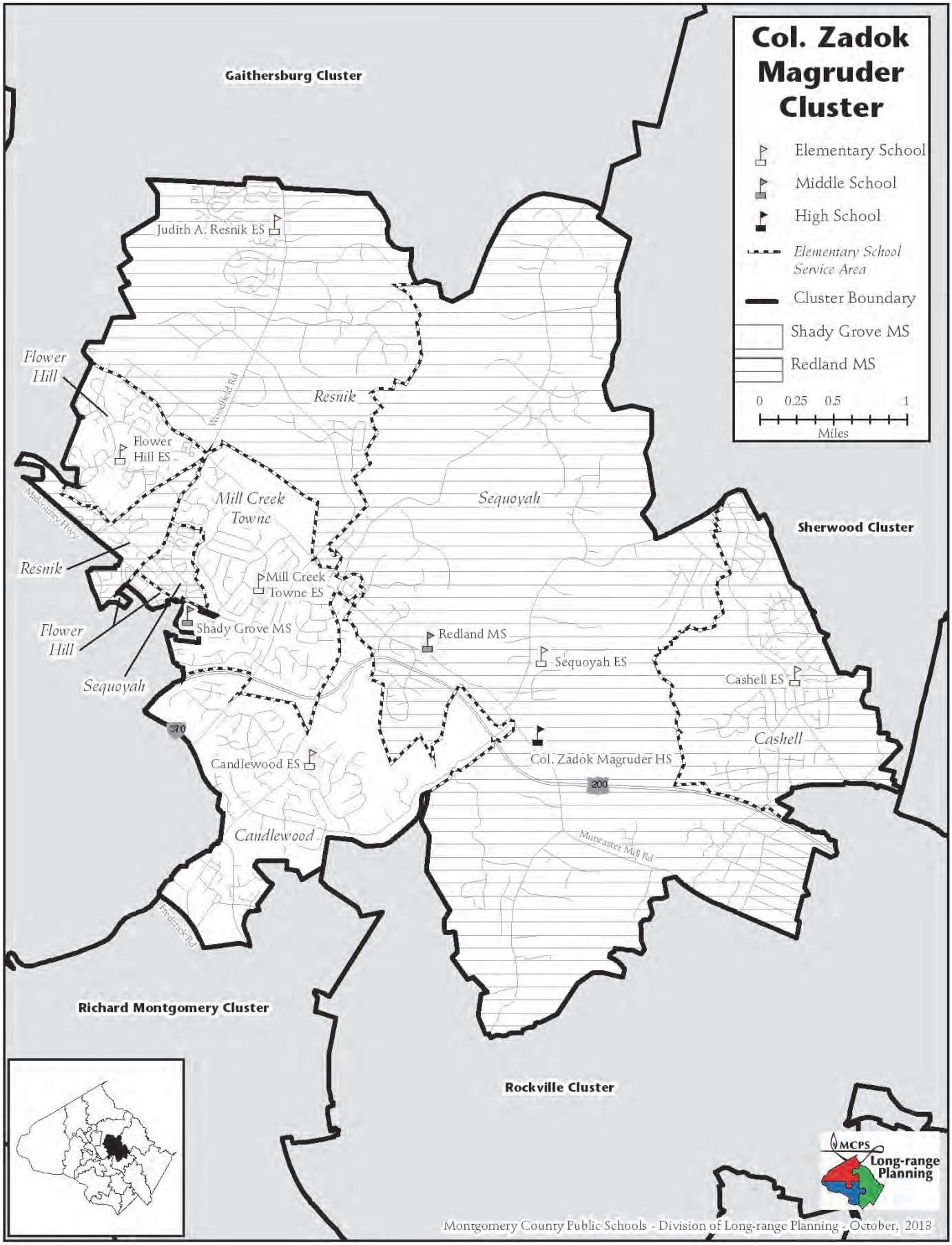

Damascus Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Rocky Hill MS
John T. Baker MS
0 0.5 1 2
Miles
Kemptown Road
Damascus
Ridge Road
Damascus ES
Damascus Road
John T. Baker MS
Damascus HS
Rockwell
Clearspring ES
Clearspring
Lois P. Rockwell ES
Woodfield ES
Clarksburg Cluster
Cedar Grove ES
Laytonsville
Laytonsville Road
Woodfield
Cedar Grove
Rocky Hill MS
Gaithersburg Cluster
Laytonsville ES
Sherwood Cluster
Seneca Valley Cluster
Watkins Mill Cluster
Magruder Cluster
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

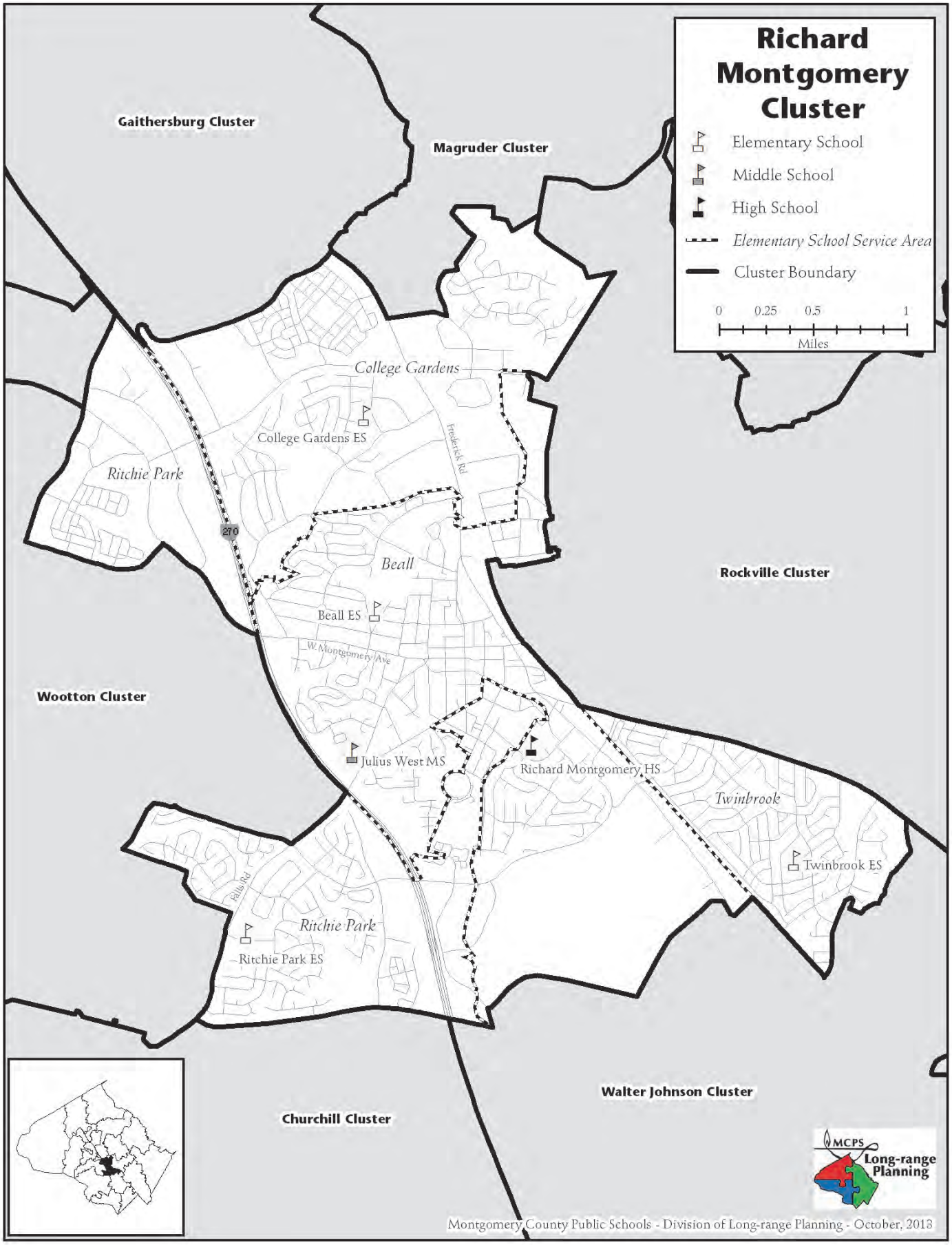

Downcounty Consortium Elementary Schools
Paired K-2
Paired 3-5
Elementary School
Elementary School Service Area
0 0.5 1 2
Miles
Rockville Cluster
Northeast Consortium
Walter Johnson Cluster
Bethesdsa-Chevy Chase Cluster
Brookhaven
Georgian Forest
Harmony Hills
Brookhaven
Wheaton Woods
Bel Pre/ Strathmore
Strathmore ES
Bel Pre ES
Brookhaven ES
Harmony Hills ES
Georgian Forest ES
Glenallan
Wheaton Woods ES
Weller Road
Georgian Forest
Sargent Shriver ES
Weller Road ES
Glenallan ES
Sargent Shriver
Arcola
Highland ES
Kemp Mill
Viers Mill ES
Highland
Arcola ES
Viers Mill
Rock View
Kemp Mill ES
Rock View ES
Arcola
Glen Haven ES
Forest Knolls ES
Oakland Terrace
Oakland Terrace ES
Glen Haven
Pine Crest ES
Forest Knolls
Singer
Montgomery Knolls/ Pine Crest
Flora M. Singer ES
Sligo Creek
Highland View
Oak View ES
Montgomery Knolls ES
Woodlin ES
Woodlin
Highland View ES
New Hampshire Estates/ Oak View
Sligo Creek ES
Sligo Creek
New Hampshire Estates ES
Rolling Terrace ES
East Silver Spring ES
Rolling Terrace
East Silver Spring
Piney Branch ES
Takoma Park ES
Takoma Park/ Piney Branch
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

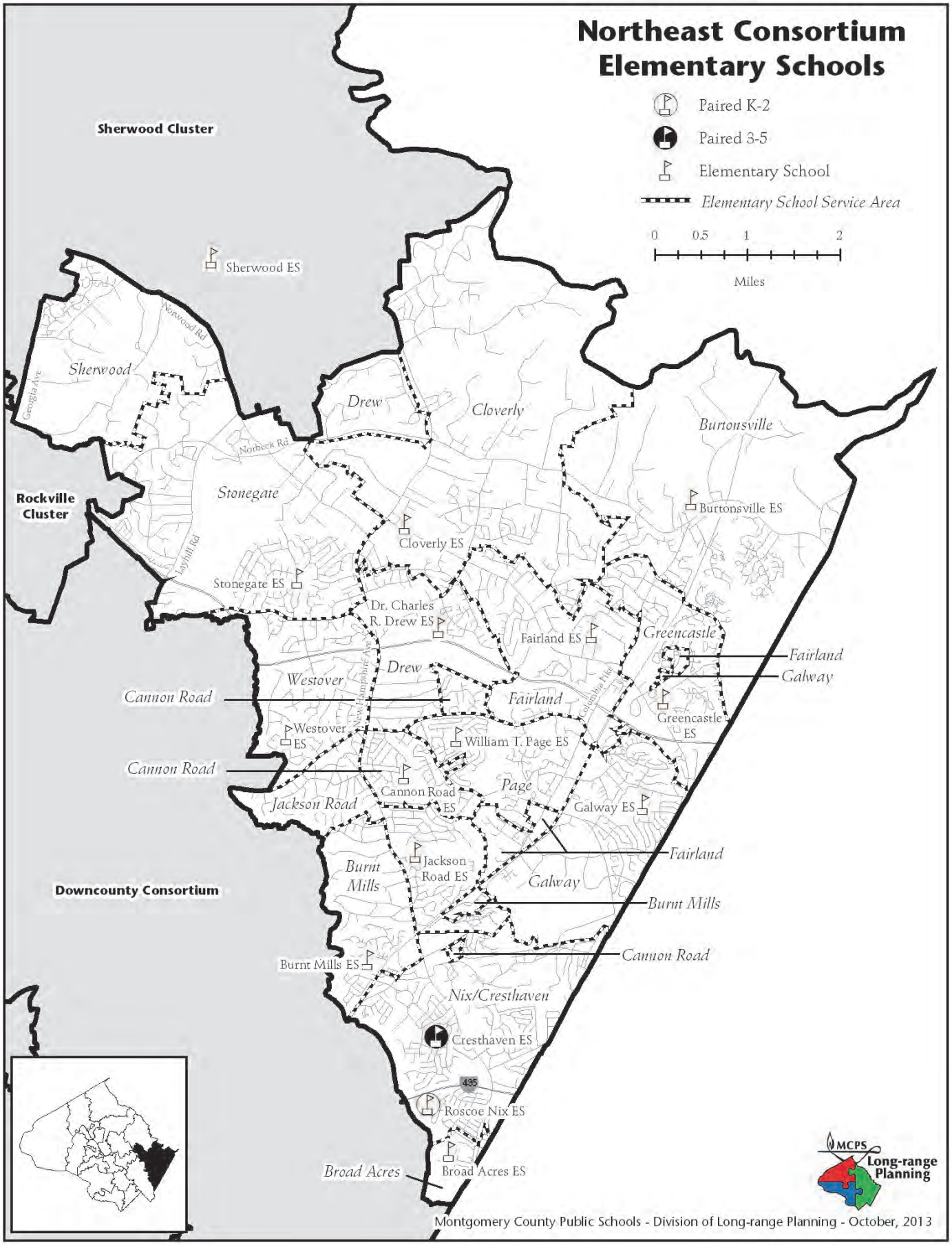

Downcounty Consortium Secondary Schools
High School
Middle School
Middle School Service Area
Montgomery Blair HS Base Area
Albert Einstein HS Base Area
John F. Kennedy HS Base Area
Northwood HS Base Area
Wheaton HS Base Area
0 0.5 1 2
Miles
Rockville Cluster
Parkland
Parkland MS
Argyle MS
Argyle
Parkland MS
A. Mario Loiderman MS
Wheaton HS
John F. Kennedy HS
Lee
Sligo
Loiederman
Col. E. Brooke Lee MS
Newport Mill MS
Albert Einstein HS
Downcounty Consortium
Northwood HS
Newport Mill
Sligo MS
Walter Johnson Cluster
Montgomery Blair HS
Silver Spring International MS
Eastern MS
Sligo
Eastern
Silver Spring International MS
Bethesda-Chevy Chase Cluster
Takoma Park MS
Takoma Park
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

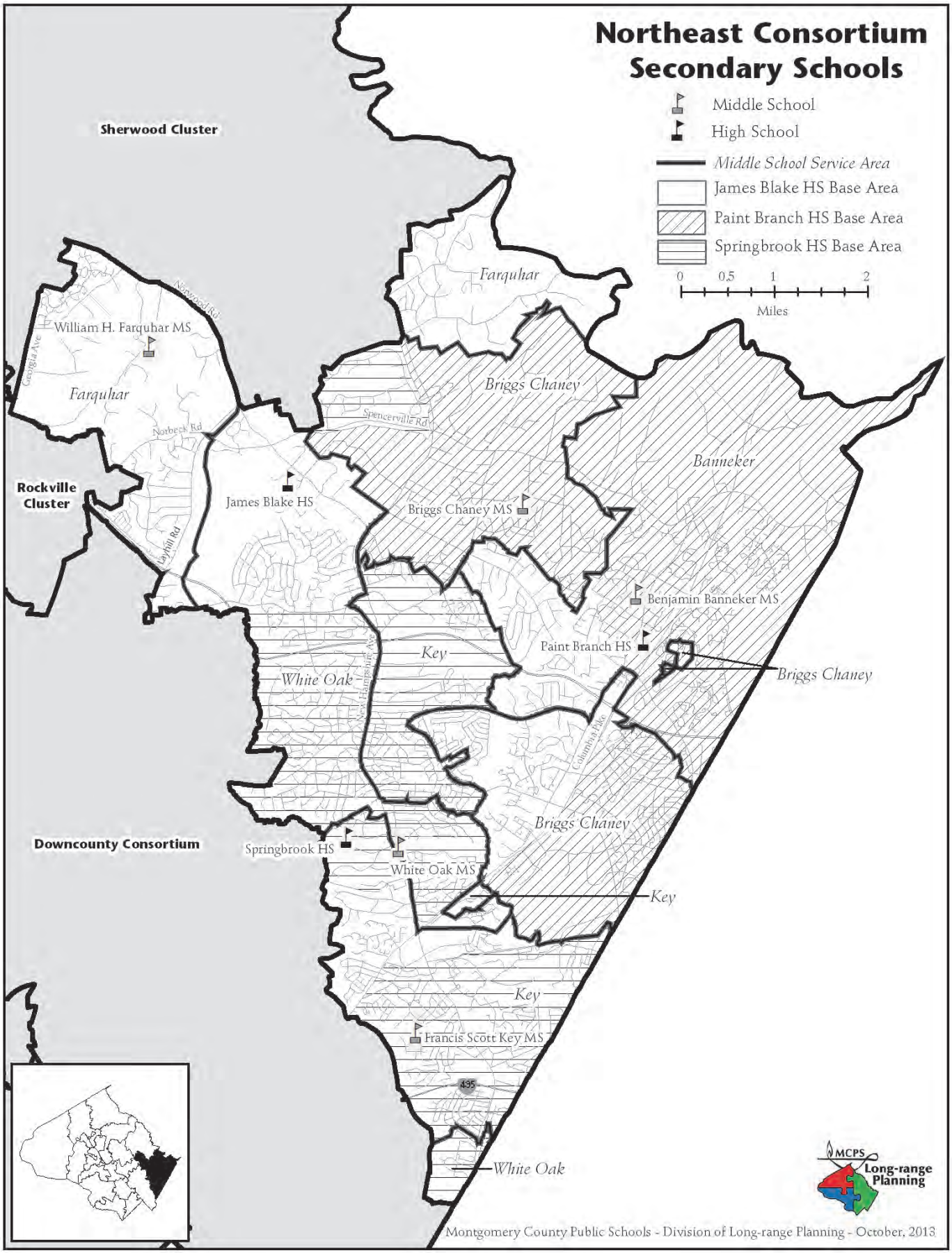

MCPS
Long-range Planning
Damascus Cluster
Clarksburg Cluster
Watkins Mill Cluster
Sherwood Cluster
Magruder Cluster
Quince Orchard Cluster
Wootton Cluster
Richard Montgomery Cluster
Rockville Cluster
Laytonsville
Goshen
Strawberry Knoll
Gaithersburg
Rosemont
Summit Hall
Washington Grove
Rosemont
Rosemont
Damascus Rd
Woodfield Rd
Olney-Laytonsville Rd
Frederick Rd
270
Laytonsville ES
Goshen ES
Strawberry Knoll ES
Forest Oak MS
Gaithersburg ES
Gaithersburg MS
Gaithersburg HS
Washington Grove ES
Summit Hall ES
Rosemont ES
Gaithersburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Forest Oak MS
Gaithersburg MS
0 0.5 1 2
Miles
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

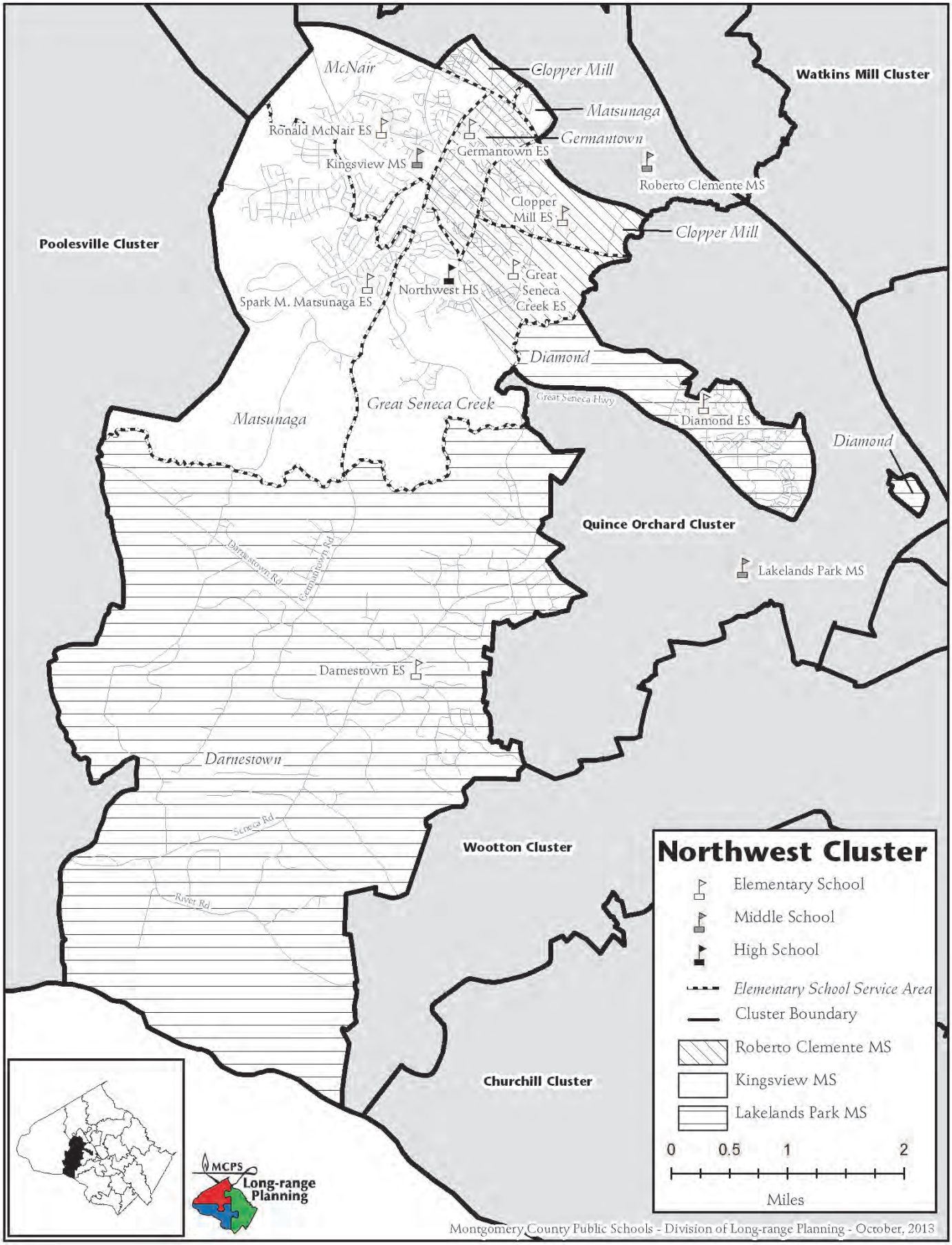

Walter Johnson Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
North Bethesda MS
Tilden MS
0 0.25 0.5 1
Miles
Rockville Cluster
Richard Montgomery Cluster
Downcounty Consortium
Winston Churchill Cluster
Bethesda-Chevy Chase Cluster
Walt Whitman Cluster
Veirs Mill Rd
Garrett Park
Farmland
Luxmanor
Farmland ES
Luxmanor ES
Old Georgetown Rd
Rockville Pike
Tilden MS
Garrett Park
Strathmore Ave
Kensington-Parkwood
Garrett Park ES
Kensington-Parkwood
Walter Johnson HS
Ashburton
Ashburton ES
Kensington-Parkwood ES
Wyngate
Wyngate ES
North Bethesda MS
270
435
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

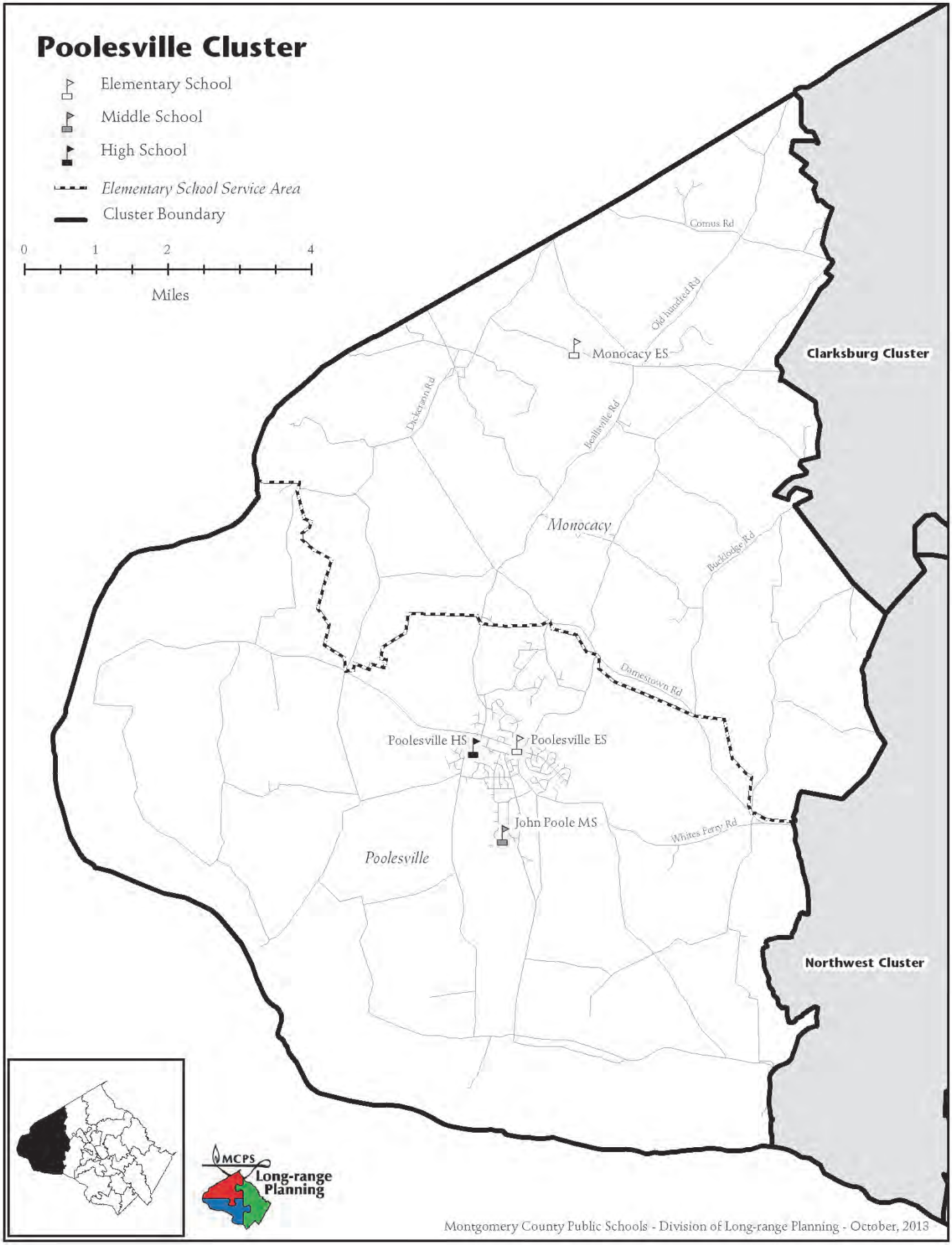

Col. Zadok Magruder Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Shady Grove MS
Redland MS
0 0.25 0.5 1
Miles
Gaithersburg Cluster
Judith A. Resnik ES
Flower Hill
Resnik
Woodfield Rd
Flower Hill ES
Mid-County Hwy
Mill Creek Towne
Sequoyah
Sherwood Cluster
Resnik
Mill Creek Towne ES
Shady Grove MS
Flower Hill
Redland MS
Sequoyah ES
Sequoyah
Cashell ES
Cashell
370
Candlewood ES
Col. Zadok Magruder HS
200
Candlewood
Muncaster Mill Rd
Frederick Rd
Richard Montgomery Cluster
Rockville Cluster
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

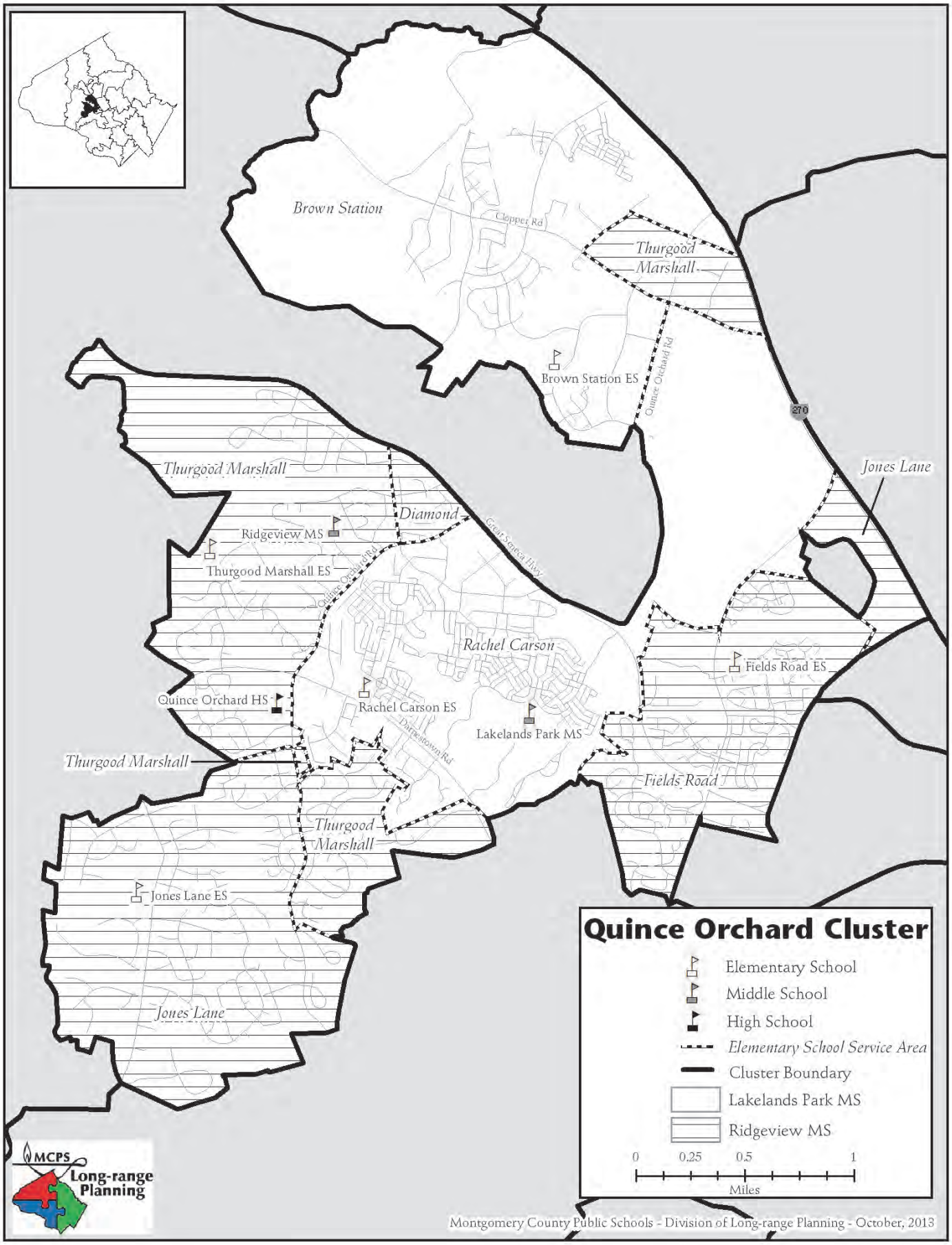

Richard Montgomery Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0 0.25 0.5 1
Miles
Gaithersburg Cluster
Magruder Cluster
Rockville Cluster
Wootton Cluster
Churchill Cluster
Walter Johnson Cluster
College Gardens
College Gardens ES
Ritchie Park
Beall
Beall ES
W Montgomery Ave
Frederick Rd
270
Julius West MS
Richard Montgomery HS
Twinbrook
Twinbrook ES
Falls Rd
Ritchie Park
Ritchie Park ES
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

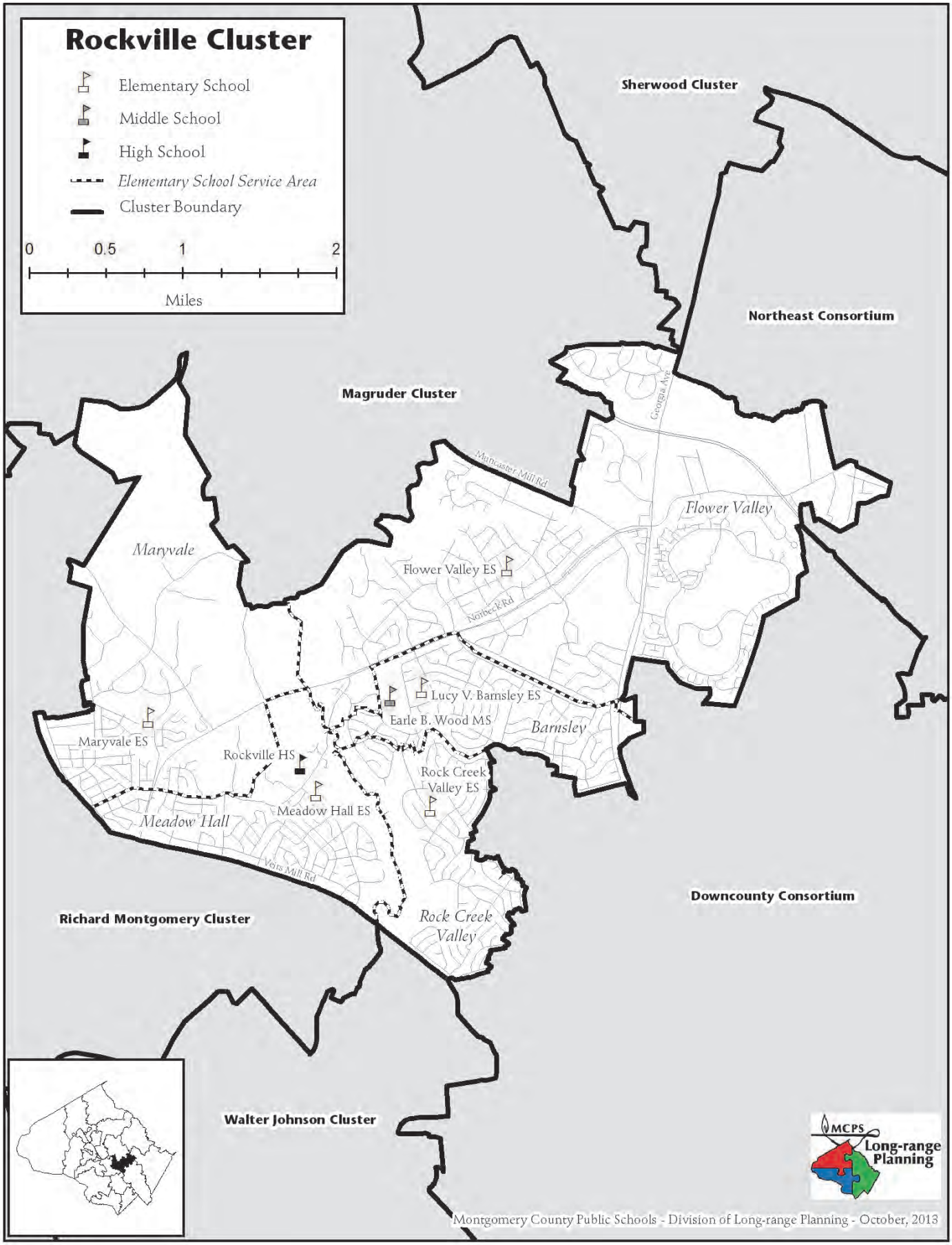

Northeast Consortium
Elementary Schools
Paired K-2
Paired 3-5
Elementary School
Elementary School Service Area
0 0.5 1 2
Miles
Sherwood Cluster
Rockville Cluster
Downcounty Consortium
Sherwood ES
Sherwood
Norwood Rd
Georgia Ave
Norbeck Rd
Layhill Rd
Stonegate
Stonegate ES
Drew
Cloverly
Cloverly ES
Burtonsville
Burtonsville ES
Dr. Charles R. Drew ES
Fairland ES
Greencastle
Fairland
Galway
Greencastle ES
Westover
Cannon Road
Westover ES
New Hampshire Ave
Columbia Pike
William T. Page ES
Page
Cannon Road ES
Jackson Road
Galway ES
Jackson Road ES
Burnt Mills
Burnt Mills ES
Nix/Cresthaven
Cresthaven ES
435
Roscoe Nix ES
Broad Acres
Broad Acres ES
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

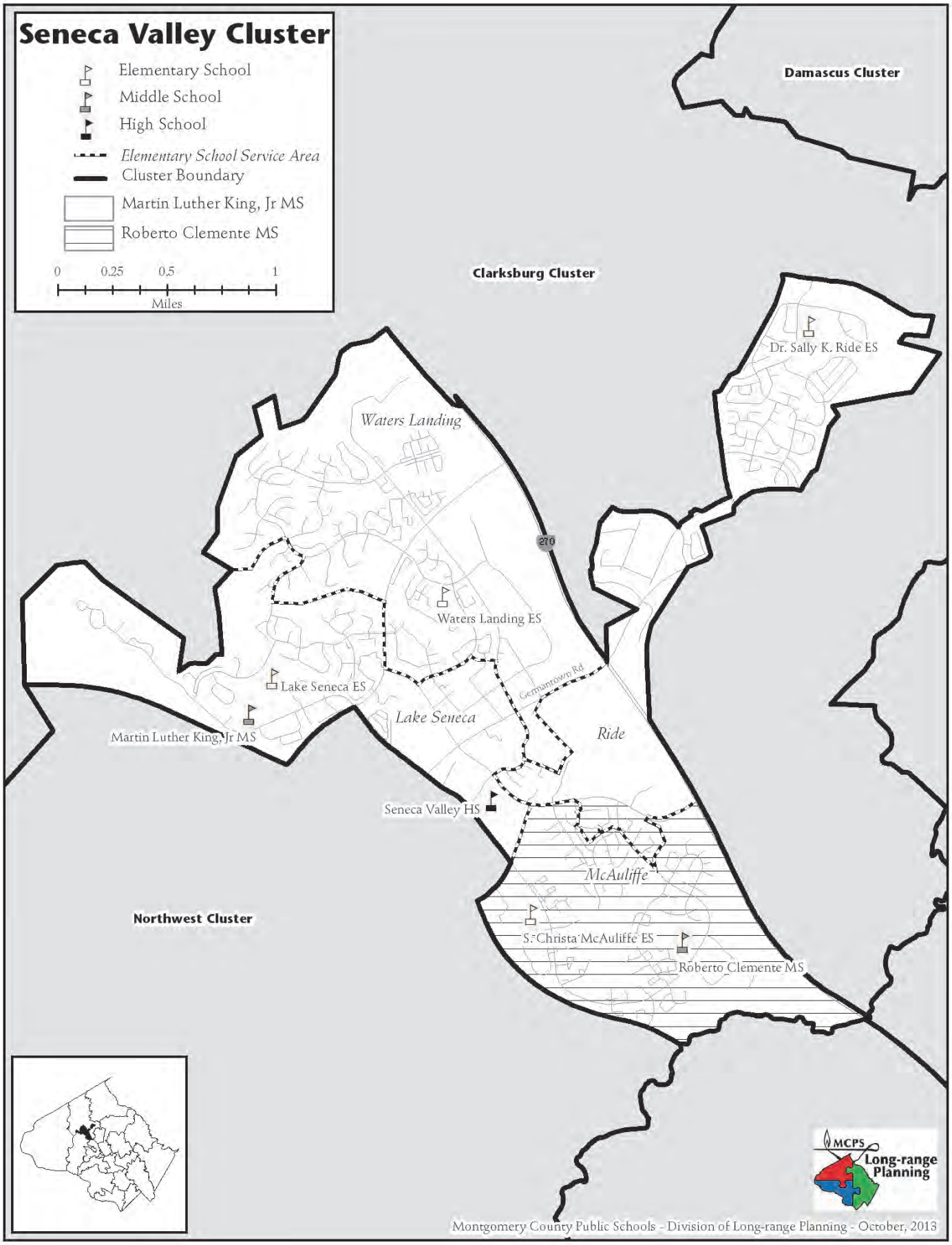

Northeast Consortium
Secondary Schools
Middle School
High School
Middle School Service Area
James Blake HS Base Area
Paint Branch HS Base Area
Springbrook HS Base Area
0
0.5
1
2
Miles
Sherwood Cluster
Rockville Cluster
Downcounty Consortium
Farquhar
Briggs Chaney
Banneker
Key
White Oak
William H. Farquhar MS
James Blake HS
Briggs Chaney MS
Benjamin Banneker MS
Paint Branch HS
Springbrook HS
White Oak MS
Francis Scott Key MS
Norwood Rd
Georgia Ave
Norbeck Rd
Layhill Rd
Spencerville Rd
New Hampshire Ave
Columbia Pike
495
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

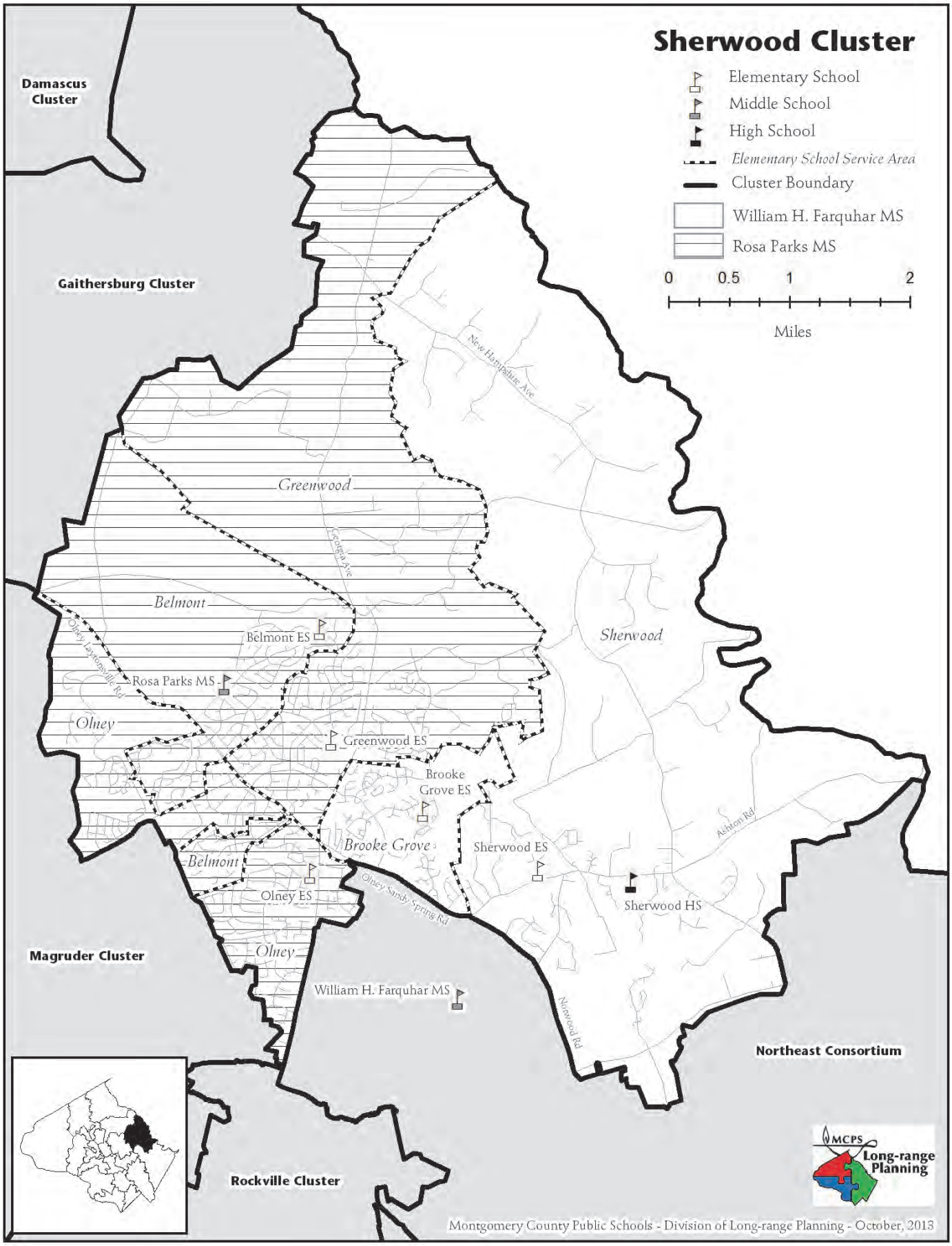

Northwest Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Roberto Clemente MS
Kingsview MS
Lakelands Park MS
0 0.5 1 2
Miles
Watkins Mill Cluster
Poolesville Cluster
Quince Orchard Cluster
Wootton Cluster
Churchill Cluster
McNair
Clopper Mill
Matsunaga
Germantown
Diamond
Darnestown
Great Seneca Creek
Ronald McNair ES
Kingsview MS
Germantown ES
Roberto Clemente MS
Clopper Mill ES
Spark M. Matsunaga ES
Northwest HS
Great Seneca Creek ES
Diamond ES
Lakelands Park MS
Darnestown ES
Great Seneca Hwy
Darnestown Rd
Germantown Rd
Seneca Rd
River Rd
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

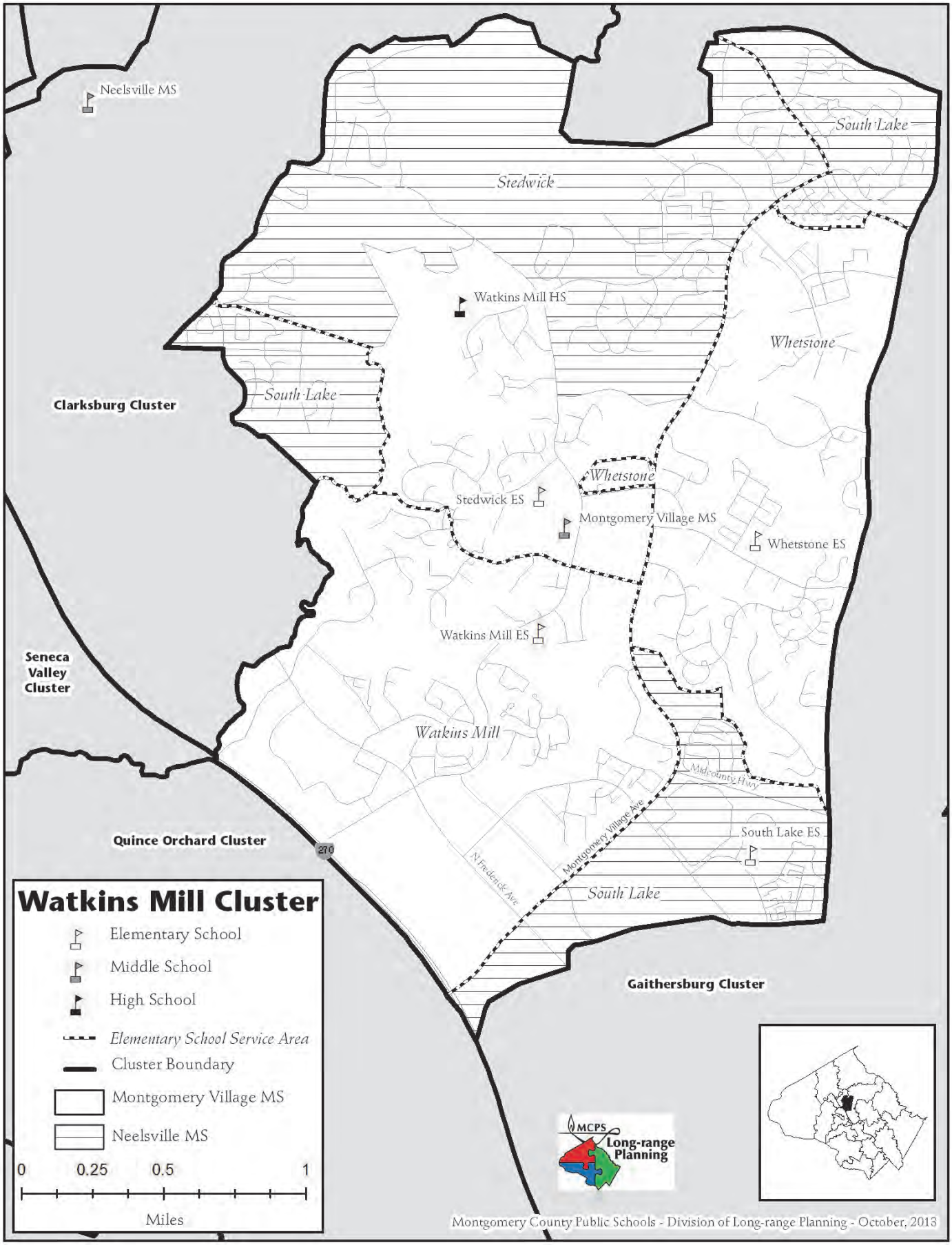

Poolesville Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
1
2
4
Miles
Comus Rd
Old hundred Rd
Monocacy ES
Clarksburg Cluster
Dickerson Rd
Beallsville Rd
Monocacy
Buckeystown Rd
Damestown Rd
Poolesville HS
Poolesville ES
John Poole MS
Whites Ferry Rd
Poolesville
Northwest Cluster
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

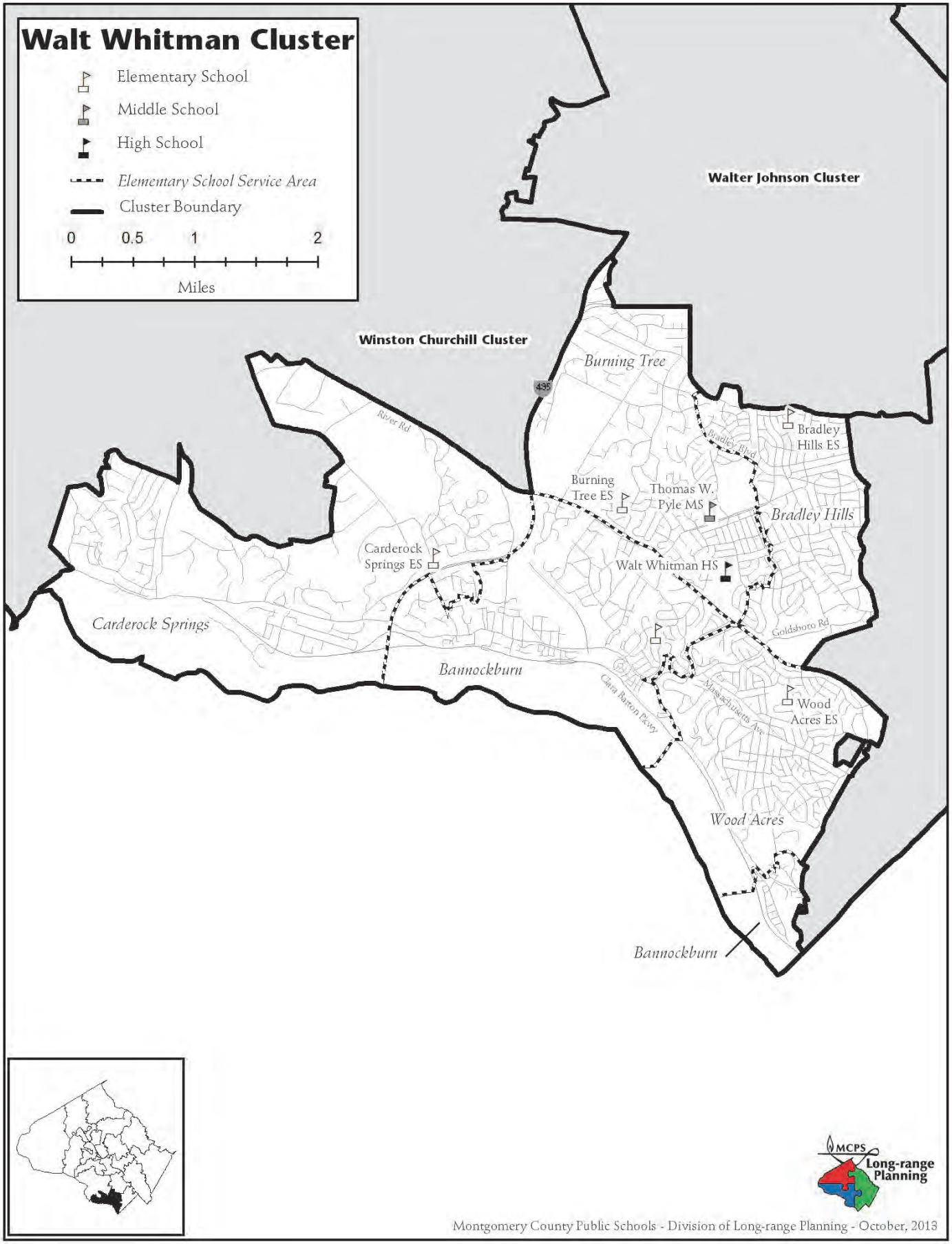

Brown Station
Clopper Rd
Thurgood Marshall
Brown Station ES
Quince Orchard Rd
270
Jones Lane
Thurgood Marshall
Diamond
Ridgeview MS
Thurgood Marshall ES
Great Seneca Hwy
Rachel Carson
Fields Road ES
Quince Orchard HS
Rachel Carson ES
Lakelands Park MS
Darnestown Rd
Thurgood Marshall
Fields Road
Thurgood Marshall
Jones Lane ES
Jones Lane
Quince Orchard Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Lakelands Park MS
Ridgeview MS
0
0.25
0.5
1
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

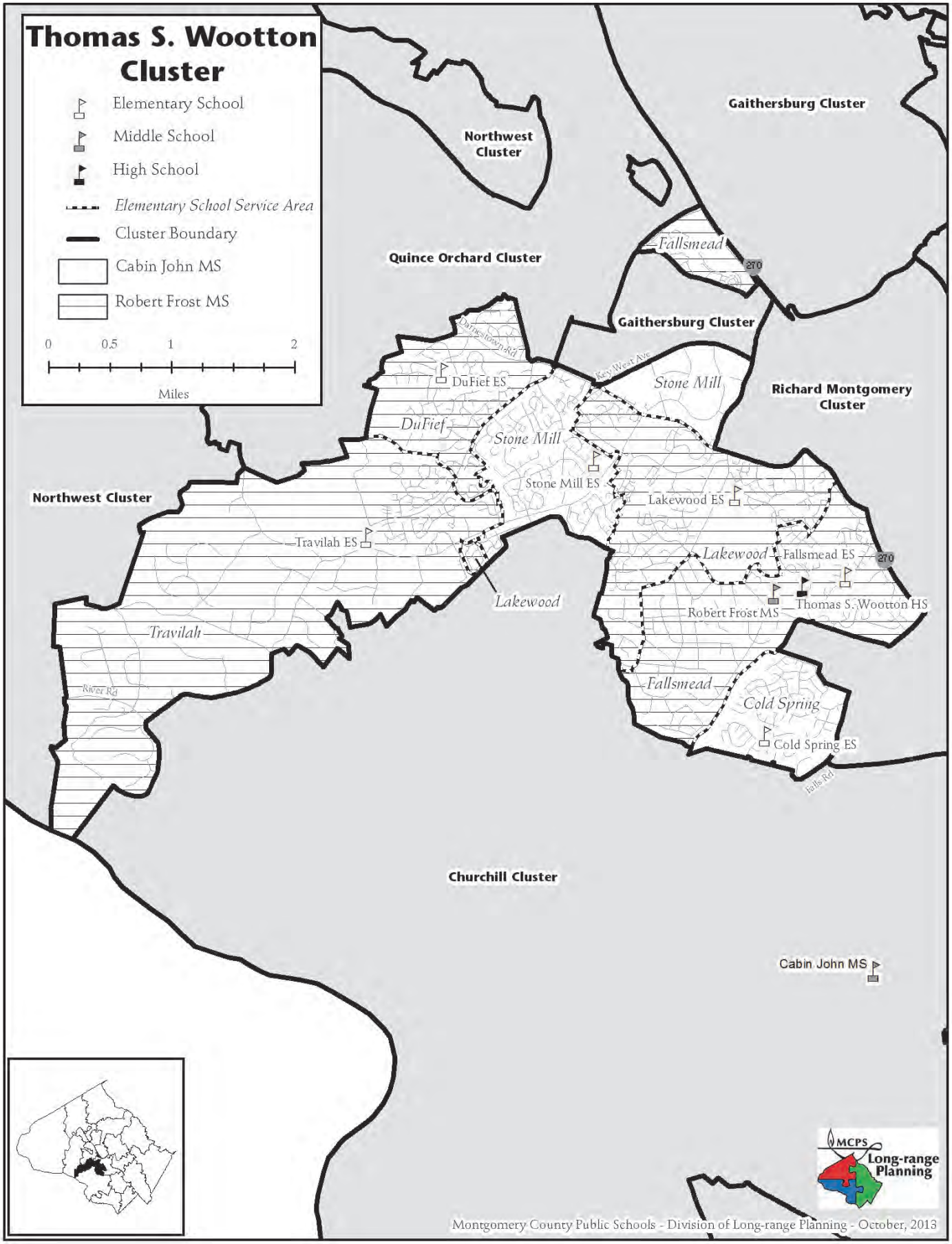

Rockville Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.5
1
2
Miles
Sherwood Cluster
Northeast Consortium
Magruder Cluster
Georgia Ave
Muncaster Mill Rd
Flower Valley
Maryvale
Flower Valley ES
Norbeck Rd
Lucy V. Barnsley ES
Earle B. Wood MS
Barnsley
Maryvale ES
Rockville HS
Rock Creek Valley ES
Meadow Hall ES
Meadow Hall
Veirs Mill Rd
Downcounty Consortium
Richard Montgomery Cluster
Rock Creek Valley
Walter Johnson Cluster
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013


Seneca Valley Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Martin Luther King, Jr MS
Roberto Clemente MS
0
0.25
0.5
1
Miles
Damascus Cluster
Clarksburg Cluster
Northwest Cluster
Dr. Sally K. Ride ES
Waters Landing
270
Waters Landing ES
Lake Seneca ES
Germantown Rd
Lake Seneca
Ride
Martin Luther King, Jr MS
Seneca Valley HS
McAuliffe
S. Christa McAuliffe ES
Roberto Clemente MS
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013


Sherwood Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
William H. Farquhar MS
Rosa Parks MS
0
0.5
1
2
Miles
Damascus Cluster
Gaithersburg Cluster
Magruder Cluster
Rockville Cluster
Northeast Consortium
Greenwood
Belmont
Olney
Brooke Grove
Sherwood
Belmont ES
Rosa Parks MS
Greenwood ES
Brooke Grove ES
Sherwood ES
Olney ES
Sherwood HS
William H. Farquhar MS
New Hampshire Ave
Georgia Ave
Olney Laytonsville Rd
Olney Sandy Spring Rd
Ashton Rd
Norwood Rd
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013


Neelsville MS
South Lake
Stedwick
Watkins Mill HS
Whetstone
South Lake
Clarksburg Cluster
Whetstone
Stedwick ES
Montgomery Village MS
Whetstone ES
Watkins Mill ES
Seneca Valley Cluster
Watkins Mill
Midcounty Hwy
Montgomery Village Ave
South Lake ES
Quince Orchard Cluster
270
N Frederick Ave
South Lake
Gaithersburg Cluster
Watkins Mill Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Montgomery Village MS
Neelsville MS
0
0.25
0.5
1
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013


Walt Whitman Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.5
1
2
Miles
Walter Johnson Cluster
Winston Churchill Cluster
Burning Tree
435
River Rd
Bradley Blvd
Bradley Hills ES
Burning Tree ES
Thomas W. Pyle MS
Bradley Hills
Carderock Springs ES
Walt Whitman HS
Carderock Springs
Goldsboro Rd
Bannockburn
Clara Barton Pkwy
Massachusetts Ave
Wood Acres ES
Wood Acres
Bannockburn
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013


Thomas S. Wootton Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Cabin John MS
Robert Frost MS
0
0.5
1
2
Miles
Gaithersburg Cluster
Northwest Cluster
Quince Orchard Cluster
Fallsmead
270
Gaithersburg Cluster
Darnestown Rd
Key West Ave
Stone Mill
Richard Montgomery Cluster
DuFief ES
DuFief
Stone Mill
Stone Mill ES
Lakewood ES
Northwest Cluster
Travilah ES
Lakewood
Fallsmead ES
270
Lakewood
Thomas S. Wootton HS
Robert Frost MS
Travilah
River Rd
Fallsmead
Cold Spring
Cold Spring ES
Falls Rd
Churchill Cluster
Cabin John MS
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 2013

Special Education Centers

Montgomery County Public Schools - Division of Long-range Planning - October, 2013

SECTION IX

DEFINITIONS AND DATA SOURCES

DEFINITIONS AND DATA SOURCES

Term	Definition	Source(s)
Advanced Placement/ International Baccalaureate Tests (AP/IB Tests)	Advanced Placement (AP) tests are part of a College Board program available to high school students. Scores on these tests can be used by students to earn credit or advanced standing in college. Usually a minimum score of 3 is needed to achieve this goal. International Baccalaureate (IB) tests are part of the International Baccalaureate Diploma Programme available to students in participating schools. Scores on these tests can be used by students to earn credit or advanced standing in college. Usually a minimum score of 4 is needed to achieve this goal.	Office of Shared Accountability
Algebra Completion Rate	The Algebra completion rate is the percentage of students successfully completing Algebra 1 with a course grade of "C" or higher by the end of Grade 8 for middle schools and by the end of Grade 9 for high schools. For students taking Algebra 1 in middle school, successful completion of Algebra 1 is based upon students who earned a course grade of "C" or higher in both semesters 1 and 2 and a "D" or higher on the semester 2 final exam. For students taking Algebra 1 in high school, successful completion of Algebra 1 is based upon students who earned a course grade of "C" or higher in both semesters 1 and 2 by the end of Grade 9.	Office of Shared Accountability
Alternative Programs	Alternative education programs are delivered in Montgomery County Public Schools (MCPS) through a continuum of intervention services for at-risk students. Alternative programs include: Fleet Street Program, Glenmont Middle School Program, Hadley Farms Middle School Program, Needwood Academy, and Randolph Academy. Students enrolled in the Model Learning Center at the Montgomery County Correctional Facility also are included in this list.	Division of Long–range Planning
Associate Superintendent for Schools	Responsible for supervising and evaluating principals at the elementary, middle, or high school level.	Office of the Deputy Superintendent of School Support and Improvement
Attendance Rate	The average daily attendance for a given year is based on the aggregate number of enrolled students who are present in school each day from the first day of school through March 15. The percentage average daily attendance is calculated by dividing the aggregate number of students in attendance by the aggregate number of students in membership for the same time frame.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Average Class Size—Elementary	The regular student enrollment in kindergarten–Grade 5 divided by the number of attendance sections for each school.	Office of the Chief Operating Officer *Official Class Size Report—School Year 2013–2014* as of October 31, 2013

Term	Definition	Source(s)
Average Class Size—Secondary	The regular student enrollment divided by the number of classes, excluding special education, reported for two areas: English (required courses) and all other academic subjects (other English, mathematics, foreign language, science, and social studies).	Office of the Chief Operating Officer *Official Class Size Report—School Year 2013–2014* as of October 31, 2013
Employee Benefits	A calculated estimate based on staff salaries at individual schools. This total was adjusted for vacancies using a school average of the specific employee grouping (administrative, teachers, other professional, instructional support, other support, building services).	Office of the Chief Operating Officer
Capacity	The number of students who can be accommodated in the building, based on an allocation of space for different grades and types of programs.	Division of Long-range Planning
Cluster	The geographic grouping of schools within a defined attendance area that includes a high school and the elementary and middle schools which send students to that high school.	Regulation FAA-RA, *Long-Range Educational Facilities Planning*
Core Facility Teaching Station	The number of classrooms within the school building which does not include portables.	Division of Long-range Planning
Downcounty Consortium	The Downcounty Consortium (DCC) is comprised of Montgomery Blair, Albert Einstein, John F. Kennedy, Northwood, and Wheaton high schools. Students entering high school participate in a choice process to rank, in order of preference, their choice of high school based on academy program. School assignments are made by a computer program.	Division of Consortia Choice and Application Program Services
Dropout Rate	The four-year adjusted cohort dropout rate is defined as the number of students who leave school, for any reason other than death, within the four-year period divided by the number of students who form the adjusted cohort. The school years are defined as the first day of the school year through the summer to the first day of the following school year. Student activity that occurs during the summer, including summer withdrawals, are included in the prior year's data. The four–year adjusted cohort dropout rate is calculated by dividing the number of students who terminate formal education for any reason other than death by the sum of the number of first time ninth graders, the number of students who transfer in, and the number of students who transfer out, emigrate, or die during the four-year period.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Enrollment	The number of students enrolled in school as of September 30, 2013. Disaggregated figures are a percentage of the total enrollment.	Office of Shared Accountability

Term	Definition	Source(s)
ESOL	The percentage of students participating in English for Speakers of Other Languages (ESOL) classes, as of October 31, 2013, compared with the official enrollment as of September 30, 2013. This percentage may differ from the ESOL percentage reported in the requested FY 2014 Capital Budget, due to different "as of" reporting dates.	Division of ESOL/Bilingual Programs
FARMS	The percentage of students receiving Free and Reduced-price Meals System (FARMS) services as of October 31, 2013, compared with the official enrollment as of September 30, 2013. This percentage may differ from the FARMS percentage reported in the requested FY 2014 Capital Budget due to "as of" reporting dates.	Division of Food and Nutrition Services
Feeder School	A school that sends its students to another school for the next grade level (e.g., a middle school that feeds a high school by sending its eighth graders to the high school for ninth grade). Most schools "feed" 100 percent of their students to the same school. Those in which the population goes on to more than one school are shown in the profiles of each school.	Division of Long-range Planning
Future Capacity	Any projected change in a school's capacity based on the latest capital improvements program requested by the Montgomery County Board of Education and funded by the County Council. This capacity would be in place within the coming six-year capital programming period.	Division of Long-range Planning
Geometry Completion Rate	The Geometry completion rate is the percentage of students successfully completing Geometry with a course grade of "C" or higher by the end of Grade 10. Successful completion of Geometry is based upon students who earned a course grade of "C" or higher in both semesters 1 and 2 by the end of Grade 10. If a student took Geometry in middle school, the student must have earned a course grade of "C" or higher in both semesters 1 and 2 and a "D" or higher on the semester 2 final exam to obtain successful completion.	Office of Shared Accountability

Term	Definition	Source(s)
Grade 12 Documented Decisions	The Maryland State Department of Education (MSDE) collects pregraduation plans data using the High School Graduate Follow-up Questionnaire. All graduating seniors indicate their postgraduation decisions within 30 days of anticipated graduation.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Graduation Rate	The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering Grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. The four-year graduation rate is calculated by dividing the number of students who graduate within four years, including the summer following their fourth year of high school, with a regular high school diploma by the number of students who form the adjusted cohort for that graduating class. Students who drop out of high school remain in the adjusted cohort—that is, the denominator of the cohort graduation rate calculation.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Highly Qualified Teachers	"Highly qualified" is a specific term defined by the *No Child Left Behind Act of 2001* (NCLB). The law outlines a list of minimum requirements both in content knowledge and teaching skills to meet the "highly qualified" status. The law requires teachers to have a bachelor's degree and full state certification and to demonstrate content knowledge in the subjects they teach. Under NCLB, states decide what is necessary for certification and for determining subject-matter competency. Rules surrounding the requirements for highly qualified teachers continue to be developed and refined.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Honors/AP/IB/ College-Level Enrollment	Honors/Advanced Placement (AP), International Baccalaureate (IB), and college-level courses provide rigorous and challenging studies for students who are capable of or motivated to pursue rigorous and challenging instruction. These courses are detailed in the MCPS High School Course Bulletin. The Honors/AP/IB, and college-level enrollment rate is the number of students enrolled in at least one Honors/AP/IB, or college-level course, divided by the total number of students.	MCPS High School Course Bulletin

Term	Definition	Source(s)
Least Restrictive Environment (LRE)	Least Restrictive Environment (LRE) refers to the mandate in the *Individuals with Disabilities Education Act* (IDEA 2004), which states that children with disabilities are to be educated to the maximum extent appropriate with nondisabled peers. MCPS reports LRE settings based on the percent of time a student is educated inside the general education setting. LRE A = Inside General Education Settings 80% or More. LRE C = Inside General Education Settings Less Than 40%.	Office of Special Education and Student Services
Limited English Proficient (LEP)	Limited English Proficient (LEP) students have a primary or home language other than English and have been assessed as having limited or no ability to understand, speak, read, or write English. Redesignated Limited English Proficient (R-LEP) are students that exit the LEP subgroups once they attain English language proficiency. For school progress calculations, states have two years to include in the LEP subgroup students who have attained English proficiency.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Maryland High School Assessment	The Maryland High School Assessments (HSA) are end-of-course tests that students take as they complete the appropriate high school level course. All students, including middle school students taking high school level courses, must take the High School Assessment after they complete the appropriate course. These courses currently include Algebra/Data Analysis, Biology, English, and Government.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Maryland School Assessment	The Maryland School Assessment (MSA) measures student achievement in reading, mathematics, and science. *Schools at a Glance* reports Grades 3–8 reading and mathematics performance and High School Assessment results in English 10 and Algebra for high school students. Percentage proficient includes students at or above the proficient level (proficient + advanced).	*MSDE Maryland Report Card* at http://mdreportcard.org/
Middle School Magnet Consortium	The Middle School Magnet Consortium (MSMC) is comprised of Argyle, A. Mario Loiederman, and Parkland middle schools. MSMC students entering middle school participate in a choice process to rank, in order of preference, their choice of middle school based on magnet program. Rising middle school students from outside the consortium also may apply to attend through a lottery process. School assignments are made by a computer program.	Division of Consortia Choice and Application Program Services

Term	Definition	Source(s)
Mobility Rate	The student mobility rate is calculated by dividing the sum of entrants and withdrawals by the average daily membership. *Entrants*: The number and percentage of students entering (transferring in or re-entering) school during the September to June school year after the first day of school. A student moving from one school to another within the same school district as a result of promotion is not considered to be an entrant for mobility purposes unless the student entered school after the first day. *Withdrawals*: The number and percentage of students withdrawing (transfers and terminations) for any reason during the September to June school year after the first day of school.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Northeast Consortium	The Northeast Consortium (NEC) is comprised of James Hubert Blake, Paint Branch, and Springbrook high schools. NEC students entering high school participate in a choice process to rank, in order of preference, their choice of high school based on signature program. School assignments are made by a computer program.	Division of Consortia Choice and Application Program Services
Race/Ethnic Composition	The number and percentage of students enrolled on September 30, 2013, based on the race/ethnic categories established by the U.S. Department of Education. These categories have changed for data reported beginning in the 2010–2011 school year. The abbreviations used in this publication reflect those set by MSDE. The federal race codes and MSDE abbreviations follow: • 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	Office of Shared Accountability
Receiving School	A school that receives students from another school after promotion (e.g., a high school that receives middle school students promoted from Grade 8 to Grade 9). Receiving schools are shown as part of each school's profile.	Office of Shared Accountability
Salaries: Professional and Supporting Services	The actual annual salaries of staff at the school as of October 31, 2013. This total does not include future step increments/ longevities and is adjusted for vacancies using a school average of the specific employee grouping (administrative, teachers, other professional, instructional support, other support, building services).	Office of the Chief Operating Officer/Department of Management, Budget, and Planning
SAT	The SAT is a college entrance exam accepted by several hundred colleges across the United States as part of the admissions process. The possible scores on the Critical Reading, Mathematics, and Writing sections range from 200–800, with a total possible score of 2400.	Office of Shared Accountability

Term	Definition	Source(s)
School Progress Index (SPI)	The School Progress Index (SPI) is a continuous scale based on indicators of achievement, growth, gap reduction, and college and career readiness. The SPI will differentiate schools into one of five strands which determine the district and state support schools receive. For more information see page iii.	http://www.marylandpublicschools.org
School Hours	The regular school day with a designated starting time and ending time as defined by the local school system.	Office of the Deputy Superintendent of School Support and Improvement
Special School	A separate MCPS school/center providing services for children with special education needs. The intensity of student needs cannot be met in comprehensive schools. The special schools included are: Stephen Knolls School, Longview School, Regional Institute for Children and Adolescents (RICA), Rock Terrace School, and Carl Sandburg Learning Center.	Office of Special Education and Student Services
SPED	Special education (SPED) means specially designed instruction and related services, at no cost to the parents, to meet the unique needs of a child with a disability, including: (1) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (2) instruction in physical education.	*Individuals with Disabilities Education Act 2004* Regulations
Student/ Instructional Staff Ratio	The Student/Instructional Staff Ratio is calculated by dividing the weighted enrollment as of September 30, 2013, by the number of instructional staff. Weighted enrollment includes full-day kindergarten enrollment plus 1/2 times pre-K enrollment plus enrollment in Grades 1–12. Instructional staff is determined as all school-based instructional full-time-equivalent positions (includes staff under the Teachers, Other Professional, and Instructional Support categories).	Office of Shared Accountability Staffing allocations are from the Office of the Chief Operating Officer
Support Art, Music, or Resource	The number of full-size classrooms at an elementary school designated for support purposes (not regular classrooms) such as Art, Music, or Resource. Sometimes they are used for other uses such as Reading Initiative or Computer Lab.	Division of Long-range Planning
Suspension Rate	The unduplicated count of the number of students suspended divided by the June 30 total enrollment.	Office of Shared Accountability
University System of Maryland Entrance Requirements	MSDE calculates the percentage of students meeting the University System of Maryland entrance requirements. Requirements for admission to the University System of Maryland are set by the Board of Regents of the University System of Maryland and, at a minimum, include a cumulative grade point equivalent to a C or better, accumulated course credits in English (4 credits), Social Studies (3 credits), biological and physical sciences (3 credits), mathematics (4 credits), language or advanced technology (2 credits), and a high school diploma.	*MSDE Maryland Report Card* at http://mdreportcard.org/ University System of Maryland at http://www.usmd.edu/

SECTION X

INDEX

Alphabetical Page References to Schools

Arcola ES....4
Argyle MS....274
Ashburton ES....6
John T. Baker MS....276
Benjamin Banneker MS....278
Bannockburn ES....8
Lucy V. Barnsley ES....10
Beall ES....12
Bel Pre ES....14
Bells Mill ES....16
Belmont ES....18
Bethesda ES....20
Bethesda-Chevy Chase HS....354
Beverly Farms ES....22
Montgomery Blair HS....356
James Hubert Blake HS....358
Bradley Hills ES....24
Briggs Chaney MS....280
Broad Acres ES....26
Brooke Grove ES....28
Brookhaven ES....30
Brown Station ES....32
Burning Tree ES....34
Burnt Mills ES....36
Burtonsville ES....38
Cabin John MS....282
Candlewood ES....40
Cannon Road ES....42
Carderock Springs ES....44
Rachel Carson ES....46
Cashell ES....48
Cedar Grove ES....50
Chevy Chase ES....52
Winston Churchill HS....360
Clarksburg ES....54
Clarksburg HS....362
Clearspring ES....56
Roberto W. Clemente MS....284
Clopper Mill ES....58
Cloverly ES....60
Cold Spring ES....62
College Gardens ES....64
Community Montessori Charter....66
Cresthaven ES....68
Capt. James E. Daly ES....70
Damascus ES....72
Damascus HS....364
Darnestown ES....74
Diamond ES....76
Dr. Charles R. Drew ES....78
DuFief ES....80
East Silver Spring ES....82
Eastern MS....286
Thomas Edison High School of Technology....366
Albert Einstein HS....368
Fairland ES....84
Fallsmead ES....86
Farmland ES....88
William H. Farquhar MS....288
Fields Road ES....90
Flower Hill ES....92
Flower Valley ES....94
Forest Knolls ES....96
Forest Oak MS....290
Fox Chapel ES....98
Robert Frost MS....292
Gaithersburg ES....100
Gaithersburg HS....370
Gaithersburg MS....294
Galway ES....102
Garrett Park ES....104
Georgian Forest ES....106
Germantown ES....108
William B. Gibbs, Jr. ES....110
Glen Haven ES....112
Glenallan ES....114
Goshen ES....116
Great Seneca Creek ES....118
Greencastle ES....120
Greenwood ES....122
Harmony Hills ES....124
Highland ES....126
Highland View ES....128
Herbert Hoover MS....296
Jackson Road ES....130
Walter Johnson HS....372
Jones Lane ES....132
Kemp Mill ES....134
John F. Kennedy HS....374
Kensington Parkwood ES....136
Francis Scott Key MS....298
Martin Luther King, Jr. MS....300
Kingsview MS....302
Lake Seneca ES....138
Lakelands Park MS....304
Lakewood ES....140
Laytonsville ES....142
Col. E. Brooke Lee MS....306

Alphabetical Page References to Schools

Little Bennett ES 144
A. Mario Loiederman MS 308
Luxmanor ES 146
Col. Zadok Magruder HS 376
Thurgood Marshall ES 148
Maryvale ES 150
Spark M. Matsunaga ES 152
S. Christa McAuliffe ES 154
Ronald McNair ES 156
Meadow Hall ES 158
Mill Creek Towne ES 160
Monocacy ES 162
Richard Montgomery HS 378
Montgomery Knolls ES 164
Montgomery Village MS 310
Neelsville MS 312
New Hampshire Estates ES 166
Newport Mill MS 314
Roscoe R. Nix ES 168
North Bethesda MS 316
North Chevy Chase ES 170
Northwest HS 380
Northwood HS 382
Oak View ES 172
Oakland Terrace ES 174
Olney ES 176
William Tyler Page ES 178
Paint Branch HS 384
Parkland MS 318
Rosa M. Parks MS 320
Pine Crest ES 180
Piney Branch ES 182
John Poole MS 322
Poolesville ES 184
Poolesville HS 386
Potomac ES 186
Thomas W. Pyle MS 324
Quince Orchard HS 388
Redland MS 326
Judith A. Resnik ES 188
Regional Institute for Children and Adolescents (RICA) 410
Dr. Sally K. Ride ES 190
Ridgeview MS 328
Ritchie Park ES 192
Rock Creek Forest ES 194
Rock Creek Valley ES 196
Rock Terrace School 412
Rock View ES 198
Rockville HS 390
Lois P. Rockwell ES 200
Rocky Hill MS 330
Rolling Terrace ES 202
Rosemary Hills ES 204
Rosemont ES 206
Carl Sandburg Learning Center 414
Seneca Valley HS 392
Sequoyah ES 208
Seven Locks ES 210
Shady Grove MS 332
Sherwood ES 212
Sherwood HS 394
Sargent Shriver ES 214
Silver Spring International MS 334
Flora M. Singer ES 216
Sligo Creek ES 218
Sligo MS 336
Somerset ES 220
South Lake ES 222
Springbrook HS 396
Stedwick ES 224
Stone Mill ES 226
Stonegate ES 228
Strathmore ES 230
Strawberry Knoll ES 232
Summit Hall ES 234
Takoma Park ES 236
Takoma Park MS 338
Tilden MS 340
Travilah ES 238
Twinbrook ES 240
Viers Mill ES 242
Washington Grove ES 244
Waters Landing ES 246
Watkins Mill ES 248
Watkins Mill HS 398
Wayside ES 250
Weller Road ES 252
Julius West MS 342
Westbrook ES 254
Westland MS 344
Westover ES 256
Wheaton HS 400
Wheaton Woods ES 258
Whetstone ES 260
White Oak MS 346
Walt Whitman HS 402
Earle B. Wood MS 348

Alphabetical Page References to Schools

Wood Acres ES 262
Woodfield ES 264
Woodlin ES 266
Thomas S. Wootton HS 404
Wyngate ES 268

School Clusters and Page Numbers, 2013–2014

BETHESDA-CHEVY CHASE CLUSTER

Bethesda-Chevy Chase HS 354
Westland MS 344
Bethesda ES 20
Chevy Chase ES 52
North Chevy Chase ES 170
Rock Creek Forest ES 194
Rosemary Hills ES 204
Somerset ES 220
Westbrook ES 254

WINSTON CHURCHILL CLUSTER

Winston Churchill HS 360
Cabin John MS 282
Bells Mill ES 16
Seven Locks ES 210
Herbert Hoover MS 296
Beverly Farms ES 22
Potomac ES 186
Wayside ES 250

CLARKSBURG CLUSTER

Clarksburg HS 362
Neelsville MS 330
Capt. James E. Daly ES 70
Fox Chapel ES 98
Rocky Hill MS 330
Cedar Grove ES 50
Clarksburg ES 54
William B. Gibbs, Jr. ES 110
Little Bennett ES 144

DAMASCUS CLUSTER

Damascus HS 364
John T. Baker MS 276
Clearspring ES 56
Damascus ES 72
Laytonsville ES 142
Lois P. Rockwell ES 200
Woodfield ES 264
Rocky Hill MS 330
Cedar Grove ES 50

DOWNCOUNTY HIGH SCHOOLS CONSORTIUM

Montgomery Blair HS 356
Albert Einstein HS 368
John F. Kennedy HS 374
Northwood HS 382
Wheaton HS 400
Argyle MS 274
A. Mario Loiederman MS 308
Parkland MS 318
Bel Pre ES 14
Brookhaven ES 30
Georgian Forest ES 106
Harmony Hills ES 124
Sargent Shriver ES 214
Strathmore ES 230
Viers Mill ES 242
Weller Road ES 252
Wheaton Woods ES 258
Eastern MS 286
Montgomery Knolls ES 164
New Hampshire Estates ES 166
Oak View ES 172
Pine Crest ES 180
Col. E. Brooke Lee MS 306
Arcola ES 4
Glenallan ES 114
Kemp Mill ES 134
Newport Mill MS 314
Highland ES 126
Oakland Terrace ES 174
Rock View ES 198
Silver Spring International MS 334
Forest Knolls ES 96
Highland View ES 128
Rolling Terrace ES 202
Sligo Creek ES 218
Sligo MS 336
Glen Haven ES 112
Highland ES 126
Oakland Terrace ES 174
Flora M. Singer ES 216
Woodlin ES 266
Takoma Park MS 338
East Silver Spring ES 82
Piney Branch ES 182
Takoma Park ES 236

GAITHERSBURG CLUSTER

Gaithersburg HS 370
Forest Oak MS 290
Goshen ES 116
Rosemont ES 206
Summit Hall ES 234
Washington Grove ES 244
Gaithersburg MS 294
Gaithersburg ES 100
Laytonsville ES 142
Strawberry Knoll ES 232

WALTER JOHNSON CLUSTER

Walter Johnson HS 372
North Bethesda MS 316
Ashburton ES 6
Kensington Parkwood ES 136
Wyngate ES 268
Tilden MS 340
Farmland ES 88
Garrett Park ES 104
Luxmanor ES 146

COL. ZADOK MAGRUDER CLUSTER

Col. Zadok Magruder HS 376
Redland MS 326
Cashell ES 48
Judith A. Resnik ES 188
Sequoyah ES 208
Shady Grove MS 332
Candlewood ES 40
Flower Hill ES 92
Mill Creek Towne ES 160

RICHARD MONTGOMERY CLUSTER

Richard Montgomery HS 378
Julius West MS 342
Beall ES 12
College Gardens ES 64
Ritchie Park ES 192
Twinbrook ES 240

School Clusters and Page Numbers, 2013–2014

NORTHEAST HIGH SCHOOLS CONSORTIUM

James Hubert Blake HS 358
Paint Branch HS 384
Springbrook HS 396
Benjamin Banneker MS 278
Burtonsville ES 38
Fairland ES 84
Greencastle ES 120
Briggs Chaney MS 280
Cloverly ES 60
Fairland ES 84
Galway ES 102
William T. Page ES 178
William H. Farquhar MS 288
Cloverly ES 60
Sherwood ES 212
Stonegate ES 228
Francis Scott Key MS 298
Burnt Mills ES 36
Cannon Road ES 42
Cresthaven ES 68
Dr. Charles R. Drew ES 78
Roscoe R. Nix ES 168
White Oak MS 346
Broad Acres ES 26
Jackson Road ES 130
Stonegate ES 228
Westover ES 256

NORTHWEST CLUSTER

Northwest HS 380
Roberto W. Clemente MS 284
Clopper Mill ES 58
Germantown ES 108
Great Seneca Creek ES 118
Kingsview MS 302
Great Seneca Creek ES 118
Spark M. Matsunaga ES 152
Ronald McNair ES 156
Lakelands Park MS 304
Darnestown ES 74
Diamond ES 76

POOLESVILLE CLUSTER

Poolesville HS 386
John Poole MS 322
Monocacy ES 162
Poolesville ES 184

QUINCE ORCHARD CLUSTER

Quince Orchard HS 388
Lakelands Park MS 304
Brown Station ES 32
Rachel Carson ES 46
Ridgeview MS 328
Diamond ES 76
Fields Road ES 90
Jones Lane ES 132
Thurgood Marshall ES 148

ROCKVILLE CLUSTER

Rockville HS 390
Earle B. Wood MS 348
Lucy V. Barnsley ES 10
Flower Valley ES 94
Maryvale ES 150
Meadow Hall ES 158
Rock Creek Valley ES 196

SENECA VALLEY CLUSTER

Seneca Valley HS 392
Roberto W. Clemente MS 284
S. Christa McAuliffe ES 154
Dr. Sally K. Ride ES 190
Martin Luther King, Jr. MS 300
Lake Seneca ES 138
Dr. Sally K. Ride ES 190
Waters Landing ES 246

SHERWOOD CLUSTER

Sherwood HS 394
William H. Farquhar MS 288
Brooke Grove ES 28
Sherwood ES 212
Rosa M. Parks MS 320
Belmont ES 18
Greenwood ES 122
Olney ES 176

WATKINS MILL CLUSTER

Watkins Mill HS 398
Montgomery Village MS 310
Stedwick ES 224
Watkins Mill ES 248
Whetstone ES 260
Neelsville MS 312
South Lake ES 222
Stedwick ES 224

WALT WHITMAN CLUSTER

Walt Whitman HS 402
Thomas W. Pyle MS 324
Bannockburn ES 8
Bethesda ES 20
Bradley Hills ES 24
Burning Tree ES 34
Carderock Springs ES 44
Wood Acres ES 262

THOMAS S. WOOTTON CLUSTER

Thomas S. Wootton HS 404
Cabin John MS 282
Cold Spring ES 62
Stone Mill ES 226
Robert Frost MS 292
DuFief ES 80
Fallsmead ES 86
Lakewood ES 140
Travilah ES 238

OTHER EDUCATIONAL FACILITIES

Community Montessori Charter 66
Stephen Knolls School 412
Longview School 414
Regional Institute for Children and Adolescents (RICA) 416
Rock Terrace School 418
Carl Sandburg Learning Center 420

This document is available in an alternate format, upon request, under the *Americans with Disabilities Act of 1990,* by contacting the Department of Public Information and Web Services, at 850 Hungerford Drive, Room 112, Rockville, MD 20850, or by telephone at 301-279-3391 or via the Maryland Relay at 1-800-735-2258.

Individuals who request (need) sign language interpretation or cued speech transliteration in communicating with Montgomery County Public Schools (MCPS) may contact the Office of Interpreting Services in the Deaf and Hard of Hearing Program at 301-517-5539 or 301-637-2958VP, or send an e-mail message to interpreting_services@mcpsmd.org.

MCPS prohibits illegal discrimination on the basis of race, color, gender, religion, ancestry, national origin, marital status, socioeconomic status, age, disability, physical characteristics, or sexual orientation. Inquiries or complaints regarding discrimination or Title IX issues such as gender equity and sexual harassment should be directed to the Office of the Deputy Superintendent of Teaching, Learning, and Programs at 301-279-3126, via the Maryland Relay at 1-800-735-2258, or addressed to that office at 850 Hungerford Drive, Room 129, Rockville, MD 20850.

Montgomery County Public Schools at a Glance

Our School System

- 151,289 students for 2013–2014
- Largest school system in Maryland
- 17th largest school system in the United States
- Students from 157 countries speaking 138 languages
- 15 million meals served
- More than 100,000 students transported on 1,264 buses
- 202 schools
  - 132 elementary schools
  - 38 middle schools
  - 25 high schools
  - 1 career and technology center
  - 5 special schools
  - 1 charter school
  - 36 National Blue Ribbon schools

Our Students

- Demographics (2013–2014)
  - 32.0 percent White
  - 21.4 percent Black or African American
  - 27.4 percent Hispanic/Latino
  - 14.4 percent Asian
  - ≤5 percent two or more races
  - ≤5 percent American Indian or Alaskan Native
  - ≤5 percent Native Hawaiian or other Pacific Islander
- 35.0 percent participate in Free and Reduced-price Meals System (FARMS)
- 11.7 percent receive special education services
- 13.3 percent participate in English for Speakers of Other Languages (ESOL)
- 1648 average combined SAT score
- 141 National Merit Finalists

System Resources

- $2.2 billion FY 2013 Operating Budget
- $1.352 billion amended six-year Capital Improvements Program (FY 2013–2018)
- 22,236 employees
- 11,836 teachers
- 84.7 percent of teachers with a master's degree or equivalent

Montgomery County Public Schools

Published by the Department of Materials Management for the Office of Shared Accountability
0880.14 • Editorial, Graphics & Publishing Services • 1/14 • 150
Copyright © 2014 Montgomery County Public Schools, Rockville, Maryland

Produced by Local SEIU 500 Members