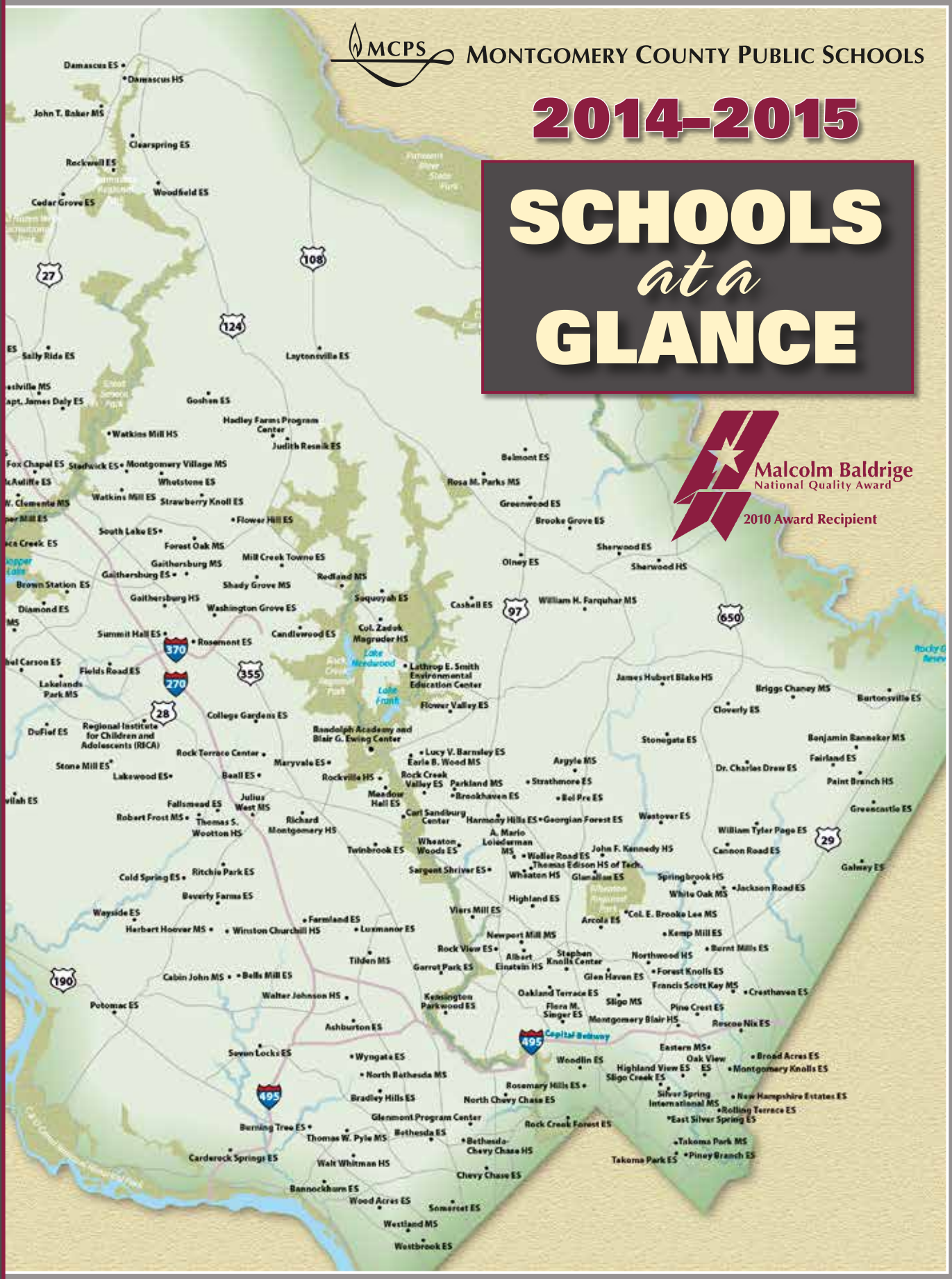
MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS

2014–2015

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

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Acting Chief Operating Officer

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MCPS
Schools at a Glance
2014–2015

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 Chief Academic Officer

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.

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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.

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

2014–2015 Enrollment = 725

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.4**	**52.6**	**≤5.0**	**7.9**	**18.2**	**69.1**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**43.6**	19.2	24.4	≤5.0	≤5.0	≤5.0	37.5	≤5.0	≤5.0	≤5.0
FARMS	**74.9**	37.0	37.9	≤5.0	5.1	13.4	55.7	≤5.0	≤5.0	≤5.0
SPED	**9.5**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	7.2	≤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	4	0.6
Full-Day K	135	18.6
Grade 1	139	19.2
Grade 2	118	16.3
Grade 3	126	17.4
Grade 4	103	14.2
Grade 5	100	13.8
Total	725	

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] = 81.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 18.7%
Attendance Rate[2] [3] = 94.5%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	46.5	64.5	54.1	77.2	56.2	78.1
Asian	--	80.0	72.7	--	--	--
Black or African American	40.0	61.1	46.7	83.3	43.5	69.6
Hispanic/Latino	45.0	63.6	48.5	73.6	57.6	78.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	45.6	66.3	45.8	70.9	51.9	76.5
ESOL	27.7	59.4	28.6	47.4	7.7	30.8
SPED	--	--	33.3	42.9	23.1	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	10.0	8.6	4.3	75.7	1.4	91.4	8.6			
Supporting Services	16.0	8.0	48.0	24.0	4.0	96.0	4.0	204	98.0	2.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten = 19.4

Grades 1 to 3 = 18.7 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
35.7	45.7	18.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.811
Principal Intern		Special Education	3.250
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	35.300	**Instructional Support Total**	7.686
Staff Development	1.000		
ESOL	7.300	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	0.750
Music	1.400	Lunch Hour Aide	0.999
Instrumental Music	0.300	**Other Support Total**	3.749
Preschool			
Special Education:		**Building Services**	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	61.200	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**	1.875
Other Professional Total	3.200		
Total Professional	66.400	**Total Supporting Services**	18.310

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	18	5	0	0	8	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
457	624	762	780	781	784	766	750

School Personnel Costs

Professional Salaries	$4,614,999
Supporting Services Salaries	$716,451
Employee Benefits	$1,391,561
Total Allocated Cost	**$6,723,011**

[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).

[2] Outcome data reflect 2013–2014 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

2014–2015 Enrollment = 899

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.8**	**50.2**	**≤5.0**	**15.5**	**14.1**	**13.6**	**≤5.0**	**47.6**	**9.0**
ESOL	**10.9**	5.7	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**12.6**	6.0	6.6	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**12.7**	≤5.0	9.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.3	≤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	48	5.3
Full-Day K	130	14.5
Grade 1	165	18.4
Grade 2	136	15.1
Grade 3	134	14.9
Grade 4	159	17.7
Grade 5	127	14.1
Total	899	

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	36.0	23.7	40.4

Other Participation

Students now or have in the past received FARMS[2] = 16.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.9%
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]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.8	88.2	89.1	89.4	85.4	92.7
Asian	≥95.0	88.9	≥95.0	--	94.1	94.1
Black or African American	73.7	84.2	68.4	70.6	91.7	≥95.0
Hispanic/Latino	93.8	≥95.0	89.5	80.0	64.3	85.7
White	85.5	85.5	≥95.0	≥95.0	87.5	91.7
Two or More Races	85.7	92.9	85.7	≥95.0	--	--
FARMS	73.3	86.7	62.5	60.0	--	--
ESOL	72.7	72.7	--	--	--	--
SPED	50.0	68.8	66.7	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.9	0.0	5.8	91.3	0.0	92.8	7.2			
Supporting Services	11.5	15.4	23.1	50.0	0.0	88.5	11.5	188	97.9	2.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.1

Average Class Size Kindergarten = 26.2

Grades 1 to 3 = 25.7 Grades 4 to 5 = 26.5

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	2.374
Principal Intern		Special Education	7.998
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	29.500	**Instructional Support Total**	11.997
Staff Development	1.000		
ESOL	2.100	Other Support	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.250
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.810
Instrumental Music	0.300	**Other Support Total**	4.060
Preschool			
Special Education:		Building Services	
Classroom	11.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	3.200	Food Services	1.125
Other Professional Total	5.200		
Total Professional	61.100	**Total Supporting Services**	22.182

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1993	8.3	Y	N	8

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	18	4	0	0	5	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
629	881	913	886	881	877	840	835

School Personnel Costs

Professional Salaries	$4,526,876
Supporting Services Salaries	$898,154
Employee Benefits	$1,433,302
Total Allocated Cost	**$6,858,332**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Bannockburn Elementary School - #420

Principal: Mrs. Kathryn (Kate) D. Bradley
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

2014–2015 Enrollment = 407

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**11.5**	**≤5.0**	**9.1**	**≤5.0**	**66.8**	**9.6**
ESOL	**9.8**	≤5.0	6.1	≤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	61	15.0
Grade 1	73	17.9
Grade 2	77	18.9
Grade 3	69	17.0
Grade 4	62	15.2
Grade 5	65	16.0
Total	407	

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%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.7%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	89.5	≥95.0	93.6	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.1	6.3	84.4	0.0	90.6	9.4			
Supporting Services	14.3	28.6	14.3	42.9	0.0	64.3	35.7	96	91.7	8.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.5

Average Class Size Kindergarten = 20.3

Grades 1 to 3 = 24.3 Grades 4 to 5 = 21.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
37.5	28.1	34.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
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	15.800	**Instructional Support Total**	2.125
Staff Development	1.000		
ESOL	0.700	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.125
Instrumental Music	0.300	**Other Support Total**	3.125
Preschool			
Special Education:		**Building Services**	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	25.000	Worker	1.500
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	27.900	**Total Supporting Services**	9.250

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
365	365	395	398	395	384	376	373

School Personnel Costs

Professional Salaries	$2,018,504
Supporting Services Salaries	$365,976
Employee Benefits	$618,439
Total Allocated Cost	**$3,002,919**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Lucy V. Barnsley Elementary School - #505

Principal: Mr. Andrew J. Winter
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 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

2014–2015 Enrollment = 686

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**41.8**	**58.2**	**≤5.0**	**14.1**	**10.2**	**30.6**	**≤5.0**	**38.8**	**6.3**
ESOL	**14.0**	6.7	7.3	≤5.0	≤5.0	≤5.0	10.9	≤5.0	≤5.0	≤5.0
FARMS	**29.6**	13.3	16.3	≤5.0	≤5.0	≤5.0	21.1	≤5.0	≤5.0	≤5.0
SPED	**14.7**	≤5.0	11.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.4	≤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	91	13.3
Grade 1	89	13.0
Grade 2	77	11.2
Grade 3	78	11.4
Grade 4	177	25.8
Grade 5	174	25.4
Total	686	

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	57.4	11.9	30.7

Other Participation

Students now or have in the past received FARMS[2] = 35.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.0	87.0	89.9	94.1	82.5	≥95.0
Asian	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	66.7	80.0	86.7	93.3	63.2	88.9
Hispanic/Latino	62.9	84.0	73.3	76.7	48.6	85.3
White	94.1	92.3	94.1	≥95.0	94.6	≥95.0
Two or More Races	--	--	--	--	≥95.0	≥95.0
FARMS	62.9	81.5	74.3	74.3	52.5	84.6
ESOL	52.2	70.6	--	--	--	--
SPED	78.3	94.4	76.0	80.0	57.7	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.4	3.6	5.4	85.7	0.0	91.1	8.9			
Supporting Services	12.0	12.0	20.0	52.0	4.0	88.0	12.0	176	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = 18.6

Grades 1 to 3 = 20.3 Grades 4 to 5 = 24.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.9	42.9	39.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.375
Principal Intern		Special Education	6.000
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	27.800	**Instructional Support Total**	10.000
Staff Development	1.000		
ESOL	1.500	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	1.750
Instrumental Music	0.600	**Other Support Total**	3.750
Preschool			
Special Education:		Building Services	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.250
Other Professional Total	3.700		
Total Professional	52.700	**Total Supporting Services**	19.500

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	13	4	0	0	5	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
380	657	665	644	642	646	632	619

School Personnel Costs

Professional Salaries	$4,115,135
Supporting Services Salaries	$813,788
Employee Benefits	$1,302,641
Total Allocated Cost	**$6,231,564**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 800

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.0**	**55.0**	**≤5.0**	**21.6**	**13.9**	**22.3**	**≤5.0**	**34.6**	**7.5**
ESOL	**14.9**	5.5	9.4	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0
FARMS	**26.1**	12.1	14.0	≤5.0	5.1	7.1	11.0	≤5.0	≤5.0	≤5.0
SPED	**9.9**	≤5.0	7.8	≤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	71	8.9
Full-Day K	126	15.8
Grade 1	124	15.5
Grade 2	113	14.1
Grade 3	123	15.4
Grade 4	135	16.9
Grade 5	108	13.5
Total	800	

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	63.3	≤5.0	32.9

Other Participation

Students now or have in the past received FARMS[2] = 33.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Augmentative Communication Program (K–2)
Head Start
Language Disabilities (Prekindergarten)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Language Class
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.4	82.9	91.9	93.0	87.7	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	92.3
Black or African American	43.8	63.2	85.7	--	70.6	88.2
Hispanic/Latino	65.2	68.0	83.3	72.7	53.8	92.3
White	90.5	90.7	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	66.7	80.0	--	--	--	--
FARMS	42.3	55.2	80.8	86.7	69.0	86.2
ESOL	50.0	37.5	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	8.3	3.3	3.3	85.0	0.0	91.7	8.3			
Supporting Services	20.0	12.0	16.0	44.0	4.0	92.0	8.0	164	95.1	4.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.0

Average Class Size Kindergarten = 25.2

Grades 1 to 3 = 22.5 Grades 4 to 5 = 27.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.7	43.3	30.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.099
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	26.900	**Instructional Support Total**	8.286
Staff Development	1.000		
ESOL	2.700	**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	1.998
Instrumental Music	0.500	**Other Support Total**	3.998
Preschool	1.600		
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.900	**Food Services**	1.250
Other Professional Total	4.900		
Total Professional	52.600	**Total Supporting Services**	18.534

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
33	19	4	2	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
638	638	809	793	794	798	790	783

School Personnel Costs

Professional Salaries	$3,981,044
Supporting Services Salaries	$812,020
Employee Benefits	$1,265,185
Total Allocated Cost	**$6,058,249**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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:

13801 Rippling Brook Drive, Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/belprees/

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

2014–2015 Enrollment = 545

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.1**	**53.9**	**≤5.0**	**6.1**	**42.9**	**40.4**	**≤5.0**	**6.2**	**≤5.0**
ESOL	**45.7**	20.2	25.5	≤5.0	≤5.0	9.9	30.1	≤5.0	≤5.0	≤5.0
FARMS	**70.3**	33.6	36.7	≤5.0	≤5.0	31.0	32.8	≤5.0	≤5.0	≤5.0
SPED	**9.5**	≤5.0	7.5	≤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	76	13.9
Full-Day K	166	30.5
Grade 1	151	27.7
Grade 2	152	27.9
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
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	86.5	5.8	7.7

Other Participation

Students now or have in the past received FARMS[2] = 70.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.7%
Attendance Rate[2] [3] = 94.5%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (K–2)
Focused Academic Support-Federal Title I Funds
Grand Readers
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [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 2013–2014 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
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 2013–2014 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	3.7	14.8	5.6	74.1	1.9	100.0	0.0			
Supporting Services	12.5	20.8	37.5	29.2	0.0	87.5	12.5	144	97.2	2.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten = 18.2

Grades 1 to 3 = 19.2 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.0	37.0	50.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.560
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	9.000	Instructional Data Assistant	0.625
Classroom	20.000	**Instructional Support Total**	7.060
Staff Development	1.000		
ESOL	4.900	**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	2.000		
Special Education:		**Building Services**	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.600	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	**Food Services**	1.625
Other Professional Total	3.300		
Total Professional	47.900	**Total Supporting Services**	17.810

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2014	8.9	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	22	3	2	0	9	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
568	568	564	560	546	539	538	537

School Personnel Costs

Professional Salaries	$3,919,981
Supporting Services Salaries	$725,660
Employee Benefits	$1,207,646
Total Allocated Cost	**$5,853,287**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 611

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.8**	**50.2**	**≤5.0**	**25.4**	**11.1**	**8.2**	**≤5.0**	**49.1**	**6.1**
ESOL	**7.7**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**9.5**	≤5.0	5.2	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.9**	≤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	13	2.1
Full-Day K	100	16.4
Grade 1	106	17.3
Grade 2	96	15.7
Grade 3	110	18.0
Grade 4	82	13.4
Grade 5	104	17.0
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	75.0	≤5.0	25.0

Other Participation

Students now or have in the past received FARMS[2] = 11.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.9%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Head Start
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.8	≥95.0	92.0	≥95.0	87.5	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	64.3	≥95.0
Hispanic/Latino	--	--	--	--	--	--
White	94.1	≥95.0	92.1	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	4.5	6.8	0.0	86.4	2.3	81.8	18.2			
Supporting Services	28.6	14.3	14.3	42.9	0.0	71.4	28.6	136	97.1	2.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.6

Average Class Size Kindergarten = 24.5

Grades 1 to 3 = 25.7 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.9	38.6	45.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.975
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	0.750
Classroom	21.100	**Instructional Support Total**	7.850
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	0.812
Instrumental Music	0.400	**Other Support Total**	2.812
Preschool	0.600		
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.000
Other Professional Total	2.900		
Total Professional	40.600	**Total Supporting Services**	16.662

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2009	9.6	Y	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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
626	626	606	636	636	647	641	634

School Personnel Costs

Professional Salaries	$3,301,495
Supporting Services Salaries	$681,963
Employee Benefits	$1,045,215
Total Allocated Cost	**$5,028,673**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Belmont Elementary School - #513

Principal: Mr. Evan J. Pinkowitz
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 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

2014–2015 Enrollment = 309

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.4**	**47.6**	**≤5.0**	**6.1**	**5.5**	**10.7**	**≤5.0**	**74.8**	**≤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	**9.7**	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.1	≤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	54	17.5
Grade 1	59	19.1
Grade 2	46	14.9
Grade 3	50	16.2
Grade 4	48	15.5
Grade 5	52	16.8
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] = 9.4%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.0	≥95.0	88.2	90.2	84.2	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	86.1	≥95.0	89.5	92.1	88.1	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.4	96.6	0.0	93.1	6.9			
Supporting Services	9.1	36.4	27.3	27.3	0.0	81.8	18.2	68	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size Kindergarten = 17.7

Grades 1 to 3 = 22.6 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.8	20.7	65.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	1.375
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	11.600	**Instructional Support Total**	3.125
Staff Development	1.000		
ESOL	0.200	**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	
Instrumental Music	0.200	**Other Support Total**	2.000
Preschool			
Special Education:		**Building Services**	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	20.800	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	23.900	**Total Supporting Services**	8.812

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	15	4	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
424	424	315	329	339	353	355	360

School Personnel Costs

Professional Salaries	$2,103,591
Supporting Services Salaries	$409,396
Employee Benefits	$674,492
Total Allocated Cost	**$3,187,479**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 519

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.2**	**53.8**	**≤5.0**	**14.8**	**7.5**	**9.1**	**≤5.0**	**61.3**	**7.3**
ESOL	**12.7**	≤5.0	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**11.6**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.6	≤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	74	14.3
Grade 1	83	16.0
Grade 2	107	20.6
Grade 3	98	18.9
Grade 4	85	16.4
Grade 5	72	13.9
Total	519	

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	53.3	33.3	13.3

Other Participation

Students now or have in the past received FARMS[2] = 7.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (Inclusion)
School/Community-Based (2–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.5	86.9	86.8	≥95.0	94.9	94.9
Asian	90.0	≥95.0	--	--	78.6	78.6
Black or African American	--	--	--	--	--	--
Hispanic/Latino	60.0	90.0	--	--	91.7	≥95.0
White	77.8	84.9	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	70.0	90.0	--	--	--	--
ESOL	41.7	81.8	--	--	--	--
SPED	50.0	50.0	40.0	--	70.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	4.9	0.0	95.1	0.0	90.2	9.8			
Supporting Services	20.0	26.7	6.7	46.7	0.0	86.7	13.3	107	96.3	3.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.6

Average Class Size Kindergarten = 24.7

Grades 1 to 3 = 25.1 Grades 4 to 5 = 25.7

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	0.874
Principal Intern		Special Education	10.997
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	17.800	**Instructional Support Total**	12.996
Staff Development	1.000		
ESOL	1.300	**Other Support**	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.247
Instrumental Music	0.300	**Other Support Total**	3.247
Preschool			
Special Education:		**Building Services**	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	0.750
Other Professional Total	3.000		
Total Professional	39.000	**Total Supporting Services**	20.993

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
384	568	534	544	542	527	533	556

School Personnel Costs

Professional Salaries	$3,201,810
Supporting Services Salaries	$818,668
Employee Benefits	$1,096,783
Total Allocated Cost	**$5,117,261**

[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 2013–2014 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

2014–2015 Enrollment = 614

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.5**	**49.5**	**≤5.0**	**28.8**	**6.7**	**8.5**	**≤5.0**	**49.2**	**6.7**
ESOL	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**5.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.0**	≤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	87	14.2
Grade 1	91	14.8
Grade 2	99	16.1
Grade 3	104	16.9
Grade 4	119	19.4
Grade 5	114	18.6
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	81.4	18.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 6.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.5%
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]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.5	94.0	93.5	≥95.0	88.5	94.8
Asian	≥95.0	94.4	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	≥95.0	92.3	--	--	--	--
White	93.5	≥95.0	92.5	92.7	90.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	4.9	0.0	2.4	90.2	2.4	90.2	9.8			
Supporting Services	20.0	25.0	20.0	35.0	0.0	65.0	35.0	123	96.7	3.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.1

Average Class Size Kindergarten = 22.0

Grades 1 to 3 = 24.6 Grades 4 to 5 = 26.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.1	31.7	51.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.933
Principal Intern		Special Education	1.809
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	22.000	**Instructional Support Total**	4.992
Staff Development	1.000		
ESOL	0.600	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	1.499
Instrumental Music	0.300	**Other Support Total**	3.499
Preschool			
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.900	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	1.125
Other Professional Total	2.700		
Total Professional	39.600	**Total Supporting Services**	15.116

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	26	4	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
690	690	595	573	571	557	564	560

School Personnel Costs

Professional Salaries	$3,296,677
Supporting Services Salaries	$594,116
Employee Benefits	$1,033,403
Total Allocated Cost	**$4,924,196**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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) 874-2751
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2014–2015 Enrollment = 632

	% 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**	**10.3**	**≤5.0**	**9.7**	**≤5.0**	**67.4**	**10.9**	Pre-K	4	0.6
ESOL	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	91	14.4
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	111	17.6
SPED	**5.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	123	19.5
											Grade 3	100	15.8
											Grade 4	111	17.6
											Grade 5	92	14.6
											Total	632	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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] = ≤5.0%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.8%
Suspension Rate[2] [3] [4] = --

School Programs

Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.2	≥95.0	≥95.0	≥95.0	88.7	≥95.0
Asian	--	--	--	≥95.0	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	88.9	94.4	--	--	--	--
White	92.4	≥95.0	≥95.0	≥95.0	91.4	≥95.0
Two or More Races	≥95.0	90.9	--	≥95.0	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	7.3	7.3	4.9	80.5	0.0	82.9	17.1			
Supporting Services	17.6	17.6	23.5	35.3	0.0	82.4	17.6	124	96.8	3.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 16.4

Average Class Size Kindergarten = 23.0

Grades 1 to 3 = 24.0 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.6	46.3	39.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.875
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	0.750
Classroom	23.000	**Instructional Support Total**	3.625
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	0.400	**Other Support Total**	3.250
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	1.000
Other Professional Total	2.500		
Total Professional	38.700	**Total Supporting Services**	12.875

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
663	663	627	616	615	587	569	565

School Personnel Costs

Professional Salaries	$3,204,871
Supporting Services Salaries	$508,134
Employee Benefits	$978,384
Total Allocated Cost	**$4,691,389**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 402

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.8**	**53.2**	**≤5.0**	**17.2**	**17.9**	**16.9**	**≤5.0**	**45.3**	**≤5.0**
ESOL	**12.7**	6.7	6.0	≤5.0	≤5.0	≤5.0	6.2	≤5.0	≤5.0	≤5.0
FARMS	**25.9**	12.4	13.4	≤5.0	≤5.0	11.4	7.2	≤5.0	≤5.0	≤5.0
SPED	**18.2**	5.2	12.9	≤5.0	≤5.0	5.7	≤5.0	≤5.0	6.0	≤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	22	5.5
Full-Day K	60	14.9
Grade 1	63	15.7
Grade 2	63	15.7
Grade 3	56	13.9
Grade 4	68	16.9
Grade 5	70	17.4
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	50.7	9.6	39.7

Other Participation

Students now or have in the past received FARMS[2] = 32.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Drama Program After School
Elementary Home School Model
Elementary Home School Model (3–5)
Elementary Home School Model (Inclusion)
Elementary Home School Model (K–2)
Elementary Learning Center
Elementary Learning Center (K–3)
Elementary Learning Center (4–5)
FLES-Spanish Speaking Class After School
Focused Academic Support-Local Funds
Language Disabilities (Prekindergarten)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource
Resource (K–5)
Science Program After School
SGA
Step Team

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.2	92.2	81.1	87.9	82.9	94.3
Asian	90.0	90.0	--	--	--	--
Black or African American	76.9	84.6	--	92.3	61.5	≥95.0
Hispanic/Latino	--	--	--	61.5	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	88.1	90.5
Two or More Races	--	--	--	--	--	--
FARMS	75.0	81.3	--	80.0	64.7	94.1
ESOL	--	--	--	--	--	--
SPED	50.0	70.0	46.2	61.9	33.3	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.7	2.7	0.0	94.6	0.0	91.9	8.1			
Supporting Services	0.0	16.0	16.0	64.0	4.0	84.0	16.0	88	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size Kindergarten = 26.0

Grades 1 to 3 = 23.9 Grades 4 to 5 = 25.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.248
Principal Intern		Special Education	7.744
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	12.700	**Instructional Support Total**	10.117
Staff Development	1.000		
ESOL	0.900	**Other Support**	
Reading/Literacy	1.300	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	0.200	**Other Support Total**	2.999
Preschool	0.500		
Special Education:		**Building Services**	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	27.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	1.800	**Food Services**	1.062
Other Professional Total	3.300		
Total Professional	31.800	**Total Supporting Services**	18.178

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.8	27.0	62.2

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	18	4	1	0	2	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
531	531	386	378	381	380	375	369

School Personnel Costs

Professional Salaries	$2,922,143
Supporting Services Salaries	$727,006
Employee Benefits	$998,618
Total Allocated Cost	**$4,647,767**

[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 2013–2014 school year.

Brookhaven Elementary School - #807

Principal: Mr. Shahid A. Muhammad | 4610 Renn Street Rockville, MD 20853 | Office Phone: (301) 460-2140
Associate Supt: Ms. Bronda L. Mills | | Fax Number: (301) 460-2460
School Hours: 8:50 - 3:05 | www.montgomeryschoolsmd.org/schools/brookhavenes/ | Cluster Name: Downcounty Consortium
Feeder Schools: | | Receiving Schools: Argyle, Loiederman, Parkland

2014–2015 Enrollment = 451

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**41.5**	**58.5**	**≤5.0**	**8.0**	**36.1**	**44.1**	**≤5.0**	**8.2**	**≤5.0**
ESOL	**36.4**	15.5	20.8	≤5.0	≤5.0	8.2	23.5	≤5.0	≤5.0	≤5.0
FARMS	**68.3**	28.4	39.9	≤5.0	≤5.0	24.8	35.3	≤5.0	≤5.0	≤5.0
SPED	**21.7**	≤5.0	16.9	≤5.0	≤5.0	6.4	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	103	22.8
Full-Day K	54	12.0
Grade 1	61	13.5
Grade 2	66	14.6
Grade 3	74	16.4
Grade 4	48	10.6
Grade 5	45	10.0
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	64.3	≤5.0	34.7

Other Participation

Students now or have in the past received FARMS[2] = 74.1%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.6%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	57.7	88.9	60.9	78.3	55.2	84.5
Asian	--	--	--	--	--	--
Black or African American	47.1	--	52.6	78.9	37.5	68.8
Hispanic/Latino	63.0	85.7	61.9	76.2	48.4	87.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	55.3	89.5	58.1	74.2	47.5	82.5
ESOL	40.9	--	20.0	70.0	--	54.5
SPED	--	--	--	--	13.3	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	1.9	24.5	7.5	64.2	1.9	86.8	13.2			
Supporting Services	14.3	10.7	25.0	50.0	0.0	82.1	17.9	114	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.0

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 18.2 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.4	50.9	39.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
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	0.625
Classroom	19.400	**Instructional Support Total**	10.500
Staff Development	1.000		
ESOL	4.300	**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	1.000
Instrumental Music	0.200	**Other Support Total**	3.000
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.900	**Food Services**	1.625
Other Professional Total	4.900		
Total Professional	49.000	**Total Supporting Services**	20.125

Facilities Data

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

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	14	4	1	0	4	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
466	676	457	467	456	452	448	454

School Personnel Costs

Professional Salaries	$3,992,184
Supporting Services Salaries	$865,359
Employee Benefits	$1,275,041
Total Allocated Cost	**$6,132,584**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Brown Station Elementary School - #559

Principal: Mrs. Mary Jo Powell
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

2014–2015 Enrollment = 502

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.8**	**50.2**	**≤5.0**	**7.2**	**35.1**	**43.6**	**≤5.0**	**8.8**	**5.2**
ESOL	**27.3**	12.4	14.9	≤5.0	≤5.0	≤5.0	19.7	≤5.0	≤5.0	≤5.0
FARMS	**70.1**	34.9	35.3	≤5.0	≤5.0	24.7	36.3	≤5.0	≤5.0	≤5.0
SPED	**13.5**	≤5.0	9.8	≤5.0	≤5.0	≤5.0	6.6	≤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	77	15.3
Full-Day K	76	15.1
Grade 1	66	13.1
Grade 2	77	15.3
Grade 3	61	12.2
Grade 4	72	14.3
Grade 5	73	14.5
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	80.9	≤5.0	19.1

Other Participation

Students now or have in the past received FARMS[2] = 73.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 25.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Elementary Home School Model
Focused Academic Support-Federal Title I Funds
Head Start
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	67.2	65.3	75.0	88.5	64.8	84.5
Asian	--	--	--	--	--	--
Black or African American	85.7	73.9	59.1	86.7	52.4	76.2
Hispanic/Latino	46.4	46.7	73.5	83.3	73.1	80.8
White	--	--	--	--	90.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	55.6	57.4	66.0	84.8	52.8	75.0
ESOL	33.3	37.5	50.0	--	--	--
SPED	--	--	--	--	30.8	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.3	12.3	3.5	78.9	0.0	93.0	7.0			
Supporting Services	18.5	25.9	14.8	40.7	0.0	85.2	14.8	131	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.6

Average Class Size Kindergarten = 14.8

Grades 1 to 3 = 18.4 Grades 4 to 5 = 24.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.897
Principal Intern		Special Education	4.000
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	23.400	**Instructional Support Total**	11.022
Staff Development	1.000		
ESOL	3.200	**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	0.936
Instrumental Music	0.200	**Other Support Total**	2.936
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.700	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**	1.562
Other Professional Total	4.000		
Total Professional	50.700	**Total Supporting Services**	19.520

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.8	45.6	38.6

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	12	4	2	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
412	676	545	559	588	600	623	633

School Personnel Costs

Professional Salaries	$4,031,179
Supporting Services Salaries	$791,857
Employee Benefits	$1,257,604
Total Allocated Cost	**$6,080,640**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Burning Tree Elementary School - #419

Principal: Dr. Judith F. Lewis
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

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

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

2014–2015 Enrollment = 492

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.1**	**53.9**	**≤5.0**	**19.7**	**≤5.0**	**6.3**	**≤5.0**	**62.4**	**7.5**
ESOL	**10.8**	5.5	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	**14.4**	≤5.0	10.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.5	≤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	62	12.6
Grade 1	81	16.5
Grade 2	88	17.9
Grade 3	97	19.7
Grade 4	86	17.5
Grade 5	78	15.9
Total	492	

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	31.0	15.5	53.5

Other Participation

Students now or have in the past received FARMS[2] = 5.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Learning Center (K–3)
Elementary Learning Center (4–5)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.7	90.4	83.7	89.2	89.2	94.0
Asian	93.3	93.3	--	92.9	92.3	92.3
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	91.2	94.7	93.3	≥95.0	91.1	94.6
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
SPED	18.2	27.3	27.3	38.5	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.3	4.7	0.0	93.0	0.0	93.0	7.0			
Supporting Services	16.7	8.3	16.7	58.3	0.0	87.5	12.5	126	96.8	3.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten = 19.0

Grades 1 to 3 = 24.8 Grades 4 to 5 = 26.2

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	2.061
Principal Intern		Special Education	7.246
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**	10.432
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	1.372
Instrumental Music	0.200	**Other Support Total**	3.372
Preschool			
Special Education:		**Building Services**	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.900	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	**Food Services**	1.000
Other Professional Total	3.800		
Total Professional	39.700	**Total Supporting Services**	18.804

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	11	4	0	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
379	379	476	469	447	437	428	432

School Personnel Costs

Professional Salaries	$3,404,818
Supporting Services Salaries	$717,589
Employee Benefits	$1,094,441
Total Allocated Cost	**$5,216,848**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Burnt Mills Elementary School - #309

Principal: Dr. Stacy A. Ashton
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

2014–2015 Enrollment = 533

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.5**	**50.5**	**≤5.0**	**≤5.0**	**65.5**	**21.4**	**≤5.0**	**6.0**	**≤5.0**
ESOL	**25.9**	12.8	13.1	≤5.0	≤5.0	12.9	9.8	≤5.0	≤5.0	≤5.0
FARMS	**68.5**	32.3	36.2	≤5.0	≤5.0	47.7	16.9	≤5.0	≤5.0	≤5.0
SPED	**7.7**	≤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	6.9
Full-Day K	102	19.1
Grade 1	89	16.7
Grade 2	83	15.6
Grade 3	63	11.8
Grade 4	81	15.2
Grade 5	78	14.6
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	80.5	14.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 70.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = 3.1%

School Programs

Elementary Home School Model
Focused Academic Support-Federal Title I Funds
Spanish Partial Immersion Program

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	61.5	74.0	71.4	90.7	70.3	93.1
Asian	--	--	--	--	--	--
Black or African American	59.4	76.0	68.0	85.7	71.7	92.3
Hispanic/Latino	--	58.3	76.2	≥95.0	75.0	91.7
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	53.8	66.7	66.7	86.5	68.8	91.5
ESOL	--	46.7	30.0	--	45.5	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	6.4	23.4	21.3	48.9	0.0	95.7	4.3			
Supporting Services	5.9	41.2	47.1	5.9	0.0	70.6	29.4	124	96.8	3.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 20.2

Grades 1 to 3 = 19.8 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.5	34.0	40.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.374
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	0.625
Classroom	24.000	**Instructional Support Total**	5.249
Staff Development	1.000		
ESOL	2.300	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	0.125
Music	1.000	Lunch Hour Aide	1.250
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.600	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.500	**Food Services**	1.750
Other Professional Total	2.500		
Total Professional	44.100	**Total Supporting Services**	13.874

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	4	1	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
381	381	540	539	553	549	538	521

School Personnel Costs

Professional Salaries	$3,365,102
Supporting Services Salaries	$587,550
Employee Benefits	$1,023,181
Total Allocated Cost	**$4,975,833**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Burtonsville Elementary School - #302

Principal: Ms. Kimberly L. Kimber
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 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

2014–2015 Enrollment = 660

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.9**	**51.1**	**≤5.0**	**15.9**	**62.3**	**12.9**	**≤5.0**	**5.3**	**≤5.0**
ESOL	**13.6**	5.3	8.3	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**52.3**	25.9	26.4	≤5.0	≤5.0	36.8	8.3	≤5.0	≤5.0	≤5.0
SPED	**5.6**	≤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	87	13.2
Grade 1	112	17.0
Grade 2	108	16.4
Grade 3	122	18.5
Grade 4	104	15.8
Grade 5	127	19.2
Total	660	

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] = 58.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	62.5	85.6	73.1	81.9	70.0	93.6
Asian	66.7	88.9	≥95.0	90.9	≥95.0	≥95.0
Black or African American	60.6	81.8	67.1	82.8	61.8	94.0
Hispanic/Latino	--	--	90.9	--	58.3	83.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	56.4	80.0	65.1	79.2	61.4	93.0
ESOL	45.0	70.0	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.8	25.0	5.8	61.5	1.9	94.2	5.8			
Supporting Services	18.8	43.8	6.3	31.3	0.0	93.8	6.3	172	95.3	4.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.4

Average Class Size Kindergarten = 15.0

Grades 1 to 3 = 20.1 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.4	28.8	55.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.750
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	29.300	**Instructional Support Total**	5.875
Staff Development	1.000		
ESOL	1.700	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	1.062
Instrumental Music	0.300	**Other Support Total**	3.062
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.900	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.750
Other Professional Total	2.600		
Total Professional	47.500	**Total Supporting Services**	15.187

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
29	19	4	0	0	6	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
455	767	648	653	648	651	653	675

School Personnel Costs

Professional Salaries	$3,970,064
Supporting Services Salaries	$619,111
Employee Benefits	$1,168,032
Total Allocated Cost	**$5,757,207**

[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 2013–2014 school year.

Candlewood Elementary School - #508

Principal: Dr. Linda B. Sheppard
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

7210 Osprey Drive, Rockville, MD 20855
www.montgomeryschoolsmd.org/schools/candlewoodes/

Office Phone: (301) 840-7167
Fax Number: (301) 840-7171
Cluster Name: Col. Zadok Magruder
Receiving Schools: Shady Grove

2014–2015 Enrollment = 331

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.4**	**48.6**	**≤5.0**	**19.9**	**12.4**	**20.2**	**≤5.0**	**42.6**	**≤5.0**
ESOL	**16.3**	6.9	9.4	≤5.0	6.3	≤5.0	8.5	≤5.0	≤5.0	≤5.0
FARMS	**21.8**	12.1	9.7	≤5.0	≤5.0	5.1	7.3	≤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	49	14.8
Grade 1	60	18.1
Grade 2	59	17.8
Grade 3	56	16.9
Grade 4	52	15.7
Grade 5	55	16.6
Total	331	

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	92.9	≤5.0	7.1

Other Participation

Students now or have in the past received FARMS[2] = 25.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.7	94.3	85.7	≥95.0	86.0	94.0
Asian	90.0	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	66.7	83.3
White	92.3	93.8	91.2	≥95.0	90.5	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	60.0	93.3	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	11.1	11.1	0.0	77.8	0.0	96.3	3.7			
Supporting Services	15.4	7.7	23.1	53.8	0.0	69.2	30.8	88	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.4

Average Class Size Kindergarten = 25.0

Grades 1 to 3 = 21.5 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.4	48.1	44.4

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	12.600	**Instructional Support Total**	2.000
Staff Development	0.500		
ESOL	1.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.250
Instrumental Music	0.200	**Other Support Total**	2.250
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.500	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.300	Food Services	1.000
Other Professional Total	2.300		
Total Professional	22.800	**Total Supporting Services**	9.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2015	11.8	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	22	4	0	0	2	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
550	499	338	355	364	369	374	390

School Personnel Costs

Professional Salaries	$2,034,131
Supporting Services Salaries	$426,425
Employee Benefits	$662,124
Total Allocated Cost	**$3,122,680**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 428

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.0**	**54.0**	**≤5.0**	**9.3**	**40.7**	**41.1**	**≤5.0**	**6.5**	**≤5.0**
ESOL	**14.3**	6.5	7.7	≤5.0	≤5.0	≤5.0	9.1	≤5.0	≤5.0	≤5.0
FARMS	**66.6**	30.4	36.2	≤5.0	5.4	28.3	31.5	≤5.0	≤5.0	≤5.0
SPED	**11.9**	≤5.0	9.6	≤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	6	1.4
Full-Day K	70	16.4
Grade 1	76	17.8
Grade 2	75	17.5
Grade 3	72	16.8
Grade 4	63	14.7
Grade 5	66	15.4
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	88.2	7.8	≤5.0

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] = 15.2%
Suspension Rate[2] [3] [4] = 3.6%

School Programs

Augmentative Communication Program (K–5)
Elementary Home School Model (Inclusion)
Focused Academic Support-Local Funds
Language Disabilities (Prekindergarten)
Learning and Academic Disabilities (K–5)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	59.7	67.7	70.7	85.0	67.2	87.5
Asian	--	--	--	--	70.0	90.0
Black or African American	55.2	72.4	76.5	87.0	54.5	86.4
Hispanic/Latino	60.9	56.5	57.1	73.7	79.2	88.0
White	--	--	--	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	56.1	61.0	60.0	78.4	56.7	86.7
ESOL	56.3	56.3	--	54.5	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	4.5	9.1	9.1	72.7	4.5	90.9	9.1			
Supporting Services	4.3	21.7	21.7	47.8	4.3	82.6	17.4	121	93.4	6.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.8

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 18.4 Grades 4 to 5 = 22.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	22.7	52.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.750
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	21.400	**Instructional Support Total**	10.000
Staff Development	1.000		
ESOL	1.500	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	1.125
Instrumental Music	0.300	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	4.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.200	Food Services	1.500
Other Professional Total	4.200		
Total Professional	41.700	**Total Supporting Services**	19.625

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	2012	4.4	Y	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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
501	501	428	434	436	434	428	426

School Personnel Costs

Professional Salaries	$3,447,350
Supporting Services Salaries	$853,661
Employee Benefits	$1,170,920
Total Allocated Cost	**$5,471,931**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Carderock Springs Elementary School - #604

Principal: Mr. Rock A. Palmisano
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
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

2014–2015 Enrollment = 418

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.1**	**52.9**	**≤5.0**	**16.3**	**≤5.0**	**8.1**	**≤5.0**	**67.5**	**≤5.0**
ESOL	**5.3**	≤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	**7.7**	≤5.0	5.7	≤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	45	10.8
Grade 1	63	15.1
Grade 2	81	19.4
Grade 3	77	18.4
Grade 4	71	17.0
Grade 5	81	19.4
Total	418	

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	40.6	≤5.0	56.3

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] = 5.4%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	92.0	94.7
Asian	≥95.0	≥95.0	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	89.1	94.5
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	88.2	11.8			
Supporting Services	15.8	15.8	15.8	52.6	0.0	84.2	15.8	103	96.1	3.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = 21.5

Grades 1 to 3 = 23.4 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.4	38.2	29.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	5.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.625
Classroom	15.800	**Instructional Support Total**	7.875
Staff Development	1.000		
ESOL	0.300	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	0.937
Instrumental Music	0.200	**Other Support Total**	2.937
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.500	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	0.500
Other Professional Total	2.800		
Total Professional	30.300	**Total Supporting Services**	15.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	2010	9.0	Y	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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
407	407	394	388	376	361	356	364

School Personnel Costs

Professional Salaries	$2,173,127
Supporting Services Salaries	$612,758
Employee Benefits	$758,963
Total Allocated Cost	**$3,544,848**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,007

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.6**	**48.4**	**≤5.0**	**13.6**	**7.0**	**18.6**	**≤5.0**	**54.0**	**6.9**
ESOL	**12.6**	6.7	6.0	≤5.0	≤5.0	≤5.0	9.4	≤5.0	≤5.0	≤5.0
FARMS	**20.6**	10.2	10.3	≤5.0	≤5.0	≤5.0	12.5	≤5.0	≤5.0	≤5.0
SPED	**7.7**	≤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	40	4.0
Full-Day K	175	17.4
Grade 1	163	16.2
Grade 2	191	19.0
Grade 3	152	15.1
Grade 4	139	13.8
Grade 5	147	14.6
Total	1,007	

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] = 21.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	92.4	94.1	≥95.0	88.3	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	88.2	≥95.0
Black or African American	--	--	--	--	54.5	90.9
Hispanic/Latino	80.0	70.0	78.6	94.4	81.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	93.9	≥95.0
Two or More Races	90.0	≥95.0	--	--	--	--
FARMS	73.3	62.5	71.4	94.1	68.2	≥95.0
ESOL	--	60.0	--	--	--	--
SPED	90.9	90.9	76.5	≥95.0	73.3	≥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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	8.8	7.4	2.9	79.4	0.0	94.1	5.9			
Supporting Services	11.1	14.8	18.5	55.6	0.0	77.8	22.2	190	95.8	4.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.9

Average Class Size Kindergarten = 24.9

Grades 1 to 3 = 24.2 Grades 4 to 5 = 26.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.7	42.6	42.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.874
Principal Intern		Special Education	3.998
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.875
Classroom	33.600	**Instructional Support Total**	8.622
Staff Development	1.000		
ESOL	2.700	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	1.498
Instrumental Music	0.300	**Other Support Total**	4.498
Preschool	1.000		
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	56.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.600	Food Services	1.312
Other Professional Total	4.100		
Total Professional	63.100	**Total Supporting Services**	19.432

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	12.4	Y	Y	11

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
667	667	1025	1033	1034	995	988	968

School Personnel Costs

Professional Salaries	$5,083,950
Supporting Services Salaries	$786,025
Employee Benefits	$1,547,822
Total Allocated Cost	**$7,417,797**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 336

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.1**	**50.9**	**≤5.0**	**9.8**	**12.8**	**23.8**	**≤5.0**	**46.7**	**6.5**
ESOL	**11.3**	6.8	≤5.0	≤5.0	≤5.0	≤5.0	8.0	≤5.0	≤5.0	≤5.0
FARMS	**21.4**	13.1	8.3	≤5.0	≤5.0	≤5.0	10.1	≤5.0	≤5.0	≤5.0
SPED	**11.0**	5.7	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	25	7.4
Full-Day K	52	15.5
Grade 1	63	18.8
Grade 2	61	18.2
Grade 3	46	13.7
Grade 4	50	14.9
Grade 5	39	11.6
Total	336	

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	48.6	≤5.0	51.4

Other Participation

Students now or have in the past received FARMS[2] = 23.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	92.3	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	90.3	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	19.0	23.8	57.1	0.0	100.0	0.0	76	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.1

Average Class Size Kindergarten = 25.5

Grades 1 to 3 = 23.6 Grades 4 to 5 = 21.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.7	22.9	51.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.125
Principal Intern		Special Education	7.625
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	11.700	**Instructional Support Total**	9.750
Staff Development	1.000		
ESOL	0.700	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	0.625
Instrumental Music	0.200	**Other Support Total**	2.625
Preschool	0.500		
Special Education:		Building Services	
Classroom	5.900	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	2.000	Food Services	0.750
Other Professional Total	3.500		
Total Professional	29.000	**Total Supporting Services**	17.125

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	2009	10.2	Y	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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
341	341	365	377	385	379	369	367

School Personnel Costs

Professional Salaries	$2,397,918
Supporting Services Salaries	$724,767
Employee Benefits	$855,139
Total Allocated Cost	**$3,977,824**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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) 253-0933
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2014–2015 Enrollment = 642

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.5**	**50.5**	**≤5.0**	**36.6**	**10.4**	**10.7**	**≤5.0**	**36.0**	**5.6**
ESOL	**9.5**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**12.5**	5.5	7.0	≤5.0	≤5.0	≤5.0	≤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	103	16.0
Grade 1	120	18.7
Grade 2	98	15.3
Grade 3	101	15.7
Grade 4	85	13.2
Grade 5	135	21.0
Total	642	

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	≤5.0	38.1

Other Participation

Students now or have in the past received FARMS[2] = 17.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism (K–2)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.8	93.4	85.4	94.9	90.9	94.3
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	81.8	83.3	50.0	89.5	80.0	≥95.0
Hispanic/Latino	--	--	63.6	84.6	78.6	85.7
White	93.5	94.9	93.1	≥95.0	92.6	92.6
Two or More Races	--	--	--	--	--	--
FARMS	81.8	84.6	57.1	94.7	84.2	89.5
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.2	6.5	0.0	91.3	0.0	87.0	13.0			
Supporting Services	9.5	23.8	0.0	66.7	0.0	81.0	19.0	159	92.5	7.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.5

Average Class Size Kindergarten = 25.0

Grades 1 to 3 = 23.9 Grades 4 to 5 = 27.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.2	28.3	56.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	6.375
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	22.400	**Instructional Support Total**	9.500
Staff Development	1.000		
ESOL	0.900	**Other Support**	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	0.875
Instrumental Music	0.400	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	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	1.000	**Food Services**	0.937
Other Professional Total	3.000		
Total Professional	41.500	**Total Supporting Services**	16.812

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	13	5	0	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
405	405	657	674	686	697	690	690

School Personnel Costs

Professional Salaries	$3,678,370
Supporting Services Salaries	$694,933
Employee Benefits	$1,166,366
Total Allocated Cost	**$5,539,669**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 542

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.9**	**51.1**	**≤5.0**	**≤5.0**	**12.0**	**8.9**	**≤5.0**	**67.0**	**7.2**
ESOL	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**14.0**	5.4	8.7	≤5.0	≤5.0	8.9	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.4**	≤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	106	19.6
Grade 4	169	31.2
Grade 5	178	32.8
Grade 6	89	16.4
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	90.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 14.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Center for the Highly Gifted (4–5)
Elementary Home School Model (3–5)
International Baccalaureate Middle Years Programme

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	81.7	91.2	93.4	≥95.0	91.5	≥95.0	87.8	93.9
Asian	--	--	--	--	--	--	--	--
Black or African American	41.2	62.5	90.0	≥95.0	--	--	45.5	--
Hispanic/Latino	45.5	81.8	62.5	87.5	80.0	80.0	--	--
White	92.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	--	--	--	--	--	--
FARMS	35.0	63.2	76.0	88.0	42.9	78.6	50.0	--
ESOL	20.0	--	--	--	--	--	--	--
SPED	--	--	72.7	90.9	53.8	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.1	7.7	2.6	82.1	0.0	87.2	12.8			
Supporting Services	11.8	35.3	5.9	47.1	0.0	64.7	35.3	119	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.8

Average Class Size Kindergarten = --

Grades 1 to 3 = 26.3 Grades 4 to 5 = 24.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.249
Principal Intern		Special Education	2.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	22.500	**Instructional Support Total**	4.374
Staff Development	1.000		
ESOL	0.600	**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	0.873
Instrumental Music	0.700	**Other Support Total**	2.873
Preschool			
Special Education:		**Building Services**	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.100	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.400	**Food Services**	1.000
Other Professional Total	2.400		
Total Professional	35.500	**Total Supporting Services**	12.747

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
33.3	20.5	46.2

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1936	2000	3.8	Y	Y	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	20	3	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
473	473	564	542	422	406	405	406

School Personnel Costs

Professional Salaries	$2,816,997
Supporting Services Salaries	$570,641
Employee Benefits	$886,830
Total Allocated Cost	**$4,274,468**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Clarksburg Elementary School - #101

Principal: Mrs. Kwang J. Lee
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
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

2014–2015 Enrollment = 304

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.4**	**51.6**	**≤5.0**	**36.2**	**14.8**	**13.8**	**≤5.0**	**27.3**	**7.2**
ESOL	**15.5**	7.2	8.2	≤5.0	9.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**15.5**	7.2	8.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**12.2**	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤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	48	15.8
Grade 1	56	18.4
Grade 2	48	15.8
Grade 3	51	16.8
Grade 4	48	15.8
Grade 5	53	17.4
Total	304	

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	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 21.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Environmental Science (4–5)
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.8	≥95.0	80.0	86.0	78.8	≥95.0
Asian	93.8	--	94.4	94.4	87.5	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	70.0	--	--	--	--	--
White	63.6	--	77.8	83.3	--	--
Two or More Races	--	--	--	--	--	--
FARMS	--	--	50.0	64.3	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	10.3	0.0	0.0	89.7	0.0	89.7	10.3			
Supporting Services	40.0	6.7	6.7	46.7	0.0	86.7	13.3	74	94.6	5.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.0

Average Class Size Kindergarten = 23.5

Grades 1 to 3 = 22.0 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.8	13.8	72.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.375
Principal Intern		Special Education	2.873
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	11.800	**Instructional Support Total**	4.248
Staff Development	0.500		
ESOL	0.800	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	0.873
Instrumental Music	0.200	**Other Support Total**	2.873
Preschool			
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	21.100	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	0.750
Other Professional Total	2.600		
Total Professional	24.700	**Total Supporting Services**	11.371

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	9	4	0	0	3	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
312	312	332	363	397	440	468	506

School Personnel Costs

Professional Salaries	$2,274,111
Supporting Services Salaries	$490,688
Employee Benefits	$731,722
Total Allocated Cost	**$3,496,521**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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) 253-2068
Cluster Name: Damascus
Receiving Schools: Baker

2014–2015 Enrollment = 625

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.4**	**53.6**	**≤5.0**	**14.6**	**13.4**	**20.6**	**≤5.0**	**43.2**	**8.2**
ESOL	**9.0**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	7.5	≤5.0	≤5.0	≤5.0
FARMS	**24.5**	10.9	13.6	≤5.0	≤5.0	8.6	10.1	≤5.0	≤5.0	≤5.0
SPED	**14.1**	≤5.0	9.8	≤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	3.2
Full-Day K	80	12.8
Grade 1	58	9.3
Grade 2	78	12.5
Grade 3	85	13.6
Grade 4	146	23.4
Grade 5	158	25.3
Total	625	

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	45.5	≤5.0	53.4

Other Participation

Students now or have in the past received FARMS[2] = 30.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.3%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Center for the Highly Gifted Grades 4 & 5
Elementary Learning Center
Head Start
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	63.8	71.4	91.0	≥95.0	83.3	94.7
Asian	--	--	≥95.0	≥95.0	94.3	94.3
Black or African American	--	--	80.0	≥95.0	70.6	88.2
Hispanic/Latino	41.7	--	69.2	88.5	62.5	83.3
White	78.4	76.9	94.4	≥95.0	89.4	≥95.0
Two or More Races	58.3	--	≥95.0	≥95.0	--	--
FARMS	41.2	60.0	63.6	90.9	53.8	84.6
ESOL	--	--	--	--	--	--
SPED	12.5	38.5	42.9	71.4	40.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.8	3.8	1.9	86.5	1.9	88.5	11.5			
Supporting Services	4.2	8.3	8.3	79.2	0.0	79.2	20.8	151	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.3

Average Class Size Kindergarten = 23.0

Grades 1 to 3 = 21.7 Grades 4 to 5 = 26.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.6	23.1	67.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.412
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	0.750
Classroom	21.800	**Instructional Support Total**	9.287
Staff Development	1.000		
ESOL	1.100	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.124
Instrumental Music	0.400	**Other Support Total**	3.124
Preschool	0.600		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.800	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.100	Food Services	1.125
Other Professional Total	4.100		
Total Professional	44.900	**Total Supporting Services**	18.036

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
642	642	609	606	590	582	591	581

School Personnel Costs

Professional Salaries	$4,044,844
Supporting Services Salaries	$762,218
Employee Benefits	$1,280,592
Total Allocated Cost	**$6,087,654**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 460

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.0**	**50.0**	**≤5.0**	**5.4**	**39.1**	**44.1**	**≤5.0**	**7.2**	**≤5.0**
ESOL	**26.3**	11.5	14.8	≤5.0	≤5.0	≤5.0	22.0	≤5.0	≤5.0	≤5.0
FARMS	**69.6**	35.0	34.6	≤5.0	≤5.0	27.0	35.2	≤5.0	≤5.0	≤5.0
SPED	**11.5**	≤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	58	12.6
Full-Day K	71	15.4
Grade 1	68	14.8
Grade 2	75	16.3
Grade 3	70	15.2
Grade 4	52	11.3
Grade 5	66	14.3
Total	460	

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	66.0	≤5.0	34.0

Other Participation

Students now or have in the past received FARMS[2] = 76.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 23.9%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism (K–2)
Elementary Home School Model (K–5)
Focused Academic Support-Federal Title I Funds
Head Start
Prekindergarten
Positive Behavioral Interventions and Supports (PBIS)
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	56.0	36.0	55.8	88.3	48.2	89.3
Asian	--	--	--	--	--	--
Black or African American	56.3	--	46.7	85.7	25.0	79.2
Hispanic/Latino	51.9	23.1	59.1	93.1	62.5	≥95.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	48.5	20.0	46.4	86.1	47.4	89.5
ESOL	30.0	25.0	--	--	--	--
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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.0	15.7	13.7	68.6	0.0	86.3	13.7			
Supporting Services	16.0	16.0	20.0	48.0	0.0	88.0	12.0	128	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.2

Average Class Size Kindergarten = 16.5

Grades 1 to 3 = 17.2 Grades 4 to 5 = 23.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
29.4	35.3	35.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.125
Principal Intern		Special Education	8.249
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	21.800	**Instructional Support Total**	12.499
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	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool	2.000		
Special Education:		Building Services	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.500	Food Services	1.875
Other Professional Total	3.500		
Total Professional	46.500	**Total Supporting Services**	21.249

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	13	5	2	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
396	396	467	493	505	512	522	526

School Personnel Costs

Professional Salaries	$3,625,653
Supporting Services Salaries	$847,134
Employee Benefits	$1,179,350
Total Allocated Cost	**$5,652,137**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 466

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**43.8**	**56.2**	**≤5.0**	**18.5**	**21.0**	**18.0**	**≤5.0**	**33.7**	**8.6**
ESOL	**11.6**	5.4	6.2	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0
FARMS	**16.3**	6.9	9.4	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0
SPED	**20.4**	≤5.0	16.5	≤5.0	≤5.0	8.8	≤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	53	11.4
Full-Day K	64	13.7
Grade 1	80	17.2
Grade 2	68	14.6
Grade 3	65	13.9
Grade 4	69	14.8
Grade 5	67	14.4
Total	466	

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	51.6	≤5.0	48.4

Other Participation

Students now or have in the past received FARMS[2] = 25.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.6	85.3	86.7	93.8	86.4	≥95.0
Asian	≥95.0	88.9	72.7	87.5	--	--
Black or African American	38.5	76.9	--	--	81.8	≥95.0
Hispanic/Latino	85.7	85.7	--	≥95.0	--	--
White	89.7	85.7	92.3	≥95.0	84.6	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	62.5	75.0	--	90.0	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.2	8.7	0.0	87.0	2.2	80.4	19.6			
Supporting Services	12.0	20.0	4.0	60.0	0.0	92.0	8.0	126	93.7	6.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.5

Average Class Size Kindergarten = 20.3

Grades 1 to 3 = 22.6 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.0	39.1	47.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	9.000
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	16.100	**Instructional Support Total**	11.125
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	0.500
Instrumental Music	0.300	**Other Support Total**	2.500
Preschool			
Special Education:		Building Services	
Classroom	8.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.300	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.400	Food Services	0.687
Other Professional Total	4.400		
Total Professional	40.700	**Total Supporting Services**	18.312

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1989	10.0	Y	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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
454	454	453	448	447	445	428	426

School Personnel Costs

Professional Salaries	$3,504,759
Supporting Services Salaries	$777,090
Employee Benefits	$1,155,877
Total Allocated Cost	**$5,437,726**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 335

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**39.7**	**≤5.0**	**7.2**	**≤5.0**	**43.3**	**6.9**	Pre-K	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	32	9.6
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	39	11.6
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	33	9.9
											Grade 3	40	11.9
											Grade 4	97	29.0
											Grade 5	94	28.1
											Total	335	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	91.7	≤5.0	8.3

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] = ≤5.0%
Suspension Rate[2] [3] [4] = --

School Programs

Center for the Highly Gifted
Center for the Highly Gifted (4–5)
Reading/Language Arts Program
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	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	94.1	≥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	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.4	0.0	3.4	93.1	0.0	86.2	13.8			
Supporting Services	9.1	9.1	0.0	81.8	0.0	81.8	18.2	80	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.3

Average Class Size Kindergarten = 16.0

Grades 1 to 3 = 18.8 Grades 4 to 5 = 23.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.8	31.0	55.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
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	0.500
Classroom	13.600	**Instructional Support Total**	1.750
Staff Development	0.500		
ESOL	0.300	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.874
Instrumental Music	0.400	**Other Support Total**	2.874
Preschool			
Special Education:		Building Services	
Classroom	1.000	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	0.300	Food Services	0.500
Other Professional Total	1.800		
Total Professional	23.400	**Total Supporting Services**	8.124

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1972	--	12.4	Y	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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
458	458	330	324	324	331	332	340

School Personnel Costs

Professional Salaries	$2,135,532
Supporting Services Salaries	$378,740
Employee Benefits	$669,294
Total Allocated Cost	**$3,183,566**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

College Gardens Elementary School - #229

Principal: Mrs. Stacey F. Rogovoy
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 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

2014–2015 Enrollment = 868

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.0**	**50.0**	**≤5.0**	**23.0**	**16.6**	**13.9**	**≤5.0**	**39.9**	**6.3**
ESOL	**13.4**	≤5.0	8.4	≤5.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0
FARMS	**15.2**	6.3	8.9	≤5.0	≤5.0	6.1	5.2	≤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	10	1.2
Full-Day K	133	15.3
Grade 1	155	17.9
Grade 2	148	17.1
Grade 3	148	17.1
Grade 4	138	15.9
Grade 5	136	15.7
Total	868	

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	83.0	≤5.0	17.0

Other Participation

Students now or have in the past received FARMS[2] = 18.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.3%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Head Start
International Baccalaureate Primary Years Programme
Partial Chinese Immersion
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.0	86.6	91.3	93.9	84.0	94.1
Asian	92.0	≥95.0	≥95.0	≥95.0	88.0	92.0
Black or African American	53.8	65.4	63.6	72.7	76.2	90.5
Hispanic/Latino	70.6	88.2	78.6	84.6	60.0	93.3
White	91.8	89.6	≥95.0	≥95.0	90.5	≥95.0
Two or More Races	≥95.0	≥95.0	--	--	93.8	93.8
FARMS	42.9	78.6	60.0	71.4	44.4	72.2
ESOL	60.0	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	22.4	6.9	6.9	63.8	0.0	91.4	8.6			
Supporting Services	0.0	40.0	12.0	48.0	0.0	80.0	20.0	179	97.2	2.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.7

Average Class Size Kindergarten = 22.3

Grades 1 to 3 = 24.8 Grades 4 to 5 = 27.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
29.3	53.4	17.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.725
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.875
Classroom	31.000	**Instructional Support Total**	8.475
Staff Development	1.000		
ESOL	2.300	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.250
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	2.062
Instrumental Music	0.500	**Other Support Total**	4.312
Preschool	0.600		
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.600	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	**Food Services**	1.125
Other Professional Total	2.900		
Total Professional	54.500	**Total Supporting Services**	19.912

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	2008	7.9	Y	N	6

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
694	694	877	882	868	859	838	834

School Personnel Costs

Professional Salaries	$3,915,451
Supporting Services Salaries	$794,282
Employee Benefits	$1,265,321
Total Allocated Cost	**$5,975,054**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 506

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.1**	**54.9**	**≤5.0**	**12.6**	**36.6**	**44.7**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**22.9**	9.9	13.0	≤5.0	≤5.0	≤5.0	15.6	≤5.0	≤5.0	≤5.0
FARMS	**72.3**	33.0	39.3	≤5.0	7.7	26.5	36.6	≤5.0	≤5.0	≤5.0
SPED	**13.4**	≤5.0	9.9	≤5.0	≤5.0	5.5	5.9	≤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	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	198	39.1
Grade 4	139	27.5
Grade 5	169	33.4
Total	506	

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	44.1	11.8	44.1

Other Participation

Students now or have in the past received FARMS[2] = 82.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	48.3	57.9	60.5	76.2	52.6	81.6
Asian	57.9	73.7	76.9	93.8	73.7	94.7
Black or African American	52.1	64.6	56.3	74.6	52.2	73.9
Hispanic/Latino	42.0	49.3	58.1	70.3	46.8	81.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	42.0	51.8	57.5	73.4	49.1	80.9
ESOL	23.6	36.4	10.0	60.7	10.3	62.1
SPED	9.1	27.3	15.4	23.1	10.8	48.6

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	20.5	0.0	75.0	2.3	90.9	9.1			
Supporting Services	8.7	26.1	39.1	26.1	0.0	91.3	8.7	120	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.8

Average Class Size Kindergarten = --

Grades 1 to 3 = 26.9 Grades 4 to 5 = 25.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	5.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	23.500	**Instructional Support Total**	8.625
Staff Development	1.000		
ESOL	2.100	**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	0.400	**Other Support Total**	2.750
Preschool			
Special Education:		**Building Services**	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	**Food Services**	1.437
Other Professional Total	3.500		
Total Professional	41.800	**Total Supporting Services**	17.312

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	40.9	34.1

Facilities Data

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

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	18	4	0	0	0	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
467	467	508	534	496	489	484	486

School Personnel Costs

Professional Salaries	$3,259,634
Supporting Services Salaries	$705,360
Employee Benefits	$1,047,568
Total Allocated Cost	**$5,012,562**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 591

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.1**	**47.9**	**≤5.0**	**5.2**	**33.8**	**46.4**	**≤5.0**	**10.5**	**≤5.0**
ESOL	**38.4**	19.3	19.1	≤5.0	≤5.0	≤5.0	31.0	≤5.0	≤5.0	≤5.0
FARMS	**70.9**	38.6	32.3	≤5.0	≤5.0	24.5	39.3	≤5.0	≤5.0	≤5.0
SPED	**9.5**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	5.1	≤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	39	6.6
Full-Day K	97	16.4
Grade 1	87	14.7
Grade 2	104	17.6
Grade 3	104	17.6
Grade 4	75	12.7
Grade 5	85	14.4
Total	591	

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] = 76.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.4%
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)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	47.6	55.7	71.4	81.0	43.2	84.1
Asian	--	--	--	--	--	--
Black or African American	44.8	60.9	70.0	90.0	37.2	79.1
Hispanic/Latino	41.0	46.4	68.6	71.4	43.8	87.5
White	--	--	72.7	81.8	--	--
Two or More Races	--	--	--	--	--	--
FARMS	40.6	48.9	68.5	79.6	33.3	80.0
ESOL	28.1	32.0	--	--	--	--
SPED	--	--	--	--	6.3	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.1	6.8	13.6	74.6	0.0	86.4	13.6			
Supporting Services	13.6	9.1	31.8	45.5	0.0	77.3	22.7	167	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 16.3

Grades 1 to 3 = 21.5 Grades 4 to 5 = 22.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
35.6	22.0	42.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.023
Principal Intern		Special Education	2.625
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	29.100	**Instructional Support Total**	6.898
Staff Development	1.000		
ESOL	4.700	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	1.250
Instrumental Music	0.200	**Other Support Total**	3.250
Preschool	1.000		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.100	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.750
Other Professional Total	3.000		
Total Professional	55.100	**Total Supporting Services**	17.398

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
32	17	5	1	0	6	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
488	488	601	617	611	596	604	600

School Personnel Costs

Professional Salaries	$4,208,962
Supporting Services Salaries	$707,439
Employee Benefits	$1,293,968
Total Allocated Cost	**$6,210,369**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Damascus Elementary School - #702

Principal: Mr. William J. Collins
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

2014–2015 Enrollment = 299

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**55.9**	**44.1**	**≤5.0**	**≤5.0**	**6.7**	**22.1**	**≤5.0**	**62.5**	**≤5.0**
ESOL	**11.4**	≤5.0	6.4	≤5.0	≤5.0	≤5.0	10.0	≤5.0	≤5.0	≤5.0
FARMS	**25.1**	12.7	12.4	≤5.0	≤5.0	≤5.0	13.0	≤5.0	8.0	≤5.0
SPED	**16.4**	6.0	10.4	≤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	44	14.7
Grade 1	48	16.1
Grade 2	39	13.0
Grade 3	67	22.4
Grade 4	52	17.4
Grade 5	49	16.4
Total	299	

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	63.3	14.3	22.4

Other Participation

Students now or have in the past received FARMS[2] = 32.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Coding Club
Elementary Home School Model (K–2)
Elementary Home School Model (3–5)
Focused Academic Support-Local Funds
Mad Science (after school program)
Resource
School/Community-Based (K–1)
School/Community-Based (2–5)
Small Group Piano (after school program)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.7	84.6	88.4	≥95.0	70.6	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	70.0	94.1	93.5	≥95.0	76.5	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	46.2	--	70.0	80.0	54.5	90.9
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	6.9	0.0	6.9	86.2	0.0	82.8	17.2			
Supporting Services	0.0	0.0	11.1	88.9	0.0	88.9	11.1	83	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 19.0

Grades 1 to 3 = 21.4 Grades 4 to 5 = 22.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	34.5	55.2

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	2.000	Instructional Data Assistant	0.500
Classroom	12.000	**Instructional Support Total**	7.875
Staff Development	0.500		
ESOL	0.700	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	
Instrumental Music	0.200	**Other Support Total**	2.000
Preschool			
Special Education:		Building Services	
Classroom	4.500	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	0.900	Food Services	0.687
Other Professional Total	2.400		
Total Professional	26.300	**Total Supporting Services**	13.562

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
328	328	304	301	284	292	288	300

School Personnel Costs

Professional Salaries	$2,247,434
Supporting Services Salaries	$588,469
Employee Benefits	$756,168
Total Allocated Cost	**$3,592,071**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 309

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.0**	**55.0**	**≤5.0**	**11.3**	**≤5.0**	**8.1**	**≤5.0**	**70.6**	**5.2**
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	**5.2**	≤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	45	14.6
Grade 1	49	15.9
Grade 2	45	14.6
Grade 3	48	15.5
Grade 4	52	16.8
Grade 5	70	22.7
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	81.3	≤5.0	18.8

Other Participation

Students now or have in the past received FARMS[2] = 6.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.5	88.0	88.7	≥95.0	80.4	91.1
Asian	--	--	90.0	≥95.0	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	80.0	≥95.0	--	--
White	70.7	87.0	91.1	93.3	77.3	88.6
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	92.9	7.1			
Supporting Services	0.0	28.6	7.1	64.3	0.0	85.7	14.3	64	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size Kindergarten = 23.0

Grades 1 to 3 = 23.8 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.6	35.7	60.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.749
Principal Intern		Special Education	0.499
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**	2.248
Staff Development	0.700		
ESOL	0.200	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.500	Parent/Community Coord	
Music	0.500	Lunch Hour Aide	0.686
Instrumental Music	0.200	**Other Support Total**	2.686
Preschool			
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	18.700	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	0.800	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	0.400	Food Services	0.500
Other Professional Total	1.700		
Total Professional	21.400	**Total Supporting Services**	8.934

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
471	471	291	300	312	327	339	350

School Personnel Costs

Professional Salaries	$1,921,318
Supporting Services Salaries	$411,203
Employee Benefits	$628,257
Total Allocated Cost	**$2,960,778**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Diamond Elementary School - #570

Principal: Mr. Daniel Walder | 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

2014–2015 Enrollment = 645

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.8**	**51.2**	**≤5.0**	**41.6**	**10.1**	**11.8**	**≤5.0**	**31.9**	**≤5.0**
ESOL	**17.5**	6.5	11.0	≤5.0	11.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**9.0**	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**10.1**	≤5.0	8.2	≤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	101	15.7
Grade 1	131	20.3
Grade 2	116	18.0
Grade 3	98	15.2
Grade 4	104	16.1
Grade 5	95	14.7
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	73.8	24.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 13.5%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.7%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.5	89.8	89.2	≥95.0	93.9	≥95.0
Asian	94.3	≥95.0	93.1	≥95.0	90.3	≥95.0
Black or African American	--	--	66.7	--	--	--
Hispanic/Latino	--	91.7	83.3	--	86.7	≥95.0
White	82.8	87.2	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	75.0	76.5	71.4	90.0	91.7	≥95.0
ESOL	54.5	86.7	--	--	--	--
SPED	81.8	93.3	83.3	--	78.6	≥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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.7	3.8	3.8	86.8	0.0	88.7	11.3			
Supporting Services	20.8	8.3	8.3	58.3	4.2	79.2	20.8	164	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.3

Average Class Size Kindergarten = 20.4

Grades 1 to 3 = 24.1 Grades 4 to 5 = 23.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.6	37.7	39.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	9.625
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	23.200	**Instructional Support Total**	12.875
Staff Development	1.000		
ESOL	2.000	**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	0.250
Instrumental Music	0.300	**Other Support Total**	2.250
Preschool			
Special Education:		**Building Services**	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.800	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**	1.062
Other Professional Total	3.000		
Total Professional	47.800	**Total Supporting Services**	20.187

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1975	--	10.0	Y	Y	5

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
463	670	643	644	653	639	613	615

School Personnel Costs

Professional Salaries	$3,855,226
Supporting Services Salaries	$848,251
Employee Benefits	$1,263,134
Total Allocated Cost	**$5,966,611**

[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] Outcome data reflect 2013–2014 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

2014–2015 Enrollment = 440

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.5**	**50.5**	**≤5.0**	**18.9**	**43.4**	**21.4**	**≤5.0**	**9.8**	**6.4**
ESOL	**18.0**	6.4	11.6	≤5.0	≤5.0	≤5.0	10.2	≤5.0	≤5.0	≤5.0
FARMS	**51.6**	25.5	26.1	≤5.0	≤5.0	27.7	15.7	≤5.0	≤5.0	≤5.0
SPED	**11.1**	≤5.0	7.7	≤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	46	10.5
Full-Day K	47	10.7
Grade 1	55	12.5
Grade 2	57	13.0
Grade 3	41	9.3
Grade 4	98	22.3
Grade 5	96	21.8
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	67.3	≤5.0	30.6

Other Participation

Students now or have in the past received FARMS[2] = 54.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Arts Integration Model School
Center for the Highly Gifted (4–5)
Focused Academic Support-Local Funds
Learning and Academic Disabilities (K–5)
Prekindergarten
Resource
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	45.1	54.9	79.5	90.5	74.3	85.1
Asian	--	--	84.2	91.7	≥95.0	≥95.0
Black or African American	33.3	52.4	81.8	91.7	55.6	69.4
Hispanic/Latino	38.9	44.4	54.5	--	55.6	83.3
White	--	--	≥95.0	--	94.4	94.4
Two or More Races	--	--	--	--	--	--
FARMS	39.3	39.3	67.7	85.7	51.4	74.3
ESOL	21.1	31.6	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.3	13.6	4.5	77.3	2.3	93.2	6.8			
Supporting Services	7.4	29.6	25.9	37.0	0.0	81.5	18.5	127	96.9	3.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.6

Average Class Size Kindergarten = 15.3

Grades 1 to 3 = 18.0 Grades 4 to 5 = 23.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.2	34.1	47.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.748
Principal Intern		Special Education	8.811
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	18.100	**Instructional Support Total**	12.684
Staff Development	1.000		
ESOL	2.100	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	1.000
Instrumental Music	0.300	**Other Support Total**	3.000
Preschool	1.500		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.125
Other Professional Total	3.200		
Total Professional	41.200	**Total Supporting Services**	21.309

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
441	441	444	444	456	450	444	448

School Personnel Costs

Professional Salaries	$3,423,687
Supporting Services Salaries	$835,371
Employee Benefits	$1,146,166
Total Allocated Cost	**$5,405,224**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

DuFief Elementary School - #241

Principal: Mr. Brent T. 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

2014–2015 Enrollment = 328

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.0**	**50.0**	**≤5.0**	**31.1**	**6.1**	**12.5**	**≤5.0**	**44.5**	**5.8**
ESOL	**13.7**	6.7	7.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**14.9**	7.9	7.0	≤5.0	≤5.0	≤5.0	7.0	≤5.0	≤5.0	≤5.0
SPED	**23.2**	7.3	15.9	≤5.0	≤5.0	≤5.0	5.5	≤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	6	1.8
Full-Day K	46	14.0
Grade 1	50	15.2
Grade 2	42	12.8
Grade 3	65	19.8
Grade 4	63	19.2
Grade 5	56	17.1
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	13.2	11.8	75.0

Other Participation

Students now or have in the past received FARMS[2] = 16.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Learning Center
Prekindergarten Language Class
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.1	81.8	62.9	77.2	84.1	93.7
Asian	91.3	91.3	--	85.7	88.9	94.4
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	83.3	83.3	85.7	92.3	84.4	93.8
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	45.5	--	--
ESOL	--	--	--	--	--	--
SPED	--	20.0	7.1	14.3	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.6	0.0	0.0	94.4	0.0	94.4	5.6			
Supporting Services	22.7	4.5	9.1	63.6	0.0	86.4	13.6	96	87.5	12.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.6

Average Class Size Kindergarten = 19.5

Grades 1 to 3 = 21.0 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	25.0	58.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.625
Principal Intern		Special Education	7.310
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	11.800	**Instructional Support Total**	8.935
Staff Development	0.800		
ESOL	1.100	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	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool			
Special Education:		Building Services	
Classroom	7.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	25.800	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.700		
Spec Ed Related Services	2.300	Food Services	0.750
Other Professional Total	4.000		
Total Professional	30.800	**Total Supporting Services**	16.060

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
428	428	340	333	323	336	341	348

School Personnel Costs

Professional Salaries	$2,636,151
Supporting Services Salaries	$649,752
Employee Benefits	$898,009
Total Allocated Cost	**$4,183,912**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

East Silver Spring Elementary School - #756

Principal: Dr. Adrienne L. Morrow
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 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

2014–2015 Enrollment = 518

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.5**	**51.5**	**≤5.0**	**≤5.0**	**54.4**	**22.2**	**≤5.0**	**15.4**	**≤5.0**
ESOL	**34.4**	16.0	18.3	≤5.0	≤5.0	18.9	12.4	≤5.0	≤5.0	≤5.0
FARMS	**59.7**	31.3	28.4	≤5.0	≤5.0	38.2	16.6	≤5.0	≤5.0	≤5.0
SPED	**14.5**	≤5.0	11.0	≤5.0	≤5.0	5.8	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	70	13.5
Full-Day K	85	16.4
Grade 1	88	17.0
Grade 2	81	15.6
Grade 3	71	13.7
Grade 4	69	13.3
Grade 5	54	10.4
Total	518	

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	89.3	≤5.0	10.7

Other Participation

Students now or have in the past received FARMS[2] = 65.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (Inclusion)
Focused Academic Support-Local Funds
Head Start
Learning and Academic Disabilities (K–5)
Prekindergarten
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	58.7	69.3	75.9	92.9	57.8	84.4
Asian	--	--	--	--	--	--
Black or African American	61.5	74.4	73.3	≥95.0	55.3	81.6
Hispanic/Latino	43.8	50.0	--	75.0	46.2	84.6
White	71.4	78.6	--	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	45.0	57.5	62.5	90.3	50.0	78.6
ESOL	40.0	55.0	--	--	10.0	70.0
SPED	13.3	26.7	--	--	--	--

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	0.0	29.3	3.4	65.5	1.7	89.7	10.3			
Supporting Services	4.2	45.8	12.5	33.3	4.2	79.2	20.8	138	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 17.2

Grades 1 to 3 = 20.1 Grades 4 to 5 = 20.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
36.2	31.0	32.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.975
Principal Intern		Special Education	4.500
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	20.500	**Instructional Support Total**	9.600
Staff Development	1.000		
ESOL	4.700	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	1.600		
Special Education:		Building Services	
Classroom	7.400	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.600	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	1.562
Other Professional Total	4.200		
Total Professional	49.800	**Total Supporting Services**	19.287

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	18	4	2	0	5	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
558	558	560	572	578	576	567	556

School Personnel Costs

Professional Salaries	$3,713,434
Supporting Services Salaries	$810,639
Employee Benefits	$1,214,223
Total Allocated Cost	**$5,738,296**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Fairland Elementary School - #303

Principal: Mrs. Lakeisha D. Lashley
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

2014–2015 Enrollment = 622

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.0**	**51.0**	**≤5.0**	**7.9**	**59.8**	**20.6**	**≤5.0**	**9.3**	**≤5.0**
ESOL	**18.6**	8.7	10.0	≤5.0	≤5.0	≤5.0	10.9	≤5.0	≤5.0	≤5.0
FARMS	**58.0**	28.3	29.7	≤5.0	≤5.0	38.4	14.8	≤5.0	≤5.0	≤5.0
SPED	**7.4**	≤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	42	6.8
Full-Day K	91	14.6
Grade 1	113	18.2
Grade 2	97	15.6
Grade 3	86	13.8
Grade 4	96	15.4
Grade 5	97	15.6
Total	622	

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	6.5	30.4

Other Participation

Students now or have in the past received FARMS[2] = 65.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 21.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Emotional Disabilities
Focused Academic Support-Local Funds
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP) Comprehensive
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	55.8	74.3	72.9	78.1	64.2	86.2
Asian	--	--	91.7	83.3	--	--
Black or African American	50.9	74.6	63.0	74.1	63.6	83.3
Hispanic/Latino	50.0	66.7	76.5	76.5	46.7	73.3
White	--	--	92.3	92.3	84.6	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	41.3	68.3	62.7	66.7	56.1	82.5
ESOL	--	--	--	--	--	--
SPED	36.4	72.7	41.7	50.0	45.5	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	1.7	18.6	6.8	71.2	1.7	89.8	10.2			
Supporting Services	12.0	24.0	8.0	56.0	0.0	84.0	16.0	160	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.9

Average Class Size Kindergarten = 15.5

Grades 1 to 3 = 19.5 Grades 4 to 5 = 22.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.3	20.3	59.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.850
Principal Intern		Special Education	5.000
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	26.600	**Instructional Support Total**	9.975
Staff Development	1.000		
ESOL	2.200	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	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool	1.100		
Special Education:		Building Services	
Classroom	4.200	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.200	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	1.750
Other Professional Total	3.100		
Total Professional	50.300	**Total Supporting Services**	20.725

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	23	4	2	0	6	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
619	619	635	623	622	610	583	577

School Personnel Costs

Professional Salaries	$4,185,033
Supporting Services Salaries	$819,083
Employee Benefits	$1,309,018
Total Allocated Cost	**$6,313,134**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 564

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.9**	**52.1**	**≤5.0**	**33.9**	**7.3**	**7.6**	**≤5.0**	**46.6**	**≤5.0**
ESOL	**10.5**	5.1	5.3	≤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	**7.1**	≤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	71	12.6
Grade 1	86	15.2
Grade 2	112	19.9
Grade 3	88	15.6
Grade 4	95	16.8
Grade 5	112	19.9
Total	564	

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	72.5	20.0	7.5

Other Participation

Students now or have in the past received FARMS[2] = 11.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Learning and Academic Disabilities (K–5)
Reading Initiative
Resource (K–5)
Speech and Language program

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.0	≥95.0	90.5	94.9	89.2	≥95.0
Asian	≥95.0	≥95.0	93.9	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	80.0	70.0	--	--	--	--
White	89.7	≥95.0	94.2	≥95.0	87.3	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	80.0	90.0
ESOL	--	--	--	--	--	--
SPED	--	--	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	14.6	4.9	0.0	80.5	0.0	92.7	7.3			
Supporting Services	9.1	40.9	9.1	40.9	0.0	81.8	18.2	127	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.9

Average Class Size Kindergarten = 24.3

Grades 1 to 3 = 22.3 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.8	41.5	31.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	2.562
Principal Intern		Special Education	4.498
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	22.000	**Instructional Support Total**	8.185
Staff Development	1.000		
ESOL	1.000	**Other Support**	
Reading/Literacy	1.400	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	0.300	**Other Support Total**	3.125
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.700	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**	1.062
Other Professional Total	2.700		
Total Professional	38.400	**Total Supporting Services**	16.372

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	22	3	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
598	598	533	526	524	497	495	505

School Personnel Costs

Professional Salaries	$2,980,889
Supporting Services Salaries	$640,874
Employee Benefits	$964,141
Total Allocated Cost	**$4,585,904**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Farmland Elementary School - #219

Principal: Mrs. Mary E. Bliss
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 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

2014–2015 Enrollment = 654

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.9**	**52.1**	**≤5.0**	**32.3**	**6.0**	**9.6**	**≤5.0**	**47.4**	**≤5.0**
ESOL	**24.5**	10.1	14.4	≤5.0	11.6	≤5.0	≤5.0	≤5.0	9.3	≤5.0
FARMS	**9.0**	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.1**	≤5.0	6.0	≤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	113	17.3
Grade 1	124	19.0
Grade 2	120	18.3
Grade 3	100	15.3
Grade 4	100	15.3
Grade 5	97	14.8
Total	654	

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	≤5.0	49.1

Other Participation

Students now or have in the past received FARMS[2] = 11.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Learning for Independence
Learning for Independence (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.5	93.7	≥95.0	≥95.0	86.9	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	82.6	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	90.9	≥95.0	90.0	--	--	--
White	94.1	91.5	≥95.0	≥95.0	92.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	90.9	--	--	--	--
ESOL	--	76.9	--	--	--	--
SPED	--	--	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.8	0.0	3.8	92.3	0.0	88.5	11.5			
Supporting Services	17.4	13.0	26.1	43.5	0.0	82.6	17.4	158	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.1

Average Class Size Kindergarten = 21.0

Grades 1 to 3 = 23.9 Grades 4 to 5 = 23.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.2	30.8	48.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.000
Principal Intern		Special Education	4.375
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	23.200	**Instructional Support Total**	8.000
Staff Development	1.000		
ESOL	4.000	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.550
Instrumental Music	0.300	**Other Support Total**	3.550
Preschool			
Special Education:		**Building Services**	
Classroom	3.000	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	41.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.100	**Food Services**	1.125
Other Professional Total	3.100		
Total Professional	46.100	**Total Supporting Services**	18.175

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
728	728	684	696	724	709	703	700

School Personnel Costs

Professional Salaries	$3,755,260
Supporting Services Salaries	$734,922
Employee Benefits	$1,202,789
Total Allocated Cost	**$5,692,971**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 484

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.5**	**52.5**	**≤5.0**	**16.1**	**17.8**	**30.4**	**≤5.0**	**28.9**	**6.4**
ESOL	**21.5**	7.9	13.6	≤5.0	≤5.0	≤5.0	15.5	≤5.0	≤5.0	≤5.0
FARMS	**38.8**	19.0	19.8	≤5.0	≤5.0	10.5	19.0	≤5.0	≤5.0	≤5.0
SPED	**9.1**	≤5.0	8.1	≤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	26	5.4
Full-Day K	76	15.7
Grade 1	92	19.0
Grade 2	86	17.8
Grade 3	71	14.7
Grade 4	67	13.8
Grade 5	66	13.6
Total	484	

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	63.6	≤5.0	36.4

Other Participation

Students now or have in the past received FARMS[2] = 45.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.9%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism (K–1)
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Autism
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.9	90.3	69.8	73.2	71.8	90.1
Asian	--	94.1	90.9	--	75.0	87.5
Black or African American	--	76.9	56.3	50.0	50.0	83.3
Hispanic/Latino	--	--	44.4	69.2	50.0	87.5
White	90.9	≥95.0	90.9	--	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	75.0	55.6	60.0	54.2	83.3
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	6.3	8.3	2.1	83.3	0.0	93.8	6.3			
Supporting Services	15.6	12.5	12.5	56.3	3.1	84.4	15.6	114	96.5	3.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.5

Average Class Size Kindergarten = 12.5

Grades 1 to 3 = 17.9 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	43.8	31.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.248
Principal Intern		Special Education	12.816
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	20.900	**Instructional Support Total**	16.189
Staff Development	1.000		
ESOL	2.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.247
Instrumental Music	0.200	**Other Support Total**	3.247
Preschool	0.500		
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	39.200	Worker	2.000
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	44.200	**Total Supporting Services**	25.436

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1973	--	10.0	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	14	5	1	0	5	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
394	394	509	528	540	537	526	529

School Personnel Costs

Professional Salaries	$3,296,818
Supporting Services Salaries	$998,675
Employee Benefits	$1,158,981
Total Allocated Cost	**$5,454,474**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 504

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.6**	**53.4**	**≤5.0**	**12.7**	**30.2**	**45.6**	**≤5.0**	**7.3**	**≤5.0**
ESOL	**33.9**	16.3	17.7	≤5.0	≤5.0	≤5.0	26.4	≤5.0	≤5.0	≤5.0
FARMS	**64.1**	30.8	33.3	≤5.0	5.2	21.2	35.3	≤5.0	≤5.0	≤5.0
SPED	**12.3**	≤5.0	9.1	≤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	36	7.1
Full-Day K	78	15.5
Grade 1	72	14.3
Grade 2	80	15.9
Grade 3	74	14.7
Grade 4	88	17.5
Grade 5	76	15.1
Total	504	

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	72.6	17.7	9.7

Other Participation

Students now or have in the past received FARMS[2] = 71.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 18.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = 3.3%

School Programs

Emotional Disabilities
Focused Academic Support-Local Funds
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	56.3	70.7	54.4	67.9	51.9	79.5
Asian	91.7	84.6	75.0	--	78.6	93.3
Black or African American	68.4	70.4	50.0	58.8	38.1	72.7
Hispanic/Latino	24.0	56.8	44.7	61.5	44.4	75.0
White	75.0	≥95.0	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	44.1	61.2	46.0	59.5	43.4	75.9
ESOL	14.3	39.3	17.6	36.4	23.1	53.8
SPED	40.0	53.8	20.0	--	8.3	33.3

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.3	13.6	2.3	81.8	0.0	95.5	4.5			
Supporting Services	9.5	19.0	14.3	52.4	4.8	90.5	9.5	132	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten = 19.0

Grades 1 to 3 = 19.4 Grades 4 to 5 = 21.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.8	22.7	45.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.000
Principal Intern		Special Education	4.750
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	21.800	**Instructional Support Total**	10.875
Staff Development	1.000		
ESOL	3.300	Other Support	
Reading/Literacy	1.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	
Instrumental Music	0.300	**Other Support Total**	2.000
Preschool	1.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.600	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.750
Other Professional Total	3.000		
Total Professional	42.600	**Total Supporting Services**	18.125

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	17	5	1	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
463	463	485	465	459	449	442	438

School Personnel Costs

Professional Salaries	$3,338,314
Supporting Services Salaries	$764,714
Employee Benefits	$1,068,619
Total Allocated Cost	**$5,171,647**

[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).

[2] Outcome data reflect 2013–2014 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

2014–2015 Enrollment = 476

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.4**	**50.6**	**≤5.0**	**11.6**	**12.0**	**21.2**	**≤5.0**	**50.4**	**≤5.0**
ESOL	**8.6**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0
FARMS	**24.6**	11.1	13.4	≤5.0	≤5.0	≤5.0	13.4	≤5.0	≤5.0	≤5.0
SPED	**12.6**	≤5.0	8.2	≤5.0	≤5.0	≤5.0	≤5.0	≤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	0	0.0
Full-Day K	72	15.1
Grade 1	81	17.0
Grade 2	87	18.3
Grade 3	72	15.1
Grade 4	88	18.5
Grade 5	76	16.0
Total	476	

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	53.3	10.0	36.7

Other Participation

Students now or have in the past received FARMS[2] = 27.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = 3.4%

School Programs

Deaf & Hard/Hearing Program (Cued Speech)
Emotional Disabilities
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.1	79.8	79.7	89.1	69.2	86.8
Asian	--	--	≥95.0	--	--	--
Black or African American	63.6	73.3	--	--	50.0	78.6
Hispanic/Latino	35.7	55.6	46.2	--	29.4	70.6
White	85.3	88.6	83.3	94.4	83.7	91.8
Two or More Races	--	--	--	--	--	--
FARMS	35.7	47.1	53.8	63.6	27.3	72.7
ESOL	--	--	--	--	--	--
SPED	--	63.6	30.0	70.0	50.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	10.0	2.5	5.0	80.0	2.5	90.0	10.0			
Supporting Services	18.2	22.7	13.6	40.9	0.0	77.3	22.7	121	96.7	3.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.9

Average Class Size Kindergarten = 23.7

Grades 1 to 3 = 25.0 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.5	25.0	47.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	6.875
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	16.900	**Instructional Support Total**	9.500
Staff Development	1.000		
ESOL	1.000	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	0.487
Instrumental Music	0.200	**Other Support Total**	2.487
Preschool			
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.500	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	2.000	Food Services	1.124
Other Professional Total	4.000		
Total Professional	37.500	**Total Supporting Services**	16.611

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	14	3	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
429	429	466	450	458	445	437	437

School Personnel Costs

Professional Salaries	$3,092,501
Supporting Services Salaries	$680,377
Employee Benefits	$1,016,125
Total Allocated Cost	**$4,789,003**

[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 2013–2014 school year.

Forest Knolls Elementary School - #803

Principal: Mr. Evan H. Bernstein
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 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

2014–2015 Enrollment = 733

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.6**	**52.4**	**≤5.0**	**7.1**	**15.3**	**41.9**	**≤5.0**	**31.0**	**≤5.0**
ESOL	**25.5**	12.3	13.2	≤5.0	≤5.0	≤5.0	20.9	≤5.0	≤5.0	≤5.0
FARMS	**40.7**	20.6	20.1	≤5.0	≤5.0	6.5	29.7	≤5.0	≤5.0	≤5.0
SPED	**8.9**	≤5.0	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	48	6.5
Full-Day K	148	20.2
Grade 1	119	16.2
Grade 2	102	13.9
Grade 3	119	16.2
Grade 4	106	14.5
Grade 5	91	12.4
Total	733	

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] = 45.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Communication Arts Program
Elementary Home School Model
Focused Academic Support-Local Funds
Physical Disabilities
Prekindergarten

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.6	90.4	73.9	92.4	72.6	94.3
Asian	--	--	--	--	--	--
Black or African American	70.0	≥95.0	71.4	92.9	63.6	90.9
Hispanic/Latino	62.8	81.5	60.0	85.0	74.4	≥95.0
White	≥95.0	≥95.0	88.9	≥95.0	77.4	93.5
Two or More Races	--	--	--	--	--	--
FARMS	56.1	82.0	50.0	86.1	63.0	91.3
ESOL	48.1	71.9	16.7	75.0	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.9	8.8	8.8	75.0	1.5	83.8	16.2			
Supporting Services	3.0	15.2	30.3	48.5	0.0	78.8	21.2	195	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 18.5

Grades 1 to 3 = 18.9 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	44.1	45.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.250
Principal Intern		Special Education	8.250
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	30.000	**Instructional Support Total**	14.125
Staff Development	1.000		
ESOL	4.000	**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	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	56.300	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.500	**Food Services**	1.250
Other Professional Total	4.500		
Total Professional	62.800	**Total Supporting Services**	24.875

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	18	4	1	0	8	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
523	523	785	790	783	794	784	750

School Personnel Costs

Professional Salaries	$5,255,738
Supporting Services Salaries	$968,429
Employee Benefits	$1,664,168
Total Allocated Cost	**$7,888,335**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 602

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.0**	**52.0**	**≤5.0**	**19.1**	**27.4**	**40.2**	**≤5.0**	**9.3**	**≤5.0**
ESOL	**28.9**	12.3	16.6	≤5.0	≤5.0	≤5.0	22.8	≤5.0	≤5.0	≤5.0
FARMS	**51.2**	23.6	27.6	≤5.0	≤5.0	16.9	29.6	≤5.0	≤5.0	≤5.0
SPED	**7.0**	≤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	36	6.0
Full-Day K	64	10.6
Grade 1	81	13.5
Grade 2	92	15.3
Grade 3	79	13.1
Grade 4	125	20.8
Grade 5	125	20.8
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	88.1	≤5.0	11.9

Other Participation

Students now or have in the past received FARMS[2] = 59.5%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.5%
Suspension Rate[2] [3] [4] = --

School Programs

Center for the Highly Gifted (4–5)
Elementary Home School Model
Focused Academic Support-Local Funds
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	61.5	65.8	86.3	88.3	79.9	≥95.0
Asian	≥95.0	84.6	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	40.0	59.1	85.0	86.2	53.8	92.3
Hispanic/Latino	57.9	60.6	66.7	76.2	67.6	89.2
White	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	52.0	61.0	75.0	78.7	67.3	88.5
ESOL	42.9	45.8	--	36.4	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.6	3.6	3.6	89.3	0.0	91.1	8.9			
Supporting Services	25.0	15.0	15.0	45.0	0.0	70.0	30.0	173	97.7	2.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.8

Average Class Size Kindergarten = 16.5

Grades 1 to 3 = 19.3 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.7	44.6	44.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.874
Principal Intern		Special Education	1.000
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	26.900	**Instructional Support Total**	6.499
Staff Development	1.000		
ESOL	4.100	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	1.498
Instrumental Music	0.500	**Other Support Total**	3.498
Preschool	1.000		
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.312
Other Professional Total	2.900		
Total Professional	48.000	**Total Supporting Services**	16.309

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
659	659	612	615	614	600	591	606

School Personnel Costs

Professional Salaries	$4,032,820
Supporting Services Salaries	$680,808
Employee Benefits	$1,227,795
Total Allocated Cost	**$5,941,423**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 802

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.0**	**52.0**	**≤5.0**	**≤5.0**	**14.2**	**74.2**	**≤5.0**	**5.9**	**≤5.0**
ESOL	**48.3**	23.2	25.1	≤5.0	≤5.0	≤5.0	44.6	≤5.0	≤5.0	≤5.0
FARMS	**81.3**	39.2	42.1	≤5.0	≤5.0	10.8	65.5	≤5.0	≤5.0	≤5.0
SPED	**10.0**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	7.0	≤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	5.0
Full-Day K	175	21.8
Grade 1	140	17.5
Grade 2	134	16.7
Grade 3	118	14.7
Grade 4	93	11.6
Grade 5	102	12.7
Total	802	

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	≤5.0	23.8

Other Participation

Students now or have in the past received FARMS[2] = 86.9%
Attendance Rate[2] [3] = 94.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.7%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Ed Bohrer Parent Resource Center
Elementary Home School Model
Focused Academic Support-Federal Title I Funds
Linkages to Learning
Prekindergarten
School Based Health Center

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	54.8	67.4	52.8	62.8	47.7	77.4
Asian	--	--	--	--	--	--
Black or African American	50.0	80.0	54.5	--	55.6	94.4
Hispanic/Latino	50.0	63.4	47.6	58.0	34.0	68.6
White	--	--	80.0	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	49.3	61.1	48.2	56.5	40.8	75.7
ESOL	27.3	39.5	16.7	26.7	≤5.0	54.5
SPED	--	--	--	--	10.0	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	7.3	7.3	11.0	73.2	1.2	95.1	4.9			
Supporting Services	8.8	20.6	26.5	44.1	0.0	79.4	20.6	224	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.1

Average Class Size Kindergarten = 16.9

Grades 1 to 3 = 17.2 Grades 4 to 5 = 24.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.2	45.1	31.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.875
Principal Intern		Special Education	10.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	10.000	Instructional Data Assistant	
Classroom	38.400	**Instructional Support Total**	15.875
Staff Development	1.000		
ESOL	8.600	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.700	Parent/Community Coord	
Music	1.700	Lunch Hour Aide	2.000
Instrumental Music	0.300	**Other Support Total**	4.000
Preschool	1.000		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	71.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	Food Services	2.188
Other Professional Total	4.000		
Total Professional	77.200	**Total Supporting Services**	27.563

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1947	--	9.2	Y	Y	7

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
732	732	877	915	925	918	907	868

School Personnel Costs

Professional Salaries	$5,800,944
Supporting Services Salaries	$1,034,758
Employee Benefits	$1,809,493
Total Allocated Cost	**$8,645,195**

[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 2013–2014 school year.

Galway Elementary School - #313

Principal: Mrs. Dorothea A. Fuller
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
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

2014–2015 Enrollment = 805

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.1**	**54.9**	**≤5.0**	**10.6**	**59.0**	**22.6**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**27.0**	11.8	15.2	≤5.0	≤5.0	11.1	11.2	≤5.0	≤5.0	≤5.0
FARMS	**59.0**	26.0	33.0	≤5.0	≤5.0	36.1	15.4	≤5.0	≤5.0	≤5.0
SPED	**9.4**	≤5.0	7.2	≤5.0	≤5.0	5.8	≤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	38	4.7
Full-Day K	115	14.3
Grade 1	153	19.0
Grade 2	126	15.7
Grade 3	113	14.0
Grade 4	130	16.1
Grade 5	130	16.1
Total	805	

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	30.3

Other Participation

Students now or have in the past received FARMS[2] = 69.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Elementary Home School Model
Elementary Learning Center (K–2)
Focused Academic Support-Local Funds
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	62.3	66.9	65.4	77.0	59.4	88.3
Asian	94.1	88.2	84.6	92.9	93.8	93.8
Black or African American	47.9	53.5	61.8	72.6	48.7	87.0
Hispanic/Latino	74.2	80.6	59.1	76.7	60.6	84.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	57.5	60.3	54.5	73.9	48.0	84.0
ESOL	63.6	63.6	40.0	43.8	40.0	--
SPED	--	--	31.6	47.4	--	--

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	8.7	20.3	1.4	65.2	4.3	85.5	14.5			
Supporting Services	3.4	44.8	24.1	27.6	0.0	89.7	10.3	204	98.0	2.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.1

Average Class Size Kindergarten = 18.3

Grades 1 to 3 = 18.8 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
29.0	36.2	34.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.998
Principal Intern		Special Education	4.625
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	35.500	**Instructional Support Total**	12.248
Staff Development	1.000		
ESOL	3.900	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.250
Art	1.700	Parent/Community Coord	
Music	1.700	Lunch Hour Aide	1.622
Instrumental Music	0.600	**Other Support Total**	3.872
Preschool	1.000		
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	58.400	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.000	Food Services	1.750
Other Professional Total	4.000		
Total Professional	64.400	**Total Supporting Services**	23.870

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	2009	9.0	Y	Y	2

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
761	761	800	788	790	777	737	740

School Personnel Costs

Professional Salaries	$4,793,105
Supporting Services Salaries	$880,665
Employee Benefits	$1,498,619
Total Allocated Cost	**$7,172,389**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 745

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.1**	**52.9**	**≤5.0**	**14.5**	**11.3**	**21.9**	**≤5.0**	**43.6**	**8.1**
ESOL	**20.3**	9.8	10.5	≤5.0	5.8	≤5.0	8.3	≤5.0	≤5.0	≤5.0
FARMS	**17.4**	8.3	9.1	≤5.0	≤5.0	≤5.0	8.1	≤5.0	≤5.0	≤5.0
SPED	**6.8**	≤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	139	18.7
Grade 1	138	18.5
Grade 2	126	16.9
Grade 3	113	15.2
Grade 4	123	16.5
Grade 5	106	14.2
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	≥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] = 13.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.7	91.8	86.8	94.0	83.7	94.8
Asian	≥95.0	94.1	91.7	92.9	88.2	88.2
Black or African American	75.0	78.6	--	--	81.8	81.8
Hispanic/Latino	73.7	88.0	82.4	90.9	73.9	≥95.0
White	≥95.0	94.4	85.7	≥95.0	87.8	≥95.0
Two or More Races	--	≥95.0	--	90.0	--	--
FARMS	73.3	72.2	66.7	93.3	46.7	85.7
ESOL	62.5	68.8	--	--	--	--
SPED	--	--	--	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.6	3.7	0.0	87.0	3.7	85.2	14.8			
Supporting Services	17.6	11.8	11.8	58.8	0.0	82.4	17.6	154	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.8

Average Class Size Kindergarten = 23.5

Grades 1 to 3 = 23.9 Grades 4 to 5 = 25.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.8	46.3	38.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.124
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	26.200	**Instructional Support Total**	4.249
Staff Development	1.000		
ESOL	2.600	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	1.250
Instrumental Music	0.400	**Other Support Total**	3.250
Preschool			
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.300	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	1.125
Other Professional Total	2.600		
Total Professional	46.900	**Total Supporting Services**	14.124

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1948	2012	4.4	Y	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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
753	753	767	776	791	794	783	769

School Personnel Costs

Professional Salaries	$3,818,646
Supporting Services Salaries	$566,478
Employee Benefits	$1,140,962
Total Allocated Cost	**$5,526,086**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Georgian Forest Elementary School - #786

Principal: Mrs. Kimberly D. Rogers | 3100 Regina Drive Silver Spring, MD 20906 | Office Phone: (301) 460-2170
Associate Supt: Ms. Bronda L. Mills | | Fax Number: (301) 460-2477
School Hours: 9:15 - 3:30 | www.montgomeryschoolsmd.org/schools/georgianforestes/ | Cluster Name: Downcounty Consortium
Feeder Schools: | | Receiving Schools: Argyle, Loiederman, Parkland

2014–2015 Enrollment = 574

	% 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**	**6.8**	**31.2**	**51.6**	**≤5.0**	**8.9**	**≤5.0**	Pre-K	58	10.1
ESOL	**30.8**	15.5	15.3	≤5.0	≤5.0	≤5.0	25.4	≤5.0	≤5.0	≤5.0	Full-Day K	81	14.1
FARMS	**79.4**	39.9	39.5	≤5.0	≤5.0	24.0	46.0	≤5.0	≤5.0	≤5.0	Grade 1	88	15.3
SPED	**10.5**	≤5.0	8.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	94	16.4
											Grade 3	94	16.4
											Grade 4	89	15.5
											Grade 5	70	12.2
											Total	574	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	68.3	15.0	16.7

Other Participation

Students now or have in the past received FARMS[2] = 84.8%
Attendance Rate[2] [3] = 94.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 24.4%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Elementary Home School Model
Emotional Disabilities
Focused Academic Support-Federal Title I Funds
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	44.8	63.6	58.0	78.5	51.8	89.2
Asian	--	--	--	--	--	--
Black or African American	41.2	52.2	56.8	83.3	40.7	85.2
Hispanic/Latino	34.3	58.1	52.8	69.0	48.7	87.2
White	--	80.0	--	--	70.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	39.6	60.3	53.7	80.5	50.0	87.5
ESOL	19.0	46.7	--	--	--	--
SPED	--	--	18.2	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	6.9	19.0	5.2	63.8	3.4	87.9	12.1			
Supporting Services	6.7	23.3	16.7	50.0	3.3	80.0	20.0	171	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.1

Average Class Size Kindergarten = 15.4

Grades 1 to 3 = 17.2 Grades 4 to 5 = 19.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.8	44.8	22.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.937
Principal Intern		Special Education	5.999
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	26.700	**Instructional Support Total**	13.061
Staff Development	1.000		
ESOL	3.900	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	1.250
Instrumental Music	0.200	**Other Support Total**	3.250
Preschool	2.000		
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.750
Other Professional Total	3.300		
Total Professional	53.000	**Total Supporting Services**	23.061

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
622	622	592	587	578	566	555	551

School Personnel Costs

Professional Salaries	$3,713,021
Supporting Services Salaries	$914,704
Employee Benefits	$1,261,338
Total Allocated Cost	**$5,889,063**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 313

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**20.1**	**30.7**	**24.0**	**≤5.0**	**21.1**	**≤5.0**
ESOL	**13.1**	6.1	7.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**31.6**	14.4	17.3	≤5.0	≤5.0	16.6	9.3	≤5.0	≤5.0	≤5.0
SPED	**14.1**	≤5.0	9.6	≤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	6	1.9
Full-Day K	70	22.4
Grade 1	52	16.6
Grade 2	46	14.7
Grade 3	56	17.9
Grade 4	41	13.1
Grade 5	42	13.4
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	56.8	≤5.0	43.2

Other Participation

Students now or have in the past received FARMS[2] = 39.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Preschool Education Program (PEP) Comprehensive
Resource
Resource (K–5)
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	63.2	70.0	83.8	89.2	82.2	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	78.6	92.9
Hispanic/Latino	57.1	--	75.0	83.3	69.2	≥95.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	41.7	--	69.2	84.6	--	--
ESOL	40.0	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.6	2.8	83.3	0.0	88.9	11.1			
Supporting Services	26.3	10.5	0.0	63.2	0.0	84.2	15.8	83	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.9

Average Class Size Kindergarten = 21.0

Grades 1 to 3 = 21.3 Grades 4 to 5 = 28.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.9	47.2	38.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	2.000	Paraeducators	
Assistant Principal		Regular	0.624
Principal Intern		Special Education	6.250
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	11.200	**Instructional Support Total**	7.874
Staff Development	0.500		
ESOL	0.700	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	0.499
Instrumental Music	0.200	**Other Support Total**	2.499
Preschool			
Special Education:		Building Services	
Classroom	6.400	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	25.000	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	1.400	Food Services	0.750
Other Professional Total	2.900		
Total Professional	29.900	**Total Supporting Services**	14.623

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	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
333	333	336	350	348	360	360	343

School Personnel Costs

Professional Salaries	$2,549,809
Supporting Services Salaries	$640,251
Employee Benefits	$831,368
Total Allocated Cost	**$4,021,428**

[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 2013–2014 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

2014–2015 Enrollment = 776

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.1**	**49.9**	**≤5.0**	**29.1**	**25.1**	**16.6**	**≤5.0**	**22.4**	**6.7**
ESOL	**13.0**	5.7	7.3	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**31.2**	14.6	16.6	≤5.0	≤5.0	16.6	7.7	≤5.0	≤5.0	≤5.0
SPED	**13.7**	≤5.0	9.0	≤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	90	11.6
Full-Day K	120	15.5
Grade 1	101	13.0
Grade 2	109	14.0
Grade 3	119	15.3
Grade 4	112	14.4
Grade 5	125	16.1
Total	776	

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	62.3	≤5.0	37.7

Other Participation

Students now or have in the past received FARMS[2] = 35.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.3%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Choral Program
Elementary Home School Model
Gator Glogsters
Instrumental Music Program
Piano Pals
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.1	82.1	79.8	87.8	79.1	≥95.0
Asian	92.3	92.3	93.5	≥95.0	89.3	≥95.0
Black or African American	50.0	65.6	65.2	78.6	61.9	90.5
Hispanic/Latino	56.3	68.8	52.9	66.7	66.7	≥95.0
White	90.9	≥95.0	92.6	≥95.0	92.3	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	59.0	66.7	62.5	69.0	50.0	81.8
ESOL	30.0	45.0	--	--	--	--
SPED	27.3	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	11.7	3.3	0.0	85.0	0.0	81.7	18.3			
Supporting Services	27.6	10.3	10.3	48.3	3.4	89.7	10.3	149	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.8

Average Class Size Kindergarten = 24.4

Grades 1 to 3 = 23.4 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	51.7	38.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.750
Principal Intern		Special Education	6.250
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**	10.625
Staff Development	1.000		
ESOL	2.200	Other Support	
Reading/Literacy	1.900	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	0.400	**Other Support Total**	3.750
Preschool	1.000		
Special Education:		Building Services	
Classroom	8.800	Manager	2.000
Resource Program		Leader	
Teachers Total	47.300	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	1.250
Other Professional Total	4.600		
Total Professional	53.900	**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	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	23	4	1	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
740	740	760	761	751	747	750	733

School Personnel Costs

Professional Salaries	$4,311,548
Supporting Services Salaries	$807,252
Employee Benefits	$1,369,858
Total Allocated Cost	**$6,488,658**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Glen Haven Elementary School - #767

Principal: Dr. Jane Q. Ennis
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

2014–2015 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**	**8.4**	**21.8**	**50.1**	**≤5.0**	**15.4**	**≤5.0**
ESOL	**34.1**	18.0	16.1	≤5.0	≤5.0	≤5.0	26.8	≤5.0	≤5.0	≤5.0
FARMS	**62.0**	31.0	31.0	≤5.0	5.5	11.6	38.7	≤5.0	≤5.0	≤5.0
SPED	**13.2**	≤5.0	8.3	≤5.0	≤5.0	≤5.0	6.8	≤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	52	9.5
Full-Day K	97	17.8
Grade 1	108	19.8
Grade 2	69	12.7
Grade 3	77	14.1
Grade 4	70	12.8
Grade 5	72	13.2
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	66.7	≤5.0	33.3

Other Participation

Students now or have in the past received FARMS[2] = 68.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 23.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Audobon Society After-School Enrichment Program
Big Learning Science After-School Enrichment Program
Commonweal After-School Tutoring Program
Elementary Home School Model
Focused Academic Support-Federal Title I Funds
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Reading/Language Arts Program
Ruth Rales Tutoring Program
School/Community-Based (K–1)
School/Community-Based (2–5)
Uplug & Play After-School Enrichement Program

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	66.7	78.8	89.4	86.7	56.6	84.2
Asian	--	--	--	--	--	--
Black or African American	54.5	78.6	93.8	≥95.0	37.5	81.3
Hispanic/Latino	62.1	73.0	87.5	83.3	57.8	84.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	65.9	72.5	89.7	89.3	58.0	82.0
ESOL	52.6	68.2	70.0	--	--	--
SPED	--	--	60.0	--	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	13.0	27.8	1.9	57.4	0.0	90.7	9.3			
Supporting Services	17.2	24.1	37.9	20.7	0.0	82.8	17.2	165	97.6	2.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.3

Average Class Size Kindergarten = 18.6

Grades 1 to 3 = 17.6 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.5	46.3	35.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.187
Principal Intern		Special Education	5.500
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	22.300	**Instructional Support Total**	12.812
Staff Development	1.000		
ESOL	3.800	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	1.311
Instrumental Music	0.200	**Other Support Total**	3.311
Preschool	1.000		
Special Education:		Building Services	
Classroom	6.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.600	Food Services	1.625
Other Professional Total	3.600		
Total Professional	49.300	**Total Supporting Services**	22.748

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	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
551	675	605	625	637	656	634	632

School Personnel Costs

Professional Salaries	$3,775,184
Supporting Services Salaries	$920,965
Employee Benefits	$1,249,998
Total Allocated Cost	**$5,946,147**

[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).

[2] Outcome data reflect 2013–2014 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

2014–2015 Enrollment = 650

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.5**	**51.5**	**≤5.0**	**9.5**	**33.2**	**45.5**	**≤5.0**	**8.5**	**≤5.0**
ESOL	**25.4**	11.5	13.8	≤5.0	≤5.0	≤5.0	18.9	≤5.0	≤5.0	≤5.0
FARMS	**65.2**	31.8	33.4	≤5.0	≤5.0	20.3	38.5	≤5.0	≤5.0	≤5.0
SPED	**11.1**	≤5.0	8.0	≤5.0	≤5.0	≤5.0	5.8	≤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	36	5.5
Full-Day K	130	20.0
Grade 1	102	15.7
Grade 2	106	16.3
Grade 3	99	15.2
Grade 4	93	14.3
Grade 5	84	12.9
Total	650	

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	76.4	≤5.0	20.8

Other Participation

Students now or have in the past received FARMS[2] = 70.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 24.3%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary LAD School
Focused Academic Support-Local Funds
Head Start
PEP Collaboration
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Resource (K–5)
STEM

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	53.1	55.3	82.1	81.6	52.7	81.1
Asian	58.3	46.7	≥95.0	≥95.0	--	--
Black or African American	50.0	58.3	76.5	74.1	56.0	76.0
Hispanic/Latino	52.0	55.9	81.0	75.0	51.6	80.6
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	48.6	49.0	77.1	79.5	48.1	74.1
ESOL	50.0	28.6	--	46.2	14.3	35.7
SPED	--	--	--	--	18.2	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	6.6	16.4	6.6	70.5	0.0	88.5	11.5			
Supporting Services	9.1	18.2	31.8	36.4	4.5	81.8	18.2	153	97.4	2.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.9

Average Class Size Kindergarten = 18.9

Grades 1 to 3 = 18.9 Grades 4 to 5 = 25.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.2	36.1	37.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.848
Principal Intern		Special Education	3.687
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	27.000	**Instructional Support Total**	8.660
Staff Development	1.000		
ESOL	3.900	Other Support	
Reading/Literacy	1.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	0.998
Instrumental Music	0.200	**Other Support Total**	2.998
Preschool	0.800		
Special Education:		Building Services	
Classroom	5.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.600	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.687
Other Professional Total	3.800		
Total Professional	54.400	**Total Supporting Services**	18.845

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	28	5	1	0	7	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
729	729	685	703	727	733	741	716

School Personnel Costs

Professional Salaries	$4,177,529
Supporting Services Salaries	$798,618
Employee Benefits	$1,316,537
Total Allocated Cost	**$6,292,684**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 579

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**10.4**	**24.7**	**34.5**	**≤5.0**	**23.8**	**6.2**
ESOL	**20.4**	10.0	10.4	≤5.0	≤5.0	≤5.0	15.7	≤5.0	≤5.0	≤5.0
FARMS	**43.2**	21.1	22.1	≤5.0	≤5.0	14.2	23.5	≤5.0	≤5.0	≤5.0
SPED	**14.0**	≤5.0	9.2	≤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	21	3.6
Full-Day K	96	16.6
Grade 1	103	17.8
Grade 2	95	16.4
Grade 3	89	15.4
Grade 4	91	15.7
Grade 5	84	14.5
Total	579	

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	67.9	≤5.0	32.1

Other Participation

Students now or have in the past received FARMS[2] = 47.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Elementary Home School Model (Inclusion)
Focused Academic Support-Local Funds
Language Disabilities (Prekindergarten)
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	67.4	81.5	82.4	89.9	65.3	91.6
Asian	90.9	92.3	≥95.0	90.9	--	--
Black or African American	47.6	68.2	71.4	81.5	46.7	86.7
Hispanic/Latino	52.2	70.8	78.3	90.5	63.0	92.6
White	80.8	92.0	94.7	≥95.0	91.3	91.3
Two or More Races	--	--	--	--	--	--
FARMS	45.2	64.7	78.8	75.0	42.5	87.5
ESOL	42.1	70.0	--	--	--	--
SPED	50.0	66.7	--	--	14.3	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	7.1	3.6	3.6	83.9	0.0	89.3	10.7			
Supporting Services	12.5	20.8	8.3	54.2	4.2	70.8	29.2	164	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.1

Average Class Size Kindergarten = 16.2

Grades 1 to 3 = 17.7 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.1	42.9	41.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.620
Principal Intern		Special Education	3.373
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	25.700	**Instructional Support Total**	7.118
Staff Development	1.000		
ESOL	2.300	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	1.497
Instrumental Music	0.300	**Other Support Total**	3.497
Preschool			
Special Education:		Building Services	
Classroom	3.800	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	2.200	Food Services	1.250
Other Professional Total	4.200		
Total Professional	48.900	**Total Supporting Services**	16.365

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	20	6	0	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
503	503	598	600	608	607	594	592

School Personnel Costs

Professional Salaries	$3,829,162
Supporting Services Salaries	$654,924
Employee Benefits	$1,191,721
Total Allocated Cost	**$5,675,807**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 736

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.5**	**50.5**	**≤5.0**	**13.3**	**31.0**	**25.0**	**≤5.0**	**24.3**	**6.3**
ESOL	**11.7**	≤5.0	7.5	≤5.0	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0
FARMS	**37.9**	18.8	19.2	≤5.0	≤5.0	16.8	13.6	≤5.0	≤5.0	≤5.0
SPED	**12.1**	≤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	0	0.0
Full-Day K	102	13.9
Grade 1	111	15.1
Grade 2	121	16.4
Grade 3	125	17.0
Grade 4	145	19.7
Grade 5	132	17.9
Total	736	

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	78.7	19.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 44.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.3%
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]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	61.2	70.1	74.5	85.8	72.1	91.4
Asian	≥95.0	85.7	≥95.0	≥95.0	94.4	94.4
Black or African American	40.5	56.8	62.5	76.7	54.5	81.8
Hispanic/Latino	40.5	51.4	69.2	81.5	63.3	86.7
White	79.5	88.6	78.9	≥95.0	82.6	≥95.0
Two or More Races	--	--	90.9	90.9	75.0	≥95.0
FARMS	36.4	52.7	68.2	85.1	54.8	78.6
ESOL	33.3	38.1	--	--	--	--
SPED	12.5	43.8	27.3	76.2	36.4	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	1.8	5.5	1.8	89.1	0.0	87.3	12.7			
Supporting Services	29.6	14.8	14.8	37.0	0.0	81.5	18.5	180	97.8	2.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.9

Average Class Size Kindergarten = 20.6

Grades 1 to 3 = 24.4 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.4	32.7	50.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.498
Principal Intern		Special Education	6.499
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	26.500	**Instructional Support Total**	10.622
Staff Development	1.000		
ESOL	1.800	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.497
Instrumental Music	0.400	**Other Support Total**	3.497
Preschool			
Special Education:		**Building Services**	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	**Food Services**	1.374
Other Professional Total	2.900		
Total Professional	50.400	**Total Supporting Services**	20.493

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	21	4	0	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
636	636	720	685	677	667	668	675

School Personnel Costs

Professional Salaries	$4,117,710
Supporting Services Salaries	$804,448
Employee Benefits	$1,319,528
Total Allocated Cost	**$6,241,686**

[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 2013–2014 school year.

Greencastle Elementary School - #334

Principal: Dr. Ayesha M. McArthur Moore
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

2014–2015 Enrollment = 809

	% 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**	**7.5**	**66.7**	**20.3**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	63	7.8
ESOL	**15.1**	5.8	9.3	≤5.0	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	Full-Day K	108	13.3
FARMS	**64.6**	30.4	34.2	≤5.0	≤5.0	45.2	14.7	≤5.0	≤5.0	≤5.0	Grade 1	127	15.7
SPED	**10.3**	≤5.0	7.4	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	128	15.8
											Grade 3	133	16.4
											Grade 4	122	15.1
											Grade 5	128	15.8
											Total	809	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	65.1	≤5.0	34.9

Other Participation

Students now or have in the past received FARMS[2] = 71.9%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 23.8%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Focused Academic Support-Local Funds
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	56.5	69.9	50.4	73.3	38.7	86.5
Asian	--	--	≥95.0	--	60.0	90.0
Black or African American	60.0	75.3	48.4	73.3	38.7	85.3
Hispanic/Latino	36.8	45.5	36.4	64.7	29.2	87.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	53.1	64.5	41.5	69.4	27.8	83.3
ESOL	27.8	37.5	40.0	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.9	25.7	1.4	64.3	5.7	80.0	20.0			
Supporting Services	11.5	46.2	15.4	26.9	0.0	73.1	26.9	189	95.8	4.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.4

Average Class Size Kindergarten = 15.7

Grades 1 to 3 = 20.8 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.7	40.0	34.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.750
Principal Intern		Special Education	5.000
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	34.500	**Instructional Support Total**	11.375
Staff Development	1.000		
ESOL	2.600	**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	1.125
Instrumental Music	0.300	**Other Support Total**	3.125
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	6.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	57.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.700	**Food Services**	1.875
Other Professional Total	3.700		
Total Professional	63.100	**Total Supporting Services**	20.875

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	19	5	1	0	7	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
547	547	817	816	798	782	756	756

School Personnel Costs

Professional Salaries	$4,701,624
Supporting Services Salaries	$801,481
Employee Benefits	$1,451,650
Total Allocated Cost	**$6,954,755**

[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 2013–2014 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

2014–2015 Enrollment = 504

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.0**	**48.0**	**≤5.0**	**8.5**	**8.3**	**10.7**	**≤5.0**	**67.1**	**5.4**
ESOL	**8.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**8.7**	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.2**	≤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	62	12.3
Grade 1	72	14.3
Grade 2	91	18.1
Grade 3	95	18.8
Grade 4	88	17.5
Grade 5	96	19.0
Total	504	

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] = 11.7%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Suspension Rate[2] [3] [4] = --

School Programs

Computer Technology Program
Elementary Home School Model (Inclusion)
Gifted and Talented/Learning Disabled
Linkages to Learning
Math Enhanced Program
Mathematics
Science and Computer Technology Program

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.1	88.8	90.2	≥95.0	85.4	94.8
Asian	--	90.9	--	--	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	58.3	--	--	--	--
White	92.9	≥95.0	92.6	≥95.0	86.8	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.4	13.5	2.7	78.4	0.0	91.9	8.1			
Supporting Services	7.1	0.0	35.7	57.1	0.0	78.6	21.4	116	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.9

Average Class Size Kindergarten = 21.7

Grades 1 to 3 = 23.5 Grades 4 to 5 = 22.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.5	43.2	43.2

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	3.000	Instructional Data Assistant	0.625
Classroom	19.900	**Instructional Support Total**	2.875
Staff Development	1.000		
ESOL	0.500	**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	0.400	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.500	**Food Services**	0.688
Other Professional Total	2.500		
Total Professional	34.200	**Total Supporting Services**	10.438

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
585	585	485	472	452	436	439	450

School Personnel Costs

Professional Salaries	$2,819,365
Supporting Services Salaries	$470,866
Employee Benefits	$867,408
Total Allocated Cost	**$4,157,639**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Harmony Hills Elementary School - #797

Principal: Dr. Carole E. Rawlison | 13407 Lydia Street Silver Spring, MD 20906 | Office Phone: (301) 929-2157
Associate Supt: Ms. Bronda L. Mills | | Fax Number: (301) 962-5976
School Hours: 9:15 - 3:30 | www.montgomeryschoolsmd.org/schools/harmonyhillses/ | Cluster Name: Downcounty Consortium
Feeder Schools: | | Receiving Schools: Argyle, Loiederman, Parkland

2014–2015 Enrollment = 730

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.5**	**51.5**	**≤5.0**	**6.0**	**16.8**	**73.3**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**53.3**	25.2	28.1	≤5.0	≤5.0	≤5.0	46.6	≤5.0	≤5.0	≤5.0
FARMS	**87.7**	44.1	43.6	≤5.0	≤5.0	13.3	67.3	≤5.0	≤5.0	≤5.0
SPED	**9.9**	≤5.0	6.7	≤5.0	≤5.0	≤5.0	6.8	≤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	50	6.8
Full-Day K	132	18.1
Grade 1	113	15.5
Grade 2	134	18.4
Grade 3	117	16.0
Grade 4	94	12.9
Grade 5	90	12.3
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	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 89.9%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.9%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Focused Academic Support-Federal Title I Funds
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	40.9	48.4	58.2	75.0	32.6	77.2
Asian	--	--	--	--	--	--
Black or African American	21.4	42.9	68.2	70.6	52.9	88.2
Hispanic/Latino	43.5	47.8	54.4	76.6	24.2	74.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	41.8	48.1	53.9	71.0	28.6	76.6
ESOL	22.7	25.0	23.8	44.4	19.0	50.0
SPED	6.3	31.3	--	--	--	--

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	10.8	17.6	16.2	55.4	0.0	90.5	9.5			
Supporting Services	14.3	21.4	28.6	32.1	3.6	92.9	7.1	227	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 19.3

Grades 1 to 3 = 16.4 Grades 4 to 5 = 23.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
40.5	32.4	27.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.375
Principal Intern		Special Education	3.000
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	36.900	**Instructional Support Total**	11.000
Staff Development	1.000		
ESOL	8.200	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.600	Parent/Community Coord	0.500
Music	1.600	Lunch Hour Aide	0.875
Instrumental Music	0.400	**Other Support Total**	3.375
Preschool	2.000		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	64.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	1.999
Other Professional Total	3.900		
Total Professional	70.100	**Total Supporting Services**	21.374

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
671	671	769	797	800	781	786	775

School Personnel Costs

Professional Salaries	$4,943,169
Supporting Services Salaries	$850,184
Employee Benefits	$1,519,634
Total Allocated Cost	**$7,312,987**

[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 2013–2014 school year.

Highland Elementary School - #774

Principal: Mr. Scott R. Steffan
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 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

2014–2015 Enrollment = 541

	% 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**	**13.5**	**74.5**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**54.2**	22.0	32.2	≤5.0	≤5.0	≤5.0	49.4	≤5.0	≤5.0	≤5.0
FARMS	**81.3**	35.7	45.7	≤5.0	≤5.0	10.5	66.9	≤5.0	≤5.0	≤5.0
SPED	**10.0**	≤5.0	6.7	≤5.0	≤5.0	≤5.0	8.1	≤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	57	10.5
Full-Day K	90	16.6
Grade 1	93	17.2
Grade 2	89	16.5
Grade 3	77	14.2
Grade 4	64	11.8
Grade 5	71	13.1
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] = 85.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Focused Academic Support-Federal Title I Funds
Head Start
Linkages to Learning
MMFA (Maryland Meals for Achievement)
Positive Behavioral Interventions and Supports (PBIS)
Pre-K
School Based Health Center

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	63.1	75.4	75.5	88.0	61.0	94.9
Asian	--	--	--	--	--	--
Black or African American	--	--	72.7	80.0	62.5	≥95.0
Hispanic/Latino	51.1	71.1	75.7	89.3	56.6	92.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	57.7	73.1	70.0	85.0	58.7	93.7
ESOL	35.5	64.5	27.3	73.7	27.3	72.7
SPED	38.5	76.9	--	--	23.1	≥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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	10.9	3.1	9.4	75.0	1.6	92.2	7.8			
Supporting Services	20.8	12.5	25.0	41.7	0.0	83.3	16.7	153	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.9

Average Class Size Kindergarten = 18.2

Grades 1 to 3 = 17.4 Grades 4 to 5 = 22.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.9	45.3	32.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.124
Principal Intern		Special Education	4.748
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	27.300	**Instructional Support Total**	8.997
Staff Development	1.000		
ESOL	6.500	**Other Support**	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	1.000
Music	1.100	Lunch Hour Aide	0.749
Instrumental Music	0.200	**Other Support Total**	3.749
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	**Food Services**	1.687
Other Professional Total	3.600		
Total Professional	55.300	**Total Supporting Services**	19.433

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
33	18	7	2	0	5	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
496	688	560	585	594	593	588	586

School Personnel Costs

Professional Salaries	$4,230,623
Supporting Services Salaries	$829,607
Employee Benefits	$1,357,162
Total Allocated Cost	**$6,417,392**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 423

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.9**	**50.1**	**≤5.0**	**≤5.0**	**24.3**	**30.3**	**≤5.0**	**35.7**	**5.2**
ESOL	**30.7**	12.8	18.0	≤5.0	≤5.0	9.9	17.3	≤5.0	≤5.0	≤5.0
FARMS	**46.8**	22.7	24.1	≤5.0	≤5.0	19.1	24.3	≤5.0	≤5.0	≤5.0
SPED	**7.3**	≤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	7	1.7
Full-Day K	69	16.3
Grade 1	82	19.4
Grade 2	73	17.3
Grade 3	70	16.5
Grade 4	64	15.1
Grade 5	58	13.7
Total	423	

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] = 51.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Focused Academic Support-Local Funds
Maryland Green School
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	69.4	80.6	76.9	93.1	79.7	93.8
Asian	--	--	--	--	--	--
Black or African American	66.7	85.7	--	84.6	--	--
Hispanic/Latino	50.0	61.1	57.1	94.7	43.8	87.5
White	90.0	≥95.0	92.9	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	54.5	72.7	60.0	90.9	56.0	84.0
ESOL	35.0	60.0	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	7.7	12.8	5.1	74.4	0.0	92.3	7.7			
Supporting Services	0.0	25.0	25.0	50.0	0.0	75.0	25.0	125	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 21.1 Grades 4 to 5 = 20.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.8	35.9	51.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	1.000
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	19.900	**Instructional Support Total**	3.125
Staff Development	1.000		
ESOL	2.700	**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	0.875
Instrumental Music	0.300	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.500	**Food Services**	1.125
Other Professional Total	2.500		
Total Professional	36.200	**Total Supporting Services**	11.625

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	11	5	0	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
278	278	420	425	426	423	410	408

School Personnel Costs

Professional Salaries	$2,970,917
Supporting Services Salaries	$493,043
Employee Benefits	$909,850
Total Allocated Cost	**$4,373,810**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 722

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.2**	**52.8**	**≤5.0**	**9.3**	**51.7**	**32.5**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**29.1**	10.9	18.1	≤5.0	≤5.0	10.0	15.0	≤5.0	≤5.0	≤5.0
FARMS	**74.9**	35.3	39.6	≤5.0	≤5.0	40.0	28.4	≤5.0	≤5.0	≤5.0
SPED	**12.6**	≤5.0	9.0	≤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	14.3
Full-Day K	111	15.4
Grade 1	108	15.0
Grade 2	85	11.8
Grade 3	104	14.4
Grade 4	105	14.5
Grade 5	106	14.7
Total	722	

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	54.9	≤5.0	45.1

Other Participation

Students now or have in the past received FARMS[2] = 79.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Focused Academic Support-Federal Title I Funds
Maryland Green Schools
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource
Resource (K–5)
Second Step Skills for Social and Academic Success

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	55.0	65.7	66.3	83.8	67.3	90.0
Asian	--	83.3	81.8	--	87.5	≥95.0
Black or African American	60.0	66.7	73.7	85.7	73.9	87.5
Hispanic/Latino	32.1	51.5	51.2	75.8	46.7	86.7
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	48.3	60.3	58.9	80.4	60.3	88.3
ESOL	37.5	59.3	16.7	57.1	20.0	50.0
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.8	15.9	5.8	71.0	1.4	91.3	8.7			
Supporting Services	7.4	25.9	25.9	37.0	3.7	77.8	22.2	180	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 18.5

Grades 1 to 3 = 18.7 Grades 4 to 5 = 26.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
29.0	43.5	27.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.750
Principal Intern		Special Education	7.250
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	31.300	**Instructional Support Total**	12.625
Staff Development	1.000		
ESOL	3.900	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	0.249
Instrumental Music	0.300	**Other Support Total**	2.249
Preschool	1.000		
Special Education:		Building Services	
Classroom	8.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	56.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	3.600	Food Services	1.875
Other Professional Total	5.600		
Total Professional	63.600	**Total Supporting Services**	22.249

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
686	686	738	733	724	731	717	696

School Personnel Costs

Professional Salaries	$4,680,661
Supporting Services Salaries	$884,563
Employee Benefits	$1,466,913
Total Allocated Cost	**$7,032,137**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 469

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.6**	**54.4**	**≤5.0**	**9.6**	**12.4**	**23.5**	**≤5.0**	**49.0**	**5.1**
ESOL	**14.9**	7.0	7.9	≤5.0	≤5.0	≤5.0	11.1	≤5.0	≤5.0	≤5.0
FARMS	**27.5**	13.2	14.3	≤5.0	≤5.0	6.6	17.9	≤5.0	≤5.0	≤5.0
SPED	**16.0**	≤5.0	12.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.5	≤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	69	14.7
Grade 1	72	15.4
Grade 2	78	16.6
Grade 3	83	17.7
Grade 4	80	17.1
Grade 5	87	18.6
Total	469	

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	48.0	5.3	46.7

Other Participation

Students now or have in the past received FARMS[2] = 30.3%
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
Elementary Autism Learning Center
Homework Club (ESOL)
Positive Behavioral Interventions and Supports (PBIS)
Ruth Rales Reading Together (Reading Mentoring Program
2nd and 5th Graders)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.6	84.6	90.9	88.1	79.0	92.7
Asian	69.2	73.3	--	--	≥95.0	≥95.0
Black or African American	--	--	--	--	50.0	90.0
Hispanic/Latino	--	70.0	81.3	80.0	47.1	82.4
White	83.3	92.1	93.9	91.9	92.9	93.1
Two or More Races	--	--	--	--	--	--
FARMS	69.2	75.0	66.7	--	54.5	86.4
ESOL	50.0	61.5	--	--	--	--
SPED	33.3	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	11.6	4.7	4.7	79.1	0.0	81.4	18.6			
Supporting Services	14.3	9.5	14.3	61.9	0.0	85.7	14.3	123	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 22.0

Grades 1 to 3 = 23.0 Grades 4 to 5 = 22.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.9	32.6	46.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
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	17.600	**Instructional Support Total**	10.874
Staff Development	1.000		
ESOL	1.500	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	0.749
Instrumental Music	0.400	**Other Support Total**	2.749
Preschool			
Special Education:		Building Services	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.600	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.900	Food Services	0.375
Other Professional Total	3.900		
Total Professional	39.500	**Total Supporting Services**	17.998

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1987	--	12.1	Y	N	4

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
441	441	448	438	426	420	416	408

School Personnel Costs

Professional Salaries	$3,248,796
Supporting Services Salaries	$785,086
Employee Benefits	$1,094,032
Total Allocated Cost	**$5,127,914**

[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] Outcome data reflect 2013–2014 school year.

Kemp Mill Elementary School - #805

Principal: Mr. Floyd D. Starnes
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 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

2014–2015 Enrollment = 529

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.9**	**49.1**	**≤5.0**	**≤5.0**	**17.4**	**72.0**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**49.9**	23.1	26.8	≤5.0	≤5.0	≤5.0	44.8	≤5.0	≤5.0	≤5.0
FARMS	**78.8**	40.1	38.8	≤5.0	≤5.0	12.1	63.3	≤5.0	≤5.0	≤5.0
SPED	**9.3**	≤5.0	6.8	≤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	58	11.0
Full-Day K	98	18.5
Grade 1	85	16.1
Grade 2	94	17.8
Grade 3	61	11.5
Grade 4	70	13.2
Grade 5	63	11.9
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] = 83.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 22.0%
Attendance Rate[2] [3] = 94.6%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Dual Language
Elementary Home School Model
Focused Academic Support-Federal Title I Funds
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Program of Assessment, Diagnosis, and Instruction (PADI)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	47.1	56.8	61.4	76.6	34.9	79.0
Asian	--	--	--	--	--	--
Black or African American	--	53.3	--	84.6	37.5	81.3
Hispanic/Latino	40.5	56.0	56.3	72.3	30.0	76.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	41.0	53.4	58.3	73.6	31.9	76.1
ESOL	33.3	45.5	41.7	50.0	7.1	61.5
SPED	--	--	--	--	7.1	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.4	18.6	16.9	59.3	1.7	89.8	10.2			
Supporting Services	0.0	19.0	52.4	28.6	0.0	85.7	14.3	134	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.5

Average Class Size Kindergarten = 16.2

Grades 1 to 3 = 18.2 Grades 4 to 5 = 22.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.1	39.0	33.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.250
Principal Intern		Special Education	2.000
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	25.200	**Instructional Support Total**	6.375
Staff Development	1.000		
ESOL	6.200	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	0.750
Music	1.100	Lunch Hour Aide	0.500
Instrumental Music	0.200	**Other Support Total**	3.250
Preschool	2.000		
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.800	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	1.625
Other Professional Total	3.000		
Total Professional	52.800	**Total Supporting Services**	15.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1996	10.0	Y	N	3

Core Facility Teaching Stations

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

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
425	671	556	569	593	583	579	566

School Personnel Costs

Professional Salaries	$3,903,028
Supporting Services Salaries	$635,671
Employee Benefits	$1,195,401
Total Allocated Cost	**$5,734,100**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 659

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.2**	**50.8**	**≤5.0**	**6.4**	**6.7**	**9.6**	**≤5.0**	**69.8**	**7.3**
ESOL	**5.9**	≤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	**10.8**	≤5.0	8.2	≤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	6	0.9
Full-Day K	95	14.4
Grade 1	114	17.3
Grade 2	113	17.1
Grade 3	121	18.4
Grade 4	105	15.9
Grade 5	105	15.9
Total	659	

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] = 8.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Arts Integration Model School
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.5	≥95.0	93.3	≥95.0	91.3	≥95.0
Asian	--	--	90.0	--	--	--
Black or African American	--	≥95.0	--	--	--	--
Hispanic/Latino	--	80.0	--	--	73.3	86.7
White	90.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	70.0	90.0
ESOL	--	--	--	--	--	--
SPED	--	91.7	90.0	90.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.1	2.1	6.3	87.5	2.1	89.6	10.4			
Supporting Services	0.0	21.1	26.3	52.6	0.0	68.4	31.6	151	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.3

Average Class Size Kindergarten = 23.5

Grades 1 to 3 = 23.2 Grades 4 to 5 = 23.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	33.3	41.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.000
Principal Intern		Special Education	3.000
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	25.100	**Instructional Support Total**	6.625
Staff Development	1.000		
ESOL	0.800	**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	0.712
Instrumental Music	0.300	**Other Support Total**	2.712
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.000
Other Professional Total	3.000		
Total Professional	43.400	**Total Supporting Services**	15.337

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	15	5	0	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
472	746	651	656	646	642	635	645

School Personnel Costs

Professional Salaries	$3,454,060
Supporting Services Salaries	$621,011
Employee Benefits	$1,079,759
Total Allocated Cost	**$5,154,830**

[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).

[2] Outcome data reflect 2013–2014 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

2014–2015 Enrollment = 536

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.4**	**49.6**	**≤5.0**	**8.0**	**38.2**	**29.5**	**≤5.0**	**19.4**	**≤5.0**
ESOL	**21.1**	10.4	10.6	≤5.0	≤5.0	≤5.0	13.2	≤5.0	≤5.0	≤5.0
FARMS	**51.9**	27.2	24.6	≤5.0	≤5.0	23.9	17.9	≤5.0	≤5.0	≤5.0
SPED	**17.0**	6.5	10.4	≤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	106	19.8
Full-Day K	78	14.6
Grade 1	91	17.0
Grade 2	67	12.5
Grade 3	82	15.3
Grade 4	61	11.4
Grade 5	51	9.5
Total	536	

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	52.7	≤5.0	47.3

Other Participation

Students now or have in the past received FARMS[2] = 57.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support-Local Funds
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP) Beginnings
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Collaboration
Preschool Education Program (PEP) Inc.
Preschool Education Program (PEP) Pilot
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	63.1	70.8	73.9	81.3	65.5	90.7
Asian	--	--	--	--	--	--
Black or African American	45.5	45.5	--	76.5	50.0	89.5
Hispanic/Latino	69.6	78.3	--	71.4	52.9	88.2
White	75.0	93.8	--	91.7	--	--
Two or More Races	--	--	--	--	--	--
FARMS	55.6	61.1	--	72.0	56.7	86.7
ESOL	44.4	44.4	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	1.8	10.9	3.6	83.6	0.0	92.7	7.3			
Supporting Services	11.5	19.2	11.5	57.7	0.0	84.6	15.4	131	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 15.2

Grades 1 to 3 = 18.1 Grades 4 to 5 = 22.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.0	36.4	43.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.875
Principal Intern		Special Education	5.750
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	22.000	**Instructional Support Total**	10.750
Staff Development	1.000		
ESOL	1.900	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	0.375
Instrumental Music	0.200	**Other Support Total**	2.375
Preschool	1.000		
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.900	Food Services	1.625
Other Professional Total	4.900		
Total Professional	49.400	**Total Supporting Services**	18.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1985	--	9.4	Y	N	9

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	12	4	1	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
385	385	521	533	523	532	517	510

School Personnel Costs

Professional Salaries	$3,933,493
Supporting Services Salaries	$770,442
Employee Benefits	$1,231,247
Total Allocated Cost	**$5,935,182**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 542

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.4**	**49.6**	**≤5.0**	**44.5**	**8.9**	**6.3**	**≤5.0**	**34.7**	**5.5**
ESOL	**10.1**	≤5.0	6.1	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**6.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**9.6**	≤5.0	7.0	≤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	13.8
Grade 1	85	15.7
Grade 2	89	16.4
Grade 3	101	18.6
Grade 4	88	16.2
Grade 5	104	19.2
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	53.8	≤5.0	46.2

Other Participation

Students now or have in the past received FARMS[2] = 10.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Learning for Independence (K–5)
Resource
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.0	≥95.0	92.9	94.6	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	93.3	≥95.0	90.0	92.5	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
SPED	--	--	--	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.3	2.6	7.9	84.2	0.0	94.7	5.3			
Supporting Services	26.3	21.1	15.8	36.8	0.0	73.7	26.3	131	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.2

Average Class Size Kindergarten = 23.7

Grades 1 to 3 = 22.6 Grades 4 to 5 = 27.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	34.2	52.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	2.875
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	20.000	**Instructional Support Total**	5.625
Staff Development	1.000		
ESOL	1.100	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	0.500
Instrumental Music	0.300	**Other Support Total**	2.500
Preschool			
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	1.125
Other Professional Total	2.700		
Total Professional	36.100	**Total Supporting Services**	14.250

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	21	4	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
569	569	509	501	483	474	470	475

School Personnel Costs

Professional Salaries	$3,026,848
Supporting Services Salaries	$620,587
Employee Benefits	$976,623
Total Allocated Cost	**$4,624,058**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Laytonsville Elementary School - # 51

Principal: Mrs. Donna M. Sagona
Associate Supt: Dr. Myra J. Smith
School Hours: 9:15 - 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

2014–2015 Enrollment = 429

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**42.2**	**57.8**	**≤5.0**	**8.2**	**15.4**	**15.9**	**≤5.0**	**54.3**	**6.1**
ESOL	**5.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**17.0**	5.8	11.2	≤5.0	≤5.0	6.8	6.1	≤5.0	≤5.0	≤5.0
SPED	**20.0**	5.4	14.7	≤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	0	0.0
Full-Day K	66	15.4
Grade 1	68	15.9
Grade 2	74	17.2
Grade 3	68	15.9
Grade 4	77	17.9
Grade 5	76	17.7
Total	429	

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	62.8	≤5.0	33.7

Other Participation

Students now or have in the past received FARMS[2] = 21.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (Inclusion)
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.2	89.6	84.0	90.7	77.2	94.9
Asian	--	--	--	--	--	--
Black or African American	81.8	90.9	--	83.3	--	--
Hispanic/Latino	--	--	--	--	81.8	≥95.0
White	83.0	93.6	87.1	89.4	82.4	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	61.5	76.9	--	--	--	--
ESOL	--	--	--	--	--	--
SPED	73.3	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.4	4.9	4.9	87.8	0.0	92.7	7.3			
Supporting Services	7.4	11.1	3.7	77.8	0.0	85.2	14.8	108	92.6	7.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 18.7

Grades 1 to 3 = 21.7 Grades 4 to 5 = 24.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.3	36.6	56.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	8.371
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**	10.871
Staff Development	1.000		
ESOL	0.500	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	1.125
Instrumental Music	0.300	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.700	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	1.000
Other Professional Total	3.300		
Total Professional	37.000	**Total Supporting Services**	18.996

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	15	4	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
448	448	418	408	404	396	389	383

School Personnel Costs

Professional Salaries	$3,228,756
Supporting Services Salaries	$777,833
Employee Benefits	$1,075,369
Total Allocated Cost	**$5,081,958**

[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).

[2] Outcome data reflect 2013–2014 school year.

JoAnn Leleck Elementary School at Broad Acres - #304

Principal: Dr. Peter H. Bray
Associate Supt: Dr. Myra J. Smith
School Hours: 8:50 - 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

2014–2015 Enrollment = 749

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.3**	**50.7**	**≤5.0**	**5.3**	**13.4**	**80.5**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**68.9**	32.0	36.8	≤5.0	≤5.0	5.6	60.3	≤5.0	≤5.0	≤5.0
FARMS	**≥95.0**	47.5	48.9	≤5.0	≤5.0	12.3	79.0	≤5.0	≤5.0	≤5.0
SPED	**7.6**	≤5.0	5.7	≤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	80	10.7
Full-Day K	129	17.2
Grade 1	109	14.6
Grade 2	120	16.0
Grade 3	130	17.4
Grade 4	95	12.7
Grade 5	86	11.5
Total	749	

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	8.8	7.0

Other Participation

Students now or have in the past received FARMS[2] = ≥95.0%
Attendance Rate[2] [3] = 94.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.5%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	44.1	63.3	75.6	86.2	60.5	79.1
Asian	--	--	--	--	--	--
Black or African American	--	72.7	72.7	--	54.5	54.5
Hispanic/Latino	40.4	60.3	73.1	85.7	58.8	80.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	40.7	61.6	73.8	85.2	58.5	78.0
ESOL	25.0	48.0	50.0	69.6	26.5	64.7
SPED	--	--	--	--	10.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

JoAnn Leleck Elementary School at Broad Acres - #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	0.0	15.1	12.3	71.2	1.4	87.7	12.3			
Supporting Services	12.9	32.3	22.6	29.0	0.0	87.1	12.9	232	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.3

Average Class Size Kindergarten = 19.1

Grades 1 to 3 = 17.9 Grades 4 to 5 = 21.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.3	45.2	42.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.124
Principal Intern		Special Education	6.747
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	35.000	**Instructional Support Total**	13.496
Staff Development	1.000		
ESOL	12.300	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	0.812
Instrumental Music	0.200	**Other Support Total**	3.562
Preschool	2.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	65.000	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	2.000
Other Professional Total	3.600		
Total Professional	70.600	**Total Supporting Services**	24.558

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
642	642	774	792	773	762	763	745

School Personnel Costs

Professional Salaries	$5,704,615
Supporting Services Salaries	$1,022,657
Employee Benefits	$1,778,734
Total Allocated Cost	**$8,506,006**

[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 2013–2014 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

2014–2015 Enrollment = 692

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.7**	**49.3**	**≤5.0**	**30.2**	**16.3**	**11.1**	**≤5.0**	**34.1**	**7.9**
ESOL	**9.2**	≤5.0	5.1	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**16.5**	9.0	7.5	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.2**	≤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	3	0.4
Full-Day K	107	15.5
Grade 1	99	14.3
Grade 2	110	15.9
Grade 3	96	13.9
Grade 4	107	15.5
Grade 5	170	24.6
Total	692	

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] = 18.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.4	84.6	88.8	94.7	76.7	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	89.5	≥95.0
Black or African American	65.8	75.8	80.0	91.4	53.1	93.8
Hispanic/Latino	63.2	68.8	61.5	92.3	80.0	≥95.0
White	86.4	84.6	91.9	≥95.0	80.0	≥95.0
Two or More Races	92.3	83.3	--	--	--	--
FARMS	70.3	58.6	80.0	92.0	45.0	≥95.0
ESOL	72.2	63.6	--	--	--	--
SPED	57.1	66.7	77.8	88.9	45.5	≥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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.8	0.0	3.8	88.5	1.9	86.5	13.5			
Supporting Services	9.5	23.8	0.0	66.7	0.0	71.4	28.6	217	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.5

Average Class Size Kindergarten = 22.0

Grades 1 to 3 = 23.9 Grades 4 to 5 = 28.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	38.5	53.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	2.500
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	24.400	**Instructional Support Total**	5.875
Staff Development	1.000		
ESOL	1.100	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	1.875
Instrumental Music	0.600	**Other Support Total**	3.875
Preschool			
Special Education:		Building Services	
Classroom	4.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.312
Other Professional Total	2.800		
Total Professional	45.500	**Total Supporting Services**	16.062

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	4.8	Y	N	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	25	4	0	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
676	676	614	608	620	614	619	615

School Personnel Costs

Professional Salaries	$3,984,890
Supporting Services Salaries	$642,581
Employee Benefits	$1,224,238
Total Allocated Cost	**$5,851,709**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 460

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.3**	**50.7**	**≤5.0**	**25.7**	**10.0**	**18.0**	**≤5.0**	**40.9**	**5.4**
ESOL	**22.4**	9.3	13.0	≤5.0	9.8	≤5.0	6.3	≤5.0	≤5.0	≤5.0
FARMS	**15.9**	7.2	8.7	≤5.0	≤5.0	≤5.0	7.8	≤5.0	≤5.0	≤5.0
SPED	**10.7**	≤5.0	7.0	≤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	12	2.6
Full-Day K	75	16.3
Grade 1	63	13.7
Grade 2	77	16.7
Grade 3	75	16.3
Grade 4	87	18.9
Grade 5	71	15.4
Total	460	

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	63.3	≤5.0	34.7

Other Participation

Students now or have in the past received FARMS[2] = 19.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Preschool Education Program (PEP) Inc.
Resource
Resource (K–5)
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.7	85.7	83.3	≥95.0	≥95.0	≥95.0
Asian	83.3	88.2	--	--	91.7	≥95.0
Black or African American	--	--	--	90.9	--	--
Hispanic/Latino	66.7	86.7	70.0	≥95.0	90.0	≥95.0
White	86.2	82.8	93.3	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	45.5	45.5	--	--	--	--
ESOL	58.3	72.7	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	4.9	0.0	2.4	92.7	0.0	85.4	14.6			
Supporting Services	21.1	15.8	26.3	36.8	0.0	78.9	21.1	106	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = 18.5

Grades 1 to 3 = 21.5 Grades 4 to 5 = 26.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	39.0	48.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
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	16.900	**Instructional Support Total**	6.500
Staff Development	1.000		
ESOL	2.100	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	0.875
Instrumental Music	0.300	**Other Support Total**	2.875
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.100	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	Food Services	1.000
Other Professional Total	3.500		
Total Professional	36.600	**Total Supporting Services**	13.875

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	14	4	0	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
428	745	481	485	501	519	557	578

School Personnel Costs

Professional Salaries	$2,998,983
Supporting Services Salaries	$572,594
Employee Benefits	$931,523
Total Allocated Cost	**$4,503,100**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 615

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.8**	**53.2**	**≤5.0**	**16.7**	**13.2**	**28.5**	**≤5.0**	**36.4**	**≤5.0**
ESOL	**14.3**	6.7	7.6	≤5.0	≤5.0	≤5.0	10.7	≤5.0	≤5.0	≤5.0
FARMS	**30.7**	15.8	15.0	≤5.0	≤5.0	8.0	19.3	≤5.0	≤5.0	≤5.0
SPED	**12.7**	≤5.0	9.1	≤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	62	10.1
Full-Day K	103	16.7
Grade 1	112	18.2
Grade 2	88	14.3
Grade 3	84	13.7
Grade 4	89	14.5
Grade 5	77	12.5
Total	615	

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	44.9	≤5.0	55.1

Other Participation

Students now or have in the past received FARMS[2] = 35.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.2%
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]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.2	89.1	92.1	≥95.0	76.4	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	--	--
Black or African American	--	--	--	--	50.0	94.4
Hispanic/Latino	65.5	81.5	78.9	91.7	52.6	89.5
White	94.6	94.6	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	67.7	79.3	79.2	93.3	52.0	92.0
ESOL	41.2	60.0	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	7.5	3.8	9.4	77.4	1.9	94.3	5.7			
Supporting Services	26.1	13.0	4.3	52.2	4.3	91.3	8.7	134	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.4

Average Class Size Kindergarten = 20.6

Grades 1 to 3 = 22.1 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.0	30.2	52.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.875
Principal Intern		Special Education	5.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	22.100	**Instructional Support Total**	8.250
Staff Development	1.000		
ESOL	2.000	Other Support	
Reading/Literacy	2.200	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	0.200	**Other Support Total**	3.250
Preschool			
Special Education:		Building Services	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.600	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	1.250
Other Professional Total	4.600		
Total Professional	49.200	**Total Supporting Services**	17.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1993	--	12.0	Y	Y	5

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
534	534	641	653	669	678	663	656

School Personnel Costs

Professional Salaries	$4,145,853
Supporting Services Salaries	$704,089
Employee Benefits	$1,288,845
Total Allocated Cost	**$6,138,787**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 612

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.6**	**47.4**	**≤5.0**	**8.0**	**27.9**	**29.4**	**≤5.0**	**26.6**	**7.5**
ESOL	**26.1**	13.6	12.6	≤5.0	≤5.0	≤5.0	16.7	≤5.0	≤5.0	≤5.0
FARMS	**44.3**	24.0	20.3	≤5.0	≤5.0	18.0	20.6	≤5.0	≤5.0	≤5.0
SPED	**8.0**	≤5.0	5.7	≤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	69	11.3
Full-Day K	112	18.3
Grade 1	100	16.3
Grade 2	97	15.8
Grade 3	85	13.9
Grade 4	76	12.4
Grade 5	73	11.9
Total	612	

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	75.5	≤5.0	24.5

Other Participation

Students now or have in the past received FARMS[2] = 49.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Focused Academic Support-Local Funds
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten Autism
Resource (K–5)
Total French Immersion

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.0	83.5	80.4	88.2	89.7	≥95.0
Asian	--	--	--	--	--	--
Black or African American	72.7	86.4	82.4	≥95.0	87.5	≥95.0
Hispanic/Latino	60.0	70.0	66.7	82.4	76.5	≥95.0
White	≥95.0	≥95.0	--	90.9	≥95.0	≥95.0
Two or More Races	--	--	--	80.0	--	--
FARMS	62.1	75.9	72.7	84.6	75.0	≥95.0
ESOL	38.5	38.5	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.4	19.0	3.4	74.1	0.0	86.2	13.8			
Supporting Services	16.7	10.0	23.3	50.0	0.0	90.0	10.0	146	97.3	2.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.7

Average Class Size Kindergarten = 22.2

Grades 1 to 3 = 21.5 Grades 4 to 5 = 19.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.7	46.6	32.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.075
Principal Intern		Special Education	10.505
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	25.600	**Instructional Support Total**	15.705
Staff Development	1.000		
ESOL	3.400	Other Support	
Reading/Literacy	0.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	0.625
Instrumental Music	0.400	**Other Support Total**	2.625
Preschool	2.200		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.300	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.375
Other Professional Total	3.300		
Total Professional	50.600	**Total Supporting Services**	25.205

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	21	4	3	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
602	604	648	662	676	675	670	657

School Personnel Costs

Professional Salaries	$3,851,106
Supporting Services Salaries	$1,050,739
Employee Benefits	$1,313,714
Total Allocated Cost	**$6,215,559**

[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 2013–2014 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

2014–2015 Enrollment = 919

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.8**	**50.2**	**≤5.0**	**36.8**	**18.3**	**13.8**	**≤5.0**	**26.1**	**≤5.0**
ESOL	**10.4**	5.1	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**18.6**	9.5	9.1	≤5.0	≤5.0	6.7	8.1	≤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	108	11.8
Grade 1	143	15.6
Grade 2	156	17.0
Grade 3	172	18.7
Grade 4	160	17.4
Grade 5	180	19.6
Total	919	

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] = 22.3%
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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.1	88.0	91.3	≥95.0	87.1	≥95.0
Asian	≥95.0	91.7	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	81.8	88.9	76.2	90.5	64.0	92.0
Hispanic/Latino	57.7	78.3	82.4	94.1	69.2	≥95.0
White	90.0	88.9	94.3	≥95.0	87.9	≥95.0
Two or More Races	90.0	--	--	--	--	--
FARMS	74.2	79.2	85.7	≥95.0	58.8	94.1
ESOL	59.1	75.0	--	--	--	--
SPED	--	--	--	--	46.7	86.7

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	13.1	3.3	3.3	77.0	1.6	88.5	11.5			
Supporting Services	17.2	20.7	3.4	58.6	0.0	79.3	20.7	207	98.1	1.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.1

Average Class Size Kindergarten = 21.6

Grades 1 to 3 = 24.8 Grades 4 to 5 = 26.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.9	32.8	62.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.500
Principal Intern		Special Education	4.000
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.875
Classroom	33.500	**Instructional Support Total**	8.250
Staff Development	1.000		
ESOL	1.700	Other Support	
Reading/Literacy	1.700	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.375
Instrumental Music	0.600	**Other Support Total**	4.375
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.500	Worker	6.500
Other Professional		Plant Equipment Operator	
Counselor	2.000	**Building Services Total**	8.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.500
Other Professional Total	3.800		
Total Professional	57.300	**Total Supporting Services**	22.625

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	23	4	0	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
652	652	883	864	836	822	822	843

School Personnel Costs

Professional Salaries	$5,201,242
Supporting Services Salaries	$975,701
Employee Benefits	$1,625,830
Total Allocated Cost	**$7,802,773**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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, King

2014–2015 Enrollment = 630

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.8**	**49.2**	**≤5.0**	**8.3**	**35.1**	**32.4**	**≤5.0**	**16.5**	**7.5**
ESOL	**19.4**	8.3	11.1	≤5.0	≤5.0	≤5.0	13.3	≤5.0	≤5.0	≤5.0
FARMS	**50.8**	25.7	25.1	≤5.0	≤5.0	22.9	17.9	≤5.0	≤5.0	≤5.0
SPED	**8.1**	≤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	21	3.3
Full-Day K	92	14.6
Grade 1	108	17.1
Grade 2	103	16.3
Grade 3	101	16.0
Grade 4	102	16.2
Grade 5	103	16.3
Total	630	

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	58.8	19.6	21.6

Other Participation

Students now or have in the past received FARMS[2] = 59.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support-Local Funds
Head Start
Learning and Academic Disabilities
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	64.2	77.0	68.9	85.7	60.2	94.2
Asian	92.9	90.0	69.2	--	75.0	91.7
Black or African American	44.4	65.4	54.1	77.4	40.0	93.3
Hispanic/Latino	63.6	79.3	81.6	92.3	53.3	90.0
White	≥95.0	93.8	75.0	--	87.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	50.0	66.7	62.3	79.5	53.1	91.8
ESOL	33.3	60.0	--	--	--	--
SPED	--	--	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	1.7	11.7	5.0	81.7	0.0	85.0	15.0			
Supporting Services	8.3	20.8	20.8	50.0	0.0	75.0	25.0	180	95.6	4.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.0

Average Class Size Kindergarten = 14.7

Grades 1 to 3 = 16.6 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.0	48.3	36.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.975
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	30.100	**Instructional Support Total**	8.350
Staff Development	1.000		
ESOL	2.500	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	1.749
Instrumental Music	0.300	**Other Support Total**	3.749
Preschool	0.600		
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.800	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	1.749
Other Professional Total	3.000		
Total Professional	52.800	**Total Supporting Services**	18.848

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1987	--	10.6	Y	N	8

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	19	5	1	0	6	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
495	754	643	647	655	655	654	665

School Personnel Costs

Professional Salaries	$4,040,879
Supporting Services Salaries	$803,098
Employee Benefits	$1,286,629
Total Allocated Cost	**$6,130,606**

[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] Outcome data reflect 2013–2014 school year.

Ronald McNair Elementary School - #158

Principal: Mrs. Sherilyn (Sherry) R. Moses
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 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

2014–2015 Enrollment = 848

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.1**	**49.9**	**≤5.0**	**31.0**	**22.5**	**15.7**	**≤5.0**	**25.2**	**5.3**
ESOL	**17.8**	6.8	11.0	≤5.0	8.6	≤5.0	5.4	≤5.0	≤5.0	≤5.0
FARMS	**26.3**	12.7	13.6	≤5.0	≤5.0	11.6	8.0	≤5.0	≤5.0	≤5.0
SPED	**5.9**	≤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	2.4
Full-Day K	122	14.4
Grade 1	159	18.8
Grade 2	139	16.4
Grade 3	141	16.6
Grade 4	135	15.9
Grade 5	132	15.6
Total	848	

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] = 32.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (Inclusion)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.6	90.7	87.7	≥95.0	86.4	≥95.0
Asian	94.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	69.2	75.0	71.4	≥95.0	65.8	94.7
Hispanic/Latino	86.4	90.9	82.4	≥95.0	82.6	91.3
White	94.7	92.1	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	69.0	70.4	82.1	≥95.0	72.7	90.9
ESOL	78.9	72.2	--	90.0	--	--
SPED	60.0	70.0	--	--	50.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	0.0	10.3	3.4	84.5	1.7	91.4	8.6			
Supporting Services	16.7	16.7	8.3	54.2	4.2	83.3	16.7	185	97.8	2.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.2

Average Class Size Kindergarten = 24.4

Grades 1 to 3 = 24.1 Grades 4 to 5 = 27.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	48.3	41.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.123
Principal Intern		Special Education	3.750
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	29.500	**Instructional Support Total**	8.498
Staff Development	1.000		
ESOL	2.400	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.249
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	0.875
Instrumental Music	0.400	**Other Support Total**	3.124
Preschool	0.500		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.375
Other Professional Total	2.800		
Total Professional	52.000	**Total Supporting Services**	17.997

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	20	5	1	0	5	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
623	623	841	840	832	823	792	794

School Personnel Costs

Professional Salaries	$4,219,657
Supporting Services Salaries	$745,501
Employee Benefits	$1,319,909
Total Allocated Cost	**$6,285,067**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 424

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.2**	**52.8**	**≤5.0**	**11.3**	**10.8**	**54.2**	**≤5.0**	**18.2**	**≤5.0**
ESOL	**23.6**	11.3	12.3	≤5.0	≤5.0	≤5.0	19.6	≤5.0	≤5.0	≤5.0
FARMS	**55.0**	25.2	29.7	≤5.0	≤5.0	8.5	38.7	≤5.0	≤5.0	≤5.0
SPED	**15.3**	≤5.0	11.3	≤5.0	≤5.0	≤5.0	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	73	17.2
Grade 1	73	17.2
Grade 2	64	15.1
Grade 3	77	18.2
Grade 4	69	16.3
Grade 5	68	16.0
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	49.2	23.1	27.7

Other Participation

Students now or have in the past received FARMS[2] = 64.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Focused Academic Support-Local Funds
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	60.3	66.2	73.8	90.3	54.7	86.7
Asian	--	--	--	--	--	--
Black or African American	45.5	45.5	--	80.0	--	--
Hispanic/Latino	52.8	61.1	66.7	94.4	41.5	85.4
White	86.7	86.7	--	--	82.4	94.1
Two or More Races	--	--	--	--	--	--
FARMS	45.9	54.1	71.4	87.5	37.5	80.0
ESOL	30.0	35.0	--	--	--	--
SPED	30.0	20.0	--	--	21.4	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.2	2.2	6.7	86.7	2.2	82.2	17.8			
Supporting Services	0.0	12.0	16.0	72.0	0.0	88.0	12.0	134	94.0	6.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.2

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 15.2 Grades 4 to 5 = 22.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.6	55.6	28.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.498
Principal Intern		Special Education	8.437
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**	12.060
Staff Development	1.000		
ESOL	2.300	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	0.811
Instrumental Music	0.200	**Other Support Total**	2.811
Preschool			
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.400	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	1.125
Other Professional Total	3.300		
Total Professional	42.700	**Total Supporting Services**	19.996

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1994	8.4	Y	N	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	12	3	0	0	5	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
347	347	428	429	421	428	421	413

School Personnel Costs

Professional Salaries	$3,278,064
Supporting Services Salaries	$872,962
Employee Benefits	$1,135,537
Total Allocated Cost	**$5,286,563**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 410

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**44.4**	**55.6**	**≤5.0**	**11.0**	**14.1**	**41.7**	**≤5.0**	**26.6**	**6.1**
ESOL	**29.5**	12.7	16.8	≤5.0	≤5.0	≤5.0	23.2	≤5.0	≤5.0	≤5.0
FARMS	**49.0**	20.7	28.3	≤5.0	≤5.0	10.0	32.0	≤5.0	≤5.0	≤5.0
SPED	**20.0**	5.6	14.4	≤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	31	7.6
Full-Day K	59	14.4
Grade 1	62	15.1
Grade 2	65	15.9
Grade 3	63	15.4
Grade 4	70	17.1
Grade 5	60	14.6
Total	410	

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	34.1	6.1	59.8

Other Participation

Students now or have in the past received FARMS[2] = 53.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Character Counts!
Elementary Learning Center (K–3)
Elementary Learning Center (4–5)
Focused Academic Support-Local Funds
Language Disabilities (Prekindergarten)
Prekindergarten
Prekindergarten Language Class
Reading/Language Arts Program
Resource (K–5)
Safety Patrol Program

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	56.2	69.4	65.5	77.6	55.6	85.2
Asian	--	--	--	--	--	--
Black or African American	27.3	27.3	--	--	--	--
Hispanic/Latino	35.7	66.7	45.5	65.4	55.0	85.0
White	90.9	≥95.0	--	81.8	77.8	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	33.3	58.6	46.2	64.0	38.1	76.2
ESOL	21.7	47.8	--	54.5	--	--
SPED	7.1	30.8	--	--	9.1	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	11.4	15.9	2.3	70.5	0.0	93.2	6.8			
Supporting Services	9.1	13.6	22.7	54.5	0.0	81.8	18.2	131	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.9

Average Class Size Kindergarten = 17.3

Grades 1 to 3 = 16.7 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.9	38.6	45.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.748
Principal Intern		Special Education	5.750
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	16.800	**Instructional Support Total**	8.623
Staff Development	1.000		
ESOL	2.300	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	1.000
Instrumental Music	0.200	**Other Support Total**	3.000
Preschool	0.500		
Special Education:		Building Services	
Classroom	6.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.600	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.900	Food Services	1.375
Other Professional Total	4.900		
Total Professional	40.500	**Total Supporting Services**	16.998

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
309	309	408	398	395	391	386	386

School Personnel Costs

Professional Salaries	$3,311,189
Supporting Services Salaries	$679,949
Employee Benefits	$1,070,679
Total Allocated Cost	**$5,061,817**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 161

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.3**	**54.7**	**≤5.0**	**≤5.0**	**6.8**	**10.6**	**≤5.0**	**73.9**	**6.2**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**16.1**	5.6	10.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.6	≤5.0
SPED	**14.3**	≤5.0	11.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.9	≤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	21	13.0
Grade 1	22	13.7
Grade 2	29	18.0
Grade 3	28	17.4
Grade 4	31	19.3
Grade 5	30	18.6
Total	161	

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] = 17.4%
Attendance Rate[2] [3] = 94.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	--	93.5	93.3	93.3	71.0	87.1
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	--	≥95.0	≥95.0	≥95.0	73.9	87.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	89.5	10.5			
Supporting Services	18.2	9.1	9.1	63.6	0.0	81.8	18.2	46	91.3	8.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 21.0

Grades 1 to 3 = 26.3 Grades 4 to 5 = 30.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.3	26.3	68.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	2.124
Principal Intern		Special Education	0.500
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**	3.624
Staff Development	0.500		
ESOL	0.100	Other Support	
Reading/Literacy	1.100	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	0.200	**Other Support Total**	1.875
Preschool			
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	10.600	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	2.500
Media Specialist	0.500		
Spec Ed Related Services	0.400	Food Services	0.500
Other Professional Total	1.900		
Total Professional	13.500	**Total Supporting Services**	8.499

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
219	219	156	151	147	143	146	150

School Personnel Costs

Professional Salaries	$1,298,959
Supporting Services Salaries	$364,837
Employee Benefits	$454,958
Total Allocated Cost	**$2,118,754**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 510

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**44.9**	**55.1**	**≤5.0**	**≤5.0**	**25.1**	**48.4**	**≤5.0**	**20.8**	**≤5.0**
ESOL	**46.1**	19.6	26.5	≤5.0	≤5.0	8.0	35.1	≤5.0	≤5.0	≤5.0
FARMS	**64.7**	28.0	36.7	≤5.0	≤5.0	19.8	40.6	≤5.0	≤5.0	≤5.0
SPED	**16.9**	≤5.0	12.5	≤5.0	≤5.0	5.7	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	121	23.7
Full-Day K	139	27.3
Grade 1	126	24.7
Grade 2	124	24.3
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	510	

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	61.6	≤5.0	38.4

Other Participation

Students now or have in the past received FARMS[2] = 64.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Computer Technology Program
Elementary Home School Model (Inclusion)
Elementary Home School Model (K–2)
Focused Academic Support-Local Funds
Head Start
Linkages to Learning
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [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 2013–2014 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
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 2013–2014 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	5.2	20.7	3.4	65.5	5.2	87.9	12.1			
Supporting Services	8.3	20.8	41.7	25.0	0.0	87.5	12.5	116	93.1	6.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.8

Average Class Size Kindergarten = 17.5

Grades 1 to 3 = 16.7 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.0	37.9	31.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.162
Principal Intern		Special Education	4.625
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	17.800	**Instructional Support Total**	8.912
Staff Development	1.000		
ESOL	6.800	**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	0.500
Instrumental Music		**Other Support Total**	2.500
Preschool	1.600		
Special Education:		**Building Services**	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.600	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	52.200	**Total Supporting Services**	18.537

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1989	10.3	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	15	6	2	0	8	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
501	501	514	506	489	480	479	479

School Personnel Costs

Professional Salaries	$3,992,282
Supporting Services Salaries	$781,338
Employee Benefits	$1,272,605
Total Allocated Cost	**$6,046,225**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

New Hampshire Estates Elementary School - #791

Principal: Mrs. Zoraida E. Brown, Acting
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

2014–2015 Enrollment = 517

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.7**	**50.3**	**≤5.0**	**≤5.0**	**18.0**	**77.2**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**67.9**	34.0	33.8	≤5.0	≤5.0	6.6	59.4	≤5.0	≤5.0	≤5.0
FARMS	**91.3**	45.8	45.5	≤5.0	≤5.0	15.3	73.3	≤5.0	≤5.0	≤5.0
SPED	**7.0**	≤5.0	≤5.0	≤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	103	19.9
Full-Day K	143	27.7
Grade 1	131	25.3
Grade 2	140	27.1
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	517	

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] = 94.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support-Federal Title I Funds
Head Start
Linkages to Learning
Prekindergarten
Resource
School Based Health Center

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [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 2013–2014 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
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 2013–2014 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	6.3	25.0	6.3	59.4	3.1	98.4	1.6			
Supporting Services	16.7	25.0	33.3	25.0	0.0	83.3	16.7	150	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.3

Average Class Size Kindergarten = 17.6

Grades 1 to 3 = 16.3 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.1	32.8	39.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	7.722
Principal Intern		Special Education	0.500
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	23.200	**Instructional Support Total**	9.347
Staff Development	1.000		
ESOL	8.800	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	0.996
Instrumental Music		**Other Support Total**	2.996
Preschool	4.600		
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	Food Services	2.062
Other Professional Total	4.000		
Total Professional	56.300	**Total Supporting Services**	18.905

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
444	444	535	533	517	504	503	502

School Personnel Costs

Professional Salaries	$4,332,814
Supporting Services Salaries	$774,540
Employee Benefits	$1,341,268
Total Allocated Cost	**$6,448,622**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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: Key

2014–2015 Enrollment = 519

	% 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**	**8.9**	**39.1**	**44.1**	**≤5.0**	**5.6**	**≤5.0**	Pre-K	52	10.0
ESOL	**43.2**	19.5	23.7	≤5.0	≤5.0	8.9	28.7	≤5.0	≤5.0	≤5.0	Full-Day K	148	28.5
FARMS	**74.2**	37.6	36.6	≤5.0	6.0	28.7	37.4	≤5.0	≤5.0	≤5.0	Grade 1	164	31.6
SPED	**9.2**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	155	29.9
											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	519	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	10.4	39.6

Other Participation

Students now or have in the past received FARMS[2] = 77.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 21.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism (K–2)
Elementary Home School Model (K–2)
Focused Academic Support-Federal Title I Funds
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Autism
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [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 2013–2014 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
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 2013–2014 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	9.1	25.5	9.1	50.9	5.5	96.4	3.6			
Supporting Services	7.1	42.9	21.4	28.6	0.0	75.0	25.0	158	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.3

Average Class Size Kindergarten = 17.6

Grades 1 to 3 = 18.0 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.5	38.2	36.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.225
Principal Intern		Special Education	9.379
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	24.500	**Instructional Support Total**	13.729
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	1.248
Instrumental Music		**Other Support Total**	3.248
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	**Food Services**	1.625
Other Professional Total	3.100		
Total Professional	52.600	**Total Supporting Services**	23.602

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
478	478	511	507	509	511	510	509

School Personnel Costs

Professional Salaries	$3,992,257
Supporting Services Salaries	$915,818
Employee Benefits	$1,289,216
Total Allocated Cost	**$6,197,291**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

North Chevy Chase Elementary School - #415

Principal: Ms. Renee D. Wallace-Stevens
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 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

2014–2015 Enrollment = 354

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.8**	**54.2**	**≤5.0**	**5.4**	**14.7**	**15.8**	**≤5.0**	**57.6**	**6.2**
ESOL	**5.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**14.1**	7.9	6.2	≤5.0	≤5.0	≤5.0	7.6	≤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	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	84	23.7
Grade 4	84	23.7
Grade 5	97	27.4
Grade 6	89	25.1
Total	354	

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] = 17.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Computer Technology Program
Elementary Home School Model (3–5)
International Baccalaureate Middle Years Programme
Positive Behavioral Interventions and Supports (PBIS)
Reading/Language Arts Program

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	73.6	79.3	91.3	≥95.0	88.9	≥95.0	88.0	≥95.0
Asian	--	--	--	--	--	--	--	--
Black or African American	--	--	78.6	≥95.0	60.0	≥95.0	60.0	≥95.0
Hispanic/Latino	41.2	58.8	76.9	83.3	84.6	92.3	58.3	--
White	85.4	85.4	≥95.0	≥95.0	93.5	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--	--	--
FARMS	30.0	50.0	50.0	80.0	--	--	41.7	--
ESOL	38.5	38.5	--	--	--	--	--	--
SPED	41.7	41.7	--	--	53.3	80.0	76.5	--

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.1	15.6	0.0	71.9	9.4	78.1	21.9			
Supporting Services	5.9	23.5	23.5	41.2	5.9	76.5	23.5	89	97.8	2.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = --

Grades 1 to 3 = 20.5 Grades 4 to 5 = 26.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.4	25.0	65.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.375
Principal Intern		Special Education	3.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	16.200	**Instructional Support Total**	5.500
Staff Development	0.500		
ESOL	0.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.999
Instrumental Music	0.600	**Other Support Total**	2.999
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.000	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	27.400	**Total Supporting Services**	12.499

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1995	7.9	Y	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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
266	358	369	372	289	288	293	300

School Personnel Costs

Professional Salaries	$2,359,686
Supporting Services Salaries	$519,078
Employee Benefits	$778,841
Total Allocated Cost	**$3,657,605**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Oak View Elementary School - #766

Principal: Ms. Peggy E. Salazar
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
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

2014–2015 Enrollment = 381

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.6**	**51.4**	**≤5.0**	**7.1**	**17.1**	**62.2**	**≤5.0**	**12.3**	**≤5.0**
ESOL	**38.3**	17.3	21.0	≤5.0	≤5.0	≤5.0	31.8	≤5.0	≤5.0	≤5.0
FARMS	**76.4**	35.7	40.7	≤5.0	6.0	11.0	58.0	≤5.0	≤5.0	≤5.0
SPED	**12.1**	≤5.0	9.4	≤5.0	≤5.0	≤5.0	9.2	≤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	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	117	30.7
Grade 4	137	36.0
Grade 5	127	33.3
Total	381	

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] = 80.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Center for the Highly Gifted (4–5)
Elementary Home School Model (3–5)
Focused Academic Support-Federal Title I Funds
Linkages to Learning
Reading/Language Arts Program
School Based Health Center

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	46.2	63.1	68.1	85.8	73.7	91.1
Asian	--	--	--	--	84.6	92.3
Black or African American	62.5	76.2	57.9	91.3	77.8	77.8
Hispanic/Latino	37.3	55.7	67.7	76.2	57.4	90.4
White	--	--	--	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	42.3	61.9	64.0	78.2	65.6	88.7
ESOL	29.7	48.1	55.2	72.4	30.0	77.8
SPED	--	66.7	42.9	57.1	53.8	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.6	8.3	5.6	80.6	0.0	80.6	19.4			
Supporting Services	10.5	15.8	36.8	36.8	0.0	73.7	26.3	99	91.9	8.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.8

Average Class Size Kindergarten = --

Grades 1 to 3 = 23.4 Grades 4 to 5 = 26.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.3	33.3	58.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.750
Principal Intern		Special Education	2.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	17.700	**Instructional Support Total**	7.000
Staff Development	1.000		
ESOL	2.500	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	0.500
Music	0.600	Lunch Hour Aide	1.000
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool			
Special Education:		**Building Services**	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	27.200	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	0.600	**Food Services**	1.375
Other Professional Total	2.100		
Total Professional	31.300	**Total Supporting Services**	15.375

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
358	358	422	443	467	465	462	446

School Personnel Costs

Professional Salaries	$2,813,431
Supporting Services Salaries	$674,197
Employee Benefits	$943,083
Total Allocated Cost	**$4,430,711**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 490

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.0**	**51.0**	**≤5.0**	**8.8**	**15.5**	**28.8**	**≤5.0**	**38.2**	**8.4**
ESOL	**15.9**	5.7	10.2	≤5.0	≤5.0	≤5.0	10.8	≤5.0	≤5.0	≤5.0
FARMS	**31.6**	14.9	16.7	≤5.0	≤5.0	6.5	18.6	≤5.0	≤5.0	≤5.0
SPED	**13.3**	≤5.0	9.2	≤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	39	8.0
Full-Day K	69	14.1
Grade 1	83	16.9
Grade 2	71	14.5
Grade 3	88	18.0
Grade 4	74	15.1
Grade 5	66	13.5
Total	490	

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] = 36.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (Inclusion)
Focused Academic Support-Local Funds
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.8	90.0	82.2	89.4	85.7	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	66.7	58.3	≥95.0
Hispanic/Latino	73.9	78.3	--	85.7	68.4	89.5
White	91.4	94.3	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	≥95.0	≥95.0
FARMS	62.5	75.0	58.3	77.3	60.0	90.0
ESOL	52.9	70.6	--	--	--	--
SPED	54.5	81.8	--	50.0	66.7	≥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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	14.3	2.0	77.6	6.1	91.8	8.2			
Supporting Services	4.3	4.3	39.1	52.2	0.0	91.3	8.7	125	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 13.8

Grades 1 to 3 = 18.6 Grades 4 to 5 = 23.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.7	20.4	46.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.375
Principal Intern		Special Education	5.250
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	20.900	**Instructional Support Total**	8.750
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	1.250
Instrumental Music	0.400	**Other Support Total**	3.250
Preschool	0.500		
Special Education:		Building Services	
Classroom	5.900	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.200	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	1.312
Other Professional Total	3.000		
Total Professional	44.200	**Total Supporting Services**	18.312

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	17	5	1	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
489	489	492	494	480	482	473	476

School Personnel Costs

Professional Salaries	$3,560,910
Supporting Services Salaries	$809,000
Employee Benefits	$1,183,307
Total Allocated Cost	**$5,553,217**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 633

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.1**	**52.9**	**≤5.0**	**12.3**	**15.0**	**16.4**	**≤5.0**	**49.0**	**7.1**
ESOL	**9.5**	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**21.2**	9.2	12.0	≤5.0	≤5.0	7.9	7.4	≤5.0	≤5.0	≤5.0
SPED	**7.0**	≤5.0	5.7	≤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	4	0.6
Full-Day K	105	16.6
Grade 1	98	15.5
Grade 2	98	15.5
Grade 3	114	18.0
Grade 4	99	15.6
Grade 5	115	18.2
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	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 24.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.0	91.0	94.4	91.6	84.5	≥95.0
Asian	≥95.0	≥95.0	91.7	≥95.0	90.9	90.9
Black or African American	66.7	83.3	87.5	84.6	87.5	93.8
Hispanic/Latino	68.4	78.9	≥95.0	80.0	75.0	≥95.0
White	94.3	94.3	≥95.0	≥95.0	86.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	64.3	71.4	91.3	72.2	68.4	94.7
ESOL	--	--	--	--	--	--
SPED	--	--	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.5	7.5	5.0	85.0	0.0	95.0	5.0			
Supporting Services	6.7	20.0	13.3	60.0	0.0	86.7	13.3	122	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 16.0

Average Class Size Kindergarten = 26.8

Grades 1 to 3 = 23.6 Grades 4 to 5 = 26.9

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	2.750
Principal Intern		Special Education	1.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	22.000	**Instructional Support Total**	5.250
Staff Development	1.000		
ESOL	0.900	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	0.500
Instrumental Music	0.300	**Other Support Total**	2.500
Preschool			
Special Education:		Building Services	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.300	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	1.000
Other Professional Total	2.700		
Total Professional	39.000	**Total Supporting Services**	12.750

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	22	4	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
585	585	618	614	594	590	583	566

School Personnel Costs

Professional Salaries	$3,140,576
Supporting Services Salaries	$577,311
Employee Benefits	$955,800
Total Allocated Cost	**$4,673,687**

[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 2013–2014 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

2014–2015 Enrollment = 409

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.0**	**54.0**	**≤5.0**	**17.6**	**52.1**	**20.3**	**≤5.0**	**7.6**	**≤5.0**
ESOL	**24.0**	9.5	14.4	≤5.0	6.8	5.6	11.2	≤5.0	≤5.0	≤5.0
FARMS	**54.3**	23.7	30.6	≤5.0	8.6	28.1	15.4	≤5.0	≤5.0	≤5.0
SPED	**8.1**	≤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	35	8.6
Full-Day K	59	14.4
Grade 1	51	12.5
Grade 2	58	14.2
Grade 3	70	17.1
Grade 4	77	18.8
Grade 5	59	14.4
Total	409	

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	24.2	6.1

Other Participation

Students now or have in the past received FARMS[2] = 59.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.6	80.8	72.1	91.8	69.6	92.8
Asian	89.5	73.7	--	≥95.0	≥95.0	≥95.0
Black or African American	68.3	78.6	57.9	86.2	52.9	91.2
Hispanic/Latino	80.0	≥95.0	--	--	54.5	81.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	73.3	84.8	65.0	85.2	51.9	85.2
ESOL	50.0	71.4	--	--	--	--
SPED	--	--	--	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	25.0	2.8	66.7	0.0	88.9	11.1			
Supporting Services	12.5	31.3	6.3	50.0	0.0	87.5	12.5	108	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 15.3

Grades 1 to 3 = 18.0 Grades 4 to 5 = 22.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.9	33.3	52.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.374
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	17.900	**Instructional Support Total**	3.999
Staff Development	1.000		
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	0.999
Instrumental Music	0.200	**Other Support Total**	2.999
Preschool	1.000		
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.400	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	1.187
Other Professional Total	2.000		
Total Professional	34.400	**Total Supporting Services**	11.685

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
24	13	4	1	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
358	358	414	389	373	372	372	364

School Personnel Costs

Professional Salaries	$2,983,504
Supporting Services Salaries	$512,976
Employee Benefits	$901,059
Total Allocated Cost	**$4,397,539**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 474

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.3**	**51.7**	**≤5.0**	**8.2**	**19.0**	**38.4**	**≤5.0**	**30.2**	**≤5.0**
ESOL	**21.1**	8.0	13.1	≤5.0	≤5.0	≤5.0	16.2	≤5.0	≤5.0	≤5.0
FARMS	**50.2**	23.2	27.0	≤5.0	≤5.0	13.9	32.7	≤5.0	≤5.0	≤5.0
SPED	**9.1**	≤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	143	30.2
Grade 4	167	35.2
Grade 5	164	34.6
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	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 56.3%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.9%
Suspension Rate[2] [3] [4] = --

School Programs

Center for the Highly Gifted (4–5)
Elementary Home School Model (3–5)
Focused Academic Support-Local Funds
Linkages to Learning

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	55.5	69.9	81.6	86.5	82.7	94.2
Asian	92.3	72.7	87.5	87.5	≥95.0	≥95.0
Black or African American	50.0	69.6	87.0	91.3	80.8	92.3
Hispanic/Latino	36.7	62.5	59.6	71.9	60.4	87.5
White	90.9	88.9	≥95.0	≥95.0	94.8	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	42.1	62.7	72.2	79.7	62.5	89.3
ESOL	29.8	52.2	28.0	40.0	20.0	60.0
SPED	--	--	30.8	46.2	50.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.5	15.0	5.0	77.5	0.0	87.5	12.5			
Supporting Services	0.0	20.0	26.7	53.3	0.0	86.7	13.3	107	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.1

Average Class Size Kindergarten = --

Grades 1 to 3 = 23.7 Grades 4 to 5 = 23.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.874
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	22.400	**Instructional Support Total**	3.749
Staff Development	1.000		
ESOL	2.000	**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	0.999
Instrumental Music	0.600	**Other Support Total**	2.999
Preschool			
Special Education:		**Building Services**	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.100	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.400	**Food Services**	1.625
Other Professional Total	2.400		
Total Professional	35.500	**Total Supporting Services**	11.873

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.0	35.0	45.0

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1941	1992	5.6	Y	N	5

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
381	381	465	465	463	468	459	441

School Personnel Costs

Professional Salaries	$2,913,612
Supporting Services Salaries	$499,954
Employee Benefits	$903,827
Total Allocated Cost	**$4,317,393**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 526

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.2**	**50.8**	**≤5.0**	**≤5.0**	**37.1**	**16.0**	**≤5.0**	**37.3**	**5.7**
ESOL	**14.6**	6.1	8.6	≤5.0	≤5.0	7.8	6.5	≤5.0	≤5.0	≤5.0
FARMS	**35.0**	16.7	18.3	≤5.0	≤5.0	22.6	9.3	≤5.0	≤5.0	≤5.0
SPED	**10.3**	≤5.0	7.8	≤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	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	193	36.7
Grade 4	161	30.6
Grade 5	172	32.7
Total	526	

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] = 41.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (3–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	64.8	74.7	78.1	88.7	77.6	90.9
Asian	--	--	--	--	--	--
Black or African American	45.3	63.6	69.4	83.9	77.2	91.2
Hispanic/Latino	34.6	48.0	53.3	76.7	37.0	65.4
White	91.4	94.9	≥95.0	≥95.0	91.8	≥95.0
Two or More Races	63.6	70.0	≥95.0	≥95.0	≥95.0	≥95.0
FARMS	38.2	53.3	58.3	80.0	58.8	78.4
ESOL	22.0	40.0	30.0	65.0	25.0	41.7
SPED	26.3	35.7	46.7	73.3	26.7	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	10.8	24.3	5.4	56.8	2.7	86.5	13.5			
Supporting Services	0.0	70.6	23.5	5.9	0.0	70.6	29.4	111	96.4	3.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size Kindergarten = --

Grades 1 to 3 = 24.4 Grades 4 to 5 = 27.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
29.7	45.9	24.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.623
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	22.200	**Instructional Support Total**	5.623
Staff Development	1.000		
ESOL	1.400	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	1.124
Instrumental Music	0.500	**Other Support Total**	3.124
Preschool			
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.200	Worker	3.000
Other Professional		Plant Equipment Operator	1.000
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	0.750
Other Professional Total	2.600		
Total Professional	35.800	**Total Supporting Services**	15.497

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
611	611	559	608	626	618	607	591

School Personnel Costs

Professional Salaries	$2,749,216
Supporting Services Salaries	$658,930
Employee Benefits	$893,749
Total Allocated Cost	**$4,301,895**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Poolesville Elementary School - #153

Principal: Mr. Douglas M. Robbins
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 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

2014–2015 Enrollment = 439

	% 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**	**≤5.0**	**11.8**	**≤5.0**	**74.3**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.0**	7.7	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.5	≤5.0
SPED	**11.6**	≤5.0	8.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.8	≤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	65	14.8
Grade 1	75	17.1
Grade 2	60	13.7
Grade 3	82	18.7
Grade 4	87	19.8
Grade 5	70	15.9
Total	439	

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] = 16.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.4	90.6	90.2	≥95.0	87.3	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	89.1	93.8	89.6	≥95.0	83.3	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	70.0	80.0	--	--
ESOL	--	--	--	--	--	--
SPED	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.0	97.0	0.0	87.9	12.1			
Supporting Services	6.3	25.0	12.5	56.3	0.0	68.8	31.3	87	95.4	4.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.4

Average Class Size Kindergarten = 21.0

Grades 1 to 3 = 24.1 Grades 4 to 5 = 26.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
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	16.100	**Instructional Support Total**	4.750
Staff Development	0.500		
ESOL	0.300	**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	0.750
Instrumental Music	0.300	**Other Support Total**	2.750
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	**Food Services**	1.000
Other Professional Total	2.700		
Total Professional	29.800	**Total Supporting Services**	12.500

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.1	36.4	51.5

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
539	539	432	416	409	425	426	433

School Personnel Costs

Professional Salaries	$2,579,965
Supporting Services Salaries	$523,278
Employee Benefits	$835,902
Total Allocated Cost	**$3,939,145**

[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 2013–2014 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

2014–2015 Enrollment = 474

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.1**	**51.9**	**≤5.0**	**32.7**	**≤5.0**	**≤5.0**	**≤5.0**	**54.0**	**≤5.0**
ESOL	**6.5**	≤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	≤5.0	≤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	4	0.8
Full-Day K	57	12.0
Grade 1	76	16.0
Grade 2	73	15.4
Grade 3	75	15.8
Grade 4	94	19.8
Grade 5	95	20.0
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	89.7	6.9	≤5.0

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

Arts Integration Model School
Elementary Home School Model
Math Enhanced Program
Partial Chinese Immersion
Reading/Language Arts Program
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.8	94.8	91.2	94.1	92.9	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	94.5	94.5	90.9	92.5	90.6	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
SPED	--	--	--	--	70.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	10.3	5.1	2.6	82.1	0.0	92.3	7.7			
Supporting Services	40.0	13.3	6.7	40.0	0.0	66.7	33.3	103	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.8

Average Class Size Kindergarten = 20.0

Grades 1 to 3 = 24.9 Grades 4 to 5 = 23.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.4	25.6	59.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.936
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	18.300	**Instructional Support Total**	3.811
Staff Development	1.000		
ESOL	0.500	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.249
Instrumental Music	0.300	**Other Support Total**	3.249
Preschool			
Special Education:		**Building Services**	
Classroom	2.500	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	0.600	**Food Services**	0.750
Other Professional Total	2.600		
Total Professional	33.700	**Total Supporting Services**	11.310

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
424	548	448	435	440	441	437	437

School Personnel Costs

Professional Salaries	$2,918,042
Supporting Services Salaries	$494,970
Employee Benefits	$888,984
Total Allocated Cost	**$4,301,996**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 616

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.0**	**51.0**	**≤5.0**	**12.5**	**31.7**	**38.0**	**≤5.0**	**14.4**	**≤5.0**
ESOL	**28.7**	12.7	16.1	≤5.0	≤5.0	≤5.0	21.3	≤5.0	≤5.0	≤5.0
FARMS	**57.0**	27.4	29.5	≤5.0	≤5.0	20.8	29.4	≤5.0	≤5.0	≤5.0
SPED	**9.1**	≤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	43	7.0
Full-Day K	84	13.6
Grade 1	109	17.7
Grade 2	110	17.9
Grade 3	105	17.0
Grade 4	90	14.6
Grade 5	75	12.2
Total	616	

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	91.1	7.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 61.7%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support-Local Funds
Physical Disabilities
Prekindergarten Language Class
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	68.4	73.7	68.6	74.5	73.9	93.2
Asian	92.9	92.9	--	--	≥95.0	≥95.0
Black or African American	65.7	68.6	57.1	80.0	76.2	90.5
Hispanic/Latino	57.6	69.7	60.0	55.0	54.5	87.9
White	--	--	76.5	90.0	88.2	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	58.6	67.2	57.1	60.7	61.0	87.8
ESOL	52.0	56.0	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	1.8	12.5	8.9	73.2	3.6	91.1	8.9			
Supporting Services	6.9	17.2	20.7	55.2	0.0	79.3	20.7	161	92.5	7.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 19.1 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.2	37.5	39.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.624
Principal Intern		Special Education	7.622
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	27.700	**Instructional Support Total**	12.496
Staff Development	1.000		
ESOL	3.800	**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	0.562
Instrumental Music	0.300	**Other Support Total**	2.562
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	3.500	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	2.000	**Food Services**	1.437
Other Professional Total	4.000		
Total Professional	52.100	**Total Supporting Services**	21.495

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1991	--	12.8	Y	Y	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	18	5	1	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
465	751	628	635	626	609	585	599

School Personnel Costs

Professional Salaries	$4,160,311
Supporting Services Salaries	$901,620
Employee Benefits	$1,339,575
Total Allocated Cost	**$6,401,506**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 524

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.6**	**54.4**	**≤5.0**	**17.9**	**38.2**	**26.1**	**≤5.0**	**12.6**	**≤5.0**
ESOL	**17.4**	5.7	11.6	≤5.0	≤5.0	≤5.0	9.4	≤5.0	≤5.0	≤5.0
FARMS	**49.2**	21.8	27.5	≤5.0	≤5.0	26.1	15.6	≤5.0	≤5.0	≤5.0
SPED	**17.6**	≤5.0	13.2	≤5.0	≤5.0	5.9	≤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	53	10.1
Full-Day K	69	13.2
Grade 1	87	16.6
Grade 2	74	14.1
Grade 3	84	16.0
Grade 4	66	12.6
Grade 5	91	17.4
Total	524	

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	54.3

Other Participation

Students now or have in the past received FARMS[2] = 55.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Elementary Learning Center
Focused Academic Support-Local Funds
Head Start
PBIS
Prekindergarten
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	59.7	67.3	71.4	76.2	57.7	83.1
Asian	73.3	83.3	85.0	86.7	73.7	89.5
Black or African American	58.3	66.7	60.7	63.2	53.3	86.7
Hispanic/Latino	41.2	53.8	59.1	76.9	46.7	73.3
White	75.0	--	84.6	--	62.5	81.3
Two or More Races	--	--	--	--	--	--
FARMS	48.6	66.7	52.6	66.7	22.7	72.7
ESOL	28.6	46.2	--	--	--	--
SPED	42.1	57.1	25.0	18.2	10.5	47.4

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	86.0	14.0			
Supporting Services	25.9	11.1	3.7	59.3	0.0	85.2	14.8	155	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 14.8

Grades 1 to 3 = 20.5 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.0	32.0	62.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.599
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	0.625
Classroom	19.500	**Instructional Support Total**	11.099
Staff Development	1.000		
ESOL	2.000	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	0.874
Instrumental Music	0.300	**Other Support Total**	2.874
Preschool	1.600		
Special Education:		Building Services	
Classroom	8.500	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	2.500	Food Services	1.625
Other Professional Total	4.500		
Total Professional	46.800	**Total Supporting Services**	20.598

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
503	503	511	519	508	506	493	494

School Personnel Costs

Professional Salaries	$4,163,679
Supporting Services Salaries	$890,836
Employee Benefits	$1,361,121
Total Allocated Cost	**$6,415,636**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 541

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.5**	**49.5**	**≤5.0**	**21.3**	**9.6**	**18.1**	**≤5.0**	**45.1**	**5.4**
ESOL	**12.0**	5.5	6.5	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**20.0**	10.0	10.0	≤5.0	≤5.0	≤5.0	8.3	≤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	0	0.0
Full-Day K	92	17.0
Grade 1	101	18.7
Grade 2	79	14.6
Grade 3	87	16.1
Grade 4	88	16.3
Grade 5	94	17.4
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] = 21.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Character Education: PAVE
Community Service Programs
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.1	84.8	85.2	89.4	73.3	89.5
Asian	76.5	81.8	83.3	86.7	81.3	87.5
Black or African American	--	72.7	--	--	75.0	91.7
Hispanic/Latino	54.5	64.3	75.0	--	40.9	72.7
White	90.6	≥95.0	≥95.0	93.9	86.7	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	37.5	52.9	53.3	75.0	33.3	66.7
ESOL	--	--	--	--	--	--
SPED	--	--	--	--	30.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.1	2.6	87.2	0.0	89.7	10.3			
Supporting Services	17.6	5.9	23.5	52.9	0.0	76.5	23.5	132	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.1

Average Class Size Kindergarten = 24.0

Grades 1 to 3 = 22.6 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
2.6	35.9	61.5

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	21.000	**Instructional Support Total**	2.875
Staff Development	1.000		
ESOL	1.200	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	1.125
Instrumental Music	0.400	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	1.000	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	0.600	Food Services	1.062
Other Professional Total	2.600		
Total Professional	36.200	**Total Supporting Services**	11.062

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
387	387	531	541	551	564	554	551

School Personnel Costs

Professional Salaries	$3,190,100
Supporting Services Salaries	$499,510
Employee Benefits	$971,324
Total Allocated Cost	**$4,660,934**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Rock Creek Forest Elementary School - #773

Principal: Ms. Jennifer H. Lowndes
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

8330 Grubb Road, Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/rcforestes/

Office Phone: (301) 650-6410
Fax Number: (301) 650-6477
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2014–2015 Enrollment = 629

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.6**	**49.4**	**≤5.0**	**5.2**	**15.7**	**31.8**	**≤5.0**	**41.2**	**5.7**
ESOL	**17.0**	8.9	8.1	≤5.0	≤5.0	≤5.0	12.6	≤5.0	≤5.0	≤5.0
FARMS	**24.3**	13.8	10.5	≤5.0	≤5.0	6.7	15.4	≤5.0	≤5.0	≤5.0
SPED	**7.8**	≤5.0	6.0	≤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	3	0.5
Full-Day K	96	15.3
Grade 1	117	18.6
Grade 2	129	20.5
Grade 3	108	17.2
Grade 4	98	15.6
Grade 5	78	12.4
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	93.9	≤5.0	6.1

Other Participation

Students now or have in the past received FARMS[2] = 29.9%
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 (Inclusion)
Focused Academic Support-Local Funds
Positive Behavioral Interventions and Supports (PBIS)
Total Spanish Immersion

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.7	84.2	89.6	≥95.0	90.6	≥95.0
Asian	--	--	--	--	--	--
Black or African American	71.4	71.4	50.0	--	88.2	≥95.0
Hispanic/Latino	51.9	77.8	≥95.0	≥95.0	80.8	84.6
White	90.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	48.0	76.0	45.5	--	68.4	84.2
ESOL	33.3	50.0	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	4.1	8.2	28.6	59.2	0.0	89.8	10.2			
Supporting Services	10.5	15.8	36.8	36.8	0.0	78.9	21.1	146	94.5	5.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.5

Average Class Size Kindergarten = 19.0

Grades 1 to 3 = 20.8 Grades 4 to 5 = 25.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.5	30.6	44.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
Principal Intern		Special Education	0.750
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	26.600	**Instructional Support Total**	5.000
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	1.000	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	41.300	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	1.125
Other Professional Total	2.700		
Total Professional	46.000	**Total Supporting Services**	15.000

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	2015	8.0	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	30	4	1	0	5	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
745	729	672	685	684	663	656	661

School Personnel Costs

Professional Salaries	$3,547,254
Supporting Services Salaries	$533,094
Employee Benefits	$1,047,619
Total Allocated Cost	**$5,127,967**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 443

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.8**	**49.2**	**≤5.0**	**12.2**	**10.2**	**40.0**	**≤5.0**	**30.2**	**7.2**
ESOL	**23.9**	12.0	12.0	≤5.0	≤5.0	≤5.0	18.5	≤5.0	≤5.0	≤5.0
FARMS	**37.7**	18.1	19.6	≤5.0	≤5.0	5.2	26.0	≤5.0	≤5.0	≤5.0
SPED	**23.0**	11.3	11.7	≤5.0	≤5.0	≤5.0	9.5	≤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	29	6.5
Full-Day K	64	14.4
Grade 1	78	17.6
Grade 2	61	13.8
Grade 3	92	20.8
Grade 4	58	13.1
Grade 5	61	13.8
Total	443	

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	45.1	10.8	44.1

Other Participation

Students now or have in the past received FARMS[2] = 44.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Deaf & Hard/Hearing Program (Oral/Aural)
Focused Academic Support-Local Funds
Preschool Deaf & Hard/Hearing (Oral/Aural, Cued Speech, Total Communications)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.8	94.3	71.4	92.1	88.1	≥95.0
Asian	81.8	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	63.0	≥95.0	68.2	90.9	81.5	≥95.0
White	80.0	--	70.8	91.7	91.7	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	75.0	≥95.0	59.1	90.9	81.0	≥95.0
ESOL	42.9	--	--	--	--	--
SPED	58.8	80.0	30.0	60.0	58.3	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.6	0.0	7.4	87.0	0.0	92.6	7.4			
Supporting Services	0.0	26.9	15.4	57.7	0.0	96.2	3.8	140	97.1	2.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.8

Average Class Size Kindergarten = 15.0

Grades 1 to 3 = 17.0 Grades 4 to 5 = 21.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.1	29.6	46.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	9.374
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	18.600	**Instructional Support Total**	11.874
Staff Development	1.000		
ESOL	2.100	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	0.300	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	11.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.500	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	3.800	Food Services	1.000
Other Professional Total	5.800		
Total Professional	48.300	**Total Supporting Services**	20.499

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	13	4	0	0	5	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
369	369	441	451	426	437	426	428

School Personnel Costs

Professional Salaries	$3,947,738
Supporting Services Salaries	$865,739
Employee Benefits	$1,295,834
Total Allocated Cost	**$6,109,311**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 653

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.3**	**50.7**	**≤5.0**	**10.4**	**16.7**	**45.6**	**≤5.0**	**20.8**	**6.0**
ESOL	**26.2**	11.8	14.4	≤5.0	≤5.0	≤5.0	21.3	≤5.0	≤5.0	≤5.0
FARMS	**52.5**	24.2	28.3	≤5.0	5.2	10.4	33.5	≤5.0	≤5.0	≤5.0
SPED	**13.9**	≤5.0	10.3	≤5.0	≤5.0	≤5.0	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	37	5.7
Full-Day K	109	16.7
Grade 1	102	15.6
Grade 2	98	15.0
Grade 3	113	17.3
Grade 4	95	14.5
Grade 5	99	15.2
Total	653	

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	46.2	≤5.0	49.5

Other Participation

Students now or have in the past received FARMS[2] = 60.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (Inclusion)
Elementary Learning Center
Focused Academic Support-Local Funds
Prekindergarten
Preschool Vision
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	60.8	70.9	81.0	86.8	43.6	87.3
Asian	--	--	86.7	90.0	--	--
Black or African American	53.8	64.3	68.4	73.3	--	--
Hispanic/Latino	45.9	62.0	76.2	87.1	21.6	81.1
White	87.0	89.3	≥95.0	94.7	62.5	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	36.8	62.5	68.6	79.5	34.4	75.0
ESOL	19.2	45.5	42.9	72.7	--	33.3
SPED	--	20.0	16.7	40.0	16.7	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	13.8	9.2	73.8	3.1	87.7	12.3			
Supporting Services	3.3	30.0	13.3	53.3	0.0	86.7	13.3	194	97.9	2.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 16.5

Grades 1 to 3 = 18.3 Grades 4 to 5 = 22.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.4	40.0	44.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.748
Principal Intern		Special Education	8.437
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	28.100	**Instructional Support Total**	13.810
Staff Development	1.000		
ESOL	4.100	**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	1.498
Instrumental Music	0.400	**Other Support Total**	3.498
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	9.200	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.800	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.900	**Food Services**	1.625
Other Professional Total	3.900		
Total Professional	59.700	**Total Supporting Services**	24.433

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
661	661	649	658	654	664	666	660

School Personnel Costs

Professional Salaries	$4,606,733
Supporting Services Salaries	$1,018,117
Employee Benefits	$1,460,561
Total Allocated Cost	**$7,085,411**

[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 2013–2014 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

2014–2015 Enrollment = 451

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.7**	**50.3**	**≤5.0**	**10.0**	**11.5**	**21.3**	**≤5.0**	**51.0**	**6.0**
ESOL	**11.5**	5.3	6.2	≤5.0	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0
FARMS	**22.6**	10.6	12.0	≤5.0	≤5.0	7.8	8.6	≤5.0	5.1	≤5.0
SPED	**17.5**	≤5.0	13.1	≤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	50	11.1
Full-Day K	64	14.2
Grade 1	62	13.7
Grade 2	70	15.5
Grade 3	64	14.2
Grade 4	67	14.9
Grade 5	74	16.4
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	48.1	≤5.0	49.4

Other Participation

Students now or have in the past received FARMS[2] = 27.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Positive Behavioral Interventions and Supports (PBIS)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.4	70.8	88.5	92.3	84.2	≥95.0
Asian	78.6	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	50.0	53.8	80.0	90.0	75.0	≥95.0
White	84.4	70.0	90.4	92.3	78.6	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	68.4	60.0	86.7	≥95.0	80.0	≥95.0
ESOL	66.7	40.0	--	--	--	--
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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	0.0	2.3	7.0	90.7	0.0	88.4	11.6			
Supporting Services	4.8	4.8	19.0	71.4	0.0	85.7	14.3	103	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 21.7

Grades 1 to 3 = 21.9 Grades 4 to 5 = 24.0

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	1.124
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	16.300	**Instructional Support Total**	7.624
Staff Development	1.000		
ESOL	1.300	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	1.124
Instrumental Music	0.300	**Other Support Total**	3.124
Preschool			
Special Education:		Building Services	
Classroom	8.000	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	2.600	Food Services	0.937
Other Professional Total	4.600		
Total Professional	40.100	**Total Supporting Services**	16.185

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
523	523	451	449	450	445	446	444

School Personnel Costs

Professional Salaries	$3,513,983
Supporting Services Salaries	$677,040
Employee Benefits	$1,109,979
Total Allocated Cost	**$5,301,002**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Rolling Terrace Elementary School - #771

Principal: Mrs. Jennifer L. Connors
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 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, Takoma Park MS, Eastern MS

2014–2015 Enrollment = 899

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.9**	**50.1**	**≤5.0**	**≤5.0**	**15.2**	**64.5**	**≤5.0**	**14.5**	**≤5.0**
ESOL	**52.3**	25.1	27.1	≤5.0	≤5.0	≤5.0	45.8	≤5.0	≤5.0	≤5.0
FARMS	**71.1**	35.9	35.2	≤5.0	≤5.0	10.6	57.7	≤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	55	6.1
Full-Day K	155	17.2
Grade 1	162	18.0
Grade 2	147	16.4
Grade 3	146	16.2
Grade 4	112	12.5
Grade 5	122	13.6
Total	899	

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	7.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 72.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Elementary Home School Model (Inclusion)
Focused Academic Support-Federal Title I Funds
Head Start
Judy P. Hoyer Center
Linkages to Learning
Maryland Green School
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Program of Assessment, Diagnosis, and Instruction (PADI)
Resource (K–5)
School Based Health Center
Second Step
Spanish Partial Immersion Program

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	70.2	71.6	71.8	80.7	67.0	87.6
Asian	--	--	--	--	--	--
Black or African American	--	--	66.7	88.9	63.6	86.4
Hispanic/Latino	61.9	62.2	61.3	68.9	58.6	84.2
White	93.3	≥95.0	≥95.0	≥95.0	86.7	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	62.5	57.4	60.3	72.2	55.2	81.8
ESOL	54.7	47.2	13.0	31.8	21.4	38.5
SPED	--	--	--	--	20.0	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.6	10.8	21.7	59.0	4.8	92.8	7.2			
Supporting Services	6.7	46.7	33.3	13.3	0.0	86.7	13.3	247	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 19.3

Grades 1 to 3 = 19.9 Grades 4 to 5 = 23.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.5	31.3	42.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.500
Principal Intern		Special Education	2.500
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	8.000	Instructional Data Assistant	0.875
Classroom	41.600	**Instructional Support Total**	10.750
Staff Development	1.000		
ESOL	10.200	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.700	Parent/Community Coord	0.125
Music	1.700	Lunch Hour Aide	2.250
Instrumental Music	0.400	**Other Support Total**	5.375
Preschool	2.000		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	71.600	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	2.124
Other Professional Total	3.500		
Total Professional	78.100	**Total Supporting Services**	23.749

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	4.3	Y	N	8

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
695	695	915	942	929	919	895	888

School Personnel Costs

Professional Salaries	$6,098,591
Supporting Services Salaries	$916,972
Employee Benefits	$1,804,150
Total Allocated Cost	**$8,819,713**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Rosemary Hills Elementary School - #794

Principal: Mrs. Deborah C. Ryan
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

2111 Porter Road Silver Spring, MD 20910
www.montgomeryschoolsmd.org/schools/rosemaryhillses/

Office Phone: (301) 650-6400
Fax Number: (301) 650-6404
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Bethesda, Chevy Chase, North Chevy Chase

2014–2015 Enrollment = 628

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.0**	**51.0**	**≤5.0**	**≤5.0**	**21.7**	**15.0**	**≤5.0**	**52.9**	**5.9**
ESOL	**18.3**	8.6	9.7	≤5.0	≤5.0	7.0	8.4	≤5.0	≤5.0	≤5.0
FARMS	**27.7**	14.0	13.7	≤5.0	≤5.0	14.6	10.8	≤5.0	≤5.0	≤5.0
SPED	**8.8**	≤5.0	6.8	≤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	49	7.8
Full-Day K	177	28.2
Grade 1	188	29.9
Grade 2	214	34.1
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	628	

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] = 28.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism (K–2)
Elementary Home School Model (K–2)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Autism

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [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 2013–2014 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
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 2013–2014 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	4.0	10.0	4.0	82.0	0.0	96.0	4.0			
Supporting Services	13.3	23.3	20.0	43.3	0.0	83.3	16.7	134	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.1

Average Class Size Kindergarten = 24.6

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

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.0	44.0	30.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.124
Principal Intern		Special Education	11.001
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	17.700	**Instructional Support Total**	14.750
Staff Development	1.000		
ESOL	2.700	**Other Support**	
Reading/Literacy	2.800	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.498
Instrumental Music		**Other Support Total**	3.498
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.900	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	**Food Services**	0.750
Other Professional Total	3.500		
Total Professional	45.400	**Total Supporting Services**	23.498

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	11	4	1	0	7	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
478	644	589	595	603	606	605	604

School Personnel Costs

Professional Salaries	$3,442,188
Supporting Services Salaries	$939,918
Employee Benefits	$1,186,882
Total Allocated Cost	**$5,568,988**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 567

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.1**	**54.9**	**≤5.0**	**9.3**	**23.1**	**48.0**	**≤5.0**	**14.1**	**≤5.0**
ESOL	**42.2**	19.8	22.4	≤5.0	≤5.0	6.0	29.8	≤5.0	≤5.0	≤5.0
FARMS	**61.6**	27.0	34.6	≤5.0	≤5.0	14.1	38.6	≤5.0	≤5.0	≤5.0
SPED	**13.2**	≤5.0	9.9	≤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	54	9.5
Full-Day K	109	19.2
Grade 1	106	18.7
Grade 2	81	14.3
Grade 3	86	15.2
Grade 4	61	10.8
Grade 5	70	12.3
Total	567	

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	≤5.0	28.0

Other Participation

Students now or have in the past received FARMS[2] = 64.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 23.3%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (Inclusion)
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Prekindergarten Autism
School Based Health Center

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	67.2	68.3	82.9	91.9	65.3	87.1
Asian	--	--	--	--	80.0	90.0
Black or African American	40.0	60.0	--	≥95.0	80.0	≥95.0
Hispanic/Latino	66.7	66.7	88.2	88.5	57.1	75.0
White	90.0	90.0	--	--	50.0	--
Two or More Races	--	--	--	--	--	--
FARMS	54.3	65.7	88.0	88.9	64.1	86.8
ESOL	55.0	45.0	--	60.0	27.3	60.0
SPED	--	--	--	--	16.7	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	1.6	8.2	6.6	82.0	0.0	85.2	14.8			
Supporting Services	18.4	18.4	13.2	50.0	0.0	78.9	21.1	149	97.3	2.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.8

Average Class Size Kindergarten = 16.3

Grades 1 to 3 = 18.3 Grades 4 to 5 = 22.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.9	26.2	45.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.749
Principal Intern		Special Education	15.440
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	24.300	**Instructional Support Total**	20.314
Staff Development	1.000		
ESOL	5.200	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	1.369
Instrumental Music	0.200	**Other Support Total**	3.369
Preschool	1.000		
Special Education:		Building Services	
Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.300	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.600	Food Services	1.625
Other Professional Total	3.600		
Total Professional	55.900	**Total Supporting Services**	30.808

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	1995	8.9	Y	Y	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	20	4	1	0	6	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
561	561	615	682	730	787	821	855

School Personnel Costs

Professional Salaries	$4,470,768
Supporting Services Salaries	$1,252,460
Employee Benefits	$1,545,501
Total Allocated Cost	**$7,268,729**

[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] Outcome data reflect 2013–2014 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

2014–2015 Enrollment = 437

	% 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**	**17.2**	**48.3**	**≤5.0**	**20.4**	**≤5.0**
ESOL	**32.5**	13.7	18.8	≤5.0	≤5.0	≤5.0	28.1	≤5.0	≤5.0	≤5.0
FARMS	**56.1**	27.7	28.4	≤5.0	≤5.0	11.7	38.4	≤5.0	≤5.0	≤5.0
SPED	**15.8**	≤5.0	11.4	≤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	0	0.0
Full-Day K	79	18.1
Grade 1	72	16.5
Grade 2	80	18.3
Grade 3	65	14.9
Grade 4	71	16.2
Grade 5	70	16.0
Total	437	

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] = 62.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Focused Academic Support-Local Funds
Grand Readers Program
Learning and Academic Disabilities (K–5)
Learning and Academic Disabilities (2–5)
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	59.0	64.1	80.8	85.4	54.1	79.7
Asian	≥95.0	90.0	--	--	--	--
Black or African American	35.7	42.9	--	--	36.4	72.7
Hispanic/Latino	41.9	54.8	72.7	70.0	44.8	69.0
White	81.0	81.0	93.8	≥95.0	77.8	92.6
Two or More Races	--	--	--	--	--	--
FARMS	33.3	41.0	68.3	70.8	27.6	72.4
ESOL	34.8	43.5	30.8	60.0	--	36.4
SPED	36.8	31.6	36.4	--	13.3	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	6.7	2.2	2.2	86.7	2.2	84.4	15.6			
Supporting Services	10.0	5.0	10.0	75.0	0.0	80.0	20.0	136	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 15.6

Grades 1 to 3 = 17.6 Grades 4 to 5 = 23.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.8	35.6	46.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.623
Principal Intern		Special Education	2.874
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	20.800	**Instructional Support Total**	6.622
Staff Development	1.000		
ESOL	2.700	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	1.125
Instrumental Music	0.300	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.800	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	1.625
Other Professional Total	3.000		
Total Professional	43.800	**Total Supporting Services**	15.372

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	17	5	0	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
445	445	450	464	482	480	485	481

School Personnel Costs

Professional Salaries	$3,543,079
Supporting Services Salaries	$654,205
Employee Benefits	$1,119,182
Total Allocated Cost	**$5,316,466**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 397

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.9**	**50.1**	**≤5.0**	**18.1**	**8.6**	**10.3**	**≤5.0**	**53.9**	**8.3**
ESOL	**11.8**	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**5.5**	≤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	53	13.4
Grade 1	74	18.6
Grade 2	71	17.9
Grade 3	61	15.4
Grade 4	75	18.9
Grade 5	63	15.9
Total	397	

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] = 6.3%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.2	≥95.0	≥95.0	≥95.0	87.1	≥95.0
Asian	≥95.0	--	--	--	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	91.7	≥95.0	≥95.0	≥95.0	83.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.2	6.5	6.5	77.4	6.5	87.1	12.9			
Supporting Services	23.1	15.4	23.1	38.5	0.0	84.6	15.4	90	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.5

Average Class Size Kindergarten = 26.5

Grades 1 to 3 = 23.0 Grades 4 to 5 = 22.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.9	58.1	29.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.812
Principal Intern		Special Education	0.500
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	15.700	**Instructional Support Total**	3.437
Staff Development	1.000		
ESOL	0.900	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.625
Instrumental Music	0.200	**Other Support Total**	2.625
Preschool			
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.600	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	0.625
Other Professional Total	2.400		
Total Professional	28.000	**Total Supporting Services**	10.687

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	2012	9.9	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	2	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
425	425	403	405	422	423	419	427

School Personnel Costs

Professional Salaries	$2,234,996
Supporting Services Salaries	$438,231
Employee Benefits	$706,725
Total Allocated Cost	**$3,379,952**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 494

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.2**	**53.8**	**≤5.0**	**11.5**	**20.0**	**11.9**	**≤5.0**	**52.0**	**≤5.0**
ESOL	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**17.0**	6.3	10.7	≤5.0	≤5.0	7.1	5.1	≤5.0	≤5.0	≤5.0
SPED	**11.3**	≤5.0	8.7	≤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	10	2.0
Full-Day K	71	14.4
Grade 1	77	15.6
Grade 2	91	18.4
Grade 3	87	17.6
Grade 4	83	16.8
Grade 5	75	15.2
Total	494	

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	60.7	≤5.0	39.3

Other Participation

Students now or have in the past received FARMS[2] = 19.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Elementary Home School Model (K–2)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.9	89.7	90.7	92.0	86.1	≥95.0
Asian	--	--	--	--	--	--
Black or African American	54.5	90.9	92.3	--	73.3	93.3
Hispanic/Latino	75.0	83.3	--	--	84.6	≥95.0
White	78.7	89.4	92.9	92.9	87.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	50.0	85.7	--	--	71.4	92.9
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	9.1	6.8	0.0	79.5	2.3	88.6	11.4			
Supporting Services	4.0	16.0	24.0	56.0	0.0	84.0	16.0	119	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 23.3

Grades 1 to 3 = 23.1 Grades 4 to 5 = 27.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.9	36.4	47.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	8.438
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**	10.688
Staff Development	1.000		
ESOL	0.700	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	0.312
Instrumental Music	0.400	**Other Support Total**	2.312
Preschool			
Special Education:		Building Services	
Classroom	7.200	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.900	Food Services	0.750
Other Professional Total	3.900		
Total Professional	38.800	**Total Supporting Services**	18.750

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	20	3	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
569	569	512	507	499	419	484	482

School Personnel Costs

Professional Salaries	$3,195,614
Supporting Services Salaries	$776,181
Employee Benefits	$1,070,392
Total Allocated Cost	**$5,042,187**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Sargent Shriver Elementary School - #779

Principal: Mrs. Tamisha L. Sampson
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools:

12518 Greenly Drive Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/shriveres/

Office Phone: (301) 929-4426
Fax Number: (301) 929-4428
Cluster Name: Downcounty Consortium, Wheaton
Receiving Schools: Argyle, Loiderman, Parkland

2014–2015 Enrollment = 755

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.7**	**49.3**	**≤5.0**	**7.5**	**12.7**	**74.6**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**49.1**	22.9	26.2	≤5.0	≤5.0	≤5.0	43.3	≤5.0	≤5.0	≤5.0
FARMS	**81.6**	40.8	40.8	≤5.0	≤5.0	10.9	64.0	≤5.0	≤5.0	≤5.0
SPED	**6.8**	≤5.0	≤5.0	≤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	31	4.1
Full-Day K	105	13.9
Grade 1	128	17.0
Grade 2	143	18.9
Grade 3	125	16.6
Grade 4	117	15.5
Grade 5	106	14.0
Total	755	

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] = 88.3%
Attendance Rate[2] [3] = 94.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.8%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	45.5	55.5	69.8	74.7	48.6	84.0
Asian	--	--	91.7	90.0	81.8	≥95.0
Black or African American	81.8	63.6	76.9	--	52.9	82.4
Hispanic/Latino	41.2	54.5	61.5	67.3	42.3	82.7
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	45.1	53.3	69.1	73.4	40.5	79.2
ESOL	31.7	45.3	29.6	36.0	--	50.0
SPED	--	--	36.4	45.5	9.1	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	6.9	11.1	5.6	75.0	1.4	95.8	4.2			
Supporting Services	9.1	9.1	36.4	45.5	0.0	90.9	9.1	209	96.2	3.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.2

Average Class Size Kindergarten = 18.2

Grades 1 to 3 = 19.6 Grades 4 to 5 = 22.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
36.1	38.9	25.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.500
Principal Intern		Special Education	2.000
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	37.100	**Instructional Support Total**	10.125
Staff Development	1.000		
ESOL	8.800	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	1.000
Music	1.500	Lunch Hour Aide	0.375
Instrumental Music	0.200	**Other Support Total**	3.375
Preschool	1.000		
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	62.100	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	2.062
Other Professional Total	3.700		
Total Professional	67.800	**Total Supporting Services**	21.062

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
640	781	781	790	787	767	756	774

School Personnel Costs

Professional Salaries	$4,759,409
Supporting Services Salaries	$835,878
Employee Benefits	$1,422,922
Total Allocated Cost	**$7,018,209**

[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 2013–2014 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: Newport Mill

2014–2015 Enrollment = 675

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.8**	**53.2**	**≤5.0**	**7.0**	**14.2**	**38.4**	**≤5.0**	**35.0**	**5.2**
ESOL	**29.2**	12.1	17.0	≤5.0	≤5.0	≤5.0	22.2	≤5.0	≤5.0	≤5.0
FARMS	**43.0**	19.7	23.3	≤5.0	≤5.0	7.0	30.7	≤5.0	≤5.0	≤5.0
SPED	**15.1**	≤5.0	10.1	≤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	20	3.0
Full-Day K	121	17.9
Grade 1	126	18.7
Grade 2	109	16.1
Grade 3	118	17.5
Grade 4	92	13.6
Grade 5	89	13.2
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	48.0	9.8	42.2

Other Participation

Students now or have in the past received FARMS[2] = 46.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model (Inclusion)
Elementary Learning Center
Focused Academic Support-Local Funds
Prekindergarten

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.0	77.9	82.0	83.6	61.1	86.1
Asian	--	--	--	--	--	--
Black or African American	82.4	94.1	80.0	--	45.0	65.0
Hispanic/Latino	67.6	59.5	65.4	65.0	36.8	84.2
White	93.8	90.6	94.3	≥95.0	87.0	≥95.0
Two or More Races	--	--	70.0	--	--	--
FARMS	56.8	54.1	68.8	75.9	42.9	78.6
ESOL	53.6	46.4	--	--	--	--
SPED	30.0	40.0	7.1	28.6	16.7	55.6

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	1.5	4.5	7.6	81.8	4.5	92.4	7.6			
Supporting Services	9.4	21.9	21.9	46.9	0.0	87.5	12.5	195	96.9	3.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 18.5

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
27.3	54.5	18.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.125
Principal Intern		Special Education	9.250
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**	14.000
Staff Development	1.000		
ESOL	4.100	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	1.750
Instrumental Music	0.400	**Other Support Total**	3.750
Preschool	0.500		
Special Education:		Building Services	
Classroom	10.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	52.800	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.000	Food Services	1.750
Other Professional Total	4.000		
Total Professional	58.800	**Total Supporting Services**	25.000

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2012	--	12.7	Y	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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
652	652	713	734	733	736	721	705

School Personnel Costs

Professional Salaries	$4,170,298
Supporting Services Salaries	$941,733
Employee Benefits	$1,379,663
Total Allocated Cost	**$6,491,694**

[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 2013–2014 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

2014–2015 Enrollment = 637

	% 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**	**6.0**	**22.0**	**10.5**	**≤5.0**	**53.1**	**8.2**	Pre-K	0	0.0
ESOL	**9.1**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	121	19.0
FARMS	**13.3**	6.1	7.2	≤5.0	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	109	17.1
SPED	**9.6**	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	98	15.4
											Grade 3	115	18.1
											Grade 4	101	15.9
											Grade 5	93	14.6
											Total	637	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	68.9	27.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 15.5%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.5%
Suspension Rate[2] [3] [4] = --

School Programs

Asperger's Program
Elementary Home School Model
Elementary Home School Model (Inclusion)
Math Enhanced Program
Positive Behavioral Interventions and Supports (PBIS)
Total French Immersion

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.8	89.9	86.7	87.7	82.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	70.0	75.0	78.9	84.6	52.4	85.7
Hispanic/Latino	--	--	75.0	90.0	--	--
White	86.4	93.2	88.9	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	≥95.0	--	87.5	≥95.0
FARMS	57.1	85.7	76.5	--	47.1	88.2
ESOL	--	--	--	--	--	--
SPED	40.0	60.0	71.4	63.6	54.5	≥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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	2.1	10.6	4.3	80.9	2.1	89.4	10.6			
Supporting Services	4.2	37.5	12.5	41.7	4.2	70.8	29.2	134	94.0	6.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.9

Average Class Size Kindergarten = 24.8

Grades 1 to 3 = 24.5 Grades 4 to 5 = 22.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.9	27.7	40.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.749
Principal Intern		Special Education	5.749
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	23.100	**Instructional Support Total**	8.748
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	2.200	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	0.300	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.600	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	
Other Professional Total	2.700		
Total Professional	44.300	**Total Supporting Services**	17.873

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	23	4	0	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
664	664	671	676	666	676	678	672

School Personnel Costs

Professional Salaries	$3,360,385
Supporting Services Salaries	$696,834
Employee Benefits	$1,089,119
Total Allocated Cost	**$5,146,338**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 565

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.8**	**52.2**	**≤5.0**	**9.0**	**≤5.0**	**14.5**	**≤5.0**	**63.4**	**7.8**
ESOL	**13.8**	6.7	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.7	≤5.0
FARMS	**7.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**5.5**	≤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	109	19.3
Grade 1	87	15.4
Grade 2	91	16.1
Grade 3	80	14.2
Grade 4	98	17.3
Grade 5	100	17.7
Total	565	

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] = 7.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Reading Initiative
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	91.4	93.7	94.5	92.3	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	83.3	91.7	--	--	--	--
White	87.1	91.9	≥95.0	≥95.0	92.8	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	66.7	58.3	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	9.1	6.8	2.3	81.8	0.0	88.6	11.4			
Supporting Services	6.7	13.3	20.0	60.0	0.0	66.7	33.3	125	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.6

Average Class Size Kindergarten = 21.4

Grades 1 to 3 = 24.1 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	38.6	36.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.248
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	0.625
Classroom	20.000	**Instructional Support Total**	3.123
Staff Development	1.000		
ESOL	1.600	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.061
Instrumental Music	0.400	**Other Support Total**	3.061
Preschool			
Special Education:		**Building Services**	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.400	**Food Services**	0.750
Other Professional Total	2.400		
Total Professional	38.700	**Total Supporting Services**	11.434

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	18	4	0	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
515	515	558	542	551	545	540	511

School Personnel Costs

Professional Salaries	$3,022,675
Supporting Services Salaries	$497,037
Employee Benefits	$930,560
Total Allocated Cost	**$4,450,272**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 850

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.1**	**54.9**	**≤5.0**	**8.5**	**26.2**	**59.8**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**50.4**	22.0	28.4	≤5.0	≤5.0	≤5.0	40.0	≤5.0	≤5.0	≤5.0
FARMS	**83.5**	38.1	45.4	≤5.0	6.1	20.1	53.4	≤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	58	6.8
Full-Day K	144	16.9
Grade 1	159	18.7
Grade 2	142	16.7
Grade 3	122	14.4
Grade 4	117	13.8
Grade 5	108	12.7
Total	850	

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	90.4	≤5.0	7.7

Other Participation

Students now or have in the past received FARMS[2] = 89.3%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 25.1%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support-Federal Title I Funds
Head Start
Multidisciplinary Educational Training and Support (METS)
Prekindergarten
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	37.5	56.8	48.1	84.1	36.7	80.6
Asian	--	--	--	--	--	--
Black or African American	45.5	69.7	38.7	79.2	32.4	73.5
Hispanic/Latino	26.6	44.4	48.3	85.7	36.4	83.6
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	33.0	52.2	39.2	80.7	34.2	77.6
ESOL	9.8	34.0	31.4	75.0	≤5.0	67.9
SPED	10.0	30.0	--	--	18.2	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	4.1	15.1	8.2	71.2	1.4	90.4	9.6			
Supporting Services	3.4	34.5	20.7	41.4	0.0	79.3	20.7	233	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 17.4

Grades 1 to 3 = 18.0 Grades 4 to 5 = 23.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.9	31.5	35.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	11.623
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	37.000	**Instructional Support Total**	13.748
Staff Development	1.000		
ESOL	9.100	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.250
Art	1.600	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	1.437
Instrumental Music	0.300	**Other Support Total**	3.687
Preschool	2.000		
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	64.100	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	2.000
Other Professional Total	3.500		
Total Professional	69.600	**Total Supporting Services**	24.435

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
688	688	882	898	903	884	855	845

School Personnel Costs

Professional Salaries	$5,165,626
Supporting Services Salaries	$961,797
Employee Benefits	$1,629,319
Total Allocated Cost	**$7,756,742**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 575

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.9**	**54.1**	**≤5.0**	**7.1**	**35.3**	**35.8**	**≤5.0**	**15.5**	**5.6**
ESOL	**32.2**	13.4	18.8	≤5.0	≤5.0	6.8	20.3	≤5.0	≤5.0	≤5.0
FARMS	**56.2**	26.6	29.6	≤5.0	≤5.0	23.7	25.2	≤5.0	≤5.0	≤5.0
SPED	**11.0**	≤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	35	6.1
Full-Day K	97	16.9
Grade 1	98	17.0
Grade 2	84	14.6
Grade 3	101	17.6
Grade 4	70	12.2
Grade 5	90	15.7
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	54.0	≤5.0	46.0

Other Participation

Students now or have in the past received FARMS[2] = 64.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 23.6%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support
Learning for Independence (K–5)
Prekindergarten
Project Based Learning
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	35.4	65.7	62.2	81.4	53.8	83.9
Asian	--	--	--	--	--	--
Black or African American	31.6	51.7	56.7	71.4	37.1	77.1
Hispanic/Latino	31.3	73.9	60.0	77.8	42.9	85.7
White	--	--	64.3	≥95.0	81.3	93.8
Two or More Races	--	--	--	--	--	--
FARMS	25.9	61.0	44.4	70.6	36.5	73.1
ESOL	33.3	84.2	--	--	10.0	80.0
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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	0.0	16.0	4.0	76.0	4.0	84.0	16.0			
Supporting Services	10.0	10.0	30.0	50.0	0.0	75.0	25.0	169	95.3	4.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.9

Average Class Size Kindergarten = 18.4

Grades 1 to 3 = 18.4 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.0	26.0	50.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.750
Principal Intern		Special Education	3.375
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	24.200	**Instructional Support Total**	8.250
Staff Development	1.000		
ESOL	3.600	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	1.375
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool	1.000		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.000	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	0.750
Other Professional Total	3.200		
Total Professional	48.200	**Total Supporting Services**	18.875

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
614	614	577	601	597	606	593	591

School Personnel Costs

Professional Salaries	$3,949,314
Supporting Services Salaries	$767,274
Employee Benefits	$1,205,996
Total Allocated Cost	**$5,922,584**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 612

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.0**	**50.0**	**≤5.0**	**50.2**	**11.6**	**5.7**	**≤5.0**	**28.6**	**≤5.0**
ESOL	**11.4**	≤5.0	7.5	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**9.3**	≤5.0	5.6	≤5.0	≤5.0	5.2	≤5.0	≤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	46	7.5
Full-Day K	83	13.6
Grade 1	92	15.0
Grade 2	101	16.5
Grade 3	105	17.2
Grade 4	96	15.7
Grade 5	89	14.5
Total	612	

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	38.4	≤5.0	61.6

Other Participation

Students now or have in the past received FARMS[2] = 12.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

PEP - Beginnings
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	92.1	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	73.7	≥95.0	--	--	90.0	≥95.0
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	75.0	≥95.0	--	--	91.7	≥95.0
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	7.5	3.8	1.9	86.8	0.0	96.2	3.8			
Supporting Services	26.1	13.0	17.4	43.5	0.0	82.6	17.4	135	97.0	3.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.4

Average Class Size Kindergarten = 21.0

Grades 1 to 3 = 25.2 Grades 4 to 5 = 23.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.7	32.1	62.3

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	0.500
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	21.200	**Instructional Support Total**	9.375
Staff Development	1.000		
ESOL	1.400	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	0.374
Instrumental Music	0.400	**Other Support Total**	2.374
Preschool			
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	3.600	Food Services	1.312
Other Professional Total	5.600		
Total Professional	47.900	**Total Supporting Services**	17.561

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
654	654	627	627	620	609	607	606

School Personnel Costs

Professional Salaries	$4,184,201
Supporting Services Salaries	$769,351
Employee Benefits	$1,307,633
Total Allocated Cost	**$6,261,185**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Stonegate Elementary School - #316

Principal: Mrs. Linda M. Jones
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

2014–2015 Enrollment = 489

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.2**	**54.8**	**≤5.0**	**13.5**	**34.2**	**18.2**	**≤5.0**	**25.8**	**8.0**
ESOL	**8.6**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0
FARMS	**22.1**	11.0	11.0	≤5.0	≤5.0	9.4	7.6	≤5.0	≤5.0	≤5.0
SPED	**11.5**	≤5.0	8.6	≤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	0	0.0
Full-Day K	82	16.8
Grade 1	78	16.0
Grade 2	76	15.5
Grade 3	86	17.6
Grade 4	79	16.2
Grade 5	88	18.0
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	55.4	≤5.0	44.6

Other Participation

Students now or have in the past received FARMS[2] = 28.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Learning for Independence
Learning for Independence (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.4	85.7	92.9	93.9	88.7	≥95.0
Asian	--	90.9	≥95.0	≥95.0	--	--
Black or African American	58.8	78.3	83.3	92.3	89.5	≥95.0
Hispanic/Latino	--	80.0	--	--	60.0	90.0
White	88.9	88.9	≥95.0	93.1	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	90.9	75.0	91.7
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	0.0	8.6	0.0	88.6	2.9	82.9	17.1			
Supporting Services	11.8	29.4	5.9	52.9	0.0	76.5	23.5	106	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.4

Average Class Size Kindergarten = 25.3

Grades 1 to 3 = 25.4 Grades 4 to 5 = 26.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	3.875
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	15.900	**Instructional Support Total**	6.125
Staff Development	1.000		
ESOL	0.600	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	1.000
Instrumental Music	0.400	**Other Support Total**	3.000
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	28.600	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.000
Other Professional Total	3.000		
Total Professional	33.600	**Total Supporting Services**	13.625

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.0	45.7	34.3

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971	--	10.3	Y	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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
395	395	478	474	465	465	460	442

School Personnel Costs

Professional Salaries	$2,601,717
Supporting Services Salaries	$565,452
Employee Benefits	$848,354
Total Allocated Cost	**$4,015,523**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Strathmore Elementary School - #822

Principal: Ms. Tivinia G. Nelson
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

2014–2015 Enrollment = 454

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.5**	**53.5**	**≤5.0**	**5.9**	**42.1**	**41.0**	**≤5.0**	**7.3**	**≤5.0**
ESOL	**19.6**	7.0	12.6	≤5.0	≤5.0	≤5.0	14.8	≤5.0	≤5.0	≤5.0
FARMS	**62.8**	28.6	34.1	≤5.0	≤5.0	24.4	33.0	≤5.0	≤5.0	≤5.0
SPED	**12.8**	≤5.0	10.4	≤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	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	151	33.3
Grade 4	163	35.9
Grade 5	140	30.8
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	74.1	≤5.0	25.9

Other Participation

Students now or have in the past received FARMS[2] = 72.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Chromebook Technology Class
Cyber Café
Elementary Home School Model (3–5)
Focused Academic Support-Local Funds
Girls on the Run
One Dream Academy
Positive Behavioral Interventions and Supports (PBIS)
School/Community-Based (3–5)
Universal Breakfast

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	61.1	69.4	66.9	85.6	56.7	87.0
Asian	60.0	70.0	--	--	72.7	90.9
Black or African American	55.3	70.7	68.3	81.1	50.0	84.5
Hispanic/Latino	62.1	64.9	57.8	84.2	57.7	88.2
White	92.3	84.6	--	--	63.6	--
Two or More Races	--	--	--	--	--	--
FARMS	51.6	63.7	62.2	80.6	50.5	84.4
ESOL	45.1	48.0	31.6	52.9	22.2	60.0
SPED	22.2	52.9	68.8	75.0	25.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.3	26.3	0.0	65.8	2.6	94.7	5.3			
Supporting Services	3.8	34.6	11.5	42.3	3.8	92.3	7.7	105	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = --

Grades 1 to 3 = 24.0 Grades 4 to 5 = 26.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
Principal Intern		Special Education	6.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	19.700	**Instructional Support Total**	10.250
Staff Development	1.000		
ESOL	1.400	**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	1.125
Instrumental Music	0.400	**Other Support Total**	3.125
Preschool			
Special Education:		**Building Services**	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.900	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**	1.687
Other Professional Total	2.800		
Total Professional	35.700	**Total Supporting Services**	18.562

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.1	34.2	44.7

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1970	--	10.8	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	0	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
439	439	457	461	481	485	472	456

School Personnel Costs

Professional Salaries	$2,909,543
Supporting Services Salaries	$728,396
Employee Benefits	$988,508
Total Allocated Cost	**$4,626,447**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Strawberry Knoll Elementary School - #569

Principal: Mr. Egon (Frank) F. 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

2014–2015 Enrollment = 592

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.3**	**50.7**	**≤5.0**	**14.7**	**25.7**	**39.2**	**≤5.0**	**13.7**	**5.9**
ESOL	**21.5**	10.1	11.3	≤5.0	≤5.0	≤5.0	16.2	≤5.0	≤5.0	≤5.0
FARMS	**47.3**	22.8	24.5	≤5.0	≤5.0	13.5	26.9	≤5.0	≤5.0	≤5.0
SPED	**15.7**	≤5.0	11.1	≤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	71	12.0
Full-Day K	82	13.9
Grade 1	93	15.7
Grade 2	83	14.0
Grade 3	94	15.9
Grade 4	90	15.2
Grade 5	79	13.3
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	57.0	≤5.0	43.0

Other Participation

Students now or have in the past received FARMS[2] = 54.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Elementary Home School Model (Inclusion)
Focused Academic Support-Local Funds
Head Start
Language Disabilities (Prekindergarten)
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
"Stop and Think" Schoolwide Behavior Intervention Program

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.4	79.8	66.7	87.2	68.4	89.6
Asian	--	--	68.8	90.0	--	--
Black or African American	45.0	68.0	61.1	90.0	59.3	88.5
Hispanic/Latino	77.8	82.1	63.3	85.0	64.5	90.3
White	85.7	88.2	--	--	93.8	86.7
Two or More Races	--	--	--	--	--	--
FARMS	57.1	72.5	61.8	85.7	61.2	89.6
ESOL	63.6	65.0	27.3	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	7.4	5.9	83.8	1.5	88.2	11.8			
Supporting Services	14.3	11.4	25.7	48.6	0.0	77.1	22.9	160	97.5	2.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.6

Average Class Size Kindergarten = 16.8

Grades 1 to 3 = 19.4 Grades 4 to 5 = 24.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.7	36.8	48.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.275
Principal Intern		Special Education	10.750
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	23.900	**Instructional Support Total**	15.150
Staff Development	1.000		
ESOL	2.500	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	0.875
Instrumental Music	0.300	**Other Support Total**	2.875
Preschool	1.300		
Special Education:		Building Services	
Classroom	11.700	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	3.700	Food Services	1.812
Other Professional Total	5.700		
Total Professional	57.200	**Total Supporting Services**	24.837

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	13	5	2	0	5	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
427	427	642	640	627	630	625	626

School Personnel Costs

Professional Salaries	$4,766,794
Supporting Services Salaries	$1,046,385
Employee Benefits	$1,574,350
Total Allocated Cost	**$7,387,529**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 627

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.1**	**54.9**	**≤5.0**	**5.1**	**21.2**	**67.9**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**52.0**	20.4	31.6	≤5.0	≤5.0	≤5.0	45.9	≤5.0	≤5.0	≤5.0
FARMS	**82.3**	37.0	45.3	≤5.0	≤5.0	16.7	59.8	≤5.0	≤5.0	≤5.0
SPED	**9.3**	≤5.0	6.5	≤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	53	8.5
Full-Day K	100	15.9
Grade 1	115	18.3
Grade 2	91	14.5
Grade 3	103	16.4
Grade 4	82	13.1
Grade 5	83	13.2
Total	627	

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] = 86.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Focused Academic Support-Federal Title I Funds
Head Start
Judy P. Hoyer Center
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	51.1	63.2	66.2	86.5	79.6	94.4
Asian	--	--	--	--	--	--
Black or African American	52.4	68.8	52.2	87.0	66.7	83.3
Hispanic/Latino	46.4	59.5	71.7	84.8	81.1	≥95.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	47.1	59.6	65.6	84.4	80.0	93.3
ESOL	37.8	52.6	--	--	--	--
SPED	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	6.2	0.0	3.1	90.8	0.0	95.4	4.6			
Supporting Services	8.0	12.0	48.0	32.0	0.0	84.0	16.0	164	97.6	2.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.7

Average Class Size Kindergarten = 17.2

Grades 1 to 3 = 19.1 Grades 4 to 5 = 23.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.9	44.6	38.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.059
Principal Intern		Special Education	2.998
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	29.600	**Instructional Support Total**	9.307
Staff Development	1.000		
ESOL	6.800	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.499
Instrumental Music	0.300	**Other Support Total**	3.499
Preschool	2.000		
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	2.125
Other Professional Total	3.600		
Total Professional	58.900	**Total Supporting Services**	19.431

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971	--	10.2	Y	N	10

Core Facility Teaching Stations

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

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
413	413	649	663	666	669	653	650

School Personnel Costs

Professional Salaries	$4,580,550
Supporting Services Salaries	$752,319
Employee Benefits	$1,406,691
Total Allocated Cost	**$6,739,560**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Takoma Park Elementary School - #754

Principal: Mrs. Zadia T. Gadsden
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:05 - 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

2014–2015 Enrollment = 654

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.0**	**48.0**	**≤5.0**	**≤5.0**	**33.8**	**20.0**	**≤5.0**	**37.3**	**5.8**
ESOL	**31.7**	17.6	14.1	≤5.0	≤5.0	18.0	11.8	≤5.0	≤5.0	≤5.0
FARMS	**34.3**	19.3	15.0	≤5.0	≤5.0	22.5	10.6	≤5.0	≤5.0	≤5.0
SPED	**5.5**	≤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	27	4.1
Full-Day K	198	30.3
Grade 1	227	34.7
Grade 2	202	30.9
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	654	

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] = 36.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Prekindergarten
Primary Magnet Program
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [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 2013–2014 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
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 2013–2014 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	5.5	18.2	12.7	61.8	1.8	85.5	14.5			
Supporting Services	0.0	22.2	33.3	44.4	0.0	72.2	27.8	169	97.0	3.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.5

Average Class Size Kindergarten = 20.5

Grades 1 to 3 = 20.6 Grades 4 to 5 = --

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.4	43.6	40.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.750
Principal Intern		Special Education	1.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	11.000	Instructional Data Assistant	0.750
Classroom	23.800	**Instructional Support Total**	5.000
Staff Development	1.000		
ESOL	3.800	**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	1.374
Instrumental Music		**Other Support Total**	3.374
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.900	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**	1.062
Other Professional Total	2.800		
Total Professional	50.700	**Total Supporting Services**	14.436

Facilities Data

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

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	22	4	2	0	10	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
584	584	665	628	611	599	603	602

School Personnel Costs

Professional Salaries	$3,954,462
Supporting Services Salaries	$555,078
Employee Benefits	$1,145,417
Total Allocated Cost	**$5,654,957**

[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 2013–2014 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

2014–2015 Enrollment = 413

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.1**	**49.9**	**≤5.0**	**44.1**	**6.1**	**≤5.0**	**≤5.0**	**39.5**	**5.6**
ESOL	**9.7**	≤5.0	5.6	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**6.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.0**	≤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	9	2.2
Full-Day K	53	12.8
Grade 1	60	14.5
Grade 2	69	16.7
Grade 3	61	14.8
Grade 4	79	19.1
Grade 5	82	19.9
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	75.9	≤5.0	24.1

Other Participation

Students now or have in the past received FARMS[2] = 7.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.0%
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]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	94.7	≥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	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	9.4	3.1	3.1	84.4	0.0	90.6	9.4			
Supporting Services	18.8	25.0	0.0	56.3	0.0	68.8	31.3	96	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.6

Average Class Size Kindergarten = 27.5

Grades 1 to 3 = 21.2 Grades 4 to 5 = 26.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.4	46.9	43.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.125
Principal Intern		Special Education	1.312
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**	3.562
Staff Development	1.000		
ESOL	0.800	**Other Support**	
Reading/Literacy	1.300	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	0.873
Instrumental Music	0.300	**Other Support Total**	2.873
Preschool			
Special Education:		**Building Services**	
Classroom	2.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.900	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.063
Other Professional Total	3.000		
Total Professional	28.900	**Total Supporting Services**	11.498

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
517	517	408	394	400	397	405	412

School Personnel Costs

Professional Salaries	$2,492,651
Supporting Services Salaries	$497,844
Employee Benefits	$803,923
Total Allocated Cost	**$3,794,418**

[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 2013–2014 school year.

Twinbrook Elementary School - #206

Principal: Mrs. Karen P. Johnson
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
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

2014–2015 Enrollment = 531

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.6**	**54.4**	**≤5.0**	**15.6**	**10.5**	**58.0**	**≤5.0**	**11.9**	**≤5.0**
ESOL	**48.2**	20.7	27.5	≤5.0	7.7	≤5.0	36.7	≤5.0	≤5.0	≤5.0
FARMS	**67.0**	31.5	35.6	≤5.0	8.7	6.8	47.5	≤5.0	≤5.0	≤5.0
SPED	**9.8**	≤5.0	6.4	≤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	55	10.4
Full-Day K	72	13.6
Grade 1	94	17.7
Grade 2	77	14.5
Grade 3	76	14.3
Grade 4	71	13.4
Grade 5	86	16.2
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	92.3	≤5.0	5.8

Other Participation

Students now or have in the past received FARMS[2] = 75.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 18.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support-Local Funds
Head Start
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	44.4	64.6	61.9	73.6	46.4	85.5
Asian	--	--	85.0	81.8	83.3	83.3
Black or African American	25.0	--	41.7	--	--	--
Hispanic/Latino	44.2	60.0	54.8	66.7	38.5	87.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	38.3	60.7	57.4	69.7	36.8	81.6
ESOL	21.2	47.6	33.3	33.3	8.3	58.3
SPED	--	--	18.8	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	10.5	12.3	5.3	70.2	0.0	91.2	8.8			
Supporting Services	17.4	26.1	26.1	21.7	4.3	78.3	21.7	155	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 18.3

Grades 1 to 3 = 17.7 Grades 4 to 5 = 22.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.6	33.3	35.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.724
Principal Intern		Special Education	3.500
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	25.000	**Instructional Support Total**	9.349
Staff Development	1.000		
ESOL	6.400	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.124
Instrumental Music	0.300	**Other Support Total**	3.124
Preschool	1.600		
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	46.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.875
Other Professional Total	3.000		
Total Professional	51.900	**Total Supporting Services**	19.348

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
540	540	539	551	560	565	548	556

School Personnel Costs

Professional Salaries	$3,926,946
Supporting Services Salaries	$849,788
Employee Benefits	$1,288,552
Total Allocated Cost	**$6,065,286**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Viers Mill Elementary School - #772

Principal: Mr. Patrick Scott, Acting
Associate Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 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

2014–2015 Enrollment = 710

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.6**	**50.4**	**≤5.0**	**8.2**	**11.5**	**61.1**	**≤5.0**	**15.8**	**≤5.0**
ESOL	**45.1**	22.7	22.4	≤5.0	≤5.0	≤5.0	39.6	≤5.0	≤5.0	≤5.0
FARMS	**65.8**	32.8	33.0	≤5.0	≤5.0	7.7	51.3	≤5.0	≤5.0	≤5.0
SPED	**18.9**	5.6	13.2	≤5.0	≤5.0	≤5.0	10.0	≤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	109	15.4
Full-Day K	116	16.3
Grade 1	100	14.1
Grade 2	115	16.2
Grade 3	109	15.4
Grade 4	74	10.4
Grade 5	87	12.3
Total	710	

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	76.1	≤5.0	22.4

Other Participation

Students now or have in the past received FARMS[2] = 70.8%
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
Elementary Home School Model (Inclusion)
Focused Academic Support-Federal Title I Funds
Head Start
Linkages to Learning
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
School Based Health Center

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.5	83.8	86.8	93.3	68.6	≥95.0
Asian	--	--	--	--	--	--
Black or African American	80.0	86.7	90.0	≥95.0	58.3	91.7
Hispanic/Latino	56.4	76.9	86.8	94.3	65.5	≥95.0
White	94.4	94.4	--	91.7	--	--
Two or More Races	--	--	--	--	--	--
FARMS	59.6	78.7	85.7	92.4	58.7	93.7
ESOL	45.2	67.7	--	72.7	38.5	76.9
SPED	54.5	81.8	50.0	80.0	33.3	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.6	4.2	7.0	78.9	4.2	91.5	8.5			
Supporting Services	6.3	15.6	18.8	59.4	0.0	81.3	18.8	189	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.3

Average Class Size Kindergarten = 18.8

Grades 1 to 3 = 20.1 Grades 4 to 5 = 20.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.9	45.1	38.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	7.371
Principal Intern		Special Education	6.371
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	29.200	**Instructional Support Total**	15.367
Staff Development	1.000		
ESOL	6.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.600	Lunch Hour Aide	1.496
Instrumental Music	0.300	**Other Support Total**	3.496
Preschool	2.000		
Special Education:		Building Services	
Classroom	9.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	57.900	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	7.000
Media Specialist	1.000		
Spec Ed Related Services	2.500	Food Services	1.875
Other Professional Total	4.500		
Total Professional	64.400	**Total Supporting Services**	27.738

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
728	728	737	760	750	736	732	714

School Personnel Costs

Professional Salaries	$5,181,008
Supporting Services Salaries	$1,112,625
Employee Benefits	$1,672,849
Total Allocated Cost	**$7,966,482**

[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 2013–2014 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

2014–2015 Enrollment = 408

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**42.2**	**57.8**	**≤5.0**	**10.0**	**21.3**	**58.1**	**≤5.0**	**8.6**	**≤5.0**
ESOL	**48.8**	20.6	28.2	≤5.0	≤5.0	≤5.0	38.5	≤5.0	≤5.0	≤5.0
FARMS	**75.2**	31.4	43.9	≤5.0	≤5.0	16.4	52.2	≤5.0	≤5.0	≤5.0
SPED	**20.1**	5.1	15.0	≤5.0	≤5.0	≤5.0	12.7	≤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	128	31.4
Full-Day K	48	11.8
Grade 1	55	13.5
Grade 2	46	11.3
Grade 3	46	11.3
Grade 4	47	11.5
Grade 5	38	9.3
Total	408	

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] = 77.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 28.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Elementary Home School Model
Focused Academic Support-Federal Title I Funds
Head Start
Judy P. Hoyer Center
Linkages to Learning
Prekindergarten
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Program of Assessment, Diagnosis, and Instruction (PADI)
Reading/Language Arts Program

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.1	73.1	78.4	89.2	58.5	90.5
Asian	--	--	--	--	--	--
Black or African American	--	72.7	--	--	--	--
Hispanic/Latino	76.9	64.3	73.9	87.0	53.8	92.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	76.5	66.7	76.0	92.0	57.1	≥95.0
ESOL	70.0	56.5	66.7	75.0	20.0	70.0
SPED	--	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.8	3.8	15.4	75.0	1.9	86.5	13.5			
Supporting Services	16.7	20.8	20.8	41.7	0.0	79.2	20.8	95	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.6

Average Class Size Kindergarten = 16.0

Grades 1 to 3 = 17.1 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.2	32.7	48.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.250
Principal Intern		Special Education	6.125
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	17.200	**Instructional Support Total**	10.375
Staff Development	1.000		
ESOL	5.500	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	0.749
Instrumental Music	0.200	**Other Support Total**	2.749
Preschool	2.500		
Special Education:		Building Services	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.900	Food Services	1.187
Other Professional Total	4.900		
Total Professional	46.300	**Total Supporting Services**	19.311

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	19	4	3	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
587	587	401	419	443	477	509	555

School Personnel Costs

Professional Salaries	$3,838,756
Supporting Services Salaries	$819,467
Employee Benefits	$1,254,951
Total Allocated Cost	**$5,913,174**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 695

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.6**	**50.4**	**≤5.0**	**6.2**	**34.5**	**34.5**	**≤5.0**	**17.3**	**6.9**
ESOL	**23.5**	11.8	11.7	≤5.0	≤5.0	≤5.0	17.3	≤5.0	≤5.0	≤5.0
FARMS	**52.8**	24.2	28.6	≤5.0	≤5.0	23.3	23.0	≤5.0	≤5.0	≤5.0
SPED	**12.4**	≤5.0	8.5	≤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	0	0.0
Full-Day K	110	15.8
Grade 1	136	19.6
Grade 2	118	17.0
Grade 3	120	17.3
Grade 4	102	14.7
Grade 5	109	15.7
Total	695	

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	72.1	≤5.0	23.3

Other Participation

Students now or have in the past received FARMS[2] = 58.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 24.3%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = ≤3.0%

School Programs

Elementary Home School Model
Focused Academic Support-Local Funds
Learning for Independence (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.4	78.1	73.8	84.8	62.5	91.3
Asian	--	--	≥95.0	--	--	--
Black or African American	50.0	65.7	59.4	87.0	36.7	90.0
Hispanic/Latino	81.0	76.9	70.6	73.9	52.6	78.9
White	≥95.0	91.3	91.3	94.1	≥95.0	≥95.0
Two or More Races	--	--	--	--	≥95.0	≥95.0
FARMS	63.6	67.4	58.5	78.9	39.4	87.9
ESOL	64.7	66.7	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	14.1	6.3	1.6	78.1	0.0	85.9	14.1			
Supporting Services	3.4	31.0	10.3	55.2	0.0	72.4	27.6	193	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 15.7

Grades 1 to 3 = 18.9 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	42.2	32.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.937
Principal Intern		Special Education	7.874
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	31.500	**Instructional Support Total**	13.436
Staff Development	1.000		
ESOL	2.900	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	1.562
Instrumental Music	0.300	**Other Support Total**	3.562
Preschool			
Special Education:		Building Services	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	54.200	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	0.812
Other Professional Total	3.400		
Total Professional	59.600	**Total Supporting Services**	23.810

Facilities Data

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

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
43	30	3	0	0	7	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
736	736	689	700	694	691	670	675

School Personnel Costs

Professional Salaries	$4,546,413
Supporting Services Salaries	$972,918
Employee Benefits	$1,473,116
Total Allocated Cost	**$6,992,447**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Watkins Mill Elementary School - #561

Principal: Dr. Harold A. Barber
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

2014–2015 Enrollment = 634

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.5**	**53.5**	**≤5.0**	**10.4**	**34.9**	**45.6**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**41.6**	19.2	22.4	≤5.0	5.5	≤5.0	31.4	≤5.0	≤5.0	≤5.0
FARMS	**71.6**	32.8	38.8	≤5.0	≤5.0	25.6	37.1	≤5.0	≤5.0	≤5.0
SPED	**13.2**	≤5.0	9.8	≤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	40	6.3
Full-Day K	101	15.9
Grade 1	93	14.7
Grade 2	103	16.2
Grade 3	106	16.7
Grade 4	95	15.0
Grade 5	96	15.1
Total	634	

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	38.1	19.0	42.9

Other Participation

Students now or have in the past received FARMS[2] = 80.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 27.2%
Attendance Rate[2] [3] = 94.6%
Suspension Rate[2] [3] [4] = --

School Programs

Character Counts
Elementary Learning Center (K–3)
Elementary Learning Center (4–5)
Focused Academic Support-Federal Title I Funds
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	47.4	57.3	58.9	80.5	54.4	81.8
Asian	--	--	87.5	≥95.0	--	--
Black or African American	46.2	50.0	57.9	71.0	42.9	76.9
Hispanic/Latino	39.0	56.1	48.8	76.7	56.5	82.6
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	38.8	51.5	54.3	77.4	45.0	77.6
ESOL	30.3	51.5	21.1	36.4	29.4	64.7
SPED	13.3	20.0	15.4	30.8	25.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	4.5	10.4	9.0	76.1	0.0	91.0	9.0			
Supporting Services	10.7	32.1	28.6	28.6	0.0	82.1	17.9	192	95.8	4.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 17.4 Grades 4 to 5 = 22.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.4	29.9	47.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.000
Principal Intern		Special Education	5.625
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	29.600	**Instructional Support Total**	13.250
Staff Development	1.000		
ESOL	5.500	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	1.625
Instrumental Music	0.300	**Other Support Total**	3.625
Preschool	1.500		
Special Education:		Building Services	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.200	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	1.875
Other Professional Total	4.000		
Total Professional	59.200	**Total Supporting Services**	23.250

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
735	735	655	652	640	637	640	630

School Personnel Costs

Professional Salaries	$4,918,681
Supporting Services Salaries	$925,786
Employee Benefits	$1,553,051
Total Allocated Cost	**$7,397,518**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 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**	**36.5**	**6.4**	**5.6**	**≤5.0**	**45.6**	**5.6**
ESOL	**11.5**	5.6	5.8	≤5.0	7.5	≤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	**8.3**	≤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	10	1.9
Full-Day K	63	11.9
Grade 1	98	18.5
Grade 2	91	17.1
Grade 3	93	17.5
Grade 4	81	15.3
Grade 5	95	17.9
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	54.5	≤5.0	45.5

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] = 6.0%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.8	93.7	≥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	92.1	92.1	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	8.5	0.0	0.0	91.5	0.0	93.6	6.4			
Supporting Services	20.0	12.0	16.0	52.0	0.0	76.0	24.0	126	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.7

Average Class Size Kindergarten = 19.3

Grades 1 to 3 = 23.4 Grades 4 to 5 = 25.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.5	25.5	48.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	6.000
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	20.100	**Instructional Support Total**	8.375
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.373
Instrumental Music	0.300	**Other Support Total**	3.373
Preschool			
Special Education:		Building Services	
Classroom	5.700	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	0.750
Other Professional Total	3.700		
Total Professional	40.400	**Total Supporting Services**	16.998

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	25	4	0	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
671	641	512	509	517	519	504	513

School Personnel Costs

Professional Salaries	$3,226,836
Supporting Services Salaries	$702,920
Employee Benefits	$1,057,204
Total Allocated Cost	**$4,986,960**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 655

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.0**	**53.0**	**≤5.0**	**9.9**	**11.0**	**73.4**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**46.7**	21.5	25.2	≤5.0	≤5.0	≤5.0	40.0	≤5.0	≤5.0	≤5.0
FARMS	**76.3**	36.8	39.5	≤5.0	5.5	7.8	60.5	≤5.0	≤5.0	≤5.0
SPED	**10.1**	≤5.0	8.1	≤5.0	≤5.0	≤5.0	7.9	≤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	70	10.7
Full-Day K	106	16.2
Grade 1	88	13.4
Grade 2	108	16.5
Grade 3	94	14.4
Grade 4	97	14.8
Grade 5	92	14.0
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	92.4	≤5.0	7.6

Other Participation

Students now or have in the past received FARMS[2] = 86.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support-Federal Title I Funds
Head Start
Linkages to Learning
MCCA Daycare
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP)
Resource (K–5)
School Based Health Center

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	66.7	75.7	71.3	80.0	59.8	81.4
Asian	91.7	--	--	--	81.8	90.9
Black or African American	53.8	70.0	63.6	90.9	40.0	≥95.0
Hispanic/Latino	63.1	73.5	69.4	76.5	58.7	77.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	63.9	78.6	67.6	75.0	59.7	80.6
ESOL	51.0	70.3	33.3	50.0	31.8	40.9
SPED	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	11.3	9.7	9.7	67.7	1.6	91.9	8.1			
Supporting Services	16.7	29.2	20.8	33.3	0.0	79.2	20.8	171	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 15.6

Grades 1 to 3 = 17.9 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
46.8	35.5	17.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.062
Principal Intern		Special Education	1.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	28.300	**Instructional Support Total**	8.187
Staff Development	1.000		
ESOL	7.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	1.000
Music	1.300	Lunch Hour Aide	1.499
Instrumental Music	0.300	**Other Support Total**	4.499
Preschool	2.000		
Special Education:		Building Services	
Classroom	2.900	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	51.600	Worker	5.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	7.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	1.187
Other Professional Total	3.600		
Total Professional	57.200	**Total Supporting Services**	20.873

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	2013	11.1	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
44	28	7	2	0	6	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
746	746	666	666	674	681	672	663

School Personnel Costs

Professional Salaries	$3,788,723
Supporting Services Salaries	$832,296
Employee Benefits	$1,222,876
Total Allocated Cost	**$5,843,895**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 455

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.1**	**51.9**	**≤5.0**	**≤5.0**	**≤5.0**	**10.1**	**≤5.0**	**76.3**	**7.7**
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	**12.5**	≤5.0	9.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.1	≤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	19	4.2
Full-Day K	73	16.0
Grade 1	60	13.2
Grade 2	79	17.4
Grade 3	78	17.1
Grade 4	73	16.0
Grade 5	73	16.0
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	59.6	10.5	29.8

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Community of Caring
Elementary Home School Model
Emotional Disabilities
Model Green School
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Responsive Classroom

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.8	87.8	93.9	≥95.0	90.9	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	88.7	87.1	94.9	≥95.0	93.2	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
SPED	--	--	70.0	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	11.1	0.0	0.0	88.9	0.0	97.2	2.8			
Supporting Services	10.0	15.0	15.0	55.0	5.0	70.0	30.0	100	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.0

Average Class Size Kindergarten = 24.3

Grades 1 to 3 = 23.3 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.8	55.6	16.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	4.375
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	15.900	**Instructional Support Total**	6.500
Staff Development	1.000		
ESOL	0.500	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	1.125
Instrumental Music	0.300	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	5.400	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	0.562
Other Professional Total	2.800		
Total Professional	33.300	**Total Supporting Services**	15.187

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1939	1990	12.5	Y	Y	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	19	4	0	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
554	554	473	473	467	463	475	468

School Personnel Costs

Professional Salaries	$2,278,814
Supporting Services Salaries	$590,465
Employee Benefits	$784,612
Total Allocated Cost	**$3,653,891**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 306

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**41.2**	**58.8**	**≤5.0**	**16.0**	**33.0**	**22.2**	**≤5.0**	**23.2**	**5.2**	Pre-K	23	7.5
ESOL	**13.4**	≤5.0	9.5	≤5.0	≤5.0	≤5.0	7.2	≤5.0	≤5.0	≤5.0	Full-Day K	46	15.0
FARMS	**23.2**	10.5	12.7	≤5.0	≤5.0	10.1	10.5	≤5.0	≤5.0	≤5.0	Grade 1	41	13.4
SPED	**20.9**	≤5.0	16.0	≤5.0	≤5.0	7.5	7.2	≤5.0	≤5.0	≤5.0	Grade 2	42	13.7
											Grade 3	53	17.3
											Grade 4	51	16.7
											Grade 5	50	16.3
											Total	306	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	35.9	≤5.0	64.1

Other Participation

Students now or have in the past received FARMS[2] = 30.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Autism
Autism (K–1)
Autism (K–2)
Prekindergarten Language Class
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.4	≥95.0	79.2	≥95.0	76.9	≥95.0
Asian	70.0	--	--	--	--	--
Black or African American	81.0	90.0	73.3	≥95.0	78.9	94.7
Hispanic/Latino	--	--	76.5	88.2	--	--
White	≥95.0	--	84.6	≥95.0	81.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	70.0	--	66.7	94.4	72.7	≥95.0
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	3.1	18.8	3.1	71.9	3.1	90.6	9.4			
Supporting Services	9.1	40.9	13.6	36.4	0.0	90.9	9.1	80	95.0	5.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.5

Average Class Size Kindergarten = 21.5

Grades 1 to 3 = 21.0 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.3	25.0	43.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	8.500
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	10.800	**Instructional Support Total**	10.250
Staff Development	0.500		
ESOL	0.800	Other Support	
Reading/Literacy	1.300	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	0.500
Instrumental Music	0.200	**Other Support Total**	2.500
Preschool			
Special Education:		Building Services	
Classroom	5.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	22.300	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	2.800	Food Services	0.687
Other Professional Total	4.300		
Total Professional	27.600	**Total Supporting Services**	16.937

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	1998	7.6	Y	N	2

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
293	293	331	332	340	337	346	345

School Personnel Costs

Professional Salaries	$2,201,054
Supporting Services Salaries	$692,130
Employee Benefits	$789,886
Total Allocated Cost	**$3,683,070**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Wheaton Woods Elementary School - #788

Principal: Mr. David T. Chia
Associate Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 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

2014–2015 Enrollment = 534

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.6**	**49.4**	**≤5.0**	**7.7**	**29.2**	**56.0**	**≤5.0**	**6.0**	**≤5.0**
ESOL	**48.5**	23.4	25.1	≤5.0	≤5.0	10.3	34.6	≤5.0	≤5.0	≤5.0
FARMS	**83.1**	41.8	41.4	≤5.0	5.6	24.9	49.6	≤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	57	10.7
Full-Day K	78	14.6
Grade 1	91	17.0
Grade 2	83	15.5
Grade 3	79	14.8
Grade 4	79	14.8
Grade 5	67	12.5
Total	534	

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] = 89.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support-Federal Title I Funds
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Resource

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	67.6	77.0	88.4	83.1	68.9	90.2
Asian	--	--	--	--	--	--
Black or African American	85.0	≥95.0	92.3	90.5	93.8	≥95.0
Hispanic/Latino	56.8	65.9	84.0	77.1	51.4	83.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	67.2	78.1	87.9	84.3	68.5	90.7
ESOL	35.5	58.1	--	66.7	18.2	63.6
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	9.3	7.4	7.4	74.1	1.9	88.9	11.1			
Supporting Services	5.6	11.1	50.0	22.2	11.1	94.4	5.6	142	97.2	2.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size Kindergarten = 16.0

Grades 1 to 3 = 19.8 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.4	37.0	42.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.999
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	23.700	**Instructional Support Total**	6.624
Staff Development	1.000		
ESOL	5.700	**Other Support**	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	0.411
Instrumental Music	0.200	**Other Support Total**	2.411
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.563
Other Professional Total	3.500		
Total Professional	47.800	**Total Supporting Services**	15.098

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1976	8.0	Y	N	9

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	11	7	2	0	5	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
334	740	544	552	560	560	554	556

School Personnel Costs

Professional Salaries	$3,737,371
Supporting Services Salaries	$651,701
Employee Benefits	$1,146,278
Total Allocated Cost	**$5,535,350**

[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] Outcome data reflect 2013–2014 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

2014–2015 Enrollment = 748

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.9**	**53.1**	**≤5.0**	**7.9**	**26.3**	**50.5**	**≤5.0**	**11.2**	**≤5.0**
ESOL	**37.4**	19.5	17.9	≤5.0	≤5.0	≤5.0	29.8	≤5.0	≤5.0	≤5.0
FARMS	**66.2**	33.4	32.8	≤5.0	≤5.0	17.6	40.1	≤5.0	≤5.0	≤5.0
SPED	**15.5**	≤5.0	11.8	≤5.0	≤5.0	≤5.0	7.6	≤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	78	10.4
Full-Day K	109	14.6
Grade 1	125	16.7
Grade 2	116	15.5
Grade 3	114	15.2
Grade 4	103	13.8
Grade 5	103	13.8
Total	748	

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	76.7	≤5.0	23.3

Other Participation

Students now or have in the past received FARMS[2] = 71.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] [4] = --

School Programs

Focused Academic Support-Local Funds
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	60.7	70.2	60.0	81.8	57.1	84.7
Asian	--	--	--	--	84.6	84.6
Black or African American	56.0	67.7	51.5	81.8	34.8	87.0
Hispanic/Latino	54.1	63.0	58.9	78.6	57.8	80.0
White	84.6	93.8	71.4	85.7	76.9	92.3
Two or More Races	--	--	--	--	--	--
FARMS	56.9	66.2	50.7	76.0	48.3	83.3
ESOL	34.6	51.5	30.4	60.9	16.7	58.3
SPED	41.7	50.0	26.7	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	5.4	14.9	6.8	71.6	1.4	87.8	12.2			
Supporting Services	6.5	6.5	22.6	61.3	3.2	87.1	12.9	195	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 18.0

Grades 1 to 3 = 19.2 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.6	45.9	32.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.621
Principal Intern		Special Education	6.124
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	31.600	**Instructional Support Total**	13.370
Staff Development	1.000		
ESOL	5.800	**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	1.747
Instrumental Music	0.300	**Other Support Total**	3.747
Preschool	1.000		
Special Education:		**Building Services**	
Classroom	8.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	58.200	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	3.000	**Food Services**	1.500
Other Professional Total	5.000		
Total Professional	65.200	**Total Supporting Services**	24.117

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
753	753	773	778	769	760	743	733

School Personnel Costs

Professional Salaries	$4,993,477
Supporting Services Salaries	$941,904
Employee Benefits	$1,588,793
Total Allocated Cost	**$7,524,174**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Wilson Wims Elementary School - #341

Principal: Mr. Sean P McGee
Associate Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

12520 Blue Sky Drive Clarksburg, MD 20871

www.montgomeryschoolsmd.org/schools/wimses/

Office Phone: (301) 601-4921
Fax Number: (301) 601-4923
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2014 – 2015 Enrollment = 656

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.9**	**51.1**	**≤5.0**	**40.1**	**14.9**	**11.3**	**≤5.0**	**25.9**	**7.5**
ESOL	**9.5**	≤5.0	6.7	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**11.1**	5.2	5.9	≤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	147	22.4
Grade 1	156	23.8
Grade 2	133	20.3
Grade 3	115	17.5
Grade 4	105	16.0
Grade 5	0	0.0
Total	656	

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] = 14.3%
Attendance Rate[2] [3] = N/A
Mobility Rate (Entrants + Withdrawals)[2] [3] = N/A
Suspension Rate[2] [3] [4] = N/A

School Programs

Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)
Preschool Education Program (PEP) Comprehensive
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [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 because this school was not open during the 2013–2014 school year.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
ESOL						
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 2013–2014 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).

Wilson Wims Elementary School - #341

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	11.1	4.4	11.1	73.3	0.0	88.9	11.1			
Supporting Services	15.8	15.8	5.3	57.9	5.3	78.9	21.1			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.1

Average Class Size Kindergarten = 24.3

Grades 1 to 3 = 25.6 Grades 4 to 5 = 26.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.2	44.4	33.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.875
Principal Intern		Special Education	2.125
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	21.000	**Instructional Support Total**	5.250
Staff Development	1.000		
ESOL	0.800	**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	1.499
Instrumental Music	0.200	**Other Support Total**	3.499
Preschool			
Special Education:		**Building Services**	
Classroom	3.700	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.900	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.100	**Food Services**	1.250
Other Professional Total	3.100		
Total Professional	42.000	**Total Supporting Services**	15.499

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2014	--	9.3	Y	N	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	27	3	0	0	6	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
734	729	866	919	954	977	971	972

School Personnel Costs

Professional Salaries	$3,183,710
Supporting Services Salaries	$589,614
Employee Benefits	$974,743
Total Allocated Cost	**$4,748,067**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

Wood Acres Elementary School - #417

Principal: Mrs. Mary (Marita) R. Sherburne
Associate Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

Radnor Center, 7000 Radnor Road, Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/woodacreses/

Office Phone: (301) 320-6502
Fax Number: (301) 320-6536
Cluster Name: Walt Whitman
Receiving Schools: Pyle

2014–2015 Enrollment = 714

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.8**	**52.2**	**≤5.0**	**11.6**	**≤5.0**	**9.4**	**≤5.0**	**69.6**	**6.2**
ESOL	**5.5**	≤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	4	0.6
Full-Day K	87	12.2
Grade 1	106	14.8
Grade 2	133	18.6
Grade 3	121	16.9
Grade 4	112	15.7
Grade 5	151	21.1
Total	714	

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	24.4	7.3

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] = 5.9%
Suspension Rate[2] [3] [4] = --

School Programs

Learning and Academic Disabilities
Learning and Academic Disabilities (K–5)
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.6	93.1	≥95.0	≥95.0	87.0	≥95.0
Asian	86.7	≥95.0	93.8	94.1	83.3	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	≥95.0	--	--
White	91.8	92.9	≥95.0	≥95.0	90.9	≥95.0
Two or More Races	--	--	--	≥95.0	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
SPED	--	--	--	63.6	52.4	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	9.8	0.0	2.0	88.2	0.0	92.2	7.8			
Supporting Services	5.6	16.7	5.6	72.2	0.0	83.3	16.7	154	94.8	5.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.4

Average Class Size Kindergarten = 22.3

Grades 1 to 3 = 22.7 Grades 4 to 5 = 24.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.6	47.1	33.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.875
Principal Intern		Special Education	1.750
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	28.300	**Instructional Support Total**	5.250
Staff Development	1.000		
ESOL	0.900	**Other Support**	
Reading/Literacy	2.200	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			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.700	**Food Services**	0.812
Other Professional Total	2.700		
Total Professional	48.100	**Total Supporting Services**	14.562

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	17	4	0	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
527	757	683	693	691	678	683	705

School Personnel Costs

Professional Salaries	$3,681,485
Supporting Services Salaries	$562,616
Employee Benefits	$1,049,508
Total Allocated Cost	**$5,293,609**

[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).

[2] Outcome data reflect 2013–2014 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) 391-6298
Cluster Name: Damascus
Receiving Schools: Baker

2014–2015 Enrollment = 298

	% 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**	**13.1**	**19.1**	**≤5.0**	**56.4**	**6.4**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**19.5**	11.4	8.1	≤5.0	≤5.0	5.4	10.1	≤5.0	≤5.0	≤5.0
SPED	**13.4**	≤5.0	8.7	≤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	25	8.4
Full-Day K	27	9.1
Grade 1	42	14.1
Grade 2	40	13.4
Grade 3	47	15.8
Grade 4	56	18.8
Grade 5	61	20.5
Total	298	

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	65.0	≤5.0	35.0

Other Participation

Students now or have in the past received FARMS[2] = 23.5%
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) Classic
Resource (K–5)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.7	84.2	85.7	≥95.0	89.8	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	78.6	85.7	--	--
White	94.6	≥95.0	87.1	≥95.0	92.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	75.0	--	70.0	80.0	--	--
ESOL	--	--	--	--	--	--
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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	0.0	7.1	0.0	89.3	3.6	92.9	7.1			
Supporting Services	7.7	7.7	0.0	84.6	0.0	69.2	30.8	69	94.2	5.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.8

Average Class Size Kindergarten = 28.0

Grades 1 to 3 = 21.3 Grades 4 to 5 = 23.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.6	21.4	75.0

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	1.000	Instructional Data Assistant	0.500
Classroom	11.600	**Instructional Support Total**	3.500
Staff Development	0.500		
ESOL	0.500	**Other Support**	
Reading/Literacy	0.800	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.500
Instrumental Music	0.200	**Other Support Total**	2.500
Preschool			
Special Education:		**Building Services**	
Classroom	3.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.600	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	0.750
Other Professional Total	3.000		
Total Professional	23.600	**Total Supporting Services**	9.750

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
471	471	290	280	279	284	288	306

School Personnel Costs

Professional Salaries	$2,251,879
Supporting Services Salaries	$454,187
Employee Benefits	$727,141
Total Allocated Cost	**$3,433,207**

[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 2013–2014 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

2014–2015 Enrollment = 625

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**5.9**	**24.8**	**18.7**	**≤5.0**	**40.5**	**9.6**
ESOL	**14.2**	5.6	8.6	≤5.0	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0
FARMS	**24.6**	12.0	12.6	≤5.0	≤5.0	10.6	9.6	≤5.0	≤5.0	≤5.0
SPED	**15.2**	≤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	0	0.0
Full-Day K	103	16.5
Grade 1	110	17.6
Grade 2	86	13.8
Grade 3	119	19.0
Grade 4	102	16.3
Grade 5	105	16.8
Total	625	

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	61.1	≤5.0	34.7

Other Participation

Students now or have in the past received FARMS[2] = 28.0%
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
Learning for Independence
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.9	81.5	88.0	≥95.0	85.7	≥95.0
Asian	--	--	--	--	--	--
Black or African American	58.8	70.8	75.0	≥95.0	61.9	90.5
Hispanic/Latino	58.3	66.7	--	≥95.0	--	--
White	89.7	94.4	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	38.5	55.6	46.7	94.7	71.4	85.7
ESOL	50.0	57.1	--	--	--	--
SPED	--	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	7.4	5.6	1.9	83.3	1.9	90.7	9.3			
Supporting Services	11.1	7.4	37.0	44.4	0.0	85.2	14.8	159	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.9

Average Class Size Kindergarten = 20.2

Grades 1 to 3 = 21.4 Grades 4 to 5 = 27.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.8	37.0	35.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	9.249
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	22.200	**Instructional Support Total**	12.999
Staff Development	1.000		
ESOL	1.600	**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	1.499
Instrumental Music	0.500	**Other Support Total**	3.499
Preschool			
Special Education:		**Building Services**	
Classroom	8.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	**Food Services**	1.312
Other Professional Total	3.300		
Total Professional	48.400	**Total Supporting Services**	21.810

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1944	1974	11.0	Y	Y	9

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
462	462	629	634	618	637	633	635

School Personnel Costs

Professional Salaries	$3,741,515
Supporting Services Salaries	$864,751
Employee Benefits	$1,246,684
Total Allocated Cost	**$5,852,950**

[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).

[2] Outcome data reflect 2013–2014 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

2014–2015 Enrollment = 770

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.1**	**50.9**	**≤5.0**	**8.8**	**≤5.0**	**11.6**	**≤5.0**	**67.1**	**8.3**
ESOL	**8.8**	≤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	≤5.0	≤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	120	15.6
Grade 1	137	17.8
Grade 2	118	15.3
Grade 3	137	17.8
Grade 4	137	17.8
Grade 5	121	15.7
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	93.6	≤5.0	6.4

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] = ≤5.0%
Suspension Rate[2] [3] [4] = --

School Programs

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

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS elementary schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.4	94.3	94.9	≥95.0	86.6	≥95.0
Asian	--	--	≥95.0	≥95.0	90.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	92.9	88.2	--	--	70.0	≥95.0
White	90.1	93.9	≥95.0	≥95.0	86.3	≥95.0
Two or More Races	≥95.0	≥95.0	--	--	--	--
FARMS	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
SPED	54.5	72.7	57.1	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	7.8	3.9	2.0	84.3	2.0	84.3	15.7			
Supporting Services	15.0	25.0	15.0	45.0	0.0	75.0	25.0	158	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 16.8

Average Class Size Kindergarten = 24.2

Grades 1 to 3 = 24.4 Grades 4 to 5 = 25.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.4	47.1	21.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
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	27.300	**Instructional Support Total**	4.375
Staff Development	1.000		
ESOL	1.100	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.509
Instrumental Music	0.400	**Other Support Total**	3.509
Preschool			
Special Education:		**Building Services**	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	0.937
Other Professional Total	3.000		
Total Professional	45.600	**Total Supporting Services**	13.821

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
38	29	4	0	0	5	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
777	777	770	753	744	753	744	750

School Personnel Costs

Professional Salaries	$3,348,116
Supporting Services Salaries	$553,894
Employee Benefits	$1,015,638
Total Allocated Cost	**$4,917,648**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Brookhaven, Georgian Forest, Harmony Hills, Shriver, Strathmore, Viers Mill, Weller Road, Wheaton Woods

2400 Bel Pre Road Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/argylems/

Office Phone: (301) 460-2400
Fax Number: (301) 460-2423
Cluster: Downcounty Consortium
Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2014–2015 Enrollment = 915

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.0**	**55.0**	**≤5.0**	**10.8**	**33.6**	**44.7**	**≤5.0**	**8.2**	**≤5.0**	Grade 6	316	34.5
ESOL	**13.6**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	11.8	≤5.0	≤5.0	≤5.0	Grade 7	305	33.3
FARMS	**61.2**	27.8	33.4	≤5.0	≤5.0	20.9	35.3	≤5.0	≤5.0	≤5.0	Grade 8	294	32.1
SPED	**8.9**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	915	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	75.3	24.7	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 73.4%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.3%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Excel Beyond the Bell
Learning and Academic Disabilities
Magnet School for Digital Design and Development

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	58.8	80.8	62.3	74.0	51.2	77.6
Asian	90.6	≥95.0	88.2	91.2	94.7	≥95.0
Black or African American	52.0	80.6	52.2	68.4	48.4	72.6
Hispanic/Latino	49.3	73.9	57.4	69.9	40.2	75.0
White	94.4	94.4	91.3	≥95.0	80.0	90.0
Two or More Races	--	--	--	--	--	--
FARMS	45.6	73.9	53.5	67.2	44.4	73.8
ESOL	9.1	33.3	28.2	46.2	9.7	61.3
SPED	22.2	41.7	19.2	24.0	11.8	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	35.5	91.3
Asian	78.9	90.6
Black or African American	36.8	89.4
Hispanic/Latino	21.5	90.5
White	80.0	≥95.0
Two or More Races	--	--
ESOL	12.0	90.9
FARMS	28.1	86.2
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	2.8	22.2	6.9	68.1	0.0	66.7	33.3			
Supporting Services	16.1	32.3	22.6	29.0	0.0	67.7	32.3	198	95.5	4.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.5
Average Class Size (English) = 24.5
Average Class Size (Other) = 28.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
30.6	40.3	29.2

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	3.500
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	39.200	**Instructional Support Total**	6.625
Resource/Team Leader/ Content Specialist	10.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	5.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.125
Teachers Total	61.600	**Other Support Total**	6.875
Other Professional		Building Services	
Counselor	3.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.700	Worker	4.000
		Plant Equipment Operator	1.000
Other Professional Total	5.200	**Building Services Total**	7.000
		Food Services	3.875
Total Professional	70.800	**Total Supporting Services**	24.375

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	41	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
897	897	902	930	920	939	941	958

School Personnel Costs	
Professional Salaries	$5,344,106
Supporting Services Salaries	$1,042,341
Employee Benefits	$1,701,876
Total Allocated Cost	**$8,088,323**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John T. Baker Middle School - #705

Principal: Dr. Louise J. Worthington
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Clearspring, Damascus, Laytonsville, Rockwell, Woodfield

25400 Oak Drive Damascus, MD 20872
www.montgomeryschoolsmd.org/schools/bakerms/

Office Phone: (301) 253-7010
Fax Number: (301) 253-7020
Cluster: Damascus
Receiving Schools: Damascus

2014–2015 Enrollment = 771													
	% 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**	**6.4**	**8.3**	**18.2**	**≤5.0**	**61.6**	**5.1**	Grade 6	254	32.9
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	261	33.9
FARMS	**17.0**	7.8	9.2	≤5.0	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	Grade 8	256	33.2
SPED	**12.6**	5.2	7.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.7	≤5.0	Total	771	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	75.3	10.3	14.4

Other Participation

Students now or have in the past received FARMS[2] = 25.8%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.4%
Suspension Rate[2] [3] [4] 3.2%

School Programs

Learning for Independence
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.6	93.1	88.6	94.1	73.1	87.9
Asian	91.7	92.3	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	88.2	90.9	80.0	88.2	30.4	73.9
Hispanic/Latino	80.0	90.9	76.9	90.3	58.8	78.8
White	89.1	94.8	91.5	≥95.0	82.2	91.7
Two or More Races	--	83.3	87.5	93.3	53.8	84.6
FARMS	75.0	81.1	68.3	85.3	56.6	77.8
ESOL	--	--	--	--	--	--
SPED	47.6	72.4	59.1	66.7	45.7	68.6

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	51.0	≥95.0
Asian	92.3	≥95.0
Black or African American	16.7	--
Hispanic/Latino	25.5	≥95.0
White	60.8	≥95.0
Two or More Races	46.2	≥95.0
ESOL	--	--
FARMS	24.1	94.4
SPED	8.7	--

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	3.3	8.3	85.0	0.0	71.7	28.3			
Supporting Services	12.9	3.2	9.7	74.2	0.0	71.0	29.0	167	98.8	1.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.5
Average Class Size (English) = 27.0
Average Class Size (Other) = 27.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.7	23.3	70.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	9.999
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	31.800	**Instructional Support Total**	12.124
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	0.200	School Financial Assistant	1.000
Alternative	0.400	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	8.200	Security Assistant	1.000
Resource Program	1.000	Lunch Hour Aide	0.375
Teachers Total	50.600	**Other Support Total**	6.125
Other Professional		Building Services	
Counselor	3.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.800	Worker	3.500
		Plant Equipment Operator	1.000
Other Professional Total	4.800	**Building Services Total**	6.500
		Food Services	2.500
Total Professional	58.400	**Total Supporting Services**	27.249

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
741	741	781	766	776	759	758	754

School Personnel Costs

Professional Salaries	$5,463,165
Supporting Services Salaries	$1,180,870
Employee Benefits	$1,786,569
Total Allocated Cost	**$8,430,604**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Benjamin Banneker Middle School - #333

Principal: Mr. James K. Allrich, Acting | 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

2014–2015 Enrollment = 879													
	% 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**	**10.6**	**61.8**	**16.0**	**≤5.0**	**6.3**	**5.2**	Grade 6	275	31.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	291	33.1
FARMS	**52.2**	26.4	25.8	≤5.0	≤5.0	34.8	11.5	≤5.0	≤5.0	≤5.0	Grade 8	313	35.6
SPED	**10.6**	≤5.0	7.3	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	Total	879	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	46.2	36.6	17.2

Other Participation	
Students now or have in the past received FARMS[2] = 66.3%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.4%	Suspension Rate[2] [3] [4] 5.9%

School Programs

Advancement Via Individual Determination (AVID)
Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.6	89.1	67.0	78.1	64.3	79.3
Asian	88.9	≥95.0	86.2	88.9	75.0	85.7
Black or African American	71.5	89.3	64.8	76.2	60.3	78.4
Hispanic/Latino	68.4	79.5	51.2	69.7	61.3	74.2
White	80.0	93.8	88.9	92.3	73.7	89.5
Two or More Races	83.3	≥95.0	72.2	82.4	78.6	71.4
FARMS	64.4	85.6	59.1	70.8	61.0	73.6
ESOL	--	--	23.1	36.4	--	--
SPED	33.3	58.3	31.8	33.3	29.4	29.4

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	43.0	≥95.0
Asian	63.3	93.8
Black or African American	39.5	≥95.0
Hispanic/Latino	29.4	≥95.0
White	52.4	≥95.0
Two or More Races	53.3	--
ESOL	17.6	--
FARMS	32.8	≥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	1.4	35.2	2.8	60.6	0.0	73.2	26.8			
Supporting Services	8.8	35.3	17.6	38.2	0.0	73.5	26.5	179	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.3
Average Class Size (English) = 26.4
Average Class Size (Other) = 26.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.1	43.7	35.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	8.561
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	35.800	**Instructional Support Total**	10.686
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	0.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	9.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
Teachers Total	61.800	**Other Support Total**	7.125
Other Professional		Building Services	
Counselor	3.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.000	Worker	3.500
		Plant Equipment Operator	1.000
Other Professional Total	5.500	**Building Services Total**	6.500
		Food Services	3.124
Total Professional	70.300	**Total Supporting Services**	27.435

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
803	803	876	866	884	868	898	859

School Personnel Costs

Professional Salaries	$5,717,017
Supporting Services Salaries	$1,146,843
Employee Benefits	$1,823,709
Total Allocated Cost	**$8,687,569**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 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		**50.9**	**49.1**	**≤5.0**	**13.4**	**53.5**	**19.7**	**≤5.0**	**8.5**	**≤5.0**	Grade 6	327	36.2
ESOL	**8.9**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	281	31.1
FARMS	**45.8**	23.7	22.1	≤5.0	≤5.0	28.2	11.2	≤5.0	≤5.0	≤5.0	Grade 8	295	32.7
SPED	**7.6**	≤5.0	≤5.0	≤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	76.8	23.2	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 60.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.0%	Suspension Rate[2] [3] [4] 5.5%

School Programs

Focus
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
STEM (Science, Technology, English, and Mathematics)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	59.3	80.4	60.3	82.3	52.7	77.3
Asian	87.8	94.3	89.2	94.6	77.8	≥95.0
Black or African American	54.8	78.6	52.3	77.3	43.7	69.5
Hispanic/Latino	40.0	71.4	49.1	79.6	43.4	67.3
White	87.5	81.8	81.8	93.9	67.7	93.5
Two or More Races	54.5	--	66.7	86.7	75.0	≥95.0
FARMS	48.0	73.0	46.1	79.9	37.9	65.6
ESOL	13.0	50.0	21.7	61.9	14.3	35.0
SPED	13.0	16.7	20.0	50.0	17.6	29.4

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	38.0	83.9
Asian	73.9	94.1
Black or African American	25.0	76.5
Hispanic/Latino	27.3	82.8
White	58.1	93.9
Two or More Races	66.7	90.9
ESOL	15.6	72.7
FARMS	23.2	72.4
SPED	10.8	--

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	4.3	40.0	5.7	45.7	4.3	68.6	31.4	223	92.8	7.2
Supporting Services	14.8	33.3	14.8	33.3	3.7	77.8	22.2			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.7
Average Class Size (English) = 21.8
Average Class Size (Other) = 26.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.1	21.4	61.4

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	3.500
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			
Classroom	38.200	**Instructional Support Total**	6.625
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	1.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	5.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	60.800	**Other Support Total**	7.250
		Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	3.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
Other Professional Total	5.100	**Building Services Total**	6.500
		Food Services	3.625
Total Professional	68.900	**Total Supporting Services**	24.000

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	45	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
969	969	906	906	853	854	904	902

School Personnel Costs	
Professional Salaries	$6,044,897
Supporting Services Salaries	$1,071,189
Employee Benefits	$1,843,584
Total Allocated Cost	**$8,959,670**

[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 2013–2014 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

2014–2015 Enrollment = 942													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.6**	**52.4**	**≤5.0**	**27.2**	**10.8**	**9.1**	**≤5.0**	**48.5**	**≤5.0**	Grade 6	300	31.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	321	34.1
FARMS	**8.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	321	34.1
SPED	**14.9**	5.4	9.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.0	≤5.0	Total	942	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	37.1	29.3	33.6

Other Participation	
Students now or have in the past received FARMS[2] = 12.4%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%	Suspension Rate[2] [3] [4] --

School Programs

Autism
Autism Resource Services
Learning and Academic Disabilities
Learning for Independence
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.2	94.8	92.6	≥95.0	89.2	93.1
Asian	92.7	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	69.6	83.3	75.0	89.7	51.9	88.9
Hispanic/Latino	85.7	87.5	87.5	≥95.0	78.6	82.1
White	90.2	≥95.0	93.6	94.9	93.8	94.5
Two or More Races	≥95.0	≥95.0	≥95.0	≥95.0	70.0	80.0
FARMS	47.6	73.9	72.2	94.1	72.2	94.4
ESOL	--	--	84.6	92.3	--	--
SPED	35.5	58.1	70.0	69.0	44.4	55.6

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	72.0	≥95.0
Asian	87.6	≥95.0
Black or African American	14.3	--
Hispanic/Latino	57.6	≥95.0
White	76.5	≥95.0
Two or More Races	60.0	--
ESOL	31.3	--
FARMS	22.7	--
SPED	16.3	--

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	13.2	7.9	3.9	75.0	0.0	77.6	22.4			
Supporting Services	22.4	10.2	12.2	53.1	2.0	65.3	34.7	206	98.5	1.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.1
Average Class Size (English) = 24.2
Average Class Size (Other) = 27.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.7	38.2	42.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.500
Asst School Administrator		Special Education	19.062
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	40.000	**Instructional Support Total**	23.187
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	0.600	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.000
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	13.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.250
		Other Support Total	7.250
Teachers Total	65.200	Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	1.900	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	6.900	Food Services	3.125
Total Professional	75.100	**Total Supporting Services**	42.062

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,129	1,129	959	965	996	1,002	1,032	1,029

School Personnel Costs	
Professional Salaries	$6,085,782
Supporting Services Salaries	$1,746,909
Employee Benefits	$2,138,306
Total Allocated Cost	**$9,970,997**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,204

	% 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**	**26.5**	**25.2**	**25.7**	**≤5.0**	**17.0**	**5.3**	Grade 6	450	37.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	380	31.6
FARMS	**33.6**	17.3	16.3	≤5.0	≤5.0	14.0	14.5	≤5.0	≤5.0	≤5.0	Grade 8	374	31.1
SPED	**9.5**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,204	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	72.8	9.6	17.5

Other Participation

Students now or have in the past received FARMS[2] = 46.9%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.0%
Suspension Rate[2] [3] [4] 4.8%

School Programs

Excel Beyond the Bell
Gifted and Talented/Learning Disabled
Humanities and Communication Magnet Program
Identity
International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Learning for Independence
Mathematics, Science, Computer Science Magnet Program
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.4	89.9	76.7	85.4	69.4	85.4
Asian	≥95.0	≥95.0	94.9	≥95.0	≥95.0	≥95.0
Black or African American	48.8	79.6	51.6	82.1	45.9	76.5
Hispanic/Latino	65.3	88.2	68.3	71.6	54.2	78.3
White	88.7	92.6	94.0	91.4	82.9	92.9
Two or More Races	85.0	90.5	77.8	80.0	68.2	77.3
FARMS	53.5	82.0	55.9	72.3	48.9	70.7
ESOL	8.3	41.7	17.6	28.6	52.9	47.1
SPED	33.3	60.0	47.8	45.0	33.3	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	55.5	≥95.0
Asian	87.6	≥95.0
Black or African American	30.2	93.9
Hispanic/Latino	35.3	≥95.0
White	68.9	≥95.0
Two or More Races	54.5	93.3
ESOL	11.1	--
FARMS	25.7	88.9
SPED	14.1	91.7

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	2.2	19.4	4.3	69.9	4.3	68.8	31.2			
Supporting Services	2.4	34.1	14.6	43.9	4.9	78.0	22.0	252	94.4	5.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.1
Average Class Size (English) = 24.0
Average Class Size (Other) = 27.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.1	44.1	40.9

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	9.834
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	5.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Classroom	53.200	Instructional Data Assistant	0.875
Resource/Team Leader/ Content Specialist	12.000	**Instructional Support Total**	13.209
Staff Development	1.000	Other Support	
ESOL	1.000	Administrative Secretary	1.000
Alternative	1.000	School Financial Assistant	1.000
Reading/Literacy	0.600	Secretary	4.250
Special Education:		Media Services Technician	
Classroom	10.000	Parent/Community Coord	
Resource Program	1.000	Security Assistant	2.000
Teachers Total	79.800	Lunch Hour Aide	0.500
Other Professional		**Other Support Total**	8.750
Counselor	5.000	Building Services	
Media Specialist	1.000	Manager	1.000
Spec Ed Related Services	1.100	Leader	1.000
Other Professional Total	7.100	Worker	5.500
		Plant Equipment Operator	1.000
		Building Services Total	8.500
		Food Services	4.250
Total Professional	91.900	**Total Supporting Services**	34.709

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	56	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,231	1,231	1,264	1,297	1,279	1,279	1,291	1,286

School Personnel Costs

Professional Salaries	$7,594,357
Supporting Services Salaries	$1,547,540
Employee Benefits	$2,393,274
Total Allocated Cost	**$11,535,171**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 863													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**56.2**	**43.8**	**≤5.0**	**14.9**	**19.0**	**38.4**	**≤5.0**	**23.2**	**≤5.0**	Grade 6	310	35.9
ESOL	**15.5**	7.1	8.5	≤5.0	≤5.0	≤5.0	11.4	≤5.0	≤5.0	≤5.0	Grade 7	277	32.1
FARMS	**45.3**	23.6	21.7	≤5.0	≤5.0	11.9	29.2	≤5.0	≤5.0	≤5.0	Grade 8	276	32.0
SPED	**7.9**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	863	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	76.5	22.1	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 56.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.1%	Suspension Rate[2] [3] [4] 3.8%

School Programs

Emotional Disabilities

Humanities and Communication Magnet Program

Linkages to Learning

Multidisciplinary Educational Training and Support (METS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.8	81.8	63.3	76.9	62.4	79.3
Asian	89.4	88.6	78.9	86.8	77.8	82.2
Black or African American	64.3	78.3	50.0	64.3	53.4	81.0
Hispanic/Latino	57.0	68.6	39.6	64.5	42.2	64.3
White	≥95.0	≥95.0	≥95.0	≥95.0	93.3	≥95.0
Two or More Races	94.1	≥95.0	92.9	92.9	81.3	≥95.0
FARMS	56.5	67.9	36.8	59.8	40.4	65.5
ESOL	5.6	24.1	10.8	27.8	16.1	23.3
SPED	≤5.0	31.6	18.2	31.8	10.7	25.0

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	47.0	≥95.0
Asian	73.3	≥95.0
Black or African American	39.0	≥95.0
Hispanic/Latino	17.1	≥95.0
White	90.2	≥95.0
Two or More Races	68.8	≥95.0
ESOL	6.3	--
FARMS	20.1	≥95.0
SPED	6.9	--

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	3.9	23.7	9.2	63.2	0.0	67.1	32.9			
Supporting Services	8.1	40.5	21.6	29.7	0.0	67.6	32.4	210	95.7	4.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.0
Average Class Size (English) = 23.2
Average Class Size (Other) = 24.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.7	38.2	42.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.312
Asst School Administrator		Special Education	6.062
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	4.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Classroom	40.000	Instructional Data Assistant	0.750
Resource/Team Leader/ Content Specialist	12.000	**Instructional Support Total**	9.999
Staff Development	1.000	Other Support	
ESOL	2.000	Administrative Secretary	1.000
Alternative	1.000	School Financial Assistant	1.000
Reading/Literacy		Secretary	3.500
Special Education:		Media Services Technician	
Classroom	6.400	Parent/Community Coord	0.687
Resource Program	2.000	Security Assistant	2.000
Teachers Total	64.400	Lunch Hour Aide	
Other Professional		**Other Support Total**	8.187
Counselor	3.500	Building Services	
Media Specialist	1.000	Manager	1.000
Spec Ed Related Services	0.500	Leader	1.000
Other Professional Total	5.000	Worker	6.000
		Plant Equipment Operator	1.000
		Building Services Total	9.000
		Food Services	3.563
Total Professional	73.400	**Total Supporting Services**	30.749

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,024	1,024	909	971	1,014	1,054	1,067	1,095

School Personnel Costs

Professional Salaries	$6,073,176
Supporting Services Salaries	$1,373,114
Employee Benefits	$2,006,783
Total Allocated Cost	**$9,453,073**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

William H. Farquhar Middle School - #507

Principal: Mr. Joel L. Beidleman | 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: 7:55 - 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

2014–2015 Enrollment = 582													
	% 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**	**14.3**	**15.5**	**13.9**	**≤5.0**	**50.2**	**6.2**	Grade 6	212	36.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	176	30.2
FARMS	**11.9**	6.4	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	194	33.3
SPED	**9.8**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	582	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	14.0	19.3

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] = 5.7%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Learning and Academic Disabilities
Learning for Independence
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.5	93.6	80.3	94.6	77.1	88.7
Asian	91.2	94.1	89.5	≥95.0	83.3	87.5
Black or African American	71.9	93.8	65.0	≥95.0	62.9	74.3
Hispanic/Latino	77.3	≥95.0	66.7	89.3	63.6	86.4
White	90.3	93.1	84.4	94.9	82.6	92.3
Two or More Races	92.3	92.3	--	--	78.6	≥95.0
FARMS	81.0	81.0	46.7	86.4	43.5	69.6
ESOL	--	--	--	--	--	--
SPED	64.3	64.3	28.6	64.7	37.0	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	65.7	≥95.0
Asian	75.0	≥95.0
Black or African American	47.2	≥95.0
Hispanic/Latino	47.8	≥95.0
White	73.7	≥95.0
Two or More Races	60.0	--
ESOL	--	--
FARMS	20.8	--
SPED	16.1	--

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	7.7	3.8	84.6	0.0	75.0	25.0			
Supporting Services	10.7	17.9	21.4	50.0	0.0	82.1	17.9	134	91.0	9.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.8
Average Class Size (English) = 25.7
Average Class Size (Other) = 26.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.2	34.6	46.2

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	6.750
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.750
Teachers		Instructional Data Assistant	0.750
Classroom	24.000	**Instructional Support Total**	8.625
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	0.200	School Financial Assistant	1.000
Alternative		Secretary	1.999
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	5.800	Security Assistant	1.000
Resource Program	1.000	Lunch Hour Aide	0.250
Teachers Total	40.000	**Other Support Total**	5.249
Other Professional		**Building Services**	
Counselor	3.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.700	Worker	3.500
		Plant Equipment Operator	1.000
Other Professional Total	4.700	**Building Services Total**	6.500
		Food Services	2.500
Total Professional	47.700	**Total Supporting Services**	22.874

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
906	752	588	615	593	592	577	580

School Personnel Costs	
Professional Salaries	$4,099,359
Supporting Services Salaries	$964,093
Employee Benefits	$1,345,751
Total Allocated Cost	**$6,409,203**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Forest Oak Middle School - #248

Principal: Dr. Arthur Williams
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Goshen, Rosemont, Summit Hall, Washington Grove

651 Saybrooke Oaks Boulevard Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/forestoakms/

Office Phone: (301) 670-8242
Fax Number: (301) 840-5322
Cluster: Gaithersburg
Receiving Schools: Gaithersburg HS

2014–2015 Enrollment = 823													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.7**	**51.3**	**≤5.0**	**7.4**	**27.3**	**47.4**	**≤5.0**	**13.5**	**≤5.0**	Grade 6	257	31.2
ESOL	**18.2**	8.3	10.0	≤5.0	≤5.0	≤5.0	14.2	≤5.0	≤5.0	≤5.0	Grade 7	285	34.6
FARMS	**59.5**	28.2	31.3	≤5.0	≤5.0	18.7	34.1	≤5.0	≤5.0	≤5.0	Grade 8	281	34.1
SPED	**13.2**	5.2	8.0	≤5.0	≤5.0	≤5.0	7.0	≤5.0	≤5.0	≤5.0	Total	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).

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	12.8	8.3

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] = 16.5%	Suspension Rate[2] [3] [4] 6.0%

School Programs

Advancement Via Individual Determination (AVID)
Identity
Learning and Academic Disabilities
Linkages to Learning
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.2	83.3	59.5	82.7	50.6	80.1
Asian	88.2	93.8	85.0	87.5	84.6	88.0
Black or African American	75.8	86.6	50.8	70.4	43.9	75.8
Hispanic/Latino	57.7	76.3	51.2	85.4	38.6	75.2
White	86.1	88.6	85.7	93.1	70.6	≥95.0
Two or More Races	≥95.0	93.3	72.7	--	69.2	84.6
FARMS	66.9	77.6	49.3	75.0	40.6	75.2
ESOL	32.0	40.0	17.3	55.9	18.8	52.0
SPED	29.6	50.0	18.2	59.1	28.0	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	32.6	93.4
Asian	73.1	94.7
Black or African American	25.7	90.0
Hispanic/Latino	20.5	92.3
White	51.4	≥95.0
Two or More Races	46.2	--
ESOL	6.4	80.0
FARMS	18.8	92.6
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	2.8	15.5	8.5	69.0	2.8	70.4	29.6			
Supporting Services	9.1	9.1	39.4	42.4	0.0	78.8	21.2	185	99.5	0.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.7
Average Class Size (English) = 23.3
Average Class Size (Other) = 24.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.4	40.8	33.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	8.686
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	33.400	**Instructional Support Total**	10.811
Resource/Team Leader/ Content Specialist	12.000	**Other Support**	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy		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	61.200	**Other Support Total**	7.125
Other Professional		**Building Services**	
Counselor	3.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.800	Worker	4.000
		Plant Equipment Operator	1.000
Other Professional Total	5.300	**Building Services Total**	7.000
		Food Services	3.500
Total Professional	69.500	**Total Supporting Services**	28.436

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
949	949	797	790	835	876	972	1,019

School Personnel Costs

Professional Salaries	$5,471,749
Supporting Services Salaries	$1,178,700
Employee Benefits	$1,772,308
Total Allocated Cost	**$8,422,757**

[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 2013–2014 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

2014–2015 Enrollment = 1,139													
	% 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**	**34.9**	**≤5.0**	**6.3**	**≤5.0**	**48.6**	**5.4**	Grade 6	346	30.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	397	34.9
FARMS	**5.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	396	34.8
SPED	**5.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,139	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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] = 9.9%

Attendance Rate[2] [3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.4%

Suspension Rate[2] [3] [4] --

School Programs

Learning and Academic Disabilities

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.1	≥95.0	93.9	≥95.0	89.3	93.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	68.8	87.5	66.7	92.3	60.0	70.0
Hispanic/Latino	79.2	≥95.0	75.0	93.8	73.9	87.0
White	≥95.0	≥95.0	94.3	≥95.0	91.4	94.3
Two or More Races	94.1	≥95.0	90.0	≥95.0	90.5	≥95.0
FARMS	60.0	84.0	61.1	81.8	46.7	76.7
ESOL	--	--	--	--	--	--
SPED	59.1	81.8	59.1	78.9	44.4	63.0

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	79.7	≥95.0
Asian	91.3	≥95.0
Black or African American	45.2	92.9
Hispanic/Latino	52.0	≥95.0
White	80.6	≥95.0
Two or More Races	80.0	≥95.0
ESOL	44.4	≥95.0
FARMS	38.7	90.0
SPED	31.0	--

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	7.8	6.5	7.8	76.6	1.3	68.8	31.2			
Supporting Services	25.8	19.4	6.5	48.4	0.0	71.0	29.0	247	96.4	3.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 14.4
Average Class Size (English) = 24.8
Average Class Size (Other) = 28.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.1	37.7	53.2

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	4.125
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.875
Classroom	50.000	**Instructional Support Total**	7.500
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	0.600	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.250
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	3.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
Teachers Total	66.200	**Other Support Total**	7.625
Other Professional		Building Services	
Counselor	4.500	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	6.000	**Building Services Total**	8.000
		Food Services	3.500
Total Professional	76.200	**Total Supporting Services**	26.625

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,075	1,075	1,128	1,088	1,069	1,029	981	928

School Personnel Costs

Professional Salaries	$6,767,818
Supporting Services Salaries	$1,196,512
Employee Benefits	$2,082,174
Total Allocated Cost	**$10,046,504**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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, Maryvale (French Immersion) | Receiving Schools: Gaithersburg HS

2014–2015 Enrollment = 750

	% 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**	**9.3**	**22.9**	**41.2**	**≤5.0**	**21.2**	**5.1**	Grade 6	258	34.4
ESOL	**14.1**	5.5	8.7	≤5.0	≤5.0	≤5.0	12.8	≤5.0	≤5.0	≤5.0	Grade 7	230	30.7
FARMS	**47.7**	22.3	25.5	≤5.0	≤5.0	12.0	28.7	≤5.0	≤5.0	≤5.0	Grade 8	262	34.9
SPED	**17.5**	≤5.0	13.2	≤5.0	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0	Total	750	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	23.7	45.8	30.5

Other Participation

Students now or have in the past received FARMS[2] = 60.9%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.7%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Autism
Autism Resource Services
Bridge
Identity
Learning and Academic Disabilities
Linkages to Learning
Partial French Immersion

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	63.9	75.2	52.5	77.3	59.1	76.4
Asian	87.0	91.3	92.0	92.0	81.8	≥95.0
Black or African American	66.7	75.0	41.8	74.5	45.5	65.5
Hispanic/Latino	44.9	63.6	36.1	68.5	39.7	68.5
White	79.1	88.1	72.9	85.4	84.3	88.6
Two or More Races	92.3	84.6	75.0	91.7	80.0	80.0
FARMS	51.9	65.7	38.7	69.6	36.8	60.9
ESOL	11.5	34.6	14.6	41.7	--	26.7
SPED	24.3	51.4	23.3	39.5	17.9	35.9

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	48.7	≥95.0
Asian	69.2	--
Black or African American	40.0	≥95.0
Hispanic/Latino	26.9	≥95.0
White	71.8	≥95.0
Two or More Races	80.0	--
ESOL	≤5.0	--
FARMS	28.1	≥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	2.9	14.7	2.9	77.9	1.5	79.4	20.6			
Supporting Services	15.9	22.7	11.4	47.7	0.0	63.6	36.4	174	98.3	1.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.4
Average Class Size (English) = 23.1
Average Class Size (Other) = 24.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.2	32.4	51.5

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	16.436
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	25.500	**Instructional Support Total**	18.561
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	1.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.250
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	12.000	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
Teachers Total	56.300	**Other Support Total**	7.625
		Building Services	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	1.100	Plant Equipment Operator	1.000
Other Professional Total	5.100	**Building Services Total**	8.500
		Food Services	3.187
Total Professional	64.400	**Total Supporting Services**	37.873

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	41	0	1	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
933	933	778	830	853	894	934	975

School Personnel Costs	
Professional Salaries	$5,567,800
Supporting Services Salaries	$1,616,927
Employee Benefits	$1,981,607
Total Allocated Cost	**$9,166,334**

[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 2013–2014 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) 968-3740
Fax Number: (301) 469-1013
Cluster: Winston Churchill
Receiving Schools: Churchill

2014–2015 Enrollment = 1,063													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.8**	**54.2**	**≤5.0**	**29.7**	**7.1**	**5.6**	**≤5.0**	**50.8**	**6.7**	Grade 6	320	30.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	347	32.6
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	396	37.3
SPED	**10.9**	≤5.0	8.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.3	≤5.0	Total	1,063	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	14.7	35.3

Other Participation

Students now or have in the past received FARMS[2] = 7.5%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.3%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Bridge
Learning and Academic Disabilities
Partial Chinese Immersion

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	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	≥95.0
Black or African American	83.3	78.6	91.3	82.6	84.6	84.6
Hispanic/Latino	92.0	≥95.0	≥95.0	90.0	82.6	87.0
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	83.3	80.0	81.3	81.3	76.9	84.6
ESOL	--	--	--	--	--	--
SPED	75.8	60.7	73.8	76.2	70.4	77.8

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	82.4	≥95.0
Asian	94.0	≥95.0
Black or African American	60.0	≥95.0
Hispanic/Latino	60.9	≥95.0
White	81.3	≥95.0
Two or More Races	≥95.0	≥95.0
ESOL	25.0	--
FARMS	30.8	--
SPED	17.2	--

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	8.9	5.1	3.8	79.7	1.3	73.4	26.6			
Supporting Services	29.3	12.2	7.3	51.2	0.0	65.9	34.1	228	95.6	4.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.4
Average Class Size (English) = 26.4
Average Class Size (Other) = 28.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.9	35.4	50.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.500
Asst School Administrator	1.000	Special Education	10.250
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.875
Classroom	42.800	**Instructional Support Total**	14.500
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	0.400	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	9.200	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
Teachers Total	65.800	**Other Support Total**	8.125
Other Professional		Building Services	
Counselor	4.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.900	Worker	6.000
		Plant Equipment Operator	1.000
Other Professional Total	5.900	**Building Services Total**	9.000
		Food Services	3.000
Total Professional	75.700	**Total Supporting Services**	34.625

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	52	0	0	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,139	1,139	1,023	1,018	992	938	917	907

School Personnel Costs

Professional Salaries	$6,605,552
Supporting Services Salaries	$1,510,987
Employee Benefits	$2,171,994
Total Allocated Cost	**$10,288,533**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 943													
	% 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**	**10.3**	**42.6**	**40.1**	**≤5.0**	**≤5.0**	**≤5.0**	Grade 6	317	33.6
ESOL	**13.3**	5.8	7.4	≤5.0	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	Grade 7	332	35.2
FARMS	**63.2**	32.6	30.6	≤5.0	5.4	26.6	30.2	≤5.0	≤5.0	≤5.0	Grade 8	294	31.2
SPED	**10.4**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	943	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	79.6	19.4	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 78.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.0%	Suspension Rate[2] [3] [4] 3.2%

School Programs

Counseling Buddy Program
International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Maryland Meals for Achievement
Positive Behavioral Interventions and Supports (PBIS)
Recycling Program

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	54.4	79.7	51.9	79.6	55.7	76.9
Asian	82.1	84.8	82.4	85.3	83.3	88.1
Black or African American	55.4	76.7	47.8	77.9	49.3	72.9
Hispanic/Latino	44.4	77.9	42.6	76.3	51.9	75.5
White	--	≥95.0	84.6	≥95.0	76.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	50.3	77.6	47.0	74.4	51.8	71.6
ESOL	14.8	35.5	15.4	43.1	28.9	48.6
SPED	20.7	47.1	11.5	42.3	27.6	37.9

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	39.5	84.2
Asian	64.3	92.3
Black or African American	35.8	79.5
Hispanic/Latino	34.9	88.0
White	50.0	83.3
Two or More Races	--	--
ESOL	20.5	85.0
FARMS	35.4	82.7
SPED	10.7	--

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	4.1	37.0	2.7	49.3	6.8	68.5	31.5	245	83.7	16.3
Supporting Services	12.1	39.4	24.2	24.2	0.0	63.6	36.4			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.5
Average Class Size (English) = 22.7
Average Class Size (Other) = 26.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.5	38.4	41.1

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	5.250
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			
Classroom	41.200	**Instructional Support Total**	8.375
Resource/Team Leader/ Content Specialist	11.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.200	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	5.400	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	62.800	**Other Support Total**	7.250
		Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
Other Professional Total	5.600	**Building Services Total**	8.000
		Food Services	3.500
Total Professional	71.400	**Total Supporting Services**	27.125

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
961	961	986	957	959	970	1,012	1,013

School Personnel Costs	
Professional Salaries	$5,724,277
Supporting Services Salaries	$1,163,135
Employee Benefits	$1,847,812
Total Allocated Cost	**$8,735,224**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Dr. Martin Luther King, Jr. Middle School - #107

Principal: Ms. Dana E. Davison | 13737 Wisteria Drive Germantown, MD 20874 | Office Phone: (301) 353-8080
Associate Supt: Dr. Darryl L. Williams | Fax Number: (301) 601-0399
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/mlkms/ | Cluster: Seneca Valley
Feeder Schools: Lake Seneca, Dr. Sally K. Ride, Waters Landing | Receiving Schools: Seneca Valley

2014–2015 Enrollment = 611													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**14.1**	**32.4**	**28.8**	**≤5.0**	**18.5**	**6.2**	Grade 6	188	30.8
ESOL	**11.1**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	7.5	≤5.0	≤5.0	≤5.0	Grade 7	231	37.8
FARMS	**46.8**	22.4	24.4	≤5.0	≤5.0	20.1	18.0	≤5.0	≤5.0	≤5.0	Grade 8	192	31.4
SPED	**11.9**	≤5.0	7.7	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	Total	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).

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	34.2	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 61.4%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.9%
Suspension Rate[2] [3] [4] 3.2%

School Programs

Learning and Academic Disabilities
Middle School Reform Lite
Middle Years Program (MYP) Candidate School
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	59.9	78.1	63.0	82.6	57.7	82.4
Asian	89.7	93.3	91.3	≥95.0	79.2	≥95.0
Black or African American	36.9	62.1	51.9	66.7	34.3	75.4
Hispanic/Latino	56.1	77.4	54.2	83.3	53.3	73.9
White	75.0	90.2	72.5	91.2	78.7	93.5
Two or More Races	90.0	90.9	70.0	--	76.9	92.3
FARMS	44.2	63.4	44.0	75.0	44.9	70.5
ESOL	23.5	37.5	25.0	52.9	28.6	53.8
SPED	13.6	33.3	22.2	42.9	17.6	18.8

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

Dr. Martin Luther King, Jr. 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	65.1	93.3
Asian	87.0	≥95.0
Black or African American	52.0	88.4
Hispanic/Latino	50.0	88.9
White	85.1	≥95.0
Two or More Races	83.3	91.7
ESOL	52.4	84.6
FARMS	49.5	86.2
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	1.9	26.4	5.7	64.2	0.0	77.4	22.6			
Supporting Services	9.7	25.8	16.1	45.2	3.2	67.7	32.3	134	96.3	3.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 24.8
Average Class Size (Other) = 23.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.5	41.5	34.0

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	7.000
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	26.600	**Instructional Support Total**	9.000
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	1.400	School Financial Assistant	1.000
Alternative Reading/Literacy	1.000	Secretary	2.250
Special Education:		Media Services Technician	
		Parent/Community Coord	
Classroom	5.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	45.800	**Other Support Total**	6.750
		Building Services	
Other Professional		Manager	1.000
Counselor	2.500	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	8.000
Other Professional Total	4.000		
		Food Services	3.000
Total Professional	52.800	**Total Supporting Services**	26.750

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
905	905	639	612	682	686	753	728

School Personnel Costs	
Professional Salaries	$4,101,945
Supporting Services Salaries	$1,093,124
Employee Benefits	$1,377,863
Total Allocated Cost	**$6,572,932**

[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 2013–2014 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

2014–2015 Enrollment = 1,002													
	% 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**	**26.8**	**20.8**	**13.0**	**≤5.0**	**34.2**	**5.2**	Grade 6	344	34.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	315	31.4
FARMS	**17.0**	8.1	8.9	≤5.0	≤5.0	8.6	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	343	34.2
SPED	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,002	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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] = 26.2%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.4	92.5	87.8	92.9	74.1	87.2
Asian	93.3	92.1	≥95.0	≥95.0	82.6	91.9
Black or African American	60.4	82.7	74.7	87.5	60.0	81.6
Hispanic/Latino	73.0	94.7	71.1	86.0	60.5	81.4
White	89.6	≥95.0	≥95.0	≥95.0	82.7	89.4
Two or More Races	84.0	92.0	≥95.0	83.3	75.0	90.0
FARMS	60.4	83.0	73.5	90.8	52.6	79.2
ESOL	41.7	45.5	--	--	30.0	40.0
SPED	45.5	59.1	63.2	75.0	25.9	48.1

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	72.5	94.6
Asian	85.9	≥95.0
Black or African American	51.9	93.9
Hispanic/Latino	61.4	≥95.0
White	80.6	94.0
Two or More Races	75.0	--
ESOL	41.7	--
FARMS	46.2	88.0
SPED	26.7	--

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	1.3	7.9	5.3	80.3	5.3	68.4	31.6			
Supporting Services	20.6	11.8	17.6	50.0	0.0	76.5	23.5	209	96.7	3.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.9
Average Class Size (English) = 24.7
Average Class Size (Other) = 27.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.3	46.1	48.7

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	45.800
Resource/Team Leader/ Content Specialist	9.000
Staff Development	1.000
ESOL	0.400
Alternative	0.600
Reading/Literacy	1.000
Special Education:	
Classroom	5.000
Resource Program	1.000
Teachers Total	63.800
Other Professional	
Counselor	4.000
Media Specialist	1.000
Spec Ed Related Services	0.500
Other Professional Total	5.500
Total Professional	73.300

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.999
Special Education	5.625
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.875
Instructional Support Total	9.374
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	0.250
Other Support Total	7.500
Building Services	
Manager	1.000
Leader	1.000
Worker	5.000
Plant Equipment Operator	1.000
Building Services Total	8.000
Food Services	3.375
Total Supporting Services	28.249

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,041	1,041	1,023	1,067	1,075	1,057	1,039	974

School Personnel Costs

Professional Salaries	$6,410,377
Supporting Services Salaries	$1,264,561
Employee Benefits	$2,035,456
Total Allocated Cost	**$9,710,394**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,000

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.1**	**48.9**	**≤5.0**	**14.4**	**12.4**	**18.5**	**≤5.0**	**50.3**	**≤5.0**	Grade 6	336	33.6
ESOL	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	340	34.0
FARMS	**22.5**	10.7	11.8	≤5.0	≤5.0	6.9	11.4	≤5.0	≤5.0	≤5.0	Grade 8	324	32.4
SPED	**13.1**	≤5.0	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,000	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	84.7	≤5.0	14.5

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] = 8.9%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Extensions
Facilitated Communications Program
Learning and Academic Disabilities
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.3	92.6	87.3	88.4	76.1	86.8
Asian	89.7	≥95.0	≥95.0	≥95.0	86.2	89.7
Black or African American	61.8	83.3	64.1	71.8	56.9	82.4
Hispanic/Latino	52.2	79.3	70.9	71.7	50.8	70.8
White	93.4	≥95.0	94.4	94.9	91.3	94.0
Two or More Races	83.3	≥95.0	≥95.0	≥95.0	78.6	92.9
FARMS	46.7	77.3	66.2	68.5	46.8	66.1
ESOL	20.0	56.3	31.3	18.8	36.4	36.4
SPED	36.6	70.2	69.2	54.3	34.1	46.3

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	59.4	93.9
Asian	63.6	≥95.0
Black or African American	39.6	≥95.0
Hispanic/Latino	32.8	84.0
White	76.8	≥95.0
Two or More Races	60.0	--
ESOL	39.1	81.8
FARMS	30.8	87.5
SPED	17.0	81.3

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	8.8	12.1	6.6	71.4	1.1	72.5	27.5			
Supporting Services	10.2	22.4	14.3	51.0	2.0	67.3	32.7	224	94.2	5.8

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.5
Average Class Size (English) = 25.1
Average Class Size (Other) = 25.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.1	47.3	40.7

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	20.687
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.875
Classroom	46.800	**Instructional Support Total**	24.062
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	1.200	School Financial Assistant	1.000
Alternative	0.600	Secretary	3.250
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	14.700	Security Assistant	2.000
Resource Program	1.500	Lunch Hour Aide	
		Other Support Total	7.250
Teachers Total	73.800	Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	3.000	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	8.000	Food Services	3.750
Total Professional	85.800	**Total Supporting Services**	43.562

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	51	0	1	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,122	1,122	1,047	1,063	1,062	1,106	1,135	1,184

School Personnel Costs

Professional Salaries	$7,166,707
Supporting Services Salaries	$1,803,581
Employee Benefits	$2,398,462
Total Allocated Cost	**$11,368,750**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Arcola, Glenallan, Kemp Mill

11800 Monticello Avenue Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/leems/

Office Phone: (301) 649-8100
Fax Number: (301) 649-8110
Cluster: Downcounty Consortium
Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2014–2015 Enrollment = 720													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.6**	**54.4**	**≤5.0**	**8.2**	**24.3**	**56.9**	**≤5.0**	**7.5**	**≤5.0**	Grade 6	256	35.6
ESOL	**19.7**	8.5	11.3	≤5.0	≤5.0	≤5.0	15.8	≤5.0	≤5.0	≤5.0	Grade 7	247	34.3
FARMS	**65.4**	31.7	33.8	≤5.0	≤5.0	14.9	44.2	≤5.0	≤5.0	≤5.0	Grade 8	217	30.1
SPED	**13.8**	≤5.0	9.0	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	Total	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).

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	63.6	31.3	5.1

Other Participation	
Students now or have in the past received FARMS[2] = 82.4%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.8%	Suspension Rate[2] [3] [4] 3.1%

School Programs

Advancement Via Individual Determination (AVID)
Excel Beyond the Bell
Extensions
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	61.0	78.4	58.4	77.8	43.3	72.4
Asian	68.4	87.0	92.9	91.7	62.5	87.5
Black or African American	72.1	82.0	59.0	75.5	37.9	72.3
Hispanic/Latino	53.2	72.4	51.3	75.0	39.6	65.6
White	63.2	94.7	73.3	≥95.0	--	--
Two or More Races	--	81.8	--	--	--	--
FARMS	56.6	73.6	49.6	72.1	38.6	67.9
ESOL	13.5	20.5	22.2	48.7	14.7	42.4
SPED	45.5	51.9	29.0	53.8	37.0	51.9

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	41.2	≥95.0
Asian	70.6	≥95.0
Black or African American	36.2	93.9
Hispanic/Latino	36.1	≥95.0
White	63.6	--
Two or More Races	--	--
ESOL	20.4	90.0
FARMS	38.5	≥95.0
SPED	27.3	--

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	1.6	23.4	6.3	65.6	3.1	68.8	31.3			
Supporting Services	5.7	28.6	25.7	34.3	2.9	62.9	37.1	159	95.6	4.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.1
Average Class Size (English) = 23.0
Average Class Size (Other) = 24.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.4	40.6	35.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	10.500
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	28.200	**Instructional Support Total**	12.625
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	3.000	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.700	Security Assistant	2.000
Resource Program	1.500	Lunch Hour Aide	0.375
Teachers Total	54.400	**Other Support Total**	7.125
Other Professional		Building Services	
Counselor	3.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.800	Worker	4.000
		Plant Equipment Operator	1.000
Other Professional Total	4.800	**Building Services Total**	7.000
		Food Services	3.687
Total Professional	62.200	**Total Supporting Services**	30.437

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	2	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
775	775	753	796	819	891	943	1,046

School Personnel Costs

Professional Salaries	$5,097,513
Supporting Services Salaries	$1,236,309
Employee Benefits	$1,709,300
Total Allocated Cost	**$8,043,122**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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: Brookhaven, Georgian Forest, Harmony Hills, Shriver, Strathmore, Viers Mill, Weller Road, Wheaton Woods | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2014–2015 Enrollment = 912

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**59.1**	**40.9**	**≤5.0**	**6.7**	**25.5**	**53.1**	**≤5.0**	**12.0**	**≤5.0**	Grade 6	312	34.2
ESOL	**18.4**	8.8	9.6	≤5.0	≤5.0	≤5.0	15.9	≤5.0	≤5.0	≤5.0	Grade 7	318	34.9
FARMS	**60.9**	35.2	25.7	≤5.0	≤5.0	15.1	39.9	≤5.0	≤5.0	≤5.0	Grade 8	282	30.9
SPED	**12.4**	5.2	7.2	≤5.0	≤5.0	≤5.0	6.6	≤5.0	≤5.0	≤5.0	Total	912	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	72.6	26.5	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 75.8%

Attendance Rate[2] [3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.7%

Suspension Rate[2] [3] [4] 5.2%

School Programs

Excel Beyond the Bell
Learning and Academic Disabilities
Linkages to Learning
Magnet School for Creative and Performing Arts
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	51.0	72.8	47.2	74.1	39.2	67.6
Asian	84.2	93.3	64.7	93.8	61.1	94.4
Black or African American	37.8	72.1	40.7	65.1	27.9	65.6
Hispanic/Latino	43.0	64.7	42.1	73.2	30.7	60.4
White	91.7	93.8	65.8	84.2	78.8	87.9
Two or More Races	--	--	--	--	50.0	60.0
FARMS	40.8	61.1	40.0	66.7	29.3	59.1
ESOL	7.1	16.2	10.6	36.2	5.1	15.8
SPED	17.6	33.3	5.9	38.2	6.5	22.6

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	30.5	88.0
Asian	52.6	90.0
Black or African American	28.6	86.2
Hispanic/Latino	20.1	86.7
White	69.7	90.0
Two or More Races	30.0	--
ESOL	≤5.0	--
FARMS	19.9	88.0
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	1.3	21.1	7.9	67.1	1.3	68.4	31.6			
Supporting Services	8.6	28.6	25.7	34.3	2.9	80.0	20.0	208	91.8	8.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.3
Average Class Size (English) = 27.5
Average Class Size (Other) = 28.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.7	43.4	32.9

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	6.437
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	37.200	**Instructional Support Total**	10.312
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	3.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	8.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.250
Teachers Total	65.800	**Other Support Total**	7.000
		Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
Other Professional Total	5.300	**Building Services Total**	7.500
		Food Services	5.500
Total Professional	75.100	**Total Supporting Services**	30.312

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
897	897	939	949	996	1,065	1,096	1,094

School Personnel Costs

Professional Salaries	$5,841,437
Supporting Services Salaries	$1,249,171
Employee Benefits	$1,839,600
Total Allocated Cost	**$8,930,208**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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 | 19300 Watkins Mill Road Montgomery Village, MD 20886 | Office Phone: (301) 840-4660
Associate Supt: Dr. Darryl L. Williams | | Fax Number: (301) 840-6388
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/mvms/ | Cluster: Watkins Mill
Feeder Schools: Stedwick, Watkins Mill, Whetstone | | Receiving Schools: Watkins Mill

2014–2015 Enrollment = 658

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.9**	**54.1**	**≤5.0**	**9.7**	**31.8**	**45.9**	**≤5.0**	**8.5**	**≤5.0**	Grade 6	236	35.9
ESOL	**14.6**	5.3	9.3	≤5.0	≤5.0	≤5.0	10.8	≤5.0	≤5.0	≤5.0	Grade 7	222	33.7
FARMS	**62.3**	30.2	32.1	≤5.0	≤5.0	22.9	33.1	≤5.0	≤5.0	≤5.0	Grade 8	200	30.4
SPED	**16.0**	7.1	8.8	≤5.0	≤5.0	5.9	6.5	≤5.0	≤5.0	≤5.0	Total	658	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	41.0	35.2	23.8

Other Participation

Students now or have in the past received FARMS[2] = 77.7%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 18.2%
Suspension Rate[2] [3] [4] 4.1%

School Programs

Autism
Excel Beyond the Bell
Identity
International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase I
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	44.0	70.7	46.2	64.3	40.0	70.5
Asian	72.2	94.1	80.0	--	61.9	68.4
Black or African American	31.8	65.2	39.2	50.9	34.1	64.6
Hispanic/Latino	43.6	64.8	40.0	70.5	33.0	68.9
White	47.6	90.5	82.4	83.3	78.3	91.3
Two or More Races	70.0	80.0	50.0	--	23.1	84.6
FARMS	35.7	66.2	35.2	52.4	31.2	63.0
ESOL	11.8	26.7	9.1	29.2	7.5	24.3
SPED	15.8	31.6	11.1	30.0	5.6	33.3

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	35.9	85.2
Asian	47.8	--
Black or African American	29.9	87.9
Hispanic/Latino	30.7	78.8
White	70.8	≥95.0
Two or More Races	30.8	--
ESOL	14.8	80.0
FARMS	25.5	81.8
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	22.4	1.7	75.9	0.0	70.7	29.3			
Supporting Services	8.3	16.7	27.8	44.4	2.8	72.2	27.8	155	89.7	10.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.7
Average Class Size (English) = 23.0
Average Class Size (Other) = 23.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.6	36.2	36.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.000
Asst School Administrator		Special Education	9.250
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	25.600	**Instructional Support Total**	12.875
Resource/Team Leader/ Content Specialist	11.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.500
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	8.000	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	51.000	**Other Support Total**	7.000
		Building Services	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.800		
		Food Services	3.375
Total Professional	58.800	**Total Supporting Services**	30.750

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	39	0	3	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
894	894	704	720	748	762	786	782

School Personnel Costs

Professional Salaries	$4,689,058
Supporting Services Salaries	$1,270,644
Employee Benefits	$1,587,052
Total Allocated Cost	**$7,546,754**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Neelsville Middle School - #115

Principal: Ms. Lily (Vicky) V. Lake-Parcan
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: South Lake, Stedwick

11700 Neelsville Church Road Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/neelsvillems/

Office Phone: (301) 353-8064
Fax Number: (301) 353-8094
Cluster: Clarksburg, Watkins Mill
Receiving Schools: Watkins Mill

2014–2015 Enrollment = 915													
	% 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**	**8.0**	**34.6**	**44.7**	**≤5.0**	**8.3**	**≤5.0**	Grade 6	329	36.0
ESOL	**16.9**	5.7	11.3	≤5.0	≤5.0	≤5.0	13.9	≤5.0	≤5.0	≤5.0	Grade 7	294	32.1
FARMS	**64.2**	31.1	33.0	≤5.0	≤5.0	22.7	33.9	≤5.0	≤5.0	≤5.0	Grade 8	292	31.9
SPED	**9.3**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	915	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	65.9	34.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 80.9%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.7%
Suspension Rate[2] [3] [4] 3.2%

School Programs

Excel Beyond the Bell
Identity
Infants and Toddlers
International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	42.6	70.6	34.6	65.8	39.0	68.8
Asian	57.1	78.3	69.6	87.0	71.9	81.3
Black or African American	42.2	67.4	31.0	61.0	37.1	69.1
Hispanic/Latino	39.4	69.6	21.4	60.2	24.8	57.4
White	54.5	81.5	76.0	88.0	57.1	85.7
Two or More Races	30.0	66.7	40.0	73.3	54.5	≥95.0
FARMS	38.2	67.5	24.6	58.6	26.6	59.3
ESOL	7.7	32.5	8.9	40.0	13.2	20.6
SPED	15.8	27.3	14.3	28.6	--	31.6

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	48.0	59.9
Asian	64.9	80.0
Black or African American	50.0	55.2
Hispanic/Latino	35.2	50.5
White	70.0	87.0
Two or More Races	54.5	75.0
ESOL	23.6	44.2
FARMS	37.0	51.6
SPED	21.1	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	6.7	21.3	8.0	62.7	1.3	69.3	30.7			
Supporting Services	22.6	29.0	16.1	32.3	0.0	71.0	29.0	197	96.4	3.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.3
Average Class Size (English) = 23.9
Average Class Size (Other) = 25.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.3	40.0	34.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.625
Asst School Administrator		Special Education	4.810
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	44.500	**Instructional Support Total**	9.060
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	3.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	8.000	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.248
Teachers Total	68.100	**Other Support Total**	6.998
Other Professional		Building Services	
Counselor	4.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.600	Worker	4.500
		Plant Equipment Operator	1.000
Other Professional Total	5.600	**Building Services Total**	7.500
		Food Services	3.500
Total Professional	76.700	**Total Supporting Services**	27.058

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	41	0	4	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
922	922	959	977	997	1,060	1,132	1,128

School Personnel Costs	
Professional Salaries	$5,997,715
Supporting Services Salaries	$1,273,475
Employee Benefits	$1,885,120
Total Allocated Cost	**$9,156,310**

[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] 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 2013–2014 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

2014–2015 Enrollment = 600													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**10.7**	**17.2**	**50.5**	**≤5.0**	**18.0**	**≤5.0**	Grade 6	195	32.5
ESOL	**16.5**	8.0	8.5	≤5.0	≤5.0	≤5.0	13.8	≤5.0	≤5.0	≤5.0	Grade 7	201	33.5
FARMS	**54.0**	26.8	27.2	≤5.0	≤5.0	8.5	38.2	≤5.0	≤5.0	≤5.0	Grade 8	204	34.0
SPED	**17.0**	7.0	10.0	≤5.0	≤5.0	≤5.0	11.0	≤5.0	≤5.0	≤5.0	Total	600	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	7.8	27.5

Other Participation

Students now or have in the past received FARMS[2] = 67.5%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.3%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase II

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	68.3	87.6	63.8	83.4	69.0	85.6
Asian	82.4	90.9	80.0	82.6	73.9	87.5
Black or African American	72.7	89.7	56.3	84.6	65.2	82.6
Hispanic/Latino	51.4	80.5	51.8	81.4	57.8	80.0
White	≥95.0	≥95.0	93.1	90.9	91.8	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	51.4	84.4	56.0	80.5	55.1	77.0
ESOL	11.5	53.6	36.0	61.9	21.1	57.1
SPED	16.7	69.2	22.7	60.0	21.1	47.6

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	44.1	≥95.0
Asian	53.8	≥95.0
Black or African American	35.5	≥95.0
Hispanic/Latino	26.0	≥95.0
White	78.8	≥95.0
Two or More Races	--	--
ESOL	14.7	--
FARMS	25.7	≥95.0
SPED	8.6	--

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	5.2	27.6	10.3	53.4	1.7	70.7	29.3			
Supporting Services	18.8	28.1	28.1	25.0	0.0	71.9	28.1	151	98.7	1.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.4
Average Class Size (English) = 21.8
Average Class Size (Other) = 22.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.4	43.1	34.5

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	8.312
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	22.600	**Instructional Support Total**	10.312
Resource/Team Leader/ Content Specialist	12.000	**Other Support**	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.000	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.250
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	9.000	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	48.600	**Other Support Total**	6.750
Other Professional		**Building Services**	
Counselor	2.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.000	Worker	3.000
		Plant Equipment Operator	1.000
Other Professional Total	4.500	**Building Services Total**	6.000
		Food Services	3.812
Total Professional	56.100	**Total Supporting Services**	26.874

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
825	825	601	607	649	660	683	672

School Personnel Costs	
Professional Salaries	$4,493,674
Supporting Services Salaries	$1,162,369
Employee Benefits	$1,541,956
Total Allocated Cost	**$7,197,999**

[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] 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 2013–2014 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
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Ashburton, Kensington Parkwood, Wyngate

8935 Bradmoor Drive Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/northbethesdams/

Office Phone: (301) 571-3883
Fax Number: (301) 571-3881
Cluster: Walter Johnson
Receiving Schools: Walter Johnson

2014–2015 Enrollment = 949													
	% 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**	**10.2**	**6.7**	**12.8**	**≤5.0**	**63.5**	**6.2**	Grade 6	336	35.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	326	34.4
FARMS	**6.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	287	30.2
SPED	**8.6**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.1	≤5.0	Total	949	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	65.9	34.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 11.1%

Attendance Rate[2] [3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.6%

Suspension Rate[2] [3] [4] --

School Programs

Alternative Level I
C.A.R.E (Communication, Accountability, Respect, Environment)
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.2	≥95.0	87.8	94.5	83.6	≥95.0
Asian	≥95.0	93.9	92.9	94.1	92.6	≥95.0
Black or African American	71.4	93.8	60.7	73.1	72.7	≥95.0
Hispanic/Latino	70.7	≥95.0	≥95.0	≥95.0	76.5	93.9
White	90.2	≥95.0	90.4	≥95.0	84.0	94.5
Two or More Races	≥95.0	≥95.0	78.9	94.1	93.8	≥95.0
FARMS	71.4	≥95.0	73.7	80.0	--	--
ESOL	40.0	--	--	--	--	--
SPED	75.0	88.2	60.7	55.6	61.9	90.5

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	72.9	≥95.0
Asian	72.7	≥95.0
Black or African American	52.2	94.7
Hispanic/Latino	52.6	≥95.0
White	77.2	≥95.0
Two or More Races	94.7	≥95.0
ESOL	61.9	88.2
FARMS	--	--
SPED	20.8	--

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	9.9	8.5	4.2	77.5	0.0	76.1	23.9			
Supporting Services	20.0	13.3	20.0	46.7	0.0	73.3	26.7	186	97.3	2.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.6
Average Class Size (English) = 27.6
Average Class Size (Other) = 27.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.3	49.3	32.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	4.810
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	38.800	**Instructional Support Total**	7.935
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	1.200	School Financial Assistant	1.000
Alternative	0.400	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.200	Security Assistant	1.000
Resource Program	1.000	Lunch Hour Aide	0.249
Teachers Total	57.600	**Other Support Total**	5.999
Other Professional		Building Services	
Counselor	4.000	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	5.500	**Building Services Total**	7.500
		Food Services	3.000
Total Professional	66.100	**Total Supporting Services**	24.434

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1955	1999	20.0	0	2

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
864	1,208	1,024	1,113	1,172	1,184	1,195	1,162

School Personnel Costs

Professional Salaries	$5,276,868
Supporting Services Salaries	$1,093,945
Employee Benefits	$1,696,049
Total Allocated Cost	**$8,066,862**

[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).

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Parkland Middle School - #812

Principal: Dr. Benjamin T. OuYang
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Brookhaven, Harmony Hills, Shriver, Viers Mill, Weller Road, Wheaton Woods

4610 West Frankfort Drive Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/parklandms/

Office Phone: (301) 438-5700
Fax Number: (301) 460-2699
Cluster: Downcounty Consortium
Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2014–2015 Enrollment = 943

	% 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**	**19.3**	**21.1**	**44.3**	**≤5.0**	**11.8**	**≤5.0**	Grade 6	325	34.5
ESOL	**9.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0	Grade 7	318	33.7
FARMS	**49.9**	23.9	26.1	≤5.0	≤5.0	11.7	32.3	≤5.0	≤5.0	≤5.0	Grade 8	300	31.8
SPED	**9.3**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Total	943	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	67.0	31.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 65.0%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.6%
Suspension Rate[2] [3] [4] 5.8%

School Programs

Identity
Learning and Academic Disabilities
Linkages to Learning
Magnet School for Aerospace Technology
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.6	85.0	73.9	87.0	59.6	84.4
Asian	93.7	92.2	≥95.0	≥95.0	94.3	94.3
Black or African American	73.2	93.8	62.3	82.0	57.7	88.6
Hispanic/Latino	56.9	75.2	65.9	82.9	46.6	78.5
White	86.1	90.9	79.4	94.1	81.8	90.9
Two or More Races	85.7	92.3	72.7	81.8	--	--
FARMS	60.8	77.7	64.3	80.5	45.7	80.4
ESOL	36.7	40.0	28.2	66.7	16.7	59.1
SPED	46.9	63.3	40.0	66.7	29.2	62.5

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	42.3	91.7
Asian	88.2	≥95.0
Black or African American	44.6	88.4
Hispanic/Latino	23.0	84.3
White	73.9	≥95.0
Two or More Races	--	--
ESOL	13.9	--
FARMS	24.5	91.5
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	10.7	16.0	4.0	66.7	2.7	73.3	26.7			
Supporting Services	21.9	18.8	31.3	25.0	3.1	56.3	43.8	224	96.0	4.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.3
Average Class Size (English) = 27.3
Average Class Size (Other) = 27.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.0	46.7	33.3

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	4.375
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	4.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Classroom	40.400	Instructional Data Assistant	0.750
Resource/Team Leader/ Content Specialist	12.000	**Instructional Support Total**	7.500
Staff Development	1.000	Other Support	
ESOL	1.200	Administrative Secretary	1.000
Alternative	1.000	School Financial Assistant	1.000
Reading/Literacy	1.000	Secretary	2.750
Special Education:		Media Services Technician	
Classroom	6.000	Parent/Community Coord	
Resource Program	1.000	Security Assistant	2.000
Teachers Total	63.600	Lunch Hour Aide	0.500
Other Professional		**Other Support Total**	7.250
Counselor	4.000	Building Services	
Media Specialist	1.000	Manager	1.000
Spec Ed Related Services	0.800	Leader	1.000
Other Professional Total	5.800	Worker	5.000
		Plant Equipment Operator	1.000
		Building Services Total	8.000
		Food Services	4.375
Total Professional	73.400	**Total Supporting Services**	27.125

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	44	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
948	948	947	961	1,005	1,086	1,126	1,128

School Personnel Costs

Professional Salaries	$5,818,765
Supporting Services Salaries	$1,178,381
Employee Benefits	$1,868,999
Total Allocated Cost	**$8,866,145**

[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] 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 2013–2014 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

2014–2015 Enrollment = 904													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.1**	**49.9**	**≤5.0**	**9.3**	**10.0**	**11.8**	**≤5.0**	**63.5**	**≤5.0**	Grade 6	296	32.7
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	307	34.0
FARMS	**10.2**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	301	33.3
SPED	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	904	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	71.4	27.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 16.7%

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]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.6	93.5	90.3	91.7	82.1	88.5
Asian	80.8	90.9	≥95.0	≥95.0	82.6	91.3
Black or African American	73.3	84.0	86.2	89.7	48.6	67.6
Hispanic/Latino	82.9	84.0	82.9	82.9	60.0	77.1
White	89.7	≥95.0	91.2	92.8	93.4	94.7
Two or More Races	88.9	≥95.0	≥95.0	≥95.0	--	--
FARMS	58.6	71.4	65.5	75.9	44.4	73.0
ESOL	--	--	--	--	--	--
SPED	40.0	64.3	40.0	61.3	22.2	33.3

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	63.0	≥95.0
Asian	69.6	≥95.0
Black or African American	29.7	≥95.0
Hispanic/Latino	36.1	≥95.0
White	74.9	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	19.5	--
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	6.2	16.9	3.1	72.3	1.5	75.4	24.6			
Supporting Services	16.7	16.7	10.0	56.7	0.0	70.0	30.0	190	96.8	3.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.9
Average Class Size (English) = 25.6
Average Class Size (Other) = 28.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.1	35.4	41.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.499
Asst School Administrator		Special Education	4.937
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	37.800	**Instructional Support Total**	8.061
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.400	Secretary	2.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	4.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
Teachers Total	53.400	**Other Support Total**	7.125
Other Professional		Building Services	
Counselor	3.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.400	Worker	4.500
		Plant Equipment Operator	1.000
Other Professional Total	4.900	**Building Services Total**	7.500
		Food Services	2.625
Total Professional	61.300	**Total Supporting Services**	25.311

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
978	978	897	854	824	792	780	770

School Personnel Costs	
Professional Salaries	$5,103,197
Supporting Services Salaries	$1,094,267
Employee Benefits	$1,642,042
Total Allocated Cost	**$7,839,506**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John Poole Middle School - #247

Principal: Mr. Robert Sinclair Jr.
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

2014–2015 Enrollment = 326													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**5.8**	**≤5.0**	**11.3**	**≤5.0**	**72.1**	**5.8**	Grade 6	101	31.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	112	34.4
FARMS	**14.1**	7.4	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	113	34.7
SPED	**10.7**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.7	≤5.0	Total	326	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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] = 22.4%

Attendance Rate[2] [3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%

Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.0	90.7	76.8	91.6	78.3	89.9
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	66.7	83.3
Hispanic/Latino	--	--	--	≥95.0	--	--
White	88.4	89.5	78.9	94.3	78.8	91.3
Two or More Races	--	--	--	--	--	--
FARMS	60.0	90.0	38.5	76.2	56.3	56.3
ESOL	--	--	--	--	--	--
SPED	66.7	66.7	--	41.7	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	67.6	≥95.0
Asian	--	--
Black or African American	53.8	--
Hispanic/Latino	--	--
White	70.2	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	25.0	--
SPED	8.3	--

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	0.0	3.2	3.2	93.5	0.0	80.6	19.4			
Supporting Services	0.0	15.0	5.0	80.0	0.0	80.0	20.0	74	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.2
Average Class Size (English) = 27.1
Average Class Size (Other) = 25.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.7	25.8	64.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator		Special Education	3.375
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	2.000	Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Classroom	13.200	**Instructional Support Total**	5.000
Resource/Team Leader/ Content Specialist	5.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.400	Secretary	2.000
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	3.000	Security Assistant	1.000
Resource Program	1.000	Lunch Hour Aide	0.250
Teachers Total	24.600	**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	0.200	Worker	2.000
		Plant Equipment Operator	1.000
Other Professional Total	2.700	**Building Services Total**	5.000
		Food Services	1.625
Total Professional	29.300	**Total Supporting Services**	16.875

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
468	468	323	341	355	339	315	300

School Personnel Costs	
Professional Salaries	$2,850,583
Supporting Services Salaries	$821,638
Employee Benefits	$1,008,387
Total Allocated Cost	**$4,680,608**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,479

	% 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**	**11.9**	**≤5.0**	**7.8**	**≤5.0**	**72.9**	**5.5**	Grade 6	496	33.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	499	33.7
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	484	32.7
SPED	**8.6**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.4	≤5.0	Total	1,479	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	70.9	28.3	≤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] = ≤5.0%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Emotional Disabilities
Facilitated Communications Pilot
Learning and Academic Disabilities

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	94.7	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.6
Black or African American	--	--	72.7	90.9	80.0	≥95.0
Hispanic/Latino	91.2	94.9	93.1	≥95.0	92.3	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	94.9	≥95.0
Two or More Races	91.7	≥95.0	≥95.0	≥95.0	92.9	≥95.0
FARMS	--	--	--	--	80.0	--
ESOL	--	--	--	--	80.0	--
SPED	64.3	81.3	82.9	89.7	66.7	88.9

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	74.3	≥95.0
Asian	88.3	≥95.0
Black or African American	40.0	--
Hispanic/Latino	65.4	≥95.0
White	75.1	≥95.0
Two or More Races	70.4	≥95.0
ESOL	46.9	≥95.0
FARMS	40.0	--
SPED	32.4	≥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	3.7	6.5	2.8	86.9	0.0	73.8	26.2			
Supporting Services	17.8	15.6	17.8	48.9	0.0	80.0	20.0	285	97.5	2.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.9
Average Class Size (English) = 25.1
Average Class Size (Other) = 28.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.6	32.7	47.7

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	14.500
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			
Classroom	64.600	**Instructional Support Total**	18.500
Resource/Team Leader/ Content Specialist	10.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	1.800	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.500
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	9.200	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
Teachers Total	90.000	**Other Support Total**	7.875
		Building Services	
Other Professional		Manager	1.000
Counselor	5.500	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	7.200		
		Food Services	2.875
Total Professional	101.200	**Total Supporting Services**	38.250

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	59	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,289	1,289	1,490	1,478	1,470	1,502	1,509	1,443

School Personnel Costs	
Professional Salaries	$8,449,384
Supporting Services Salaries	$1,598,071
Employee Benefits	$2,681,898
Total Allocated Cost	**$12,729,353**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Redland Middle School - #562

Principal: Mr. Everett M. Davis
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

2014–2015 Enrollment = 543													
	% 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**	**11.4**	**19.9**	**33.3**	**≤5.0**	**30.9**	**≤5.0**	Grade 6	195	35.9
ESOL	**9.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.5	≤5.0	≤5.0	≤5.0	Grade 7	191	35.2
FARMS	**38.1**	21.5	16.6	≤5.0	≤5.0	11.0	21.4	≤5.0	≤5.0	≤5.0	Grade 8	157	28.9
SPED	**11.4**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	543	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	61.3	37.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 50.8%

Attendance Rate[2] [3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.3%

Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Courageous Young Men
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
Study Circles

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.9	85.5	71.8	89.0	67.5	78.7
Asian	≥95.0	≥95.0	92.3	94.4	79.2	79.2
Black or African American	60.5	84.2	61.9	85.2	34.8	69.6
Hispanic/Latino	59.3	74.6	52.4	82.4	54.7	62.3
White	91.9	93.5	91.7	≥95.0	86.5	94.3
Two or More Races	--	--	--	81.8	81.8	≥95.0
FARMS	55.4	78.4	65.3	80.0	41.9	54.8
ESOL	20.0	33.3	36.8	61.9	14.3	14.3
SPED	50.0	65.0	60.0	66.7	23.5	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	49.7	≥95.0
Asian	68.0	≥95.0
Black or African American	21.7	--
Hispanic/Latino	31.6	≥95.0
White	69.8	94.6
Two or More Races	63.6	--
ESOL	≤5.0	--
FARMS	22.7	≥95.0
SPED	5.9	--

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	2.0	6.1	10.2	77.6	4.1	73.5	26.5			
Supporting Services	24.0	20.0	16.0	36.0	0.0	68.0	32.0	121	96.7	3.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.7
Average Class Size (English) = 25.4
Average Class Size (Other) = 25.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	36.7	51.0

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	4.248
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Classroom	22.200	**Instructional Support Total**	5.873
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	0.800	Secretary	2.000
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	4.800	Security Assistant	1.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	40.600	**Other Support Total**	5.500
Other Professional		Building Services	
Counselor	2.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.600	Worker	3.000
		Plant Equipment Operator	1.000
Other Professional Total	3.600	**Building Services Total**	6.000
		Food Services	3.000
Total Professional	47.200	**Total Supporting Services**	20.373

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	20.6	1	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
36	35	0	1	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
757	757	559	572	588	653	693	697

School Personnel Costs	
Professional Salaries	$4,115,389
Supporting Services Salaries	$933,499
Employee Benefits	$1,361,271
Total Allocated Cost	**$6,410,159**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ridgeview Middle School - #105

Principal: Mrs. Monifa B. McKnight
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Diamond, Fields Road, Marshall, Jones Lane

16600 Raven Rock Drive Gaithersburg, MD 20878
www.montgomeryschoolsmd.org/schools/ridgeviewms/

Office Phone: (240) 406-1300
Fax Number: (301) 840-4679
Cluster: Quince Orchard
Receiving Schools: Quince Orchard

2014–2015 Enrollment = 699													
	% 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**	**15.7**	**14.0**	**23.9**	**≤5.0**	**41.6**	**≤5.0**	Grade 6	253	36.2
ESOL	**5.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	232	33.2
FARMS	**26.0**	12.9	13.2	≤5.0	≤5.0	6.6	13.0	≤5.0	≤5.0	≤5.0	Grade 8	214	30.6
SPED	**7.7**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	699	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	72.2	27.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 35.6%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.2%
Suspension Rate[2] [3] [4] 4.7%

School Programs

Asperger's Program
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.6	90.0	78.2	86.8	70.9	88.9
Asian	87.5	87.5	88.9	≥95.0	83.8	91.9
Black or African American	40.6	87.1	41.7	71.4	41.9	73.3
Hispanic/Latino	67.3	78.8	66.7	77.8	52.9	80.0
White	94.1	≥95.0	93.3	92.6	86.0	≥95.0
Two or More Races	≥95.0	90.9	--	--	66.7	86.7
FARMS	54.3	77.1	42.9	66.7	48.4	71.0
ESOL	--	--	45.5	50.0	26.7	38.5
SPED	52.9	82.4	--	50.0	35.7	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	67.1	≥95.0
Asian	81.6	≥95.0
Black or African American	40.0	87.5
Hispanic/Latino	46.2	87.5
White	82.8	≥95.0
Two or More Races	60.0	--
ESOL	19.0	--
FARMS	40.3	91.2
SPED	26.7	--

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	3.6	12.5	7.1	75.0	1.8	78.6	21.4			
Supporting Services	27.6	31.0	6.9	34.5	0.0	72.4	27.6	151	95.4	4.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.3
Average Class Size (English) = 25.3
Average Class Size (Other) = 26.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.3	53.6	32.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	4.375
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	29.200	**Instructional Support Total**	6.500
Resource/Team Leader/ Content Specialist	9.000	**Other Support**	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	0.600	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	4.000	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	46.600	**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	0.400	Worker	4.500
		Plant Equipment Operator	1.000
Other Professional Total	4.400	**Building Services Total**	7.500
		Food Services	3.063
Total Professional	54.000	**Total Supporting Services**	24.313

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	46	0	1	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
995	995	720	727	709	728	768	793

School Personnel Costs	
Professional Salaries	$4,377,478
Supporting Services Salaries	$1,046,804
Employee Benefits	$1,470,719
Total Allocated Cost	**$6,895,001**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rocky Hill Middle School - #707

Principal: Dr. Cynthia Eldridge
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

2014–2015 Enrollment = 1,130													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.6**	**50.4**	**≤5.0**	**26.4**	**21.9**	**16.1**	**≤5.0**	**30.2**	**5.4**	Grade 6	366	32.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	403	35.7
FARMS	**20.7**	9.7	11.0	≤5.0	≤5.0	8.6	6.2	≤5.0	≤5.0	≤5.0	Grade 8	361	31.9
SPED	**8.7**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,130	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	73.5	19.4	7.1

Other Participation

Students now or have in the past received FARMS[2] = 32.3%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.0%
Suspension Rate[2] [3] [4] 3.2%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.5	91.0	80.7	88.7	70.5	89.2
Asian	88.5	94.1	≥95.0	≥95.0	90.9	≥95.0
Black or African American	69.0	81.8	63.9	76.4	48.7	79.5
Hispanic/Latino	78.1	89.7	70.0	86.3	56.9	92.2
White	90.0	≥95.0	86.5	90.5	74.4	91.5
Two or More Races	75.0	90.6	66.7	85.7	86.7	73.3
FARMS	61.9	80.0	60.0	75.8	54.8	82.2
ESOL	--	--	35.7	50.0	--	--
SPED	31.4	38.9	48.0	60.9	32.0	57.7

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	41.6	≥95.0
Asian	70.8	≥95.0
Black or African American	19.2	≥95.0
Hispanic/Latino	24.5	≥95.0
White	42.4	≥95.0
Two or More Races	46.7	--
ESOL	--	--
FARMS	18.2	≥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	0.0	7.1	2.4	85.7	4.8	71.4	28.6			
Supporting Services	4.9	19.5	17.1	56.1	0.0	73.2	26.8	233	96.1	3.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.2
Average Class Size (English) = 23.7
Average Class Size (Other) = 25.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.6	26.2	70.2

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.250
Asst School Administrator	1.000	Special Education	9.059
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**	14.059
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	0.600	Secretary	3.250
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	8.200	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	
		Other Support Total	7.250
Teachers Total	72.600		
		Building Services	
Other Professional		Manager	1.000
Counselor	5.000	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	6.600		
		Food Services	4.375
Total Professional	83.200	**Total Supporting Services**	34.684

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2004	--	23.3	0	11

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
995	995	1,315	1,408	1,563	1,599	1,698	1,778

School Personnel Costs	
Professional Salaries	$7,820,898
Supporting Services Salaries	$1,538,063
Employee Benefits	$2,493,523
Total Allocated Cost	**$11,852,484**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 595													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.9**	**54.1**	**≤5.0**	**14.3**	**21.0**	**32.9**	**≤5.0**	**25.4**	**6.4**	Grade 6	189	31.8
ESOL	**9.1**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	Grade 7	196	32.9
FARMS	**41.3**	17.6	23.7	≤5.0	≤5.0	13.1	20.7	≤5.0	≤5.0	≤5.0	Grade 8	210	35.3
SPED	**11.1**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	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	56.1	42.4	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 53.8%

Attendance Rate[2] [3] = ≥95.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.2%

Suspension Rate[2] [3] [4] 4.8%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Middle School Reform Phase I

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.9	80.5	75.2	83.8	73.1	82.7
Asian	≥95.0	≥95.0	82.9	90.0	≥95.0	≥95.0
Black or African American	53.1	65.3	68.6	70.7	45.2	64.3
Hispanic/Latino	64.9	77.2	60.4	78.1	65.6	83.3
White	94.3	90.6	≥95.0	≥95.0	90.0	90.0
Two or More Races	90.9	90.9	--	--	≥95.0	90.0
FARMS	59.2	68.4	55.9	71.4	56.9	68.1
ESOL	33.3	8.3	30.8	54.2	33.3	45.5
SPED	26.1	30.4	30.4	48.0	29.6	25.9

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	65.0	≥95.0
Asian	≥95.0	≥95.0
Black or African American	39.0	≥95.0
Hispanic/Latino	50.8	93.1
White	81.3	≥95.0
Two or More Races	≥95.0	≥95.0
ESOL	13.3	--
FARMS	43.7	91.2
SPED	18.5	--

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	10.9	7.3	5.5	74.5	0.0	76.4	23.6			
Supporting Services	10.3	34.5	20.7	31.0	3.4	72.4	27.6	121	94.2	5.8

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 25.5
Average Class Size (Other) = 26.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.9	45.5	43.6

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	7.373
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Classroom	20.400	**Instructional Support Total**	8.998
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	1.000	School Financial Assistant	1.000
Alternative	0.600	Secretary	2.000
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.800	Security Assistant	1.000
Resource Program	2.000	Lunch Hour Aide	
		Other Support Total	5.000
Teachers Total	44.400	Building Services	
Other Professional		Manager	1.000
Counselor	2.500	Leader	1.000
Media Specialist	1.000	Worker	4.000
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	7.000
Other Professional Total	4.000	Food Services	2.875
Total Professional	51.400	**Total Supporting Services**	23.873

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
867	867	580	600	601	610	594	581

School Personnel Costs	
Professional Salaries	$4,319,591
Supporting Services Salaries	$1,032,326
Employee Benefits	$1,448,334
Total Allocated Cost	**$6,800,251**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 974													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.5**	**48.5**	**≤5.0**	**5.4**	**23.0**	**36.6**	**≤5.0**	**30.0**	**≤5.0**	Grade 6	349	35.8
ESOL	**14.0**	5.7	8.2	≤5.0	≤5.0	≤5.0	9.9	≤5.0	≤5.0	≤5.0	Grade 7	314	32.2
FARMS	**43.7**	20.9	22.8	≤5.0	≤5.0	12.8	27.5	≤5.0	≤5.0	≤5.0	Grade 8	311	31.9
SPED	**12.1**	≤5.0	8.3	≤5.0	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	Total	974	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	68.6	31.4	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 51.5%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.6%	Suspension Rate[2] [3] [4] 4.7%

School Programs

Autism Resource Services
International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Linkages to Learning
Middle School Reform Phase I
Partial French Immersion/Spanish Immersion
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.0	82.4	72.4	82.0	59.2	79.1
Asian	76.5	77.8	93.8	89.5	76.9	88.0
Black or African American	80.6	84.9	56.0	78.7	48.7	69.2
Hispanic/Latino	55.5	70.4	53.3	70.5	39.8	71.4
White	89.9	≥95.0	94.6	93.3	85.3	94.8
Two or More Races	80.0	83.3	90.0	90.0	83.3	87.5
FARMS	55.6	70.2	54.7	70.4	41.9	66.9
ESOL	27.3	46.5	15.6	37.2	≤5.0	28.1
SPED	39.0	40.9	38.7	41.7	12.5	39.0

[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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	51.5	71.0
Asian	61.5	77.3
Black or African American	45.6	62.1
Hispanic/Latino	33.9	54.4
White	75.0	88.7
Two or More Races	76.0	80.0
ESOL	27.3	50.0
FARMS	35.1	55.3
SPED	9.3	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	6.1	29.3	1.2	62.2	0.0	69.5	30.5			
Supporting Services	20.9	25.6	25.6	27.9	0.0	65.1	34.9	222	96.4	3.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 24.2
Average Class Size (Other) = 25.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.7	36.6	42.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.125
Asst School Administrator		Special Education	12.000
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			
Classroom	44.600	**Instructional Support Total**	16.750
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.200	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.250
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	11.000	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
Teachers Total	73.400	**Other Support Total**	7.625
		Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
Other Professional Total	5.800	**Building Services Total**	8.500
		Food Services	4.875
Total Professional	82.200	**Total Supporting Services**	37.750

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,118	1,118	999	1,064	1,141	1,207	1,282	1,311

School Personnel Costs

Professional Salaries	$6,673,472
Supporting Services Salaries	$1,561,820
Employee Benefits	$2,165,329
Total Allocated Cost	**$10,400,621**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sligo Middle School - #778

Principal: Mr. Eric A. 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, Woodlin | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2014–2015 Enrollment = 521													
	% 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**	**8.3**	**24.6**	**41.7**	**≤5.0**	**23.0**	**≤5.0**	Grade 6	206	39.5
ESOL	**13.1**	≤5.0	8.1	≤5.0	≤5.0	≤5.0	9.6	≤5.0	≤5.0	≤5.0	Grade 7	158	30.3
FARMS	**46.8**	23.8	23.0	≤5.0	≤5.0	12.1	29.4	≤5.0	≤5.0	≤5.0	Grade 8	157	30.1
SPED	**15.4**	5.4	10.0	≤5.0	≤5.0	5.6	7.5	≤5.0	≤5.0	≤5.0	Total	521	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	15.0	11.3

Other Participation

Students now or have in the past received FARMS[2] = 61.0%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.3%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Infants and Toddlers
Middle School Reform Phase I
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
School/Community-Based

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	62.2	80.4	67.9	81.2	56.0	83.5
Asian	82.4	88.2	--	91.7	57.1	92.9
Black or African American	60.6	81.8	72.7	78.1	57.1	77.1
Hispanic/Latino	50.0	72.6	50.0	73.4	38.6	76.7
White	78.8	87.9	84.6	91.9	73.3	≥95.0
Two or More Races	--	--	--	--	80.0	90.0
FARMS	53.5	74.6	56.6	72.9	34.9	72.6
ESOL	11.1	50.0	33.3	38.1	5.9	41.2
SPED	25.0	43.8	37.5	61.9	6.7	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	44.4	90.9
Asian	42.9	80.0
Black or African American	43.9	87.5
Hispanic/Latino	30.4	92.0
White	66.7	93.8
Two or More Races	--	--
ESOL	17.9	--
FARMS	26.5	87.5
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	11.8	31.4	0.0	52.9	3.9	76.5	23.5			
Supporting Services	5.7	37.1	31.4	22.9	2.9	57.1	42.9	115	87.8	12.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.2
Average Class Size (English) = 22.7
Average Class Size (Other) = 23.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.7	31.4	52.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Asst School Administrator	1.000	Special Education	7.061
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Classroom	18.400	**Instructional Support Total**	9.436
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.000
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	43.200	**Other Support Total**	6.500
Other Professional		Building Services	
Counselor	2.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.600	Worker	5.500
		Plant Equipment Operator	1.000
Other Professional Total	3.600	**Building Services Total**	8.500
		Food Services	3.312
Total Professional	49.800	**Total Supporting Services**	27.748

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
49	42	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
915	915	645	741	821	814	901	919

School Personnel Costs

Professional Salaries	$4,260,604
Supporting Services Salaries	$1,186,920
Employee Benefits	$1,494,245
Total Allocated Cost	**$6,941,769**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Takoma Park Middle School - #755

Principal: Ms. 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

2014–2015 Enrollment = 993													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.1**	**52.9**	**≤5.0**	**21.6**	**27.7**	**15.5**	**≤5.0**	**28.8**	**6.0**	Grade 6	355	35.8
ESOL	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	313	31.5
FARMS	**26.6**	12.7	13.9	≤5.0	≤5.0	15.1	9.2	≤5.0	≤5.0	≤5.0	Grade 8	325	32.7
SPED	**6.6**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	993	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	56.1	43.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 35.6%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.4%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Identity Partnership
Learning and Academic Disabilities
Mathematics, Science, Computer Science Magnet Program
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
YMCA Partnership

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.1	91.6	87.6	89.8	82.9	90.9
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	81.4	90.0	77.5	77.8	67.4	81.3
Hispanic/Latino	71.8	66.7	73.6	77.4	58.3	77.8
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	90.0	≥95.0	90.9	≥95.0	≥95.0	≥95.0
FARMS	72.2	76.8	73.0	73.3	56.3	74.1
ESOL	55.6	52.9	50.0	45.0	31.3	31.3
SPED	44.4	58.8	40.0	52.0	58.8	61.1

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	65.0	≥95.0
Asian	90.2	≥95.0
Black or African American	36.6	≥95.0
Hispanic/Latino	35.9	≥95.0
White	85.7	≥95.0
Two or More Races	88.9	≥95.0
ESOL	8.8	--
FARMS	18.0	≥95.0
SPED	15.8	--

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	2.7	18.9	9.5	64.9	2.7	79.7	20.3			
Supporting Services	5.9	26.5	29.4	38.2	0.0	67.6	32.4	208	96.6	3.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.2
Average Class Size (English) = 24.2
Average Class Size (Other) = 25.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	39.2	48.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.374
Asst School Administrator		Special Education	4.312
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	44.100	**Instructional Support Total**	8.311
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.000	School Financial Assistant	1.000
Alternative	0.600	Secretary	3.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	4.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	62.900	**Other Support Total**	8.250
		Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.400	Plant Equipment Operator	1.000
Other Professional Total	5.400	**Building Services Total**	8.000
		Food Services	3.750
Total Professional	72.300	**Total Supporting Services**	28.311

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1939	1999	18.8	0	1

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
939	939	1,015	1,036	1,053	1,103	1,166	1,202

School Personnel Costs

Professional Salaries	$6,218,674
Supporting Services Salaries	$1,266,816
Employee Benefits	$2,004,397
Total Allocated Cost	**$9,489,887**

[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] 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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Tilden Middle School - #232

Principal: Mrs. Irina LaGrange | 11211 Old Georgetown Road Rockville, MD 20852 | Office Phone: (301) 230-5930
Associate Supt: Dr. Darryl L. Williams | | Fax Number: (301) 230-5991
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/tildenms/ | Cluster: Walter Johnson
Feeder Schools: Farmland, Garrett Park, Luxmanor | | Receiving Schools: Walter Johnson

2014–2015 Enrollment = 797													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.7**	**54.3**	**≤5.0**	**14.7**	**8.8**	**19.4**	**≤5.0**	**51.4**	**5.4**	Grade 6	274	34.4
ESOL	**10.4**	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	255	32.0
FARMS	**12.4**	≤5.0	7.5	≤5.0	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	Grade 8	268	33.6
SPED	**15.8**	≤5.0	10.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.8	≤5.0	Total	797	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	38.9	42.1	19.0

Other Participation

Students now or have in the past received FARMS[2] = 19.7%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.5%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Asperger's Program
Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase II

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.4	91.7	82.9	93.0	78.6	90.8
Asian	86.1	81.8	93.3	≥95.0	93.5	87.1
Black or African American	76.5	92.9	69.2	84.6	63.3	≥95.0
Hispanic/Latino	54.8	85.0	65.9	90.5	63.4	81.6
White	86.3	≥95.0	88.5	94.2	82.8	93.0
Two or More Races	66.7	92.9	84.6	≥95.0	90.0	90.0
FARMS	51.3	68.4	41.9	65.5	42.3	75.0
ESOL	38.9	58.8	33.3	50.0	53.8	58.3
SPED	51.6	77.8	68.6	79.4	59.3	69.2

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	53.8	≥95.0
Asian	70.3	≥95.0
Black or African American	37.9	--
Hispanic/Latino	30.6	≥95.0
White	60.8	≥95.0
Two or More Races	70.0	--
ESOL	27.0	≥95.0
FARMS	12.9	--
SPED	37.5	--

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	6.0	9.0	4.5	80.6	0.0	73.1	26.9			
Supporting Services	21.6	18.9	18.9	40.5	0.0	73.0	27.0	171	95.9	4.1

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.2
Average Class Size (English) = 25.5
Average Class Size (Other) = 26.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.9	40.3	47.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	14.625
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	29.200	**Instructional Support Total**	16.750
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.400	School Financial Assistant	1.000
Alternative	0.400	Secretary	2.750
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	10.200	Security Assistant	1.000
Resource Program	1.000	Lunch Hour Aide	0.250
Teachers Total	56.800	**Other Support Total**	6.000
Other Professional		Building Services	
Counselor	3.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.900	Worker	5.000
		Plant Equipment Operator	1.000
Other Professional Total	5.400	**Building Services Total**	8.000
		Food Services	2.875
Total Professional	65.200	**Total Supporting Services**	33.625

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	43	0	2	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
972	1,200	845	922	937	990	995	1,050

School Personnel Costs	
Professional Salaries	$5,684,966
Supporting Services Salaries	$1,390,089
Employee Benefits	$1,892,502
Total Allocated Cost	**$8,967,557**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Beall, College Gardens, Ritchie Park, Twinbrook

651 Great Falls Road Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/westms/

Office Phone: (301) 279-3979
Fax Number: (301) 517-8216
Cluster: Richard Montgomery
Receiving Schools: Richard Montgomery

2014–2015 Enrollment = 1,197													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.3**	**52.7**	**≤5.0**	**20.6**	**15.2**	**26.4**	**≤5.0**	**31.7**	**5.9**	Grade 6	417	34.8
ESOL	**11.3**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	Grade 7	409	34.2
FARMS	**29.8**	14.3	15.5	≤5.0	5.8	6.2	15.1	≤5.0	≤5.0	≤5.0	Grade 8	371	31.0
SPED	**7.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,197	

[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).

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	62.9	36.0	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 41.7%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.4%	Suspension Rate[2] [3] [4] 4.1%

School Programs

B.O.S.S.
Emotional Disabilities
International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Middle School Reform Phase II
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
S.I.S.T.E.R.S.

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.7	92.3	82.7	90.8	75.1	84.2
Asian	≥95.0	≥95.0	94.2	94.3	92.2	93.3
Black or African American	73.0	89.3	72.0	84.2	50.6	78.8
Hispanic/Latino	82.8	82.5	63.3	80.0	56.4	65.3
White	94.9	≥95.0	≥95.0	≥95.0	93.3	≥95.0
Two or More Races	86.7	≥95.0	87.0	≥95.0	87.5	91.7
FARMS	77.4	84.4	67.3	81.0	48.8	68.8
ESOL	66.7	55.0	35.0	57.7	38.5	34.3
SPED	50.0	58.8	58.3	76.2	29.4	54.3

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	54.0	≥95.0
Asian	76.3	≥95.0
Black or African American	31.8	≥95.0
Hispanic/Latino	31.1	≥95.0
White	72.8	≥95.0
Two or More Races	60.0	≥95.0
ESOL	19.7	≥95.0
FARMS	28.7	≥95.0
SPED	16.7	--

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	9.9	14.3	5.5	70.3	0.0	71.4	28.6			
Supporting Services	13.9	25.0	13.9	41.7	5.6	75.0	25.0	258	98.8	1.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.5
Average Class Size (English) = 27.9
Average Class Size (Other) = 26.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	41.8	50.5

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	50.400
Resource/Team Leader/ Content Specialist	12.000
Staff Development	1.000
ESOL	3.800
Alternative	0.600
Reading/Literacy	1.000
Special Education:	
Classroom	7.800
Resource Program	2.000
Teachers Total	78.600
Other Professional	
Counselor	5.000
Media Specialist	1.000
Spec Ed Related Services	0.500
Other Professional Total	6.500
Total Professional	89.100

Supporting Services	
Instructional Support	
Paraeducators	
Regular	1.375
Special Education	7.311
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.875
Instructional Support Total	11.436
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	5.500
Plant Equipment Operator	1.000
Building Services Total	8.500
Food Services	3.500
Total Supporting Services	31.061

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1961	1995	21.3	0	6

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,054	1,445	1,281	1,329	1,330	1,315	1,341	1,351

School Personnel Costs	
Professional Salaries	$7,666,828
Supporting Services Salaries	$1,337,219
Employee Benefits	$2,395,327
Total Allocated Cost	**$11,399,374**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Westland Middle School - #412

Principal: Ms. Alison L. Serino
Associate Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Bethesda, Chevy Chase, N. Chevy Chase, Rock Creek Forest, Somerset, Westbrook

5511 Massachusetts Avenue Bethesda, MD 20816
www.montgomeryschoolsmd.org/schools/westlandms/

Office Phone: (301) 320-6515
Fax Number: (301) 320-7054
Cluster: Bethesda-Chevy Chase
Receiving Schools: Bethesda-Chevy Chase

2014–2015 Enrollment = 1,251													
	% 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**	**5.8**	**10.6**	**15.8**	**≤5.0**	**62.5**	**≤5.0**	Grade 6	302	24.1
ESOL	**6.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	477	38.1
FARMS	**12.6**	6.2	6.5	≤5.0	≤5.0	5.3	5.9	≤5.0	≤5.0	≤5.0	Grade 8	472	37.7
SPED	**8.6**	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,251	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	86.9	12.1	≤5.0

Other Participation	
Students now or have in the past received FARMS[2] = 16.3%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.2%	Suspension Rate[2] [3] [4] ≤3.0%

School Programs

International Baccalaureate Middle Years Programme (MYP)
Learning and Academic Disabilities
Partial Spanish Immersion

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.9	93.3	88.7	94.2	91.7	94.0
Asian	91.7	≥95.0	90.5	≥95.0	92.9	≥95.0
Black or African American	71.4	72.7	72.1	86.0	68.3	82.5
Hispanic/Latino	84.6	88.0	71.0	82.9	85.3	88.4
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	81.8	83.3	93.3	≥95.0	≥95.0	93.8
FARMS	57.7	69.7	56.4	77.0	75.5	75.5
ESOL	58.3	46.7	48.0	57.7	50.0	46.2
SPED	83.3	85.7	52.5	72.7	74.4	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	70.8	≥95.0
Asian	82.1	≥95.0
Black or African American	36.5	≥95.0
Hispanic/Latino	47.8	≥95.0
White	81.5	≥95.0
Two or More Races	78.1	≥95.0
ESOL	39.3	≥95.0
FARMS	28.8	≥95.0
SPED	33.3	91.7

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	4.3	7.6	4.3	82.6	0.0	79.3	20.7			
Supporting Services	18.8	25.0	9.4	46.9	0.0	78.1	21.9	267	96.6	3.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.2
Average Class Size (English) = 25.2
Average Class Size (Other) = 26.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.1	35.9	50.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.749
Asst School Administrator	1.000	Special Education	5.937
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	1.375
Teachers		Instructional Data Assistant	0.875
Classroom	58.000	**Instructional Support Total**	9.936
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	1.600	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.250
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.400	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.250
Teachers Total	78.400	**Other Support Total**	7.500
Other Professional		Building Services	
Counselor	5.500	Manager	1.000
Media Specialist	1.000	Leader	2.000
Spec Ed Related Services	0.700	Worker	4.500
		Plant Equipment Operator	1.000
Other Professional Total	7.200	**Building Services Total**	8.500
		Food Services	3.249
Total Professional	89.600	**Total Supporting Services**	29.185

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	1997	25.1	1	6

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
1,097	1,097	1,294	1,403	1,676	1,758	1,749	1,765

School Personnel Costs

Professional Salaries	$7,650,892
Supporting Services Salaries	$1,297,781
Employee Benefits	$2,319,073
Total Allocated Cost	**$11,267,746**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 746													
	% 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**	**11.3**	**30.7**	**43.8**	**≤5.0**	**11.0**	**≤5.0**	Grade 6	253	33.9
ESOL	**16.9**	7.0	9.9	≤5.0	≤5.0	≤5.0	13.7	≤5.0	≤5.0	≤5.0	Grade 7	247	33.1
FARMS	**57.8**	28.8	29.0	≤5.0	≤5.0	16.5	35.7	≤5.0	≤5.0	≤5.0	Grade 8	246	33.0
SPED	**9.9**	≤5.0	6.4	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Total	746	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	87.8	≤5.0	9.5

Other Participation	
Students now or have in the past received FARMS[2] = 70.6%	Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.4%	Suspension Rate[2] [3] [4] 3.4%

School Programs
Community Bridges
Extended Day Program (Upper 90's)
Learning and Academic Disabilities
Linkages to Learning
MC Department of Recreation
Middle School Reform Phase II
Multidisciplinary Educational Training and Support (METS)
National Junior Honors Society
Positive Behavioral Interventions and Supports (PBIS)
School/Community-Based

School Progress Index[3]
MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.2	79.3	63.6	70.8	42.2	70.2
Asian	88.0	93.5	81.5	87.5	56.5	91.3
Black or African American	67.2	77.9	62.5	70.2	41.0	78.0
Hispanic/Latino	68.4	71.7	51.0	58.1	30.5	57.8
White	≥95.0	88.9	≥95.0	≥95.0	65.6	68.8
Two or More Races	--	--	--	--	--	--
FARMS	65.5	70.6	54.4	64.3	30.6	64.4
ESOL	33.3	33.3	33.3	34.1	5.1	31.6
SPED	33.3	38.9	23.8	28.6	--	16.7

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	57.7	68.4
Asian	73.9	80.0
Black or African American	59.3	71.4
Hispanic/Latino	47.8	56.8
White	70.6	78.8
Two or More Races	--	--
ESOL	23.5	56.8
FARMS	45.7	60.3
SPED	16.7	31.3

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	7.4	27.9	4.4	60.3	0.0	69.1	30.9			
Supporting Services	0.0	48.4	22.6	29.0	0.0	67.7	32.3	182	94.5	5.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.2
Average Class Size (English) = 22.6
Average Class Size (Other) = 24.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
41.2	41.2	17.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.500
Asst School Administrator		Special Education	6.812
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	34.000	**Instructional Support Total**	9.937
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	
		Other Support Total	6.750
Teachers Total	59.200		
		Building Services	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.600		
		Food Services	2.937
Total Professional	66.800	**Total Supporting Services**	27.124

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
962	962	799	834	892	893	899	912

School Personnel Costs	
Professional Salaries	$4,765,752
Supporting Services Salaries	$1,198,365
Employee Benefits	$1,610,466
Total Allocated Cost	**$7,574,583**

[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).

[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 2013–2014 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

2014–2015 Enrollment = 927

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.3**	**53.7**	**≤5.0**	**10.1**	**12.9**	**38.6**	**≤5.0**	**33.5**	**≤5.0**	Grade 6	322	34.7
ESOL	**8.8**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	7.7	≤5.0	≤5.0	≤5.0	Grade 7	305	32.9
FARMS	**36.6**	17.5	19.1	≤5.0	≤5.0	5.8	24.7	≤5.0	≤5.0	≤5.0	Grade 8	300	32.4
SPED	**14.3**	≤5.0	10.1	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	Total	927	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	66.9	18.0	15.0

Other Participation

Students now or have in the past received FARMS[2] = 48.8%
Attendance Rate[2] [3] = ≥95.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.9%
Suspension Rate[2] [3] [4] ≤3.0%

School Programs

Autism
Deaf & Hard/Hearing
Learning and Academic Disabilities
Middle School Reform Phase I
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

MSDE did not calculate the 2013–2014 School Progress Index (SPI) for MCPS middle schools because the 2013–2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4] [5]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.5	89.9	73.5	87.7	68.4	86.1
Asian	87.9	89.5	90.3	≥95.0	85.7	≥95.0
Black or African American	69.0	88.6	56.4	84.6	55.8	74.4
Hispanic/Latino	60.5	85.0	58.6	80.9	49.2	76.5
White	86.8	≥95.0	90.0	93.0	86.2	≥95.0
Two or More Races	72.7	83.3	83.3	91.7	--	--
FARMS	60.7	83.2	60.2	79.6	47.3	72.5
ESOL	38.1	55.6	30.0	58.6	34.6	65.2
SPED	42.5	69.0	47.9	66.7	31.0	48.3

[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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.
[5] Shaded column(s) indicate that the data do not include the entire student population due to the PARCC field test.

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	67.7	93.0
Asian	85.7	91.2
Black or African American	59.1	84.4
Hispanic/Latino	45.0	89.7
White	88.9	≥95.0
Two or More Races	--	--
ESOL	32.3	75.0
FARMS	45.9	86.1
SPED	27.8	93.8

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	3.5	11.8	8.2	74.1	2.4	74.1	25.9			
Supporting Services	13.6	15.9	27.3	43.2	0.0	72.7	27.3	210	95.7	4.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.8
Average Class Size (English) = 24.5
Average Class Size (Other) = 24.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.8	47.1	41.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.375
Asst School Administrator		Special Education	13.810
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Classroom	40.600	**Instructional Support Total**	17.810
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	2.800	School Financial Assistant	1.000
Alternative	0.800	Secretary	3.249
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	12.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
Teachers Total	71.000	**Other Support Total**	7.624
Other Professional		Building Services	
Counselor	4.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	2.500	Worker	6.000
		Plant Equipment Operator	1.000
Other Professional Total	7.500	**Building Services Total**	9.000
		Food Services	3.250
Total Professional	81.500	**Total Supporting Services**	37.684

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2019 –2020
961	961	941	988	1,020	1,025	1,043	1,053

School Personnel Costs

Professional Salaries	$6,700,951
Supporting Services Salaries	$1,533,595
Employee Benefits	$2,220,840
Total Allocated Cost	**$10,455,386**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

SECTION IV

HIGH SCHOOL PROFILES

High School Listing

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Bethesda-Chevy Chase High School - #406

Principal: Mrs. Karen L. Lockard | 4301 East-West Highway Bethesda, MD 20814 | Office Phone: (240) 497-6300
Associate Supt: Dr. Christopher S. Garran | Fax Number: (240) 497-6306
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/bcchs/ | Cluster Name: Bethesda-Chevy Chase
Feeder Schools: Westland

2014–2015 Enrollment = 1,992

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**5.6**	**14.2**	**16.8**	**≤5.0**	**57.9**	**5.3**	Grade 9	547	27.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	526	26.4
FARMS	**11.7**	≤5.0	7.0	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	442	22.2
SPED	**8.5**	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	477	23.9
											Total	1,992	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	78.2	21.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 19.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.2%
Graduation Rate[2] [3] = 93.7%
Attendance Rate[2] [3] = 94.7%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 84.0%

School Programs

Career Internship Program
Cisco Academy
College Tracks
ESOL Center
International Baccalaureate (IB) Diploma Programme
International Baccalaureate Middle Years Programme
Minority Scholars Program
9th Grade Summer Academy
Peer to Peer Tutoring
Sources of Strength
TAP (After School Tutoring by Teachers)

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0438	1

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	94.3	86.4	92.6	≥95.0	92.4	80.0
AS	≥95.0	≥95.0	≥95.0	--	86.4	≥95.0	92.9	--
BL	84.0	86.5	79.6	79.2	82.1	87.7	83.6	--
HI	93.5	93.9	86.3	82.4	89.2	93.8	77.3	--
WH	≥95.0	≥95.0	≥95.0	90.3	≥95.0	≥95.0	≥95.0	--
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	94.1	--
ESOL	--	--	--	--	--	--	25.0	--
FARMS	72.4	69.0	63.3	66.7	77.3	86.7	62.5	--
SPED	86.4	86.4	79.2	64.3	68.8	91.2	78.4	--

[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 2013–2014 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	77.9	78.6	≥95.0
Asian	66.7	77.1	91.5
Black or African American	65.4	66.1	92.5
Hispanic/Latino	58.1	55.4	91.4
White	88.5	88.5	≥95.0
Two or More Races	85.7	≥95.0	≥95.0
ESOL	37.0	36.4	80.6
FARMS	44.3	36.1	83.2
SPED	53.3	42.9	70.5

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	5.3	8.4	7.6	77.9	0.8	62.6	37.4			
Supporting Services	14.0	26.3	8.8	49.1	0.0	59.6	40.4	383	98.2	1.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.3	45.0	39.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.6

Average Class Size: English = 27.7 Other = 29.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.499
Asst School Administrator		Special Education	7.934
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.124
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	17.557
Classroom	86.600	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development	0.600	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	1.200	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	9.800	Security Assistant	4.000
Resource Program	1.000	Student Monitor	
Teachers Total	111.600	**Other Support Total**	15.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	8.200	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.400	**Building Services Total**	15.500
Other Professional Total	9.600	Food Services	2.563
Total Professional	125.200	**Total Supporting Services**	50.620

Average SAT Scores[3] [5] (77.1% Tested)

	School	County	National
Critical Reading	572	547	497
Math	574	560	513
Writing	564	542	487
Total	1711	1650	1497

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
402	284	70.6

Grade 12 Documented Decisions[2] [3]

College/Training	Employment	Military	College/Employment
94.6%	≤5.0	≤5.0	47.3%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1934	2001	16.4	0	8

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
76	73	0	3	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,683	2,398	1,996	2,067	2,097	2,178	2,287	2,367

School Personnel Costs

Professional Salaries	$10,383,741
Supporting Services Salaries	$2,144,589
Employee Benefits	$3,352,628
Total Allocated Cost	**$15,880,958**

[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).

[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 2013–2014 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

2014–2015 Enrollment = 2,892

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.6**	**51.4**	**≤5.0**	**15.7**	**26.6**	**31.0**	**≤5.0**	**22.4**	**≤5.0**
ESOL	**12.0**	5.1	7.0	≤5.0	≤5.0	≤5.0	8.5	≤5.0	≤5.0	≤5.0
FARMS	**37.9**	18.5	19.4	≤5.0	≤5.0	14.6	19.7	≤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
Grade 9	866	29.9
Grade 10	763	26.4
Grade 11	644	22.3
Grade 12	619	21.4
Total	2,892	

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	76.9	23.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 54.7%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.0%

Graduation Rate[2] [3] = 87.5%

Attendance Rate[2] [3] = 94.1%

Dropout Rate[2] [3] = 7.7%

Suspension Rate[2] [3] = 3.2%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 83.8%

School Programs

Academy of Arts and Media Studies
Academy of Business and Hospitality
Academy of Human Services
Academy of Science, Technology, Engineering, and Mathematics
Communication Arts Program
Entrepreneurship Academy
Gifted and Talented/Learning Disabled
Justice, Law and Society Academy
Learning and Academic Disabilities
Ninth Grade Academy
Science, Mathematics, and Computer Science Magnet Program

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Not Met	0.9755	3

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.9	92.7	93.3	81.7	92.8	91.0	87.1	62.3
AS	≥95.0	≥95.0	≥95.0	87.5	≥95.0	≥95.0	94.2	--
BL	89.4	87.0	88.1	76.5	88.9	87.2	79.5	64.3
HI	85.7	85.4	86.4	78.2	85.5	83.1	79.6	56.0
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	--
ESOL	50.0	57.1	41.2	52.9	69.8	55.3	15.2	50.0
FARMS	86.9	84.6	84.3	73.6	87.0	83.1	74.5	65.8
SPED	76.9	61.5	80.8	52.2	75.5	70.0	70.0	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 2013–2014 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	61.0	68.0	82.8
Asian	87.6	88.8	94.2
Black or African American	63.3	59.4	75.7
Hispanic/Latino	34.0	44.7	69.1
White	87.5	93.5	≥95.0
Two or More Races	83.9	85.7	≥95.0
ESOL	21.4	41.6	43.7
FARMS	39.7	49.2	69.0
SPED	34.5	59.6	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	5.9	21.3	5.9	66.3	0.5	59.4	40.6			
Supporting Services	12.8	42.3	15.4	28.2	0.0	61.5	38.5	595	94.6	5.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.4	40.1	46.5

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.8		
Average Class Size:	English = 23.6	Other = 25.6

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	5.875
Asst School Administrator		Special Education	8.775
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	6.000	English Composition Assistant	3.000
		Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	2.500
Classroom	138.000	Teacher Assistant	
Resource/Team Leader/ Content Specialist	11.000	**Instructional Support Total**	22.150
Staff Development		Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL	10.800	Administrative Secretary	1.000
Alternative	1.000	Registrar	1.000
Career/Technical Ed	1.000	School Financial Assistant	1.000
Reading/Literacy		Secretary	8.000
Special Education:		Parent/Community Coord	
Classroom	13.200	Media Services Technician	1.000
Resource Program	1.000	Security Team Leader	1.000
Teachers Total	177.000	Security Assistant	8.000
		Student Monitor	
		Other Support Total	22.000
Other Professional		Building Services	
Counselor	11.600	Manager	
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.000	Worker	17.000
Other Professional Total	13.600	Plant Equipment Operator	1.000
		Building Services Total	19.000
		Food Services	5.436
Total Professional	196.600	**Total Supporting Services**	68.586

Average SAT Scores[3 5] (71.5% Tested)			
	School	County	National
Critical Reading	578	547	497
Math	585	560	513
Writing	565	542	487
Total	1729	1650	1497

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
649	339	52.2

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.2%	≤5.0	≤5.0	57.7%

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	125	0	8	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
2,920	2,920	2,900	2,915	2,994	3,034	3,110	3,212

School Personnel Costs	
Professional Salaries	$16,882,723
Supporting Services Salaries	$2,892,631
Employee Benefits	$5,230,552
Total Allocated Cost	**$25,005,906**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,601

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**55.3**	**44.7**	**≤5.0**	**8.9**	**43.2**	**21.9**	**≤5.0**	**21.7**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**33.0**	18.5	14.6	≤5.0	≤5.0	18.1	11.6	≤5.0	≤5.0	≤5.0
SPED	**10.6**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

Enrollment by Grade

	Number	Percent
Grade 9	426	26.6
Grade 10	431	26.9
Grade 11	374	23.4
Grade 12	370	23.1
Total	1,601	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	91.2	≤5.0	6.5

Other Participation

Students now or have in the past received FARMS[2] = 54.1%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.7%

Graduation Rate[2] [3] = 89.9%

Attendance Rate[2] [3] = 94.3%

Dropout Rate[2] [3] = 6.1%

Suspension Rate[2] [3] = 4.4%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 77.5%

School Programs

Academy of Arts and Humanities
Academy of Arts and Media Studies
Academy of Business and Consumer Services
Academy of Business and Finance
Academy of Engineering and Technology
Academy of Humanities, Art, and Media
Academy of Mathematics, Technology, and Science
Fine Arts and Humanities Signature Program
Learning and Academic Disabilities
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Met	0.9335	3

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	94.7	87.4	87.4	92.6	88.2	83.3
AS	≥95.0	≥95.0	≥95.0	88.9	≥95.0	93.0	93.2	--
BL	91.9	≥95.0	90.5	83.9	81.0	92.8	83.2	--
HI	≥95.0	94.3	94.4	89.3	80.7	86.5	84.4	--
WH	≥95.0	≥95.0	≥95.0	91.2	≥95.0	≥95.0	≥95.0	--
MU	--	--	≥95.0	--	82.4	82.4	82.4	--
ESOL	--	--	--	--	--	--	--	--
FARMS	93.6	≥95.0	≥95.0	84.2	78.9	86.3	79.4	--
SPED	66.7	77.8	66.7	71.4	36.7	54.8	45.2	--

[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 2013–2014 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	65.0	63.9	79.5
Asian	84.2	80.4	91.7
Black or African American	55.9	55.3	71.3
Hispanic/Latino	59.3	54.0	75.3
White	82.6	78.4	93.1
Two or More Races	76.5	89.5	86.4
ESOL	63.6	50.0	50.0
FARMS	57.7	51.8	66.1
SPED	32.4	32.6	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	10.6	6.5	80.5	0.8	65.9	34.1			
Supporting Services	12.3	24.6	17.5	43.9	1.8	61.4	38.6	339	96.8	3.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	44.7	45.5

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.2		
Average Class Size:	English = 23.9	Other = 25.2

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	12.225
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.750
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	76.300	**Instructional Support Total**	19.850
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	0.400	Registrar	1.000
Alternative	0.800	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	13.100	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	103.600	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	2.000
Counselor	7.200	Worker	11.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.500	**Building Services Total**	15.000
Other Professional Total	8.700	Food Services	3.375
Total Professional	117.300	**Total Supporting Services**	54.225

Average SAT Scores[3 5] (65.2% Tested)			
	School	County	National
Critical Reading	518	547	497
Math	518	560	513
Writing	518	542	487
Total	1555	1650	1497

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
414	171	41.3

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥5.0	≤5.0	≤5.0	72.2%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	91.1	0	0

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,743	1,743	1,589	1,580	1,653	1,717	1,744	1,781

School Personnel Costs	
Professional Salaries	$10,128,659
Supporting Services Salaries	$2,340,285
Employee Benefits	$3,320,360
Total Allocated Cost	**$15,789,304**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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 | 11300 Gainsborough Road Potomac, MD 20854 | Office Phone: (301) 469-1200
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 469-1208
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/churchillhs/ | Cluster Name: Winston Churchill
Feeder Schools: Cabin John, Hoover

2014–2015 Enrollment = 1,996

	% 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**	**23.2**	**7.9**	**8.9**	**≤5.0**	**55.7**	**≤5.0**	Grade 9	498	24.9
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	508	25.5
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	536	26.9
SPED	**10.9**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.2	≤5.0	Grade 12	454	22.7
											Total	1,996	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	55.3	24.0	20.7

Other Participation

Students now or have in the past received FARMS[2] = 9.7%
Dropout Rate[2] [3] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Graduation Rate[2] [3] = ≥95.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 91.0%
Attendance Rate[2] [3] = ≥95.0%

School Programs

Autism
Autism Resource Services (ARS)
Bridge
Environmental Science, Social Studies Opportunities (ESSO)
Learning and Academic Disabilities Resource Programs

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0638	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	90.5	≥95.0	≥95.0	≥95.0	76.2
AS	≥95.0	≥95.0	≥95.0	94.6	≥95.0	≥95.0	≥95.0	--
BL	91.7	70.4	80.8	69.6	88.0	84.9	84.6	--
HI	≥95.0	≥95.0	93.0	89.3	≥95.0	94.1	≥95.0	--
WH	≥95.0	≥95.0	≥95.0	93.7	≥95.0	≥95.0	≥95.0	70.0
MU	--	--	≥95.0	--	≥95.0	≥95.0	90.5	--
ESOL	--	--	--	--	--	--	--	--
FARMS	94.4	66.7	77.8	68.8	78.6	86.2	82.1	--
SPED	88.6	73.5	77.1	57.6	86.8	84.9	73.6	--

[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 2013–2014 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	81.2	82.9	≥95.0
Asian	82.7	88.1	≥95.0
Black or African American	59.1	54.2	84.6
Hispanic/Latino	78.0	78.7	92.0
White	84.5	85.9	≥95.0
Two or More Races	84.6	83.3	94.1
ESOL	--	--	--
FARMS	51.7	51.6	73.8
SPED	56.5	50.0	65.3

Staff Diversity

	% Racial/Ethnic Composition[1]					% Gender	
	AS	BL	HI	WH	MU	Female	Male
Professional	6.3	7.6	4.9	79.2	1.4	61.8	38.2
Supporting Services	12.0	18.7	14.7	54.7	0.0	64.0	36.0

Classes Taught by Highly Qualified (HQ) Teachers[3]

Number of Classes	% HQ	% Not HQ
425	95.3	4.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.7	43.8	46.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size: English = 23.1 Other = 27.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.250
Asst School Administrator	1.000	Special Education	25.187
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.249
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	87.900	**Instructional Support Total**	33.686
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	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	0.400	Secretary	6.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	21.300	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	120.600	**Other Support Total**	16.500
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	8.000	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.600	**Building Services Total**	15.500
Other Professional Total	10.600	Food Services	2.625
Total Professional	136.200	**Total Supporting Services**	68.311

Average SAT Scores[3 5] (76.1% Tested)

	School	County	National
Critical Reading	602	547	497
Math	630	560	513
Writing	606	542	487
Total	1838	1650	1497

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
545	443	81.3

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
≥5.0	≤5.0	≤5.0	42.9%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
2,013	2,013	2,107	2,106	2,134	2,206	2,171	2,142

School Personnel Costs

Professional Salaries	$11,514,366
Supporting Services Salaries	$2,912,539
Employee Benefits	$3,908,054
Total Allocated Cost	**$18,334,959**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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. Stephen C. Whiting | 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

2014–2015 Enrollment = 1,970

	% 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**	**17.8**	**28.0**	**25.6**	**≤5.0**	**24.3**	**≤5.0**	Grade 9	577	29.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	504	25.6
FARMS	**30.3**	15.0	15.3	≤5.0	≤5.0	12.3	12.2	≤5.0	≤5.0	≤5.0	Grade 11	476	24.2
SPED	**9.5**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	413	21.0
											Total	1,970	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	89.9	9.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 49.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.8%
Graduation Rate[2] [3] = 90.2%
Attendance Rate[2] [3] = 94.0%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = 4.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 70.4%

School Programs

Advanced Placement Power Scholars (APPS) Program
Emotional Disabilities
Environment, Agricultural, and Natural Resources: Certified Professional Horticulture
ESOL Center
ITF Network Operations
Learning and Academic Disabilities
Medical Careers
Minority Scholars Program
9th Grade Pathway to Success
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9618	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.4	≥95.0	89.4	84.9	90.7	92.5	86.5	82.4
AS	≥95.0	≥95.0	94.9	88.9	≥95.0	≥95.0	93.9	87.5
BL	88.0	90.3	83.7	84.1	82.5	85.6	75.0	66.7
HI	86.8	92.8	80.0	73.6	85.4	91.2	86.3	68.8
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.3	≥95.0
MU	83.3	90.0	81.8	--	94.1	≥95.0	93.3	--
ESOL	--	--	--	--	--	--	--	--
FARMS	85.1	88.6	77.0	73.5	83.2	88.3	76.3	72.7
SPED	76.7	79.3	58.6	58.3	59.6	61.7	42.6	--

[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 2013–2014 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	60.0	67.2	71.1
Asian	86.2	88.8	91.3
Black or African American	47.9	58.5	58.8
Hispanic/Latino	45.0	52.6	61.7
White	76.1	78.2	79.7
Two or More Races	52.4	69.2	73.5
ESOL	27.9	40.7	28.8
FARMS	38.2	46.4	53.8
SPED	22.2	33.3	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	3.6	8.0	5.8	81.0	0.7	65.7	34.3			
Supporting Services	10.3	23.5	11.8	52.9	1.5	63.2	36.8	372	97.3	2.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.6	45.3	48.2

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.0		
Average Class Size:	English = 26.3	Other = 27.2

Average SAT Scores[3] [5] (73.9% Tested)			
	School	County	National
Critical Reading	507	547	497
Math	521	560	513
Writing	504	542	487
Total	1531	1650	1497

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
460	191	41.5

Grade 12 Documented Decisions[2] [3]			
College/Training	Employment	Military	College/Employment
92.7%	≤5.0	≤5.0	58.2%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,638	1,980	1,978	2,033	2,103	2,222	2,332	2,458

School Personnel Costs	
Professional Salaries	$11,486,250
Supporting Services Salaries	$2,700,540
Employee Benefits	$3,816,714
Total Allocated Cost	**$18,003,504**

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	15.325
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.125
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	88.600	**Instructional Support Total**	24.450
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	2.200	Registrar	1.000
Alternative	0.800	School Financial Assistant	1.000
Career/Technical Ed	1.800	Secretary	6.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	15.000	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	119.000	**Other Support Total**	17.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	7.700	Worker	14.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.500	**Building Services Total**	16.000
Other Professional Total	9.200	Food Services	3.875
Total Professional	133.200	**Total Supporting Services**	61.325

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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 | 25921 Ridge Road Damascus, MD 20872 | Office Phone: (301) 253-7030
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 253-7046
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/damascushs/ | Cluster Name: Damascus
Feeder Schools: Baker, Rocky Hill

2014–2015 Enrollment = 1,247

	% 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**	**5.7**	**10.9**	**16.5**	**≤5.0**	**62.1**	**≤5.0**	Grade 9	341	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	291	23.3
FARMS	**16.7**	7.2	9.5	≤5.0	≤5.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0	Grade 11	287	23.0
SPED	**13.5**	≤5.0	9.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.4	≤5.0	Grade 12	328	26.3
											Total	1,247	

[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).

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	7.7	23.2

Other Participation

Students now or have in the past received FARMS[2] = 28.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Graduation Rate[2] [3] = 93.3%
Attendance Rate[2] [3] = 94.0%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 82.4%

School Programs

Academy of Information Technology (AOIT)
Automotive Technology
Child Development
Cisco Academy
Horticulture
Learning and Academic Disabilities
Learning for Independence
Restaurant Management
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0211	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	94.9	92.7	84.7	94.2	≥95.0	≥95.0	70.0
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	93.3	93.3	--
BL	77.3	83.3	82.6	56.3	80.0	≥95.0	≥95.0	--
HI	92.9	≥95.0	86.4	83.9	82.5	87.8	85.4	--
WH	≥95.0	≥95.0	94.6	89.2	≥95.0	≥95.0	≥95.0	--
MU	--	--	--	--	≥95.0	94.1	≥95.0	--
ESOL	--	--	--	--	--	--	--	--
FARMS	80.0	85.0	82.5	71.9	78.1	87.9	80.6	--
SPED	76.5	82.4	52.9	53.3	66.7	78.8	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 2013–2014 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	77.2	65.0	82.8
Asian	92.9	85.7	91.2
Black or African American	78.9	32.1	60.5
Hispanic/Latino	53.8	45.2	71.8
White	84.5	73.6	87.3
Two or More Races	64.3	40.0	85.5
ESOL	--	--	--
FARMS	56.3	35.4	59.1
SPED	32.4	20.6	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	2.2	3.3	91.2	1.1	52.7	47.3			
Supporting Services	0.0	10.5	12.3	75.4	1.8	73.7	26.3	263	96.2	3.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.4	28.6	67.0

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 11.7		
Average Class Size:	English = 25.7	Other = 25.2

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.374
Asst School Administrator	1.000	Special Education	15.650
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	53.800	**Instructional Support Total**	21.399
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	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	0.400	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	14.600	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	78.800	**Other Support Total**	14.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	5.000	Worker	9.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.600	**Building Services Total**	12.000
Other Professional Total	6.600	Food Services	2.312
Total Professional	89.400	**Total Supporting Services**	49.711

Average SAT Scores[3 5] (64.2% Tested)			
	School	County	National
Critical Reading	566	547	497
Math	578	560	513
Writing	556	542	487
Total	1700	1650	1497

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
310	172	55.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥5.0	≤5.0	≤5.0	56.4%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,551	1,551	1,194	1,269	1,324	1,371	1,453	1,467

School Personnel Costs	
Professional Salaries	$8,473,525
Supporting Services Salaries	$2,213,293
Employee Benefits	$2,924,458
Total Allocated Cost	**$13,611,276**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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: Dr. Ursula A. Hermann, Interim
Associate Supt: Dr. Christopher S. Garran
School Hours: 7:45 - 1:30

12501 Dalewood Drive Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/edison/

Office Phone: (301) 929-2175
Fax Number: (301) 929-2177
Cluster Name: Downcounty Consortium

2014–2015 Enrollment = 502

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade*		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**14.8**	**85.2**	**≤5.0**	**7.2**	**25.5**	**46.0**	**≤5.0**	**18.7**	**≤5.0**	Grade 9	18	3.6
ESOL	**15.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	12.7	≤5.0	≤5.0	≤5.0	Grade 10	87	17.3
FARMS	**43.8**	≤5.0	10.0	≤5.0	≤5.0	12.7	26.5	≤5.0	≤5.0	≤5.0	Grade 11	204	40.6
SPED	**29.7**	≤5.0	25.3	≤5.0	≤5.0	7.6	11.8	≤5.0	8.2	≤5.0	Grade 12	193	38.4
											Total	502	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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] = 70.1%

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 a secondary school which provides students multiple opportunities and pathways into the professional trades. Students can leave with state and national certification in the trades, ensuring immediate entry level positions and/or apprenticeships. Preparation includes developing professional profiles, interpersonal skills, and academic skills and competencies. Additionally students explore post-secondary educational requirements for colleges and universities as well as options in each of the trade professions.

Students Engaged in Pathways to Achievement (SEPA)

School Progress Index

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.

Maryland High School Assessment Performance Status

	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 2013–2014 school year.

* 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			
LEP			
FARMS			
SPED			

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	7.7	11.5	0.0	80.8	0.0	50.0	50.0			
Supporting Services	6.3	31.3	31.3	31.3	0.0	50.0	50.0	N/A	N/A	N/A

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	15.4	84.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 18.3

Average Class Size: English = N/A Other = N/A

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	
Administrative Total	2.000	IT Systems Specialist	1.000
		English Composition Assistant	
Teachers		College/Career Information Coord	1.000
Classroom	19.500	Media Assistant	
Resource/Team Leader/ Content Specialist	4.000	Teacher Assistant	
Staff Development		**Instructional Support Total**	5.750
Athletic Director			
ESOL		Other Support	
Alternative		Business Manager	
Career/Technical Ed		Administrative Secretary	1.000
Special Education:		Registrar	
Classroom	1.000	School Financial Assistant	1.000
Resource Program		Secretary	1.000
Teachers Total	24.500	Media Services Technician	
		Security Team Leader	
Other Professional		Security Assistant	
Counselor	1.000	Student Monitor	
Media Specialist		**Other Support Total**	3.000
Spec Ed Related Services			
Other Professional Total	1.000	Building Services	
		Manager	1.000
		Leader	1.000
		Worker	2.000
		Plant Equipment Operator	
		Building Services Total	4.000
		Food Services	
Total Professional	27.500	**Total Supporting Services**	12.750

Average SAT Scores[3] [5]

	School	County	National
Critical Reading	N/A	547	497
Math	N/A	560	513
Writing	N/A	542	487
Total	N/A	1650	1497

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

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	Special/Alt Education

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021

School Personnel Costs

Professional Salaries	$2,520,285.00
Supporting Services Salaries	$676,882.00
Employee Benefits	$847,361.26
Total Allocated Cost	**$4,044,528.26**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,695

	% 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**	**10.8**	**21.7**	**44.8**	**≤5.0**	**20.1**	**≤5.0**	Grade 9	542	32.0
ESOL	**11.6**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	9.9	≤5.0	≤5.0	≤5.0	Grade 10	428	25.3
FARMS	**45.4**	23.8	21.6	≤5.0	≤5.0	11.4	27.5	≤5.0	≤5.0	≤5.0	Grade 11	316	18.6
SPED	**14.2**	5.5	8.6	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	Grade 12	409	24.1
											Total	1,695	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	61.7	13.8	24.6

Other Participation

Students now or have in the past received FARMS[2] = 66.5%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.1%

Graduation Rate[2] [3] = 83.9%

Attendance Rate[2] [3] = 92.1%

Dropout Rate[2] [3] = 5.5%

Suspension Rate[2] [3] = 3.3%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 72.5%

School Programs

Academy of Finance
Achieving College Excellence and Success (ACES)
Career Pathways Programs
Extensions
International Baccalaureate (IB) Diploma Programme
Learning and Academic Disabilities
Learning for Independence
Ninth Grade Gender Program
Renaissance Academy
The Visual Art Center
School/Community-Based
Visual and Performing Arts (VAPA)

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Not Met	0.9313	4

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.2	≥95.0	87.8	94.5	87.1	93.0	83.6	62.3
AS	≥95.0	≥95.0	92.9	≥95.0	93.8	94.3	85.3	--
BL	86.4	94.9	88.5	91.7	87.5	91.6	81.0	86.7
HI	87.9	91.8	81.3	92.3	79.2	88.7	74.8	43.8
WH	≥95.0	≥95.0	92.4	≥95.0	≥95.0	≥95.0	≥95.0	--
MU	--	--	--	--	80.0	≥95.0	≥95.0	--
ESOL	38.5	58.3	27.3	--	42.1	60.0	27.3	--
FARMS	87.8	91.1	80.5	91.5	79.9	90.1	78.9	54.3
SPED	73.9	≥95.0	68.2	88.2	58.8	91.2	58.8	--

[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 2013–2014 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	51.9	50.0	76.5
Asian	74.4	62.5	84.4
Black or African American	49.0	47.7	75.5
Hispanic/Latino	40.7	31.6	66.3
White	75.9	77.2	93.4
Two or More Races	--	--	86.4
ESOL	20.2	21.6	33.9
FARMS	41.7	35.3	66.2
SPED	20.3	24.5	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	4.3	16.5	9.4	69.1	0.7	64.0	36.0			
Supporting Services	9.0	23.6	24.7	42.7	0.0	61.8	38.2	357	89.6	10.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.7	35.3	41.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.1	
Average Class Size:	English = 24.1 Other = 25.4

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.000
Asst School Administrator	1.000	Special Education	32.084
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.750
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	75.200	**Instructional Support Total**	40.334
Resource/Team Leader/ Content Specialist	10.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	5.400	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	1.000	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	21.400	Security Team Leader	1.000
Resource Program	1.500	Security Assistant	5.000
		Student Monitor	
Teachers Total	117.100	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	6.900	Worker	11.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	2.500	**Building Services Total**	13.500
Other Professional Total	10.400	Food Services	4.000
Total Professional	131.500	**Total Supporting Services**	73.834

Average SAT Scores[3 5] (53.2% Tested)			
	School	County	National
Critical Reading	522	547	497
Math	513	560	513
Writing	509	542	487
Total	1544	1650	1497

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
378	160	42.3

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
87.0%	7.4%	≤5.0	64.1%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,621	1,621	1,660	1,698	1,753	1,782	1,828	1,978

School Personnel Costs	
Professional Salaries	$10,762,462
Supporting Services Salaries	$3,040,653
Employee Benefits	$3,756,162
Total Allocated Cost	**$17,559,277**

[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 2013–2014 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 | 101 Education Boulevard Gaithersburg, MD 20877 | Office Phone: (301)284-4500
Associate Supt: Dr. Christopher S. Garran | | Fax Number: (301) 284-4701
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/gaithsbghs/ | Cluster Name: Gaithersburg
Feeder Schools: Forest Oak, Gaithersburg

2014–2015 Enrollment = 2,230

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.4**	**54.6**	**≤5.0**	**8.7**	**25.2**	**44.3**	**≤5.0**	**18.0**	**≤5.0**	Grade 9	689	30.9
ESOL	**16.4**	6.3	10.0	≤5.0	≤5.0	≤5.0	14.0	≤5.0	≤5.0	≤5.0	Grade 10	592	26.5
FARMS	**43.9**	21.1	22.8	≤5.0	≤5.0	12.9	26.3	≤5.0	≤5.0	≤5.0	Grade 11	513	23.0
SPED	**13.9**	≤5.0	10.1	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	Grade 12	436	19.6
											Total	2,230	

[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).

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	13.8	34.7

Other Participation

Students now or have in the past received FARMS[2] = 66.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.1%
Graduation Rate[2] [3] = 79.8%
Attendance Rate[2] [3] = 92.0%
Dropout Rate[2] [3] = 10.3%
Suspension Rate[2] [3] = 3.5%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 74.6%

School Programs

Academy of Arts and Communications
Academy of Business Studies
Academy of Finance
Academy of Leadership and Education
Academy of Science and Technology
Achieving College Excellence and Success (ACES)
Advanced Placement Programs
Asperger's Program
Autism
Biomedical Sciences Program (Project Lead the Way)
Bridge
Career Pathway Programs
Cisco Academy
College Institute
Learning and Academic Disabilities
Multidisciplinary Educational Training and Support (METS)
National Academy of Information Technology (NAOIT)
National Academy of Finance
Naval Junior Reserve Officer Training Corps (NJROTC)
Ninth Grade Academy
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Not Met	0.9594	4

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.5	91.4	90.4	87.6	93.3	88.2	90.7	60.4
AS	94.0	91.8	93.6	89.1	≥95.0	≥95.0	≥95.0	--
BL	88.2	85.9	87.2	82.3	93.1	86.7	92.1	73.3
HI	90.5	88.8	89.4	83.5	90.3	83.8	84.4	35.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	94.5	93.5	94.7	90.9
MU	93.8	93.8	81.3	93.8	≥95.0	84.6	≥95.0	--
ESOL	53.8	27.3	--	--	62.5	56.3	12.5	20.0
FARMS	92.1	88.8	86.7	77.9	90.6	84.7	86.8	56.0
SPED	54.8	80.6	61.3	48.0	72.5	61.5	71.8	--

[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 2013–2014 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	50.8	50.0	72.9
Asian	80.4	76.6	90.7
Black or African American	57.1	39.6	71.1
Hispanic/Latino	37.2	38.2	63.5
White	72.5	75.0	82.9
Two or More Races	52.9	64.0	81.1
ESOL	24.0	35.6	48.4
FARMS	39.2	38.7	63.8
SPED	29.3	33.8	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	5.0	21.2	11.2	61.5	0.6	60.9	39.1			
Supporting Services	14.0	24.7	19.4	40.9	0.0	65.6	34.4	422	93.6	6.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.1	43.6	41.3

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 10.9		
Average Class Size:	English = 24.0	Other = 23.7

Average SAT Scores[3 5] (60.0% Tested)			
	School	County	National
Critical Reading	480	547	497
Math	489	560	513
Writing	472	542	487
Total	1442	1650	1497

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
433	128	29.6

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.7%	≤5.0	≤5.0	67.1%

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
122	93	0	11	18

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
2,407	2,407	2,272	2,300	2,321	2,318	2,352	2,451

School Personnel Costs	
Professional Salaries	$14,162,646
Supporting Services Salaries	$3,345,399
Employee Benefits	$4,739,194
Total Allocated Cost	**$22,247,239**

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	4.373
Asst School Administrator	1.000	Special Education	27.133
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	98.900	**Instructional Support Total**	37.756
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	13.200	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	2.200	Secretary	6.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	28.600	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	155.500	**Other Support Total**	17.500
		Building Services	
		Manager	
Other Professional		Leader	1.000
Counselor	8.600	Worker	19.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.600	**Building Services Total**	21.000
Other Professional Total	11.200	Food Services	4.125
Total Professional	171.700	**Total Supporting Services**	80.381

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 2,261

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**12.3**	**9.4**	**16.3**	**≤5.0**	**56.1**	**5.6**	Grade 9	600	26.5
ESOL	**5.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	574	25.4
FARMS	**6.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	544	24.1
SPED	**10.5**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.5	≤5.0	Grade 12	543	24.0
											Total	2,261	

[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).

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	61.2	28.3	10.5

Other Participation

Students now or have in the past received FARMS[2] = 16.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.3%

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

APEX Scholars Signature
Asperger's Program
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Learning for Independence

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0761	1

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	91.5	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	≥95.0	93.2	90.9	86.4	90.3	87.1	90.9	--
HI	93.4	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.1	≥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	90.0	≥95.0	--
ESOL	--	--	--	--	--	--	93.3	--
FARMS	93.1	93.3	76.7	93.8	≥95.0	91.4	89.7	--
SPED	90.5	88.4	72.7	93.1	85.5	92.6	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 2013–2014 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	71.5	80.3	93.9
Asian	75.8	75.3	94.5
Black or African American	45.6	58.5	88.0
Hispanic/Latino	49.1	61.5	90.9
White	82.1	88.8	≥95.0
Two or More Races	76.9	84.4	≥95.0
ESOL	42.5	46.2	68.9
FARMS	45.0	45.1	82.4
SPED	56.5	59.3	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	6.5	4.5	5.8	83.2	0.0	63.9	36.1			
Supporting Services	6.3	21.5	13.9	58.2	0.0	65.8	34.2	472	97.7	2.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.7	42.6	47.7

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.9		
Average Class Size:	English = 25.8	Other = 28.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.248
Asst School Administrator	1.000	Special Education	21.761
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.499
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.500
Teachers		Teacher Assistant	
Classroom	100.200	**Instructional Support Total**	32.008
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development		Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.400	Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	0.200	Secretary	6.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	18.800	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	133.000	**Other Support Total**	16.500
		Building Services	
		Manager	
Other Professional		Leader	1.000
Counselor	9.200	Worker	16.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.500	**Building Services Total**	18.000
Other Professional Total	11.700	Food Services	2.187
Total Professional	149.700	**Total Supporting Services**	68.695

Average SAT Scores[3 5] (80.0% Tested)			
	School	County	National
Critical Reading	581	547	497
Math	593	560	513
Writing	572	542	487
Total	1747	1650	1497

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
551	383	69.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.5%	≤5.0	≤5.0	50.4%

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	102	0	2	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
2,345	2,345	2,243	2,287	2,361	2,472	2,676	2,798

School Personnel Costs	
Professional Salaries	$13,000,474
Supporting Services Salaries	$2,915,971
Employee Benefits	$4,307,486
Total Allocated Cost	**$20,223,931**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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. | 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

2014–2015 Enrollment = 1,553

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.4**	**51.6**	**≤5.0**	**8.6**	**34.3**	**50.3**	**≤5.0**	**5.2**	**≤5.0**
ESOL	**13.3**	5.9	7.5	≤5.0	≤5.0	≤5.0	10.8	≤5.0	≤5.0	≤5.0
FARMS	**54.7**	26.0	28.7	≤5.0	≤5.0	17.1	32.9	≤5.0	≤5.0	≤5.0
SPED	**14.2**	≤5.0	9.6	≤5.0	≤5.0	≤5.0	7.2	≤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
Grade 9	500	32.2
Grade 10	415	26.7
Grade 11	305	19.6
Grade 12	333	21.4
Total	1,553	

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	31.7	34.8	33.5

Other Participation

Students now or have in the past received FARMS[2] = 78.4%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.3%
Graduation Rate[2] [3] = 80.1%
Attendance Rate[2] [3] = 90.7%
Dropout Rate[2] [3] = 10.4%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 67.8%

School Programs

Broadcast Journalism & Communications Academy
Business Management and Administration Academy
Career Pathway Programs
College Institute
Creative Arts Academy
Health Careers Academy, Physical Rehabilitation
International Baccalaureate (IB) Diploma Programme
Leadership Training Institute
Learning and Academic Disabilities
Learning for Independence
Medical Careers
Naval Junior Reserve Officer Training Corps (NJROTC)
Positive Behavioral Interventions and Supports (PBIS)
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Not Met	0.9592	4

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	89.9	86.2	82.1	77.1	85.0	84.4	78.9	75.3
AS	≥95.0	≥95.0	≥95.0	91.7	91.7	94.4	86.8	90.9
BL	88.8	85.3	80.6	83.6	83.8	85.3	77.3	81.3
HI	89.3	83.3	79.8	67.2	83.5	79.5	76.3	58.6
WH	92.3	92.9	85.7	80.0	92.3	≥95.0	≥95.0	--
MU	--	--	--	--	--	--	--	--
ESOL	--	--	--	--	57.1	61.5	14.3	--
FARMS	91.2	84.2	77.6	77.2	81.9	80.1	72.3	64.7
SPED	50.0	35.3	31.3	--	53.8	48.7	53.8	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 2013–2014 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	43.9	49.6	71.8
Asian	70.3	63.6	87.2
Black or African American	49.3	52.7	73.6
Hispanic/Latino	35.9	42.4	66.5
White	57.9	84.2	76.3
Two or More Races	--	--	74.2
ESOL	24.8	36.0	61.9
FARMS	40.7	44.0	66.5
SPED	31.6	44.8	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	4.7	32.3	4.7	55.1	2.4	65.4	34.6			
Supporting Services	13.5	40.5	24.3	21.6	0.0	66.2	33.8	360	93.3	6.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.5	37.0	42.5

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 10.3		
Average Class Size:	English = 21.9	Other = 24.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.500
Asst School Administrator	1.000	Special Education	21.775
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.625
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.500
		Teacher Assistant	
Teachers		**Instructional Support Total**	29.400
Classroom	68.600	Other Support	
Resource/Team Leader/ Content Specialist	10.000	Business Manager	1.000
Staff Development	0.600	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	5.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	5.000
Career/Technical Ed	2.400	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	19.900	Security Assistant	5.000
Resource Program	1.000	Student Monitor	
Teachers Total	110.300	**Other Support Total**	16.000
		Building Services	
		Manager	2.000
Other Professional		Leader	
Counselor	6.900	Worker	11.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.700	**Building Services Total**	14.000
Other Professional Total	9.600	Food Services	4.500
Total Professional	123.900	**Total Supporting Services**	63.900

Average SAT Scores[3 5] (59.2% Tested)			
	School	County	National
Critical Reading	467	547	497
Math	474	560	513
Writing	463	542	487
Total	1404	1650	1497

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
370	120	32.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
92.9%	≤5.0	≤5.0	74.4%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,847	1,847	1,571	1,672	1,788	1,855	1,925	1,975

School Personnel Costs	
Professional Salaries	$10,386,447
Supporting Services Salaries	$2,850,537
Employee Benefits	$3,555,550
Total Allocated Cost	**$16,792,534**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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 | 5939 Muncaster Mill Road Rockville, MD 20855 | Office Phone: (301) 840-4600
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 840-4617
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/magruderhs/ | Cluster Name: Col. Zadok Magruder
Feeder Schools: Redland, Shady Grove

2014–2015 Enrollment = 1,523

	% 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**	**14.6**	**18.2**	**34.4**	**≤5.0**	**28.9**	**≤5.0**	Grade 9	420	27.6
ESOL	**6.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	394	25.9
FARMS	**33.9**	15.2	18.6	≤5.0	≤5.0	8.6	19.1	≤5.0	≤5.0	≤5.0	Grade 11	363	23.8
SPED	**9.5**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	346	22.7
											Total	1,523	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	56.6	29.0	14.5

Other Participation

Students now or have in the past received FARMS[2] = 50.7%
Dropout Rate[2] [3] = 5.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.8%
Suspension Rate[2] [3] = ≤3.0%
Graduation Rate[2] [3] = 90.1%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 81.4%
Attendance Rate[2] [3] = 93.6%

School Programs

Academy of Arts and Humanities
Academy of Leadership and Education
Academy of Teacher Education
Advanced Engineering Academy (Project Lead the Way)
Army Junior Reserve Officers' Training Corps (JROTC)
Autism
Career Pathway Programs
ESOL Center
Learning and Academic Disabilities
National Academy of Finance
Pursuing Excellence through Academic Curricula (PEAC)

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9800	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	86.9	85.7	94.3	93.8	87.8	83.9
AS	≥95.0	≥95.0	87.8	92.0	≥95.0	≥95.0	92.1	≥95.0
BL	91.7	≥95.0	78.3	83.3	87.5	90.8	75.0	--
HI	92.6	≥95.0	75.9	73.9	91.7	90.0	80.3	66.7
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	91.7	--	≥95.0	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	92.4	94.5	64.0	68.8	87.7	89.7	75.2	46.2
SPED	70.0	85.0	60.0	47.4	62.1	65.5	62.1	--

[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 2013–2014 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	58.7	57.0	70.9
Asian	82.5	77.6	88.3
Black or African American	45.8	42.3	53.0
Hispanic/Latino	39.2	35.1	53.8
White	78.9	79.3	88.8
Two or More Races	83.3	73.3	87.3
ESOL	29.5	18.2	15.6
FARMS	33.7	36.0	47.7
SPED	27.9	13.2	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	5.5	10.9	6.4	75.5	1.8	60.9	39.1			
Supporting Services	9.5	27.0	17.5	46.0	0.0	60.3	39.7	309	95.5	4.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.5	38.2	57.3

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.4		
Average Class Size:	English = 26.2	Other = 26.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.500
Asst School Administrator	1.000	Special Education	11.812
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.624
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	67.800	**Instructional Support Total**	19.436
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	2.000	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	2.000	Secretary	4.999
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	11.000	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	93.400	**Other Support Total**	15.999
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	6.700	Worker	12.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.800	**Building Services Total**	14.500
Other Professional Total	8.500	Food Services	4.687
Total Professional	105.900	**Total Supporting Services**	54.622

Average SAT Scores[3 5] (66.4% Tested)			
	School	County	National
Critical Reading	527	547	497
Math	554	560	513
Writing	518	542	487
Total	1598	1650	1497

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
408	200	49.0

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
92.6%	≤5.0	≤5.0	54.5%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,995	1,995	1,468	1,521	1,564	1,599	1,666	1,686

School Personnel Costs	
Professional Salaries	$9,813,096
Supporting Services Salaries	$2,381,172
Employee Benefits	$3,279,079
Total Allocated Cost	**$15,473,347**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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: Mr. Damon A. Monteleone | 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

2014–2015 Enrollment = 2,196

	% 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**	**25.2**	**16.2**	**23.5**	**≤5.0**	**30.0**	**≤5.0**	Grade 9	644	29.3
ESOL	**6.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	564	25.7
FARMS	**20.5**	10.3	10.2	≤5.0	≤5.0	5.8	8.9	≤5.0	≤5.0	≤5.0	Grade 11	506	23.0
SPED	**7.8**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	482	21.9
											Total	2,196	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	72.5	24.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 36.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.2%
Graduation Rate[2] [3] = 89.8%
Attendance Rate[2] [3] = 94.5%
Dropout Rate[2] [3] = 5.9%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 74.8%

School Programs

Emotional Disabilities
International Baccalaureate (IB) Diploma Programme
International Baccalaureate Middle Years Programme
Learning and Academic Disabilities

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0067	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	89.0	≥95.0	≥95.0	94.7	93.5
AS	≥95.0	≥95.0	≥95.0	87.9	≥95.0	≥95.0	≥95.0	≥95.0
BL	94.2	90.7	92.9	79.5	89.8	90.8	86.8	92.3
HI	≥95.0	≥95.0	93.4	89.8	90.2	89.7	90.0	79.5
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.1
MU	91.3	≥95.0	92.6	90.9	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	72.7	75.0	70.6	--
FARMS	≥95.0	91.8	90.4	84.9	90.2	90.8	85.7	71.9
SPED	76.9	79.2	73.1	68.2	77.4	76.5	72.7	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 2013–2014 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	71.3	69.1	81.9
Asian	89.5	85.5	92.0
Black or African American	57.0	50.6	67.4
Hispanic/Latino	48.3	42.7	65.5
White	84.9	84.9	91.2
Two or More Races	71.4	87.0	89.3
ESOL	41.6	39.7	30.7
FARMS	47.3	38.1	59.8
SPED	38.5	26.5	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	7.3	7.3	5.3	80.1	0.0	60.9	39.1			
Supporting Services	14.9	28.4	17.9	38.8	0.0	62.7	37.3	463	97.4	2.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.6	36.4	49.0

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.6		
Average Class Size:	English = 26.0	Other = 26.7

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.625
Asst School Administrator		Special Education	13.325
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	5.000	English Composition Assistant	2.375
		Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	2.000
Classroom	99.000	Teacher Assistant	
Resource/Team Leader/ Content Specialist	7.000	**Instructional Support Total**	23.325
Staff Development	0.600	Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL	4.200	Administrative Secretary	1.000
Alternative	0.800	Registrar	1.000
Career/Technical Ed	0.800	School Financial Assistant	1.000
Reading/Literacy		Secretary	6.000
Special Education:		Parent/Community Coord	
Classroom	14.600	Media Services Technician	1.000
Resource Program	2.000	Security Team Leader	1.000
Teachers Total	130.000	Security Assistant	4.500
		Student Monitor	
		Other Support Total	16.500
Other Professional		Building Services	
Counselor	8.900	Manager	1.000
Media Specialist	1.000	Leader	
Spec Ed Related Services	0.700	Worker	13.500
		Plant Equipment Operator	1.000
Other Professional Total	10.600	**Building Services Total**	15.500
		Food Services	3.000
Total Professional	145.600	**Total Supporting Services**	58.325

Average SAT Scores[3] [5] (75.7% Tested)			
	School	County	National
Critical Reading	592	547	497
Math	598	560	513
Writing	581	542	487
Total	1771	1650	1497

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
527	323	61.3

Grade 12 Documented Decisions[2] [3]			
College/Training	Employment	Military	College/Employment
93.8%	≤5.0	≤5.0	60.9%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
2,236	2,236	2,232	2,280	2,348	2,355	2,460	2,479

School Personnel Costs	
Professional Salaries	$12,373,813
Supporting Services Salaries	$2,559,024
Employee Benefits	$3,993,315
Total Allocated Cost	**$18,926,152**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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: Mrs. 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

2014–2015 Enrollment = 2,105

	% 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**	**17.8**	**27.6**	**20.4**	**≤5.0**	**28.5**	**5.6**	Grade 9	616	29.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	530	25.2
FARMS	**27.8**	13.4	14.4	≤5.0	≤5.0	12.3	9.4	≤5.0	≤5.0	≤5.0	Grade 11	505	24.0
SPED	**11.5**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	454	21.6
											Total	2,105	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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] = 45.7%
Dropout Rate[2] [3] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.6%
Suspension Rate[2] [3] = 3.1%
Graduation Rate[2] [3] = 92.8%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 90.9%
Attendance Rate[2] [3] = 94.2%

School Programs

Academy of Biotechnology
Academy of Commercial and Fine Arts
Academy of Finance
Advanced Curriculum for Excellence in Science (ACES)
Emotional Disabilities
Learning and Academic Disabilities
Montgomery College Middle College Program
National Academy of Finance
Positive Behavioral Interventions and Supports (PBIS)
Ulysses Signature Program

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0106	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.4	≥95.0	91.2	83.7	91.6	94.6	92.8	82.6
AS	≥95.0	≥95.0	94.7	84.6	≥95.0	≥95.0	≥95.0	--
BL	87.2	90.1	85.4	77.5	79.5	86.3	87.2	91.7
HI	93.3	≥95.0	88.9	82.6	90.3	93.8	89.6	--
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	--
MU	89.5	94.7	84.2	68.8	≥95.0	94.4	≥95.0	--
ESOL	--	--	--	--	--	--	--	--
FARMS	91.6	90.6	84.4	77.8	80.4	89.1	83.5	--
SPED	73.0	77.8	58.3	61.8	58.1	76.7	72.1	--

[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 2013–2014 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	70.5	67.2	86.8
Asian	89.7	94.3	≥95.0
Black or African American	52.4	49.0	75.2
Hispanic/Latino	61.5	56.8	79.4
White	82.1	79.1	94.9
Two or More Races	71.4	62.1	89.4
ESOL	64.3	61.5	--
FARMS	52.7	42.6	72.5
SPED	40.3	34.9	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	5.5	10.3	2.7	78.1	2.7	67.1	32.9			
Supporting Services	14.3	27.1	15.7	42.9	0.0	58.6	41.4	426	96.0	4.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.4	52.1	31.5

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.1		
Average Class Size:	English = 24.3	Other = 27.4

Average SAT Scores[3 5] (74.6% Tested)			
	School	County	National
Critical Reading	516	547	497
Math	542	560	513
Writing	519	542	487
Total	1577	1650	1497

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
473	234	49.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥5.0	≤5.0	≤5.0	58.5%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
2,241	2,241	2,165	2,218	2,352	2,402	2,471	2,540

School Personnel Costs	
Professional Salaries	$11,536,910
Supporting Services Salaries	$2,664,308
Employee Benefits	$3,829,029
Total Allocated Cost	**$18,030,247**

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.375
Asst School Administrator	1.000	Special Education	15.750
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	96.200	**Instructional Support Total**	24.375
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL		Registrar	1.000
Alternative	0.800	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	17.800	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	127.400	**Other Support Total**	17.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	8.500	Worker	15.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.600	**Building Services Total**	17.000
Other Professional Total	10.100	Food Services	3.125
Total Professional	142.500	**Total Supporting Services**	61.500

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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: 7:20 - 2:10 | www.montgomeryschoolsmd.org/schools/northwoodhs/ | Cluster Name: Downcounty Consortium
Feeder Schools: Lee, Silver Spring Int'l, Sligo MS

2014–2015 Enrollment = 1,585

	% 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**	**6.4**	**24.3**	**52.2**	**≤5.0**	**14.2**	**≤5.0**	Grade 9	539	34.0
ESOL	**17.7**	7.1	10.5	≤5.0	≤5.0	≤5.0	14.9	≤5.0	≤5.0	≤5.0	Grade 10	408	25.7
FARMS	**47.9**	22.6	25.2	≤5.0	≤5.0	12.8	30.2	≤5.0	≤5.0	≤5.0	Grade 11	321	20.3
SPED	**11.9**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	Grade 12	317	20.0
											Total	1,585	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	84.7	14.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 73.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.2%
Graduation Rate[2] [3] = 84.4%
Attendance Rate[2] [3] = 91.7%
Dropout Rate[2] [3] = 7.5%
Suspension Rate[2] [3] = 4.9%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 74.8%

School Programs

Academy of Humanities, Arts, and Media
Academy of Musical Theatre
Academy of Politics, Advocacy, and Law
Academy of Technology, Environmental, and Systems Science
Advancement Via Individual Determination (AVID)
Early College Scholars Program
Emotional Disabilities
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Montgomery College Middle College at Northwood High School
Multidisciplinary Educational Training and Support (METS)

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Met	Met	0.9832	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	85.4	85.7	79.4	76.9	82.5	81.7	78.5	53.6
AS	94.7	≥95.0	80.0	88.9	81.3	≥95.0	75.0	--
BL	80.9	81.4	69.0	73.3	75.3	78.2	75.3	--
HI	84.4	82.3	78.1	73.1	81.8	75.0	73.9	55.6
WH	92.3	≥95.0	≥95.0	85.7	≥95.0	≥95.0	94.5	--
MU	80.0	--	--	--	--	--	--	--
ESOL	10.0	--	--	--	50.0	36.4	16.7	--
FARMS	79.0	79.8	70.2	69.7	79.1	77.2	73.4	50.0
SPED	63.0	73.1	50.0	39.1	70.0	67.5	55.0	--

[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 2013–2014 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	50.5	62.6	63.7
Asian	76.7	85.0	70.1
Black or African American	55.6	68.4	56.1
Hispanic/Latino	39.9	51.1	57.3
White	78.7	75.9	88.8
Two or More Races	--	--	81.6
ESOL	24.0	60.3	31.4
FARMS	42.7	59.4	55.3
SPED	44.3	51.7	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	3.9	31.3	10.9	52.3	1.6	62.5	37.5			
Supporting Services	16.9	32.3	21.5	29.2	0.0	66.2	33.8	370	93.8	6.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.4	43.8	39.8

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 11.2		
Average Class Size:	English = 24.1	Other = 23.9

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.000
Asst School Administrator	1.000	Special Education	16.286
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.625
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.500
		Teacher Assistant	
Teachers		**Instructional Support Total**	24.411
Classroom	70.600	Other Support	
Resource/Team Leader/ Content Specialist	7.000	Business Manager	1.000
Staff Development	0.600	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	8.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	4.000
Career/Technical Ed	2.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	16.600	Security Assistant	5.500
Resource Program	2.000	Student Monitor	
Teachers Total	109.600	**Other Support Total**	15.500
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	6.700	Worker	10.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	12.000
Other Professional Total	8.700	Food Services	3.750
Total Professional	122.300	**Total Supporting Services**	55.661

Average SAT Scores[3] [5] (49.7% Tested)			
	School	County	National
Critical Reading	493	547	497
Math	480	560	513
Writing	468	542	487
Total	1440	1650	1497

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
340	104	30.6

Grade 12 Documented Decisions[2] [3]			
College/Training	Employment	Military	College/Employment
87.1%	7.2%	≤5.0	67.2%

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	62	0	8	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,530	1,530	1,637	1,630	1,666	1,785	1,794	1,963

School Personnel Costs	
Professional Salaries	$10,041,006
Supporting Services Salaries	$2,311,226
Employee Benefits	$3,314,773
Total Allocated Cost	**$15,667,005**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,989

	% 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**	**14.7**	**54.7**	**16.8**	**≤5.0**	**10.0**	**≤5.0**	Grade 9	573	28.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	527	26.5
FARMS	**36.1**	17.9	18.3	≤5.0	≤5.0	22.4	8.9	≤5.0	≤5.0	≤5.0	Grade 11	467	23.5
SPED	**9.8**	≤5.0	6.0	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	422	21.2
											Total	1,989	

[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).

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	70.1	24.7	5.2

Other Participation

Students now or have in the past received FARMS[2] = 60.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.6%
Graduation Rate[2] [3] = 89.2%
Attendance Rate[2] [3] = ≥95.0%
Dropout Rate[2] [3] = 6.6%
Suspension Rate[2] [3] = 4.3%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 69.7%

School Programs

Academy of Finance
Academy of Hospitality Management
Academy of Science
Academy of Science and Media
Advanced Engineering Academy (Project Lead the Way)
Advancement Via Individual Determination (AVID)
Emerging Scholars
Emotional Disabilities
Junior Reserve Officer Training Corps (JROTC)
Learning and Academic Disabilities
Learning for Independence
Medical Careers
National Academy of Finance
Naval Junior Reserve Officer Training Corps (NJROTC)
Physical Disabilities

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Not Met	0.9549	4

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.1	94.0	83.1	89.0	85.9	92.4	84.7	71.4
AS	≥95.0	≥95.0	90.7	88.9	≥95.0	≥95.0	93.8	--
BL	90.3	92.3	81.0	89.4	81.8	87.3	78.2	66.7
HI	92.0	89.8	74.5	89.3	83.6	91.4	87.5	--
WH	≥95.0	≥95.0	88.4	84.6	92.2	≥95.0	94.1	--
MU	≥95.0	94.1	87.5	--	72.7	≥95.0	81.8	--
ESOL	--	--	--	--	--	--	--	--
FARMS	89.3	93.3	79.6	90.3	74.1	84.0	69.5	83.3
SPED	61.1	50.0	40.0	73.3	35.0	60.0	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 2013–2014 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	49.8	49.0	91.6
Asian	71.0	69.0	≥95.0
Black or African American	46.7	43.6	88.8
Hispanic/Latino	44.6	34.6	91.5
White	59.2	70.0	≥95.0
Two or More Races	31.6	52.9	89.9
ESOL	37.9	37.5	59.1
FARMS	40.2	38.7	86.7
SPED	13.2	13.7	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	4.2	22.4	4.2	65.7	2.8	67.1	32.9			
Supporting Services	12.2	36.5	6.8	40.5	2.7	63.5	36.5	400	92.5	7.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	43.4	49.0

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.7		
Average Class Size:	English = 25.6	Other = 26.7

Average SAT Scores[3 5] (75.2% Tested)			
	School	County	National
Critical Reading	485	547	497
Math	498	560	513
Writing	484	542	487
Total	1466	1650	1497

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
416	159	38.2

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥5.0	≤5.0	≤5.0	63.1%

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	88	0	0	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
2,034	2,034	2,036	2,056	2,095	2,140	2,152	2,158

School Personnel Costs	
Professional Salaries	$11,844,607
Supporting Services Salaries	$2,788,189
Employee Benefits	$3,957,593
Total Allocated Cost	**$18,590,389**

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	3.000
Asst School Administrator		Special Education	18.533
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.124
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	27.657
Classroom	88.200	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development	0.600	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	0.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	5.000
Career/Technical Ed	1.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	16.800	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	119.600	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	8.200	Worker	15.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.800	**Building Services Total**	17.000
Other Professional Total	10.000	Food Services	3.688
Total Professional	134.600	**Total Supporting Services**	64.345

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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: Ms. Deena Levine | 17501 Willard Road Poolesville, MD 20837 | Office Phone: (301) 972-7900
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 972-7943
School Hours: 7:25 - 4:10 | www.montgomeryschoolsmd.org/schools/poolesvillehs/ | Cluster Name: Poolesville
Feeder Schools: John Poole

2014–2015 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		**49.3**	**50.7**	**≤5.0**	**25.8**	**5.7**	**6.9**	**≤5.0**	**54.5**	**6.6**	Grade 9	336	27.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	284	23.2
FARMS	**7.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	304	24.9
SPED	**5.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	299	24.4
											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	87.9	12.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 15.0%
Dropout Rate[2] [3] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Graduation Rate[2] [3] = ≥95.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 90.5%
Attendance Rate[2] [3] = ≥95.0%

School Programs

Advanced Engineering Academy (Project Lead the Way)
Global Ecology House
Humanities House
Independent Studies House
Learning and Academic Disabilities
Science, Math, and Computer Science House

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0870	1

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	94.0	81.0	≥95.0	≥95.0	≥95.0	87.5
AS	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	≥95.0	--
BL	75.0	81.3	68.8	--	82.4	81.3	87.5	--
HI	93.8	≥95.0	87.5	--	≥95.0	≥95.0	≥95.0	--
WH	≥95.0	≥95.0	≥95.0	88.1	≥95.0	≥95.0	≥95.0	--
MU	93.8	93.8	88.2	--	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	69.2	76.9	53.8	--	90.0	84.2	89.5	--
SPED	76.5	70.6	50.0	38.5	87.5	93.8	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 2013–2014 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	85.7	91.8	≥95.0
Asian	≥95.0	≥95.0	≥95.0
Black or African American	92.3	84.6	≥95.0
Hispanic/Latino	83.3	87.5	≥95.0
White	79.6	90.7	≥95.0
Two or More Races	85.0	90.0	≥95.0
ESOL	--	--	--
FARMS	69.2	70.4	≥95.0
SPED	80.0	71.4	≥95.0

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	5.7	1.1	4.5	88.6	0.0	54.5	45.5			
Supporting Services	2.8	8.3	16.7	69.4	2.8	61.1	38.9	235	97.0	3.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.6	30.7	55.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.0

Average Class Size: English = 27.6 Other = 26.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.375
Asst School Administrator		Special Education	4.625
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	4.000	English Composition Assistant	1.250
		Hearing Interpreter	
		College/Career Information Coord	1.000
Teachers		Media Assistant	1.000
Classroom	57.600	Teacher Assistant	
Resource/Team Leader/ Content Specialist	6.000	**Instructional Support Total**	10.250
Staff Development	0.600	Other Support	
Athletic Director	1.000	Business Manager	1.000
ESOL		Administrative Secretary	1.000
Alternative	0.200	Registrar	1.000
Career/Technical Ed	0.400	School Financial Assistant	1.000
Reading/Literacy		Secretary	3.500
Special Education:		Parent/Community Coord	
Classroom	6.100	Media Services Technician	1.000
Resource Program	1.000	Security Team Leader	1.000
Teachers Total	72.900	Security Assistant	2.000
		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	1.562
Total Professional	82.600	**Total Supporting Services**	31.812

Average SAT Scores[3 5] (86.6% Tested)

	School	County	National
Critical Reading	626	547	497
Math	651	560	513
Writing	615	542	487
Total	1891	1650	1497

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
305	236	77.4

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
≥5.0	≤5.0	≤5.0	52.7%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,170	1,170	1,186	1,189	1,201	1,169	1,204	1,208

School Personnel Costs

Professional Salaries	$7,383,642
Supporting Services Salaries	$1,416,105
Employee Benefits	$2,342,129
Total Allocated Cost	**$11,141,876**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,889

	% 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**	**12.4**	**14.8**	**23.1**	**≤5.0**	**45.1**	**≤5.0**	Grade 9	491	26.0
ESOL	**6.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	526	27.8
FARMS	**22.6**	11.3	11.3	≤5.0	≤5.0	6.9	11.1	≤5.0	≤5.0	≤5.0	Grade 11	473	25.0
SPED	**9.0**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	399	21.1
											Total	1,889	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	87.6	≤5.0	10.0

Other Participation

Students now or have in the past received FARMS[2] = 37.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.5%
Graduation Rate[2] [3] = 94.9%
Attendance Rate[2] [3] = 93.1%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 84.5%

School Programs

Advanced Studies in Arts and Academics
Cisco Academy
Extensions
Learning and Academic Disabilities
Learning for Independence (for current QOHS students only)
Project Lead the Way
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0116	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	93.9	90.2	82.1	93.1	90.7	89.3	45.0
AS	≥95.0	≥95.0	≥95.0	90.0	≥95.0	≥95.0	≥95.0	--
BL	93.5	87.2	79.5	71.0	79.7	81.2	69.6	--
HI	91.3	87.0	77.6	76.5	83.3	79.7	79.0	--
WH	≥95.0	≥95.0	≥95.0	89.8	≥95.0	≥95.0	≥95.0	--
MU	≥95.0	93.3	93.3	--	93.3	92.9	93.3	--
ESOL	--	--	--	--	--	--	--	--
FARMS	88.9	83.8	75.0	68.3	79.5	82.1	72.5	--
SPED	94.1	83.3	68.6	69.6	77.6	66.0	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 2013–2014 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	70.6	70.5	93.0
Asian	76.2	82.3	≥95.0
Black or African American	57.8	49.3	86.7
Hispanic/Latino	43.9	45.8	85.5
White	86.3	88.7	≥95.0
Two or More Races	73.7	63.2	≥95.0
ESOL	30.3	32.5	57.1
FARMS	47.9	43.8	84.3
SPED	40.9	31.9	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	5.4	6.9	5.4	79.2	2.3	63.1	36.9			
Supporting Services	9.0	17.9	20.9	50.7	1.5	65.7	34.3	369	96.2	3.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.5	50.0	31.5

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.8	
Average Class Size:	English = 27.2 Other = 27.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	4.125
Asst School Administrator	1.000	Special Education	16.625
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.999
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	86.600	**Instructional Support Total**	26.749
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.400	Registrar	1.000
Alternative	0.800	School Financial Assistant	1.000
Career/Technical Ed	0.800	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	10.500	Security Team Leader	1.000
Resource Program	1.500	Security Assistant	5.000
		Student Monitor	
Teachers Total	112.200	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	7.500	Worker	12.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.700	**Building Services Total**	14.000
Other Professional Total	9.200	Food Services	2.750
Total Professional	126.400	**Total Supporting Services**	59.499

Average SAT Scores[3 5] (64.3% Tested)			
	School	County	National
Critical Reading	550	547	497
Math	558	560	513
Writing	543	542	487
Total	1651	1650	1497

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
473	257	54.3

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.3%	≤5.0	≤5.0	58.4%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,857	1,857	1,895	1,918	1,924	1,959	2,011	2,019

School Personnel Costs	
Professional Salaries	$10,226,909
Supporting Services Salaries	$2,646,671
Employee Benefits	$3,423,231
Total Allocated Cost	**$16,296,811**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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: Mrs. Billie-Jean Bensen | 2100 Baltimore Road Rockville, MD 20851 | Office Phone: (301) 517-8105
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 517-8288
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/rockvillehs/ | Cluster Name: Rockville
Feeder Schools: Wood

2014–2015 Enrollment = 1,331

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.3**	**52.7**	**≤5.0**	**11.0**	**13.9**	**36.7**	**≤5.0**	**34.2**	**≤5.0**	Grade 9	409	30.7
ESOL	**9.5**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	8.0	≤5.0	≤5.0	≤5.0	Grade 10	333	25.0
FARMS	**32.0**	14.7	17.4	≤5.0	≤5.0	6.1	20.5	≤5.0	≤5.0	≤5.0	Grade 11	295	22.2
SPED	**15.6**	5.5	10.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.4	≤5.0	Grade 12	294	22.1
											Total	1,331	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	51.2	22.2	26.6

Other Participation

Students now or have in the past received FARMS[2] = 48.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.7%
Graduation Rate[2] [3] = 90.1%
Attendance Rate[2] [3] = 94.1%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 80.8%

School Programs

Academy of Education
Academy of Hospitality Management
Achieving Collegiate Excellence and Success (ACES)
Advanced Engineering Academy (Project Lead the Way)
Advancement Via Individual Determination (AVID)
Autism
College/Career Research and Development
Deaf & Hard/Hearing
ESOL Center
International Baccalaureate (IB) Diploma Programme
International Baccalaureate Career Program (CP)
Journalism Academy
Learning and Academic Disabilities
Learning for Independence

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Met	Met	1.0330	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	94.8	92.2	91.0	91.2	80.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.9	--
BL	86.2	89.7	72.4	92.9	80.5	85.7	90.9	--
HI	≥95.0	≥95.0	85.0	91.4	88.8	81.0	82.2	--
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	--
MU	--	--	--	--	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	93.8	87.2	73.9	88.9	82.4	79.3	80.0	--
SPED	84.6	92.9	64.3	80.0	81.3	75.8	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 2013–2014 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	66.1	64.2	81.9
Asian	90.0	72.7	87.1
Black or African American	53.8	52.1	73.2
Hispanic/Latino	50.4	45.0	75.6
White	82.1	81.4	88.6
Two or More Races	73.3	93.8	88.0
ESOL	22.6	13.8	39.2
FARMS	48.6	41.3	69.6
SPED	45.5	39.6	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	7.2	12.6	5.4	73.9	0.9	66.7	33.3			
Supporting Services	9.0	22.4	13.4	55.2	0.0	62.7	37.3	269	98.1	1.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.2	42.3	41.4

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 10.2		
Average Class Size:	English = 23.4	Other = 25.8

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.749
Asst School Administrator	1.000	Special Education	21.949
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.375
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	29.073
Classroom	55.000	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development	0.600	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	4.200	School Financial Assistant	1.000
Alternative	0.800	Secretary	3.500
Career/Technical Ed	1.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	20.100	Security Assistant	3.000
Resource Program	2.000	Student Monitor	
Teachers Total	92.700	**Other Support Total**	12.500
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	5.200	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	2.500	**Building Services Total**	15.500
Other Professional Total	8.700	Food Services	2.750
Total Professional	105.400	**Total Supporting Services**	59.823

Average SAT Scores[3 5] (68.2% Tested)			
	School	County	National
Critical Reading	520	547	497
Math	528	560	513
Writing	521	542	487
Total	1569	1650	1497

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
305	175	57.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.5%	≤5.0	≤5.0	59.2%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,570	1,570	1,374	1,415	1,459	1,454	1,512	1,536

School Personnel Costs	
Professional Salaries	$8,841,884
Supporting Services Salaries	$2,543,361
Employee Benefits	$3,126,248
Total Allocated Cost	**$14,511,493**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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 | 19401 Crystal Rock Drive Germantown, MD 20874 | Office Phone: (301) 353-8000
Associate Supt: Dr. Christopher S. Garran | | Fax Number: (301) 353-8004
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/senecavalleyhs/ | Cluster Name: Seneca Valley
Feeder Schools: Clemente, King

2014–2015 Enrollment = 1,278

	% 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**	**11.1**	**35.7**	**26.8**	**≤5.0**	**21.4**	**≤5.0**	Grade 9	407	31.8
ESOL	**9.2**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Grade 10	306	23.9
FARMS	**38.3**	17.7	20.7	≤5.0	≤5.0	17.8	13.6	≤5.0	≤5.0	≤5.0	Grade 11	285	22.3
SPED	**14.0**	5.5	8.5	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	280	21.9
											Total	1,278	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	58.7	8.4	33.0

Other Participation

Students now or have in the past received FARMS[2] = 61.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 18.7%
Graduation Rate[2] [3] = 83.2%
Attendance Rate[2] [3] = 92.4%
Dropout Rate[2] [3] = 11.3%
Suspension Rate[2] [3] = 4.5%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 66.7%

School Programs

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
Achieving College Excellence and Success (ACES)
College Institute
International Baccalaureate (IB) Diploma Programme
Learning and Academic Disabilities
Learning for Independence
Naval Junior Reserve Officer Training Corps (NJROTC)
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Not Met	0.9079	4

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.5	93.5	86.2	88.8	86.7	93.1	82.5	77.4
AS	≥95.0	≥95.0	88.5	88.0	≥95.0	≥95.0	85.7	--
BL	90.1	87.8	80.0	85.5	81.1	88.2	79.2	69.2
HI	83.3	91.8	83.3	89.1	79.5	91.6	78.8	--
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	90.0	--
MU	≥95.0	≥95.0	92.3	84.6	≥95.0	90.9	90.9	--
ESOL	--	--	--	--	70.0	--	30.0	--
FARMS	86.6	85.3	78.8	80.3	84.6	91.1	78.5	63.6
SPED	68.4	73.7	50.0	66.7	45.5	68.2	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 2013–2014 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	48.5	55.6	79.3
Asian	76.3	65.7	80.7
Black or African American	32.8	49.1	77.0
Hispanic/Latino	46.1	50.0	74.9
White	68.1	71.0	86.1
Two or More Races	40.0	42.9	82.8
ESOL	21.1	44.2	43.4
FARMS	30.6	42.1	72.5
SPED	≤5.0	35.7	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	8.4	15.0	4.7	69.2	2.8	64.5	35.5			
Supporting Services	4.8	15.9	22.2	55.6	1.6	65.1	34.9	292	93.8	6.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.5	38.3	40.2

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 10.3		
Average Class Size:	English = 22.7	Other = 23.7

Average SAT Scores[3 5] (68.2% Tested)			
	School	County	National
Critical Reading	489	547	497
Math	490	560	513
Writing	498	542	487
Total	1477	1650	1497

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
261	92	35.2

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
88.5%	≤5.0	≤5.0	67.2%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,374	2,400	1,237	1,258	1,285	1,309	1,350	1,395

School Personnel Costs	
Professional Salaries	$8,530,412
Supporting Services Salaries	$2,333,244
Employee Benefits	$2,980,535
Total Allocated Cost	**$13,844,191**

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.750
Asst School Administrator	1.000	Special Education	17.175
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	58.400	**Instructional Support Total**	24.300
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.600	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	1.000	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	15.500	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	89.900	**Other Support Total**	14.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	5.400	Worker	10.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.400	**Building Services Total**	12.500
Other Professional Total	7.800	Food Services	2.000
Total Professional	101.700	**Total Supporting Services**	52.800

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,890

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.6**	**50.4**	**≤5.0**	**12.0**	**17.6**	**13.8**	**≤5.0**	**52.7**	**≤5.0**	Grade 9	461	24.4
ESOL	**8.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	485	25.7
FARMS	**16.9**	8.0	8.9	≤5.0	≤5.0	7.2	5.3	≤5.0	≤5.0	≤5.0	Grade 11	501	26.5
SPED	**9.0**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	443	23.4
											Total	1,890	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	77.8	12.9	9.4

Other Participation

Students now or have in the past received FARMS[2] = 26.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.4%

Graduation Rate[2] [3] = ≥95.0%

Attendance Rate[2] [3] = 94.5%

Dropout Rate[2] [3] = ≤5.0%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 85.0%

School Programs

Academy of Health Professions
Academy of Hospitality and Tourism
Career Pathway Programs
Engineering Magnet Program (Project Lead the Way)
ESOL Center
Learning and Academic Disabilities
Learning for Independence
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9786	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.6	93.9	89.3	90.2	93.6	≥95.0	88.2	90.2
AS	94.7	93.0	82.8	76.9	≥95.0	94.3	71.7	--
BL	93.7	90.0	79.4	84.2	86.8	88.5	76.8	80.0
HI	83.7	84.8	77.8	76.0	81.5	89.2	78.5	--
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	85.7	78.6	85.7	--	92.3	90.9	91.7	--
ESOL	61.1	56.3	15.8	--	61.5	65.2	15.4	--
FARMS	84.6	80.4	59.3	61.5	81.3	83.3	61.7	--
SPED	62.9	61.1	57.1	67.7	70.6	82.0	64.0	--

[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 2013–2014 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	75.6	76.7	92.0
Asian	78.4	88.9	89.0
Black or African American	58.9	58.8	81.2
Hispanic/Latino	43.1	55.1	85.6
White	90.3	85.6	≥95.0
Two or More Races	88.9	88.2	94.0
ESOL	25.4	56.2	51.7
FARMS	41.2	57.9	72.9
SPED	40.6	64.4	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	3.7	10.4	8.9	76.3	0.0	70.4	29.6			
Supporting Services	4.5	25.8	16.7	51.5	1.5	62.1	37.9	427	97.7	2.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.7	34.8	58.5

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.9		
Average Class Size:	English = 24.2	Other = 25.4

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.875
Asst School Administrator	1.000	Special Education	13.750
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.000
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	84.200	**Instructional Support Total**	22.625
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	5.600	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	13.200	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	115.600	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	7.700	Worker	14.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	16.500
Other Professional Total	9.700	Food Services	3.125
Total Professional	130.300	**Total Supporting Services**	58.250

Average SAT Scores[3 5] (78.6% Tested)			
	School	County	National
Critical Reading	528	547	497
Math	540	560	513
Writing	520	542	487
Total	1588	1650	1497

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
510	263	51.6

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.2%	≤5.0	≤5.0	51.8%

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	93	0	4	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
2,166	2,166	1,843	1,804	1,807	1,821	1,802	1,772

School Personnel Costs	
Professional Salaries	$11,767,015
Supporting Services Salaries	$2,638,801
Employee Benefits	$3,832,715
Total Allocated Cost	**$18,238,531**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,747

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**43.7**	**56.3**	**≤5.0**	**11.2**	**41.9**	**35.7**	**≤5.0**	**8.2**	**≤5.0**	Grade 9	552	31.6
ESOL	**10.2**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	Grade 10	480	27.5
FARMS	**45.2**	18.1	27.1	≤5.0	≤5.0	19.6	21.5	≤5.0	≤5.0	≤5.0	Grade 11	372	21.3
SPED	**10.3**	≤5.0	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	343	19.6
											Total	1,747	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	≤5.0	13.3

Other Participation

Students now or have in the past received FARMS[2] = 66.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.4%
Graduation Rate[2] [3] = 85.1%
Attendance Rate[2] [3] = 93.2%
Dropout Rate[2] [3] = 9.1%
Suspension Rate[2] [3] = 3.4%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 74.8%

School Programs

Academy of Information Technology (AIOT) Information Resource Design
Academy of Information Technology (AOIT) Networking
Academy of Information Technology (AIOT) Programming
Certified Professional Horticulturist
CISCO Networking Academy
College/Career Research and Development (CCRD)
Computer Science
Early Child Development
International Baccalaureate Diploma Programme (Grades 11–12)
international Baccalaureate Middle Years Programme (Grades 9–10)
Hospitality Management
Justice, Law, and Society
Learning and Academic Disabilities
Learning for Independence
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Not Met	0.9064	4

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	≥95.0	87.5	87.3	84.5	88.3	81.4	54.5
AS	94.9	≥95.0	86.0	90.0	≥95.0	≥95.0	89.7	--
BL	≥95.0	94.0	88.8	88.2	78.2	85.8	79.1	53.6
HI	91.5	≥95.0	81.9	80.0	80.0	82.6	71.6	53.8
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	--
MU	--	--	--	--	≥95.0	≥95.0	≥95.0	--
ESOL	41.7	70.0	--	--	27.8	50.0	15.8	--
FARMS	90.5	94.8	80.9	84.8	83.6	85.7	75.5	47.4
SPED	92.3	92.3	69.2	75.0	39.4	60.6	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 2013–2014 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	55.4	53.6	84.9
Asian	86.4	85.1	94.8
Black or African American	59.3	54.1	86.3
Hispanic/Latino	36.9	36.0	76.5
White	78.7	73.3	94.1
Two or More Races	80.0	70.6	93.9
ESOL	33.0	20.4	54.7
FARMS	43.5	42.1	79.5
SPED	23.4	27.9	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	6.5	27.5	6.5	56.5	2.9	67.4	32.6			
Supporting Services	9.2	33.8	18.5	35.4	3.1	60.0	40.0	347	97.7	2.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.5	32.6	52.9

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 11.5		
Average Class Size:	English = 25.0	Other = 25.1

Average SAT Scores[3 5] (68.7% Tested)			
	School	County	National
Critical Reading	491	547	497
Math	512	560	513
Writing	493	542	487
Total	1495	1650	1497

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
409	133	32.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
91.4%	≤5.0	≤5.0	64.3%

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	92	0	3	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
2,145	2,145	1,736	1,810	1,852	1,883	1,927	1,976

School Personnel Costs	
Professional Salaries	$11,774,174
Supporting Services Salaries	$2,554,969
Employee Benefits	$3,796,878
Total Allocated Cost	**$18,126,021**

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	14.494
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	83.000	**Instructional Support Total**	23.619
Resource/Team Leader/ Content Specialist	10.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	5.600	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	15.600	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	119.800	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	7.400	Worker	13.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.800	**Building Services Total**	15.000
Other Professional Total	9.200	Food Services	3.250
Total Professional	134.000	**Total Supporting Services**	57.869

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 1,492

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.8**	**53.2**	**≤5.0**	**9.9**	**34.9**	**40.0**	**≤5.0**	**11.0**	**≤5.0**
ESOL	**13.7**	6.6	7.0	≤5.0	≤5.0	≤5.0	10.9	≤5.0	≤5.0	≤5.0
FARMS	**53.8**	24.4	29.4	≤5.0	≤5.0	21.4	25.1	≤5.0	≤5.0	≤5.0
SPED	**11.8**	≤5.0	8.1	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0

Enrollment by Grade

	Number	Percent
Grade 9	484	32.4
Grade 10	371	24.9
Grade 11	303	20.3
Grade 12	334	22.4
Total	1,492	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	17.6	21.6

Other Participation

Students now or have in the past received FARMS[2] = 74.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.3%
Graduation Rate[2] [3] = 90.7%
Attendance Rate[2] [3] = 91.2%
Dropout Rate[2] [3] = ≤5.0%
Suspension Rate[2] [3] = 4.7%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 63.4%

School Programs

- Academy of Business and Finance
- Academy of Education
- Academy of Engineering and Technology
- Academy of Health Professions
- Academy of Hospitality Management
- Achieving College Excellence and Success (ACES)
- Autism
- Career Pathway Programs
- Early Childhood Development/Pre-School Lab
- Engineering Magnet Program (Project Lead the Way)
- ESOL Center
- Gifted and Talented/Learning Disabled
- International Baccalaureate Career-related Certificate (IBCC)
- International Baccalaureate (IB) Diploma Programme
- International Baccalaureate Middle Years Programme
- Learning and Academic Disabilities
- Learning for Independence
- Medical Careers
- Montgomery College Dual Enrollment
- Multidisciplinary Educational Training and Support (METS)
- National Academy of Finance
- Positive Behavioral Interventions and Supports (PBIS)

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Met	0.8802	5

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	77.2	87.0	76.3	85.8	77.5	84.3	73.8	62.1
AS	≥95.0	≥95.0	81.3	89.7	78.1	91.2	79.4	--
BL	72.2	84.4	69.7	80.5	74.3	78.3	69.7	--
HI	74.4	82.1	77.1	88.6	74.4	80.8	69.2	71.4
WH	86.7	≥95.0	94.1	93.8	90.2	≥95.0	86.8	--
MU	--	--	--	--	83.3	91.7	83.3	--
ESOL	40.0	40.0	12.5	--	41.7	53.8	30.8	--
FARMS	72.6	81.7	71.3	81.4	72.6	79.5	65.8	58.8
SPED	50.0	55.0	45.0	52.6	27.6	60.0	34.5	--

[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 2013–2014 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	54.7	59.0	73.1
Asian	85.3	75.8	85.8
Black or African American	50.3	53.0	67.9
Hispanic/Latino	48.7	48.5	68.9
White	73.9	85.2	87.2
Two or More Races	44.4	72.2	76.1
ESOL	34.0	35.7	36.0
FARMS	46.8	48.1	65.6
SPED	30.3	23.5	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	6.6	18.0	9.0	64.8	1.6	63.9	36.1			
Supporting Services	16.7	26.4	16.7	40.3	0.0	63.9	36.1	310	96.5	3.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.7	37.7	42.6

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 10.7		
Average Class Size:	English = 22.7	Other = 24.4

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.248
Asst School Administrator	1.000	Special Education	18.618
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	67.800	**Instructional Support Total**	26.991
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development		Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	6.600	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	17.500	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	105.300	**Other Support Total**	15.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	6.400	Worker	13.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	15.000
Other Professional Total	8.400	Food Services	4.125
Total Professional	117.700	**Total Supporting Services**	61.116

Average SAT Scores[3 5] (34.9% Tested)			
	School	County	National
Critical Reading	526	547	497
Math	525	560	513
Writing	515	542	487
Total	1566	1650	1497

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
341	135	39.6

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.7%	≤5.0	≤5.0	75.0%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,917	1,917	1,481	1,516	1,598	1,632	1,700	1,779

School Personnel Costs	
Professional Salaries	$9,625,188
Supporting Services Salaries	$2,626,076
Employee Benefits	$3,365,272
Total Allocated Cost	**$15,616,536**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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: Dr. Debra K. Mugge | 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

2014–2015 Enrollment = 1,465

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**42.0**	**58.0**	**≤5.0**	**10.0**	**24.8**	**54.5**	**≤5.0**	**8.3**	**≤5.0**	Grade 9	516	35.2
ESOL	**17.1**	6.3	10.8	≤5.0	≤5.0	≤5.0	14.9	≤5.0	≤5.0	≤5.0	Grade 10	385	26.3
FARMS	**54.4**	24.4	30.0	≤5.0	≤5.0	13.7	34.5	≤5.0	≤5.0	≤5.0	Grade 11	320	21.8
SPED	**11.8**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	Grade 12	244	16.7
											Total	1,465	

[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).

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	62.4	17.3	20.2

Other Participation

Students now or have in the past received FARMS[2] = 74.3%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.2%

Graduation Rate[2] [3] = 78.2%

Attendance Rate[2] [3] = 93.1%

Dropout Rate[2] [3] = 11.1%

Suspension Rate[2] [3] = 3.1%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 78.3%

School Programs

Academy of Biosciences and Health Professions (Project Lead the Way)
Academy of Information Technology (AOIT)
Advanced Engineering Academy (Project Lead the Way)
Biomedical Magnet Program (Project Lead the Way)
Engineering Magnet Program (Project Lead the Way)
Institute of Global and Cultural Studies Academy
Learning and Academic Disabilities
Learning for Independence
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
School/Community-Based
Ninth Grade Academy

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Not Met	0.9371	3

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland High School Assessment Performance Status[1] [2] [3] [4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	88.3	90.5	80.7	84.3	92.8	90.8	87.1	74.1
AS	≥95.0	92.0	88.0	87.0	≥95.0	≥95.0	≥95.0	--
BL	84.4	88.6	85.1	93.0	89.3	87.8	90.5	78.6
HI	87.5	88.8	73.9	78.4	91.6	88.5	80.3	69.4
WH	90.0	≥95.0	≥95.0	88.9	≥95.0	≥95.0	≥95.0	--
MU	--	--	--	--	--	--	--	--
ESOL	47.6	26.7	19.0	27.3	76.0	66.7	52.0	50.0
FARMS	87.6	88.0	75.6	82.6	92.9	92.2	85.8	75.7
SPED	50.0	75.0	41.7	58.3	65.5	63.3	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 2013–2014 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	46.2	53.3	73.0
Asian	79.5	65.0	81.0
Black or African American	56.6	63.4	76.9
Hispanic/Latino	30.9	41.9	68.3
White	75.9	77.3	83.0
Two or More Races	50.0	63.6	75.0
ESOL	20.2	26.0	42.5
FARMS	36.5	45.2	68.0
SPED	19.0	48.6	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	4.2	19.3	10.9	63.9	0.8	66.4	33.6			
Supporting Services	10.0	36.7	25.0	28.3	0.0	66.7	33.3	300	94.0	6.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.5	37.8	43.7

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 11.4		
Average Class Size:	English = 25.8	Other = 25.5

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.500
Asst School Administrator	1.000	Special Education	12.950
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	63.400	**Instructional Support Total**	20.950
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	8.000	Registrar	1.000
Alternative	1.000	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	15.100	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	99.700	**Other Support Total**	13.500
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	5.900	Worker	11.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.900	**Building Services Total**	13.000
Other Professional Total	7.800	Food Services	3.125
Total Professional	111.500	**Total Supporting Services**	50.575

Average SAT Scores[3 5] (44.8% Tested)			
	School	County	National
Critical Reading	461	547	497
Math	480	560	513
Writing	442	542	487
Total	1383	1650	1497

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
268	94	35.1

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
89.2%	5.4%	≤5.0	67.9%

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	56	0	5	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,356	1,618	1,506	1,567	1,621	1,608	1,659	1,737

School Personnel Costs	
Professional Salaries	$9,356,365
Supporting Services Salaries	$2,223,142
Employee Benefits	$3,125,145
Total Allocated Cost	**$14,704,652**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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) 320-6594
Cluster Name: Walt Whitman

2014–2015 Enrollment = 1,902

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.4**	**49.6**	**≤5.0**	**12.2**	**≤5.0**	**9.0**	**≤5.0**	**69.5**	**5.6**	Grade 9	484	25.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	524	27.5
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	453	23.8
SPED	**9.8**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.0	≤5.0	Grade 12	441	23.2
											Total	1,902	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	69.5	17.1	13.4

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.2%

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] = 85.8%

School Programs

Emotional Disabilities
ESOL Center
Learning and Academic Disabilities
Learning for Independence
School/Community-Based

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0436	2

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	93.7	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	90.0	≥95.0	≥95.0	≥95.0	91.7
BL	92.3	≥95.0	≥95.0	--	61.5	84.6	71.4	--
HI	≥95.0	≥95.0	≥95.0	--	92.1	≥95.0	90.5	--
WH	≥95.0	≥95.0	≥95.0	91.4	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	94.7	94.7	--
ESOL	--	--	--	--	--	--	70.0	--
FARMS	--	--	--	--	58.3	75.0	66.7	--
SPED	93.1	≥95.0	87.5	85.7	73.5	86.3	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 2013–2014 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	82.3	78.8	91.9
Asian	65.6	59.3	92.9
Black or African American	46.2	72.7	72.7
Hispanic/Latino	72.1	64.0	87.2
White	87.7	84.5	93.1
Two or More Races	87.5	80.0	≥95.0
ESOL	48.2	42.2	71.3
FARMS	--	25.0	62.7
SPED	57.1	54.2	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	5.1	5.9	2.9	86.0	0.0	66.2	33.8			
Supporting Services	13.8	26.2	13.8	44.6	1.5	66.2	33.8	403	96.3	3.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.1	31.6	60.3

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.9		
Average Class Size:	English = 26.8	Other = 26.7

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.375
Asst School Administrator		Special Education	15.400
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.312
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	83.800	**Instructional Support Total**	24.087
Resource/Team Leader/ Content Specialist	7.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	2.400	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	17.300	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	3.000
		Student Monitor	
Teachers Total	115.500	**Other Support Total**	15.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	7.700	Worker	12.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.900	**Building Services Total**	14.000
Other Professional Total	9.600	Food Services	4.562
Total Professional	129.100	**Total Supporting Services**	57.649

Average SAT Scores[3 5] (81.0% Tested)			
	School	County	National
Critical Reading	630	547	497
Math	642	560	513
Writing	629	542	487
Total	1900	1650	1497

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
483	398	82.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥5.0	≤5.0	≤5.0	42.8%

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	81	0	2	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
1,891	1,891	1,976	2,034	2,073	2,142	2,148	2,155

School Personnel Costs	
Professional Salaries	$11,688,621
Supporting Services Salaries	$2,545,148
Employee Benefits	$3,824,897
Total Allocated Cost	**$18,058,666**

[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 2013–2014 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 | 2100 Wootton Parkway Rockville, MD 20850 | Office Phone: (301) 279-8550
Associate Supt: Dr. Christopher S. Garran | Fax Number: (301) 279-8569
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/woottonhs/ | Cluster Name: Thomas S. Wootton
Feeder Schools: Cabin John, Frost

2014–2015 Enrollment = 2,190

	% 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**	**35.5**	**6.8**	**7.7**	**≤5.0**	**46.2**	**≤5.0**	Grade 9	558	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	537	24.5
FARMS	**5.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	541	24.7
SPED	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	554	25.3
											Total	2,190	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	84.6	7.4	8.1

Other Participation

Students now or have in the past received FARMS[2] = 11.5%
Dropout Rate[2] [3] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Suspension Rate[2] [3] = ≤3.0%
Graduation Rate[2] [3] = ≥95.0%
Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 91.5%
Attendance Rate[2] [3] = ≥95.0%

School Programs

Academy of Education
Academy of Information Technology (AOIT)
Autism
College Institute
DNA Academy
Humanities and Arts Signature Program
Learning and Academic Disabilities
School/Community-Based
Science, Technology, and Research Scholars (STARS) Signature Program

School Progress Index[3]

Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0898	1

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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	86.2
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	80.0
BL	92.6	92.6	92.6	92.0	81.0	91.7	80.0	--
HI	92.6	≥95.0	89.7	85.2	≥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	86.7	≥95.0	≥95.0	≥95.0	--
ESOL	--	--	--	--	--	--	--	--
FARMS	93.8	≥95.0	75.0	73.3	≥95.0	≥95.0	79.2	--
SPED	91.7	92.0	76.0	78.3	84.6	92.9	82.1	--

[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 2013–2014 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	81.1	84.2	≥95.0
Asian	88.5	86.2	≥95.0
Black or African American	33.3	51.4	79.3
Hispanic/Latino	63.3	74.3	90.8
White	87.3	87.3	≥95.0
Two or More Races	78.9	≥95.0	94.8
ESOL	52.2	42.9	71.2
FARMS	30.3	50.0	81.3
SPED	46.2	48.8	70.7

Staff Diversity

	% Racial/Ethnic Composition[1]					% Gender	
	AS	BL	HI	WH	MU	Female	Male
Professional	9.5	4.8	2.7	81.6	0.0	63.9	36.1
Supporting Services	22.2	15.9	14.3	46.0	0.0	68.3	31.7

Classes Taught by Highly Qualified (HQ) Teachers[3]

Number of Classes	% HQ	% Not HQ
423	98.8	1.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.2	42.2	49.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.5

Average Class Size: English = 28.0 Other = 27.4

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	9.050
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
Teachers		Teacher Assistant	
Classroom	100.000	**Instructional Support Total**	18.425
Resource/Team Leader/ Content Specialist	8.000	Other Support	
Staff Development	0.600	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	1.000	Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	1.400	Secretary	7.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	9.000	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	122.400	**Other Support Total**	17.000
		Building Services	
		Manager	1.000
Other Professional		Leader	
Counselor	9.200	Worker	13.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	15.000
Other Professional Total	11.200	Food Services	4.125
Total Professional	138.600	**Total Supporting Services**	54.550

Average SAT Scores[3 5] (81.2% Tested)

	School	County	National
Critical Reading	596	547	497
Math	634	560	513
Writing	605	542	487
Total	1836	1650	1497

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
585	460	78.6

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
94.7%	≤5.0	≤5.0	44.0%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1970	--	27.4	0	8

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
99	96	0	1	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
2,184	2,200	2,214	2,225	2,238	2,245	2,230	2,188

School Personnel Costs

Professional Salaries	$12,039,898
Supporting Services Salaries	$2,535,292
Employee Benefits	$3,910,140
Total Allocated Cost	**$18,485,330**

[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 2013–2014 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

2014–2015 Enrollment = 117

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**30.8**	**69.2**	**≤5.0**	**≤5.0**	**50.4**	**35.9**	**≤5.0**	**8.5**	**≤5.0**
ESOL	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0
FARMS	**70.1**	20.5	49.6	≤5.0	≤5.0	35.9	26.5	≤5.0	6.0	≤5.0
SPED	**15.4**	≤5.0	14.5	≤5.0	≤5.0	10.3	5.1	≤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
Grade 6	0	0.0
Grade 7	5	4.3
Grade 8	14	12.0
Grade 9	44	37.6
Grade 10	25	21.4
Grade 11	7	6.0
Grade 12	22	18.8
Total	117	

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] = 93.2%

Mobility Rate (Entrants + Withdrawals)[2] [3] = ≥95.0%

Graduation Rate[2] [3] = 14.0%

Attendance Rate[2] [3] = 79.8%

Dropout Rate[2] [3] = 62.0%

Suspension Rate[2] [3] = 34.6%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 17.6%

School Programs

Prior to this school year 2014–2015, Montgomery County Public Schools (MCPS) operated 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. In February 2014, the Board of Education approved the redesign on Alternative Programs. As part of the redesign, starting September 2014, all the students attending Alternative Programs are housed at the Blair Ewing Center.

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

Data for these students are included in the SPI calculations for the students' home schools.

Maryland High School Assessment Performance Status

	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 2013–2014 school year.

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	12.1	9.1	38.6
Asian	--	--	--	--
Black or African American	≤5.0	6.5	≤5.0	36.6
Hispanic/Latino	≤5.0	20.0	8.3	36.6
White	--	--	--	40.0
Two or More Races	--	--	--	--
LEP	--	--	--	--
FARMS	≤5.0	15.6	≤5.0	38.6
SPED	--	6.3	--	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	4.3	36.2	4.3	53.2	2.1	61.7	38.3			
Supporting Services	3.7	51.9	3.7	40.7	0.0	59.3	40.7	125	88.8	11.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.0	40.4	42.6

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 2.6		
Average Class Size:	English = N/A	Other = N/A

Average SAT Scores[3] [5]			
	School	County	National
Critical Reading	N/A	547	497
Math	N/A	560	513
Writing	N/A	542	487
Total	N/A	1650	1497

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
--	--	--	--

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
		English Composition Assistant	
Administrative Total	1.000	College/Career Information Coord	
		Media Assistant	
Teachers		Teacher Assistant	
Classroom	0.500	**Instructional Support Total**	16.850
Resource/Team Leader/ Content Specialist		**Other Support**	
Staff Development	1.000	Business Manager	
Athletic Director		Administrative Secretary	1.000
ESOL		Registrar	1.000
Alternative	29.400	School Financial Assistant	
Career/Technical Ed		Secretary	
Special Education:		Media Services Technician	
Classroom	1.000	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	3.000
		Student Monitor	
Teachers Total	32.900	**Other Support Total**	6.000
		Building Services	
Other Professional		Manager	
Counselor	2.000	Leader	
Media Specialist	1.000	Worker	
Spec Ed Related Services	2.000	Plant Equipment Operator	
		Building Services Total	
Other Professional Total	5.000		
		Food Services	
Total Professional	37.900	**Total Supporting Services**	22.850

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
300	300	300	300	300	300	300	300

School Personnel Costs	
Professional Salaries	$3,889,449
Supporting Services Salaries	$964,080
Employee Benefits	$1,323,164
Total Allocated Cost	**$6,176,693**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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 M. Redgrave | 10731 St. Margaret's Way Kensington, MD 20895 | Office Phone: (301) 929-2151
Associate Supt: Ms. Bronda L. Mills | Fax Number: (301) 929-2245
School Hours: 8:55 - 3:10 | www.montgomeryschoolsmd.org/schools/knolls/ | Cluster Name: Downcounty Consortium

2014–2015 Enrollment = 88

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**44.3**	**55.7**	**≤5.0**	**5.7**	**36.4**	**35.2**	**≤5.0**	**20.5**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**47.7**	19.3	28.4	≤5.0	≤5.0	20.5	23.9	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	44.3	54.5	≤5.0	5.7	36.4	34.1	≤5.0	20.5	≤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

	N	%		N	%
Pre-K	40	45.5	Grade 6	4	4.5
Full K	4	4.5	Grade 7	1	1.1
Grade 1	3	5.7	Grade 8	1	1.1
Grade 2	6	6.8	Grade 9	1	1.1
Grade 3	4	4.5	Grade 10	5	5.7
Grade 4	2	2.3	Grade 11	2	2.3
Grade 5	3	3.4	Grade 12	12	13.6
			Total	88	

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] = 55.7%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.1%

Attendance Rate[2] [3] = 83.9%

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, 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] [5]

Level	Achievement	Gap Reduction[5]	Growth	College/Career Readiness[5]	SPI	Strand
Elementary	Met	T/S	Met	D/G	0.4429	5
Middle	Met	T/S	Met	D/G	0.4429	5
High	Not Met	T/S	K/2		0.4429	5

The School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, Growth, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate

	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												
AS												
BL												
HI												
WH												
MU												
FARMS												
LEP												
SPED												

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).

[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 2013–2014 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				
LEP				
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	10.8	2.7	83.8	2.7	83.8	16.2	41	90.2	9.8
Supporting Services	2.5	30.0	25.0	40.0	2.5	92.5	7.5			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.5	43.2	43.2

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 1.6		
Average Class Size:	English = N/A	Other = N/A

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	24.744
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
Administrative Total	1.000	English Composition Assistant	
		Instructional Data Assistant	0.250
Teachers		Media Assistant	0.500
Classroom	0.900	Teacher Assistant	
Resource/Team Leader/ Content Specialist		**Instructional Support Total**	25.494
Staff Development	0.300		
Athletic Director		Other Support	
ESOL	0.200	Business Manager	
Art	0.700	Administrative Secretary	1.000
Music	0.600	Registrar	
Preschool		School Financial Assistant	
Special Education:		Secretary	0.500
Classroom	16.300	Lunch Hour Aide	0.873
Resource Program		Security Team Leader	
Teachers Total	19.000	Security Assistant	
		Student Monitor	
Other Professional		**Other Support Total**	2.373
Counselor			
Media Specialist	0.500	Building Services	
Spec Ed Related Services	9.000	Manager	1.000
Other Professional Total	9.500	Leader	1.000
		Worker	0.500
		Plant Equipment Operator	
		Building Services Total	2.500
		Food Services	0.750
Total Professional	29.500	**Total Supporting Services**	31.117

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	547	497
Math	N/A	560	513
Writing	N/A	542	487
Total	N/A	1650	1497

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
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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
190	190	190	190	190	190	190	190

School Personnel Costs	
Professional Salaries	$2,492,136
Supporting Services Salaries	$1,326,317
Employee Benefits	$1,095,708
Total Allocated Cost	**$4,914,161**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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.

N/A

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

2014–2015 Enrollment = 48

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**52.1**	**47.9**	**≤5.0**	**14.6**	**22.9**	**31.3**	**≤5.0**	**27.1**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**31.3**	20.8	10.4	≤5.0	≤5.0	10.4	14.6	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	52.1	47.9	≤5.0	14.6	22.9	31.3	≤5.0	27.1	≤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

	N	%		N	%
Pre-K	0	0.0	Grade 6	7	14.6
Full K	3	6.3	Grade 7	4	8.3
Grade 1	3	8.3	Grade 8	1	2.1
Grade 2	4	8.3	Grade 9	3	6.3
Grade 3	2	4.2	Grade 10	4	8.3
Grade 4	2	4.2	Grade 11	2	4.2
Grade 5	1	2.1	Grade 12	12	25.0
			Total	48	

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] = 47.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.3%

Attendance Rate[2] [3] = 85.4%

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 medically fragile 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] [5]

Level	Achievement	Gap Reduction[5]	Growth	College/Career Readiness[5]	SPI	Strand
Elementary	Met	T/S	Met	D/G	1.1335	2
Middle	Met	T/S	Not Met	D/G	1.1335	2
High	Met	T/S	K/2		1.1335	2

The School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, Growth, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate

	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 2013–2014 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				
LEP				
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	9.1	0.0	0.0	90.9	0.0	68.2	31.8			
Supporting Services	12.9	29.0	9.7	48.4	0.0	93.5	6.5	40	60.0	40.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.7	36.4	40.9

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 1.3		
Average Class Size:	English = N/A	Other = N/A

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	21.054
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	
Classroom	0.500	**Instructional Support Total**	21.554
Resource/Team Leader/ Content Specialist		Other Support	
Staff Development	0.300	Business Manager	
Athletic Director		Administrative Secretary	1.000
ESOL		Registrar	
Art	0.500	School Financial Assistant	
Music	0.400	Secretary	0.500
Special Education:		Lunch Hour Aide	0.872
Classroom	10.200	Security Team Leader	
Resource Program		Security Assistant	
		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	4.000	Plant Equipment Operator	
		Building Services Total	
Other Professional Total	4.000		
		Food Services	
Total Professional	16.900	**Total Supporting Services**	23.926

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	547	497
Math	N/A	560	513
Writing	N/A	542	487
Total	N/A	1650	1497

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
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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
48	48	48	48	48	48	48	48

School Personnel Costs	
Professional Salaries	$1,347,556
Supporting Services Salaries	$1,030,593
Employee Benefits	$711,327
Total Allocated Cost	**$3,089,476**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 116

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**25.0**	**75.0**	**≤5.0**	**≤5.0**	**27.6**	**19.0**	**≤5.0**	**39.7**	**10.3**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**44.0**	12.1	31.9	≤5.0	≤5.0	19.0	12.9	≤5.0	6.0	5.2
SPED	**≥95.0**	24.1	71.6	≤5.0	≤5.0	26.7	18.1	≤5.0	37.9	8.6

[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	1	0.9
Grade 5	2	1.7
Grade 6	3	2.6
Grade 7	9	7.8
Grade 8	16	13.8
Grade 9	38	32.8
Grade 10	17	14.7
Grade 11	22	19.0
Grade 12	8	6.9
Total	116	

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] = 62.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 72.5%

Graduation Rate[2] [3] = 45.5%

Attendance Rate[2] [3] = ≥95.0%

Dropout Rate[2] [3] = 9.1%

Suspension Rate[2] [3] = 23.7%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 30.0%

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, therapy-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	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.			
AS				
BL				
HI				
WH				
MU				
FARMS				
LEP				
SPED				

Maryland School Assessment Proficiency Rate[1] [2] [3] [4]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
ALL	--	--	50.0	54.5	11.1	35.3
AS	--	--	--	--	--	--
BL	--	--	--	--	--	--
HI	--	--	--	--	--	--
WH	--	--	--	--	--	--
MU	--	--	--	--	--	--
FARMS	--	--	--	--	--	20.0
LEP	--	--	--	--	--	--
SPED	--	--	50.0	54.5	11.8	37.5

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 2013–2014 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	5.3	35.7	56.0	12.3
Asian	--	--	--	--
Black or African American	--	--	--	15.0
Hispanic/Latino	--	--	--	--
White	--	54.5	40.0	7.7
Two or More Races	--	--	--	--
LEP	--	--	--	--
FARMS	≤5.0	20.0	45.5	7.7
SPED	5.6	36.0	56.0	10.9

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	0.0	13.3	3.3	80.0	3.3	83.3	16.7			
Supporting Services	8.0	28.0	4.0	60.0	0.0	68.0	32.0	70	95.7	4.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.7	43.3	50.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 2.4

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	
Asst School Administrator		Special Education	19.750
Magnet/Special Program Coordinator		IT Systems Specialist	
		English Composition Assistant	
Administrative Total	2.000	College/Career Information Coord	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.250
Classroom	1.500	**Instructional Support Total**	20.500
Resource/Team Leader/ Content Specialist		Other Support	
Staff Development		Business Manager	
Athletic Director		Administrative Secretary	1.000
ESOL		Registrar	
Art	1.000	School Financial Assistant	
Career/Technical Ed		Secretary	1.000
Special Education:		Media Services Technician	
Classroom	21.000	Security Team Leader	
Resource Program	2.000	Security Assistant	1.000
		Student Monitor	
Teachers Total	26.100	**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	29.300	**Total Supporting Services**	23.500

Average SAT Scores[3 5]

	School	County	National
Critical Reading	N/A	547	497
Math	N/A	560	513
Writing	N/A	542	487
Total	N/A	1650	1497

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
--	--	--	--

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
180	180	180	180	180	180	180	180

School Personnel Costs

Professional Salaries	$2,536,067
Supporting Services Salaries	$981,556
Employee Benefits	$953,167
Total Allocated Cost	**$4,470,790**

[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).

[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 2013–2014 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.

[3] Outcome data reflect 2013–2014 school year.

[3] Outcome data reflect 2013–2014 school year.

Rock Terrace School - #916

Principal: Mrs. Katherine W. Lertora
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

2014–2015 Enrollment = 83

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**18.1**	**81.9**	**≤5.0**	**8.4**	**32.5**	**22.9**	**≤5.0**	**28.9**	**7.2**
ESOL	**7.2**	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**34.9**	8.4	26.5	≤5.0	≤5.0	15.7	13.3	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	18.1	81.9	≤5.0	8.4	32.5	21.7	≤5.0	28.9	7.2

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	9	10.8
Grade 7	5	6.0
Grade 8	6	7.2
Grade 9	5	6.0
Grade 10	10	12.0
Grade 11	6	7.2
Grade 12	42	50.6
Total	83	

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] = 50.6%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.7%

Graduation Rate[2] [3] = N/A

Attendance Rate[2] [3] = 92.1%

Dropout Rate[2] [3] = 27.3%

Suspension Rate[2] [3] [4] = --

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = --

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, Sports Clubs (Soccer,Volleyball and Basketball), Office Skills

School Progress Index[3] [5]

Level	Achievement	Gap Reduction[5]	Growth	College/Career Readiness[5]	SPI	Strand
Middle	Not Met	T/S	Not Met	D/G	1.0826	2
High	Met	T/S	K/2		1.0826	2

The School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, Growth, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate

	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

	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 2013–2014 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).

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				
LEP				
FARMS				
SPED				

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	3.4	24.1	0.0	69.0	3.4	75.9	24.1			
Supporting Services	21.9	31.3	9.4	37.5	0.0	71.9	28.1	32	75.0	25.0

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.1	41.4	34.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 1.9

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	
Asst School Administrator		Special Education	19.850
Magnet/Special Program Coordinator		IT Systems Specialist	
		English Composition Assistant	
Administrative Total	2.000	College/Career Information Coord	
		Media Assistant	1.000
Teachers		Instructional Data Assistant	0.250
Classroom	1.000	**Instructional Support Total**	21.100
Resource/Team Leader/ Content Specialist			
Staff Development	0.400	Other Support	
Athletic Director		Business Manager	
ESOL	0.200	Administrative Secretary	1.000
Art	0.600	Registrar	
Music	0.600	School Financial Assistant	
Special Education:		Secretary	1.000
Classroom	17.600	Media Services Technician	
Resource Program		Security Team Leader	
		Security Assistant	1.000
Teachers Total	20.400	Student Monitor	
		Other Support Total	3.000
Other Professional		Building Services	
Counselor	1.000	Manager	1.000
Media Specialist		Leader	1.000
Spec Ed Related Services	1.700	Worker	1.000
		Plant Equipment Operator	
Other Professional Total	2.700	**Building Services Total**	3.000
		Food Services	0.875
Total Professional	25.100	**Total Supporting Services**	27.975

Average SAT Scores[3 5]

	School	County	National
Critical Reading	N/A	547	497
Math	N/A	560	513
Writing	N/A	542	487
Total	N/A	1650	1497

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
9.1%	≤5.0	≤5.0	9.1%

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	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
100	100	100	100	100	100	100	100

School Personnel Costs

Professional Salaries	$1,971,507
Supporting Services Salaries	$1,205,052
Employee Benefits	$934,801
Total Allocated Cost	**$4,111,360**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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 R. Kenny
Associate Supt: Dr. Myra J. Smith
School Hours: 9:30 - 3:30

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

2014–2015 Enrollment = 92

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**10.9**	**89.1**	**≤5.0**	**10.9**	**27.2**	**30.4**	**≤5.0**	**28.3**	**≤5.0**
ESOL	**22.8**	≤5.0	20.7	≤5.0	≤5.0	6.5	14.1	≤5.0	≤5.0	≤5.0
FARMS	**39.1**	≤5.0	35.9	≤5.0	≤5.0	14.1	19.6	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	12.0	90.2	≤5.0	10.9	27.2	30.4	≤5.0	28.3	≤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	11	12.0
Grade 1	20	21.7
Grade 2	17	18.5
Grade 3	19	20.7
Grade 4	17	18.5
Grade 5	8	8.7
Grade 6	0	0.0
Total	92	

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] = 52.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 22.6%
Attendance Rate[2] [3] = 92.4%
Suspension Rate[2] [3] [4] = --

School Programs

Carl Sandburg Learning Center (CSLC) is a separate, public, special education day school serving students in kindergarten through Grade 5. This countywide program serves students with autism, language impairments, multiple disabilities, intellectual disabilities, specific learning disabilities and emotional disabilities. The school follows Curriculum 2.0 and teaches children working toward to a high school diploma as well as a certificate of completion. CSLC follows the Positive Behavioral Interventions and Supports (PBIS) model.

School Progress Index[3] [4] [5]

Achievement	Gap Reduction[5]	Growth	SPI	Strand
Not Met	T/S	Not Met	0.8344	5

The School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, Growth, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate

	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 2013–2014 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	8.8	8.8	2.9	79.4	0.0	91.2	8.8			
Supporting Services	4.9	19.5	14.6	58.5	2.4	85.4	14.6	76	65.8	34.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 1.6

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
17.6	61.8	20.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	
Principal Trainee		Special Education	28.000
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.250
Classroom	1.000	**Instructional Support Total**	28.750
Staff Development	0.500		
ESOL	0.200	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	16.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	18.900	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	7.500		
Other Professional Total	8.000	Food Services	0.625
Total Professional	27.900	**Total Supporting Services**	34.250

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	3	0	0	13

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
79	135	130	130	130	130	130	130

School Personnel Costs

Professional Salaries	$2,033,510
Supporting Services Salaries	$1,418,783
Employee Benefits	$1,026,150
Total Allocated Cost	**$4,478,443**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 school year.

SECTION VI

COUNTY SUMMARY PROFILES

Summary Listing

Elementary School Summary 426
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Summary: County Elementary Schools

Total Number of Elementary Schools = 133

2014–2015 Enrollment = 74,935													
	% 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**	**13.9**	**21.2**	**30.3**	**≤5.0**	**29.3**	**≤5.0**	Pre-K	3,794	5.1
ESOL	**23.2**	10.4	12.7	≤5.0	≤5.0	≤5.0	15.5	≤5.0	≤5.0	≤5.0	Full-Day K	11,422	15.4
FARMS	**40.4**	19.4	21.0	≤5.0	≤5.0	12.9	22.1	≤5.0	≤5.0	≤5.0	Grade 1	12,113	16.3
SPED	**10.6**	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	11,845	16.0
											Grade 3	11,796	15.9
											Grade 4	11,583	15.6
											Grade 5	11,529	15.5
											Grade 6	178	0.2
											Total	74,935	

[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).

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	69.5	≤5.0	25.6

Other Participation

Students now or have in the past received FARMS[2] = 44.4%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.2%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤3.0%

School Programs

School Programs are listed separately for each elementary school.

School Progress Index[3]

MSDE did not calculate the 2013-2014 School Progress Index (SPI) for MCPS elementary schools because the 2013-2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.1	79.9	80.5	89.5	74.6	92.2
Asian	90.9	90.8	93.0	≥95.0	91.0	≥95.0
Black or African American	57.6	70.6	66.6	83.5	58.0	86.8
Hispanic/Latino	54.5	65.8	66.5	80.2	57.1	86.2
White	88.8	92.0	93.4	≥95.0	89.5	≥95.0
Two or More Races	83.4	88.4	85.8	92.9	83.2	≥95.0
FARMS	51.4	63.8	62.8	79.0	52.8	84.2
ESOL	40.1	53.1	35.6	55.7	25.4	61.6
SPED	39.6	57.9	45.0	63.9	33.8	71.2

[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 2013–2014 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	5.6	9.6	5.4	77.9	1.4	89.8	10.2			
Supporting Services	11.9	20.3	19.5	47.1	0.9	81.9	18.1	18,431	98.1	1.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.0

Average Class Size Kindergarten = 19.4

Grades 1 to 3 = 20.8 Grades 4 to 5 = 24.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.8	37.6	41.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	134.000	Paraeducators	
Assistant Principal	112.000	Regular	375.858
Principal Intern		Special Education	618.643
Asst School Administrator	3.000	IT Systems Specialist	
Administrative Total	249.000	Teacher Assistant	
Teachers		Media Assistant	81.500
Kindergarten	589.000	Instructional Data Assistant	88.000
Classroom	3,014.900	**Instructional Support Total**	1,164.001
Staff Development	127.500		
ESOL	364.300	Other Support	
Reading/Literacy	179.800	Administrative Secretary	133.000
Physical Education		Secretary	136.749
Art	147.000	Parent/Community Coord	6.500
Music	147.500	Lunch Hour Aide	142.510
Instrumental Music	40.200	**Other Support Total**	418.759
Preschool	81.400		
Special Education:		Building Services	
Classroom	656.500	Manager	135.000
Resource Program		Leader	136.000
Teachers Total	5,348.100	Worker	346.000
Other Professional		Plant Equipment Operator	1.000
Counselor	138.300	**Building Services Total**	618.000
Media Specialist	128.700		
Spec Ed Related Services	184.400	Food Services	166.480
Other Professional Total	451.400		
Total Professional	6,048.500	**Total Supporting Services**	2,367.240

Facilities Data

Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1281.9	133	40	356

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre-K	ESOL	Kindergarten	Special Education
4089	2467	560	97	2	583	380

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
69,805	74,435	76,037	76,547	76,339	76,041	75,442	75,290

School Personnel Costs

Professional Salaries	$481,583,058
Supporting Services Salaries	$97,052,424
Employee Benefits	$153,483,301
Total Allocated Cost	**$732,118,783**

[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] Outcome data reflect 2013–2014 school year.

Summary: County Middle Schools

Total Number of Middle Schools = 38

2014–2015 Enrollment = 33,169													
	% 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**	**14.9**	**20.7**	**26.8**	**≤5.0**	**32.6**	**≤5.0**	Grade 6	11,173	33.7
ESOL	**8.7**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Grade 7	11,113	33.5
FARMS	**33.1**	16.3	16.8	≤5.0	≤5.0	11.1	17.0	≤5.0	≤5.0	≤5.0	Grade 8	10,883	32.8
SPED	**10.5**	≤5.0	7.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	33,169	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	23.7	10.1

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] = 10.2%	Suspension Rate[2] [3] = ≤3.0%

School Programs

School Programs are listed separately for each middle school.

School Progress Index[3]

MSDE did not calculate the 2013-2014 School Progress Index (SPI) for MCPS middle schools because the 2013-2014 Maryland School Assessment (MSA) data did not represent the entire student population due to participation in the field test for Partnership for Assessment of Readiness for College and Career (PARCC). For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.1	87.2	75.2	86.3	69.5	84.8
Asian	91.5	93.7	93.1	≥95.0	87.9	93.3
Black or African American	61.4	80.8	57.5	75.6	50.0	75.8
Hispanic/Latino	58.4	77.2	56.1	76.6	49.2	73.7
White	91.2	≥95.0	91.8	≥95.0	87.8	94.5
Two or More Races	83.2	92.5	82.0	91.4	79.4	89.9
FARMS	54.6	74.6	52.0	72.2	44.6	69.9
ESOL	24.8	39.6	26.9	47.5	21.8	39.3
SPED	38.7	56.3	41.0	55.7	32.1	49.8

[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 2013–2014 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	56.4	92.7
Asian	79.1	≥95.0
Black or African American	38.0	85.1
Hispanic/Latino	33.9	84.0
White	74.4	≥95.0
Two or More Races	65.8	≥95.0
ESOL	20.5	76.9
FARMS	30.1	80.9
SPED	15.6	72.8

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	4.9	16.6	5.3	71.1	1.6	72.6	27.4			
Supporting Services	14.2	23.6	19.0	41.8	1.1	70.7	29.3	7,303	95.6	4.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.5
Average Class Size (English) = 24.7
Average Class Size (Other) = 26.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.4	39.0	43.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	38.000	Paraeducators	
Assistant Principal	66.000	Regular	33.433
Asst School Administrator	18.000	Special Education	313.556
Magnet/Special Program Coordinator	6.000	IT Systems Specialist	22.000
		Teacher Assistant	
Administrative Total	128.000	Media Assistant	32.625
		Instructional Data Assistant	29.625
Teachers			
Classroom	1408.300	**Instructional Support Total**	431.239
Resource/Team Leader/ Content Specialist	387.000	**Other Support**	
Staff Development	38.000	Administrative Secretary	38.000
ESOL	62.000	School Financial Assistant	38.000
Alternative	27.800	Secretary	109.248
Reading/Literacy	25.400	Media Services Technician	
Special Education:		Parent/Community Coord	0.687
Classroom	290.200	Security Assistant	69.000
Resource Program	46.000	Lunch Hour Aide	12.372
Teachers Total	2284.700	**Other Support Total**	267.307
Other Professional		**Building Services**	
Counselor	136.500	Manager	38.000
Media Specialist	38.000	Leader	39.000
Spec Ed Related Services	30.900	Worker	177.500
		Plant Equipment Operator	38.000
Other Professional Total	205.400	**Building Services Total**	292.500
		Food Services	128.809
Total Professional	2618.100	**Total Supporting Services**	1119.855

Facilities Data		
Site Size in Acres	Joint Occupancy	Relocatable Classrooms
749.5	2	30

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
1787	1655	0	49	83

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
36,317	37,126	34,236	35,161	36,208	36,939	37,905	38,128

School Personnel Costs	
Professional Salaries	$218,111,773
Supporting Services Salaries	$48,201,993
Employee Benefits	$71,043,959
Total Allocated Cost	**$337,357,725**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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

2014–2015 Enrollment = 45,254													
	% 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**	**14.3**	**22.3**	**26.5**	**≤5.0**	**32.6**	**≤5.0**	Grade 9	13,076	28.9
ESOL	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	Grade 10	11,686	25.8
FARMS	**28.4**	13.5	14.9	≤5.0	≤5.0	10.3	13.8	≤5.0	≤5.0	≤5.0	Grade 11	10,446	23.1
SPED	**10.4**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	10,046	22.2
											Total*	45,254	

[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).

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	16.1	14.5

Other Participation	
Students now or have in the past received FARMS[2] = 44.2%	Dropout Rate[2] [3] = 5.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.7%	Suspension Rate[2] [3] = ≤3.0%
Graduation Rate[2] [3] = 90.2%	Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 80.2%
Attendance Rate[2] [3] = 93.9%	

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	Not Met	0.9941

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

* Actual/Total Enrollment includes 12 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	64.0	66.7	84.0
Asian	82.9	81.8	93.1
Black or African American	53.3	52.8	75.3
Hispanic/Latino	43.7	46.5	72.0
White	83.2	84.0	93.5
Two or More Races	70.6	75.7	90.1
ESOL	29.4	38.8	47.3
FARMS	42.7	44.6	68.4
SPED	34.8	39.3	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	5.4	13.8	6.2	73.0	1.1	63.5	36.5	9,430	95.8	4.2
Supporting Services	11.1	26.0	17.1	44.8	0.7	63.7	36.3			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	40.1	46.7

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.2		
Average Class Size:	English = 25.0	Other = 26.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	26.000	Paraeducators	
Assistant Principal	68.000	Regular	77.991
Asst School Administrator	19.000	Special Education	408.191
Magnet/Special Program Coordinator	3.000	IT Systems Specialist	26.000
		English Composition Assistant	48.431
Administrative Total	116.000	Hearing Interpreter	
		College/Career Information Coord	26.000
		Media Assistant	44.000
Teachers		Teacher Assistant	
Classroom	2055.200	**Instructional Support Total**	630.613
Resource/Team Leader/ Content Specialist	206.000	Other Support	
Staff Development	13.200	Business Manager	25.000
Athletic Director	25.000	Administrative Secretary	26.000
ESOL	99.800	Registrar	25.000
Alternative	19.000	School Financial Assistant	26.000
Career/Technical Ed	30.400	Secretary	131.999
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	25.000
Classroom	393.400	Security Team Leader	25.000
Resource Program	35.000	Security Assistant	113.000
		Student Monitor	
Teachers Total	2877.000	**Other Support Total**	396.999
		Building Services	
		Manager	24.000
Other Professional		Leader	8.000
Counselor	186.200	Worker	321.500
Media Specialist	25.000	Plant Equipment Operator	25.000
Spec Ed Related Services	26.200	**Building Services Total**	378.500
Other Professional Total	237.400	Food Services	84.622
Total Professional	3230.400	**Total Supporting Services**	1490.734

Average SAT Scores[3 5] (69.1% Tested)			
	School	County	National
Critical Reading	547	547	497
Math	560	560	513
Writing	542	542	487
Total	1650	1650	1497

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
10,664	5,656	53.0

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.5%	≤5.0	≤5.0	57.7%

Facilities Data		
Site Size in Acres	Joint Occupancy	Relocatable Classrooms
898.4	1	30

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
2214	2026	0	73	115

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
47,434	49,795	45,496	46,368	47,611	48,658	49,964	51,220

School Personnel Costs	
Professional Salaries	$276,545,118
Supporting Services Salaries	$64,800,047
Employee Benefits	$91,859,497
Total Allocated Cost	**$433,204,662**

[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 2013–2014 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

2014–2015 Enrollment = 636																
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU		N	%		N	%
All Students		**38.2**	**61.8**	**≤5.0**	**7.3**	**22.8**	**32.9**	**≤5.0**	**31.7**	**5.2**	Pre-K	113	8.6	Grade 6	23	1.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full K	139	10.6	Grade 7	24	1.8
FARMS	**20.5**	6.3	14.2	≤5.0	≤5.0	9.0	8.3	≤5.0	≤5.0	≤5.0	Grade 1	153	4.7	Grade 8	38	2.9
SPED	**36.3**	10.5	25.8	≤5.0	≤5.0	11.1	9.8	≤5.0	10.2	≤5.0	Grade 2	136	10.4	Grade 9	91	6.9
											Grade 3	143	10.9	Grade 10	61	4.7
											Grade 4	114	8.7	Grade 11	39	3.0
											Grade 5	103	7.9	Grade 12	134	10.2
														Total*	636	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	≤5.0	5.3	90.3

Other Participation

Students now or have in the past received FARMS[2] = 51.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 73.2%

Attendance Rate[2] [3] = 88.5%

Graduation Rate[2] [3] = 15.9%

Dropout Rate[2] [3] = 48.8%

Suspension Rate[2] [3] = 11.7%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 17.4%

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) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, Growth, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

* Actual/Total Enrollment includes 38 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	--	40.0	35.0	45.5	12.2	22.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	11.8	27.8
White	--	--	--	--	20.0	--
Two or More Races	--	--	--	--	--	--
FARMS	--	--	27.3	38.5	9.4	15.2
LEP	--	--	--	--	--	--
SPED	--	--	38.5	50.0	10.0	33.3

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	16.5
Asian	≤5.0	8.5
Black or African American	--	--
Hispanic/Latino	≤5.0	18.5
White	9.1	31.8
Two or More Races	--	--
FARMS	--	--
LEP	≤5.0	15.4
SPED	≤5.0	17.2

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	24.6	22.7
Asian	--	36.4
Black or African American	14.3	25.4
Hispanic/Latino	27.8	27.0
White	31.3	10.3
Two or More Races	--	20.0
LEP	--	--
FARMS	13.2	27.0
SPED	34.1	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 2013–2014 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Special Schools

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	17.6	2.5	73.9	2.0	76.9	23.1			
Supporting Services	8.6	30.5	12.7	47.2	1.0	80.2	19.8	579	86.7	13.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.6	44.7	38.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 4.6

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	113.398
Magnet Coordinator	2.000	IT Systems Specialist	0.500
Principal Intern		English Composition Assistant	
Administrative Total	7.000	College/Career Information Coord	
		Media Assistant	3.000
Teachers		Teacher Assistant, Regular	
Kindergarten		Instructional Data Assistant	1.000
Classroom	5.400	**Instructional Support Total**	134.248
Athletic Director			
Resource/Team Leader/ Content Specialist		Other Support	
Staff Development	2.500	Administrative Secretary	6.000
ESOL	0.600	Business Manager	
Alternative	29.400	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	2.700	Security Team Leader	1.000
Instrumental Music		Security Assistant	5.000
Preschool		Student Monitor	
Special Education:		Lunch Hour Aide	2.620
Classroom	82.100	**Other Support Total**	19.120
Resource Program	3.000		
Teachers Total	129.200	Building Services	
		Manager	3.000
Other Professional		Leader	3.000
Counselor	3.000	Worker	2.000
Media Specialist	3.000	Plant Equipment Operator	
Spec Ed Related Services	24.400	**Building Services Total**	8.000
Other Professional Total	30.400	Food Services	2.250
Total Professional	166.600	**Total Support Services**	163.618

Average SAT Scores[3] [5]

	School	County	National
Critical Reading		547	497
Math		560	513
Writing		542	487
Total		1650	1497

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
53.2%	6.5%	≤5.0	48.4%

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	11	1	67

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2020	2020 –2021
597	653	0	0	0	0	0	0

School Personnel Costs

Professional Salaries	$14,270,225
Supporting Services Salaries	$6,926,381
Employee Benefits	$6,044,317
Total Allocated Cost	**$27,240,923**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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 2013–2014 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, and Special = 202

Plus 1 High School of Technology

2014–2015 Enrollment = 153,994

	% 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**	**21.5**	**28.4**	**≤5.0**	**31.0**	**≤5.0**
ESOL	**15.2**	6.7	8.5	≤5.0	≤5.0	≤5.0	10.3	≤5.0	≤5.0	≤5.0
FARMS	**35.1**	16.9	18.2	≤5.0	≤5.0	11.7	18.4	≤5.0	≤5.0	≤5.0
SPED	**10.7**	≤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	3,907	2.5	Grade 6	11,374	7.4
Full K	11,561	7.5	Grade 7	11,137	7.2
Grade 1	12,266	7.6	Grade 8	10,921	7.1
Grade 2	11,981	7.8	Grade 9	13,167	8.6
Grade 3	11,939	7.8	Grade 10	11,747	7.6
Grade 4	11,697	7.6	Grade 11	10,485	6.8
Grade 5	11,632	7.6	Grade 12	10,180	6.6
			Total	153,994	

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	66.9	12.0	21.0

Other Participation

Students now or have in the past received FARMS[2] = 44.2%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.8%

Attendance Rate[2] [3] = ≥95.0%

Graduation Rate[2] [3] = 89.7%

Dropout Rate[2] [3] = 5.6%

Suspension Rate[2] [3] = ≤3.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 79.9%

School Programs

School Programs are listed separately for each school.

School Progress Index[3]

Level	Achievement	Gap Reduction	Growth	College/Career Readiness	SPI
Elementary	N/A	N/A	N/A	N/A	N/A
Middle	N/A	N/A	N/A	N/A	N/A
High	Met	Not Met	K/2	Not Met	0.9941
District Overall					0.9941

The high school School Progress Index (SPI) indicates how well a school is meeting its Annual Measureable Objectives (AMOs) across the indicators for Achievement, Gap Reduction, and College/Career Readiness. SPIs of 1.0000 or above indicate that the AMOs across indicators were met or that above-AMO performance on some indicators compensated for below-AMO performance on others. For more information, see Section IX, Definitions and Data Sources.

Maryland School Assessment Proficiency Rate[2] [3] [4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.0	79.9	80.3	89.4	74.4	92.1
Asian	90.8	90.7	93.0	≥95.0	90.9	≥95.0
Black or African American	57.5	70.5	66.5	83.4	57.9	86.8
Hispanic/Latino	54.5	65.8	66.4	80.1	57.0	86.1
White	88.7	91.9	93.2	≥95.0	89.3	≥95.0
Two or More Races	83.4	88.4	85.6	92.7	83.3	≥95.0
FARMS	51.3	63.7	62.8	79.0	52.7	84.2
LEP	40.0	53.1	35.6	55.7	25.4	61.6
SPED	39.5	58.0	44.5	63.5	33.4	70.9

[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 2013–2014 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	76.1	87.1	74.9	85.9	69.1	84.4
Asian	91.3	93.6	93.1	≥95.0	87.8	93.2
Black or African American	61.1	80.7	57.1	75.1	49.6	75.2
Hispanic/Latino	58.4	77.2	55.8	76.2	48.9	73.3
White	91.1	≥95.0	91.4	94.8	87.3	94.1
Two or More Races	83.0	92.2	81.9	91.2	79.2	89.4
FARMS	54.4	74.6	51.8	71.9	44.1	69.2
ESOL	24.8	39.8	26.9	47.4	21.5	39.0
SPED	38.5	55.7	39.7	54.1	31.3	49.0

Maryland High School Assessment Performance Status[2] [3] [4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	94.5	≥95.0	90.7	87.7	91.7	93.0	89.3	80.7
Asian	≥95.0	≥95.0	93.8	92.1	≥95.0	≥95.0	93.9	90.8
Black or African American	88.5	89.4	83.1	82.6	83.0	86.6	80.4	71.4
Hispanic/Latino	89.8	90.9	83.6	82.2	85.9	86.6	81.4	65.2
White	≥95.0	≥95.0	≥95.0	94.6	≥95.0	≥95.0	≥95.0	94.8
Two or More Races	94.3	≥95.0	93.4	87.1	≥95.0	≥95.0	≥95.0	92.2
ESOL	50.3	54.9	27.3	32.5	58.0	60.3	29.9	46.1
FARMS	87.6	87.8	78.2	78.6	83.0	85.2	76.5	66.0
SPED	75.5	77.4	63.7	64.1	66.7	73.9	65.6	46.9

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	56.0	92.7	63.6
Asian	79.0	≥95.0	82.8
Black or African American	37.6	85.1	52.6
Hispanic/Latino	33.5	84.0	43.5
White	74.2	≥95.0	82.9
Two or More Races	65.4	≥95.0	70.0
LEP	20.3	76.9	29.2
FARMS	29.6	80.9	42.3
SPED	15.2	72.8	34.1

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	66.4	83.7
Asian	81.6	93.0
Black or African American	52.4	74.7
Hispanic/Latino	46.4	71.8
White	83.7	93.2
Two or More Races	75.9	89.7
LEP	38.7	47.3
FARMS	44.2	67.9
SPED	39.2	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 2013–2014 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Schools

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	5.4	12.3	5.6	75.2	1.4	79.2	20.8			
Supporting Services	12.1	22.9	18.5	45.4	0.9	74.6	25.4	35,743	96.8	3.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.0	38.7	43.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.3

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	201.000	Paraeducators	
Assistant Principal	248.000	Regular	503.632
Magnet Coordinator	11.000	Special Education	1,453.788
Principal Intern		IT Systems Specialist	48.500
Asst School Administrator	40.000	English Composition Assistant	48.431
Administrative Total	500.000	College/Career Information Coord	26.000
		Hearing Interpreter	
Teachers		Media Assistant	161.125
Kindergarten	589.000	Teacher Assistant, Regular	
Classroom	6,483.800	Instructional Data Assistant	118.625
Athletic Director	25.000	**Instructional Support Total**	2,360.101
Resource/Team Leader/ Content Specialist	593.000	**Other Support**	
Staff Development	181.200	Administrative Secretary	203.000
ESOL	526.700	Business Manager	25.000
Alternative	76.200	Registrar	26.000
Career/Technical Ed	30.400	School Financial Assistant	64.000
Reading/Literacy	205.200	Secretary	381.496
Physical Education		Parent/Community Coord	7.187
Art	150.500	Media Services Technician	25.000
Music	150.200	Security Team Leader	26.000
Instrumental Music	40.200	Security Assistant	187.000
Preschool	81.400	Student Monitor	
Special Education:		Lunch Hour Aide	157.502
Classroom	1,422.200	**Other Support Total**	1,102.185
Resource Program	84.000		
Teachers Total	10,639.000	**Building Services**	
		Manager	200.000
Other Professional		Leader	186.000
Counselor	464.000	Worker	847.000
Media Specialist	194.700	Plant Equipment Operator	64.000
Spec Ed Related Services	265.900	**Building Services Total**	1,297.000
Other Professional Total	924.600		
		Food Services	382.161
Total Professional	12,063.600	**Total Support Services**	5,141.447

Average SAT Scores[3] [5] (71.4% Tested)

	County	National
Critical Reading	547	497
Math	560	513
Writing	542	487
Total	1650	1497

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
10664	5656	53.0

Grade 12 Documented Decisions[2] [3]

College/Training	Employment	Military	College/Employment
93.5%	≤5.0	≤5.0	57.8%

Facilities Data

Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2978.6	133	43	418

Core Facility Teaching Stations

Total	Grades 1–12	Support A/M/R	Pre-K	Kindergarten	ESOL	Special Education
8,169	6,148	571	98	583	124	645

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2015 –2016	2016 –2017	2017 –2018	2018 –2019	2019 –2010	2020 –2021
154,153	162,009	155,769	158,076	160,158	161,638	163,311	164,638

School Personnel Costs

Professional Salaries	$990,510,174
Supporting Services Salaries	$216,980,845
Employee Benefits	$322,431,074
Total Allocated Cost	**$1,529,922,093**

[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).

[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 2013–2014 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	725	52.6	47.4	≤5.0	7.9	18.2	69.1	≤5.0	≤5.0	≤5.0	43.6	74.9	9.5
Ashburton ES	899	50.2	49.8	≤5.0	15.5	14.1	13.6	≤5.0	47.6	9.0	10.9	12.6	12.7
Bannockburn ES	407	51.8	48.2	≤5.0	11.5	≤5.0	9.1	≤5.0	66.8	9.6	9.8	≤5.0	≤5.0
Lucy V. Barnsley ES	686	58.2	41.8	≤5.0	14.1	10.2	30.6	≤5.0	38.8	6.3	14.0	29.6	14.7
Beall ES	800	55.0	45.0	≤5.0	21.6	13.9	22.3	≤5.0	34.6	7.5	14.9	26.1	9.9
Bel Pre ES	545	53.9	46.1	≤5.0	6.1	42.9	40.4	≤5.0	6.2	≤5.0	45.7	70.3	9.5
Bells Mill ES	611	50.2	49.8	≤5.0	25.4	11.1	8.2	≤5.0	49.1	6.1	7.7	9.5	7.9
Belmont ES	309	47.6	52.4	≤5.0	6.1	5.5	10.7	≤5.0	74.8	≤5.0	≤5.0	6.8	9.7
Bethesda ES	519	53.8	46.2	≤5.0	14.8	7.5	9.1	≤5.0	61.3	7.3	12.7	6.7	11.6
Beverly Farms ES	614	49.5	50.5	≤5.0	28.8	6.7	8.5	≤5.0	49.2	6.7	6.7	5.5	7.0
Bradley Hills ES	632	50.8	49.2	≤5.0	10.3	≤5.0	9.7	≤5.0	67.4	10.9	5.9	≤5.0	5.1
Brooke Grove ES	402	53.2	46.8	≤5.0	17.2	17.9	16.9	≤5.0	45.3	≤5.0	12.7	25.9	18.2
Brookhaven ES	451	58.5	41.5	≤5.0	8.0	36.1	44.1	≤5.0	8.2	≤5.0	36.4	68.3	21.7
Brown Station ES	502	50.2	49.8	≤5.0	7.2	35.1	43.6	≤5.0	8.8	5.2	27.3	70.1	13.5
Burning Tree ES	492	53.9	46.1	≤5.0	19.7	≤5.0	6.3	≤5.0	62.4	7.5	10.8	≤5.0	14.4
Burnt Mills ES	533	50.5	49.5	≤5.0	≤5.0	65.5	21.4	≤5.0	6.0	≤5.0	25.9	68.5	7.7
Burtonsville ES	660	51.1	48.9	≤5.0	15.9	62.3	12.9	≤5.0	5.3	≤5.0	13.6	52.3	5.6
Candlewood ES	331	48.6	51.4	≤5.0	19.9	12.4	20.2	≤5.0	42.6	≤5.0	16.3	21.8	≤5.0
Cannon Road ES	428	54.0	46.0	≤5.0	9.3	40.7	41.1	≤5.0	6.5	≤5.0	14.3	66.6	11.9
Carderock Springs ES	418	52.9	47.1	≤5.0	16.3	≤5.0	8.1	≤5.0	67.5	≤5.0	5.3	≤5.0	7.7
Rachel Carson ES	1007	48.4	51.6	≤5.0	13.6	7.0	18.6	≤5.0	54.0	6.9	12.6	20.6	7.7
Cashell ES	336	50.9	49.1	≤5.0	9.8	12.8	23.8	≤5.0	46.7	6.5	11.3	21.4	11.0
Cedar Grove ES	642	50.5	49.5	≤5.0	36.6	10.4	10.7	≤5.0	36.0	5.6	9.5	12.5	6.5
Chevy Chase ES	542	51.1	48.9	≤5.0	≤5.0	12.0	8.9	≤5.0	67.0	7.2	5.9	14.0	7.4
Clarksburg ES	304	51.6	48.4	≤5.0	36.2	14.8	13.8	≤5.0	27.3	7.2	15.5	15.5	12.2
Clearspring ES	625	53.6	46.4	≤5.0	14.6	13.4	20.6	≤5.0	43.2	8.2	9.0	24.5	14.1
Clopper Mill ES	460	50.0	50.0	≤5.0	5.4	39.1	44.1	≤5.0	7.2	≤5.0	26.3	69.6	11.5
Cloverly ES	466	56.2	43.8	≤5.0	18.5	21.0	18.0	≤5.0	33.7	8.6	11.6	16.3	20.4
Cold Spring ES	335	52.5	47.5	≤5.0	39.7	≤5.0	7.2	≤5.0	43.3	6.9	≤5.0	≤5.0	≤5.0
College Gardens ES	868	50.0	50.0	≤5.0	23.0	16.6	13.9	≤5.0	39.9	6.3	13.4	15.2	5.4
Cresthaven ES	506	54.9	45.1	≤5.0	12.6	36.6	44.7	≤5.0	≤5.0	≤5.0	22.9	72.3	13.4
Capt. James E. Daly ES	591	47.9	52.1	≤5.0	5.2	33.8	46.4	≤5.0	10.5	≤5.0	38.4	70.9	9.5
Damascus ES	299	44.1	55.9	≤5.0	≤5.0	6.7	22.1	≤5.0	62.5	≤5.0	11.4	25.1	16.4
Darnestown ES	309	55.0	45.0	≤5.0	11.3	≤5.0	8.1	≤5.0	70.6	5.2	≤5.0	≤5.0	5.2
Diamond ES	645	51.2	48.8	≤5.0	41.6	10.1	11.8	≤5.0	31.9	≤5.0	17.5	9.0	10.1
Dr. Charles R. Drew ES	440	50.5	49.5	≤5.0	18.9	43.4	21.4	≤5.0	9.8	6.4	18.0	51.6	11.1
DuFief ES	328	50.0	50.0	≤5.0	31.1	6.1	12.5	≤5.0	44.5	5.8	13.7	14.9	23.2
East Silver Spring ES	518	51.5	48.5	≤5.0	≤5.0	54.4	22.2	≤5.0	15.4	≤5.0	34.4	59.7	14.5
Fairland ES	622	51.0	49.0	≤5.0	7.9	59.8	20.6	≤5.0	9.3	≤5.0	18.6	58.0	7.4
Fallsmead ES	564	52.1	47.9	≤5.0	33.9	7.3	7.6	≤5.0	46.6	≤5.0	10.5	8.5	7.1
Farmland ES	654	52.1	47.9	≤5.0	32.3	6.0	9.6	≤5.0	47.4	≤5.0	24.5	9.0	8.1
Fields Road ES	484	52.5	47.5	≤5.0	16.1	17.8	30.4	≤5.0	28.9	6.4	21.5	38.8	9.1
Flower Hill ES	504	53.4	46.6	≤5.0	12.7	30.2	45.6	≤5.0	7.3	≤5.0	33.9	64.1	12.3
Flower Valley ES	476	50.6	49.4	≤5.0	11.6	12.0	21.2	≤5.0	50.4	≤5.0	8.6	24.6	12.6
Forest Knolls ES	733	52.4	47.6	≤5.0	7.1	15.3	41.9	≤5.0	31.0	≤5.0	25.5	40.7	8.9
Fox Chapel ES	602	52.0	48.0	≤5.0	19.1	27.4	40.2	≤5.0	9.3	≤5.0	28.9	51.2	7.0
Gaithersburg ES	802	52.0	48.0	≤5.0	≤5.0	14.2	74.2	≤5.0	5.9	≤5.0	48.3	81.3	10.0
Galway ES	805	54.9	45.1	≤5.0	10.6	59.0	22.6	≤5.0	≤5.0	≤5.0	27.0	59.0	9.4
Garrett Park ES	745	52.9	47.1	≤5.0	14.5	11.3	21.9	≤5.0	43.6	8.1	20.3	17.4	6.8
Georgian Forest ES	574	52.8	47.2	≤5.0	6.8	31.2	51.6	≤5.0	8.9	≤5.0	30.8	79.4	10.5
Germantown ES	313	51.8	48.2	≤5.0	20.1	30.7	24.0	≤5.0	21.1	≤5.0	13.1	31.6	14.1
William B. Gibbs, Jr. ES	776	49.9	50.1	≤5.0	29.1	25.1	16.6	≤5.0	22.4	6.7	13.0	31.2	13.7

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[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
Glen Haven ES	545	49.4	50.6	≤5.0	8.4	21.8	50.1	≤5.0	15.4	≤5.0	34.1	62.0	13.2
Glenallan ES	650	51.5	48.5	≤5.0	9.5	33.2	45.5	≤5.0	8.5	≤5.0	25.4	65.2	11.1
Goshen ES	579	51.8	48.2	≤5.0	10.4	24.7	34.5	≤5.0	23.8	6.2	20.4	43.2	14.0
Great Seneca Creek ES	736	50.5	49.5	≤5.0	13.3	31.0	25.0	≤5.0	24.3	6.3	11.7	37.9	12.1
Greencastle ES	809	51.5	48.5	≤5.0	7.5	66.7	20.3	≤5.0	≤5.0	≤5.0	15.1	64.6	10.3
Greenwood ES	504	48.0	52.0	≤5.0	8.5	8.3	10.7	≤5.0	67.1	5.4	8.7	8.7	6.2
Harmony Hills ES	730	51.5	48.5	≤5.0	6.0	16.8	73.3	≤5.0	≤5.0	≤5.0	53.3	87.7	9.9
Highland ES	541	55.3	44.7	≤5.0	≤5.0	13.5	74.5	≤5.0	≤5.0	≤5.0	54.2	81.3	10.0
Highland View ES	423	50.1	49.9	≤5.0	≤5.0	24.3	30.3	≤5.0	35.7	5.2	30.7	46.8	7.3
Jackson Road ES	722	52.8	47.2	≤5.0	9.3	51.7	32.5	≤5.0	≤5.0	≤5.0	29.1	74.9	12.6
Jones Lane ES	469	54.4	45.6	≤5.0	9.6	12.4	23.5	≤5.0	49.0	5.1	14.9	27.5	16.0
Kemp Mill ES	529	49.1	50.9	≤5.0	≤5.0	17.4	72.0	≤5.0	≤5.0	≤5.0	49.9	78.8	9.3
Kensington Parkwood ES	659	50.8	49.2	≤5.0	6.4	6.7	9.6	≤5.0	69.8	7.3	5.9	6.4	10.8
Lake Seneca ES	536	49.6	50.4	≤5.0	8.0	38.2	29.5	≤5.0	19.4	≤5.0	21.1	51.9	17.0
Lakewood ES	542	49.6	50.4	≤5.0	44.5	8.9	6.3	≤5.0	34.7	5.5	10.1	6.6	9.6
Laytonsville ES	429	57.8	42.2	≤5.0	8.2	15.4	15.9	≤5.0	54.3	6.1	5.6	17.0	20.0
JoAnn Leleck ES	749	50.7	49.3	≤5.0	5.3	13.4	80.5	≤5.0	≤5.0	≤5.0	68.9	≥95.0	7.6
Little Bennett ES	692	49.3	50.7	≤5.0	30.2	16.3	11.1	≤5.0	34.1	7.9	9.2	16.5	7.2
Luxmanor ES	460	50.7	49.3	≤5.0	25.7	10.0	18.0	≤5.0	40.9	5.4	22.4	15.9	10.7
Thurgood Marshall ES	615	53.2	46.8	≤5.0	16.7	13.2	28.5	≤5.0	36.4	≤5.0	14.3	30.7	12.7
Maryvale ES	612	47.4	52.6	≤5.0	8.0	27.9	29.4	≤5.0	26.6	7.5	26.1	44.3	8.0
Spark M. Matsunaga ES	919	50.2	49.8	≤5.0	36.8	18.3	13.8	≤5.0	26.1	≤5.0	10.4	18.6	5.4
S. Christa McAuliffe ES	630	49.2	50.8	≤5.0	8.3	35.1	32.4	≤5.0	16.5	7.5	19.4	50.8	8.1
Ronald McNair ES	848	49.9	50.1	≤5.0	31.0	22.5	15.7	≤5.0	25.2	5.3	17.8	26.3	5.9
Meadow Hall ES	424	52.8	47.2	≤5.0	11.3	10.8	54.2	≤5.0	18.2	≤5.0	23.6	55.0	15.3
Mill Creek Towne ES	410	55.6	44.4	≤5.0	11.0	14.1	41.7	≤5.0	26.6	6.1	29.5	49.0	20.0
Monocacy ES	161	54.7	45.3	≤5.0	≤5.0	6.8	10.6	≤5.0	73.9	6.2	≤5.0	16.1	14.3
Montgomery Knolls ES	510	55.1	44.9	≤5.0	≤5.0	25.1	48.4	≤5.0	20.8	≤5.0	46.1	64.7	16.9
New Hampshire Estates ES	517	50.3	49.7	≤5.0	≤5.0	18.0	77.2	≤5.0	≤5.0	≤5.0	67.9	91.3	7.0
Roscoe R. Nix ES	519	52.8	47.2	≤5.0	8.9	39.1	44.1	≤5.0	5.6	≤5.0	43.2	74.2	9.2
North Chevy Chase ES	354	54.2	45.8	≤5.0	5.4	14.7	15.8	≤5.0	57.6	6.2	5.4	14.1	10.5
Oak View ES	381	51.4	48.6	≤5.0	7.1	17.1	62.2	≤5.0	12.3	≤5.0	38.3	76.4	12.1
Oakland Terrace ES	490	51.0	49.0	≤5.0	8.8	15.5	28.8	≤5.0	38.2	8.4	15.9	31.6	13.3
Olney ES	633	52.9	47.1	≤5.0	12.3	15.0	16.4	≤5.0	49.0	7.1	9.5	21.2	7.0
William Tyler Page ES	409	54.0	46.0	≤5.0	17.6	52.1	20.3	≤5.0	7.6	≤5.0	24.0	54.3	8.1
Pine Crest ES	474	51.7	48.3	≤5.0	8.2	19.0	38.4	≤5.0	30.2	≤5.0	21.1	50.2	9.1
Piney Branch ES	526	50.8	49.2	≤5.0	≤5.0	37.1	16.0	≤5.0	37.3	5.7	14.6	35.0	10.3
Poolesville ES	439	49.0	51.0	≤5.0	≤5.0	≤5.0	11.8	≤5.0	74.3	≤5.0	≤5.0	13.0	11.6
Potomac ES	474	51.9	48.1	≤5.0	32.7	≤5.0	≤5.0	≤5.0	54.0	≤5.0	6.5	≤5.0	6.1
Judith A. Resnik ES	616	51.0	49.0	≤5.0	12.5	31.7	38.0	≤5.0	14.4	≤5.0	28.7	57.0	9.1
Dr. Sally K. Ride ES	524	54.4	45.6	≤5.0	17.9	38.2	26.1	≤5.0	12.6	≤5.0	17.4	49.2	17.6
Ritchie Park ES	541	49.5	50.5	≤5.0	21.3	9.6	18.1	≤5.0	45.1	5.4	12.0	20.0	6.3
Rock Creek Forest ES	629	49.4	50.6	≤5.0	5.2	15.7	31.8	≤5.0	41.2	5.7	17.0	24.3	7.8
Rock Creek Valley ES	443	49.2	50.8	≤5.0	12.2	10.2	40.0	≤5.0	30.2	7.2	23.9	37.7	23.0
Rock View ES	653	50.7	49.3	≤5.0	10.4	16.7	45.6	≤5.0	20.8	6.0	26.2	52.5	13.9
Lois P. Rockwell ES	451	50.3	49.7	≤5.0	10.0	11.5	21.3	≤5.0	51.0	6.0	11.5	22.6	17.5
Rolling Terrace ES	899	50.1	49.9	≤5.0	≤5.0	15.2	64.5	≤5.0	14.5	≤5.0	52.3	71.1	6.1
Rosemary Hills ES	628	51.0	49.0	≤5.0	≤5.0	21.7	15.0	≤5.0	52.9	5.9	18.3	27.7	8.8
Rosemont ES	567	54.9	45.1	≤5.0	9.3	23.1	48.0	≤5.0	14.1	≤5.0	42.2	61.6	13.2
Sequoyah ES	437	50.8	49.2	≤5.0	10.8	17.2	48.3	≤5.0	20.4	≤5.0	32.5	56.1	15.8
Seven Locks ES	397	50.1	49.9	≤5.0	18.1	8.6	10.3	≤5.0	53.9	8.3	11.8	5.5	≤5.0
Sherwood ES	494	53.8	46.2	≤5.0	11.5	20.0	11.9	≤5.0	52.0	≤5.0	7.3	17.0	11.3

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Elementary Schools Demographic Information[1] [2]													
School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Sargent Shriver ES	755	49.3	50.7	≤5.0	7.5	12.7	74.6	≤5.0	≤5.0	≤5.0	49.1	81.6	6.8
Flora M. Singer ES	675	53.2	46.8	≤5.0	7.0	14.2	38.4	≤5.0	35.0	5.2	29.2	43.0	15.1
Sligo Creek ES	637	52.6	47.4	≤5.0	6.0	22.0	10.5	≤5.0	53.1	8.2	9.1	13.3	9.6
Somerset ES	565	52.2	47.8	≤5.0	9.0	≤5.0	14.5	≤5.0	63.4	7.8	13.8	7.4	5.5
South Lake ES	850	54.9	45.1	≤5.0	8.5	26.2	59.8	≤5.0	≤5.0	≤5.0	50.4	83.5	6.1
Stedwick ES	575	54.1	45.9	≤5.0	7.1	35.3	35.8	≤5.0	15.5	5.6	32.2	56.2	11.0
Stone Mill ES	612	50.0	50.0	≤5.0	50.2	11.6	5.7	≤5.0	28.6	≤5.0	11.4	9.3	11.9
Stonegate ES	489	54.8	45.2	≤5.0	13.5	34.2	18.2	≤5.0	25.8	8.0	8.6	22.1	11.5
Strathmore ES	454	53.5	46.5	≤5.0	5.9	42.1	41.0	≤5.0	7.3	≤5.0	19.6	62.8	12.8
Strawberry Knoll ES	592	50.7	49.3	≤5.0	14.7	25.7	39.2	≤5.0	13.7	5.9	21.5	47.3	15.7
Summit Hall ES	627	54.9	45.1	≤5.0	5.1	21.2	67.9	≤5.0	≤5.0	≤5.0	52.0	82.3	9.3
Takoma Park ES	654	48.0	52.0	≤5.0	≤5.0	33.8	20.0	≤5.0	37.3	5.8	31.7	34.3	5.5
Travilah ES	413	49.9	50.1	≤5.0	44.1	6.1	≤5.0	≤5.0	39.5	5.6	9.7	6.5	7.0
Twinbrook ES	531	54.4	45.6	≤5.0	15.6	10.5	58.0	≤5.0	11.9	≤5.0	48.2	67.0	9.8
Viers Mill ES	710	50.4	49.6	≤5.0	8.2	11.5	61.1	≤5.0	15.8	≤5.0	45.1	65.8	18.9
Washington Grove ES	408	57.8	42.2	≤5.0	10.0	21.3	58.1	≤5.0	8.6	≤5.0	48.8	75.2	20.1
Waters Landing ES	695	50.4	49.6	≤5.0	6.2	34.5	34.5	≤5.0	17.3	6.9	23.5	52.8	12.4
Watkins Mill ES	634	53.5	46.5	≤5.0	10.4	34.9	45.6	≤5.0	≤5.0	≤5.0	41.6	71.6	13.2
Wayside ES	531	50.5	49.5	≤5.0	36.5	6.4	5.6	≤5.0	45.6	5.6	11.5	≤5.0	8.3
Weller Road ES	655	53.0	47.0	≤5.0	9.9	11.0	73.4	≤5.0	≤5.0	≤5.0	46.7	76.3	10.1
Westbrook ES	455	51.9	48.1	≤5.0	≤5.0	≤5.0	10.1	≤5.0	76.3	7.7	≤5.0	≤5.0	12.5
Westover ES	306	58.8	41.2	≤5.0	16.0	33.0	22.2	≤5.0	23.2	5.2	13.4	23.2	20.9
Wheaton Woods ES	534	49.4	50.6	≤5.0	7.7	29.2	56.0	≤5.0	6.0	≤5.0	48.5	83.1	6.4
Whetstone ES	748	53.1	46.9	≤5.0	7.9	26.3	50.5	≤5.0	11.2	≤5.0	37.4	66.2	15.5
Wilson Wims ES	656	51.1	48.9	≤5.0	40.1	14.9	11.3	≤5.0	25.9	7.5	9.5	11.1	≤5.0
Wood Acres ES	714	52.2	47.8	≤5.0	11.6	≤5.0	9.4	≤5.0	69.6	6.2	5.5	≤5.0	5.7
Woodfield ES	298	48.3	51.7	≤5.0	≤5.0	13.1	19.1	≤5.0	56.4	6.4	≤5.0	19.5	13.4
Woodlin ES	625	51.8	48.2	≤5.0	5.9	24.8	18.7	≤5.0	40.5	9.6	14.2	24.6	15.2
Wyngate ES	770	50.9	49.1	≤5.0	8.8	≤5.0	11.6	≤5.0	67.1	8.3	8.8	≤5.0	6.1

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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	81.8	94.5	18.7	10.3	19.4	18.7	25.0
Ashburton ES	16.4	≥95.0	11.9	13.1	26.2	25.7	26.5
Bannockburn ES	≤5.0	≥95.0	5.7	14.5	20.3	24.3	21.2
Lucy V. Barnsley ES	35.9	≥95.0	10.6	11.6	18.6	20.3	24.5
Beall ES	33.1	≥95.0	12.4	14.0	25.2	22.5	27.0
Bel Pre ES	70.6	94.5	19.7	10.5	18.2	19.2	--
Bells Mill ES	11.8	≥95.0	5.9	13.6	24.5	25.7	26.0
Belmont ES	9.4	≥95.0	≤5.0	12.2	17.7	22.6	25.5
Bethesda ES	7.7	≥95.0	15.0	10.6	24.7	25.1	25.7
Beverly Farms ES	6.8	≥95.0	6.5	15.1	22.0	24.6	26.2
Bradley Hills ES	≤5.0	≥95.0	5.8	16.4	23.0	24.0	25.5
Brooke Grove ES	32.3	≥95.0	7.2	10.0	26.0	23.9	25.0
Brookhaven ES	74.1	≥95.0	16.6	8.0	17.0	18.2	24.3
Brown Station ES	73.5	≥95.0	25.6	8.6	14.8	18.4	24.3
Burning Tree ES	5.9	≥95.0	6.5	10.5	19.0	24.8	26.2
Burnt Mills ES	70.5	≥95.0	20.5	11.5	20.2	19.8	26.0
Burtonsville ES	58.5	≥95.0	11.6	13.4	15.0	20.1	25.8
Candlewood ES	25.1	≥95.0	11.8	14.4	25.0	21.5	25.8
Cannon Road ES	71.0	≥95.0	15.2	8.8	17.8	18.4	22.2
Carderock Springs ES	≤5.0	≥95.0	5.4	11.6	21.5	23.4	24.0
Rachel Carson ES	21.6	≥95.0	6.6	14.9	24.9	24.2	26.4
Cashell ES	23.5	≥95.0	≤5.0	9.1	25.5	23.6	21.8
Cedar Grove ES	17.3	≥95.0	13.0	13.5	25.0	23.9	27.0
Chevy Chase ES	14.8	≥95.0	5.6	14.8	--	26.3	24.6
Clarksburg ES	21.7	≥95.0	9.4	11.0	23.5	22.0	25.8
Clearspring ES	30.1	≥95.0	6.3	12.3	23.0	21.7	26.1
Clopper Mill ES	76.7	≥95.0	23.9	8.2	16.5	17.2	23.4
Cloverly ES	25.1	≥95.0	6.0	9.5	20.3	22.6	22.0
Cold Spring ES	≤5.0	≥95.0	≤5.0	14.3	16.0	18.8	23.8
College Gardens ES	18.7	≥95.0	16.3	14.7	22.3	24.8	27.2
Cresthaven ES	82.8	≥95.0	16.2	10.8	--	26.9	25.8
Capt. James E. Daly ES	76.0	≥95.0	17.4	10.1	16.3	21.5	22.7
Damascus ES	32.8	≥95.0	10.6	9.2	19.0	21.4	22.8
Darnestown ES	6.5	≥95.0	5.1	14.1	23.0	23.8	24.8
Diamond ES	13.5	≥95.0	16.7	11.3	20.4	24.1	23.1
Dr. Charles R. Drew ES	54.1	≥95.0	13.6	8.6	15.3	18.0	23.1
DuFief ES	16.5	≥95.0	11.4	8.6	19.5	21.0	24.0
East Silver Spring ES	65.1	≥95.0	16.8	9.2	17.2	20.1	20.3
Fairland ES	65.9	≥95.0	21.2	10.9	15.5	19.5	22.1
Fallsmead ES	11.7	≥95.0	11.6	12.9	24.3	22.3	26.0
Farmland ES	11.3	≥95.0	17.5	13.1	21.0	23.9	23.3
Fields Road ES	45.7	≥95.0	15.9	8.5	12.5	17.9	22.0
Flower Hill ES	71.0	≥95.0	18.5	10.3	19.0	19.4	21.9
Flower Valley ES	27.9	≥95.0	10.8	10.9	23.7	25.0	23.0
Forest Knolls ES	45.6	≥95.0	7.5	10.1	18.5	18.9	24.8
Fox Chapel ES	59.5	≥95.0	12.5	11.8	16.5	19.3	24.9
Gaithersburg ES	86.9	94.5	20.7	9.1	16.9	17.2	24.1
Galway ES	69.4	≥95.0	16.7	11.1	18.3	18.8	25.5
Garrett Park ES	22.7	≥95.0	13.2	15.8	23.5	23.9	25.4
Georgian Forest ES	84.8	94.9	24.4	9.1	15.4	17.2	19.8
Germantown ES	39.6	≥95.0	15.7	8.9	21.0	21.3	28.0
William B. Gibbs, Jr. ES	35.6	≥95.0	10.3	12.8	24.4	23.4	26.0

[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 2013–2014 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
Glen Haven ES	68.8	≥95.0	23.1	9.3	18.6	17.6	23.5
Glenallan ES	70.2	≥95.0	24.3	10.9	18.9	18.9	25.9
Goshen ES	47.5	≥95.0	11.4	11.1	16.2	17.7	24.9
Great Seneca Creek ES	44.3	≥95.0	15.3	12.9	20.6	24.4	26.0
Greencastle ES	71.9	≥95.0	23.8	11.4	15.7	20.8	24.8
Greenwood ES	11.7	≥95.0	≤5.0	14.9	21.7	23.5	22.9
Harmony Hills ES	89.9	≥95.0	17.9	9.4	19.3	16.4	23.9
Highland ES	85.4	≥95.0	12.0	8.9	18.2	17.4	22.8
Highland View ES	51.3	≥95.0	12.1	11.6	17.8	21.1	20.3
Jackson Road ES	79.6	≥95.0	19.8	9.9	18.5	18.7	26.3
Jones Lane ES	30.3	≥95.0	6.3	9.9	22.0	23.0	22.3
Kemp Mill ES	83.6	94.6	22.0	9.5	16.2	18.2	22.5
Kensington Parkwood ES	8.5	≥95.0	≤5.0	14.3	23.5	23.2	23.4
Lake Seneca ES	57.8	≥95.0	20.5	9.4	15.2	18.1	22.6
Lakewood ES	10.1	≥95.0	13.5	14.2	23.7	22.6	27.0
Laytonsville ES	21.4	≥95.0	10.8	9.6	18.7	21.7	24.5
JoAnn Leleck ES	≥95.0	94.7	20.5	9.3	19.1	17.9	21.6
Little Bennett ES	18.8	≥95.0	6.6	14.5	22.0	23.9	28.3
Luxmanor ES	19.8	≥95.0	17.6	11.6	18.5	21.5	26.3
Thurgood Marshall ES	35.4	≥95.0	17.2	11.4	20.6	22.1	24.0
Maryvale ES	49.2	≥95.0	10.1	9.7	22.2	21.5	19.1
Spark M. Matsunaga ES	22.3	≥95.0	8.3	15.1	21.6	24.8	26.5
S. Christa McAuliffe ES	59.5	≥95.0	16.8	11.0	14.7	16.6	25.0
Ronald McNair ES	32.7	≥95.0	9.7	15.2	24.4	24.1	27.0
Meadow Hall ES	64.4	≥95.0	11.7	8.2	17.0	15.2	22.3
Mill Creek Towne ES	53.4	≥95.0	16.7	8.9	17.3	16.7	24.0
Monocacy ES	17.4	94.2	≤5.0	11.5	21.0	26.3	30.5
Montgomery Knolls ES	64.7	≥95.0	11.6	8.8	17.5	16.7	--
New Hampshire Estates ES	94.2	≥95.0	17.2	8.3	17.6	16.3	--
Roscoe R. Nix ES	77.3	≥95.0	21.8	8.3	17.6	18.0	--
North Chevy Chase ES	17.2	≥95.0	5.4	11.6	--	20.5	26.1
Oak View ES	80.6	≥95.0	13.0	10.8	--	23.4	26.4
Oakland Terrace ES	36.3	≥95.0	10.5	9.9	13.8	18.6	23.3
Olney ES	24.6	≥95.0	8.5	16.0	26.8	23.6	26.9
William Tyler Page ES	59.2	≥95.0	11.8	11.5	15.3	18.0	22.7
Pine Crest ES	56.3	≥95.0	9.9	13.1	--	23.7	23.5
Piney Branch ES	41.4	≥95.0	6.6	14.1	--	24.4	27.7
Poolesville ES	16.6	≥95.0	10.8	13.4	21.0	24.1	26.3
Potomac ES	≤5.0	≥95.0	≤5.0	13.8	20.0	24.9	23.9
Judith A. Resnik ES	61.7	≥95.0	14.0	10.1	17.0	19.1	23.0
Dr. Sally K. Ride ES	55.7	≥95.0	15.1	9.6	14.8	20.5	23.0
Ritchie Park ES	21.8	≥95.0	10.0	15.1	24.0	22.6	23.0
Rock Creek Forest ES	29.9	≥95.0	8.3	13.5	19.0	20.8	25.1
Rock Creek Valley ES	44.2	≥95.0	9.1	7.8	15.0	17.0	21.6
Rock View ES	60.2	≥95.0	15.2	9.4	16.5	18.3	22.5
Lois P. Rockwell ES	27.5	≥95.0	9.4	10.1	21.7	21.9	24.0
Rolling Terrace ES	72.9	≥95.0	14.4	10.7	19.3	19.9	23.6
Rosemary Hills ES	28.2	≥95.0	9.2	11.1	24.6	24.9	--
Rosemont ES	64.2	≥95.0	23.3	7.8	16.3	18.3	22.3
Sequoyah ES	62.0	≥95.0	16.4	9.2	15.6	17.6	23.3
Seven Locks ES	6.3	≥95.0	≤5.0	13.5	26.5	23.0	22.7
Sherwood ES	19.4	≥95.0	8.2	10.7	23.3	23.1	27.0

[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 2013–2014 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
Sargent Shriver ES	88.3	94.6	13.8	10.2	18.2	19.6	22.8
Flora M. Singer ES	46.5	≥95.0	10.5	9.8	18.5	19.5	24.3
Sligo Creek ES	15.5	≥95.0	7.5	12.9	24.8	24.5	22.3
Somerset ES	7.8	≥95.0	12.1	14.6	21.4	24.1	24.8
South Lake ES	89.3	≥95.0	25.1	10.7	17.4	18.0	23.9
Stedwick ES	64.0	≥95.0	23.6	10.9	18.4	18.4	24.8
Stone Mill ES	12.9	≥95.0	8.1	11.4	21.0	25.2	23.8
Stonegate ES	28.8	≥95.0	12.2	13.4	25.3	25.4	26.0
Strathmore ES	72.0	≥95.0	16.8	10.7	--	24.0	26.7
Strawberry Knoll ES	54.7	≥95.0	16.5	8.6	16.8	19.4	24.7
Summit Hall ES	86.3	≥95.0	19.4	9.7	17.2	19.1	23.3
Takoma Park ES	36.5	≥95.0	10.0	12.5	20.5	20.6	--
Travilah ES	7.7	≥95.0	6.0	13.6	27.5	21.2	26.7
Twinbrook ES	75.0	≥95.0	18.0	9.2	18.3	17.7	22.7
Viers Mill ES	70.8	≥95.0	13.5	9.3	18.8	20.1	20.4
Washington Grove ES	77.5	≥95.0	28.5	7.6	16.0	17.1	22.0
Waters Landing ES	58.3	≥95.0	24.3	10.1	15.7	18.9	24.8
Watkins Mill ES	80.4	94.6	27.2	9.2	17.8	17.4	22.3
Wayside ES	≤5.0	≥95.0	6.0	11.7	19.3	23.4	25.1
Weller Road ES	86.0	≥95.0	19.1	10.7	15.6	17.9	23.5
Westbrook ES	≤5.0	≥95.0	5.1	12.0	24.3	23.3	23.0
Westover ES	30.4	≥95.0	7.7	8.5	21.5	21.0	23.5
Wheaton Woods ES	89.3	≥95.0	14.2	10.4	16.0	19.8	25.0
Whetstone ES	71.0	≥95.0	17.1	10.1	18.0	19.2	26.0
Wilson Wims ES	14.3	N/A	N/A	15.1	24.3	25.6	26.3
Wood Acres ES	≤5.0	≥95.0	5.9	14.4	22.3	22.7	24.1
Woodfield ES	23.5	≥95.0	≤5.0	11.8	28.0	21.3	23.8
Woodlin ES	28.0	≥95.0	11.2	10.9	20.2	21.4	27.4
Wyngate ES	≤5.0	≥95.0	≤5.0	16.8	24.2	24.4	25.7

[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 2013–2014 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	915	55.0	45.0	≤5.0	10.8	33.6	44.7	≤5.0	8.2	≤5.0	13.6	61.2	8.9
John T. Baker MS	771	50.3	49.7	≤5.0	6.4	8.3	18.2	≤5.0	61.6	5.1	≤5.0	17.0	12.6
Benjamin Banneker MS	879	52.3	47.7	≤5.0	10.6	61.8	16.0	≤5.0	6.3	5.2	≤5.0	52.2	10.6
Briggs Chaney MS	903	49.1	50.9	≤5.0	13.4	53.5	19.7	≤5.0	8.5	≤5.0	8.9	45.8	7.6
Cabin John MS	942	52.4	47.6	≤5.0	27.2	10.8	9.1	≤5.0	48.5	≤5.0	≤5.0	8.8	14.9
Roberto W. Clemente MS	1204	49.5	50.5	≤5.0	26.5	25.2	25.7	≤5.0	17.0	5.3	≤5.0	33.6	9.5
Eastern MS	863	43.8	56.2	≤5.0	14.9	19.0	38.4	≤5.0	23.2	≤5.0	15.5	45.3	7.9
William H. Farquhar MS	582	47.8	52.2	≤5.0	14.3	15.5	13.9	≤5.0	50.2	6.2	≤5.0	11.9	9.8
Forest Oak MS	823	51.3	48.7	≤5.0	7.4	27.3	47.4	≤5.0	13.5	≤5.0	18.2	59.5	13.2
Robert Frost MS	1139	51.4	48.6	≤5.0	34.9	≤5.0	6.3	≤5.0	48.6	5.4	≤5.0	5.4	5.5
Gaithersburg MS	750	56.0	44.0	≤5.0	9.3	22.9	41.2	≤5.0	21.2	5.1	14.1	47.7	17.5
Herbert Hoover MS	1063	54.2	45.8	≤5.0	29.7	7.1	5.6	≤5.0	50.8	6.7	≤5.0	≤5.0	10.9
Francis Scott Key MS	943	52.2	47.8	≤5.0	10.3	42.6	40.1	≤5.0	≤5.0	≤5.0	13.3	63.2	10.4
Dr. Martin Luther King, Jr. MS	611	52.5	47.5	≤5.0	14.1	32.4	28.8	≤5.0	18.5	6.2	11.1	46.8	11.9
Kingsview MS	1002	51.4	48.6	≤5.0	26.8	20.8	13.0	≤5.0	34.2	5.2	≤5.0	17.0	7.3
Lakelands Park MS	1000	48.9	51.1	≤5.0	14.4	12.4	18.5	≤5.0	50.3	≤5.0	5.9	22.5	13.1
Col. E. Brooke Lee MS	720	54.4	45.6	≤5.0	8.2	24.3	56.9	≤5.0	7.5	≤5.0	19.7	65.4	13.8
A. Mario Loiederman MS	912	40.9	59.1	≤5.0	6.7	25.5	53.1	≤5.0	12.0	≤5.0	18.4	60.9	12.4
Montgomery Village MS	658	54.1	45.9	≤5.0	9.7	31.8	45.9	≤5.0	8.5	≤5.0	14.6	62.3	16.0
Neelsville MS	915	50.7	49.3	≤5.0	8.0	34.6	44.7	≤5.0	8.3	≤5.0	16.9	64.2	9.3
Newport Mill MS	600	51.8	48.2	≤5.0	10.7	17.2	50.5	≤5.0	18.0	≤5.0	16.5	54.0	17.0
North Bethesda MS	949	50.7	49.3	≤5.0	10.2	6.7	12.8	≤5.0	63.5	6.2	≤5.0	6.1	8.6
Parkland MS	943	50.9	49.1	≤5.0	19.3	21.1	44.3	≤5.0	11.8	≤5.0	9.4	49.9	9.3
Rosa M. Parks MS	904	49.9	50.1	≤5.0	9.3	10.0	11.8	≤5.0	63.5	≤5.0	≤5.0	10.2	7.0
John Poole MS	326	52.5	47.5	≤5.0	5.8	≤5.0	11.3	≤5.0	72.1	5.8	≤5.0	14.1	10.7
Thomas W. Pyle MS	1479	52.1	47.9	≤5.0	11.9	≤5.0	7.8	≤5.0	72.9	5.5	≤5.0	≤5.0	8.6
Redland MS	543	51.4	48.6	≤5.0	11.4	19.9	33.3	≤5.0	30.9	≤5.0	9.4	38.1	11.4
Ridgeview MS	699	50.2	49.8	≤5.0	15.7	14.0	23.9	≤5.0	41.6	≤5.0	5.4	26.0	7.7
Rocky Hill MS	1130	50.4	49.6	≤5.0	26.4	21.9	16.1	≤5.0	30.2	5.4	≤5.0	20.7	8.7
Shady Grove MS	595	54.1	45.9	≤5.0	14.3	21.0	32.9	≤5.0	25.4	6.4	9.1	41.3	11.1
Silver Spring International MS	974	48.5	51.5	≤5.0	5.4	23.0	36.6	≤5.0	30.0	≤5.0	14.0	43.7	12.1
Sligo MS	521	49.1	50.9	≤5.0	8.3	24.6	41.7	≤5.0	23.0	≤5.0	13.1	46.8	15.4
Takoma Park MS	993	52.9	47.1	≤5.0	21.6	27.7	15.5	≤5.0	28.8	6.0	7.0	26.6	6.6
Tilden MS	797	54.3	45.7	≤5.0	14.7	8.8	19.4	≤5.0	51.4	5.4	10.4	12.4	15.8
Julius West MS	1197	52.7	47.3	≤5.0	20.6	15.2	26.4	≤5.0	31.7	5.9	11.3	29.8	7.4
Westland MS	1251	50.8	49.2	≤5.0	5.8	10.6	15.8	≤5.0	62.5	≤5.0	6.6	12.6	8.6
White Oak MS	746	51.9	48.1	≤5.0	11.3	30.7	43.8	≤5.0	11.0	≤5.0	16.9	57.8	9.9
Earle B. Wood MS	927	53.7	46.3	≤5.0	10.1	12.9	38.6	≤5.0	33.5	≤5.0	8.8	36.6	14.3

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (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	73.4	≥95.0	14.3	12.5	24.5	28.8
John T. Baker MS	25.8	≥95.0	7.4	11.5	27.0	27.5
Benjamin Banneker MS	66.3	≥95.0	10.4	11.3	26.4	26.2
Briggs Chaney MS	60.5	≥95.0	15.0	12.7	21.8	26.9
Cabin John MS	12.4	≥95.0	≤5.0	10.1	24.2	27.0
Roberto W. Clemente MS	46.9	≥95.0	11.0	12.1	24.0	27.7
Eastern MS	56.5	≥95.0	10.1	11.0	23.2	24.1
William H. Farquhar MS	19.6	≥95.0	5.7	10.8	25.7	26.8
Forest Oak MS	74.2	≥95.0	16.5	10.7	23.3	24.7
Robert Frost MS	9.9	≥95.0	5.4	14.4	24.8	28.1
Gaithersburg MS	60.9	≥95.0	16.7	9.4	23.1	24.7
Herbert Hoover MS	7.5	≥95.0	5.3	12.4	26.4	28.4
Francis Scott Key MS	78.5	≥95.0	13.0	12.5	22.7	26.1
Dr. Martin Luther King, Jr. MS	61.4	≥95.0	16.9	10.3	24.8	23.7
Kingsview MS	26.2	≥95.0	≤5.0	12.9	24.7	27.0
Lakelands Park MS	28.8	≥95.0	8.9	9.5	25.1	25.6
Col. E. Brooke Lee MS	82.4	≥95.0	16.8	10.1	23.0	24.5
A. Mario Loiederman MS	75.8	≥95.0	12.7	11.3	27.5	28.2
Montgomery Village MS	77.7	≥95.0	18.2	9.7	23.0	23.9
Neelsville MS	80.9	≥95.0	16.7	11.3	23.9	25.5
Newport Mill MS	67.5	≥95.0	15.3	9.4	21.8	22.9
North Bethesda MS	11.1	≥95.0	5.6	13.6	27.6	27.6
Parkland MS	65.0	≥95.0	5.6	12.3	27.3	27.7
Rosa M. Parks MS	16.7	≥95.0	≤5.0	13.9	25.6	28.4
John Poole MS	22.4	≥95.0	≤5.0	10.2	27.1	25.4
Thomas W. Pyle MS	≤5.0	≥95.0	≤5.0	12.9	25.1	28.3
Redland MS	50.8	≥95.0	8.3	10.7	25.4	25.2
Ridgeview MS	35.6	≥95.0	9.2	12.3	25.3	26.4
Rocky Hill MS	32.3	≥95.0	9.0	12.2	23.7	25.7
Shady Grove MS	53.8	≥95.0	11.2	10.3	25.5	26.1
Silver Spring International MS	51.5	≥95.0	10.6	10.3	24.2	25.3
Sligo MS	61.0	≥95.0	14.3	9.2	22.7	23.0
Takoma Park MS	35.6	≥95.0	8.4	13.2	24.2	25.7
Tilden MS	19.7	≥95.0	9.5	10.2	25.5	26.4
Julius West MS	41.7	≥95.0	12.4	12.5	27.9	26.9
Westland MS	16.3	≥95.0	7.2	13.2	25.2	26.5
White Oak MS	70.6	≥95.0	13.4	10.2	22.6	24.2
Earle B. Wood MS	48.8	≥95.0	9.9	9.8	24.5	24.6

[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 2013–2014 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	1992	51.8	48.2	≤5.0	5.6	14.2	16.8	≤5.0	57.9	5.3	≤5.0	11.7	8.5
Montgomery Blair HS	2892	51.4	48.6	≤5.0	15.7	26.6	31.0	≤5.0	22.4	≤5.0	12.0	37.9	6.4
James Hubert Blake HS	1601	44.7	55.3	≤5.0	8.9	43.2	21.9	≤5.0	21.7	≤5.0	≤5.0	33.0	10.6
Winston Churchill HS	1996	51.2	48.8	≤5.0	23.2	7.9	8.9	≤5.0	55.7	≤5.0	≤5.0	≤5.0	10.9
Clarksburg HS	1970	50.3	49.7	≤5.0	17.8	28.0	25.6	≤5.0	24.3	≤5.0	≤5.0	30.3	9.5
Damascus HS	1247	50.7	49.3	≤5.0	5.7	10.9	16.5	≤5.0	62.1	≤5.0	≤5.0	16.7	13.5
Thomas Edison HS of Technology	502	85.2	14.8	≤5.0	7.2	25.5	46.0	≤5.0	18.7	≤5.0	15.1	43.8	29.7
Albert Einstein HS	1695	45.5	54.5	≤5.0	10.8	21.7	44.8	≤5.0	20.1	≤5.0	11.6	45.4	14.2
Gaithersburg HS	2230	54.6	45.4	≤5.0	8.7	25.2	44.3	≤5.0	18.0	≤5.0	16.4	43.9	13.9
Walter Johnson HS	2261	51.8	48.2	≤5.0	12.3	9.4	16.3	≤5.0	56.1	5.6	5.1	6.9	10.5
John F. Kennedy HS	1553	51.6	48.4	≤5.0	8.6	34.3	50.3	≤5.0	5.2	≤5.0	13.3	54.7	14.2
Col. Zadok Magruder HS	1523	52.6	47.4	≤5.0	14.6	18.2	34.4	≤5.0	28.9	≤5.0	6.0	33.9	9.5
Richard Montgomery HS	2196	49.3	50.7	≤5.0	25.2	16.2	23.5	≤5.0	30.0	≤5.0	6.6	20.5	7.8
Northwest HS	2105	50.3	49.7	≤5.0	17.8	27.6	20.4	≤5.0	28.5	5.6	≤5.0	27.8	11.5
Northwood HS	1585	50.0	50.0	≤5.0	6.4	24.3	52.2	≤5.0	14.2	≤5.0	17.7	47.9	11.9
Paint Branch HS	1989	51.4	48.6	≤5.0	14.7	54.7	16.8	≤5.0	10.0	≤5.0	≤5.0	36.1	9.8
Poolesville HS	1223	50.7	49.3	≤5.0	25.8	5.7	6.9	≤5.0	54.5	6.6	≤5.0	7.2	5.4
Quince Orchard HS	1889	50.3	49.7	≤5.0	12.4	14.8	23.1	≤5.0	45.1	≤5.0	6.5	22.6	9.0
Rockville HS	1331	52.7	47.3	≤5.0	11.0	13.9	36.7	≤5.0	34.2	≤5.0	9.5	32.0	15.6
Seneca Valley HS	1278	50.6	49.4	≤5.0	11.1	35.7	26.8	≤5.0	21.4	≤5.0	9.2	38.3	14.0
Sherwood HS	1890	50.4	49.6	≤5.0	12.0	17.6	13.8	≤5.0	52.7	≤5.0	8.1	16.9	9.0
Springbrook HS	1747	56.3	43.7	≤5.0	11.2	41.9	35.7	≤5.0	8.2	≤5.0	10.2	45.2	10.3
Watkins Mill HS	1492	53.2	46.8	≤5.0	9.9	34.9	40.0	≤5.0	11.0	≤5.0	13.7	53.8	11.8
Wheaton HS	1465	58.0	42.0	≤5.0	10.0	24.8	54.5	≤5.0	8.3	≤5.0	17.1	54.4	11.8
Walt Whitman HS	1902	49.6	50.4	≤5.0	12.2	≤5.0	9.0	≤5.0	69.5	5.6	≤5.0	≤5.0	9.8
Thomas S. Wootton HS	2190	51.1	48.9	≤5.0	35.5	6.8	7.7	≤5.0	46.2	≤5.0	≤5.0	5.2	6.8

[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).

[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	19.8	94.7	93.7	≤5.0	8.2	14.6	27.7	29.7
Montgomery Blair HS	54.7	94.1	87.5	7.7	11.0	13.8	23.6	25.6
James Hubert Blake HS	54.1	94.3	89.9	6.1	9.7	12.2	23.9	25.2
Winston Churchill HS	9.7	≥95.0	≥95.0	≤5.0	≤5.0	12.2	23.1	27.5
Clarksburg HS	49.4	94.0	90.2	≤5.0	10.8	13.0	26.3	27.2
Damascus HS	28.2	94.0	93.3	≤5.0	≤5.0	11.7	25.7	25.2
Thomas Edison HS of Technology	70.1	--	--	--	--	18.3		
Albert Einstein HS	66.5	92.1	83.9	5.5	13.1	10.1	24.1	25.4
Gaithersburg HS	66.2	92.0	79.8	10.3	16.1	10.9	24.0	23.7
Walter Johnson HS	16.9	≥95.0	95.0	≤5.0	6.3	12.9	25.8	28.0
John F. Kennedy HS	78.4	90.7	80.1	10.4	13.3	10.3	21.9	24.0
Col. Zadok Magruder HS	50.7	93.6	90.1	5.2	9.8	12.4	26.2	26.0
Richard Montgomery HS	36.9	94.5	89.8	5.9	11.2	13.6	26.0	26.7
Northwest HS	45.7	94.2	92.8	≤5.0	8.6	13.1	24.3	27.4
Northwood HS	73.8	91.7	84.4	7.5	15.2	11.2	24.1	23.9
Paint Branch HS	60.5	≥95.0	89.2	6.6	11.6	12.7	25.6	26.7
Poolesville HS	15.0	≥95.0	≥95.0	≤5.0	≤5.0	14.0	27.6	26.5
Quince Orchard HS	37.3	93.1	94.9	≤5.0	10.5	12.8	27.2	27.0
Rockville HS	48.5	94.1	90.1	≤5.0	8.7	10.2	23.4	25.8
Seneca Valley HS	61.8	92.4	83.2	11.3	18.7	10.3	22.7	23.7
Sherwood HS	26.0	94.5	≥95.0	≤5.0	7.4	12.9	24.2	25.4
Springbrook HS	66.5	93.2	85.1	9.1	12.4	11.5	25.0	25.1
Watkins Mill HS	74.0	91.2	90.7	≤5.0	16.3	10.7	22.7	24.4
Wheaton HS	74.3	93.1	78.2	11.1	14.2	11.4	25.8	25.5
Walt Whitman HS	≤5.0	≥95.0	≥95.0	≤5.0	6.2	12.9	26.8	26.7
Thomas S. Wootton HS	11.5	≥95.0	≥95.0	≤5.0	≤5.0	14.5	28.0	27.4

[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 2013–2014 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	117	69.2	30.8	≤5.0	≤5.0	50.4	35.9	≤5.0	8.5	≤5.0	6.8	70.1	15.4
Stephen Knolls School	88	55.7	44.3	≤5.0	5.7	36.4	35.2	≤5.0	20.5	≤5.0	≤5.0	47.7	≥95.0
Longview School	48	47.9	52.1	≤5.0	14.6	22.9	31.3	≤5.0	27.1	≤5.0	≤5.0	31.3	≥95.0
RICA	116	75.0	25.0	≤5.0	≤5.0	27.6	19.0	≤5.0	39.7	10.3	≤5.0	44.0	≥95.0
Rock Terrace School	83	81.9	18.1	≤5.0	8.4	32.5	22.9	≤5.0	28.9	7.2	7.2	34.9	≥95.0
Carl Sandburg Learning Center	92	89.1	10.9	≤5.0	10.9	27.2	30.4	≤5.0	28.3	≤5.0	22.8	39.1	≥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.

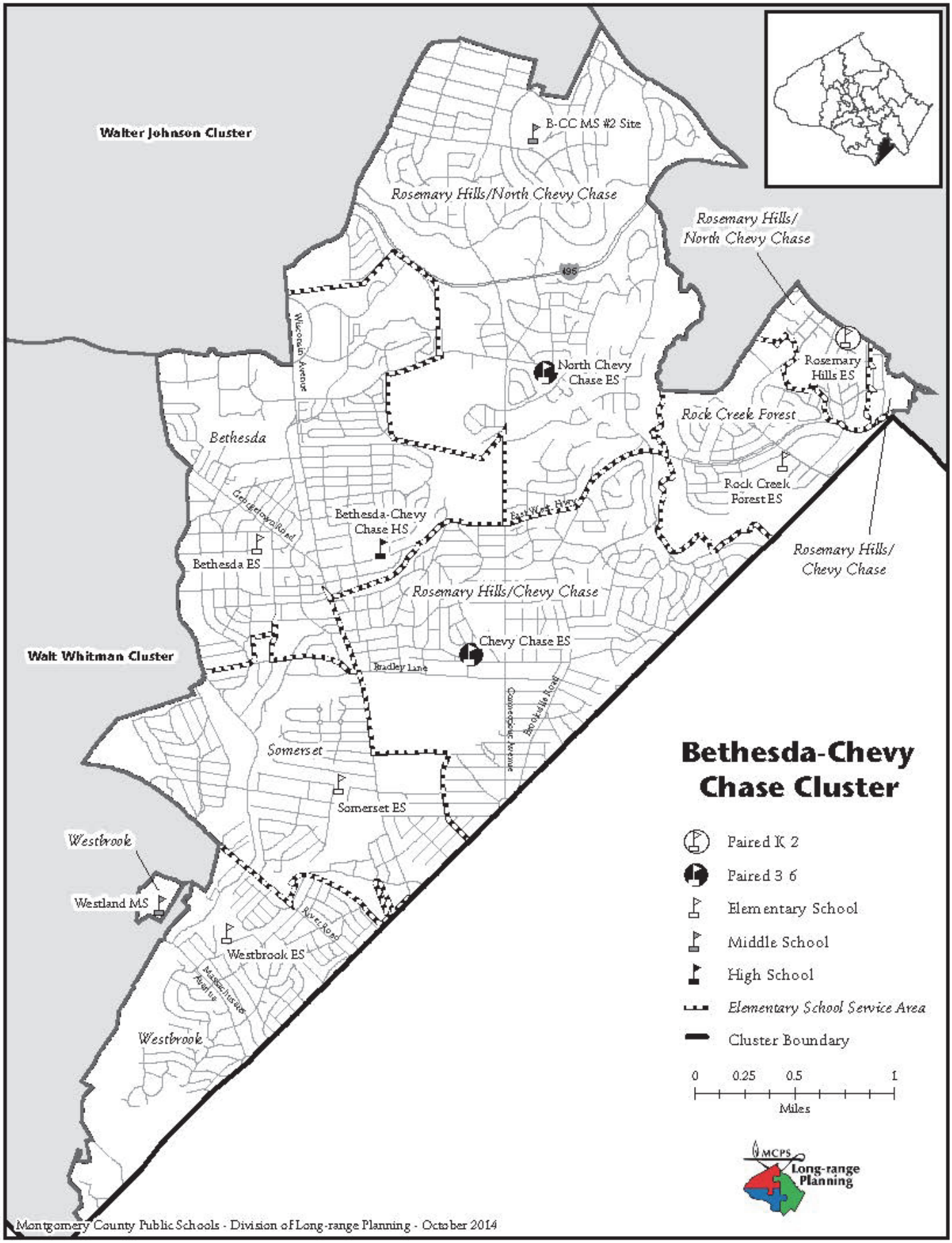
Special Schools Other Information						
School Name	Ever FARMS[1]	Attendance Rate[1] [2]	Graduation Rate[1] [2]	Dropout Rate[1] [2]	Mobility Rate[1] [2]	Stud/Instr Staff Ratio
Alternative Programs	93.2	79.8	14.0	62.0	≥95.0	2.6
Stephen Knolls School	55.7	83.9		--	13.1	1.6
Longview School	47.9	85.4	--	--	14.3	1.3
RICA	62.9	≥95.0	45.5	9.1	72.5	2.4
Rock Terrace School	50.6	92.1	≤5.0	27.3	10.7	1.9
Carl Sandburg Learning Center	52.2	92.4			22.6	1.6

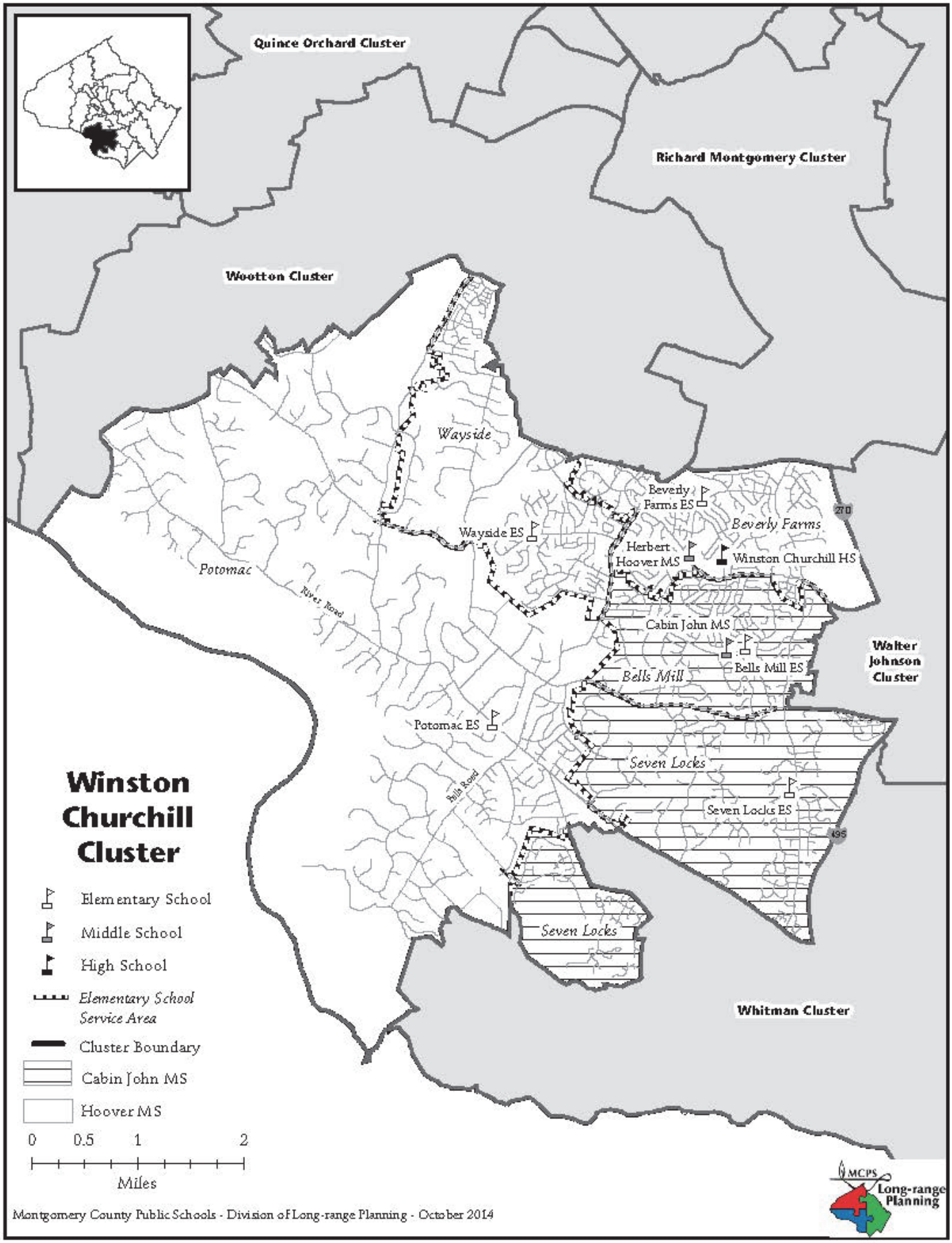
[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

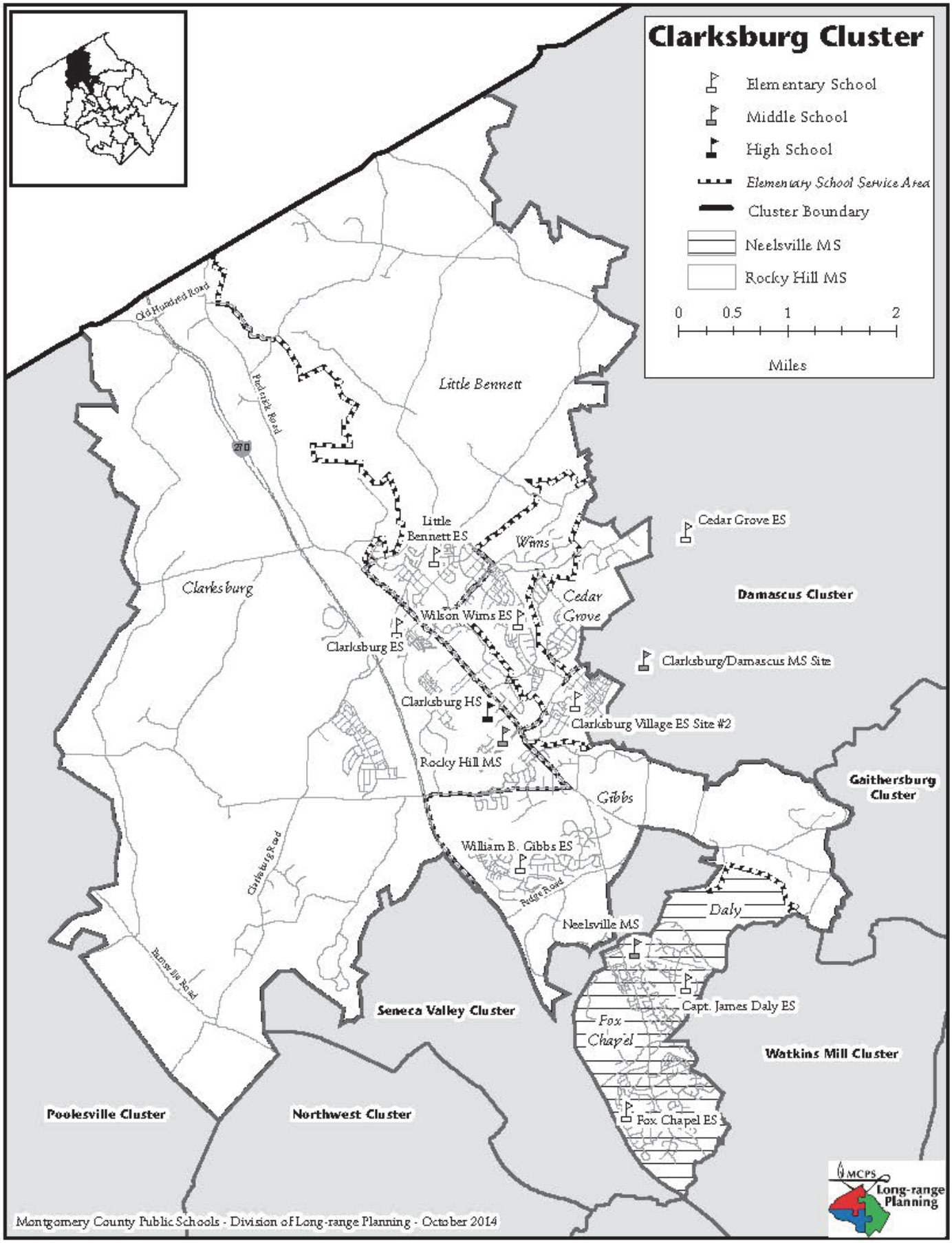
[2] Outcome data reflect 2013–2014 school year.

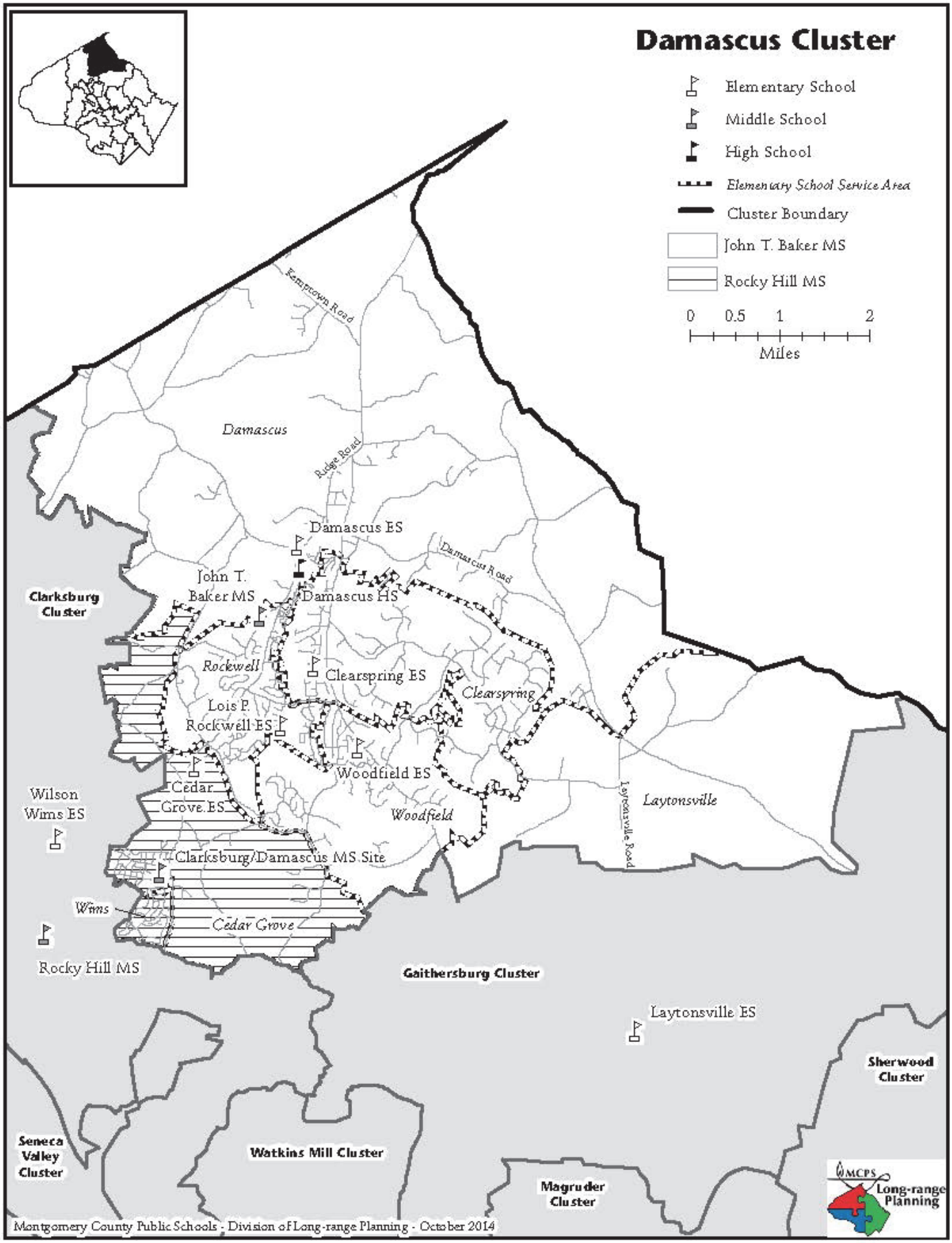
SECTION VIII

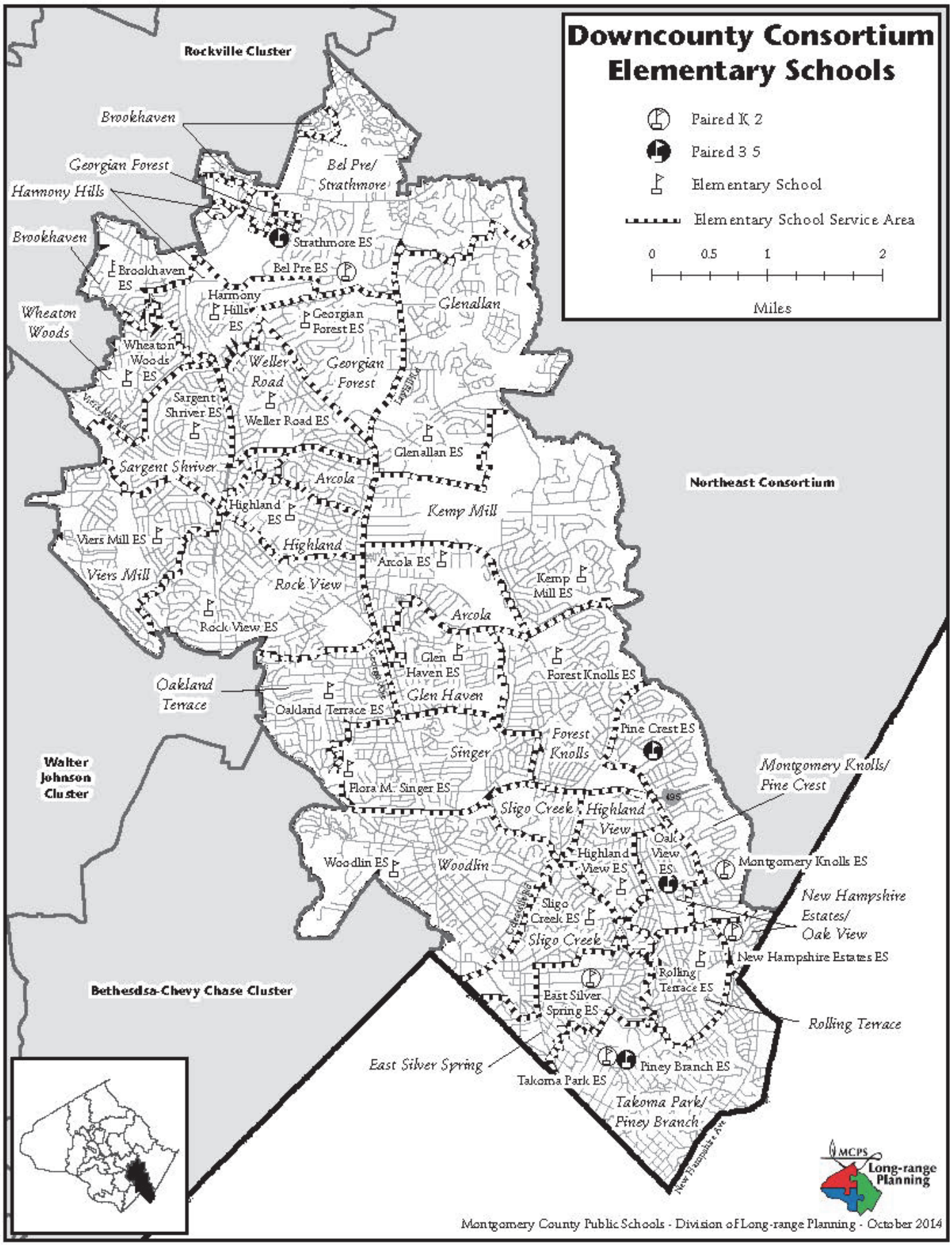
HIGH SCHOOL CLUSTER MAPS

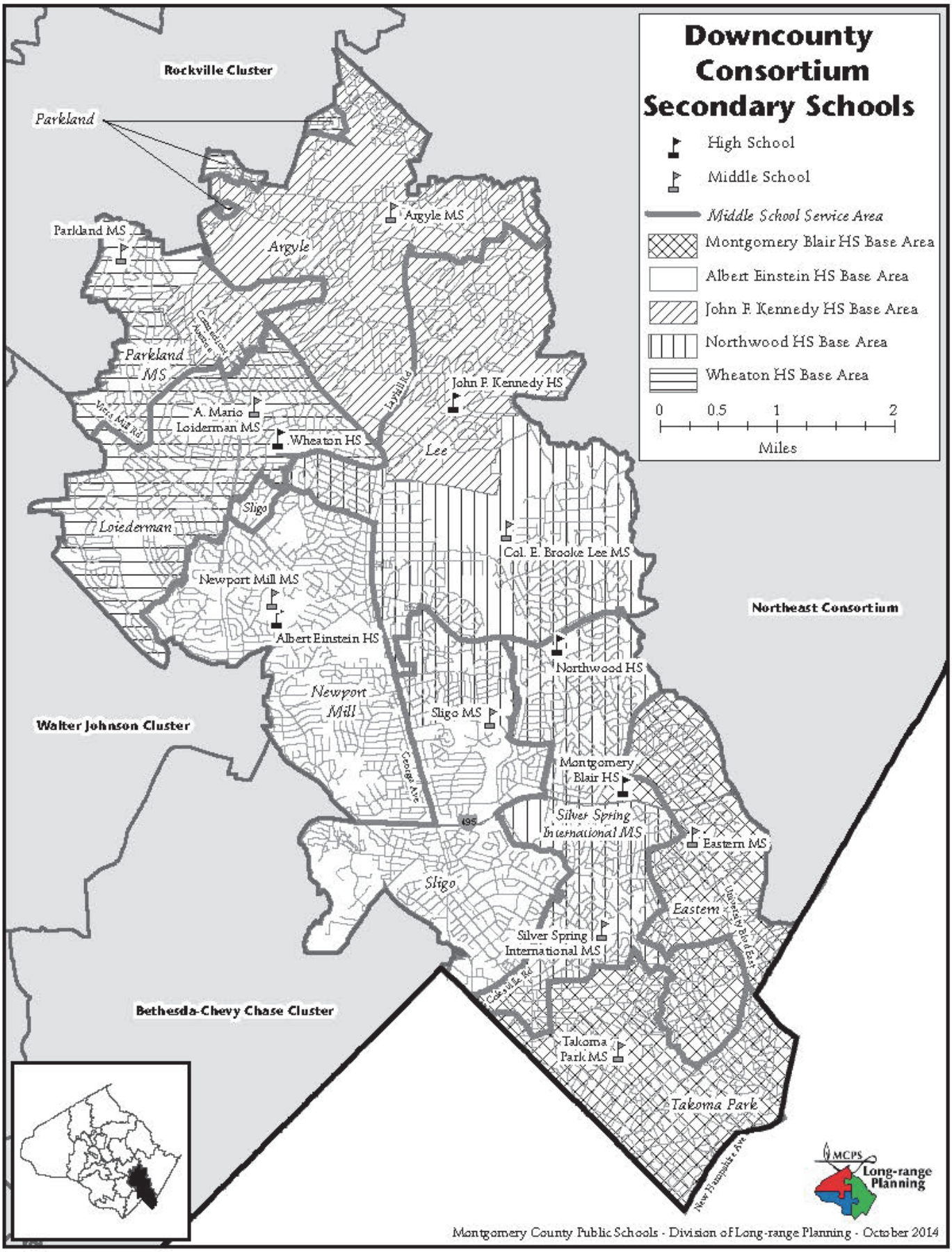

Walter Johnson Cluster
B-CC MS #2 Site
Rosemary Hills/North Chevy Chase
Rosemary Hills/
North Chevy Chase
495
Wisconsin Avenue
North Chevy
Chase ES
Rosemary
Hills ES
Rock Creek Forest
Bethesda
Rock Creek
Forest ES
Connecticut Avenue
Bethesda-Chevy
Chase HS
Bethesda ES
Rosemary Hills/
Chevy Chase
Rosemary Hills/Chevy Chase
Chevy Chase ES
Walt Whitman Cluster
Bradley Lane
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
MCPS
Long-range
Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2014

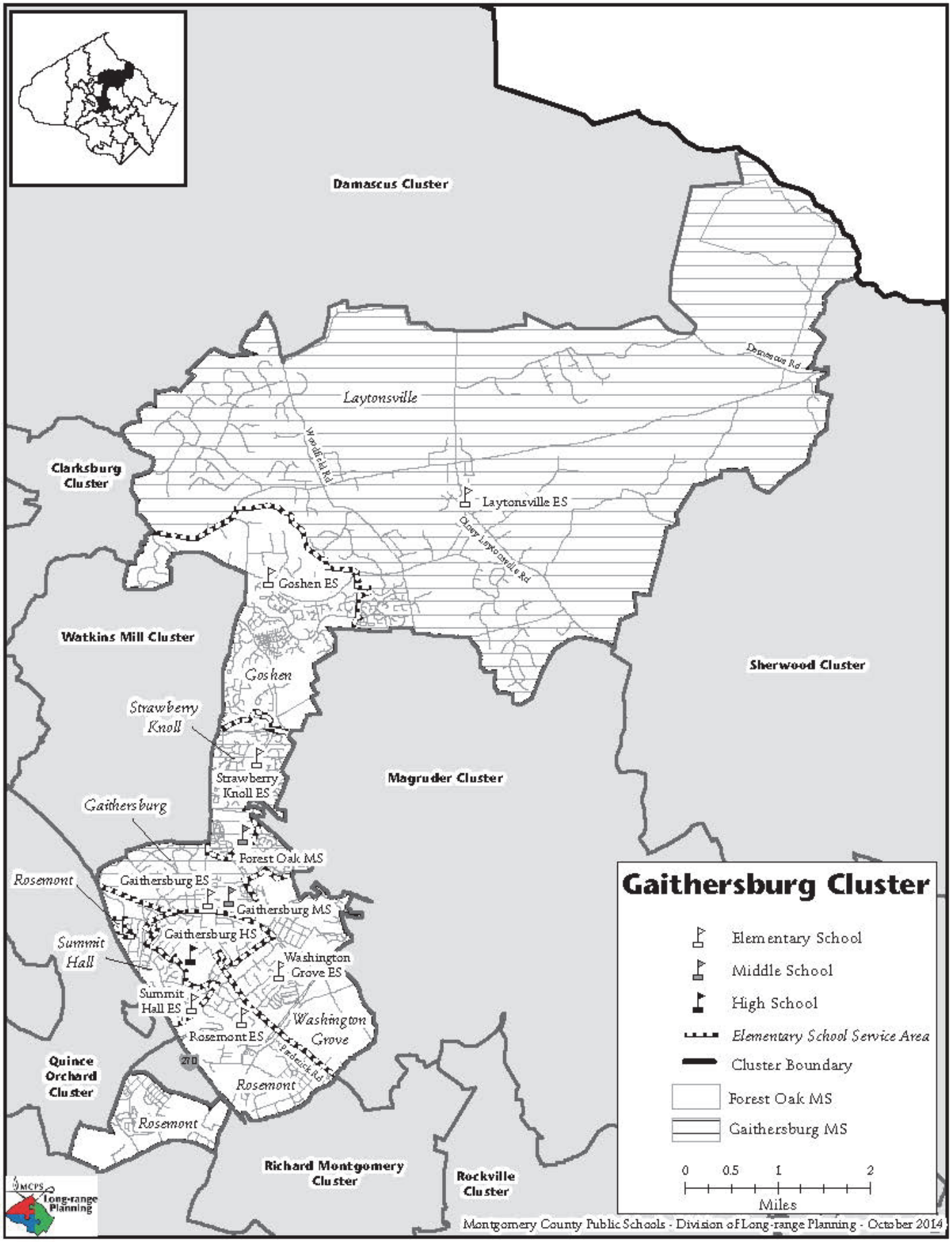

Quince Orchard Cluster
Richard Montgomery Cluster
Wootton Cluster
Wayside
Beverly Farms ES
Beverly Farms
Wayside ES
Herbert Hoover MS
Winston Churchill HS
Potomac
River Road
Cabin John MS
Walter Johnson Cluster
Bells Mill ES
Bells Mill
Potomac ES
Seven Locks
Bells Road
Seven Locks ES
Seven Locks
Whitman Cluster
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 2014
MCPS
Long-range Planning

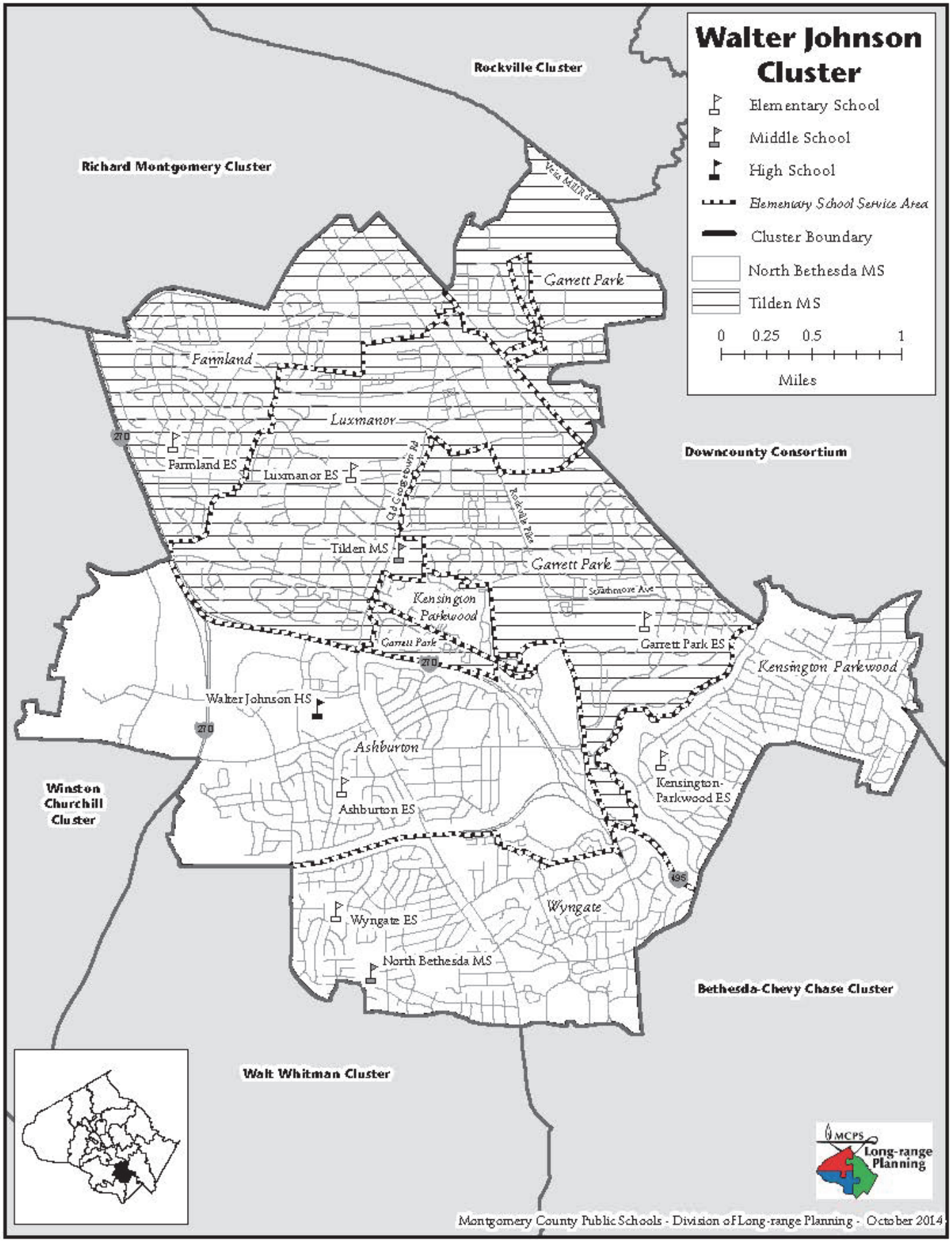

Clarksburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Neelsville MS
Rocky Hill MS
0 0.5 1 2
Miles
Old Hundred Road
Frederick Road
270
Little Bennett
Little Bennett ES
Wims
Cedar Grove ES
Damascus Cluster
Clarksburg
Cedar Grove
Wilson Wims ES
Clarksburg ES
Clarksburg/Damascus MS Site
Clarksburg HS
Clarksburg Village ES Site #2
Rocky Hill MS
Gaithersburg Cluster
Gibbs
William B. Gibbs ES
Ridge Road
Clarksburg Road
Daly
Neelsville MS
Capt. James Daly ES
Seneca Valley Cluster
Fox Chapel
Watkins Mill Cluster
Poolesville Cluster
Northwest Cluster
Fox Chapel ES
Montgomery County Public Schools - Division of Long-range Planning - October 2014
MCPS
Long-range Planning

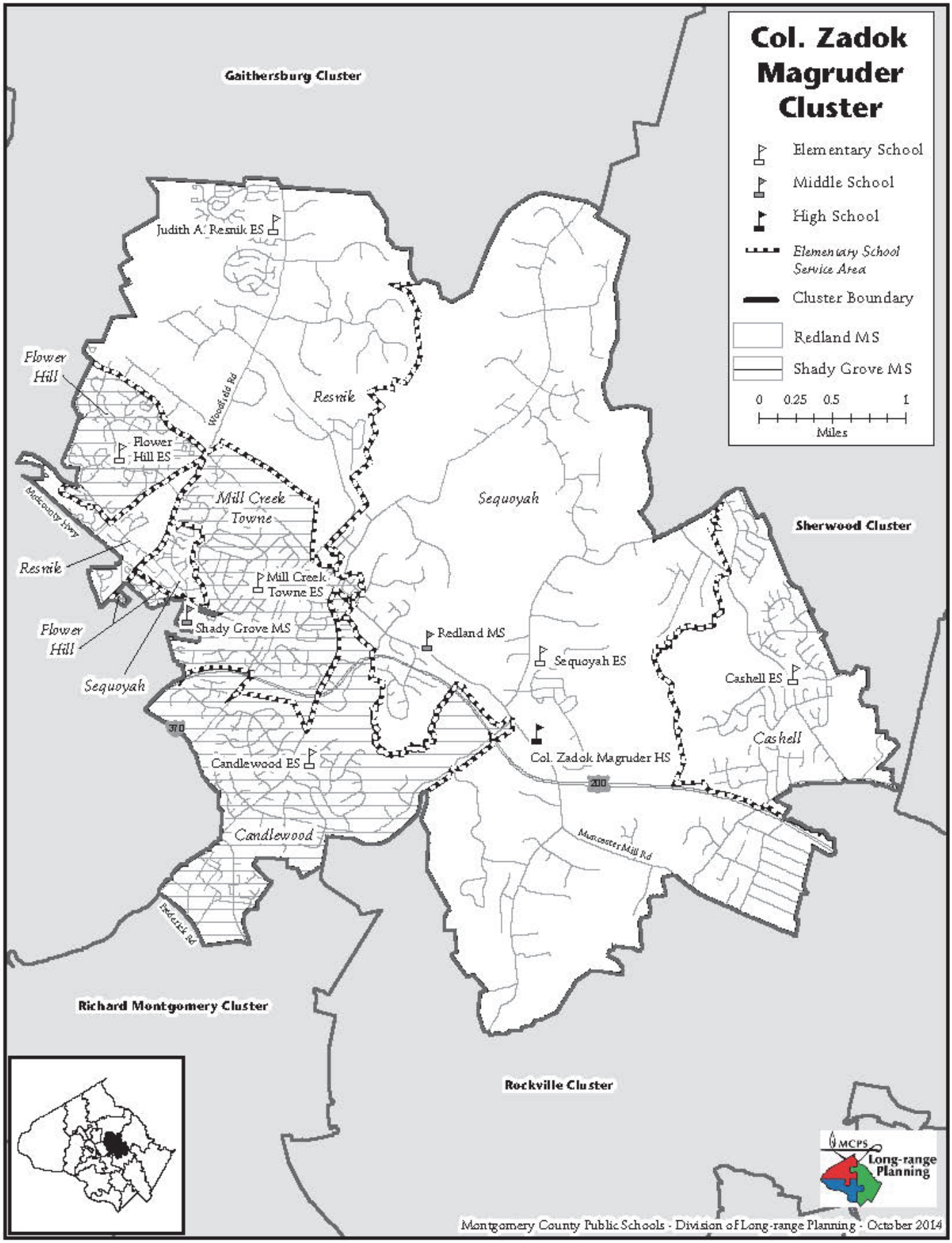

Damascus Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
John T. Baker MS
Rocky Hill MS
0 0.5 1 2
Miles
Kemptown Road
Damascus
Ridge Road
Damascus ES
Damascus Road
John T. Baker MS
Damascus HS
Clarksburg Cluster
Rockwell
Clearspring ES
Clearspring
Lois P. Rockwell ES
Woodfield ES
Cedar Grove ES
Wilson Wims ES
Woodfield
Laytonsville
Laytonsville Road
Clarksburg/Damascus MS Site
Wims
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 2014

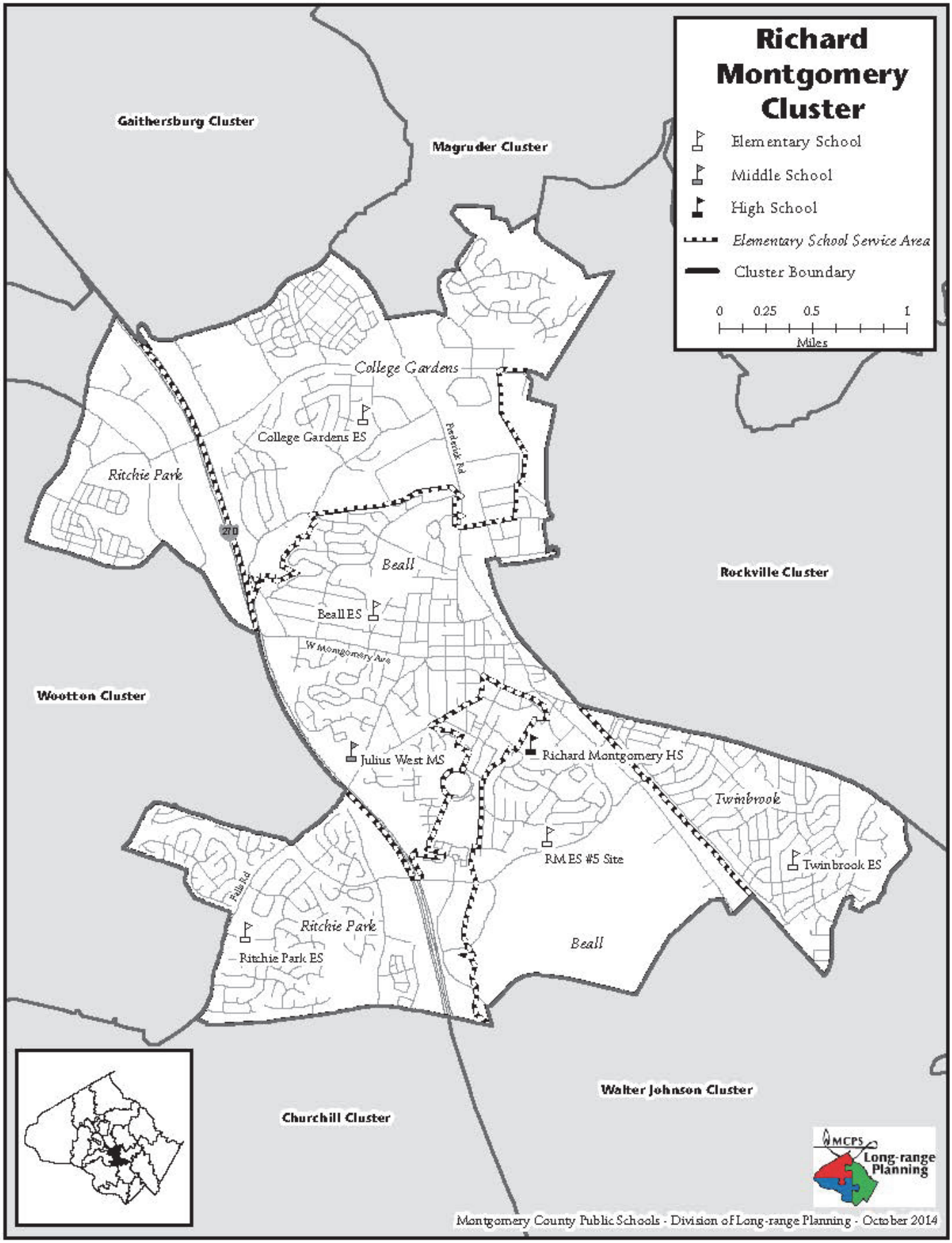

Downcounty Consortium Elementary Schools
Paired K 2
Paired 3 5
Elementary School
Elementary School Service Area
0
0.5
1
2
Miles
Rockville Cluster
Brookhaven
Georgian Forest
Harmony Hills
Brookhaven
Wheaton Woods
Bel Pre/ Strathmore
Strathmore ES
Bel Pre ES
Brookhaven ES
Harmony Hills ES
Georgian Forest ES
Glenallan
Wheaton Woods ES
Weller Road
Georgian Forest
Sargent Shriver ES
Weller Road ES
Glenallan ES
Sargent Shriver
Arcola
Highland ES
Kemp Mill
Northeast Consortium
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
Glen Haven
Oakland Terrace ES
Pine Crest ES
Forest Knolls
Singer
Montgomery Knolls/ Pine Crest
Walter Johnson Cluster
Flora M. Singer ES
Sligo Creek
Highland View
Oak View ES
Woodlin ES
Woodlin
Highland View ES
Montgomery Knolls ES
Sligo Creek ES
New Hampshire Estates/ Oak View
Sligo Creek
New Hampshire Estates ES
Rolling Terrace ES
Bethesdsa-Chevy Chase Cluster
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 2014

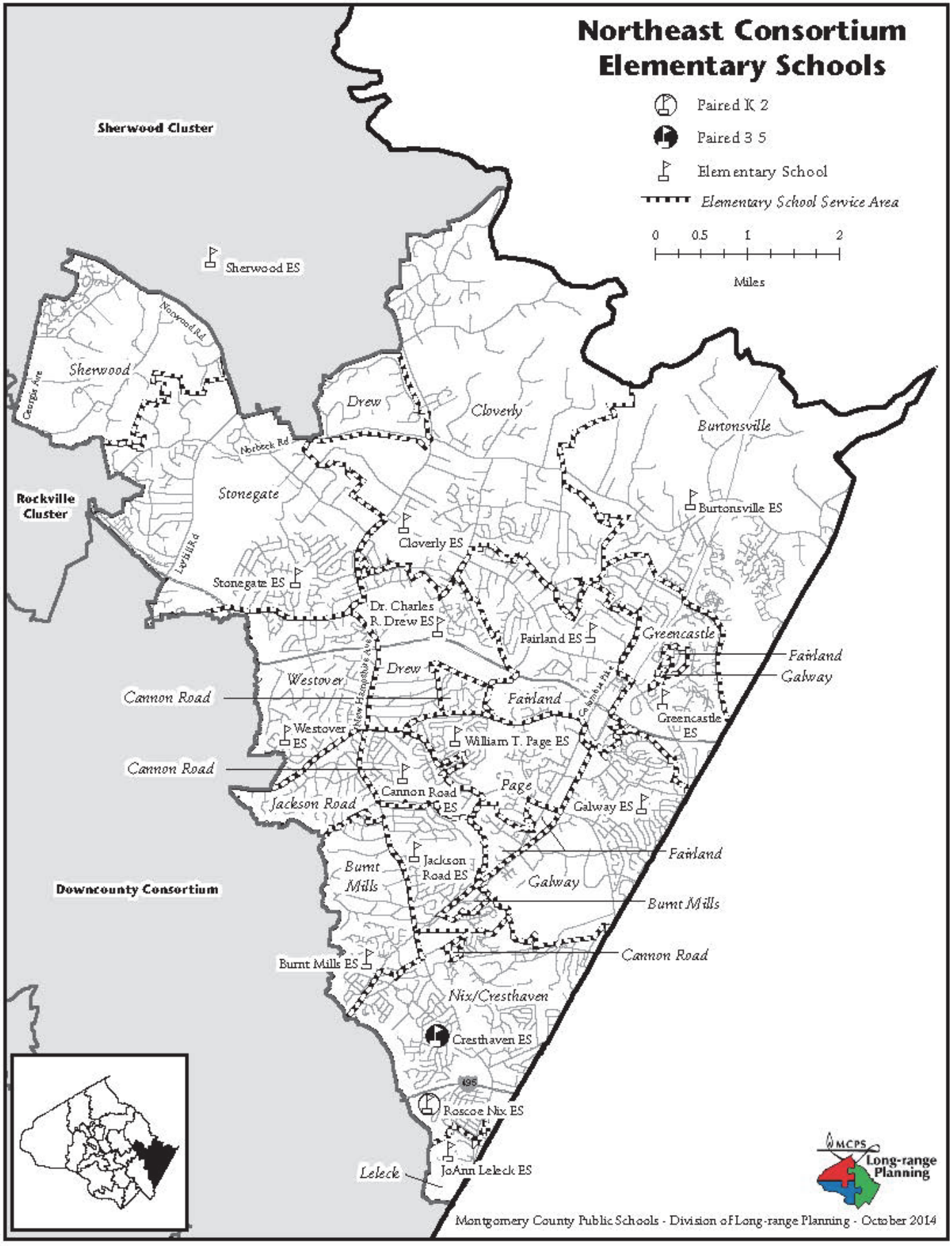

Downcounty Consortium Secondary Schools
High School
Middle School
Middle School Service Area
Montgomery Blair HS Base Area
Albert Einstein HS Base Area
John F. Kennedy HS Base Area
Northwood HS Base Area
Wheaton HS Base Area
0 0.5 1 2
Miles
Rockville Cluster
Parkland
Parkland MS
Argyle
Argyle MS
Parkland MS
A. Mario Loiederman MS
Wheaton HS
John F. Kennedy HS
Lee
Loiederman
Sligo
Col. E. Brooke Lee MS
Newport Mill MS
Albert Einstein HS
Northeast 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 2014

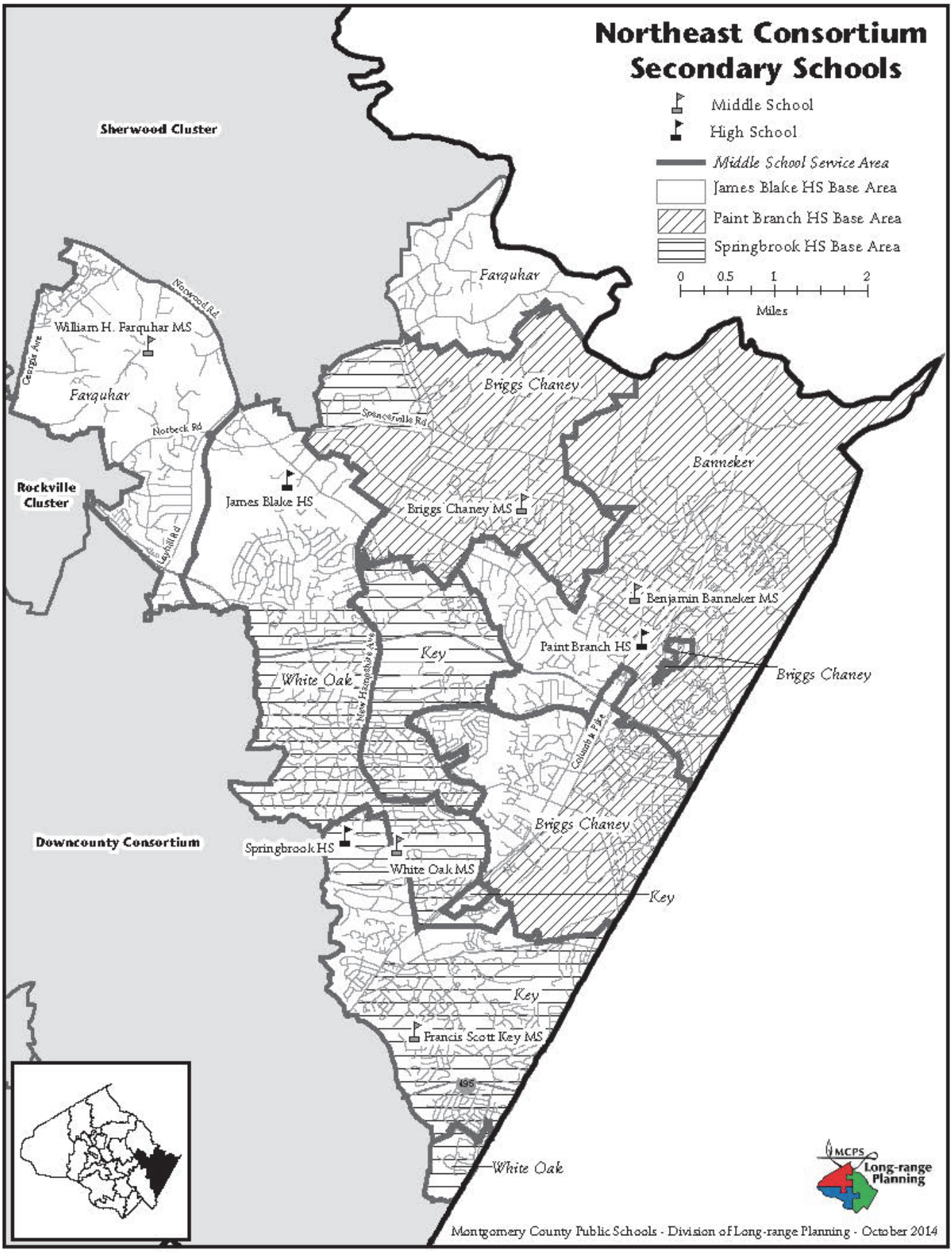

Damascus Cluster
Laytonsville
Clarksburg Cluster
Laytonsville ES
Goshen ES
Watkins Mill Cluster
Goshen
Strawberry Knoll
Strawberry Knoll ES
Sherwood Cluster
Magruder Cluster
Gaithersburg
Forest Oak MS
Rosemont
Gaithersburg ES
Gaithersburg MS
Gaithersburg HS
Summit Hall
Washington Grove ES
Summit Hall ES
Rosemont ES
Washington Grove
Quince Orchard Cluster
Rosemont
Rosemont
Richard Montgomery Cluster
Rockville Cluster
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
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2014

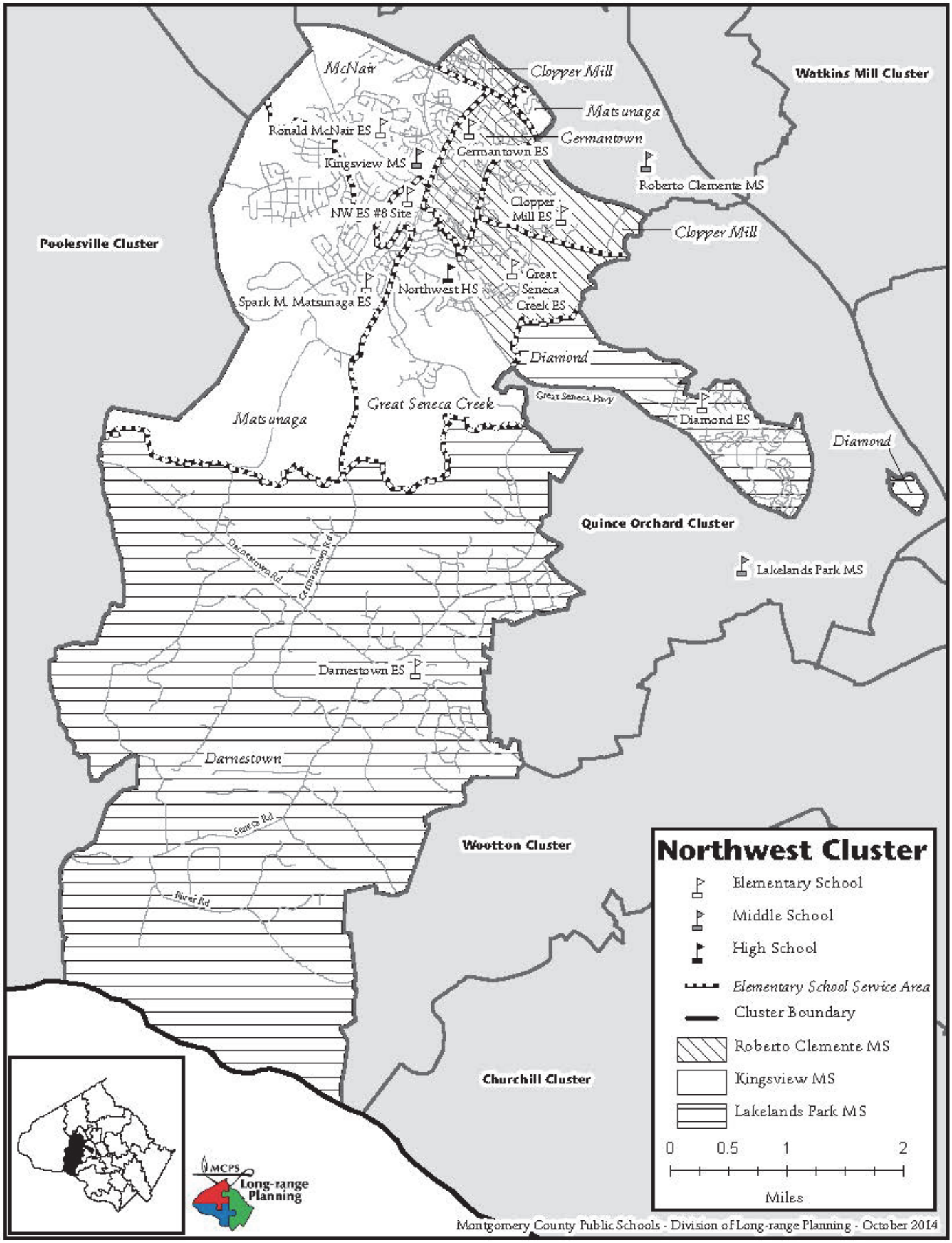

Walter Johnson Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
North Bethesda MS
Tilden MS
0 0.25 0.5 1
Miles
Rockville Cluster
Richard Montgomery Cluster
Downcounty Consortium
Winston Churchill Cluster
Walt Whitman Cluster
Bethesda-Chevy Chase Cluster
Veirs Mill Rd
Garrett Park
Farmland
Luxmanor
Farmland ES
Luxmanor ES
Old Georgetown Rd
Rockville Pike
Tilden MS
Garrett Park
Kensington Parkwood
Strathmore Ave
Garrett Park ES
Kensington Parkwood
Walter Johnson HS
Ashburton
Ashburton ES
Kensington-Parkwood ES
Wyngate
Wyngate ES
North Bethesda MS
270
495
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2014

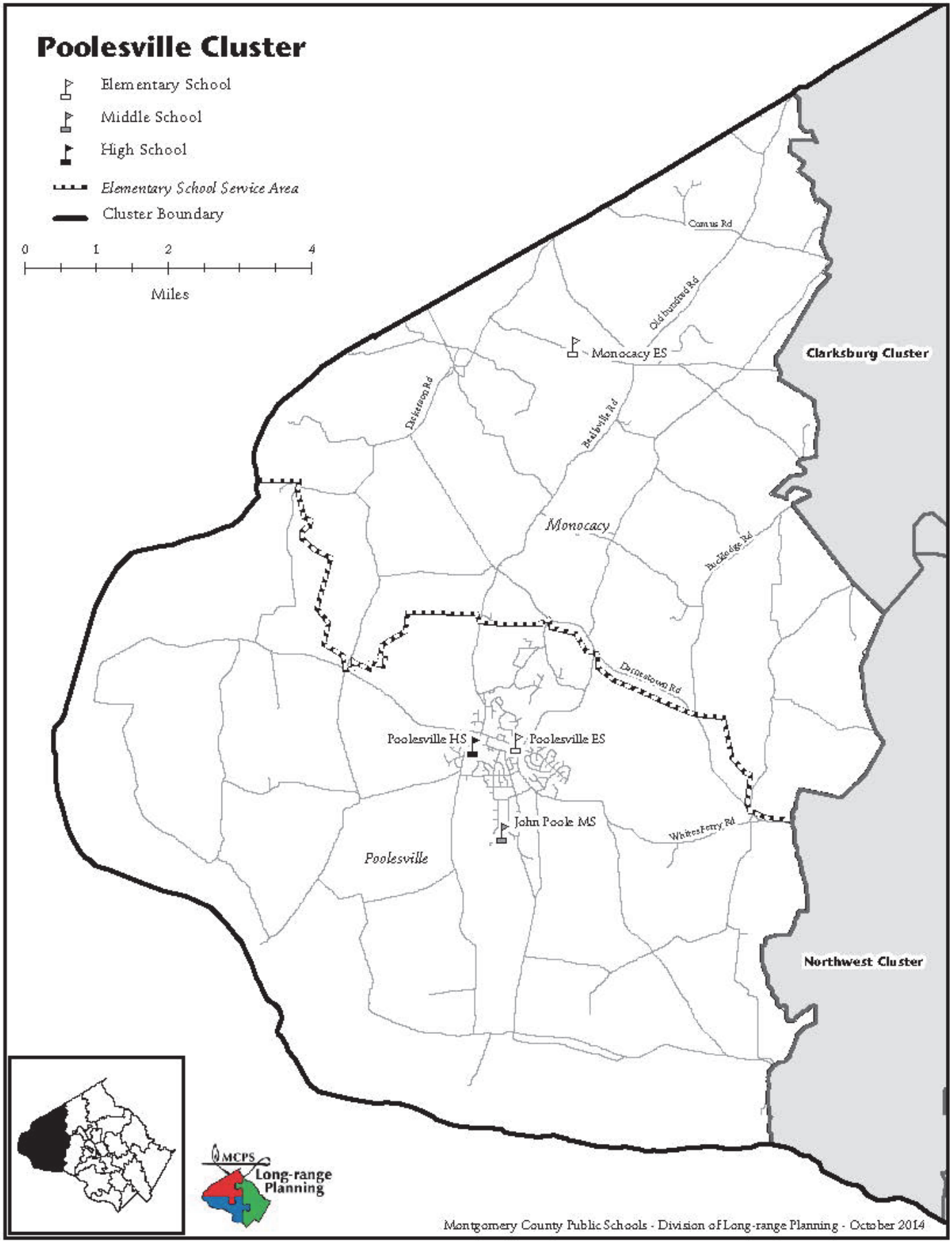

Col. Zadok Magruder Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Redland MS
Shady Grove MS
0 0.25 0.5 1
Miles
Gaithersburg Cluster
Judith A. Resnik ES
Flower Hill
Woodfield Rd
Resnik
Flower Hill ES
Mill Creek Towne
Sequoyah
Sherwood Cluster
Midcounty Hwy
Resnik
Mill Creek Towne ES
Shady Grove MS
Redland MS
Sequoyah ES
Cashell ES
Flower Hill
Sequoyah
370
Candlewood ES
Col. Zadok Magruder HS
Cashell
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 2014


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
Julius West MS
Richard Montgomery HS
Twinbrook
RM ES #5 Site
Twinbrook ES
Ritchie Park
Ritchie Park ES
Beall
Frederick Rd
W Montgomery Ave
Falls Rd
270
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2014


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
Norwood Rd
Georgia Ave
Sherwood
Drew
Cloverly
Burtonsville
Norbeck Rd
Stonegate
Lewisdale
Burtonsville ES
Cloverly ES
Stonegate ES
Dr. Charles R. Drew ES
Pairland ES
Greencastle
Fairland
Galway
New Hampshire Ave
Drew
Westover
Cannon Road
Fairland
Columbia Pike
Greencastle ES
Westover ES
William T. Page ES
Cannon Road
Cannon Road ES
Page
Jackson Road
Galway ES
Jackson Road ES
Fairland
Burnt Mills
Galway
Burnt Mills
Burnt Mills ES
Cannon Road
Nix/Cresthaven
Cresthaven ES
495
Roscoe Nix ES
Leleck
JoAnn Leleck ES
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2014


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
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
Farquhar
Briggs Chaney
Banneker
Key
White Oak
Norwood Rd
Georgia Ave
Notbeck Rd
Spencerville Rd
New Hampshire Ave
Colesville Pike
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2014


McNair
Clopper Mill
Watkins Mill Cluster
Matsunaga
Germantown
Ronald McNair ES
Germantown ES
Kingsview MS
Roberto Clemente MS
NW ES #8 Site
Clopper Mill ES
Clopper Mill
Poolesville Cluster
Great Seneca Creek ES
Northwest HS
Spark M. Matsunaga ES
Diamond
Great Seneca Hwy
Great Seneca Creek
Matsunaga
Diamond ES
Diamond
Quince Orchard Cluster
Darnestown Rd
Germantown Rd
Lakelands Park MS
Darnestown ES
Darnestown
Seneca Rd
Wootton Cluster
River Rd
Churchill Cluster
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
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2014


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
Dickerson Rd
Poolesville HS
Poolesville ES
John Poole MS
Whites Ferry Rd
Poolesville
Northwest Cluster
MCPS
Long-range Planning
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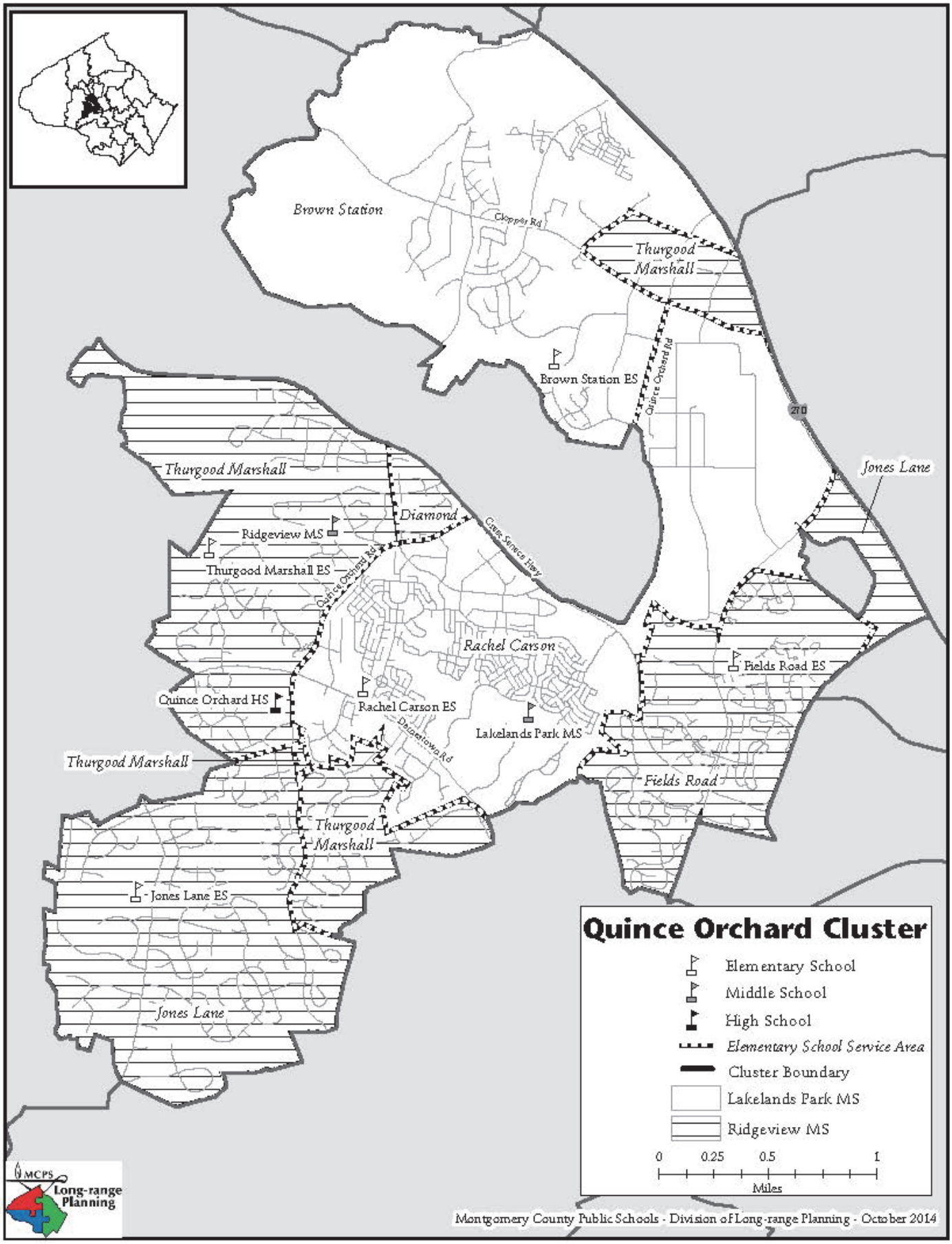
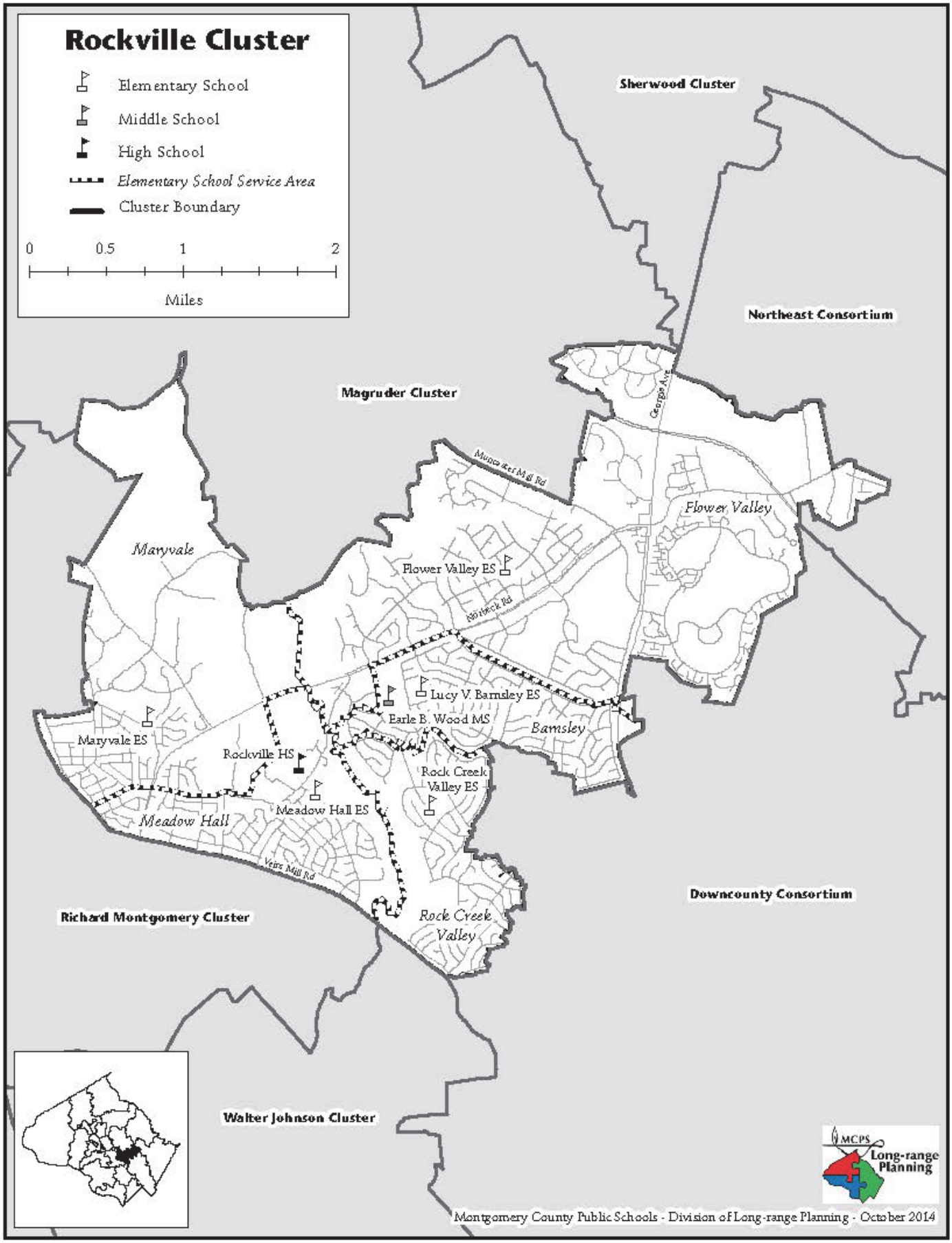

Brown Station
Clopper Rd
Thurgood Marshall
Brown Station ES
Quince Orchard Rd
270
Jones Lane
Thurgood Marshall
Diamond
Ridgeview MS
Thurgood Marshall ES
Quince Orchard Rd
Great Seneca Hwy
Rachel Carson
Fields Road ES
Quince Orchard HS
Rachel Carson ES
Lakelands Park MS
Darnestown Rd
Thurgood Marshall
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 2014


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
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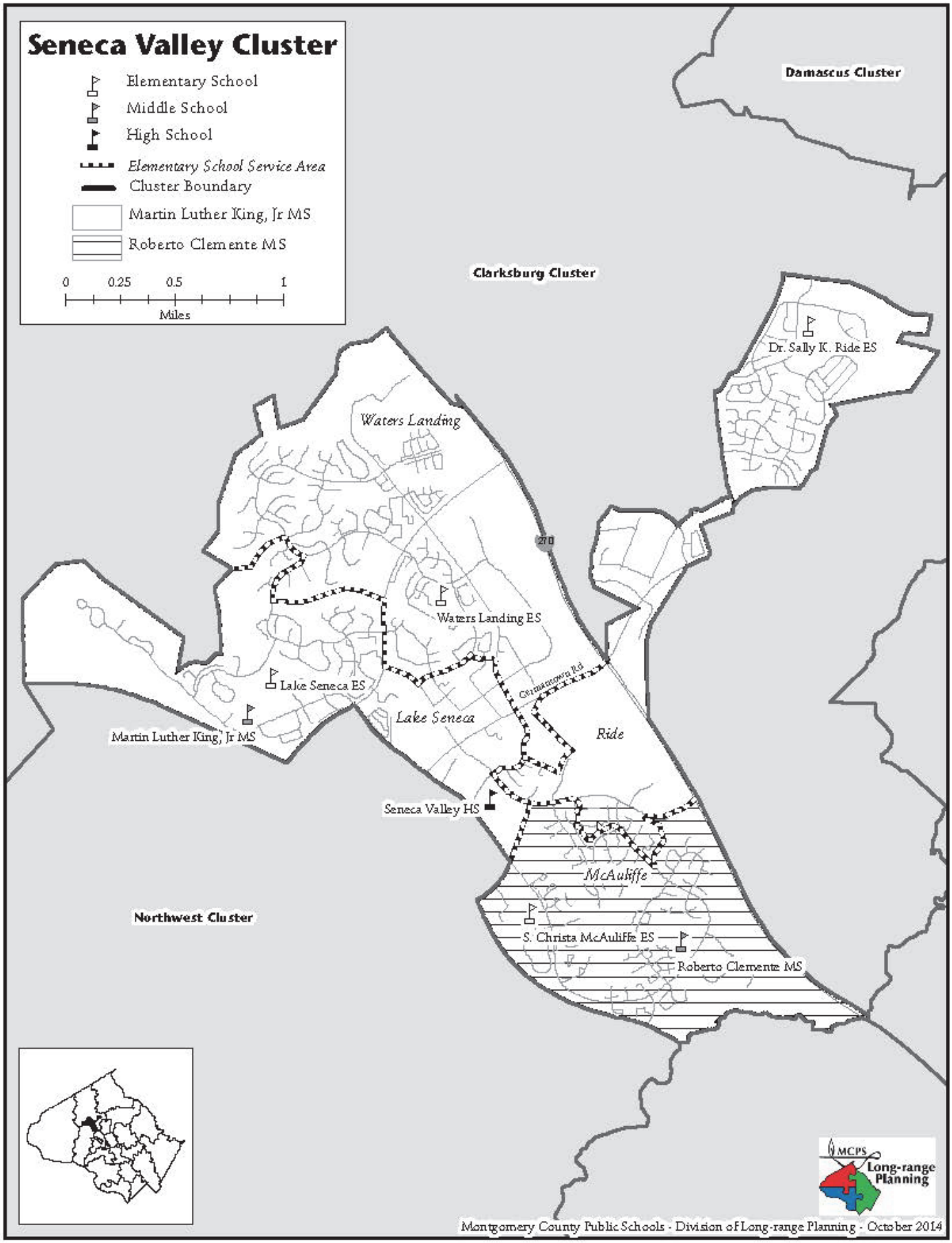
Seneca Valley Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Martin Luther King, Jr MS
Roberto Clemente MS
0
0.25
0.5
1
Miles
Damascus Cluster
Clarksburg Cluster
Northwest Cluster
Dr. Sally K. Ride ES
Waters Landing
270
Waters Landing ES
Lake Seneca ES
Lake Seneca
Martin Luther King, Jr MS
Cinnamon Rd
Ride
Seneca Valley HS
McAuliffe
S. Christa McAuliffe ES
Roberto Clemente MS
MCPS
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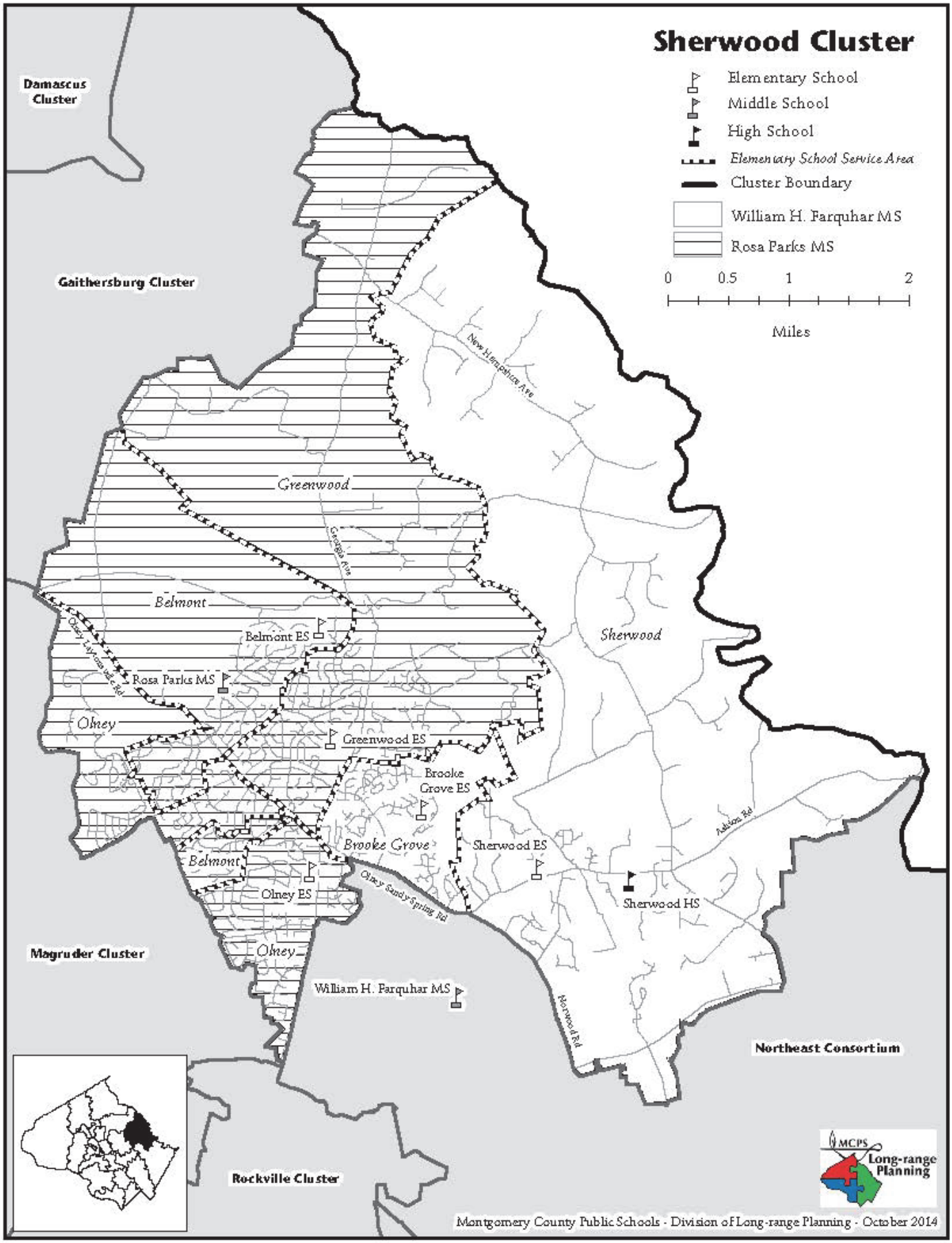
Sherwood Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
William H. Farquhar MS
Rosa Parks MS
0 0.5 1 2
Miles
Damascus Cluster
Gaithersburg Cluster
Magruder Cluster
Rockville Cluster
Northeast Consortium
Greenwood
Belmont
Olney
Sherwood
Brooke Grove
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
Norwood Rd
Ashton Rd
MCPS Long-range Planning
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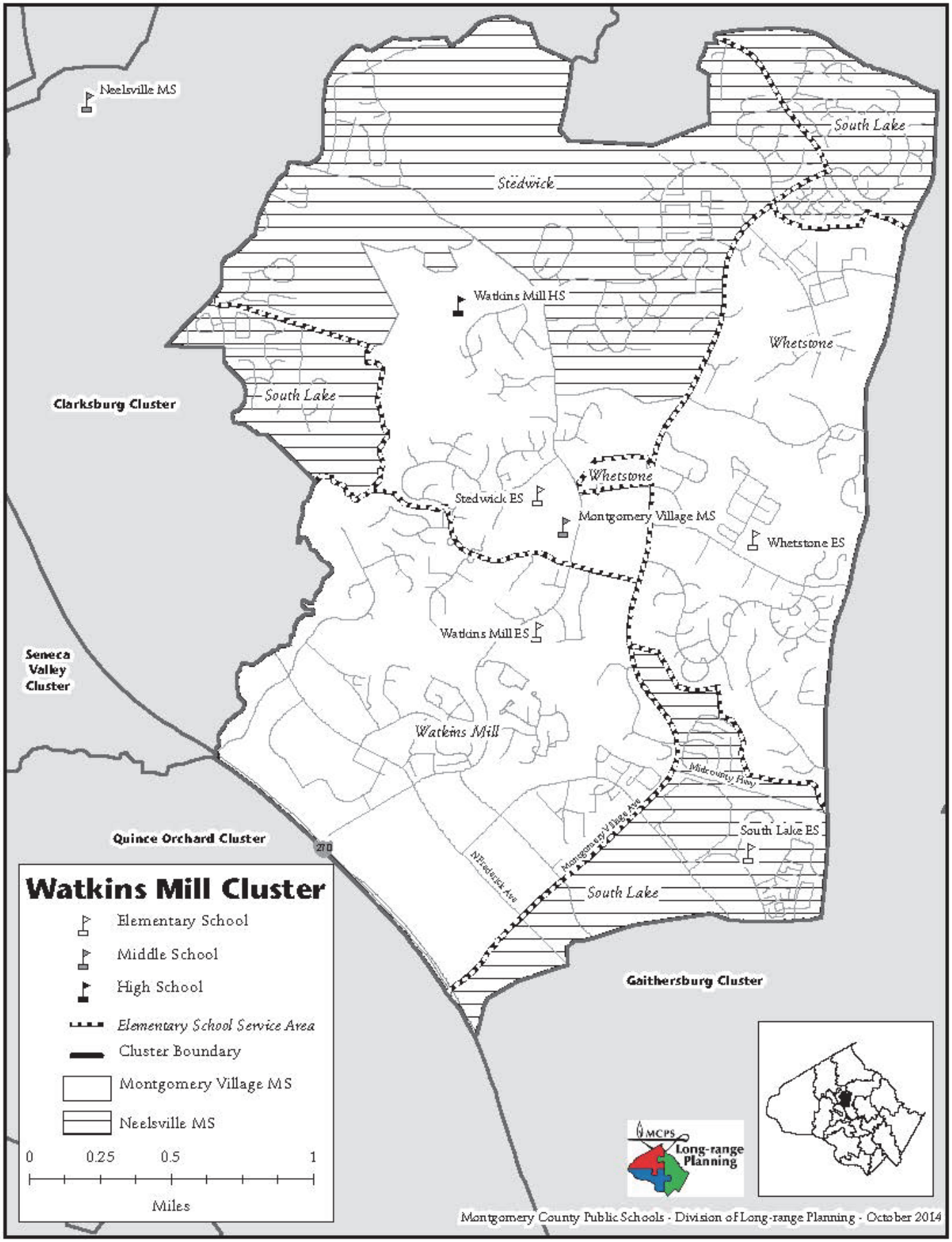
Neelsville MS
South Lake
Stedwick
Watkins Mill HS
Whetstone
Clarksburg Cluster
South Lake
Whetstone
Stedwick ES
Montgomery Village MS
Whetstone ES
Watkins Mill ES
Seneca Valley Cluster
Watkins Mill
Midcounty Hwy
Quince Orchard Cluster
27
N Frederick Ave
Montgomery Village Ave
South Lake ES
South Lake
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
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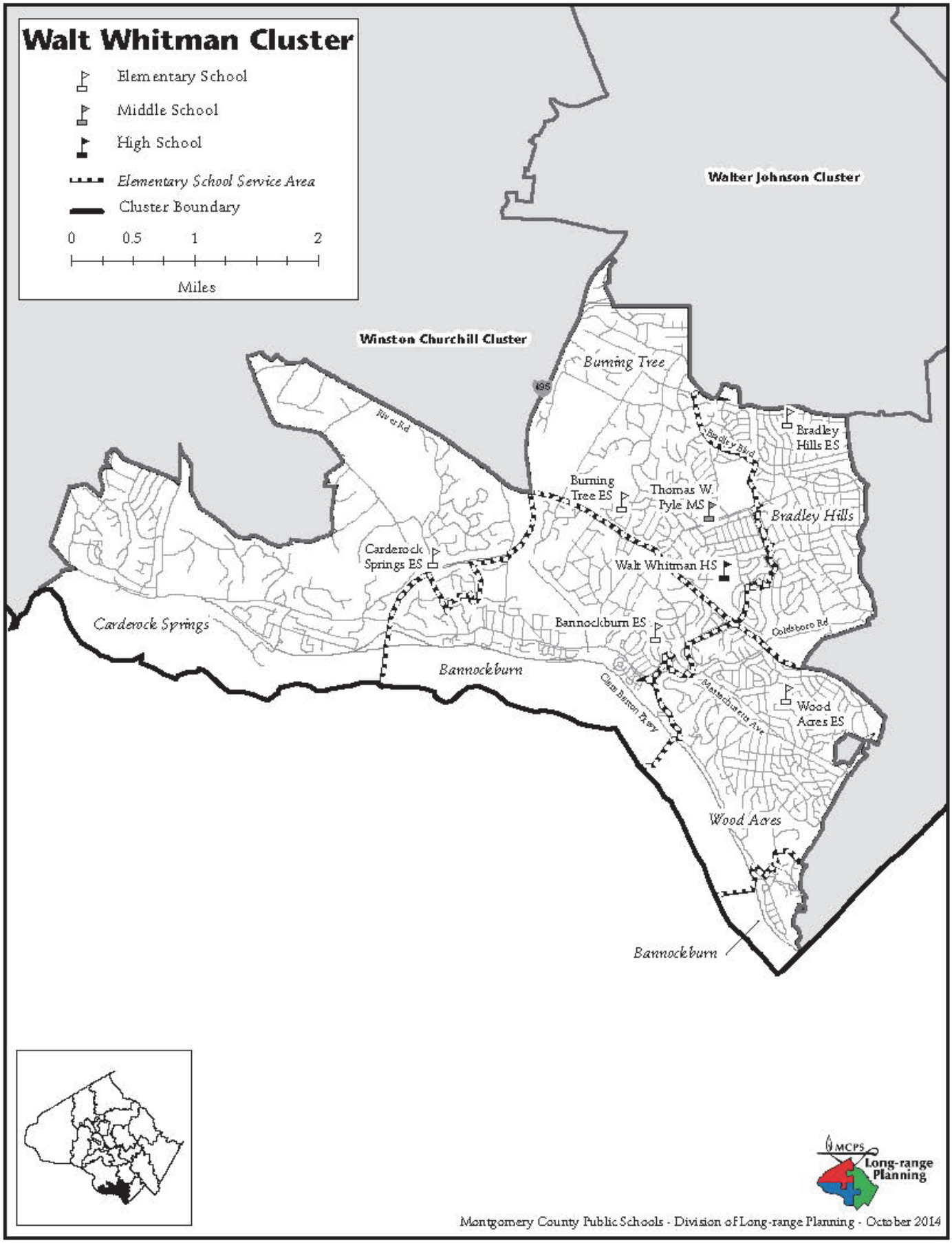
Walt Whitman Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.5
1
2
Miles
Walter Johnson Cluster
Winston Churchill Cluster
Burning Tree
Bradley Hills
Carderock Springs
Bannockburn
Wood Acres
Bradley Hills ES
Burning Tree ES
Thomas W. Pyle MS
Walt Whitman HS
Carderock Springs ES
Bannockburn ES
Wood Acres ES
River Rd
Bradley Blvd
Goldsboro Rd
Massachusetts Ave
Clara Barton Pkwy
495
MCPS
Long-range Planning
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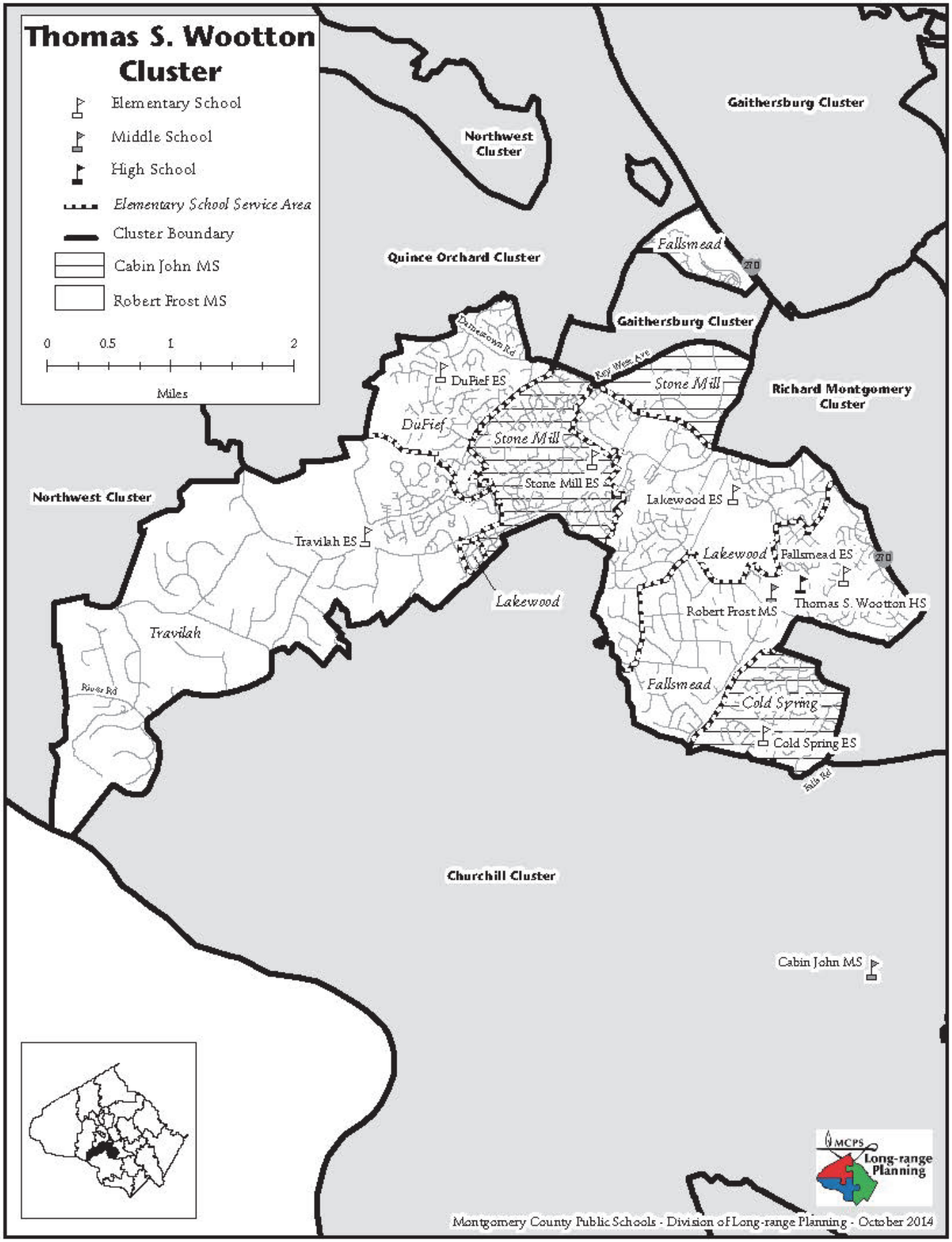
Thomas S. Wootton Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Cabin John MS
Robert Frost MS
0 0.5 1 2
Miles
Gaithersburg Cluster
Northwest Cluster
Quince Orchard Cluster
Fallsmead
270
Gaithersburg Cluster
Dawsontown Rd
DuFief ES
Key West Ave
Stone Mill
Richard Montgomery Cluster
DuFief
Stone Mill
Stone Mill ES
Lakewood ES
Northwest Cluster
Travilah ES
Lakewood
Fallsmead ES
270
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
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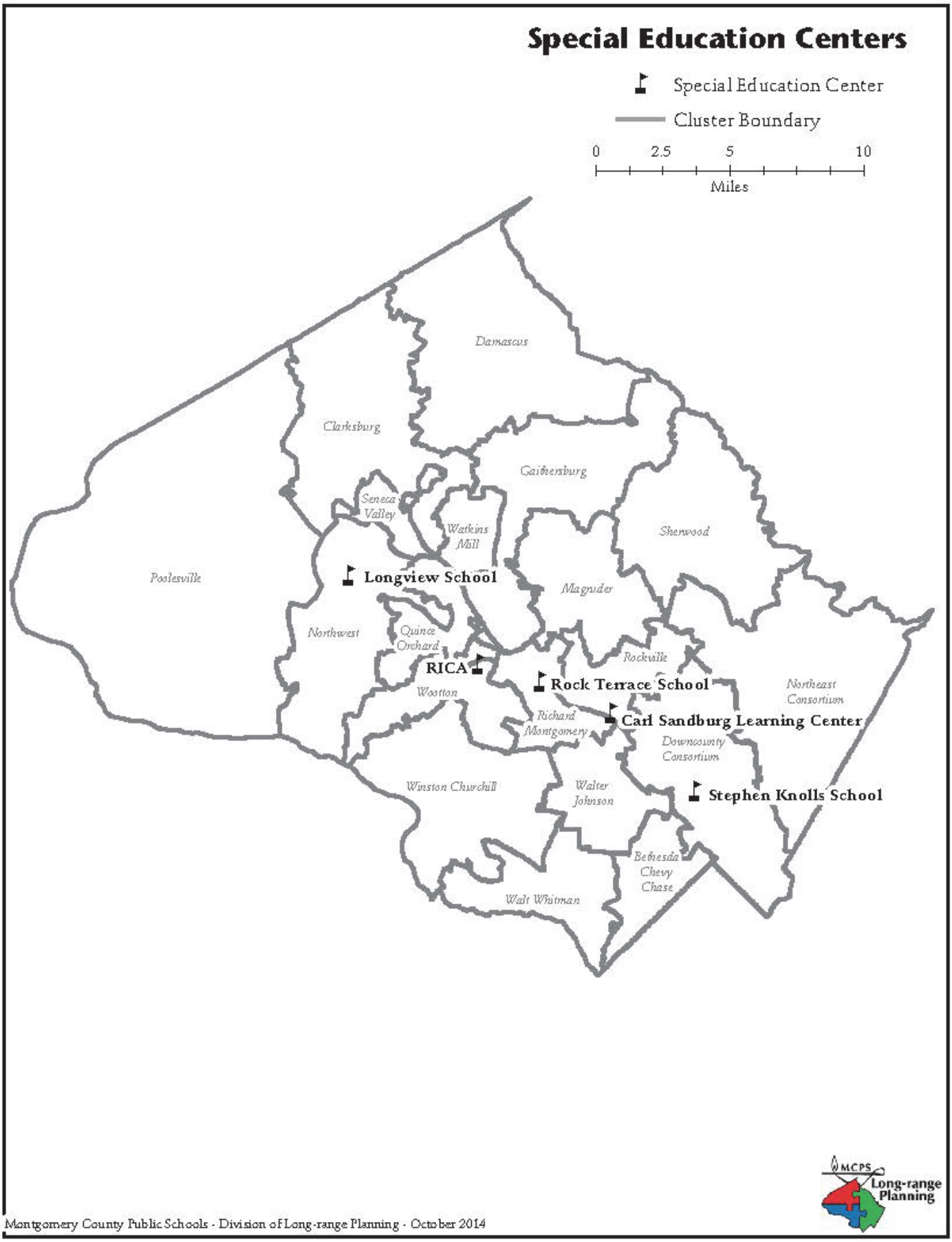
Special Education Centers
Special Education Center
Cluster Boundary
0
2.5
5
10
Miles
Damascus
Clarksburg
Gaithersburg
Seneca Valley
Watkins Mill
Sherwood
Poolesville
Longview School
Magruder
Northwest
Quince Orchard
RICA
Rockville
Rock Terrace School
Northeast Consortium
Wootton
Richard Montgomery
Carl Sandburg Learning Center
Downcounty Consortium
Winston Churchill
Walter Johnson
Stephen Knolls School
Bethesda Chevy Chase
Walt Whitman
MCPS
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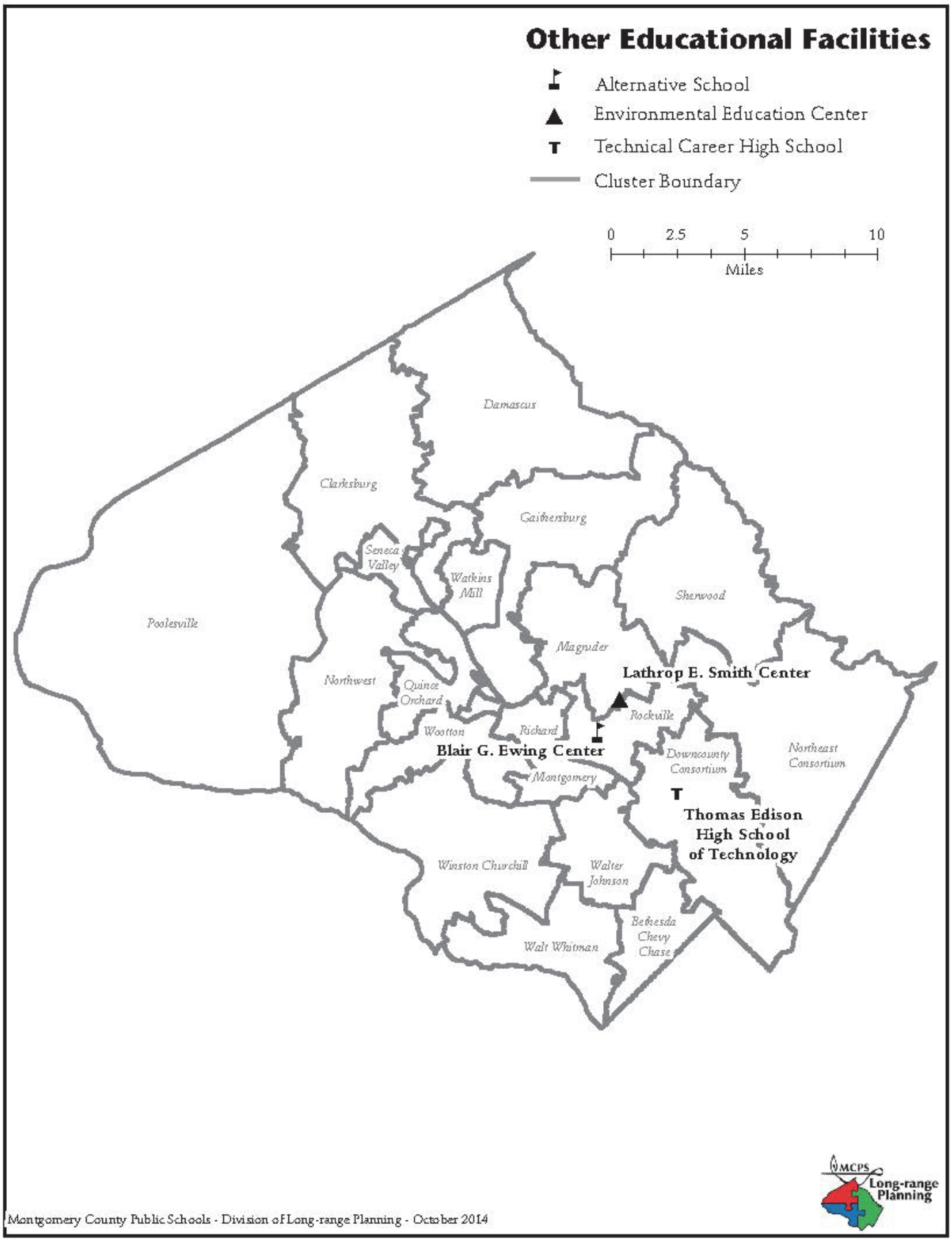
Other Educational Facilities
Alternative School
Environmental Education Center
Technical Career High School
Cluster Boundary
0
2.5
5
10
Miles
Damascus
Clarksburg
Gaithersburg
Seneca Valley
Watkins Mill
Sherwood
Poolesville
Magruder
Lathrop E. Smith Center
Northwest
Quince Orchard
Rockville
Wootton
Richard
Blair G. Ewing Center
Downcounty Consortium
Northeast Consortium
Montgomery
Thomas Edison High School of Technology
Winston Churchill
Walter Johnson
Bethesda Chevy Chase
Walt Whitman
MCPS
Long-range Planning
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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. 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.	Office of Shared Accountability
Algebra HSA Pass Rates for Middle Schools	The Algebra High School Assessment (HSA) pass rate for students who participated in the May administration of the prior school year while in Grade 8 or below. The rate is calculated for middle schools.	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. MCPS operates two alternative programs–one for middle school students and one for high school students. Students enrolled in the Model Learning Center at the Montgomery County Correctional Facility also are included.	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 2014–2015* as of October 31, 2014

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 2014–2015* as of October 31, 2014
Employee Benefits	Employee benefits include payments made by MCPS for the employer portion of social security taxes, retirement contributions, group health, and life insurance. For the purpose of this document, employee benefits are 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 using a computerized lottery process that considers base school, sibling link, available space, and socioeconomic status.	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 terminate formal education, 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/

Term	Definition	Source(s)
Enrollment	The number of students enrolled in school as of September 30, 2014. Disaggregated figures are a percentage of the total enrollment.	Office of Shared Accountability
ESOL Subgroup & Enrollment	The English for Speakers of Other Languages (ESOL) subgroup includes students who are eligible for ESOL services. Eligible students have a home language other than or in addition to English and meet the state criteria for enrollment in the ESOL program. Students remain eligible for ESOL services until they score proficient on the state-mandated English Language Proficiency Assessment. The ESOL enrollment is the percentage of students eligible for ESOL services, as of October 31, 2014, divided by the official total student enrollment as of September 30, 2014. This percentage may differ from the ESOL percentage reported in the requested FY 2015 Capital Budget, due to different "as of" reporting dates.	Division of ESOL/Bilingual Programs
FARMS Subgroup & Enrollment	The Free and Reduced-price Meals System (FARMS) subgroup includes students who are eligible for FARMS services. Families may apply at any time during the school year and must reapply each school year to maintain eligibility. The FARMS enrollment is the percentage of students eligible for FARMS services as of October 31, 2014, divided by the official total student enrollment as of September 30, 2014. This percentage may differ from the FARMS percentage reported in the requested FY 2015 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

Term	Definition	Source(s)
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
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/

Term	Definition	Source(s)
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
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) Subgroup	The Limited English Proficient (LEP) subgroup includes students who are eligible for ESOL services and students who have tested as English language proficient on the state mandated English Language Proficiency Assessment within the past two school years.	Division of ESOL/Bilingual Programs
Maryland High School Assessment (HSA)	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 HSA after they complete the appropriate course. These courses currently include Algebra 1, Biology, English 10, and Government. Maryland is transitioning its end-of-course exams for Algebra 1 and English 10 from the Maryland HSA to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. Students who took the coursework for Algebra 1 or English 10 in 2013–2014 were the last students who could take those HSAs as first-time test takers. Students who take the courses for Algebra 1 or English 10 in 2014–2015 will be taking the PARCC assessments.	*MSDE Maryland Report Card* at http://mdreportcard.org/ Office of Shared Accountability
Maryland HSA Test Performance Status	HSA Test Performance Statuses are reported by the Maryland State Department of Education (MSDE) by grade level for each of the HSA exams. They are the pass rates as of the end of the prior school year for the students who were promoted to the next grade level or who earned a diploma. Continuing Grade 12 and retained Grade 11 students are excluded in the calculations. In addition, students who have not taken the HSA, students who met the HSA requirement by transfer credit or by passing a substitute Advanced Placement/International Baccalaureate (AP/IB) exam, and certificate bound students are excluded.	*MSDE Maryland Report Card* at http://mdreportcard.org/ Office of Shared Accountability

Term	Definition	Source(s)
Maryland School Assessment (MSA)	The Maryland School Assessments (MSA) measure student achievement in reading and mathematics for Grades 3–8, and in science for Grades 5 and 8. Performance standards for each assessment identify advanced, proficient, and basic level of student performance, as required by the *No Child Left Behind Act of 2001 (NCLB)*. The MSA for reading and mathematics for Grades 3–8 were administered for the final time in 2013–2014. Maryland State Department of Education (MSDE) has transitioned its reading and mathematics assessments for Grades 3–8 from the MSA to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. In 2013–2014, PARCC was field tested in Grades 3–8 for English Language Arts/Literacy (ELA) and for mathematics with a random sample of classrooms across Maryland. In MCPS, each elementary and middle school (except for K/2 schools) had at least one classroom participate in the PARCC field test for both parts of the ELA or the mathematics assessment, i.e., the Performance-Based Assessment (PBA) and the End-of-Year Assessment (EOY). The classrooms that participated in both parts of the PARCC assessment (PBA and EOY) did not take the corresponding MSA in 2013–2014.	*MSDE Maryland Report Card* at http://mdreportcard.org/ Office of Shared Accountability
MSA Proficiency Rate	*Schools at a Glance* reports the MSA reading and mathematics proficiency rates for Grades 3–8 as they are reported by the MSDE. The MSA proficiency rates are the percentages of participants whose performance was at or above the proficient level for each grade level and content. All participants are included in the rates except those for whom the school elected an LEP exemption (students eligible for the LEP exemption are ESOL students who have been enrolled in U.S. schools for less than one year). For 2013–2014, each elementary and middle school will have at least one grade level for which the MSA Reading or the MSA Mathematics data will not include the entire student population due to participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) field test. Proficiency rates which do not represent the entire student population are displayed in shaded cells for this publication.	*MSDE Maryland Report Card* at http://mdreportcard.org/ Office of Shared Accountability
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 Grade 6 and 7 students from outside the consortium also may enter the lottery process. School assignments are made by using a computerized lottery process that considers sibling link, available space, and socioeconomic status.	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 using a computerized lottery process that considers base school, sibling link, available space, and socioeconomic status.	Division of Consortia Choice and Application Program Services
Partnership for Assessment of Readiness for College and Careers (PARCC)	The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 12 states plus the District of Columbia working together to develop a common set of K–12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K–12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from Grade 3 up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014–2015 school year. In 2013–2014, the PARCC assessments were field tested and some students in every MCPS elementary, middle, and high school participated. Special schools and K/2 schools did not participate. No PARCC performance data were reported because test items were being field tested.	*MSDE Maryland Report Card* at http://mdreportcard.org/ Office of Shared Accountability

Term	Definition	Source(s)
Race/Ethnic Subgroups & Composition	The U.S. Department of Education required the state education departments to collect and report information on race and ethnicity that is in accordance with federal standards by the 2010–2011 school year. The federal standards require a two-part question on race and ethnicity in data collection and result in the following racial/ethnic subgroups for reporting data. Subgroup abbreviations also are shown. • AM – American Indian or Alaskan Native • AS – Asian • BL – Black or African American • HI – Hispanic/Latino • PI – Native Hawaiian or Other Pacific Islander • WH – White • MU – Two or more (multiple) races Racial/ethnic composition percentages are reported in *Schools at a Glance* for students, professional staff, and supporting services staff. The student composition percentages are reported for the students enrolled as of September 30, 2014.	Maryland State Department of Education http://marylandpublicschools.org 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, 2014. This total does not include future step increments, General Wage Adjustments (GWA), and 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) was developed for Maryland's school accountability program as part of its *Elementary and Secondary Education Act* (ESEA) Flexibility Request, first approved by the U.S. Department of Education in 2012. The SPI combines different accountability indicators, each of which has an Annual Measurable Objective (AMO) or target, into an index. Based on the SPI and performance on the accountability indicators, schools are assigned to one of five strands for the purpose of identifying schools for intervention, support, and recognition. The SPI elementary and middle schools is composed of indicators for achievement, gap reduction, and growth relative to the AMOs. All three indicators are based on student performance on the Maryland School Assessments (MSA). However, in 2013–2014, no elementary or middle school had MSA reading and MSA mathematics data which represented their entire student population due to the Partnership for Assessment of Readiness for College and Career (PARCC) field test. Therefore, the Maryland State Department of Education (MSDE) did not calculate the 2013–2014 SPI for elementary or middle schools. The SPI for high schools is composed of indicators for achievement, gap reduction, and college and career readiness relative to the AMOs. These indicators are based on student data for the Maryland High School Assessments (HSA), cohort graduation and dropout rates, Advanced Placement (AP) and International Baccalaureate (IB) exam scores, Career and Technology Education (CTE) concentrator status, and subsequent enrollment in postsecondary education. The transition of the end-of-course assessments for Algebra 1 and English 10 from the HSA to the PARCC has not impacted the calculation of the 2013–2014 high school SPI and strand assignments. The SPI for special schools is composed of the indicators for elementary, middle, and high schools, depending on the grade levels of the students. The special schools did not participate in the PARCC field test, and many students take the Alternative MSA, so the special schools had data for the calculation of the 2013–2014 SPI.	Maryland State Department of Education http://marylandpublicschools.org Office of Shared Accountability
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

Term	Definition	Source(s)
Special Education (SPED) Subgroup & Enrollment	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. Students in the SPED subgroup are eligible for special education services as described in their Individualized Education Program (IEP). The SPED enrollment is the percentage of students eligible for special education services, as of October 1, 2014, divided by the official total student enrollment as of September 30, 2014. This percentage may differ from the SPED percentage reported in the requested Fiscal Year 2015 Capital Budget, due to different "as of" reporting dates.	*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, 2014, 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/

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Montgomery County Public Schools at a Glance

Our School System

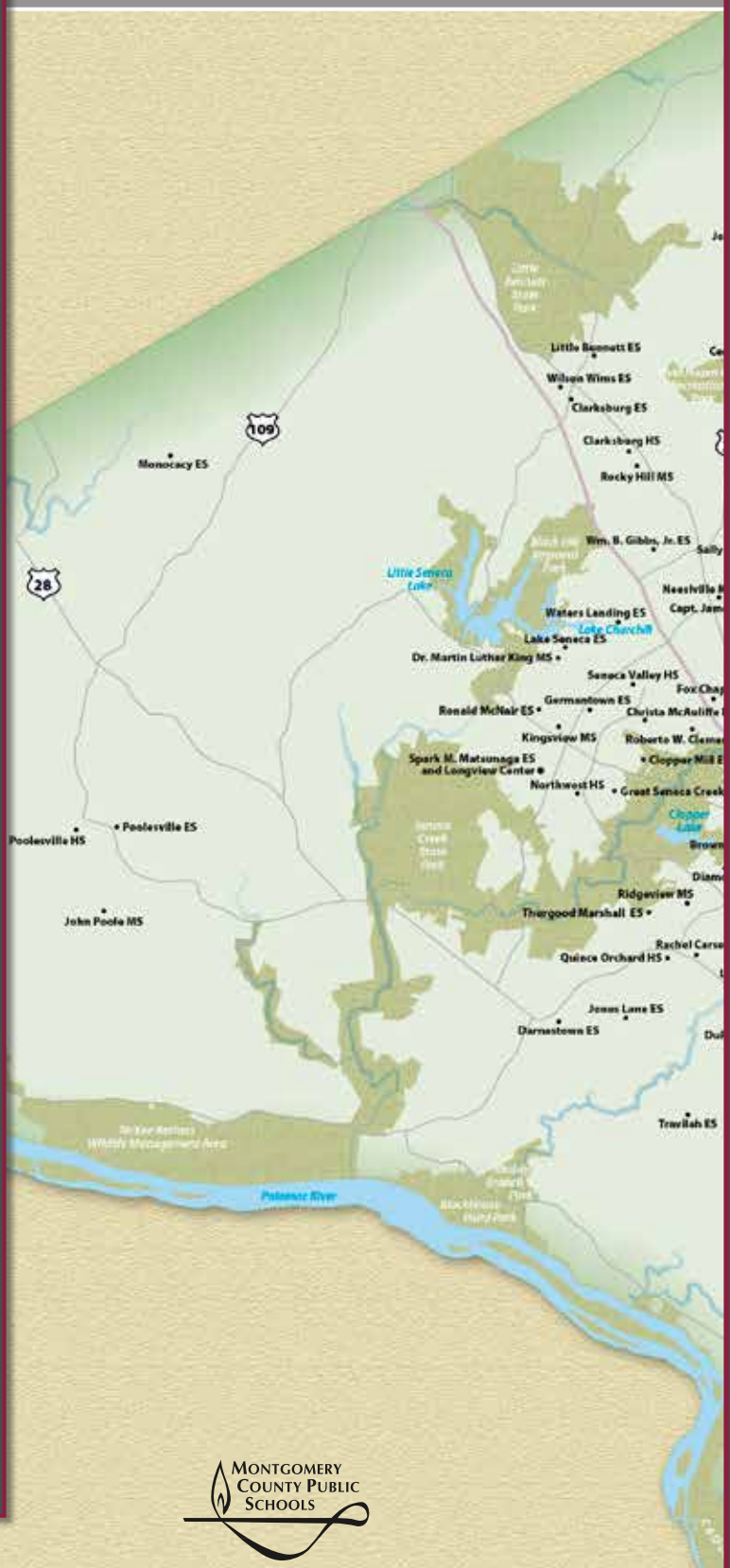
- 153,852 students for 2014–2015
- Largest school system in Maryland
- 17th largest school system in the United States
- Students from 157 countries speaking 138 languages
- 15 million meals served
- More than 100,000 students transported on 1,267 buses
- 202 schools
  - 133 elementary schools
  - 38 middle schools
  - 25 high schools
  - 1 career and technology center
  - 5 special schools
  - 37 National Blue Ribbon schools

Our Students

- Demographics (2014–2015)
  - 31.0 percent White
  - 21.5 percent Black or African American
  - 28.4 percent Hispanic/Latino
  - 14.2 percent Asian
  - ≤5 percent two or more races
  - ≤5 percent American Indian or Alaskan Native
  - ≤5 percent Native Hawaiian or other Pacific Islander
- 35.1 percent participate in Free and Reduced-price Meals System (FARMS)
- 10.7 percent receive special education services
- 15.2 percent participate in English for Speakers of Other Languages (ESOL)
- 1650 average combined SAT score (Class of 2014)
- 141 National Merit Finalists

System Resources

- $2.3 billion FY 2015 Operating Budget
- $1.528 billion amended six-year Capital Improvements Program (FY 2015–2020)
- 22,932 employees
- 12,698 teachers
- 88.4 percent of teachers with a master's degree or equivalent



Montgomery County Public Schools

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