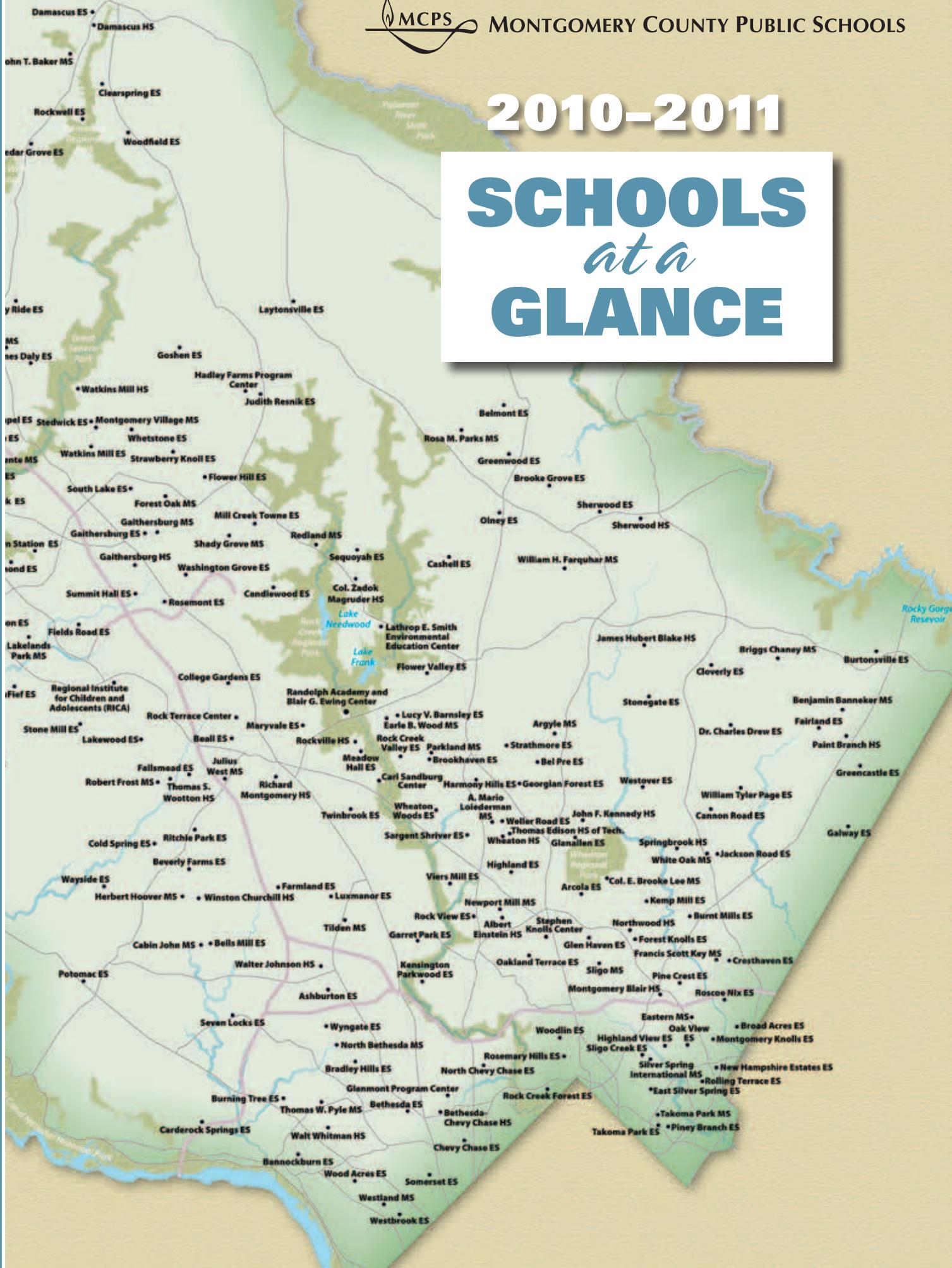


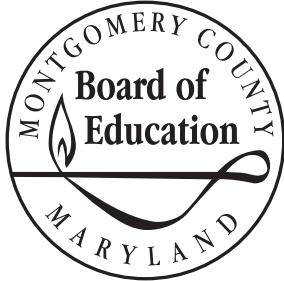


MONTGOMERY COUNTY PUBLIC SCHOOLS

2010-2011

SCHOOLS at a GLANCE





VISION

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

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Schools at a Glance

2010–2011

**Office of Shared Accountability
Montgomery County Public Schools**

ACKNOWLEDGEMENTS

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

Office of the Chief Operating Officer

Department of Facilities Management

Department of Management, Budget, and Planning

Office of the Deputy Superintendent of Schools

Office of the Chief Technology Officer

Office of Curriculum and Instructional Programs

Office of School Performance

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 School Performance.

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

The *2010–2011 Schools at a Glance* supports the *2010 Annual Report on Our Call to Action: Pursuit of Excellence* by providing school by school data for many of the data points identified in the Montgomery County Public Schools strategic plan, *Our Call to Action: Pursuit of Excellence*. Additionally, *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.

SECTION II

ELEMENTARY SCHOOL PROFILES

Note: Test scores are not reported for subgroups with fewer than five students.

Elementary School Listing

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

Arcola Elementary School - #790

Principal: Mr. Eric Wilson
 Community Supt: Ms. Bronda L. Mills
 School Hours: 9:15 - 3:30
 Feeder Schools:

1820 Franwall Drive Wheaton, MD 20902
www.montgomeryschoolsmd.org/schools/arcolaes/

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

2010–2011 Enrollment = 614													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.3	50.7	0.0	9.9	23.0	60.6	0.2	4.2	2.1	Pre-K	19	3.1
ESOL	48.0	21.7	26.4	0.0	5.7	3.3	38.6	0.0	0.3	0.2	Full-Day K	120	19.5
FARMS	72.5	34.9	37.6	0.0	6.2	15.5	48.7	0.0	1.8	0.3	Grade 1	110	17.9
SPED	9.8	2.0	7.8	0.0	0.7	3.4	4.7	0.2	0.7	0.2	Grade 2	112	18.2

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.5	0.0	18.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 79.2%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 19.2%		School/Community-Based (2–5)	
Attendance Rate** = 95.0%		Elementary Home School Model	
Suspension Rate** = 0.3%		Head Start	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.1	86.0	82.3	82.3	86.3	91.8
African American	81.3	75.1	86.3	86.3	81.0	90.5
Asian American	100.0	88.9	80.0	80.0	100.0	100.0
Hispanic	78.5	88.1	77.1	77.1	86.5	91.9
White			100.0	100.0	87.5	87.5
Female	91.4	88.5	84.6	84.6	84.9	90.9
Male	75.0	83.4	79.3	79.3	87.5	92.5
FARMS	80.0	85.0	78.4	80.4	87.0	90.7
LEP	75.0	82.1	52.7	57.9	90.0	90.0
SPED	66.7	83.3			88.9	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Arcola Elementary School - #790

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	42.7	52.8	58.2	52.7	65.9	56.2
African American	53.8	53.8	61.5	53.8	30.8	69.2
Asian American	54.5	63.6	58.3	58.3	83.3	72.7
Hispanic	35.1	47.4	56.9	48.3	69.0	47.4
White	62.5	75.0	62.5	75.0	75.0	75.0
Female	55.6	64.4	76.1	58.7	69.6	66.7
Male	29.5	40.9	40.0	46.7	62.2	45.5
ESOL	21.7	34.8	41.7	33.3	64.6	32.6
FARMS	41.3	46.0	54.0	52.4	63.5	54.0
SPED	20.0	20.0	20.0	40.0	60.0	20.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	15.4	0.0	3.1	6.2	75.4	89.2	10.8			
Supporting Services	17.9	0.0	21.4	28.6	32.1	92.9	7.1	183	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.3			% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 17.0 Grades 1 to 3 = 19.8 Grades 4 to 5 = 25.8			26.2			20.0

Facilities Data						
Staff Positions		Core Facility Teaching Stations				
Professional	Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy
Administrative	Instructional Support	1956	2007	5.0	Y	1
Principal	Paraeducators					0
Assistant Principal	Regular	3.875				
Principal Intern	Special Education	4.500				
Asst School Administrator	IT Systems Specialist					
Administrative Total	Teacher Assistant	2.000	1.000			
Teachers	Media Assistant					
Kindergarten Classroom	Instructional Data Assistant	0.750				
Staff Development	Instructional Support Total	10.125				
ESOL	Other Support					
Reading/Literacy	Administrative Secretary	1.000				
Physical Education	Secretary	1.000				
Art	Parent/Community Coord	0.750				
Music	Lunch Hour Aide	1.500				
Instrumental Music	Other Support Total	4.250				
Preschool	Building Services					
Special Education:	Manager	1.000				
Classroom Resource Program	Leader	1.000				
Teachers Total	Worker	3.000				
Other Professional	Plant Equipment Operator					
Counselor	Building Services Total	5.000				
Media Specialist	Food Services					
Spec Ed Related Services		1.625				
Other Professional Total	Total Supporting Services	21.000				
Total Professional						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Ashburton Elementary School - #425

Principal: Mrs. Charlene Garan
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 730													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		46.0	54.0	0.0	14.8	9.9	16.4	0.0	50.5	8.4	Pre-K	52	7.1
ESOL	13.4	5.5	7.9	0.0	4.4	0.8	3.3	0.0	4.9	0.0	Full-Day K	141	19.3
FARMS	11.4	5.1	6.3	0.0	1.2	3.6	3.8	0.0	1.8	1.0	Grade 1	121	16.6
SPED	16.2	4.9	11.2	0.0	0.8	2.6	3.0	0.0	9.0	0.7	Grade 2	123	16.8
											Grade 3	111	15.2
											Grade 4	89	12.2
											Grade 5	93	12.7
											Total	730	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	50.0	32.8
		Less than 40%
		17.2

Other Participation		School Programs	
Students now or have in the past received FARMS = 13.2% Mobility Rate (Entrants + Withdrawals)** = 12.4% Attendance Rate** = 95.9% Suspension Rate** = 0.3%		Learning and Academic Disabilities Preschool Education Program (PEP)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.0	95.6	100.0	96.4	93.9	96.4
African American	62.5	87.5	100.0	93.4	94.1	94.1
Asian American	95.0	100.0	100.0	100.0	100.0	100.0
Hispanic	77.7	77.7	100.0	100.0	83.4	100.0
White	94.3	98.1	100.0	95.6	95.2	95.2
Female	92.0	96.0	100.0	97.1	91.9	100.0
Male	87.5	95.1	100.0	95.9	95.7	93.5
FARMS	66.6	88.9	100.0	88.9	88.9	94.4
LEP	100.0	91.6	100.0	71.4		
SPED	50.0	80.0	100.0	88.9	91.7	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Ashburton Elementary School - #425

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.0	76.0	76.4	73.1	75.9	77.9
African American	54.5	54.5	45.5	36.4	45.5	54.5
Asian American	94.4	88.9	95.0	100.0	90.0	100.0
Hispanic	65.2	78.3	72.0	68.0	84.0	73.9
White	78.8	75.0	78.0	73.1	73.1	76.9
Female	73.8	83.3	73.8	70.5	70.5	83.3
Male	77.4	71.0	78.1	75.0	79.7	74.2
ESOL	53.8	53.8	43.8	41.2	70.6	53.8
FARMS	52.9	64.7	64.7	58.8	76.5	52.9
SPED	50.0	28.6	42.9	14.3	21.4	28.6

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.3	0.0	0.0	3.3	93.4	91.8	8.2			
Supporting Services	18.5	0.0	7.4	22.2	51.9	88.9	11.1	153	94.8	5.2

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 11.8		Average Class Size Kindergarten = 22.3		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 22.3		Grades 1 to 3 = 23.1		31.1		44.3	
Grades 4 to 5 = 25.0						24.6	

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1957	1993	8.3	Y	0	0
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular									
Principal Intern			Special Education				8.624					
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant									
Teachers			Media Assistant				1.000					
Kindergarten	6.000		Instructional Data Assistant				0.875					
Classroom	22.200						12.499					
Staff Development	1.000		Instructional Support Total									
ESOL	2.200											
Reading/Literacy	1.950		Other Support									
Physical Education			Administrative Secretary				1.000					
Art	1.200		Secretary				1.000					
Music	1.200		Parent/Community Coord									
Instrumental Music	0.300		Lunch Hour Aide				1.748					
Preschool												
Special Education:			Other Support Total				3.748					
Classroom Resource Program	10.000											
Teachers Total	46.050		Building Services									
Other Professional			Manager				1.000					
Counselor	1.000		Leader				2.000					
Media Specialist	1.000		Worker				2.500					
Spec Ed Related Services	3.200		Plant Equipment Operator									
Other Professional Total	5.200		Building Services Total				5.500					
Total Professional	53.250		Food Services				1.062					
			Total Supporting Services				22.809					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Bannockburn Elementary School - #420

Principal: Mr. Daniel Walder
 Community Supt: Mr. Sean Bulson
 School Hours: 9:20 - 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

2010–2011 Enrollment = 365													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		50.1	49.9	0.0	5.8	2.5	7.1	0.0	77.0	7.7	Pre-K	0	0.0
ESOL	7.9	3.6	4.4	0.0	1.9	0.0	1.1	0.0	4.9	0.0	Full-Day K	53	14.5
FARMS	1.9	1.1	0.8	0.0	0.3	0.8	0.3	0.0	0.5	0.0	Grade 1	49	13.4
SPED	6.6	2.5	4.1	0.0	0.0	0.3	0.8	0.0	5.5	0.0	Grade 2	62	17.0
											Grade 3	62	17.0
											Grade 4	70	19.2
											Grade 5	69	18.9
											Total	365	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	95.7	4.3
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 2.2% Mobility Rate (Entrants + Withdrawals)** = 3.0% Attendance Rate** = 95.2% Suspension Rate** = 0.0%		Resource Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	na	na	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	98.6	97.3	96.9	100.0	96.8	98.4
African American						
Asian American	100.0	100.0			100.0	100.0
Hispanic			100.0	100.0	85.7	100.0
White	98.3	98.3	96.2	100.0	100.0	97.8
Female	100.0	100.0	96.9	100.0	97.1	100.0
Male	97.3	94.6	97.0	100.0	96.6	96.6
FARMS						
LEP			100.0	100.0		
SPED	100.0	100.0			100.0	87.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Bannockburn Elementary School - #420

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	91.7	85.0	85.0	93.3	91.7	91.7
African American						
Asian American	83.3	66.7	66.7	100.0	100.0	83.3
Hispanic	80.0	40.0	60.0	60.0	80.0	60.0
White	95.8	93.8	91.7	97.9	93.8	97.9
Female	90.6	84.4	81.3	87.5	84.4	84.4
Male	92.9	85.7	89.3	100.0	100.0	100.0
ESOL	71.4	42.9	57.1	71.4	85.7	57.1
FARMS						
SPED	77.8	55.6	55.6	66.7	77.8	66.7

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	3.4	0.0	96.6	82.8	17.2			
Supporting Services	15.4	0.0	15.4	15.4	53.8	69.2	30.8	91	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 14.0			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 27.0 Grades 1 to 3 = 21.6 Grades 4 to 5 = 23.2			13.8 51.7 34.5		

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1957			8.3		Y	0	2		
Principal	1.000		Paraeducators					0.875								
Assistant Principal			Regular					0.500								
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	1.000		Teacher Assistant					0.500								
Teachers			Media Assistant													
Kindergarten	2.000		Instructional Data Assistant					0.750								
Classroom	14.700		Instructional Support Total					2.625								
Staff Development	1.000															
ESOL	0.600		Other Support													
Reading/Literacy	0.800		Administrative Secretary					1.000								
Physical Education			Secretary					1.000								
Art	0.700		Parent/Community Coord													
Music	0.700		Lunch Hour Aide					1.000								
Instrumental Music	0.200		Other Support Total					3.000								
Preschool																
Special Education:																
Classroom Resource Program	1.000		Building Services													
Teachers Total	21.700		Manager					1.000								
Other Professional			Leader					1.000								
Counselor	1.000		Worker					1.500								
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	0.600		Building Services Total					3.500								
Other Professional Total	2.600		Food Services					0.500								
Total Professional	25.300		Total Supporting Services					9.625								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Lucy V. Barnsley Elementary School - #505

Principal: Mr. Andrew Winter
 Community Supt: Dr. Sherry Liebes
 School Hours: 9:15 - 3:30
 Feeder Schools:

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

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

2010–2011 Enrollment = 666													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		44.4	55.6	0.0	15.5	12.5	28.2	0.2	38.0	5.7	Pre-K	1	0.2
ESOL	11.6	5.0	6.6	0.0	1.1	0.3	9.2	0.2	0.6	0.3	Full-Day K	78	11.7
FARMS	30.0	14.9	15.2	0.0	3.0	6.2	16.8	0.0	3.2	0.9	Grade 1	86	12.9
SPED	12.5	4.1	8.4	0.0	1.4	1.4	3.3	0.0	6.0	0.5	Grade 2	84	12.6

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.0	18.8	16.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 35.3%		Gifted and Talented/Learning Disabled	
Mobility Rate (Entrants + Withdrawals)** = 7.0%		Primary & Intermediate Deaf & Hard/Hearing Program (Total Communication)	
Attendance Rate** = 96.1%		Center for the Highly Gifted	
Suspension Rate** = 0.7%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	Met	Met
Hispanic	Not Met	Met	Met	Met
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Not Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Maryland School Assessment Proficiency Rate**					
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.5	87.3	94.5	97.5	85.2	93.9
African American	77.0	84.6	85.8	90.5	70.0	85.0
Asian American	100.0	100.0	97.4	97.4	93.8	100.0
Hispanic	47.6	76.2	87.1	100.0	58.6	79.3
White	92.6	92.6	98.6	98.6	97.0	100.0
Female	78.8	87.9	96.0	96.1	87.1	98.5
Male	76.3	86.9	93.0	98.8	83.5	89.9
FARMS	62.9	80.0	84.6	94.9	61.1	75.0
LEP	45.5	81.8			33.3	66.7
SPED	60.0	60.0	76.5	88.2	53.4	73.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Lucy V. Barnsley Elementary School - #505

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	58.6	70.1	60.9	65.9	63.6	65.5
African American	27.3	63.6	54.5	45.5	54.5	45.5
Asian American	81.8	72.7	54.5	83.3	91.7	81.8
Hispanic	47.8	73.9	47.8	47.8	47.8	52.2
White	66.7	69.0	71.4	76.2	66.7	73.8
Female	53.1	75.0	78.1	65.6	68.8	68.8
Male	61.8	67.3	50.9	66.1	60.7	63.6
ESOL	44.4	55.6	44.4	20.0	40.0	11.1
FARMS	42.9	64.3	46.4	51.7	51.7	53.6
SPED	20.0	30.0	30.0	30.0	30.0	30.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	0.0	7.7	1.9	86.5	86.5	13.5			
Supporting Services	24.0	0.0	12.0	12.0	52.0	80.0	20.0	153	94.8	5.2

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.3				% Less Than 5 Years			
Average Class Size Kindergarten = 26.3 Grades 1 to 3 = 21.5 Grades 4 to 5 = 25.1				% 5–15 Years			
				% More Than 15 Years			
				19.2			
				46.2			
				34.6			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	2.375			
Principal Intern		Special Education	5.874			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	1.000			
Teachers		Media Assistant	0.875			
Kindergarten Classroom	3.000	Instructional Data Assistant	0.875			
Staff Development	25.300	Instructional Support Total	10.124			
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	1.875			
Instrumental Music	0.600	Other Support Total	3.875			
Preschool						
Special Education:						
Classroom Resource Program	6.500	Building Services				
Teachers Total	42.100	Manager	1.000			
Other Professional		Leader				
Counselor	1.000	Worker	2.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.600	Building Services Total	3.500			
Other Professional Total	3.600	Food Services	1.250			
Total Professional	47.700	Total Supporting Services	18.749			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1965	1998	10.0	Y	0	5	

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	19	3	0	0	3	3

Capacity/Enrollment Projections						
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16
524	524	639	645	630	634	632
						632

School Personnel Costs						
Professional Salaries						\$3,580,489
Supporting Services Salaries						\$706,660
Employee Benefits						\$1,124,425
Total Allocated Cost						\$5,411,574

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Beall Elementary School - #207

Principal: Mr. Troy E. Boddy
 Community Supt: Dr. Sherry Liebes
 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

2010–2011 Enrollment = 707													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		48.2	51.8	0.3	26.3	14.4	17.0	0.1	34.7	7.2	Pre-K	42	5.9
ESOL	15.4	5.2	10.2	0.0	8.2	0.7	4.5	0.1	1.4	0.4	Full-Day K	137	19.4
FARMS	24.0	12.6	11.5	0.0	5.7	7.5	6.8	0.0	2.7	1.4	Grade 1	114	16.1
SPED	9.1	2.3	6.8	0.0	0.4	1.8	3.0	0.0	3.4	0.4	Grade 2	127	18.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	95.1	4.9
		Less than 40%
		0.0
Other Participation		School Programs
Students now or have in the past received FARMS = 29.0%		Focused Academic Support—Local Funds
Mobility Rate (Entrants + Withdrawals)** = 13.4%		Head Start
Attendance Rate** = 95.7%		Prekindergarten
Suspension Rate** = 0.0%		Augmentative Communication (K–2)
		Language Disabilities (Prekindergarten)

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Maryland School Assessment Proficiency Rate**					
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.1	95.2	91.5	94.7	87.1	92.2
African American	80.0	80.0	82.4	88.2	68.8	87.5
Asian American	96.6	100.0	100.0	100.0	95.0	95.0
Hispanic	100.0	92.9	72.8	90.9	76.9	76.9
White	95.8	100.0	94.5	94.4	96.4	100.0
Female	95.5	97.7	93.2	91.0	93.2	93.2
Male	92.5	92.5	90.0	98.0	78.8	90.9
FARMS	95.0	95.0	70.0	75.0	64.7	82.4
LEP	100.0	100.0	100.0	83.3	100.0	80.0
SPED			71.4	100.0	50.0	83.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Beall Elementary School - #207

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	73.7	83.2	85.3	87.8	92.9	84.2
African American	64.3	85.7	71.4	71.4	71.4	78.6
Asian American	79.3	82.8	89.7	90.3	100.0	86.2
Hispanic	50.0	75.0	83.3	91.7	91.7	66.7
White	80.0	85.0	87.5	90.2	95.1	90.0
Female	78.0	92.0	92.0	90.2	92.2	90.0
Male	68.9	73.3	77.8	85.1	93.6	77.8
ESOL	23.1	53.8	76.9	75.0	93.8	53.8
FARMS	59.1	81.8	81.8	81.8	95.5	72.7
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	0.0	5.3	1.8	86.0	87.7	12.3			
Supporting Services	25.0	0.0	12.5	16.7	45.8	95.8	4.2	184	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 12.8			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 22.5 Grades 1 to 3 = 21.6 Grades 4 to 5 = 23.1			10.5 49.1 40.4		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	2.975			
Principal Intern		Special Education	4.000			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	1.000			
Teachers		Media Assistant	0.875			
Kindergarten Classroom	6.000	Instructional Data Assistant	0.875			
Staff Development	26.000	Instructional Support Total	8.850			
ESOL	2.700	Other Support				
Reading/Literacy	1.000	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	1.400	Parent/Community Coord				
Music	1.400	Lunch Hour Aide	1.625			
Instrumental Music	0.400					
Preschool	1.100	Other Support Total	3.625			
Special Education:						
Classroom Resource Program	2.400	Building Services				
Teachers Total	43.400	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	3.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	2.700	Building Services Total	5.000			
Other Professional Total	4.700	Food Services	1.250			
Total Professional	50.100	Total Supporting Services	18.725			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1954	1991	8.4	Y	0	8		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	19	4	2	0	6	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
526	526	763	802	824	822	835	815

School Personnel Costs							
Professional Salaries							\$3,865,605
Supporting Services Salaries							\$737,389
Employee Benefits							\$1,215,141
Total Allocated Cost							\$5,818,135

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Bel Pre Elementary School - #780

Principal: Ms. Carmen van Zutphen
 Community 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

2010–2011 Enrollment = 484													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		47.9	52.1	0.2	5.6	37.4	43.6	0.2	8.9	4.1	Pre-K	89	18.4
ESOL	45.9	21.7	24.2	0.2	3.5	7.9	33.3	0.2	0.6	0.2	Full-Day K	150	31.0
FARMS	59.3	27.9	31.4	0.2	1.7	22.5	32.4	0.2	1.4	0.8	Grade 1	140	28.9
SPED	8.5	2.5	6.0	0.0	0.6	2.7	3.9	0.2	0.6	0.4	Grade 2	105	21.7
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	0	0.0
Grade 4											Grade 4	0	0.0
Grade 5											Grade 5	0	0.0
Total											Total	484	

Students with Disabilities Least Restrictive Environment (LRE)

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	91.2	5.9	2.9

Other Participation

Students now or have in the past received FARMS = 63.2%

Mobility Rate (Entrants + Withdrawals)** = 12.8%

Attendance Rate** = 94.6%

Suspension Rate** = 0.9%

School Programs

Focused Academic Support—Local Funds

Prekindergarten

Elementary Home School Model (K–2)

Maryland School Assessment Overall Adequate Yearly Progress**: Met

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

Maryland School Assessment Proficiency Rate**

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
FARMS						
LEP						
SPED						

The Maryland School Assessment was not administered at this school during the 2009–2010 school year because there were no students in grades 3–5.

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Bel Pre Elementary School - #780

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
	Percent at or above the 50th Normal Curve Equivalent					
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	47.5	48.9	49.6	46.1	47.5	46.8
African American	45.6	41.2	39.7	38.2	35.3	36.8
Asian American	66.7	75.0	66.7	83.3	83.3	83.3
Hispanic	44.9	51.0	59.2	42.9	49.0	49.0
White	54.5	63.6	54.5	72.7	81.8	63.6
Female	49.2	57.1	60.3	44.4	50.8	50.8
Male	46.2	42.3	41.0	47.4	44.9	43.6
ESOL	40.4	38.3	40.4	31.9	38.3	31.9
FARMS	36.3	42.5	46.3	36.3	36.3	40.0
SPED	28.6	14.3	28.6	21.4	14.3	21.4

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	20.0	0.0	2.0	2.0	76.0	98.0	2.0			
Supporting Services	22.7	0.0	4.5	27.3	45.5	81.8	18.2	149	98.7	1.3

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.8				% Less Than 5 Years			
Average Class Size Kindergarten = 18.9 Grades 1 to 3 = 17.7 Grades 4 to 5 =				% 5–15 Years			
				% More Than 15 Years			
				16.0			
				34.0			
				50.0			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	4.872			
Principal Intern		Special Education	1.625			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant				
Teachers		Media Assistant	0.500			
Kindergarten	8.000	Instructional Data Assistant	0.750			
Classroom	18.100		7.747			
Staff Development	1.000					
ESOL	4.900	Instructional Support Total				
Reading/Literacy	1.000	Other Support				
Physical Education		Administrative Secretary	1.000			
Art	1.100	Secretary	1.000			
Music	1.100	Parent/Community Coord				
Instrumental Music		Lunch Hour Aide	1.125			
Preschool	2.000	Other Support Total	3.125			
Special Education:		Building Services				
Classroom	2.500	Manager	1.000			
Resource Program		Leader	1.000			
Teachers Total	39.700	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	1.250			
Other Professional Total	3.300					
Total Professional	45.000	Total Supporting Services	16.122			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1968		8.9	Y	0	8		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	9	5	2	0	8	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
366	568	514	526	530	532	530	530

School Personnel Costs							
Professional Salaries							\$3,667,338
Supporting Services Salaries							\$643,880
Employee Benefits							\$1,146,424
Total Allocated Cost							\$5,457,642

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Bells Mill Elementary School - #607

Principal: Mrs. Jerri B. Oglesby
 Community Supt: Dr. Sherry Liebes
 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

2010–2011 Enrollment = 538													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	47.2	52.8	0.2	18.0	13.2	7.8	0.0	55.8	5.0	Pre-K	17	3.2	
ESOL	6.5	3.7	2.8	0.0	1.9	1.5	0.6	0.0	2.6	0.0	Full-Day K	87	16.2
FARMS	10.6	5.2	5.4	0.0	0.9	6.9	0.9	0.0	1.7	0.2	Grade 1	95	17.7
SPED	8.2	2.4	5.8	0.0	1.1	1.1	0.6	0.0	4.6	0.7	Grade 2	80	14.9

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.7	0.0	33.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 13.2%		Autism	
Mobility Rate (Entrants + Withdrawals)** = 5.1%		Head Start	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	97.8	96.5	98.7	97.3	89.2	95.4
African American	81.9	90.9	90.0	80.0	62.5	87.5
Asian American	100.0	93.3	100.0	100.0	100.0	100.0
Hispanic	100.0	100.0	100.0	100.0	66.7	83.4
White	100.0	98.3	100.0	100.0	95.1	97.5
Female	97.1	97.0	97.4	97.4	92.3	100.0
Male	98.1	96.3	100.0	97.2	87.2	92.3
FARMS	88.9	77.8	83.3	66.7	50.0	75.0
LEP						
SPED	85.8	100.0				

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Bells Mill Elementary School - #607

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	86.9	92.9	88.1	86.9	82.1	91.7
African American	53.8	69.2	76.9	53.8	61.5	61.5
Asian American	89.5	94.7	94.7	94.7	94.7	94.7
Hispanic						
White	93.8	97.9	89.6	95.8	83.3	97.9
Female	88.1	97.6	92.9	88.1	88.1	92.9
Male	85.7	88.1	83.3	85.7	76.2	90.5
ESOL						
FARMS	44.4	66.7	66.7	66.7	66.7	66.7
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	0.0	2.3	0.0	95.3	90.7	9.3			
Supporting Services	22.2	0.0	22.2	7.4	48.1	70.4	29.6	121	96.7	3.3

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.4			% Less Than 5 Years		
Average Class Size Kindergarten = 21.3			% 5–15 Years		
Grades 1 to 3 = 26.1			% More Than 15 Years		
Grades 4 to 5 = 22.7			14.0		
			44.2		
			41.9		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	1.850			
Principal Intern		Special Education	7.875			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	1.000			
Teachers		Media Assistant	0.750			
Kindergarten	4.000	Instructional Data Assistant	0.750			
Classroom	18.100	Instructional Support Total	11.475			
Staff Development	1.000					
ESOL	1.000	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	1.499			
Instrumental Music	0.300					
Preschool	0.600	Other Support Total	3.499			
Special Education:						
Classroom Resource Program	4.000	Building Services				
Teachers Total	33.400	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	3.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.400	Building Services Total	5.000			
Other Professional Total	3.400	Food Services	0.750			
Total Professional	38.800	Total Supporting Services	20.724			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1968	2009	9.6	N	1	0	

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	21	3	1	0	4	3

Capacity/Enrollment Projections						
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16
609	609	548	556	566	583	586
						590

School Personnel Costs						
Professional Salaries						\$2,953,668
Supporting Services Salaries						\$796,176
Employee Benefits						\$999,987
Total Allocated Cost						\$4,749,831

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Belmont Elementary School - #513

Principal: Dr. Peter H. Bray

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 325													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		46.2	53.8	0.0	5.5	5.8	9.2	0.3	76.6	2.5	Pre-K	0	0.0
ESOL	5.2	2.2	3.1	0.0	1.8	0.0	2.2	0.0	1.2	0.0	Full-Day K	40	12.3
FARMS	8.9	4.0	4.9	0.0	0.3	3.4	2.5	0.3	2.2	0.3	Grade 1	48	14.8
SPED	14.5	5.8	8.6	0.0	0.6	0.9	2.2	0.3	10.2	0.3	Grade 2	49	15.1
											Grade 3	71	21.8
											Grade 4	59	18.2
											Grade 5	58	17.8
											Total	325	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	97.9	2.1
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 11.1%		Elementary Home School Model	
Mobility Rate (Entrants + Withdrawals)** = 5.7%		Positive Behavioral Interventions and Supports (PBIS)	
Attendance Rate** = 95.9%			
Suspension Rate** = 0.5%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	98.3	98.3	94.9	98.2	97.6	100.0
African American			66.6	100.0	100.0	100.0
Asian American	100.0	100.0			100.0	100.0
Hispanic	100.0	100.0			87.5	100.0
White	97.7	97.6	100.0	100.0	98.3	100.0
Female	96.3	96.3	100.0	100.0	97.5	100.0
Male	100.0	100.0	91.8	97.3	97.6	100.0
FARMS	100.0	100.0	60.0	80.0	90.9	100.0
LEP	100.0	100.0				
SPED	87.5	100.0	90.9	100.0	92.3	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Belmont Elementary School - #513

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	71.2	75.3	72.6	80.8	79.5	80.8
African American	57.1	42.9	42.9	71.4	28.6	57.1
Asian American						
Hispanic						
White	74.6	83.1	79.7	83.1	86.4	86.4
Female	70.0	77.5	77.5	77.5	77.5	77.5
Male	72.7	72.7	66.7	84.8	81.8	84.8
ESOL	66.7	66.7	66.7	66.7	83.3	66.7
FARMS	57.1	42.9	57.1	42.9	42.9	42.9
SPED	75.0	75.0	75.0	75.0	62.5	62.5

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	0.0	0.0	3.6	92.9	92.9	7.1			
Supporting Services	33.3	0.0	8.3	25.0	33.3	83.3	16.7	73	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.1				% Less Than 5 Years			
Average Class Size Kindergarten = 20.0 Grades 1 to 3 = 24.0 Grades 4 to 5 = 29.3				% 5–15 Years			
				% More Than 15 Years			
				3.6			
				35.7			
				60.7			

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1974			10.5		Y	1	1		
Principal	1.000		Paraeducators													
Assistant Principal			Regular				0.500									
Principal Intern			Special Education				2.125									
Asst School Administrator			IT Systems Specialist													
Administrative Total	1.000		Teacher Assistant				0.500									
Teachers			Media Assistant				0.750									
Kindergarten	2.000		Instructional Data Assistant				3.875									
Classroom	11.500		Instructional Support Total													
Staff Development	1.000															
ESOL	0.500		Other Support													
Reading/Literacy	1.000		Administrative Secretary				1.000									
Physical Education			Secretary				1.000									
Art	0.500		Parent/Community Coord													
Music	0.500		Lunch Hour Aide				1.125									
Instrumental Music	0.300		Other Support Total				3.125									
Preschool																
Special Education:																
Classroom	3.100		Building Services													
Resource Program			Manager				1.000									
Teachers Total	20.400		Leader				1.000									
Other Professional			Worker				1.000									
Counselor	1.000		Plant Equipment Operator													
Media Specialist	1.000		Building Services Total				3.000									
Spec Ed Related Services	1.000															
Other Professional Total	3.000		Food Services				0.687									
Total Professional	24.400		Total Supporting Services				10.687									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Bethesda Elementary School - #401

Principal: Ms. Lisa S. Seymour
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 511													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		47.6	52.4	0.0	10.2	9.6	13.9	0.0	60.7	5.7	Pre-K	2	0.4
ESOL	7.0	3.3	3.7	0.0	1.8	1.6	1.8	0.0	2.0	0.0	Full-Day K	66	12.9
FARMS	6.7	3.1	3.5	0.0	0.2	3.3	2.0	0.0	1.0	0.2	Grade 1	73	14.3
SPED	9.8	2.0	7.8	0.0	1.0	1.8	1.8	0.0	5.1	0.2	Grade 2	92	18.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	74.0	18.0	8.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 9.8%		Elementary Home School Model	
Mobility Rate (Entrants + Withdrawals)** = 8.0%		School/Community-Based	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	95.6	95.6	94.5	92.6	92.7	98.5
African American	80.0	80.0	93.3	93.3	85.8	100.0
Asian American	100.0	100.0	100.0	88.8	85.7	100.0
Hispanic			94.4	94.5	100.0	100.0
White	96.2	96.2	94.0	92.5	94.0	98.0
Female	100.0	100.0	98.1	96.2	97.4	100.0
Male	93.2	93.1	91.0	89.3	87.1	96.8
FARMS			83.4	75.0		
LEP	100.0	100.0	100.0	90.0		
SPED	75.0	75.0	70.6	70.6	73.3	93.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Bethesda Elementary School - #401

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	81.8	75.3	74.0	80.5	88.3	80.5
African American	60.0	60.0	80.0	60.0	80.0	80.0
Asian American	83.3	66.7	75.0	75.0	83.3	83.3
Hispanic						
White	84.5	79.3	75.9	82.8	89.7	81.0
Female	87.9	84.8	87.9	81.8	90.9	90.9
Male	77.3	68.2	63.6	79.5	86.4	72.7
ESOL						
FARMS						
SPED	28.6	28.6	28.6	28.6	42.9	28.6

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.5	0.0	0.0	0.0	97.5	90.0	10.0			
Supporting Services	33.3	0.0	14.3	4.8	47.6	66.7	33.3	112	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 12.7			% Less Than 5 Years		
Average Class Size Kindergarten = 22.0			% 5–15 Years		
Grades 1 to 3 = 24.8			% More Than 15 Years		
Grades 4 to 5 = 27.7			10.0		
			52.5		
			37.5		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	1.498			
Principal Intern		Special Education	3.500			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	3.000	Instructional Data Assistant	0.750			
Staff Development	18.000					
ESOL	0.800	Instructional Support Total	6.248			
Reading/Literacy	2.200	Other Support				
Physical Education		Administrative Secretary	1.000			
Art	1.000	Secretary	1.000			
Music	1.000	Parent/Community Coord				
Instrumental Music	0.300	Lunch Hour Aide	1.374			
Preschool		Other Support Total	3.374			
Special Education:						
Classroom Resource Program	5.500	Building Services				
Teachers Total	32.800	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	2.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.800	Building Services Total	4.000			
Other Professional Total	2.800	Food Services	1.000			
Total Professional	37.600	Total Supporting Services	14.622			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1952	1999	8.4	Y	0	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	2011–12	2012–13	2013–14	2014–15	2015–16
384	384	482	498	417	403	424
						441

School Personnel Costs						
Professional Salaries						\$2,955,627
Supporting Services Salaries						\$578,963
Employee Benefits						\$946,011
Total Allocated Cost						\$4,480,601

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Beverly Farms Elementary School - #226

Principal: Dr. Beth Brown
 Community Supt: Dr. Sherry Liebes
 School Hours: 8:50 - 3:05
 Feeder Schools:

8501 Post Oak 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

2010–2011 Enrollment = 571												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.0	49.0	0.2	25.9	3.5	12.3	0.0	51.5	6.7	Pre-K	0	0.0
ESOL	2.5	0.9	1.6	0.0	1.4	0.2	0.5	0.0	0.4	Full-Day K	82	14.4
FARMS	2.5	1.2	1.2	0.0	0.4	0.7	1.2	0.0	0.2	Grade 1	95	16.6
SPED	8.4	2.6	5.8	0.0	1.9	0.4	1.2	0.0	4.7	Grade 2	96	16.8
										Grade 3	98	17.2
										Grade 4	99	17.3
										Grade 5	101	17.7
										Total	571	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	66.0	25.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 4.4% Mobility Rate (Entrants + Withdrawals)** = 8.5% Attendance Rate** = 96.0% Suspension Rate** = 0.0%		Learning and Academic Disabilities	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.9	95.9	94.9	98.0	93.5	95.3
African American	80.0	100.0	87.5	100.0	87.5	87.5
Asian American	89.3	92.9	96.5	96.5	100.0	100.0
Hispanic	71.4	85.7	100.0	100.0	100.0	100.0
White	98.3	98.3	94.5	98.1	91.1	94.0
Female	96.3	98.2	98.1	100.0	95.5	100.0
Male	88.7	93.2	91.7	95.9	92.0	91.9
FARMS						
LEP	60.0	60.0				
SPED	62.5	75.0	80.0	90.0	37.5	62.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Beverly Farms Elementary School - #226

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.3	90.6	91.7	85.4	87.5	91.7
African American						
Asian American	77.3	86.4	90.9	77.3	95.5	86.4
Hispanic	66.7	91.7	91.7	91.7	75.0	100.0
White	87.9	91.4	91.4	89.7	87.9	91.4
Female	85.7	98.0	93.9	83.7	83.7	91.8
Male	78.7	83.0	89.4	87.2	91.5	91.5
ESOL	66.7	50.0	66.7	50.0	100.0	66.7
FARMS						
SPED	50.0	37.5	62.5	62.5	87.5	62.5

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	6.8	2.3	90.9	93.2	6.8			
Supporting Services	25.0	0.0	20.0	10.0	45.0	80.0	20.0	132	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.7				% Less Than 5 Years			
Average Class Size Kindergarten = 20.5 Grades 1 to 3 = 23.7 Grades 4 to 5 = 24.4				% 5–15 Years			
				% More Than 15 Years			
				9.1			
				47.7			
				43.2			

Staff Positions							Facilities Data									
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections		
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms				
Principal	1.000		Paraeducators				1965		5.0	Y	0	2				
Assistant Principal	1.000		Regular					4.248								
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant					1.000								
Teachers			Media Assistant					0.750								
Kindergarten	4.000		Instructional Data Assistant					7.371								
Classroom	21.000		Instructional Support Total													
Staff Development	1.000															
ESOL	0.900		Other Support													
Reading/Literacy	2.200		Administrative Secretary					1.000								
Physical Education			Secretary					1.000								
Art	1.000		Parent/Community Coord													
Music	1.100		Lunch Hour Aide					2.620								
Instrumental Music	0.300		Other Support Total					4.620								
Preschool																
Special Education:																
Classroom Resource Program	4.400		Building Services													
Teachers Total	35.900		Manager					1.000								
Other Professional			Leader					1.000								
Counselor	1.000		Worker					1.500								
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.200		Building Services Total					3.500								
Other Professional Total	3.200		Food Services					1.125								
Total Professional	41.100		Total Supporting Services					16.616								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Bradley Hills Elementary School - #410

Principal: Ms. Sandra S. Reece
 Community Supt: Mr. Sean Bulson
 School Hours: 8:50 - 3:05
 Feeder Schools:

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

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

2010–2011 Enrollment = 498													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.4	50.6	0.4	10.0	1.2	9.2	0.0	72.3	6.8	Pre-K	0	0.0
ESOL	7.0	3.8	3.2	0.0	2.0	0.2	0.8	0.0	4.0	0.0	Full-Day K	86	17.3
FARMS	0.6	0.4	0.2	0.0	0.0	0.2	0.4	0.0	0.0	0.0	Grade 1	83	16.7
SPED	5.6	1.8	3.8	0.0	0.2	0.2	0.8	0.0	4.4	0.0	Grade 2	71	14.3
											Grade 3	102	20.5
											Grade 4	93	18.7
											Grade 5	63	12.7
											Total	498	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	100.0	0.0
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 1.0% Mobility Rate (Entrants + Withdrawals)** = 4.7% Attendance Rate** = 96.2% Suspension Rate** = 0.0%		Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	na	na	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	na	na	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Maryland School Assessment Proficiency Rate**		Grade 4		Grade 5	
	Grade 3	Grade 4	Math	Reading	Math	Reading
All Students	98.9	97.8	98.5	98.4	97.2	100.0
African American						
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic						
White	98.7	97.5	98.1	98.1	96.6	100.0
Female	100.0	100.0	96.8	96.8	96.7	100.0
Male	98.3	96.4	100.0	100.0	97.5	100.0
FARMS						
LEP			100.0	100.0		
SPED			80.0	100.0		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Bradley Hills Elementary School - #410

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	92.2	91.1	86.7	94.4	85.6	93.3
African American						
Asian American	92.3	84.6	100.0	100.0	69.2	92.3
Hispanic	80.0	80.0	60.0	100.0	60.0	80.0
White	94.2	92.8	85.5	92.8	91.3	94.2
Female	96.1	94.1	92.2	96.1	84.3	92.2
Male	87.2	87.2	79.5	92.3	87.2	94.9
ESOL						
FARMS						
SPED	85.7	85.7	71.4	85.7	85.7	85.7

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.7	0.0	8.6	0.0	85.7	91.4	8.6			
Supporting Services	6.7	6.7	26.7	20.0	40.0	86.7	13.3	104	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 15.0				% Less Than 5 Years			
Average Class Size Kindergarten = 21.5 Grades 1 to 3 = 25.7				% 5–15 Years			
Grades 4 to 5 = 26.0				% More Than 15 Years			
				14.3			
				57.1			
				28.6			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1951	1984	6.7	Y	0	6	
Assistant Principal	1.000		Regular				1.875						
Principal Intern			Special Education										
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				0.500						
Teachers			Media Assistant				0.750						
Kindergarten	4.000		Instructional Data Assistant				4.250						
Classroom	16.800		Instructional Support Total										
Staff Development	1.000												
ESOL	0.700		Other Support										
Reading/Literacy	2.200		Administrative Secretary				1.000						
Physical Education			Secretary				1.000						
Art	0.800		Parent/Community Coord										
Music	0.800		Lunch Hour Aide				1.250						
Instrumental Music	0.200		Other Support Total				3.250						
Preschool													
Special Education:													
Classroom Resource Program	1.000		Building Services										
Teachers Total	27.500		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				1.000						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	0.600		Building Services Total				3.000						
Other Professional Total	2.600		Food Services				1.000						
Total Professional	32.100		Total Supporting Services				11.500						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Broad Acres Elementary School - #304

Principal: Mr. Michael D. Bayewitz

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 615												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	47.0	53.0	0.0	9.9	17.9	70.6	0.0	0.8	0.8	Pre-K	89	14.5
ESOL	67.5	31.2	36.3	0.0	5.9	7.0	54.3	0.0	0.3	Full-Day K	105	17.1
FARMS	90.9	43.6	47.3	0.0	7.8	14.8	67.2	0.0	0.7	Grade 1	90	14.6
SPED	7.3	2.6	4.7	0.0	0.7	1.8	4.7	0.0	0.2	Grade 2	94	15.3
										Grade 3	88	14.3
										Grade 4	73	11.9
										Grade 5	76	12.4
										Total	615	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.7	9.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 93.7%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 28.0%		Head Start	
Attendance Rate** = 95.3%		Prekindergarten	
Suspension Rate** = 0.6%		Multidisciplinary Educational Training and Support (METS)	
		Linkages to Learning	
		Elementary Home School Model	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	--	--	--	--	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	Met	Met	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.2	81.6	100.0	80.3	90.9	88.7
African American	78.6	78.6	100.0	92.3	85.7	83.3
Asian American	100.0	90.0	100.0	85.7	100.0	100.0
Hispanic	90.3	80.5	100.0	75.0	90.5	88.1
White						
Female	92.9	85.7	100.0	75.0	100.0	90.4
Male	86.5	78.4	100.0	83.7	85.3	87.5
FARMS	89.1	83.6	100.0	79.0	90.3	90.0
LEP	88.1	76.2	100.0	66.7	75.1	78.5
SPED	28.6	57.1	100.0	66.6	100.0	66.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Broad Acres Elementary School - #304

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	50.0	41.9	52.3	64.0	87.4	55.8
African American	66.7	55.6	61.1	61.1	83.3	61.1
Asian American	50.0	62.5	50.0	62.5	87.5	62.5
Hispanic	44.1	35.6	50.8	66.1	88.3	54.2
White						
Female	50.0	47.4	60.5	68.4	87.2	60.5
Male	50.0	37.5	45.8	60.4	87.5	52.1
ESOL	40.7	33.3	46.3	61.1	83.6	48.1
FARMS	46.8	38.0	50.6	63.3	86.3	54.4
SPED	30.0	0.0	20.0	40.0	90.0	0.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.7	0.0	7.9	9.5	69.8	82.5	17.5			
Supporting Services	36.0	4.0	16.0	20.0	24.0	88.0	12.0	185	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.7			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 17.3 Grades 1 to 3 = 18.9 Grades 4 to 5 = 21.1			14.3 50.8 34.9		

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1952			6.2		Y	0	0		
Principal	1.000		Paraeducators													
Assistant Principal	1.000		Regular				5.185									
Principal Intern			Special Education				1.250									
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant				1.000									
Teachers			Media Assistant				0.750									
Kindergarten Classroom	6.000		Instructional Data Assistant				0.750									
Staff Development	28.900		Instructional Support Total				8.185									
ESOL	9.100		Other Support													
Reading/Literacy	1.500		Administrative Secretary				1.000									
Physical Education			Secretary				1.000									
Art	1.300		Parent/Community Coord				0.875									
Music	1.300		Lunch Hour Aide				1.685									
Instrumental Music	0.200		Other Support Total				4.560									
Preschool	2.500		Building Services													
Special Education:			Manager				1.000									
Classroom Resource Program	2.500		Leader				1.000									
Teachers Total	54.300		Worker				3.500									
Other Professional			Plant Equipment Operator													
Counselor	1.000		Building Services Total				5.500									
Media Specialist	1.000		Food Services													
Spec Ed Related Services	1.000		2.000													
Other Professional Total	3.000		Total Supporting Services				20.245									
Total Professional	59.300															

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Brooke Grove Elementary School - #518

Principal: Ms. Gail M. West

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 388												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.2	51.8	0.3	13.1	19.8	12.9	0.0	49.7	4.1	Pre-K	17	4.4
ESOL	8.5	3.1	5.4	0.0	3.9	0.8	3.1	0.0	0.0	Full-Day K	59	15.2
FARMS	20.9	7.7	13.1	0.0	2.1	9.8	4.9	0.0	3.6	Grade 1	53	13.7
SPED	16.5	6.4	10.1	0.0	2.8	5.4	1.3	0.0	5.9	Grade 2	62	16.0
										Grade 3	59	15.2
										Grade 4	64	16.5
										Grade 5	74	19.1
										Total	388	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	49.2	34.9
		Less than 40%
		15.9

Other Participation		School Programs	
Students now or have in the past received FARMS = 25.0%		Prekindergarten	
Mobility Rate (Entrants + Withdrawals)** = 10.7%		Elementary Home School Model	
Attendance Rate** = 95.9%		Elementary Learning Center	
Suspension Rate** = 0.5%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Not Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.0	86.2	84.7	86.1	83.6	90.2
African American	64.7	76.5	65.2	65.2	80.0	93.3
Asian American			87.5	100.0	100.0	100.0
Hispanic	85.7	100.0	88.9	88.9	62.5	75.0
White	86.8	89.5	96.9	96.9	87.1	90.3
Female	76.3	89.4	84.4	84.4	92.4	100.0
Male	85.1	81.5	85.0	87.5	77.1	82.8
FARMS	53.9	61.6	60.0	53.3	46.2	61.6
LEP						
SPED	30.8	53.9	30.8	38.5	44.4	44.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Brooke Grove Elementary School - #518

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	64.5	75.8	66.1	82.3	75.8	79.0
African American	66.7	75.0	66.7	66.7	66.7	66.7
Asian American	58.3	58.3	41.7	58.3	58.3	58.3
Hispanic	62.5	62.5	87.5	100.0	100.0	87.5
White	66.7	86.7	70.0	93.3	80.0	90.0
Female	71.4	80.0	71.4	88.6	77.1	85.7
Male	55.6	70.4	59.3	74.1	74.1	70.4
ESOL	33.3	44.4	66.7	66.7	77.8	55.6
FARMS	50.0	62.5	75.0	100.0	100.0	87.5
SPED	38.5	38.5	30.8	53.8	61.5	38.5

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.7	0.0	2.6	2.6	87.2	89.7	10.3			
Supporting Services	4.5	0.0	0.0	18.2	77.3	81.8	18.2	114	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.5		Average Class Size Kindergarten = 19.3		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 19.3		Grades 1 to 3 = 20.9		7.7		20.5	
Grades 4 to 5 = 24.2						71.8	

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1990			11.0		Y	1	0		
Principal	1.000		Paraeducators													
Assistant Principal			Regular				1.250									
Principal Intern			Special Education				5.622									
Asst School Administrator			IT Systems Specialist													
Administrative Total	1.000		Teacher Assistant				0.500									
Teachers			Media Assistant				0.750									
Kindergarten	3.000		Instructional Data Assistant				8.122									
Classroom	14.800		Instructional Support Total													
Staff Development	1.000															
ESOL	0.900		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				0.999									
Instrumental Music	0.300															
Preschool	0.500		Other Support Total				2.999									
Special Education:																
Classroom Resource Program	6.000		Building Services													
Teachers Total	29.700		Manager				1.000									
Other Professional			Leader				1.000									
Counselor	1.000		Worker				2.000									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	2.100		Building Services Total				4.000									
Other Professional Total	4.100		Food Services				1.062									
Total Professional	34.800		Total Supporting Services				16.183									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Brookhaven Elementary School - #807

Principal: Mr. Robert B. Grundy
 Community Supt: Mr. Sean Bulson
 School Hours: 8:50 - 3:05
 Feeder Schools:

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

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

2010–2011 Enrollment = 402													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		44.5	55.5	0.0	8.0	37.3	46.8	0.0	5.7	2.2	Pre-K	66	16.4
ESOL	53.2	21.1	32.1	0.0	5.7	10.9	35.3	0.0	0.7	0.5	Full-Day K	48	11.9
FARMS	66.4	29.1	37.3	0.0	4.0	24.9	35.6	0.0	1.2	0.7	Grade 1	57	14.2
SPED	20.4	5.5	14.9	0.0	2.0	6.5	10.0	0.0	1.5	0.5	Grade 2	56	13.9

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	94.9	5.1
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 73.1%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 16.5%		Prekindergarten	
Attendance Rate** = 96.2%		Learning and Academic Disabilities	
Suspension Rate** = 0.3%		Preschool Education Program (PEP)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Maryland School Assessment Proficiency Rate**					
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.2	68.9	85.2	79.7	85.4	80.0
African American	77.4	64.5	86.4	86.3	84.6	88.4
Asian American	85.8	71.4				
Hispanic	94.7	68.4	79.1	70.8	82.6	69.6
White						
Female	90.3	77.4	78.5	78.5	88.4	80.8
Male	80.0	60.0	92.3	80.7	82.7	79.3
FARMS	85.4	73.2	81.0	73.0	83.3	76.2
LEP	80.0	56.0	79.0	68.5	62.5	62.5
SPED	60.0	50.0	66.6	44.4	53.8	46.2

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Brookhaven Elementary School - #807

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	50.0	50.0	55.4	53.6	75.0	53.6
African American	66.7	61.1	50.0	66.7	72.2	66.7
Asian American						
Hispanic	41.4	41.4	55.2	41.4	72.4	44.8
White	60.0	60.0	60.0	60.0	80.0	60.0
Female	60.0	52.0	68.0	60.0	84.0	56.0
Male	41.9	48.4	45.2	48.4	67.7	51.6
ESOL	41.4	44.8	48.3	44.8	72.4	48.3
FARMS	47.4	44.7	55.3	55.3	71.1	50.0
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.2	0.0	2.0	8.2	77.6	85.7	14.3			
Supporting Services	11.5	0.0	11.5	19.2	57.7	88.5	11.5	112	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 7.7				% Less Than 5 Years			
Average Class Size Kindergarten = 16.7 Grades 1 to 3 = 17.2				% 5–15 Years			
Grades 4 to 5 = 20.5				% More Than 15 Years			
				18.4			
				44.9			
				36.7			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	2.625			
Principal Intern		Special Education	6.375			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	3.000	Instructional Data Assistant	10.250			
Staff Development	17.900	Instructional Support Total				
ESOL	4.100	Other Support				
Reading/Literacy	1.500	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	0.200					
Preschool	0.500	Other Support Total	2.875			
Special Education:						
Classroom Resource Program	8.000	Building Services				
Teachers Total	38.000	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	2.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	3.100	Building Services Total	4.000			
Other Professional Total	5.100	Food Services	1.500			
Total Professional	45.100	Total Supporting Services	18.625			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1961	1995	8.6	N	0	12	

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

Capacity/Enrollment Projections						
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16
265	484	421	418	428	436	442
						452

School Personnel Costs						
Professional Salaries						\$3,421,661
Supporting Services Salaries						\$750,729
Employee Benefits						\$1,125,253
Total Allocated Cost						\$5,297,643

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Brown Station Elementary School - #559

Principal: Dr. Carl L. Baskerville

Community Supt: Dr. LaVerne G. Kimball

School Hours: 8:50 - 3:05

Feeder Schools:

851 Quince Orchard Boulevard Gaithersburg, MD 20878

www.montgomeryschoolsmd.org/schools/brownstations/

Office Phone: (301) 840-7172

Fax Number: (301) 840-7175

Cluster Name: Quince Orchard

Receiving Schools: Lakelands Park

2010–2011 Enrollment = 463												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	52.5	47.5	0.0	5.8	33.7	44.5	0.0	10.6	5.4	Pre-K	70	15.1
ESOL	23.1	11.7	11.4	0.0	1.3	1.7	19.7	0.0	0.4	Full-Day K	72	15.6
FARMS	66.1	35.9	30.2	0.0	1.9	24.0	35.9	0.0	2.6	Grade 1	79	17.1
SPED	11.9	3.2	8.6	0.0	0.0	4.5	5.6	0.0	1.1	Grade 2	75	16.2
										Grade 3	50	10.8
										Grade 4	68	14.7
										Grade 5	49	10.6
										Total	463	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	93.1	6.9
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 70.0%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 23.5%		Head Start	
Attendance Rate** = 95.0%		Prekindergarten	
Suspension Rate** = 1.0%		Elementary Home School Model	
		Preschool Education Program (PEP)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.9	75.0	89.3	89.4	82.3	94.0
African American	75.9	75.8	90.5	85.7	72.0	87.5
Asian American					100.0	100.0
Hispanic	63.6	81.8	94.8	94.7	85.7	100.0
White	87.5	87.5	66.7	83.4	100.0	100.0
Female	71.4	74.3	96.1	96.1	84.6	100.0
Male	72.4	75.8	81.0	81.0	80.0	88.0
FARMS	63.1	73.9	87.6	87.5	86.6	93.3
LEP	27.3	54.5				
SPED	42.9	57.1				

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Brown Station Elementary School - #559

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.3	73.5	75.5	74.0	84.0	81.6
African American	66.7	83.3	75.0	75.0	79.2	87.5
Asian American				80.0	100.0	
Hispanic	40.0	40.0	60.0	60.0	80.0	60.0
White	100.0	100.0	100.0	100.0	100.0	100.0
Female	64.0	68.0	76.0	76.0	76.0	84.0
Male	66.7	79.2	75.0	72.0	92.0	79.2
ESOL	33.3	33.3	44.4	30.0	70.0	33.3
FARMS	57.7	61.5	69.2	55.6	77.8	69.2
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	17.3	0.0	5.8	0.0	76.9	88.5	11.5			
Supporting Services	18.2	0.0	9.1	22.7	50.0	86.4	13.6	120	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.6		Average Class Size Kindergarten = 19.0		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 19.0		Grades 1 to 3 = 17.5		26.9		42.3	
Grades 4 to 5 = 23.8						30.8	

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1969		9.0	Y	0	4
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular				5.861					
Principal Intern			Special Education				3.375					
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant				0.500					
Teachers			Media Assistant				0.750					
Kindergarten Classroom	4.000		Instructional Data Assistant									
Staff Development	21.100		Instructional Support Total				10.486					
ESOL	2.500		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				1.124					
Instrumental Music	0.200		Other Support Total				3.124					
Preschool	2.000											
Special Education:												
Classroom Resource Program	6.000		Building Services									
Teachers Total	40.500		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				1.500					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	1.800		Building Services Total				3.500					
Other Professional Total	3.800		Food Services				1.500					
Total Professional	46.300		Total Supporting Services				18.610					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Burning Tree Elementary School - #419

Principal: Mrs. Nancy L. Erdrich
 Community Supt: Mr. Sean Bulson
 School Hours: 9:10 - 3:25
 Feeder Schools:

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

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

2010–2011 Enrollment = 502												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.8	51.2	0.2	17.1	5.0	8.8	0.2	62.5	6.2	Pre-K	0	0.0
ESOL	11.4	3.4	8.0	0.0	3.4	0.8	2.6	0.0	4.0	Full-Day K	79	15.7
FARMS	4.0	2.2	1.8	0.2	0.4	1.6	1.4	0.0	0.4	Grade 1	74	14.7
SPED	14.3	4.8	9.6	0.2	1.2	1.4	3.0	0.0	8.0	Grade 2	85	16.9

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	38.0	28.2	33.8

Other Participation		School Programs	
Students now or have in the past received FARMS = 5.8%		Elementary Learning Center Resource	
Mobility Rate (Entrants + Withdrawals)** = 6.0%			
Attendance Rate** = 96.4%			
Suspension Rate** = 0.0%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Not Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	88.2	93.8	93.8	95.9	95.9
African American	60.0	60.0			57.2	57.1
Asian American	88.9	83.3	100.0	93.8	100.0	100.0
Hispanic			66.7	66.7	88.8	88.9
White	92.0	94.0	94.6	96.5	100.0	100.0
Female	90.6	90.6	89.2	91.5	100.0	100.0
Male	86.4	86.4	100.0	97.1	90.7	90.7
FARMS					20.0	20.0
LEP	100.0	80.0	83.3	66.7	85.8	85.8
SPED	46.7	53.3	66.6	69.3	66.7	66.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Burning Tree Elementary School - #419

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	84.8	86.9	83.0	83.0	87.0	86.9
African American	71.4	85.7	71.4	71.4	85.7	85.7
Asian American	91.7	95.8	92.0	88.0	96.0	95.8
Hispanic	62.5	75.0	62.5	75.0	87.5	75.0
White	86.7	85.0	83.3	83.3	83.3	85.0
Female	90.6	96.2	94.4	88.9	87.0	98.1
Male	78.3	76.1	69.6	76.1	87.0	73.9
ESOL	58.3	66.7	61.5	53.8	76.9	66.7
FARMS						
SPED	18.2	18.2	18.2	18.2	63.6	18.2

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	0.0	2.4	2.4	88.1	95.2	4.8			
Supporting Services	17.4	0.0	13.0	8.7	60.9	87.0	13.0	119	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 11.3				% Less Than 5 Years			
Average Class Size Kindergarten = 24.0 Grades 1 to 3 = 23.9 Grades 4 to 5 = 27.3				% 5–15 Years			
				% More Than 15 Years			
				11.9			
				40.5			
				47.6			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1958	1991	6.8	Y	0	3	
Assistant Principal	1.000		Regular				6.749						
Principal Intern			Special Education										
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				0.500						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	3.000		Instructional Data Assistant				9.124						
Staff Development	17.000		Instructional Support Total										
ESOL	1.100		Other Support										
Reading/Literacy	1.900		Administrative Secretary				1.000						
Physical Education			Secretary				1.000						
Art	1.000		Parent/Community Coord										
Music	1.000		Lunch Hour Aide				1.374						
Instrumental Music	0.200		Other Support Total				3.374						
Preschool													
Special Education:													
Classroom Resource Program	6.500		Building Services										
Teachers Total	32.700		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				2.000						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	1.900		Building Services Total				4.000						
Other Professional Total	3.900		Food Services				1.000						
Total Professional	38.600		Total Supporting Services				17.498						
Capacity/Enrollment Projections							School Personnel Costs						
Current Capacity		Future Capacity		2011–12	2012–13	2013–14	2014–15	2015–16	2016–17				
415		415		492	493	480	478	487	491				
Professional Salaries										\$3,118,211			
Supporting Services Salaries										\$609,208			
Employee Benefits										\$976,911			
Total Allocated Cost										\$4,704,330			

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Burnt Mills Elementary School - #309

Principal: Ms. Lisa O. Thomas

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 410												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	47.8	52.2	0.0	3.2	66.1	23.4	0.0	6.1	1.2	Pre-K	20	4.9
ESOL	22.9	9.8	13.2	0.0	1.0	11.2	10.0	0.0	0.5	Full-Day K	72	17.6
FARMS	63.9	32.2	31.7	0.0	2.0	42.2	18.5	0.0	1.0	Grade 1	77	18.8
SPED	6.1	1.0	5.1	0.0	0.0	4.6	0.7	0.0	0.7	Grade 2	63	15.4
										Grade 3	58	14.1
										Grade 4	62	15.1
										Grade 5	58	14.1
										Total	410	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	88.0	12.0
Other Participation		
Students now or have in the past received FARMS = 69.3% Mobility Rate (Entrants + Withdrawals)** = 25.7% Attendance Rate** = 95.9% Suspension Rate** = 1.2%		
School Programs		
Focused Academic Support—Federal Title I Funds Prekindergarten Program of Assessment, Diagnosis and Instruction (PADI) Spanish Partial Immersion Program Elementary Home School Model		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.7	82.0	87.9	91.4	81.2	88.7
African American	78.5	76.2	85.4	92.6	79.1	86.1
Asian American	100.0	100.0				
Hispanic	63.7	90.9	90.9	81.8	80.0	100.0
White			100.0	100.0		
Female	84.4	87.5	94.4	88.9	80.0	92.0
Male	72.4	75.9	85.0	92.5	82.1	85.7
FARMS	76.2	76.2	81.6	86.9	75.7	86.5
LEP	54.6	81.8	77.8	88.9		
SPED	60.0	80.0	60.0	60.0	66.7	83.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Burnt Mills Elementary School - #309

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	58.3	56.7	60.0	61.7	66.7	63.3
African American	60.5	55.8	62.8	55.8	69.8	62.8
Asian American						
Hispanic	50.0	56.3	50.0	75.0	56.3	62.5
White						
Female	60.0	48.0	60.0	56.0	68.0	56.0
Male	57.1	62.9	60.0	65.7	65.7	68.6
ESOL	46.7	40.0	60.0	46.7	53.3	40.0
FARMS	46.7	40.0	50.0	43.3	53.3	43.3
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	46.3	0.0	2.4	17.1	34.1	92.7	7.3			
Supporting Services	36.8	0.0	0.0	52.6	10.5	73.7	26.3	103	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.3				% Less Than 5 Years			
Average Class Size Kindergarten = 17.5 Grades 1 to 3 = 20.0 Grades 4 to 5 = 24.4				% 5–15 Years			
				% More Than 15 Years			
				4.9			
				63.4			
				31.7			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	3.375			
Principal Intern		Special Education	0.500			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	4.000	Instructional Data Assistant	0.750			
Staff Development	19.900	Instructional Support Total	5.125			
ESOL	2.000	Other Support				
Reading/Literacy	1.500	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	0.900	Parent/Community Coord	0.125			
Music	0.900	Lunch Hour Aide	1.000			
Instrumental Music	0.200	Other Support Total	3.125			
Preschool	0.500					
Special Education:						
Classroom Resource Program	2.000	Building Services				
Teachers Total	32.900	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	1.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.500	Building Services Total	3.500			
Other Professional Total	2.500	Food Services	1.625			
Total Professional	37.400	Total Supporting Services	13.375			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1964	1990	15.1	Y	0	1	

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	13	5	1	0	4	1

Capacity/Enrollment Projections						
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16
350	350	427	442	458	472	473
						476

School Personnel Costs						
Professional Salaries						\$2,948,607
Supporting Services Salaries						\$529,123
Employee Benefits						\$922,600
Total Allocated Cost						\$4,400,330

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Burtonsville Elementary School - #302

Principal: Ms. Melissa F. Smith

Community Supt: Dr. Ursula A. Hermann

School Hours: 9:15 - 3:30

Feeder Schools:

15516 Old Columbia Pike Burtonsville, MD 20866

www.montgomeryschoolsmd.org/schools/burtonsvilles/

Office Phone: (301) 989-5654

Fax Number: (301) 989-5707

Cluster Name: Northeast Consortium

Receiving Schools: Banneker

2010–2011 Enrollment = 677												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.2	50.8	0.4	14.0	61.2	10.8	0.0	7.8	5.8	Pre-K	0	0.0
ESOL	19.2	9.2	10.0	0.0	5.8	8.7	4.1	0.0	0.1	Full-Day K	104	15.4
FARMS	44.0	21.7	22.3	0.0	3.4	31.0	7.1	0.0	0.9	Grade 1	116	17.1
SPED	5.6	2.2	3.4	0.0	0.7	3.1	0.7	0.0	0.9	Grade 2	111	16.4
										Grade 3	120	17.7
										Grade 4	121	17.9
										Grade 5	105	15.5
										Total	677	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	100.0	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 52.0% Mobility Rate (Entrants + Withdrawals)** = 14.1% Attendance Rate** = 96.5% Suspension Rate** = 1.0%		Positive Behavioral Interventions and Supports (PBIS) Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.8	88.7	91.7	96.3	88.6	96.9
African American	92.3	85.9	91.5	98.6	83.6	100.0
Asian American	100.0	92.3	100.0	92.3	100.0	100.0
Hispanic	100.0	88.9	80.0	90.0	76.9	76.9
White	100.0	100.0	92.3	92.3	100.0	100.0
Female	96.3	90.6	91.8	96.8	90.4	98.1
Male	93.6	87.1	91.5	95.8	86.4	95.5
FARMS	93.9	87.7	95.2	95.3	81.8	90.9
LEP	85.7	85.7	100.0	100.0	100.0	80.0
SPED	80.0	60.0	57.2	71.4	75.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Burtonsville Elementary School - #302

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	70.4	76.5	81.2	69.2	80.3	75.7
African American	75.0	76.3	80.5	68.8	80.5	75.0
Asian American	64.7	88.2	94.1	94.1	94.1	94.1
Hispanic	40.0	50.0	54.5	27.3	72.7	50.0
White	75.0	83.3	91.7	75.0	66.7	75.0
Female	76.5	74.5	78.8	61.5	76.9	76.5
Male	65.6	78.1	83.1	75.4	83.1	75.0
ESOL	51.7	69.0	71.0	61.3	71.0	65.5
FARMS	55.3	63.8	77.1	58.3	77.1	66.0
SPED	46.7	46.7	53.3	53.3	80.0	46.7

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	30.6	0.0	8.2	6.1	55.1	89.8	10.2			
Supporting Services	37.5	0.0	12.5	6.3	43.8	75.0	25.0	158	97.5	2.5

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 13.9				% Less Than 5 Years			
Average Class Size Kindergarten = 17.5 Grades 1 to 3 = 23.3 Grades 4 to 5 = 25.4				% 5–15 Years			
				% More Than 15 Years			
				10.2			
				42.9			
				46.9			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1952	1993	11.9	Y	0	1	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				0.500						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				1.000						
Teachers			Media Assistant				0.875						
Kindergarten Classroom	5.000		Instructional Data Assistant				4.250						
Staff Development	26.900												
ESOL	2.800		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				1.872						
Instrumental Music	0.400						3.872						
Preschool			Other Support Total										
Special Education:													
Classroom Resource Program	1.000		Building Services										
Teachers Total	41.700		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				2.000						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	0.600		Building Services Total				4.000						
Other Professional Total	2.600		Food Services				1.312						
Total Professional	46.300		Total Supporting Services				13.434						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Candlewood Elementary School - #508

Principal: Dr. Linda B. Sheppard

7210 Osprey Drive Rockville, MD 20855

Office Phone: (301) 840-7167

Community Supt: Mr. Adrian B. Talley

www.montgomeryschoolsmd.org/schools/candlewoodes/

Fax Number: (301) 840-7171

School Hours: 8:50 - 3:05

Cluster Name: Col. Zadok Magruder

Feeder Schools:

Receiving Schools: Shady Grove

2010–2011 Enrollment = 342													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		48.2	51.8	0.6	17.5	8.8	15.8	0.0	49.4	7.9	Pre-K	0	0.0
ESOL	7.0	3.2	3.8	0.0	3.2	0.0	1.5	0.0	2.3	0.0	Full-Day K	60	17.5
FARMS	12.0	6.1	5.8	0.0	0.9	2.9	5.3	0.0	1.5	1.5	Grade 1	54	15.8
SPED	5.6	2.3	3.2	0.0	0.6	0.3	0.3	0.0	3.5	0.9	Grade 2	55	16.1
											Grade 3	60	17.5
											Grade 4	50	14.6
											Grade 5	63	18.4
											Total	342	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.7	5.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 14.9% Mobility Rate (Entrants + Withdrawals)** = 11.5% Attendance Rate** = 95.7% Suspension Rate** = 0.0%		Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	100.0	100.0	100.0	98.4	95.7	97.8
African American			100.0	100.0		
Asian American	100.0	100.0	100.0	100.0	90.0	90.0
Hispanic	100.0	100.0	100.0	100.0	100.0	100.0
White	100.0	100.0	100.0	96.2	96.1	100.0
Female	100.0	100.0	100.0	100.0	94.7	100.0
Male	100.0	100.0	100.0	96.7	96.3	96.2
FARMS					100.0	100.0
LEP						
SPED	100.0	100.0			83.4	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Candlewood Elementary School - #508

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.8	96.2	90.4	78.8	75.0	92.3
African American	60.0	80.0	60.0	40.0	40.0	60.0
Asian American	91.7	100.0	100.0	83.3	83.3	100.0
Hispanic	100.0	100.0	80.0	100.0	100.0	100.0
White	76.7	96.7	93.3	80.0	73.3	93.3
Female	75.9	93.1	89.7	69.0	62.1	89.7
Male	87.0	100.0	91.3	91.3	91.3	95.7
ESOL						
FARMS	85.7	100.0	71.4	57.1	71.4	85.7
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.7	0.0	14.3	0.0	75.0	89.3	10.7			
Supporting Services	0.0	0.0	10.0	30.0	60.0	90.0	10.0	87	95.4	4.6

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 13.9				% Less Than 5 Years			
Average Class Size Kindergarten = 20.0 Grades 1 to 3 = 24.3 Grades 4 to 5 = 22.6				% 5–15 Years			
				% More Than 15 Years			
				10.7			
				32.1			
				57.1			

Staff Positions							Facilities Data												
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections					
Administrative			Instructional Support				2.000			Total				Current Capacity					
Principal	1.000		Paraeducators	Regular	0.750		1968			Grades 1–6				Year Renovated/Modernized					
Assistant Principal			Special Education				11.8			Support A/M/R				Site Size in Acres					
Principal Intern			IT Systems Specialist				Y			Pre K				Gym					
Asst School Administrator			Teacher Assistant	Media Assistant	0.500		0.500			ESOL				Joint Occupancy					
Administrative Total	1.000		Instructional Data Assistant				0.750			Kindergarten				Relocatable Classrooms					
Teachers			Instructional Support Total				2.000			23				2011–12					
Kindergarten Classroom	3.000		Other Support				1.000			15				2012–13					
Staff Development	0.500		Administrative Secretary				1.000			5				2013–14					
ESOL	0.600		Secretary				1.000			0				2014–15					
Reading/Literacy	1.600		Parent/Community Coord				361			3				2015–16					
Physical Education			Lunch Hour Aide				369			0				2016–17					
Art	0.600		Other Support Total				2.875			411				383					
Music	0.600		Building Services				0			395				Manager					
Instrumental Music	0.200		Leader				401			Worker				Plant Equipment Operator					
Preschool			Building Services Total				3.000			Food Services				Employee Benefits					
Special Education:			Professional Salaries				\$2,048,555			\$344,729				\$626,447					
Classroom Resource Program	1.000		Support Services Salaries							Total Allocated Cost				\$3,019,731					
Teachers Total	20.700																		
Other Professional																			
Counselor	1.000																		
Media Specialist	1.000																		
Spec Ed Related Services	0.600																		
Other Professional Total	2.600																		
Total Professional	24.300		Total Supporting Services				8.625												

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cannon Road Elementary School - #310

Principal: Mr. Norman L. Coleman

Community Supt: Dr. Ursula A. Hermann

School Hours: 9:15 - 3:30

Feeder Schools:

13313 Old Columbia Pike Silver Spring, MD 20904

www.montgomeryschoolsmd.org/schools/cannonroads/

Office Phone: (301) 989-5662

Fax Number: (301) 989-5692

Cluster Name: Northeast Consortium

Receiving Schools: Key

2010–2011 Enrollment = 424												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	43.6	56.4	0.0	12.5	34.2	40.6	0.0	9.7	3.1	Pre-K	25	5.9
ESOL	21.5	8.5	13.0	0.0	3.1	3.1	15.1	0.0	0.2	Full-Day K	67	15.8
FARMS	58.0	25.0	33.0	0.0	4.0	21.2	30.7	0.0	0.9	Grade 1	56	13.2
SPED	20.5	4.2	16.3	0.0	2.6	6.6	7.8	0.0	2.6	Grade 2	62	14.6
										Grade 3	81	19.1
										Grade 4	61	14.4
										Grade 5	72	17.0
										Total	424	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	79.4	20.6
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 63.7%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 15.8%		Augmentative Communication Program (K–2)	
Attendance Rate** = 95.8%		Language Disabilities (Prekindergarten)	
Suspension Rate** = 1.6%		Learning and Academic Disabilities	
		Positive Behavioral Interventions and Supports (PBIS)	
		Augmentative Communication Program (3–5)	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Not Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	67.9	75.5	84.6	75.4	77.6	83.6
African American	65.0	60.0	77.3	68.1	68.0	88.0
Asian American	71.5	85.7	93.4	86.7	88.8	66.6
Hispanic	60.0	93.3	87.0	78.3	70.6	76.5
White	81.8	72.7	80.0	60.0	93.8	93.8
Female	73.1	88.5	93.1	86.2	83.3	86.6
Male	62.9	63.0	77.8	66.6	73.0	81.0
FARMS	64.0	76.0	84.6	74.4	62.5	71.9
LEP	53.8	92.3	81.8	81.8		
SPED	33.3	33.3	61.6	61.5	43.8	62.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cannon Road Elementary School - #310

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	41.0	41.0	51.8	44.6	53.0	45.8
African American	36.4	36.4	48.5	45.5	48.5	48.5
Asian American	45.5	45.5	81.8	63.6	72.7	54.5
Hispanic	41.9	35.5	41.9	32.3	41.9	35.5
White	50.0	75.0	62.5	62.5	87.5	62.5
Female	47.7	54.5	56.8	54.5	61.4	56.8
Male	33.3	25.6	46.2	33.3	43.6	33.3
ESOL	18.8	18.8	37.5	25.0	37.5	18.8
FARMS	34.6	36.5	44.2	42.3	48.1	42.3
SPED	18.2	18.2	27.3	9.1	45.5	18.2

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	18.8	0.0	4.2	6.3	70.8	91.7	8.3			
Supporting Services	22.7	0.0	4.5	13.6	59.1	86.4	13.6	119	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.6			% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 16.0 Grades 1 to 3 = 16.5 Grades 4 to 5 = 22.2			12.5			43.8
			43.8			

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1967			4.4		N	0	0		
Principal	1.000		Paraeducators					2.750								
Assistant Principal	1.000		Regular					6.562								
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant					0.500								
Teachers			Media Assistant					0.750								
Kindergarten	4.000		Instructional Data Assistant					10.562								
Classroom	19.800		Instructional Support Total													
Staff Development	1.000															
ESOL	1.800		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					1.000								
Instrumental Music	0.300		Other Support Total					3.000								
Preschool																
Special Education:																
Classroom Resource Program	5.100		Building Services													
Teachers Total	35.200		Manager					1.000								
Other Professional			Leader					1.000								
Counselor	1.000		Worker					1.000								
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	2.800		Building Services Total					3.000								
Other Professional Total	4.800		Food Services					1.000								
Total Professional	42.000		Total Supporting Services					17.562								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Carderock Springs Elementary School - #604

Principal: Mr. Rock A. Palmisano

Community Supt: Mr. Sean Bulson

School Hours: 9:05 - 3:20

Feeder Schools:

7401 Persimmon Tree Lane Bethesda, MD 20817

www.montgomeryschoolsmd.org/schools/carderockspringses/

Office Phone: (301) 469-1034

Fax Number: (301) 469-1115

Cluster Name: Walt Whitman

Receiving Schools: Pyle

2010–2011 Enrollment = 352												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	46.3	53.7	0.0	14.2	2.0	6.8	0.0	73.3	3.7	Pre-K	0	0.0
ESOL	2.3	1.1	1.1	0.0	2.3	0.0	0.0	0.0	0.0	Full-Day K	49	13.9
FARMS	1.7	0.3	1.4	0.0	0.6	0.3	0.3	0.0	0.3	Grade 1	77	21.9
SPED	10.8	2.6	8.2	0.0	1.4	0.6	0.0	0.0	8.2	Grade 2	66	18.8

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	67.6	0.0
Other Participation		
Students now or have in the past received FARMS = 2.3% Mobility Rate (Entrants + Withdrawals)** = 3.8% Attendance Rate** = 95.9% Suspension Rate** = 0.0%		
School Programs		
Autism Resource		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	na	na	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	na	na	na	na
LEP	na	na	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	98.1	96.3	96.3	98.2	100.0	100.0
African American						
Asian American	100.0	100.0	87.5	100.0	100.0	100.0
Hispanic	100.0	100.0				
White	97.6	95.4	97.7	97.7	100.0	100.0
Female	97.0	94.0	96.8	100.0	100.0	100.0
Male	100.0	100.0	95.8	95.8	100.0	100.0
FARMS						
LEP						
SPED						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Carderock Springs Elementary School - #604

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	90.2	92.7	87.8	95.1	92.7	97.6
African American						
Asian American	90.0	100.0	100.0	100.0	100.0	100.0
Hispanic						
White	89.3	89.3	82.1	92.9	89.3	96.4
Female	100.0	100.0	100.0	92.9	85.7	100.0
Male	85.2	88.9	81.5	96.3	96.3	96.3
ESOL						
FARMS						
SPED	66.7	66.7	66.7	83.3	83.3	83.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	0.0	0.0	6.1	87.9	84.8	15.2			
Supporting Services	5.3	0.0	21.1	10.5	63.2	89.5	10.5	65	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.7				% Less Than 5 Years			
Average Class Size Kindergarten = 24.5 Grades 1 to 3 = 25.3 Grades 4 to 5 = 28.0				% 5–15 Years			
				% More Than 15 Years			
				24.2			
				48.5			
				27.3			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal		Regular	0.750			
Principal Intern		Special Education	6.625			
Asst School Administrator		IT Systems Specialist				
Administrative Total	1.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten	2.000	Instructional Data Assistant	0.750			
Classroom	12.300	Instructional Support Total	8.625			
Staff Development	1.000					
ESOL	0.200	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	0.874			
Instrumental Music	0.200	Other Support Total	2.874			
Preschool						
Special Education:						
Classroom Resource Program	4.000	Building Services				
Teachers Total	22.200	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	2.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.900	Building Services Total	4.500			
Other Professional Total	2.900	Food Services	0.500			
Total Professional	26.100	Total Supporting Services	16.499			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1966		9.0	N	0	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	2011–12	2012–13	2013–14	2014–15	2015–16
407	407	358	371	391	393	383
		2016–17				
		391				

School Personnel Costs						
Professional Salaries		\$1,952,231				
Supporting Services Salaries		\$555,755				
Employee Benefits		\$675,430				
Total Allocated Cost		\$3,183,416				

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rachel Carson Elementary School - #159

Principal: Mr. Lawrence D. Chep

100 Tschiffely Square Road Gaithersburg, MD 20878

Office Phone: (301) 840-5333

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/rachelcarson/

Fax Number: (301) 840-5366

School Hours: 8:50 - 3:05

Cluster Name: Quince Orchard

Feeder Schools:

Receiving Schools: Lakelands Park

2010–2011 Enrollment = 872												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.3	48.7	0.0	10.7	6.2	15.5	0.0	63.8	3.9	Pre-K	39	4.5
ESOL	11.8	6.0	5.8	0.0	2.3	0.8	7.5	0.0	1.3	Full-Day K	136	15.6
FARMS	16.1	8.0	8.0	0.0	1.1	3.6	9.5	0.0	1.4	Grade 1	143	16.4
SPED	9.4	3.3	6.1	0.0	0.3	0.5	2.8	0.0	5.5	Grade 2	140	16.1
										Grade 3	158	18.1
										Grade 4	131	15.0
										Grade 5	125	14.3
										Total	872	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	98.7	0.0
Other Participation		
Students now or have in the past received FARMS = 16.9% Mobility Rate (Entrants + Withdrawals)** = 8.2% Attendance Rate** = 95.8% Suspension Rate** = 0.6%		
School Programs		
Prekindergarten Home School Model		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	97.2	94.4	92.9	95.3	89.7	94.9
African American	83.4	83.4	77.8	100.0	66.7	88.9
Asian American	94.8	94.7	90.9	91.0	100.0	100.0
Hispanic	89.5	68.4	85.8	92.9	66.7	77.7
White	100.0	100.0	95.7	95.7	92.2	96.1
Female	98.6	97.1	91.8	93.4	87.4	97.2
Male	96.0	92.0	93.9	96.9	92.3	92.3
FARMS	94.1	70.6	92.3	92.3	28.6	71.5
LEP	92.3	84.6				
SPED	76.4	64.7	53.3	66.6	62.5	79.2

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rachel Carson Elementary School - #159

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	78.0	84.1	77.4	84.8	85.4	82.3
African American						
Asian American	72.2	88.9	72.2	83.3	88.9	83.3
Hispanic	50.0	63.6	81.8	68.2	63.6	54.5
White	83.6	87.7	77.9	87.7	88.5	87.7
Female	87.8	92.7	84.1	84.1	86.6	92.7
Male	68.3	75.6	70.7	85.4	84.1	72.0
ESOL	66.7	66.7	66.7	77.8	77.8	55.6
FARMS	50.0	43.8	68.8	56.3	68.8	31.3
SPED	45.5	50.0	45.5	54.5	72.7	50.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	1.6	0.0	4.7	89.1	92.2	7.8			
Supporting Services	14.3	0.0	3.6	17.9	64.3	75.0	25.0	209	96.2	3.8

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 14.3			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 22.8 Grades 1 to 3 = 23.3 Grades 4 to 5 = 25.7			17.2 34.4 48.4		

Staff Positions							Facilities Data										
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized			Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1990			12.4			Y	0	6		
Principal	1.000		Paraeducators														
Assistant Principal	1.000		Regular				2.875										
Principal Intern			Special Education				4.248										
Asst School Administrator			IT Systems Specialist														
Administrative Total	2.000		Teacher Assistant														
Teachers			Media Assistant				1.000										
Kindergarten Classroom	6.000		Instructional Data Assistant				0.875										
Staff Development	29.100																
ESOL	1.000		Instructional Support Total				8.998										
Reading/Literacy	2.300																
Physical Education	2.800		Other Support														
Art	1.500		Administrative Secretary				1.000										
Music	1.500		Secretary				1.500										
Instrumental Music	0.400		Parent/Community Coord														
Preschool	1.000		Lunch Hour Aide				2.248										
Special Education:			Other Support Total				4.748										
Classroom Resource Program	4.500		Building Services														
Teachers Total	50.100		Manager				1.000										
Other Professional			Leader				1.000										
Counselor	1.500		Worker				3.500										
Media Specialist	1.000		Plant Equipment Operator														
Spec Ed Related Services	1.600		Building Services Total				5.500										
Other Professional Total	4.100		Food Services				1.250										
Total Professional	56.200		Total Supporting Services				20.496										

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cashell Elementary School - #511

Principal: Ms. Maureen Ahern-Stamoulis
 Community Supt: Mr. Adrian B. Talley
 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

2010–2011 Enrollment = 305													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		44.6	55.4	0.7	12.5	13.4	18.4	0.0	51.5	3.6	Pre-K	34	11.1
ESOL	12.5	7.2	5.2	0.0	3.0	0.7	8.2	0.0	0.7	0.0	Full-Day K	54	17.7
FARMS	20.7	10.5	10.2	0.0	4.3	4.6	9.5	0.0	1.0	1.3	Grade 1	40	13.1
SPED	13.8	3.3	10.5	0.0	1.0	2.6	2.6	0.0	6.6	1.0	Grade 2	47	15.4
											Grade 3	42	13.8
											Grade 4	38	12.5
											Grade 5	50	16.4
											Total	305	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	79.3	0.0
Other Participation		
Students now or have in the past received FARMS = 23.9% Mobility Rate (Entrants + Withdrawals)** = 7.5% Attendance Rate** = 96.1% Suspension Rate** = 1.0%		
School Programs		
Prekindergarten School/Community-Based Preschool Education Program (PEP) Comprehensive Resource		

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	97.6	100.0	98.0	100.0	100.0	100.0
African American			88.8	100.0	100.0	100.0
Asian American			100.0	100.0		
Hispanic	85.7	100.0	100.0	100.0	100.0	100.0
White	100.0	100.0	100.0	100.0	100.0	100.0
Female	100.0	100.0	100.0	100.0	100.0	100.0
Male	95.9	100.0	95.5	100.0	100.0	100.0
FARMS	100.0	100.0	100.0	100.0	100.0	100.0
LEP	83.3	100.0				
SPED					100.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cashell Elementary School - #511

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.9	90.2	80.0	82.5	90.0	90.0
African American						
Asian American	60.0	80.0	80.0	100.0	100.0	100.0
Hispanic						
White	71.4	92.9	85.2	88.9	96.3	96.3
Female	76.9	92.3	100.0	92.3	100.0	92.3
Male	60.7	89.3	70.4	77.8	85.2	88.9
ESOL	16.7	50.0	50.0	80.0	83.3	80.0
FARMS	50.0	66.7	66.7	66.7	66.7	83.3
SPED	42.9	100.0	85.7	71.4	85.7	100.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	2.9	8.8	88.2	97.1	2.9			
Supporting Services	19.0	0.0	0.0	19.0	61.9	85.7	14.3	78	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.4				% Less Than 5 Years			
Average Class Size Kindergarten = 24.5 Grades 1 to 3 = 21.0 Grades 4 to 5 = 21.8				% 5–15 Years			
				% More Than 15 Years			
				14.7			
				23.5			
				61.8			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal		Regular	1.125			
Principal Intern		Special Education	7.250			
Asst School Administrator		IT Systems Specialist				
Administrative Total	1.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten	2.000	Instructional Data Assistant	0.750			
Classroom	10.700	Instructional Support Total	9.625			
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	0.750			
Instrumental Music	0.200					
Preschool	0.500	Other Support Total	2.750			
Special Education:						
Classroom Resource Program	5.600	Building Services				
Teachers Total	23.200	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	3.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	2.200	Building Services Total	5.000			
Other Professional Total	4.200	Food Services	0.750			
Total Professional	28.400	Total Supporting Services	18.125			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1969	2009	10.2	N	0	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	2011–12	2012–13	2013–14	2014–15	2015–16
341	341	303	320	333	338	349
						348

School Personnel Costs						
Professional Salaries						\$2,504,050
Supporting Services Salaries						\$663,106
Employee Benefits						\$843,989
Total Allocated Cost						\$4,011,145

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cedar Grove Elementary School - #703

Principal: Mr. Lee F. Derby

Community Supt: Mr. Adrian B. Talley

School Hours: 9:15 - 3:30

Feeder Schools:

24001 Ridge Road Germantown, MD 20876

www.montgomeryschoolsmd.org/schools/cedargrovees/

Office Phone: (301) 253-7000

Fax Number: (301) 540-5736

Cluster Name: Damascus, Clarksburg

Receiving Schools: Rocky Hill

2010–2011 Enrollment = 340													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	52.6	47.4	0.3	31.5	9.1	13.2	0.0	42.6	3.2	Pre-K	0	0.0	
ESOL	12.4	5.0	7.4	0.0	7.1	0.3	3.8	0.0	1.2	0.0	Full-Day K	71	20.9
FARMS	12.6	5.3	7.4	0.0	2.9	3.5	4.4	0.0	0.9	0.9	Grade 1	87	25.6
SPED	8.8	2.9	5.9	0.0	2.4	0.6	1.8	0.0	3.8	0.3	Grade 2	58	17.1
											Grade 3	52	15.3
											Grade 4	49	14.4
											Grade 5	23	6.8
											Total	340	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.3	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 17.9% Mobility Rate (Entrants + Withdrawals)** = 11.4% Attendance Rate** = 96.2% Suspension Rate** = 0.0%		Resource Autism	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	100.0	98.1	100.0	100.0	83.9	93.4
African American	100.0	100.0			70.6	94.1
Asian American	100.0	100.0			94.1	94.1
Hispanic	100.0	92.3			53.3	80.0
White	100.0	100.0	100.0	100.0	92.5	97.5
Female	100.0	96.3	100.0	100.0	77.8	94.5
Male	100.0	100.0	100.0	100.0	90.4	92.3
FARMS	100.0	100.0	100.0	100.0	52.2	86.9
LEP					83.3	66.7
SPED					70.0	70.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cedar Grove Elementary School - #703

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	79.5	72.7	72.7	77.3	81.8	86.4
African American						
Asian American	90.9	100.0	100.0	100.0	100.0	100.0
Hispanic	55.6	55.6	66.7	55.6	55.6	88.9
White	82.6	65.2	60.9	78.3	82.6	78.3
Female	76.0	72.0	84.0	72.0	76.0	88.0
Male	84.2	73.7	57.9	84.2	89.5	84.2
ESOL	80.0	60.0	60.0	80.0	80.0	100.0
FARMS	62.5	50.0	50.0	75.0	50.0	87.5
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	0.0	3.4	0.0	89.7	89.7	10.3			
Supporting Services	18.8	0.0	0.0	6.3	75.0	75.0	25.0	90	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 11.1				% Less Than 5 Years			
Average Class Size Kindergarten = 22.7 Grades 1 to 3 = 24.0 Grades 4 to 5 = 24.0				% 5–15 Years			
				% More Than 15 Years			
				6.9			
				31.0			
				62.1			

Staff Positions							Facilities Data									
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections		
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms				
Principal	1.000		Paraeducators				1960	1987	10.1	Y	0	3				
Assistant Principal			Regular				0.750	4.250								
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	1.000		Teacher Assistant				0.500									
Teachers			Media Assistant				0.750									
Kindergarten Classroom	3.000		Instructional Data Assistant				6.250									
Staff Development	11.700															
ESOL	1.000		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				0.875									
Instrumental Music	0.200						2.875									
Preschool			Other Support Total													
Special Education:																
Classroom Resource Program	3.000		Building Services													
Teachers Total	22.400		Manager				1.000									
Other Professional			Leader				1.000									
Counselor	1.000		Worker				2.000									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	0.700		Building Services Total				4.000									
Other Professional Total	2.700		Food Services				0.625									
Total Professional	26.100		Total Supporting Services				13.750									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Chevy Chase Elementary School - #403

Principal: Mrs. Jody L. Smith
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 485													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		47.6	52.4	0.2	5.6	11.5	7.2	0.0	70.1	5.4	Pre-K	0	0.0
ESOL	2.3	1.0	1.2	0.0	0.0	1.0	0.2	0.0	1.0	0.0	Full-Day K	0	0.0
FARMS	8.9	3.1	5.8	0.0	0.0	7.0	1.9	0.0	0.0	0.0	Grade 1	0	0.0
SPED	6.2	1.9	4.3	0.0	0.0	1.9	0.6	0.0	3.7	0.0	Grade 2	0	0.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.3	6.7

Other Participation		School Programs	
Students now or have in the past received FARMS = 11.8% Mobility Rate (Entrants + Withdrawals)** = 3.7% Attendance Rate** = 96.3% Suspension Rate** = 0.2%		Center for Highly Gifted Elementary Home School Model International Baccalaureate Middle Years Programme	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

Maryland School Assessment Proficiency Rate**								
	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	94.2	94.1	93.7	98.6	96.2	98.5	94.9	97.4
African American	71.4	71.4	70.0	90.0	84.3	94.8	100.0	80.0
Asian American	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic	100.0	100.0			85.8	85.7		
White	97.3	97.4	97.1	100.0	99.0	100.0	96.7	100.0
Female	97.9	97.9	96.7	100.0	96.9	100.0	100.0	100.0
Male	90.9	90.9	91.4	97.6	95.7	97.2	90.2	95.2
FARMS	73.3	73.3	71.5	92.8	81.3	87.6	60.0	60.0
LEP					66.7	66.7		
SPED	57.2	71.4	50.0	83.3	62.5	75.0	60.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Chevy Chase Elementary School - #403

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
ESOL						
FARMS						
SPED						

TerraNova Comprehensive Test of Basic Skills Second Edition data not available.
This test is administered in Grade 2 and this school does not serve Grade 2 students.

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.1	2.8	5.6	2.8	77.8	88.9	11.1			
Supporting Services	21.4	0.0	14.3	7.1	57.1	71.4	28.6	91	91.2	8.8

Class Size/Staff Ratio			Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 15.5		% Less Than 5 Years		% 5–15 Years		% More Than 15 Years
Average Class Size Kindergarten =		8.3		52.8		38.9
Grades 1 to 3 = 22.0		Grades 4 to 5 = 24.7				

Facilities Data						
Staff Positions		Core Facility Teaching Stations				
Professional	Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy
Administrative	Instructional Support	1936	2000	3.8	Y	1
Principal	Paraeducators					0
Assistant Principal	Regular	1.125				
Principal Intern	Special Education	0.750				
Asst School Administrator	IT Systems Specialist					
Administrative Total	Teacher Assistant					
Teachers	Media Assistant					
Kindergarten Classroom	Instructional Data Assistant	0.750				
Staff Development	Instructional Support Total	2.625				
ESOL	Other Support					
Reading/Literacy	Administrative Secretary					
Physical Education	Secretary	1.000				
Art	Parent/Community Coord					
Music	Lunch Hour Aide	1.000				
Instrumental Music	Other Support Total	3.000				
Preschool						
Special Education:						
Classroom Resource Program	Building Services					
Teachers Total	Manager	1.000				
Other Professional	Leader	2.000				
Counselor	Worker	2.000				
Media Specialist	Plant Equipment Operator					
Spec Ed Related Services	Building Services Total	5.000				
Other Professional Total	Food Services	1.000				
Total Professional	Total Supporting Services	11.625				

* Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Clarksburg Elementary School - #101

Principal: Ms. Kwang-Ja Lee

Community Supt: Mr. Adrian B. Talley

School Hours: 9:15 - 3:30

Feeder Schools:

13530 Redgrave Place Clarksburg, MD 20871

www.montgomeryschoolsmd.org/schools/clarksburg/

Office Phone: (301) 353-8060

Fax Number: (301) 353-0878

Cluster Name: Clarksburg

Receiving Schools: Rocky Hill

2010–2011 Enrollment = 241												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.1	51.9	0.0	34.4	12.4	12.4	0.4	35.3	5.0	Pre-K	0	0.0
ESOL	19.9	9.1	10.8	0.0	15.4	0.8	3.3	0.0	0.0	Full-Day K	40	16.6
FARMS	19.5	6.2	13.3	0.0	3.7	4.6	5.4	0.0	5.8	Grade 1	42	17.4
SPED	13.3	4.6	8.7	0.0	2.1	2.5	1.7	0.0	7.1	Grade 2	35	14.5
										Grade 3	47	19.5
										Grade 4	38	15.8
										Grade 5	39	16.2
										Total	241	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	86.7	10.0	3.3

Other Participation

Students now or have in the past received FARMS = 24.5%

Mobility Rate (Entrants + Withdrawals)** = 11.7%

Attendance Rate** = 95.7%

Suspension Rate** = 0.0%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress**: Met

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

Maryland School Assessment Proficiency Rate**

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.5	92.8	97.4	97.4	85.0	93.3
African American	75.0	87.5			71.4	78.6
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic			100.0	100.0	77.8	100.0
White	95.5	95.5	93.3	100.0	84.2	94.8
Female	91.3	91.3	100.0	100.0	81.9	97.0
Male	89.5	94.7	95.8	95.9	88.9	88.9
FARMS	66.6	77.8	100.0	100.0	78.5	85.7
LEP						
SPED			83.4	83.3	50.0	50.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Clarksburg Elementary School - #101

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	68.1	89.4	80.9	76.6	85.1	74.5
African American	50.0	75.0	50.0	50.0	62.5	50.0
Asian American	71.4	90.5	90.5	81.0	90.5	76.2
Hispanic	80.0	80.0	80.0	60.0	80.0	60.0
White	66.7	100.0	83.3	91.7	91.7	91.7
Female	63.2	89.5	78.9	78.9	78.9	78.9
Male	71.4	89.3	82.1	75.0	89.3	71.4
ESOL	33.3	66.7	77.8	55.6	77.8	44.4
FARMS	33.3	55.6	55.6	44.4	55.6	33.3
SPED	33.3	50.0	33.3	33.3	83.3	33.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	0.0	3.6	3.6	89.3	92.9	7.1			
Supporting Services	5.9	0.0	17.6	5.9	70.6	88.2	11.8	59	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.9				% Less Than 5 Years			
Average Class Size Kindergarten = 20.5 Grades 1 to 3 = 20.7				% 5–15 Years			
Grades 4 to 5 = 19.3				% More Than 15 Years			
				3.6			
				39.3			
				57.1			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1952	1993	10.0	Y	1	4	
Assistant Principal			Regular										
Principal Intern			Special Education				3.812						
Asst School Administrator			IT Systems Specialist										
Administrative Total	1.000		Teacher Assistant				0.500						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	2.000	10.500	Instructional Data Assistant				5.811						
Staff Development	1.000												
ESOL	1.000		Other Support										
Reading/Literacy	0.800		Administrative Secretary				1.000						
Physical Education			Secretary				1.000						
Art	0.500		Parent/Community Coord										
Music	0.500		Lunch Hour Aide				0.749						
Instrumental Music	0.200						2.749						
Preschool			Other Support Total										
Special Education:													
Classroom Resource Program	3.000		Building Services										
Teachers Total	19.500		Manager				1.000						
Other Professional			Leader				2.000						
Counselor	1.000		Worker				1.500						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	0.600		Building Services Total				4.500						
Other Professional Total	2.600		Food Services				1.000						
Total Professional	23.100		Total Supporting Services				14.060						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Clearspring Elementary School - #706

Principal: Mrs. Holly A. Steel

Community Supt: Mr. Adrian B. Talley

School Hours: 8:50 - 3:05

Feeder Schools:

9930 Moyer Road Damascus, MD 20872

www.montgomeryschoolsmd.org/schools/clearsprings/

Office Phone: (301) 253-7004

Fax Number: (301) 972-9027

Cluster Name: Damascus

Receiving Schools: Baker

2010–2011 Enrollment = 644													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.1	50.9	0.0	13.8	12.1	17.2	0.0	49.4	7.5	Pre-K	20	3.1
ESOL	6.5	4.5	2.0	0.0	0.2	0.3	5.4	0.0	0.6	0.0	Full-Day K	75	11.6
FARMS	22.2	12.4	9.8	0.0	0.9	7.9	7.8	0.0	3.0	2.6	Grade 1	76	11.8
SPED	11.6	3.7	7.9	0.0	0.9	2.0	3.0	0.0	4.8	0.9	Grade 2	83	12.9

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	56.2	2.7
Other Participation		
Students now or have in the past received FARMS = 23.9% Mobility Rate (Entrants + Withdrawals)** = 7.5% Attendance Rate** = 95.7% Suspension Rate** = 0.8%		
School Programs		
Head Start Center for Highly Gifted Elementary Learning Center Positive Behavioral Interventions and Supports (PBIS)		

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Not Met	Met	na	na
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Not Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Not Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.7	86.5	91.0	94.2	86.4	92.8
African American	38.5	76.9	73.7	84.2	70.9	83.3
Asian American	100.0	83.3	100.0	100.0	100.0	100.0
Hispanic	58.3	75.0	83.4	94.4	81.3	87.5
White	95.2	92.8	92.5	93.6	89.7	94.8
Female	64.7	85.3	91.3	95.7	92.5	97.0
Male	92.5	87.5	90.7	93.0	80.8	89.0
FARMS	50.0	81.3	65.0	85.0	61.5	84.6
LEP						
SPED	46.7	53.3	69.3	53.9	26.7	53.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Clearspring Elementary School - #706

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	58.3	66.7	47.6	64.3	61.9	65.5
African American	63.6	63.6	54.5	54.5	63.6	63.6
Asian American						
Hispanic	40.0	40.0	20.0	70.0	60.0	50.0
White	60.7	72.1	50.8	65.6	62.3	68.9
Female	62.5	80.0	60.0	62.5	67.5	72.5
Male	54.5	54.5	36.4	65.9	56.8	59.1
ESOL						
FARMS	27.3	27.3	18.2	36.4	36.4	18.2
SPED	23.5	17.6	17.6	17.6	23.5	11.8

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	0.0	7.5	3.8	86.8	88.7	11.3			
Supporting Services	9.5	0.0	4.8	4.8	81.0	85.7	14.3	144	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 13.1				% Less Than 5 Years			
Average Class Size Kindergarten = 23.0 Grades 1 to 3 = 25.3 Grades 4 to 5 = 24.4				% 5–15 Years			
				% More Than 15 Years			
				9.4			
				45.3			
				45.3			

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1988			10.0		Y	0	1		
Principal	1.000		Paraeducators													
Assistant Principal	1.000		Regular				2.350									
Principal Intern			Special Education				3.562									
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant				1.000									
Teachers			Media Assistant				0.875									
Kindergarten Classroom	3.000		Instructional Data Assistant				7.787									
Staff Development	23.200		Instructional Support Total													
ESOL	1.000															
Reading/Literacy	2.200															
Physical Education																
Art	1.200		Other Support													
Music	1.200		Administrative Secretary				1.000									
Instrumental Music	0.400		Secretary				1.000									
Preschool	0.600		Parent/Community Coord													
Special Education:			Lunch Hour Aide				1.624									
Classroom Resource Program	5.000		Other Support Total				3.624									
Teachers Total	38.800		Building Services													
Other Professional			Manager				1.000									
Counselor	1.000		Leader				1.000									
Media Specialist	1.000		Worker				2.000									
Spec Ed Related Services	2.100		Plant Equipment Operator													
Other Professional Total	4.100		Building Services Total				4.000									
Total Professional	44.900		Food Services				1.125									
			Total Supporting Services				16.536									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Clopper Mill Elementary School - #100

Principal: Ms. Stephanie B. Curry

18501 Cinnamon Drive Germantown, MD 20874

Office Phone: (301) 353-8065

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/cloppermilles/

Fax Number: (301) 353-8068

School Hours: 9:15 - 3:30

Cluster Name: Northwest

Feeder Schools:

Receiving Schools: Clemente

2010–2011 Enrollment = 416												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.0	51.0	0.0	6.5	38.7	41.6	0.0	8.2	5.0	Pre-K	54	13.0
ESOL	30.0	14.7	15.4	0.0	1.2	2.6	25.5	0.0	0.7	Full-Day K	51	12.3
FARMS	65.6	31.5	34.1	0.0	1.9	27.6	31.5	0.0	1.4	Grade 1	61	14.7
SPED	15.9	3.8	12.0	0.0	1.0	6.0	4.6	0.0	3.6	Grade 2	64	15.4
										Grade 3	64	15.4
										Grade 4	48	11.5
										Grade 5	74	17.8
										Total	416	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.4	1.6

Other Participation		School Programs	
Students now or have in the past received FARMS = 73.1%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 21.1%		Head Start	
Attendance Rate** = 95.5%		Prekindergarten	
Suspension Rate** = 0.9%		Elementary Home School Model	
		Autism	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.8	73.6	81.9	74.2	70.4	88.9
African American	76.1	57.1	74.2	58.1	83.3	79.2
Asian American					66.7	100.0
Hispanic	91.3	78.3	87.0	91.3	66.7	94.4
White	100.0	100.0	85.7	85.7	33.4	100.0
Female	81.8	68.2	79.3	68.9	68.0	88.0
Male	90.3	77.4	83.8	78.4	72.4	89.6
FARMS	80.6	75.0	75.0	72.7	65.5	82.8
LEP	92.8	85.7	68.8	81.3	55.6	88.9
SPED	90.9	81.8	63.6	54.5	40.0	80.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Clopper Mill Elementary School - #100

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	52.5	50.8	55.7	47.5	62.3	50.8
African American	35.3	41.2	35.3	41.2	41.2	41.2
Asian American	83.3	66.7	83.3	83.3	100.0	83.3
Hispanic	53.6	42.9	60.7	39.3	64.3	42.9
White	60.0	80.0	60.0	60.0	70.0	70.0
Female	63.6	63.6	78.8	48.5	63.6	57.6
Male	39.3	35.7	28.6	46.4	60.7	42.9
ESOL	40.0	33.3	46.7	26.7	53.3	26.7
FARMS	44.1	38.2	44.1	38.2	52.9	44.1
SPED	16.7	33.3	16.7	50.0	83.3	16.7

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.0	0.0	3.7	7.4	75.9	92.6	7.4			
Supporting Services	28.0	0.0	8.0	8.0	56.0	80.0	20.0	125	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 7.6			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 16.7 Grades 1 to 3 = 16.9 Grades 4 to 5 = 23.8			25.9 37.0 37.0		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	3.000			
Principal Intern		Special Education	7.625			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	3.000	Instructional Data Assistant	0.750			
Staff Development	21.600	Instructional Support Total	11.875			
ESOL	3.200	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	1.124			
Instrumental Music	0.200					
Preschool	2.000	Other Support Total	3.124			
Special Education:						
Classroom Resource Program	6.000	Building Services				
Teachers Total	40.700	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	2.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.400	Building Services Total	4.000			
Other Professional Total	3.400	Food Services	1.875			
Total Professional	46.100	Total Supporting Services	20.874			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1986		9.0	Y	0	3		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	15	5	2	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
420	420	415	428	425	420	422	431

School Personnel Costs							
Professional Salaries							
							\$3,515,771
Supporting Services Salaries							
							\$783,300
Employee Benefits							
							\$1,154,364
Total Allocated Cost							
							\$5,453,435

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cloverly Elementary School - #308

Principal: Ms. Melissa A. Brunson

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 451												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.9	50.1	0.2	18.6	16.9	12.4	0.0	42.6	9.3	Pre-K	25	5.5
ESOL	10.9	5.3	5.5	0.0	5.3	0.2	4.9	0.0	0.2	Full-Day K	64	14.2
FARMS	11.8	5.1	6.7	0.0	1.3	2.4	4.0	0.0	2.9	Grade 1	69	15.3
SPED	13.7	4.4	9.3	0.0	2.4	4.2	1.6	0.0	5.1	Grade 2	74	16.4

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	
All SPED Students	55.9	0.0	44.1

Other Participation		School Programs	
Students now or have in the past received FARMS = 17.3%			
Mobility Rate (Entrants + Withdrawals)** = 11.4%			
Attendance Rate** = 96.0%			
Suspension Rate** = 0.4%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Maryland School Assessment Proficiency Rate**					
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.7	96.9	89.7	89.8	84.2	96.7
African American	88.2	100.0	73.7	73.7	80.0	95.0
Asian American	100.0	90.0	100.0	100.0	100.0	100.0
Hispanic	83.4	83.3	75.0	75.0	62.5	100.0
White	96.8	100.0	97.6	97.6	85.5	95.9
Female	94.6	97.3	85.0	87.5	95.2	100.0
Male	92.6	96.3	94.8	92.1	74.4	93.6
FARMS	80.0	90.0	70.0	70.0	66.7	100.0
LEP	80.0	80.0	66.6	66.7		
SPED			80.0	100.0	14.3	71.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cloverly Elementary School - #308

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	78.3	85.5	85.5	79.5	89.0	81.9
African American	80.0	86.7	73.3	73.3	86.7	80.0
Asian American	80.0	80.0	93.3	80.0	93.3	80.0
Hispanic	36.4	54.5	63.6	54.5	80.0	54.5
White	88.1	95.2	92.9	88.1	90.5	90.5
Female	83.7	86.0	88.4	83.7	90.7	83.7
Male	72.5	85.0	82.5	75.0	87.2	80.0
ESOL	50.0	50.0	64.3	42.9	76.9	50.0
FARMS	45.5	81.8	63.6	45.5	60.0	54.5
SPED	50.0	50.0	50.0	33.3	100.0	33.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.6	0.0	2.3	0.0	86.0	81.4	18.6			
Supporting Services	18.5	3.7	7.4	7.4	63.0	92.6	7.4	116	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.4		Average Class Size Kindergarten = 20.3		% Less Than 5 Years		% 5–15 Years	
Teachers 1 to 3 = 23.4		Grades 4 to 5 = 23.0		14.0		37.2	
						48.8	

Staff Positions							Facilities Data										
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized			Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1961			1989			10.0	N	0	2	
Principal	1.000		Paraeducators														
Assistant Principal	1.000		Regular				1.250										
Principal Intern			Special Education				9.125										
Asst School Administrator			IT Systems Specialist														
Administrative Total	2.000		Teacher Assistant				0.500										
Teachers			Media Assistant				0.750										
Kindergarten	3.000		Instructional Data Assistant				11.625										
Classroom	16.000		Instructional Support Total														
Staff Development	1.000																
ESOL	1.100		Other Support														
Reading/Literacy	2.200		Administrative Secretary				1.000										
Physical Education			Secretary				1.000										
Art	1.000		Parent/Community Coord														
Music	1.000		Lunch Hour Aide				1.250										
Instrumental Music	0.400		Other Support Total				3.250										
Preschool																	
Special Education:																	
Classroom Resource Program	8.000		Building Services														
Teachers Total	33.700		Manager				1.000										
Other Professional			Leader				1.000										
			Worker				2.000										
			Plant Equipment Operator														
Counselor	1.000		Building Services Total				4.000										
Media Specialist	1.000																
Spec Ed Related Services	1.700																
Other Professional Total	3.700		Food Services				1.000										
Total Professional	39.400		Total Supporting Services				19.875										

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cold Spring Elementary School - #238

Principal: Mr. Martin J. Barnett
 Community Supt: Dr. Sherry Liebes
 School Hours: 8:50 - 3:05
 Feeder Schools:

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

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

2010–2011 Enrollment = 388													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.0	51.0	0.0	32.0	2.6	5.4	0.0	52.3	7.7	Pre-K	0	0.0
ESOL	3.4	1.5	1.8	0.0	1.5	0.3	1.0	0.0	0.3	0.3	Full-Day K	52	13.4
FARMS	1.8	0.8	1.0	0.0	0.0	0.3	0.0	0.0	1.3	0.3	Grade 1	42	10.8
SPED	6.2	2.1	4.1	0.0	0.8	0.0	0.5	0.0	4.1	0.8	Grade 2	49	12.6

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	100.0	0.0	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 1.8% Mobility Rate (Entrants + Withdrawals)** = 2.6% Attendance Rate** = 97.0% Suspension Rate** = 0.0%		Center For the Highly Gifted (4–5) Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	na	na	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	96.2	98.1	100.0	100.0	100.0	100.0
African American						
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic						
White	97.0	97.0	100.0	100.0	100.0	100.0
Female	92.3	96.1	100.0	100.0	100.0	100.0
Male	100.0	100.0	100.0	100.0	100.0	100.0
FARMS						
LEP						
SPED	100.0	100.0			100.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cold Spring Elementary School - #238

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	88.1	83.3	85.7	92.9	85.7	92.9
African American						
Asian American	88.9	77.8	88.9	88.9	88.9	88.9
Hispanic						
White	90.6	87.5	84.4	96.9	87.5	96.9
Female	92.3	84.6	88.5	88.5	80.8	88.5
Male	81.3	81.3	81.3	100.0	93.8	100.0
ESOL						
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	3.6	0.0	0.0	96.4	82.1	17.9			
Supporting Services	9.1	0.0	0.0	0.0	90.9	81.8	18.2	84	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 15.2				% Less Than 5 Years			
Average Class Size Kindergarten = 26.0				% 5–15 Years			
Grades 1 to 3 = 22.5				% More Than 15 Years			
Grades 4 to 5 = 25.1				0.0			
				50.0			
				50.0			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal		Regular	1.124			
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	0.750			
Classroom	14.800	Instructional Support Total	2.374			
Staff Development	1.000					
ESOL	0.200	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	1.000			
Instrumental Music	0.400					
Preschool		Other Support Total	3.000			
Special Education:						
Classroom Resource Program	1.000	Building Services				
Teachers Total	21.900	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	1.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.400	Building Services Total	3.000			
Other Professional Total	2.400	Food Services	0.688			
Total Professional	25.300	Total Supporting Services	9.062			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1972		12.4	N	1	2		
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	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
458	458	392	400	414	422	435	435
School Personnel Costs							
Professional Salaries							\$2,200,357
Supporting Services Salaries							\$406,164
Employee Benefits							\$696,445
Total Allocated Cost							\$3,302,966

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

College Gardens Elementary School - #229

Principal: Mr. John Ewald

Community Supt: Dr. Sherry Liebes

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

2010–2011 Enrollment = 790												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.8	48.2	0.1	25.4	15.2	11.8	0.0	40.5	7.0	Pre-K	16	2.0
ESOL	12.3	6.2	6.1	0.1	5.4	1.3	4.6	0.0	0.9	Full-Day K	132	16.7
FARMS	11.5	5.9	5.6	0.0	2.3	4.3	3.0	0.0	1.0	Grade 1	142	18.0
SPED	6.2	1.6	4.6	0.0	0.9	1.0	1.0	0.0	3.2	Grade 2	136	17.2
										Grade 3	160	20.3
										Grade 4	110	13.9
										Grade 5	94	11.9
										Total	790	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	68.8	6.3
		25.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 15.4%		Head Start	
Mobility Rate (Entrants + Withdrawals)** = 13.1%		International Baccalaureate - Primary Years Programme	
Attendance Rate** = 96.5%		Partial Chinese Immersion	
Suspension Rate** = 0.3%		Autism	
		Resource	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.6	90.8	96.9	93.9	87.0	96.8
African American	73.9	82.6	90.5	80.9	78.3	95.7
Asian American	100.0	94.3	100.0	90.9	95.0	95.0
Hispanic	90.0	80.0	100.0	100.0	57.2	100.0
White	100.0	95.1	97.9	100.0	92.8	97.6
Female	93.2	98.4	96.6	94.9	85.1	100.0
Male	94.0	82.0	97.4	92.3	88.9	93.3
FARMS	63.6	81.8	90.0	70.0	64.2	85.7
LEP	91.6	75.0	100.0	77.8		
SPED			80.0	40.0	57.1	85.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

College Gardens Elementary School - #229

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.6	73.7	65.5	81.6	82.7	80.1
African American	47.6	52.4	38.1	52.4	52.4	52.4
Asian American	85.4	78.0	78.0	92.9	92.7	85.0
Hispanic	41.7	50.0	35.7	57.1	71.4	58.3
White	87.3	82.5	73.0	89.1	88.9	90.5
Female	81.8	80.5	75.0	82.5	82.5	82.9
Male	70.0	65.0	52.5	80.3	83.1	76.7
ESOL	60.0	26.7	35.0	60.0	80.0	40.0
FARMS	40.0	46.7	40.0	40.0	60.0	40.0
SPED	50.0	50.0	40.0	50.0	70.0	50.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.9	0.0	14.3	3.6	73.2	85.7	14.3			
Supporting Services	36.4	0.0	18.2	4.5	40.9	81.8	18.2	170	97.6	2.4

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 14.1				% Less Than 5 Years			
Average Class Size Kindergarten = 21.8 Grades 1 to 3 = 25.2				% 5–15 Years			
Grades 4 to 5 = 25.6				% More Than 15 Years			
				35.7			
				42.9			
				21.4			

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1967			2008		7.9	N	0	2	
Principal	1.000		Paraeducators					4.875								
Assistant Principal	1.000		Regular													
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant													
Teachers			Media Assistant													
Kindergarten Classroom	5.000		Instructional Data Assistant													
Staff Development	27.900		Instructional Support Total					8.675								
ESOL	2.200		Other Support													
Reading/Literacy	2.500		Administrative Secretary													
Physical Education			Secretary													
Art	1.400		Parent/Community Coord													
Music	1.400		Lunch Hour Aide													
Instrumental Music	0.400		Other Support Total					3.999								
Preschool	0.600															
Special Education:																
Classroom Resource Program	3.000		Building Services													
Teachers Total	45.400		Manager													
Other Professional			Leader													
Counselor	1.000		Worker													
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.100		Building Services Total					5.500								
Other Professional Total	3.100		Food Services													
Total Professional	50.500		Total Supporting Services					19.299								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cresthaven Elementary School - #808

Principal: Ms. Kafi R. Berry

Community Supt: Dr. Ursula A. Hermann

School Hours: 9:15 - 3:30

Feeder Schools:

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

2010–2011 Enrollment = 394												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.0	52.0	0.0	12.7	35.5	44.7	0.0	5.1	2.0	Pre-K	2	0.5
ESOL	20.1	6.3	13.7	0.0	2.5	3.6	14.0	0.0	0.0	Full-Day K	0	0.0
FARMS	67.3	32.7	34.5	0.0	7.1	22.6	36.0	0.0	0.5	Grade 1	0	0.0
SPED	9.6	3.3	6.3	0.0	0.3	2.8	5.3	0.0	0.8	Grade 2	0	0.0
										Grade 3	140	35.5
										Grade 4	119	30.2
										Grade 5	133	33.8
										Total	394	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	83.8	16.2
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 73.9%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 19.7%		Elementary Home School Model (3–5)	
Attendance Rate** = 95.5%		Multidisciplinary Educational Training and Support (METS)	
Suspension Rate** = 1.9%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	Met	Met	
SPED	Met	Not Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.2	81.5	86.8	86.7	68.1	80.5
African American	83.0	78.7	84.6	82.7	71.7	80.4
Asian American	81.3	73.4	95.0	90.0	100.0	60.0
Hispanic	82.4	86.0	82.2	86.6	61.6	81.4
White	100.0	80.0	100.0	100.0	75.0	87.5
Female	82.3	82.3	85.3	86.8	76.5	84.4
Male	84.2	80.3	88.3	86.7	61.8	77.7
FARMS	80.7	80.4	85.9	85.9	65.4	79.0
LEP	69.5	71.4	83.3	83.3	47.8	65.2
SPED	60.0	40.0	58.4	75.0	44.4	55.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cresthaven Elementary School - #808

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
	Percent at or above the 50th Normal Curve Equivalent					
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	TerraNova Comprehensive Test of Basic Skills Second Edition data not available. This test is administered in Grade 2 and this school does not serve Grade 2 students.					
African American						
Asian American						
Hispanic						
White						
Female						
Male						
ESOL						
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	33.3	0.0	2.8	0.0	63.9	86.1	13.9			
Supporting Services	33.3	0.0	0.0	33.3	33.3	77.8	22.2	78	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 11.1				% Less Than 5 Years			
Average Class Size Kindergarten = Grades 1 to 3 = 23.5				% 5–15 Years			
Grades 4 to 5 = 24.9				% More Than 15 Years			
				5.6			
				55.6			
				38.9			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	2.750			
Principal Intern		Special Education	1.125			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	20.300	Instructional Data Assistant	5.125			
Staff Development	1.000					
ESOL	2.800	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	1.000			
Instrumental Music	0.300					
Preschool		Other Support Total	3.000			
Special Education:						
Classroom Resource Program	2.000	Building Services				
Teachers Total	28.600	Manager	2.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	2.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.600					
Other Professional Total	2.600	Building Services Total	5.500			
Total Professional	33.200	Food Services	1.062			
		Total Supporting Services	14.687			

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

Core Facility Teaching Stations							
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education	
27	21	4	0	1	0	1	

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
511	511	402	445	435	435	402	404

School Personnel Costs							
Professional Salaries							\$2,655,418
Supporting Services Salaries							\$592,350
Employee Benefits							\$853,219
Total Allocated Cost							\$4,100,987

* Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Capt. James E. Daly Elementary School - #111

Principal: Mrs. Nora G. Dietz

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 558												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.1	50.9	0.4	7.9	34.9	39.2	0.0	12.5	5.0	Pre-K	39	7.0
ESOL	29.7	12.9	16.8	0.4	1.8	3.6	23.3	0.0	0.5	Full-Day K	92	16.5
FARMS	61.8	31.9	29.9	0.4	2.3	24.4	29.6	0.0	2.7	Grade 1	94	16.8
SPED	8.2	3.4	4.8	0.0	0.2	3.2	2.0	0.0	2.3	Grade 2	92	16.5
										Grade 3	86	15.4
										Grade 4	84	15.1
										Grade 5	71	12.7
										Total	558	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.2	4.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 67.9%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 17.3%		Prekindergarten	
Attendance Rate** = 95.3%		Learning and Academic Disabilities	
Suspension Rate** = 0.0%		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	na	na	
FARMS	Not Met	Not Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Not Met	Not Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.1	69.7	81.3	86.7	67.3	80.8
African American	66.7	63.3	72.3	86.1	59.5	81.0
Asian American	80.0	90.0	100.0	100.0	87.5	87.5
Hispanic	82.8	58.6	85.0	80.0	66.7	72.2
White	94.1	88.3	92.3	92.3	83.3	100.0
Female	89.8	87.2	88.1	90.5	72.3	88.8
Male	70.2	55.4	72.8	81.8	61.3	71.1
FARMS	69.5	56.5	77.5	85.0	57.7	74.5
LEP	68.4	57.9	66.7	66.7	60.0	100.0
SPED	50.0	37.5	44.4	66.7	26.7	43.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Capt. James E. Daly Elementary School - #111

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	43.7	44.8	52.9	43.7	52.9	41.4
African American	40.7	40.7	44.4	37.0	44.4	37.0
Asian American	87.5	87.5	87.5	87.5	100.0	87.5
Hispanic	31.6	28.9	50.0	21.1	44.7	21.1
White	57.1	71.4	57.1	92.9	64.3	78.6
Female	50.0	52.2	67.4	43.5	50.0	50.0
Male	36.6	36.6	36.6	43.9	56.1	31.7
ESOL	38.2	35.3	55.9	20.6	47.1	26.5
FARMS	40.4	38.5	53.8	34.6	46.2	34.6
SPED	0.0	0.0	0.0	0.0	57.1	0.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	0.0	0.0	7.1	89.3	89.3	10.7			
Supporting Services	20.8	0.0	8.3	12.5	58.3	70.8	29.2	153	97.4	2.6

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.4				% Less Than 5 Years			
Average Class Size Kindergarten = 18.2 Grades 1 to 3 = 17.1 Grades 4 to 5 = 26.2				% 5–15 Years			
				% More Than 15 Years			
				25.0			
				32.1			
				42.9			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1989		10.0	Y	1	4	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				4.374	2.187					
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				1.000						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	5.000		Instructional Data Assistant										
Staff Development	25.000						8.311						
ESOL	3.300		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	0.200												
Preschool	1.000		Other Support Total				3.499						
Special Education:													
Classroom Resource Program	3.500		Building Services										
Teachers Total	43.100		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				3.000						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	1.400		Building Services Total				5.000						
Other Professional Total	3.400		Food Services				1.750						
Total Professional	48.500		Total Supporting Services				18.560						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Damascus Elementary School - #702

Principal: Mr. Sean McGee
 Community Supt: Mr. Adrian B. Talley
 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

2010–2011 Enrollment = 293													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		53.2	46.8	0.0	2.7	4.1	22.2	0.0	66.9	4.1	Pre-K	0	0.0
ESOL	13.3	6.8	6.5	0.0	0.7	0.0	12.3	0.0	0.3	0.0	Full-Day K	45	15.4
FARMS	24.6	12.3	12.3	0.0	0.7	2.4	13.3	0.0	7.5	0.7	Grade 1	47	16.0
SPED	16.0	6.5	9.6	0.0	1.4	1.7	5.5	0.0	7.5	0.0	Grade 2	50	17.1

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.6	38.3	2.1

Other Participation		School Programs	
Students now or have in the past received FARMS = 32.1%		Elementary Home School Model	
Mobility Rate (Entrants + Withdrawals)** = 13.4%		School/Community-Based	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.4	95.3	93.7	97.9	90.5	100.0
African American						
Asian American						
Hispanic	66.7	83.3	91.7	91.7	87.5	100.0
White	90.7	96.9	96.9	100.0	93.5	100.0
Female	82.6	95.7	90.9	95.5	86.3	100.0
Male	95.0	95.0	96.1	100.0	95.0	100.0
FARMS	72.7	90.9	81.8	90.9	88.9	100.0
LEP	80.0	100.0	100.0	100.0		
SPED						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Damascus Elementary School - #702

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	57.4	68.5	59.3	66.7	70.4	64.8
African American						
Asian American						
Hispanic	31.3	62.5	43.8	43.8	50.0	31.3
White	68.8	71.9	62.5	78.1	78.1	81.3
Female	60.7	75.0	67.9	71.4	64.3	67.9
Male	53.8	61.5	50.0	61.5	76.9	61.5
ESOL	30.8	61.5	46.2	38.5	38.5	23.1
FARMS	47.4	68.4	57.9	57.9	63.2	47.4
SPED	14.3	14.3	14.3	14.3	100.0	14.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	6.9	10.3	82.8	82.8	17.2			
Supporting Services	9.5	0.0	4.8	4.8	81.0	81.0	19.0	74	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.0				% Less Than 5 Years			
Average Class Size Kindergarten = 21.0 Grades 1 to 3 = 23.5 Grades 4 to 5 = 22.5				% 5–15 Years			
				% More Than 15 Years			
				3.4			
				58.6			
				37.9			

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1934			9.4		Y	0	0		
Principal	1.000		Paraeducators				7.125									
Assistant Principal			Regular													
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	1.000		Teacher Assistant				0.500									
Teachers			Media Assistant				0.750									
Kindergarten	2.000		Instructional Data Assistant				9.250									
Classroom	11.000		Instructional Support Total													
Staff Development	0.500															
ESOL	0.900		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				0.750									
Instrumental Music	0.200		Other Support Total				2.750									
Preschool																
Special Education:																
Classroom Resource Program	3.500		Building Services													
Teachers Total	20.900		Manager				1.000									
Other Professional			Leader				1.000									
Counselor	1.000		Worker				1.000									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.000		Building Services Total				3.000									
Other Professional Total	3.000		Food Services				0.687									
Total Professional	24.900		Total Supporting Services				15.687									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Darnestown Elementary School - #351

Principal: Mrs. Laura S. Colgary

Community 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

2010–2011 Enrollment = 373												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	44.2	55.8	0.3	12.3	3.2	5.1	0.0	74.0	5.1	Pre-K	0	0.0
ESOL	3.5	1.6	1.9	0.3	0.8	0.3	1.3	0.0	0.5	Full-Day K	49	13.1
FARMS	4.6	2.7	1.9	0.0	1.1	1.1	0.8	0.0	1.6	Grade 1	63	16.9
SPED	5.1	1.9	3.2	0.0	0.5	0.0	0.5	0.0	3.5	Grade 2	63	16.9
										Grade 3	68	18.2
										Grade 4	61	16.4
										Grade 5	69	18.5
										Total	373	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	89.5	5.3
		Less than 40%
		5.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 5.6% Mobility Rate (Entrants + Withdrawals)** = 3.4% Attendance Rate** = 95.8% Suspension Rate** = 0.0%		Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.6	95.0	100.0	98.5	98.5	100.0
African American						
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic			100.0	100.0		
White	95.8	97.9	100.0	98.0	98.1	100.0
Female	88.5	92.4	100.0	100.0	96.9	100.1
Male	94.1	97.0	100.0	96.7	100.0	100.0
FARMS			100.0	100.0		
LEP						
SPED					100.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Darnestown Elementary School - #351

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.6	89.6	85.1	88.1	86.6	88.1
African American						
Asian American	71.4	100.0	85.7	85.7	85.7	85.7
Hispanic						
White	80.4	87.5	83.9	87.5	85.7	87.5
Female	87.1	93.5	87.1	96.8	87.1	93.5
Male	75.0	86.1	83.3	80.6	86.1	83.3
ESOL	40.0	80.0	80.0	60.0	80.0	60.0
FARMS						
SPED	40.0	60.0	60.0	60.0	80.0	40.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	0.0	100.0	90.0	10.0			
Supporting Services	0.0	0.0	0.0	15.4	84.6	76.9	23.1	92	93.5	6.5

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 13.8				% Less Than 5 Years			
Average Class Size Kindergarten = 24.5 Grades 1 to 3 = 24.3 Grades 4 to 5 = 21.7				% 5–15 Years			
				% More Than 15 Years			
				10.0			
				43.3			
				46.7			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1954	1980	7.2	Y	0	6	
Assistant Principal			Regular										
Principal Intern			Special Education				0.625						
Asst School Administrator			IT Systems Specialist										
Administrative Total	1.000		Teacher Assistant				0.500						
Teachers			Media Assistant										
Kindergarten Classroom	2.000		Instructional Data Assistant				0.750						
Staff Development	14.300												
ESOL	0.400		Instructional Support Total				2.874						
Reading/Literacy	1.500												
Physical Education			Other Support										
Art	0.800		Administrative Secretary				1.000						
Music	0.800		Secretary				1.000						
Instrumental Music	0.300		Parent/Community Coord										
Preschool			Lunch Hour Aide				0.999						
Special Education:													
Classroom Resource Program	1.500		Other Support Total				2.999						
Teachers Total	22.600		Building Services										
Other Professional			Manager				1.000						
Counselor	1.000		Leader				1.000						
Media Specialist	1.000		Worker				0.500						
Spec Ed Related Services	0.500		Plant Equipment Operator										
Other Professional Total	2.500		Building Services Total				2.500						
Total Professional	26.100		Food Services				0.750						
			Total Supporting Services				9.123						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Diamond Elementary School - #570

Principal: Ms. Carol Lange

Community Supt: Dr. LaVerne G. Kimball

School Hours: 9:15 - 3:30

Feeder Schools:

4 Marquis Drive Gaithersburg, MD 20878

www.montgomeryschoolsmd.org/schools/diamondes/

Office Phone: (301) 840-7177

Fax Number: (301) 840-4506

Cluster Name: Northwest, Q.Orchard

Receiving Schools: Lakelands Park, Ridgeview

2010–2011 Enrollment = 548													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		50.0	50.0	0.0	36.1	6.9	13.3	0.0	37.8	5.8	Pre-K	0	0.0
ESOL	17.0	8.8	8.2	0.0	10.9	0.0	4.4	0.0	1.5	0.2	Full-Day K	111	20.3
FARMS	10.2	4.4	5.8	0.0	0.5	2.0	5.8	0.0	1.6	0.2	Grade 1	103	18.8
SPED	10.2	1.6	8.6	0.0	1.1	0.7	2.2	0.0	5.7	0.5	Grade 2	111	20.3
											Grade 3	75	13.7
											Grade 4	82	15.0
											Grade 5	66	12.0
											Total	548	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	67.9	26.8

Other Participation		School Programs	
Students now or have in the past received FARMS = 14.4%		Asperger's Class	
Mobility Rate (Entrants + Withdrawals)** = 19.4%		Elementary Home School Model	
Attendance Rate** = 95.6%		Positive Behavioral Interventions and Supports (PBIS)	
Suspension Rate** = 0.0%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	95.3	92.8	91.9	97.3	92.9	100.0
African American	90.0	80.0	76.9	92.3	77.0	100.0
Asian American	96.6	96.7	100.0	92.9	100.0	100.0
Hispanic	88.9	88.8	92.3	100.0	100.0	100.0
White	97.1	94.3	94.1	100.0	94.3	100.0
Female	95.5	95.6	93.8	100.1	93.6	100.0
Male	94.9	89.8	90.5	95.3	92.3	100.0
FARMS	88.9	77.7	80.0	100.0	66.6	100.0
LEP	87.5	87.5	80.0	100.0		
SPED	100.0	91.7	82.4	100.0	87.6	100.1

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Diamond Elementary School - #570

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	78.7	80.0	74.7	76.3	81.6	84.0
African American	57.1	42.9	57.1	57.1	42.9	42.9
Asian American	84.0	80.0	80.0	76.9	92.3	92.0
Hispanic	40.0	40.0	40.0	40.0	40.0	20.0
White	84.2	92.1	78.9	84.2	86.8	94.7
Female	76.3	84.2	78.9	73.7	73.7	84.2
Male	81.1	75.7	70.3	78.9	89.5	83.8
ESOL	54.5	63.6	45.5	50.0	75.0	72.7
FARMS	40.0	50.0	40.0	36.4	45.5	40.0
SPED	85.7	71.4	85.7	71.4	85.7	71.4

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.8	0.0	5.9	3.9	80.4	92.2	7.8			
Supporting Services	12.5	0.0	25.0	8.3	54.2	79.2	20.8	122	93.4	6.6

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.2				% Less Than 5 Years			
Average Class Size Kindergarten = 22.4 Grades 1 to 3 = 23.3 Grades 4 to 5 = 23.2				% 5–15 Years			
				% More Than 15 Years			
				23.5			
				31.4			
				45.1			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1975		10.0	Y	1	0	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				9.875						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				1.000						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	5.000		Instructional Data Assistant				13.000						
Staff Development	19.100												
ESOL	2.000		Other Support										
Reading/Literacy	2.500		Administrative Secretary				1.000						
Physical Education			Secretary				1.000						
Art	1.100		Parent/Community Coord										
Music	1.100		Lunch Hour Aide				1.500						
Instrumental Music	0.300						3.500						
Preschool			Other Support Total										
Special Education:													
Classroom Resource Program	7.000		Building Services										
Teachers Total	39.100		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				2.000						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	1.000		Building Services Total				4.000						
Other Professional Total	3.000		Food Services				0.750						
Total Professional	44.100		Total Supporting Services				21.250						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Dr. Charles R. Drew Elementary School - #747

Principal: Ms. Gail Scott-Parizer

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 459													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		50.3	49.7	0.0	14.8	39.4	25.1	0.0	15.9	4.8	Pre-K	58	12.6
ESOL	20.9	10.2	10.7	0.0	5.7	4.8	9.8	0.0	0.7	0.0	Full-Day K	48	10.5
FARMS	50.8	26.4	24.4	0.0	7.0	24.2	18.1	0.0	1.1	0.4	Grade 1	52	11.3
SPED	14.4	4.6	9.8	0.0	0.9	7.2	3.7	0.0	1.7	0.9	Grade 2	52	11.3
											Grade 3	57	12.4
											Grade 4	93	20.3
											Grade 5	99	21.6
											Total	459	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	59.4	9.4
		31.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 56.6%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 13.8%		Prekindergarten	
Attendance Rate** = 96.1%		Center for Highly Gifted	
Suspension Rate** = 1.4%		Learning and Academic Disabilities	
		School/Community-Based	
		Arts Integrated Model School	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.6	84.4	87.9	92.4	90.5	93.7
African American	76.9	69.2	83.4	89.2	84.4	87.6
Asian American	100.0	100.0	94.5	100.0	95.5	95.4
Hispanic	87.5	87.5	63.7	81.8	81.8	90.9
White			100.0	96.1	96.7	100.0
Female	87.6	87.6	84.9	92.6	88.2	92.1
Male	87.6	81.3	92.2	92.1	93.2	95.5
FARMS	75.0	83.3	73.6	82.9	78.6	78.6
LEP	100.0	83.3				
SPED			45.5	66.7	58.8	76.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Dr. Charles R. Drew Elementary School - #747

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	63.0	56.5	58.7	61.7	57.4	65.2
African American	60.9	56.5	56.5	60.9	56.5	60.9
Asian American	50.0	66.7	66.7	100.0	83.3	83.3
Hispanic	63.6	45.5	45.5	18.2	27.3	45.5
White	100.0	80.0	80.0	100.0	83.3	100.0
Female	61.5	50.0	61.5	63.0	51.9	61.5
Male	65.0	65.0	55.0	60.0	65.0	70.0
ESOL	63.6	54.5	54.5	58.3	50.0	63.6
FARMS	50.0	43.3	50.0	46.7	40.0	53.3
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	18.6	0.0	2.3	2.3	76.7	90.7	9.3			
Supporting Services	24.0	0.0	12.0	12.0	52.0	84.0	16.0	114	96.5	3.5

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.3		Average Class Size Kindergarten = 15.7		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 15.7		Grades 1 to 3 = 20.9		25.6		34.9	
Grades 4 to 5 = 26.6						39.5	

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1991			12.0		Y	0	0		
Principal	1.000		Paraeducators													
Assistant Principal	1.000		Regular				3.000									
Principal Intern			Special Education				7.875									
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant				0.500									
Teachers			Media Assistant				0.750									
Kindergarten	4.000		Instructional Data Assistant				12.125									
Classroom	16.500		Instructional Support Total													
Staff Development	1.000															
ESOL	1.400		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															
Preschool	1.500		Other Support Total				3.000									
Special Education:																
Classroom Resource Program	7.000		Building Services													
Teachers Total	34.700		Manager				1.000									
Other Professional			Leader				1.000									
Counselor	1.000		Worker				2.500									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.300		Building Services Total				4.500									
Other Professional Total	3.300		Food Services				1.125									
Total Professional	40.000		Total Supporting Services				20.750									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

DuFief Elementary School - #241

Principal: Mrs. Dorothy J. Reitz
 Community Supt: Dr. Sherry Liebes
 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

2010–2011 Enrollment = 387													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.9	50.1	0.3	29.5	5.4	6.2	0.0	53.0	5.7	Pre-K	11	2.8
ESOL	12.4	3.1	9.3	0.0	6.7	0.5	2.6	0.0	2.6	0.0	Full-Day K	55	14.2
FARMS	7.0	2.8	4.1	0.3	0.3	3.1	2.1	0.0	1.0	0.3	Grade 1	47	12.1
SPED	17.1	4.7	12.4	0.3	2.6	2.3	2.1	0.0	8.5	1.3	Grade 2	71	18.3

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	37.7	9.4
Other Participation		
Students now or have in the past received FARMS = 8.0% Mobility Rate (Entrants + Withdrawals)** = 3.9% Attendance Rate** = 95.9% Suspension Rate** = 0.7%		
School Programs		
Elementary Learning Center Language Disabilities (Pre-K)		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	Met	Met
Hispanic	na	na	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
	94.1	92.5	90.8	92.3	83.8	90.0
All Students	94.1	92.5	90.8	92.3	83.8	90.0
African American			60.0	80.0	50.0	66.7
Asian American	92.0	92.0	91.7	91.7	93.1	96.6
Hispanic						
White	94.7	94.8	94.3	94.3	81.9	88.7
Female	96.9	96.9	94.3	94.2	81.6	84.2
Male	91.4	88.6	86.7	90.0	85.7	95.3
FARMS					42.9	57.2
LEP	100.0	100.0				
SPED	42.9	28.6	25.0	37.5	28.5	50.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

DuFief Elementary School - #241

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	71.8	77.5	74.6	84.3	84.5	84.3
African American	16.7	16.7	0.0	20.0	16.7	20.0
Asian American	89.5	89.5	78.9	94.7	89.5	94.7
Hispanic						
White	74.4	83.7	86.0	90.7	93.0	90.7
Female	74.3	85.7	80.0	91.2	85.7	91.2
Male	69.4	69.4	69.4	77.8	83.3	77.8
ESOL	66.7	66.7	66.7	77.8	88.9	77.8
FARMS	28.6	42.9	14.3	42.9	57.1	42.9
SPED	12.5	0.0	12.5	14.3	37.5	14.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.8	0.0	2.8	0.0	94.4	94.4	5.6			
Supporting Services	4.5	0.0	22.7	9.1	63.6	86.4	13.6	111	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.9				% Less Than 5 Years			
Average Class Size Kindergarten = 25.5 Grades 1 to 3 = 21.3 Grades 4 to 5 = 20.3				% 5–15 Years			
				% More Than 15 Years			
				0.0			
				27.8			
				72.2			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1975		10.0	Y	1	2	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				6.249						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				0.500						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	2.000		Instructional Data Assistant										
Staff Development	13.900						8.499						
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				1.000						
Instrumental Music	0.300												
Preschool			Other Support Total				3.000						
Special Education:													
Classroom Resource Program	5.300		Building Services										
Teachers Total	26.900		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				1.500						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	2.500		Building Services Total				3.500						
Other Professional Total	4.500		Food Services				1.000						
Total Professional	33.400		Total Supporting Services				15.999						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

East Silver Spring Elementary School - #756

Principal: Dr. Adrienne L. Morrow

Community 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/eastsilversprings/

Office Phone: (301) 650-6420

Fax Number: (301) 650-6424

Cluster Name: Downcounty Consortium

Receiving Schools: Takoma Park MS

2010–2011 Enrollment = 352													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		50.3	49.7	0.0	5.7	49.1	25.9	0.0	16.5	2.8	Pre-K	67	19.0
ESOL	33.5	14.8	18.8	0.0	3.4	15.1	14.2	0.0	0.6	0.3	Full-Day K	70	19.9
FARMS	59.7	29.3	30.4	0.0	2.6	34.9	20.2	0.0	1.1	0.9	Grade 1	52	14.8
SPED	12.5	2.8	9.7	0.0	1.4	3.1	4.5	0.0	3.1	0.3	Grade 2	62	17.6
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	56	15.9
Grade 4											Grade 4	45	12.8
Grade 5											Grade 5	0	0.0
Total											Total	352	

Students with Disabilities Least Restrictive Environment (LRE)

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.0	17.1	2.9

Other Participation

Students now or have in the past received FARMS = 62.5%

Mobility Rate (Entrants + Withdrawals)** = 18.7%

Attendance Rate** = 95.5%

Suspension Rate** = 0.0%

School Programs

Focused Academic Support—Federal Title I Funds

Head Start

Prekindergarten

Program of Assessment, Diagnosis and Instruction (PADI)

Math and Science Program

Learning and Academic Disabilities (K–4)

Math Enhanced Program

Maryland School Assessment Overall Adequate Yearly Progress**: Met

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	na	na	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

Maryland School Assessment Proficiency Rate**

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
FARMS						
LEP						
SPED						

The Maryland School Assessment was not administered at this school during the 2009–2010 school year because there were no students in grades 3–5.

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

East Silver Spring Elementary School - #756

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
	Percent at or above the 50th Normal Curve Equivalent					
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	61.3	71.0	66.1	64.5	67.7	66.1
African American	56.8	64.9	64.9	62.2	64.9	62.2
Asian American						
Hispanic	72.7	72.7	36.4	45.5	54.5	54.5
White	80.0	100.0	100.0	90.0	90.0	90.0
Female	71.4	74.3	74.3	65.7	68.6	68.6
Male	48.1	66.7	55.6	63.0	66.7	63.0
ESOL	45.0	65.0	40.0	40.0	55.0	45.0
FARMS	61.3	67.7	64.5	61.3	71.0	64.5
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	36.1	2.8	2.8	2.8	55.6	88.9	11.1			
Supporting Services	57.9	0.0	10.5	21.1	10.5	73.7	26.3	84	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.1				% Less Than 5 Years			
Average Class Size Kindergarten = 17.8 Grades 1 to 3 = 17.1 Grades 4 to 5 = 15.0				% 5–15 Years			
				% More Than 15 Years			
				16.7			
				41.7			
				41.7			

Facilities Data						
Staff Positions		Core Facility Teaching Stations				
Professional		Supporting Services				
Administrative		Instructional Support		Original Construction Date	Year Renovated/Modernized	Site Size in Acres
Principal	1.000	Paraeducators		1929	1975	8.4
Assistant Principal	1.000	Regular	3.374			
Principal Intern		Special Education	2.125			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant				
Teachers		Media Assistant	0.500			
Kindergarten	4.000	Instructional Data Assistant	0.750			
Classroom	14.800		6.749			
Staff Development	1.000					
ESOL	2.200	Other Support				
Reading/Literacy	1.000	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	0.800	Parent/Community Coord	0.437			
Music	0.800	Lunch Hour Aide	0.750			
Instrumental Music	0.100					
Preschool	2.000	Other Support Total	3.187			
Special Education:						
Classroom Resource Program	3.000	Building Services				
Teachers Total	29.700	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	3.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.000	Building Services Total	5.000			
Other Professional Total	3.000	Food Services	0.750			
Total Professional	34.700	Total Supporting Services	15.686			

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Fairland Elementary School - #303

Principal: Ms. Tillie C. Garfinkel

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 593												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.1	48.9	0.2	11.6	57.0	19.1	0.0	10.1	2.0	Pre-K	43	7.3
ESOL	20.2	11.3	8.9	0.0	4.4	5.1	10.6	0.0	0.2	Full-Day K	81	13.7
FARMS	51.1	26.1	25.0	0.0	5.4	30.9	13.2	0.0	0.7	Grade 1	86	14.5
SPED	8.3	1.7	6.6	0.0	0.3	4.9	1.5	0.0	0.8	Grade 2	104	17.5
										Grade 3	96	16.2
										Grade 4	94	15.9
										Grade 5	89	15.0
										Total	593	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	84.1	6.8
		Less than 40% 9.1

Other Participation		School Programs	
Students now or have in the past received FARMS = 59.0%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 20.4%		Head Start	
Attendance Rate** = 95.5%		Emotional Disabilities	
Suspension Rate** = 2.0%		Prekindergarten	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.4	81.6	79.8	85.7	70.1	91.3
African American	83.4	80.3	76.5	82.9	59.1	84.1
Asian American	100.0	90.0	92.3	100.0	90.0	100.0
Hispanic	82.3	76.5	61.5	69.2	72.7	100.0
White	86.6	86.7	100.0	100.0	86.7	100.0
Female	82.0	84.0	90.0	92.5	76.3	94.8
Male	89.2	79.2	70.5	79.5	64.2	88.1
FARMS	75.0	75.0	73.7	76.3	56.1	85.3
LEP	73.4	80.0	42.9	42.9		
SPED	90.0	100.0	44.4	44.4	28.6	71.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Fairland Elementary School - #303

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	55.1	46.9	60.2	54.1	61.9	51.0
African American	51.0	42.9	61.2	55.1	61.2	49.0
Asian American	46.2	76.9	69.2	76.9	76.9	69.2
Hispanic	50.0	22.7	45.5	31.8	50.0	27.3
White	85.7	71.4	71.4	64.3	69.2	78.6
Female	61.5	48.1	71.2	53.8	65.4	51.9
Male	47.8	45.7	47.8	54.3	57.8	50.0
ESOL	20.7	27.6	51.7	37.9	55.2	24.1
FARMS	46.9	40.8	59.2	49.0	57.1	42.9
SPED	80.0	20.0	0.0	20.0		40.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	22.6	0.0	0.0	5.7	71.7	86.8	13.2			
Supporting Services	29.2	0.0	12.5	4.2	54.2	75.0	25.0	169	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 11.3				% Less Than 5 Years			
Average Class Size Kindergarten = 13.7 Grades 1 to 3 = 19.0 Grades 4 to 5 = 25.7				% 5–15 Years			

Facilities Data						
Staff Positions		Core Facility Teaching Stations				
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	4.225			
Principal Intern		Special Education	3.500			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	1.000			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	5.000	Instructional Data Assistant	0.750			
Staff Development	25.100	Instructional Support Total	9.475			
ESOL	2.800	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	1.500			
Instrumental Music	0.400					
Preschool	1.100	Other Support Total	3.500			
Special Education:						
Classroom Resource Program	3.000	Building Services				
Teachers Total	42.000	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	2.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.600	Building Services Total	4.500			
Other Professional Total	2.600	Food Services	1.250			
Total Professional	46.600	Total Supporting Services	18.725			

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Fallsmead Elementary School - #233

Principal: Mr. R. Kevin Payne, Jr.
 Community Supt: Dr. Sherry Liebes
 School Hours: 8:50 - 3:05
 Feeder Schools:

1800 Greenplace Terrace Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/fallsmeade/

Office Phone: (301) 279-4984
 Fax Number: (301) 279-3040
 Cluster Name: Thomas S. Wootton
 Receiving Schools: Frost MS

2010–2011 Enrollment = 545													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.4	50.6	0.2	33.2	5.9	9.0	0.2	46.8	4.8	Pre-K	0	0.0
ESOL	9.7	5.0	4.8	0.0	5.5	0.4	2.0	0.0	1.8	0.0	Full-Day K	86	15.8
FARMS	7.3	3.9	3.5	0.0	0.6	1.7	2.8	0.0	2.4	0.0	Grade 1	84	15.4
SPED	9.5	2.4	7.2	0.0	1.3	0.7	2.4	0.0	4.8	0.4	Grade 2	95	17.4
											Grade 3	75	13.8
											Grade 4	110	20.2
											Grade 5	95	17.4
											Total	545	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	75.5	24.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 10.1% Mobility Rate (Entrants + Withdrawals)** = 11.3% Attendance Rate** = 96.2% Suspension Rate** = 0.0%		Learning and Academic Disabilities	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	98.0	96.9	94.3	95.4	94.4	100.0
African American			100.0	100.0	80.0	100.0
Asian American	100.0	97.2	100.0	100.0	95.0	100.0
Hispanic	80.0	100.0			80.0	100.0
White	98.1	96.2	92.2	94.2	100.0	100.0
Female	98.0	100.0	97.3	97.3	94.6	100.0
Male	97.8	93.5	92.0	94.0	94.1	100.0
FARMS	100.0	85.7				
LEP	100.0	85.7				
SPED	90.0	90.0	60.0	70.0	75.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Fallsmead Elementary School - #233

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.7	75.3	77.5	81.0	78.8	79.2
African American	22.2	44.4	33.3	33.3	22.2	44.4
Asian American	78.6	82.1	82.1	89.3	92.9	85.7
Hispanic	66.7	66.7	78.6	76.9	64.3	66.7
White	88.9	85.2	89.3	92.9	92.9	92.6
Female	79.5	82.1	82.9	80.0	75.6	84.6
Male	65.8	68.4	71.8	82.1	82.1	73.7
ESOL	40.0	20.0	33.3	50.0	50.0	40.0
FARMS	33.3	22.2	44.4	33.3	33.3	22.2
SPED	58.3	75.0	75.0	75.0	75.0	66.7

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.4	0.0	8.9	2.2	84.4	88.9	11.1			
Supporting Services	22.2	0.0	27.8	5.6	44.4	88.9	11.1	118	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 13.4				% Less Than 5 Years			
Average Class Size Kindergarten = 21.8 Grades 1 to 3 = 23.5 Grades 4 to 5 = 26.1				% 5–15 Years			
				% More Than 15 Years			
				22.2			
				40.0			
				37.8			

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1974		9.0	Y	0	0
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular				0.625					
Principal Intern			Special Education				2.437					
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant									
Teachers			Media Assistant				1.000					
Kindergarten	4.000		Instructional Data Assistant				0.750					
Classroom	18.900						4.812					
Staff Development	1.000		Instructional Support Total									
ESOL	1.400											
Reading/Literacy	1.900		Other Support									
Physical Education			Administrative Secretary				1.000					
Art	0.900		Secretary				1.000					
Music	0.900		Parent/Community Coord									
Instrumental Music	0.400		Lunch Hour Aide				1.375					
Preschool			Other Support Total				3.375					
Special Education:												
Classroom Resource Program	4.000		Building Services									
Teachers Total	33.400		Manager				1.000					
Other Professional			Leader				2.000					
Counselor	1.000		Worker				2.000					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	1.000		Building Services Total				5.000					
Other Professional Total	3.000		Food Services				1.062					
Total Professional	38.400		Total Supporting Services				14.249					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Farmland Elementary School - #219

Principal: Ms. Diane Smith
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 579													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.7	50.3	0.2	33.7	4.5	8.6	0.0	49.1	4.0	Pre-K	2	0.3
ESOL	25.2	10.4	14.9	0.0	14.2	0.3	2.4	0.0	7.9	0.3	Full-Day K	95	16.4
FARMS	7.3	3.3	4.0	0.0	2.8	1.0	2.1	0.0	1.2	0.2	Grade 1	109	18.8
SPED	6.0	2.1	4.0	0.0	0.5	0.7	0.7	0.0	4.0	0.2	Grade 2	109	18.8
											Grade 3	89	15.4
											Grade 4	93	16.1
											Grade 5	82	14.2
											Total	579	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	100.0	0.0
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 10.4%		Resource	
Mobility Rate (Entrants + Withdrawals)** = 18.7%		Positive Behavioral Interventions and Supports (PBIS)	
Attendance Rate** = 96.2%			
Suspension Rate** = 0.3%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**		Grade 4		Grade 5	
	Grade 3	Grade 4	Math	Reading	Math	Reading
All Students	93.6	92.7	97.3	97.2	96.4	97.5
African American	60.0	80.0			71.4	71.4
Asian American	96.1	85.2	100.0	96.1	96.0	100.0
Hispanic			100.0	100.0		
White	95.0	96.6	97.2	97.2	100.0	100.1
Female	88.0	90.2	100.0	100.0	93.8	96.9
Male	100.0	95.4	94.4	94.5	98.1	98.0
FARMS			87.5	100.0		
LEP	85.7	62.5	100.0	100.0	100.0	100.0
SPED	90.0	90.0	80.0	80.0	50.0	66.6

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Farmland Elementary School - #219

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	84.8	89.1	82.6	92.9	96.0	93.5
African American						
Asian American	88.6	93.2	93.2	95.8	97.9	97.7
Hispanic	20.0	20.0	40.0	50.0	66.7	20.0
White	89.7	94.9	84.6	100.0	97.6	97.4
Female	91.7	95.8	91.7	98.1	98.1	97.9
Male	77.3	81.8	72.7	87.2	93.6	88.6
ESOL	68.2	77.3	86.4	86.2	96.6	81.8
FARMS	57.1	57.1	57.1	71.4	100.0	71.4
SPED	40.0	60.0	40.0	100.0	100.0	100.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	4.5	95.5	88.6	11.4			
Supporting Services	16.7	0.0	25.0	8.3	50.0	75.0	25.0	156	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 14.4		Average Class Size Kindergarten = 24.0		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 24.0		Grades 1 to 3 = 25.6		9.1		50.0	
Grades 4 to 5 = 25.0						40.9	

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1963		4.8	Y	0	0
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular									
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant									
Teachers			Media Assistant									
Kindergarten	4.000		Instructional Data Assistant									
Classroom	21.100											
Staff Development	1.000		Instructional Support Total				3.375					
ESOL	3.400											
Reading/Literacy	2.500											
Physical Education												
Art	1.100		Other Support									
Music	1.200		Administrative Secretary									
Instrumental Music	0.300		Secretary									
Preschool			Parent/Community Coord									
Special Education:			Lunch Hour Aide									
Classroom Resource Program	1.000											
Teachers Total	35.600		Other Support Total									
Other Professional			Building Services									
Counselor	1.000		Manager									
Media Specialist	1.000		Leader									
Spec Ed Related Services	0.600		Worker									
Other Professional Total	2.600		Plant Equipment Operator									
Total Professional	40.200		Total Supporting Services				11.062					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Fields Road Elementary School - #566

Principal: Ms. Kathryn Schiavone Rupp
 Community 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

2010–2011 Enrollment = 464													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.1	50.9	0.0	19.8	16.4	25.9	0.0	30.6	7.3	Pre-K	33	7.1
ESOL	21.8	9.5	12.3	0.0	6.7	2.4	9.9	0.0	2.6	0.2	Full-Day K	79	17.0
FARMS	33.2	15.3	17.9	0.0	4.3	9.1	16.2	0.0	1.9	1.7	Grade 1	64	13.8
SPED	9.3	2.4	6.9	0.0	1.5	1.5	3.4	0.0	2.2	0.6	Grade 2	87	18.8

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	91.7	8.3
		School Programs
		Prekindergarten Prekindergarten Autism Elementary Home School Model Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.3	78.6	91.5	83.0	87.8	100.0
African American	60.0	46.6	80.0	73.3	77.8	100.0
Asian American	100.0	100.0	100.0	66.7	100.0	100.0
Hispanic	80.0	70.0	90.0	80.0	70.0	100.0
White	88.4	84.6	96.4	92.9	90.3	100.0
Female	82.9	82.9	90.0	86.7	90.7	100.0
Male	85.7	74.3	93.1	79.3	82.6	100.0
FARMS	57.9	57.9	85.0	70.0	82.3	100.0
LEP	83.3	66.7	100.0	42.9		
SPED						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Fields Road Elementary School - #566

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	73.5	79.4	75.0	82.4	80.9	80.9
African American	83.3	75.0	66.7	83.3	83.3	83.3
Asian American	65.0	95.0	100.0	90.0	90.0	90.0
Hispanic	66.7	55.6	50.0	72.2	66.7	61.1
White	83.3	88.9	77.8	83.3	83.3	88.9
Female	76.2	78.6	76.2	83.3	83.3	78.6
Male	69.2	80.8	73.1	80.8	76.9	84.6
ESOL	46.7	53.3	66.7	60.0	66.7	53.3
FARMS	61.9	66.7	52.4	76.2	61.9	66.7
SPED	71.4	57.1	42.9	42.9	57.1	57.1

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	0.0	7.1	0.0	85.7	88.1	11.9			
Supporting Services	16.1	0.0	9.7	9.7	64.5	90.3	9.7	108	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.6			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 27.0 Grades 1 to 3 = 23.0 Grades 4 to 5 = 26.6			16.7 52.4 31.0		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	1.749			
Principal Intern		Special Education				
Asst School Administrator		IT Systems Specialist	10.815			
Administrative Total	2.000	Teacher Assistant				
Teachers		Media Assistant	0.500			
Kindergarten Classroom	3.000 16.900	Instructional Data Assistant	0.750			
Staff Development	1.000					
ESOL	2.100	Other Support				
Reading/Literacy	1.900	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	0.900	Parent/Community Coord				
Music	0.900	Lunch Hour Aide	1.123			
Instrumental Music	0.200					
Preschool	0.500	Other Support Total	3.123			
Special Education:						
Classroom Resource Program	5.000	Building Services				
Teachers Total	32.400	Manager	1.000			
Other Professional		Leader	2.000			
Counselor	1.000	Worker	2.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.100	Building Services Total	5.000			
Other Professional Total	3.100	Food Services	1.000			
Total Professional	37.500	Total Supporting Services	22.937			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1973		10.0	Y	0	0		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	16	5	1	0	3	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
485	485	478	485	495	491	508	514

School Personnel Costs							
Professional Salaries							
							\$2,891,487
Supporting Services Salaries							
							\$872,714
Employee Benefits							
							\$1,021,654
Total Allocated Cost							
							\$4,785,855

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Flower Hill Elementary School - #549

Principal: Mr. Lamar Whitmore

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 474												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	47.3	52.7	0.0	15.4	29.5	41.4	0.0	9.3	4.4	Pre-K	33	7.0
ESOL	34.8	16.5	18.4	0.0	6.3	1.9	25.1	0.0	0.8	Full-Day K	77	16.2
FARMS	58.0	27.8	30.2	0.0	4.9	20.3	28.7	0.0	2.7	Grade 1	82	17.3
SPED	12.2	2.7	9.5	0.0	0.4	3.6	5.3	0.0	2.1	Grade 2	74	15.6
										Grade 3	72	15.2
										Grade 4	65	13.7
										Grade 5	71	15.0
										Total	474	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.9	1.8

Other Participation		School Programs	
Students now or have in the past received FARMS = 68.1% Mobility Rate (Entrants + Withdrawals)** = 20.8% Attendance Rate** = 94.8% Suspension Rate** = 3.1%		Focused Academic Support—Local Funds Prekindergarten Emotional Disabilities Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.8	89.9	86.4	89.4	78.8	92.4
African American	82.6	86.9	72.2	77.8	62.5	83.3
Asian American	100.0	100.0	100.0	100.0	92.8	100.0
Hispanic	85.7	81.0	87.1	90.4	84.2	94.7
White	100.0	100.0	100.0	100.0	88.9	100.0
Female	89.4	92.1	87.5	87.5	79.3	93.1
Male	90.4	87.1	85.7	90.4	78.4	91.9
FARMS	86.1	86.1	82.9	85.8	68.8	93.8
LEP	88.9	88.9	94.7	94.7	62.5	87.5
SPED	91.7	100.0	70.6	82.4	90.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Flower Hill Elementary School - #549

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	56.6	64.5	69.7	65.8	73.7	61.8
African American	42.3	53.8	53.8	53.8	61.5	46.2
Asian American	68.8	75.0	87.5	87.5	87.5	81.3
Hispanic	50.0	60.0	60.0	55.0	70.0	55.0
White	78.6	78.6	92.9	78.6	85.7	78.6
Female	62.5	66.7	70.8	66.7	66.7	58.3
Male	53.8	63.5	69.2	65.4	76.9	63.5
ESOL	50.0	54.5	68.2	59.1	68.2	50.0
FARMS	48.7	53.8	56.4	53.8	64.1	51.3
SPED	30.0	40.0	50.0	40.0	80.0	40.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	0.0	6.7	8.9	77.8	93.3	6.7			
Supporting Services	27.3	4.5	18.2	9.1	40.9	95.5	4.5	148	98.0	2.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.7			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 14.6 Grades 1 to 3 = 18.3 Grades 4 to 5 = 20.8			11.1 48.9 40.0		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	3.875			
Principal Intern		Special Education	3.000			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	5.000	Instructional Data Assistant	0.750			
Staff Development	21.500	Instructional Support Total	8.125			
ESOL	4.000	Other Support				
Reading/Literacy	1.000	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	1.100	Parent/Community Coord				
Music	1.100	Lunch Hour Aide	1.249			
Instrumental Music	0.300					
Preschool	1.000	Other Support Total	3.249			
Special Education:						
Classroom Resource Program	3.000	Building Services				
Teachers Total	39.000	Manager	1.000			
Other Professional		Leader	2.000			
Counselor	1.000	Worker	2.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.000	Building Services Total	5.000			
Other Professional Total	3.000	Food Services	1.250			
Total Professional	44.000	Total Supporting Services	17.624			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1985		10.0	Y	0	4	

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	15	5	1	0	5	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
426	426	501	524	539	550	554	556

School Personnel Costs						
Professional Salaries						\$3,487,162
Supporting Services Salaries						\$681,643
Employee Benefits						\$1,069,202
Total Allocated Cost						\$5,238,007

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Flower Valley Elementary School - #506

Principal: Ms. Wilma K. Holmes
 Community Supt: Dr. Sherry Liebes
 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

2010–2011 Enrollment = 470													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.6	50.4	0.0	11.3	16.0	15.1	0.2	54.0	3.4	Pre-K	0	0.0
ESOL	6.8	4.0	2.8	0.0	2.6	0.2	3.4	0.0	0.6	0.0	Full-Day K	83	17.7
FARMS	17.9	9.4	8.5	0.0	2.8	7.2	5.5	0.0	1.5	0.9	Grade 1	71	15.1
SPED	11.7	6.4	5.3	0.0	0.2	3.0	2.3	0.0	6.2	0.0	Grade 2	92	19.6

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	66.7	18.5
		Less than 40%
		14.8
Other Participation		School Programs
Students now or have in the past received FARMS = 21.3%		Emotional Disabilities
Mobility Rate (Entrants + Withdrawals)** = 8.3%		Deaf & Hard/Hearing Program (Cued Speech)
Attendance Rate** = 95.6%		Vision
Suspension Rate** = 2.4%		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Maryland School Assessment Proficiency Rate**		Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	89.0	93.8	94.4	97.7	86.2	93.8		
African American	77.8	83.3	80.0	90.0	75.0	87.6		
Asian American	92.3	100.0	100.0	100.0	100.0	100.0		
Hispanic	88.9	88.9	91.7	100.0	77.8	100.0		
White	92.8	97.7	100.0	100.0	91.5	94.2		
Female	85.0	92.5	95.4	95.4	85.7	92.6		
Male	92.9	95.1	93.3	100.0	86.5	94.6		
FARMS	81.3	86.7	82.4	94.1	78.5	85.7		
LEP	83.3	100.0						
SPED	58.3	75.0	75.0	100.0	50.0	75.0		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Flower Valley Elementary School - #506

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.1	88.1	86.8	77.9	82.4	88.1
African American	66.7	73.3	66.7	60.0	66.7	73.3
Asian American	88.9	88.9	100.0	100.0	100.0	88.9
Hispanic			80.0	60.0	80.0	
White	84.6	92.3	92.3	82.1	84.6	92.3
Female	91.7	88.9	91.9	81.1	89.2	88.9
Male	71.0	87.1	80.6	74.2	74.2	87.1
ESOL						
FARMS	69.2	61.5	61.5	61.5	69.2	61.5
SPED	40.0	60.0	60.0	60.0	70.0	60.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	19.5	0.0	9.8	2.4	68.3	92.7	7.3			
Supporting Services	15.0	0.0	10.0	25.0	50.0	85.0	15.0	111	96.4	3.6

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 10.9			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 26.7 Grades 1 to 3 = 22.6 Grades 4 to 5 = 25.8			17.1 41.5 41.5		

Staff Positions							
Professional		Supporting Services					
Administrative							
Principal	1.000	Instructional Support					
Assistant Principal	1.000	Paraeducators	1.125				
Principal Intern		Regular	5.625				
Asst School Administrator		Special Education					
Administrative Total	2.000	IT Systems Specialist					
Teachers							
Kindergarten Classroom	3.000 16.900	Teacher Assistant	0.500				
Staff Development	1.000	Media Assistant	0.750				
ESOL	0.600	Instructional Data Assistant					
Reading/Literacy	2.200	Instructional Support Total	8.000				
Physical Education							
Art	0.900	Other Support					
Music	0.900	Administrative Secretary	1.000				
Instrumental Music	0.200	Secretary	1.000				
Preschool		Parent/Community Coord					
Special Education:		Lunch Hour Aide	1.686				
Classroom Resource Program	6.500	Other Support Total	3.686				
Teachers Total	32.200	Building Services					
Other Professional							
Counselor	1.000	Manager	1.000				
Media Specialist	1.000	Leader	1.000				
Spec Ed Related Services	2.000	Worker	1.500				
Other Professional Total	4.000	Plant Equipment Operator					
Total Professional	38.200	Total Supporting Services	16.186				

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1967	1996	9.3	Y	0	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	2011–12	2012–13	2013–14	2014–15	2015–16
429	416	480	498	518	515	528
						521

School Personnel Costs						
Professional Salaries						\$2,960,931
Supporting Services Salaries						\$652,946
Employee Benefits						\$964,151
Total Allocated Cost						\$4,578,028

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Forest Knolls Elementary School - #803

Principal: Mr. Donald D. Masline

Community Supt: Ms. Bronda L. Mills

School Hours: 8:50 - 3:05

Feeder Schools:

10830 Eastwood Avenue Silver Spring, MD 20901

www.montgomeryschoolsmd.org/schools/forestknolls/

Office Phone: (301) 649-8060

Fax Number: (301) 649-8196

Cluster Name: Downcounty Consortium

Receiving Schools: Silver Spring Internat'l

2010–2011 Enrollment = 647												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.2	48.8	0.2	7.9	13.8	41.7	0.0	32.1	4.3	Pre-K	53	8.2
ESOL	29.4	14.8	14.5	0.2	2.6	2.2	24.0	0.0	0.5	Full-Day K	124	19.2
FARMS	40.6	19.5	21.2	0.2	2.5	7.9	27.8	0.0	1.7	Grade 1	105	16.2
SPED	10.7	3.4	7.3	0.0	0.5	1.9	3.9	0.0	4.0	Grade 2	100	15.5
										Grade 3	104	16.1
										Grade 4	76	11.7
										Grade 5	85	13.1
										Total	647	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	98.2	1.8

Other Participation		School Programs	
Students now or have in the past received FARMS = 44.8% Mobility Rate (Entrants + Withdrawals)** = 9.1% Attendance Rate** = 95.8% Suspension Rate** = 0.0%		Focused Academic Support—Local Funds Communication Arts Program Physical Disabilities Elementary Home School Model Prekindergarten	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	96.3	86.4	91.1	95.0	84.9	94.2
African American	100.0	66.7	75.0	62.5	80.0	90.0
Asian American	92.3	92.3	100.0	100.0	100.0	100.0
Hispanic	93.1	82.8	87.9	97.1	75.8	90.9
White	100.0	100.0	96.0	100.0	96.0	100.0
Female	97.6	90.4	90.5	97.6	89.5	97.3
Male	94.9	82.1	91.9	92.1	81.3	91.7
FARMS	90.7	78.1	87.9	88.3	78.4	86.4
LEP	93.8	75.1	81.8	95.6	60.0	80.0
SPED	87.5	100.0	71.5	85.7	72.7	81.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Forest Knolls Elementary School - #803

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.7	71.7	71.0	77.0	87.0	72.7
African American	73.3	66.7	60.0	73.3	66.7	73.3
Asian American	77.8	88.9	77.8	88.9	88.9	88.9
Hispanic	45.7	60.0	55.6	58.3	83.3	51.4
White	82.5	80.0	87.5	92.5	97.5	87.5
Female	71.4	82.1	82.1	80.4	89.3	78.6
Male	62.8	58.1	56.8	72.7	84.1	65.1
ESOL	31.8	54.5	47.8	43.5	78.3	40.9
FARMS	50.0	53.8	48.1	59.3	77.8	46.2
SPED	12.5	25.0	37.5	50.0	62.5	37.5

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.3	0.0	6.7	8.3	71.7	85.0	15.0			
Supporting Services	16.7	3.3	10.0	20.0	50.0	80.0	20.0	178	96.6	3.4

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.0				% Less Than 5 Years			
Average Class Size Kindergarten = 17.9 Grades 1 to 3 = 19.3 Grades 4 to 5 = 26.8				% 5–15 Years			
				% More Than 15 Years			
				11.7			
				40.0			
				48.3			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1960	1993	7.8	Y	0	0	
Assistant Principal	1.000		Regular				3.499	8.125					
Principal Intern			Special Education										
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				1.000						
Teachers			Media Assistant				0.875						
Kindergarten Classroom	7.000	25.300	Instructional Data Assistant				13.499						
Staff Development	1.000		Instructional Support Total										
ESOL	3.000		Other Support										
Reading/Literacy	1.000		Administrative Secretary				1.000						
Physical Education			Secretary				1.000						
Art	1.300		Parent/Community Coord										
Music	1.300		Lunch Hour Aide				1.498						
Instrumental Music	0.300		Other Support Total				3.498						
Preschool	1.000		Building Services										
Special Education:			Manager				1.000						
Classroom Resource Program	7.000		Leader				1.000						
Teachers Total	48.200		Worker				3.500						
Other Professional			Plant Equipment Operator										
Counselor	1.000		Building Services Total				5.500						
Media Specialist	1.000		Food Services				1.250						
Spec Ed Related Services	2.500		Total Supporting Services				23.747						
Total Professional	54.700												

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Fox Chapel Elementary School - #106

Principal: Ms. Diana L. Zabetakis

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 593												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.4	48.6	1.2	23.1	25.8	35.2	0.0	10.6	4.0	Pre-K	37	6.2
ESOL	35.6	19.1	16.5	0.2	5.4	4.0	25.3	0.0	0.5	Full-Day K	74	12.5
FARMS	54.1	28.3	25.8	0.7	3.7	17.4	29.7	0.0	1.9	Grade 1	88	14.8
SPED	6.2	1.7	4.6	0.0	1.0	2.2	2.0	0.0	1.0	Grade 2	78	13.2
										Grade 3	81	13.7
										Grade 4	112	18.9
										Grade 5	123	20.7
										Total	593	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	94.6	0.0
		Less than 40%
		5.4
Other Participation		School Programs
Students now or have in the past received FARMS = 58.3%		Focused Academic Support—Local Funds
Mobility Rate (Entrants + Withdrawals)** = 16.5%		Prekindergarten
Attendance Rate** = 96.4%		Center for Highly Gifted
Suspension Rate** = 0.2%		Linkages to Learning
		Elementary Home School Model
		Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.7	73.8	94.4	96.7	90.3	94.8
African American	77.3	63.6	90.6	90.7	70.3	85.2
Asian American	83.3	100.0	100.0	100.0	100.0	100.0
Hispanic	72.7	60.9	84.6	96.3	86.3	95.4
White	100.0	100.0	100.0	100.0	100.0	97.2
Female	80.6	81.1	92.7	97.1	87.0	92.6
Male	78.6	64.2	96.3	96.4	93.3	96.7
FARMS	68.5	61.1	88.9	91.3	77.5	87.5
LEP	68.1	60.9	82.3	94.1	83.3	83.3
SPED	80.0	70.0	83.4	100.0	28.6	42.9

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Fox Chapel Elementary School - #106

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	57.7	66.7	62.8	64.1	74.4	61.5
African American	35.0	50.0	65.0	55.0	65.0	40.0
Asian American	92.3	92.3	84.6	92.3	92.3	92.3
Hispanic	51.4	64.9	54.1	56.8	67.6	59.5
White	85.7	85.7	71.4	85.7	100.0	85.7
Female	62.5	71.9	75.0	68.8	81.3	68.8
Male	54.3	63.0	54.3	60.9	69.6	56.5
ESOL	43.3	53.3	43.3	40.0	53.3	46.7
FARMS	41.7	54.2	52.1	47.9	66.7	45.8
SPED	16.7	16.7	0.0	16.7	50.0	16.7

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.7	0.0	3.7	3.7	88.9	94.4	5.6			
Supporting Services	16.7	0.0	22.2	5.6	55.6	72.2	27.8	179	93.9	6.1

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 11.4				% Less Than 5 Years			
Average Class Size Kindergarten = 15.2 Grades 1 to 3 = 19.3 Grades 4 to 5 = 23.6				% 5–15 Years			
				% More Than 15 Years			
				13.0			
				46.3			
				40.7			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1974		10.3	Y	0	10	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				0.500						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				1.000						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	5.000		Instructional Data Assistant				6.499						
Staff Development	25.800		Instructional Support Total										
ESOL	4.600		Other Support										
Reading/Literacy	1.000		Administrative Secretary				1.000						
Physical Education			Secretary				1.000						
Art	1.300		Parent/Community Coord										
Music	1.400		Lunch Hour Aide				1.497						
Instrumental Music	0.400		Other Support Total				3.497						
Preschool	1.000												
Special Education:													
Classroom Resource Program	2.500		Building Services										
Teachers Total	44.000		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				1.000						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	0.800		Building Services Total				3.000						
Other Professional Total	2.800		Food Services				1.312						
Total Professional	48.800		Total Supporting Services				14.308						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Gaithersburg Elementary School - #553

Principal: Mrs. Stephanie Brant

Community Supt: Mr. Adrian B. Talley

School Hours: 8:50 - 3:05

Feeder Schools:

35 North Summit Avenue Gaithersburg, MD 20877

www.montgomeryschoolsmd.org/schools/gaithersburgs/

Office Phone: (301) 840-7136

Fax Number: (301) 548-7524

Cluster Name: Gaithersburg

Receiving Schools: Gaithersburg MS

2010–2011 Enrollment = 591												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	47.0	53.0	0.0	5.4	22.2	62.6	0.0	7.6	2.2	Pre-K	44	7.4
ESOL	43.1	18.4	24.7	0.0	1.5	2.0	39.1	0.0	0.3	Full-Day K	110	18.6
FARMS	75.6	35.9	39.8	0.0	2.5	15.6	55.2	0.0	1.2	Grade 1	114	19.3
SPED	7.1	1.0	6.1	0.0	0.3	1.9	3.9	0.0	1.0	Grade 2	90	15.2
										Grade 3	91	15.4
										Grade 4	81	13.7
										Grade 5	61	10.3
										Total	591	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	70.7	0.0
Other Participation		
Students now or have in the past received FARMS = 79.2% Mobility Rate (Entrants + Withdrawals)** = 27.7% Attendance Rate** = 93.9% Suspension Rate** = 0.2%		
School Programs		
Focused Academic Support—Federal Title I Funds Prekindergarten Linkages to Learning Autism Elementary Home School Model		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.2	74.4	85.7	82.1	78.0	81.3
African American	75.0	75.0	88.3	88.3	73.4	93.3
Asian American	100.0	100.0				
Hispanic	75.0	69.5	86.7	80.0	78.4	75.6
White	87.5	75.0	71.5	71.4	80.0	80.0
Female	87.8	75.6	89.3	92.8	81.3	84.4
Male	67.6	73.0	82.1	71.4	74.1	77.8
FARMS	71.4	69.7	85.7	77.2	71.1	75.6
LEP	70.9	58.3	91.7	83.3	63.6	90.9
SPED	57.2	57.1	33.4	16.7	83.3	83.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Gaithersburg Elementary School - #553

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	55.8	61.6	56.5	50.0	67.4	55.8
African American	71.4	76.2	57.1	61.9	66.7	66.7
Asian American	60.0	60.0	60.0	60.0	80.0	60.0
Hispanic	42.9	49.0	47.9	34.7	61.2	42.9
White	81.8	90.9	90.9	90.9	90.9	90.9
Female	64.1	74.4	66.7	51.3	65.0	66.7
Male	48.9	51.1	47.8	48.9	69.6	46.8
ESOL	26.5	38.2	39.4	23.5	52.9	23.5
FARMS	47.0	54.5	47.7	40.9	62.1	47.0
SPED	16.7	0.0	0.0	16.7	16.7	0.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.7	0.0	8.3	1.7	78.3	91.7	8.3			
Supporting Services	32.0	0.0	8.0	16.0	44.0	80.0	20.0	152	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.8				% Less Than 5 Years			
Average Class Size Kindergarten = 18.2 Grades 1 to 3 = 19.5 Grades 4 to 5 = 19.7				% 5–15 Years			
				% More Than 15 Years			
				16.7			
				46.7			
				36.7			

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1947			9.2		Y	1	1		
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				1.000									
Teachers			Media Assistant				0.750									
Kindergarten Classroom	6.000		Instructional Data Assistant				9.250									
Staff Development	27.600		Instructional Support Total													
ESOL	5.000		Other Support													
Reading/Literacy	1.500		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	1.000															
Special Education:																
Classroom Resource Program	4.000		Building Services													
Teachers Total	49.200		Manager				1.000									
Other Professional			Leader													
Counselor	1.000		Worker				4.000									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.000		Building Services Total				5.000									
Other Professional Total	3.000		Food Services				1.563									
Total Professional	54.200		Total Supporting Services				19.313									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Galway Elementary School - #313

Principal: Ms. Yolanda Stanislaus

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 790												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.2	50.8	0.4	13.0	53.4	24.6	0.0	4.3	4.3	Pre-K	44	5.6
ESOL	25.4	12.5	12.9	0.1	6.5	6.6	11.9	0.0	0.4	Full-Day K	113	14.3
FARMS	54.2	25.6	28.6	0.3	4.9	29.4	17.1	0.0	1.0	Grade 1	147	18.6
SPED	10.6	3.3	7.3	0.0	0.8	5.6	3.5	0.0	0.1	Grade 2	126	15.9
										Grade 3	121	15.3
										Grade 4	109	13.8
										Grade 5	130	16.5
										Total	790	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	49.4	3.7

Other Participation		School Programs	
Students now or have in the past received FARMS = 59.1%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 19.2%		Prekindergarten	
Attendance Rate** = 96.0%		Elementary Learning Center	
Suspension Rate** = 0.7%		Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Not Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Not Met	na	na
Attendance Rate: Met				

	Maryland School Assessment Proficiency Rate**			
	Grade 3		Grade 4	
	Math	Reading	Math	Reading
All Students	71.4	74.1	83.7	78.7
African American	70.3	75.0	83.3	78.8
Asian American	100.0	94.1	100.0	95.2
Hispanic	52.2	56.5	69.6	63.6
White	75.0	75.0	84.6	76.9
Female	75.0	78.6	84.4	83.9
Male	67.9	69.7	83.1	73.9
FARMS	67.4	63.2	77.0	71.5
LEP	68.8	50.0	90.9	60.0
SPED	20.0	26.7	31.6	26.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Galway Elementary School - #313

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	46.3	53.7	63.9	56.5	63.0	54.6
African American	47.1	55.7	65.7	54.3	61.4	55.7
Asian American	40.0	46.7	66.7	80.0	80.0	46.7
Hispanic	36.8	47.4	52.6	42.1	52.6	47.4
White						
Female	46.0	54.0	69.8	54.0	57.1	54.0
Male	46.7	53.3	55.6	60.0	71.1	55.6
ESOL	54.2	41.7	62.5	58.3	62.5	50.0
FARMS	38.5	47.7	52.3	44.6	56.9	49.2
SPED	11.1	11.1	22.2	0.0	22.2	11.1

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	21.2	0.0	6.1	4.5	68.2	84.8	15.2			
Supporting Services	39.4	0.0	0.0	15.2	45.5	78.8	21.2	206	92.2	7.8

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 10.9			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 18.2 Grades 1 to 3 = 19.6 Grades 4 to 5 = 27.6			18.2 51.5 30.3		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	4.874			
Principal Intern		Special Education	6.437			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	1.000			
Teachers		Media Assistant	0.875			
Kindergarten Classroom	7.000	Instructional Data Assistant	0.875			
Staff Development	31.500	Instructional Support Total	13.186			
ESOL	4.300	Other Support				
Reading/Literacy	1.000	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	1.700	Parent/Community Coord				
Music	1.700	Lunch Hour Aide	1.995			
Instrumental Music	0.500					
Preschool	1.000	Other Support Total	3.995			
Special Education:						
Classroom Resource Program	7.500	Building Services				
Teachers Total	57.200	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	4.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	2.200	Building Services Total	6.000			
Other Professional Total	4.200	Food Services	1.625			
Total Professional	63.400	Total Supporting Services	24.806			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1967	2009	9.0	Y	1	0		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
45	26	5	1	0	7	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
722	722	775	775	772	752	728	732

School Personnel Costs							
Professional Salaries							\$4,557,383
Supporting Services Salaries							\$951,375
Employee Benefits							\$1,455,168
Total Allocated Cost							\$6,963,926

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Garrett Park Elementary School - #204

Principal: Ms. Elaine L. Chang-Baxter
 Community Supt: Mr. Sean Bulson
 School Hours: 9:05 - 3:20
 Feeder Schools:

5701 Grosvenor Lane Bethesda, MD 20814
www.montgomeryschoolsmd.org/schools/garretparkes/

Office Phone: (301) 571-6920
 Fax Number: (301) 929-2008
 Cluster Name: Walter Johnson
 Receiving Schools: Tilden

2010–2011 Enrollment = 551													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		48.1	51.9	0.5	16.0	10.0	21.1	0.0	46.6	5.8	Pre-K	0	0.0
ESOL	19.6	8.7	10.9	0.2	5.8	1.1	8.0	0.0	4.0	0.5	Full-Day K	107	19.4
FARMS	14.7	7.8	6.9	0.2	1.8	2.7	8.5	0.0	1.3	0.2	Grade 1	122	22.1
SPED	6.0	2.0	4.0	0.0	0.9	0.5	1.6	0.0	2.7	0.2	Grade 2	85	15.4
											Grade 3	74	13.4
											Grade 4	80	14.5
											Grade 5	83	15.1
											Total	551	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	96.9	3.1
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 19.2% Mobility Rate (Entrants + Withdrawals)** = 16.7% Attendance Rate** = 95.0% Suspension Rate** = 0.4%		Resource Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.1	94.6	98.8	98.7	89.6	98.7
African American	75.0	75.0	90.0	90.0	57.1	100.0
Asian American	100.1	100.0	100.0	100.0	85.7	100.0
Hispanic	93.8	100.0	100.0	100.0	90.0	95.0
White	91.7	94.3	100.0	100.0	97.2	100.0
Female	90.4	93.6	100.0	100.0	81.8	100.0
Male	93.3	95.4	97.5	97.5	95.5	97.7
FARMS	82.3	82.4	91.6	91.7	66.7	94.4
LEP	94.4	100.1	100.0	100.0	88.9	100.0
SPED	66.7	66.7	83.3	83.3	80.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Garrett Park Elementary School - #204

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	86.8	89.7	94.2	87.0	84.1	89.7
African American						
Asian American	80.0	80.0	100.0	100.0	100.0	100.0
Hispanic	71.4	71.4	78.6	64.3	64.3	71.4
White	95.1	97.6	97.6	95.2	88.1	97.6
Female	92.3	94.9	95.0	87.5	85.0	92.3
Male	79.3	82.8	93.1	86.2	82.8	86.2
ESOL	61.5	69.2	85.7	71.4	71.4	76.9
FARMS	61.5	69.2	84.6	46.2	53.8	53.8
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	0.0	7.1	2.4	88.1	88.1	11.9			
Supporting Services	13.3	0.0	13.3	13.3	60.0	73.3	26.7	115	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 15.3				% Less Than 5 Years			
Average Class Size Kindergarten = 27.0 Grades 1 to 3 = 23.6 Grades 4 to 5 = 27.3				% 5–15 Years			
				% More Than 15 Years			
				11.9			
				45.2			
				42.9			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	1.250			
Principal Intern		Special Education				
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	19.300	Instructional Support Total	2.500			
Staff Development	1.000					
ESOL	2.400	Other Support				
Reading/Literacy	2.200	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	0.900	Parent/Community Coord				
Music	0.900	Lunch Hour Aide	1.498			
Instrumental Music	0.200	Other Support Total	3.498			
Preschool						
Special Education:						
Classroom Resource Program	1.300	Building Services				
Teachers Total	32.200	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	1.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.500	Building Services Total	3.000			
Other Professional Total	2.500	Food Services	1.062			
Total Professional	36.700	Total Supporting Services	10.060			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1948		4.4	N	1	0	

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	16	4	0	0	5	0

Capacity/Enrollment Projections						
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16
478	662	584	626	679	718	720
						717

School Personnel Costs						
Professional Salaries						\$2,975,443
Supporting Services Salaries						\$409,123
Employee Benefits						\$882,699
Total Allocated Cost						\$4,267,265

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Georgian Forest Elementary School - #786

Principal: Mrs. Aara L. Davis-Jones
 Community Supt: Ms. Bronda L. Mills
 School Hours: 9:10 - 3:30
 Feeder Schools:

3100 Regina Drive Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/georgianforestes/

Office Phone: (301) 460-2170
 Fax Number: (301) 460-2477
 Cluster Name: Downcounty Consortium
 Receiving Schools: Argyle, Loiederman, Parkland

2010–2011 Enrollment = 502												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.0	51.0	0.6	8.0	43.0	36.3	0.0	9.2	3.0	Pre-K	63	12.5
ESOL	26.5	13.3	13.1	0.0	2.8	3.4	20.3	0.0	0.0	Full-Day K	72	14.3
FARMS	71.3	35.7	35.7	0.0	3.8	31.9	30.5	0.0	3.4	Grade 1	70	13.9
SPED	9.4	1.8	7.6	0.2	0.2	4.6	3.6	0.0	0.8	Grade 2	83	16.5
										Grade 3	76	15.1
										Grade 4	69	13.7
										Grade 5	69	13.7
										Total	502	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	68.9	2.2
		Less than 40% 28.9

Other Participation		School Programs	
Students now or have in the past received FARMS = 74.5%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 21.8%		Prekindergarten	
Attendance Rate** = 95.1%		Emotional Disabilities	
Suspension Rate** = 3.2%		Elementary Home School Model	
		Head Start	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.0	83.1	83.1	71.8	78.6	88.5
African American	78.1	80.0	77.8	72.2	75.0	85.7
Asian American	100.0	100.0				
Hispanic	82.3	70.6	85.7	64.2	76.6	86.7
White	100.0	100.0			87.5	100.0
Female	87.9	90.9	94.5	83.3	85.3	91.2
Male	82.3	75.0	71.4	60.0	72.2	86.1
FARMS	76.1	72.5	77.8	68.6	79.7	88.8
LEP	78.6	75.0	78.6	57.1		
SPED	66.6	66.6	50.0	66.7	50.0	77.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Georgian Forest Elementary School - #786

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	60.3	52.9	55.9	54.4	66.2	55.9
African American	55.9	44.1	52.9	44.1	61.8	41.2
Asian American	77.8	88.9	88.9	88.9	100.0	88.9
Hispanic	52.6	42.1	36.8	52.6	52.6	57.9
White	83.3	83.3	83.3	66.7	83.3	83.3
Female	55.3	57.9	57.9	55.3	71.1	60.5
Male	66.7	46.7	53.3	53.3	60.0	50.0
ESOL	50.0	43.8	43.8	43.8	62.5	50.0
FARMS	50.0	41.7	45.8	45.8	58.3	45.8
SPED	57.1	14.3	42.9	28.6	28.6	14.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	23.1	0.0	9.6	1.9	65.4	86.5	13.5			
Supporting Services	12.5	0.0	16.7	8.3	62.5	83.3	16.7	145	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.9		Average Class Size Kindergarten = 14.4		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 14.4		Grades 1 to 3 = 17.3		34.6		44.2	
Grades 4 to 5 = 21.5						21.2	

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1961	1995	11.0	Y	0	10
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular				5.061	4.750				
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant				0.500					
Teachers			Media Assistant				0.750					
Kindergarten Classroom	5.000		Instructional Data Assistant				11.061					
Staff Development	24.800		Instructional Support Total									
ESOL	2.700		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				1.247					
Instrumental Music	0.300											
Preschool	2.000		Other Support Total				3.247					
Special Education:												
Classroom Resource Program	4.000		Building Services									
Teachers Total	43.900		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				2.000					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	0.800		Building Services Total				4.000					
Other Professional Total	2.800		Food Services				1.750					
Total Professional	48.700		Total Supporting Services				20.058					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Germantown Elementary School - #102

Principal: Ms. Amy D. Bryant

19110 Liberty Mill Road Germantown, MD 20874

Office Phone: (301) 353-8050

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/germantownes/

Fax Number: (301) 601-0393

School Hours: 9:15 - 3:30

Cluster Name: Northwest

Feeder Schools:

Receiving Schools: Clemente

2010–2011 Enrollment = 289												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.1	51.9	0.0	17.3	28.4	24.9	0.0	23.5	5.9	Pre-K	22	7.6
ESOL	13.1	6.2	6.9	0.0	2.4	2.1	8.3	0.0	0.3	Full-Day K	37	12.8
FARMS	29.8	13.5	16.3	0.0	3.1	14.5	7.6	0.0	1.7	Grade 1	50	17.3
SPED	14.2	4.8	9.3	0.0	1.7	6.2	3.1	0.0	2.4	Grade 2	45	15.6
										Grade 3	44	15.2
										Grade 4	55	19.0
										Grade 5	36	12.5
										Total	289	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	45.5	0.0
		54.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 39.4%		Elementary Home School Model	
Mobility Rate (Entrants + Withdrawals)** = 9.7%		School/Community-Based	
Attendance Rate** = 95.0%		Preschool Education Program (PEP) Comprehensive	
Suspension Rate** = 1.0%		Prekindergarten	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.7	86.1	93.6	93.5	75.0	92.5
African American	81.3	81.3	88.9	100.0	46.7	86.6
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic	100.0	100.0	100.0	100.0		
White	92.3	84.7	91.7	83.3	100.0	100.0
Female	100.0	100.0	92.3	92.3	82.6	95.6
Male	84.6	76.9	94.5	94.4	64.7	88.2
FARMS	77.8	66.7	87.5	87.5	58.3	83.3
LEP	85.7	85.7				
SPED						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Germantown Elementary School - #102

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	73.8	61.9	71.4	69.0	85.7	71.4
African American	50.0	33.3	50.0	33.3	66.7	50.0
Asian American	75.0	62.5	87.5	87.5	100.0	75.0
Hispanic	92.3	76.9	76.9	76.9	100.0	84.6
White	77.8	77.8	77.8	88.9	77.8	77.8
Female	86.4	68.2	77.3	72.7	86.4	77.3
Male	60.0	55.0	65.0	65.0	85.0	65.0
ESOL	57.1	42.9	85.7	71.4	100.0	57.1
FARMS	50.0	35.7	64.3	50.0	78.6	50.0
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	0.0	9.1	3.0	81.8	93.9	6.1			
Supporting Services	4.0	0.0	28.0	0.0	68.0	88.0	12.0	74	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio		Average Class Size		% Less Than 5 Years		% 5–15 Years	
Kindergarten = 17.5		Grades 1 to 3 = 22.0		15.2		42.4	
Grades 4 to 5 = 27.0						42.4	

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1935	1978	7.8	Y	0	0
Principal	1.000		Paraeducators									
Assistant Principal			Regular				1.249	8.749				
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	1.000		Teacher Assistant				0.500					
Teachers			Media Assistant									
Kindergarten	2.000		Instructional Data Assistant				0.750					
Classroom	10.600											
Staff Development	0.500											
ESOL	0.800		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				0.748					
Instrumental Music	0.200											
Preschool	0.500		Other Support Total				2.748					
Special Education:												
Classroom Resource Program	5.500		Building Services									
Teachers Total	22.900		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				1.500					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	1.400		Building Services Total				3.500					
Other Professional Total	3.400		Food Services				1.062					
Total Professional	27.300		Total Supporting Services				18.558					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

William B. Gibbs, Jr. Elementary School - #337

Principal: Mrs. Kim Bosnic
 Community Supt: Adrian Talley
 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

2010–2011 Enrollment = 730													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		47.9	52.1	0.0	31.1	20.4	17.9	0.3	25.1	5.2	Pre-K	89	12.2
ESOL	16.8	6.8	10.0	0.0	7.8	2.1	5.8	0.0	1.1	0.1	Full-Day K	108	14.8
FARMS	24.2	9.7	14.5	0.0	2.7	11.1	7.9	0.0	1.5	1.0	Grade 1	124	17.0
SPED	12.6	2.7	9.9	0.0	1.8	4.0	3.7	0.1	2.1	1.0	Grade 2	93	12.7

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	97.8	2.2
		Less than 40% 0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 29.3% Mobility Rate (Entrants + Withdrawals)** = 43.5% Attendance Rate** = 0.2% Suspension Rate** = 0.0%		Elementary Home School Model Preschool Education Program (PEP) Prekindergarten Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Maryland School Assessment Proficiency Rate**					
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.1	94.5	91.7	92.9		
African American	73.0	76.9	73.3	73.4		
Asian American	96.1	100.0	100.0	100.0		
Hispanic	77.0	100.0	87.5	93.8		
White	93.2	100.0	97.0	97.1		
Female	84.3	94.7	95.5	97.7		
Male	90.3	94.3	87.8	87.8		
FARMS	62.5	83.3	76.5	82.4		
LEP	62.5	100.0	80.0	80.0		
SPED	50.0	87.5	71.5	71.4		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

William B. Gibbs, Jr. Elementary School - #337

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	70.7	77.6	73.5	71.6	77.8	77.6
African American	57.1	42.9	47.6	23.8	33.3	47.6
Asian American	77.8	90.7	87.3	85.2	90.9	90.7
Hispanic	40.0	53.3	33.3	53.3	66.7	40.0
White	84.0	92.0	88.0	92.0	92.0	96.0
Female	73.7	78.9	80.7	66.7	75.4	80.7
Male	67.8	76.3	66.7	76.3	80.0	74.6
ESOL	31.3	50.0	43.8	31.3	62.5	37.5
FARMS	45.5	54.5	36.4	36.4	40.9	45.5
SPED	0.0	16.7	28.6	16.7	42.9	16.7

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	0.0	7.1	3.6	83.9	89.3	10.7			
Supporting Services	16.7	0.0	16.7	3.3	63.3	76.7	23.3	116	97.4	2.6

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.7				% Less Than 5 Years			
Average Class Size Kindergarten = 21.8 Grades 1 to 3 = 24.6 Grades 4 to 5 = 23.5				% 5–15 Years			
				% More Than 15 Years			
				21.4			
				50.0			
				28.6			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				2009		10.8	N	0	0	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				6.125						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				1.000						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	4.000		Instructional Data Assistant				11.375						
Staff Development	23.300		Instructional Support Total										
ESOL	2.200		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				1.750						
Instrumental Music	0.400		Other Support Total				3.750						
Preschool	1.000												
Special Education:													
Classroom Resource Program	7.000		Building Services										
Teachers Total	43.700		Manager				1.000						
Other Professional			Leader				2.000						
Counselor	1.000		Worker				3.000						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	2.600		Building Services Total				6.000						
Other Professional Total	4.600		Food Services				1.125						
Total Professional	50.300		Total Supporting Services				22.250						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Glen Haven Elementary School - #767

Principal: Dr. Joanne Smith
 Community 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

2010–2011 Enrollment = 547												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	46.8	53.2	0.0	8.8	29.1	47.2	0.2	12.1	2.7	Pre-K	48	8.8
ESOL	41.3	19.6	21.8	0.0	6.0	3.3	31.6	0.0	0.4	Full-Day K	87	15.9
FARMS	68.7	33.3	35.5	0.0	5.9	18.5	38.9	0.2	4.4	Grade 1	94	17.2
SPED	9.5	2.0	7.5	0.0	0.5	2.7	3.7	0.0	2.6	Grade 2	81	14.8
										Grade 3	94	17.2
										Grade 4	61	11.2
										Grade 5	82	15.0
										Total	547	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	83.0	2.1
		Less than 40% 14.9

Other Participation		School Programs	
Students now or have in the past received FARMS = 71.7%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 23.6%		Prekindergarten	
Attendance Rate** = 95.1%		Learning and Academic Disabilities	
Suspension Rate** = 0.0%		School/Community-Based (K-1)	
		Preschool Education Program (PEP) Comprehensive	
		Program of Assessment, Diagnosis, and Instruction (PADI)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.2	88.6	83.8	73.8	78.9	87.7
African American	77.4	87.1	87.6	71.9	76.1	85.7
Asian American			77.7	88.9	87.5	87.5
Hispanic	84.0	88.0	83.9	67.7	79.0	84.2
White	80.0	100.0	71.4	85.7	77.8	100.0
Female	82.4	88.3	83.3	69.4	77.4	87.1
Male	80.0	88.9	84.1	77.3	80.8	88.5
FARMS	75.6	81.6	77.5	63.2	75.7	84.8
LEP	72.3	77.8	68.8	62.5		
SPED	80.0	100.0	50.0	50.0	75.0	75.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Glen Haven Elementary School - #767

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	57.1	56.1	62.5	46.9	58.3	53.1
African American	68.4	63.2	63.2	57.9	63.2	65.8
Asian American	50.0	64.3	64.3	35.7	78.6	57.1
Hispanic	43.6	38.5	59.5	33.3	40.5	30.8
White	85.7	100.0	71.4	85.7	85.7	100.0
Female	58.0	46.0	65.3	38.0	51.0	42.0
Male	56.3	66.7	59.6	56.3	66.0	64.6
ESOL	46.7	35.6	55.6	26.7	51.1	35.6
FARMS	56.0	52.0	63.0	45.3	56.2	52.0
SPED	40.0	50.0	60.0	50.0	30.0	50.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	27.1	0.0	5.1	3.4	64.4	86.4	13.6			
Supporting Services	31.0	0.0	13.8	34.5	20.7	75.9	24.1	156	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.1				% Less Than 5 Years			
Average Class Size Kindergarten = 17.4				% 5–15 Years			
Grades 1 to 3 = 18.9				% More Than 15 Years			
Grades 4 to 5 = 23.8				20.3			
				50.8			
				28.8			

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1950	2004	10.0	Y	1	0
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular				4.273	5.499				
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant				1.000					
Teachers			Media Assistant				0.750					
Kindergarten Classroom	5.000		Instructional Data Assistant				11.522					
Staff Development	25.200		Instructional Support Total									
ESOL	4.800		Other Support									
Reading/Literacy	1.500		Administrative Secretary				1.000					
Physical Education			Secretary				1.000					
Art	1.300		Parent/Community Coord				1.000					
Music	1.300		Lunch Hour Aide				1.374					
Instrumental Music	0.300		Other Support Total				4.374					
Preschool	1.000											
Special Education:												
Classroom Resource Program	5.000		Building Services									
Teachers Total	46.400		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				3.000					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	1.800		Building Services Total				5.000					
Other Professional Total	3.800		Food Services				1.250					
Total Professional	52.200		Total Supporting Services				22.146					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Glenallan Elementary School - #817

Principal: Ms. Ronnie S. Fields
 Community 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

2010–2011 Enrollment = 402												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.5	50.5	0.0	14.4	31.3	41.3	0.0	8.0	5.0	Pre-K	11	2.7
ESOL	34.8	16.4	18.4	0.0	4.5	7.2	22.6	0.0	0.5	Full-Day K	78	19.4
FARMS	58.0	29.1	28.9	0.2	6.2	16.4	32.1	0.0	1.2	Grade 1	72	17.9
SPED	8.7	3.5	5.2	0.0	0.2	2.0	3.7	0.0	2.2	Grade 2	62	15.4
										Grade 3	67	16.7
										Grade 4	50	12.4
										Grade 5	62	15.4
										Total	402	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	63.6	18.2
		Less than 40%
		18.2

Other Participation		School Programs	
Students now or have in the past received FARMS = 63.2%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 21.3%		Head Start	
Attendance Rate** = 96.1%		Learning and Academic Disabilities (2–5)	
Suspension Rate** = 1.5%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.4	88.5	78.4	86.7	83.7	91.8
African American	81.3	68.8	71.4	82.1	84.6	92.3
Asian American			87.5	75.0	90.0	90.0
Hispanic	87.0	95.7	81.8	95.5	80.0	90.0
White	100.0	100.0			80.0	100.0
Female	80.0	85.0	83.3	95.8	85.7	100.0
Male	93.8	90.7	75.0	80.6	82.1	85.7
FARMS	82.8	86.2	81.5	88.9	86.2	89.7
LEP	82.4	88.2	42.8	71.4		
SPED			71.4	71.4	83.3	83.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Glenallan Elementary School - #817

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	62.1	69.0	73.8	57.4	75.4	62.1
African American	55.0	60.0	55.0	50.0	75.0	55.0
Asian American	100.0	100.0	76.9	76.9	84.6	100.0
Hispanic	50.0	55.0	80.0	45.0	75.0	45.0
White	62.5	87.5	100.0	75.0	62.5	75.0
Female	70.4	85.2	80.0	63.3	70.0	77.8
Male	54.8	54.8	67.7	51.6	80.6	48.4
ESOL	44.4	50.0	57.1	33.3	66.7	38.9
FARMS	50.0	63.2	67.5	50.0	67.5	55.3
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	14.3	0.0	2.4	7.1	76.2	92.9	7.1			
Supporting Services	17.6	0.0	0.0	29.4	52.9	88.2	11.8	129	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.5			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 19.5 Grades 1 to 3 = 18.4 Grades 4 to 5 = 21.4			14.3 33.3 52.4		

Staff Positions							Facilities Data							
Professional			Supporting Services			Instructional Support			Core Facility Teaching Stations			Capacity/Enrollment Projections		
Administrative			Instructional Support			3.273	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
Principal	1.000		Paraeducators			1.375	1966		12.1	Y	0	6		
Assistant Principal	1.000		Regular											
Principal Intern			Special Education											
Asst School Administrator			IT Systems Specialist											
Administrative Total	2.000		Teacher Assistant			0.500								
Teachers			Media Assistant			0.750								
Kindergarten Classroom	4.000		Instructional Data Assistant			5.898								
Staff Development	1.000													
ESOL	3.200		Other Support											
Reading/Literacy	1.000		Administrative Secretary			1.000								
Physical Education			Secretary			1.000								
Art	0.900		Parent/Community Coord											
Music	0.900		Lunch Hour Aide			1.000								
Instrumental Music	0.200													
Preschool	0.800		Other Support Total			3.000								
Special Education:														
Classroom Resource Program	2.500		Building Services											
Teachers Total	34.100		Manager			1.000								
Other Professional			Leader			1.000								
Counselor	1.000		Worker			1.000								
Media Specialist	1.000		Plant Equipment Operator											
Spec Ed Related Services	1.000		Building Services Total			3.000								
Other Professional Total	3.000		Food Services			1.250								
Total Professional	39.100		Total Supporting Services			13.148								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Goshen Elementary School - #546

Principal: Ms. Linda F. King

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 590													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	47.8	52.2	0.3	11.5	26.6	24.1	0.0	31.4	6.1	Pre-K	18	3.1	
ESOL	22.4	8.8	13.6	0.0	4.4	3.7	13.2	0.0	0.8	0.2	Full-Day K	97	16.4
FARMS	34.2	16.8	17.5	0.0	2.7	13.9	14.4	0.0	2.2	1.0	Grade 1	83	14.1
SPED	10.5	3.2	7.3	0.0	0.8	2.7	2.9	0.0	3.7	0.3	Grade 2	103	17.5
											Grade 3	94	15.9
											Grade 4	97	16.4
											Grade 5	98	16.6
											Total	590	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	97.7	2.3
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 40.2% Mobility Rate (Entrants + Withdrawals)** = 16.3% Attendance Rate** = 96.1% Suspension Rate** = 1.2%		Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.7	90.8	94.0	89.9	75.6	91.6
African American	83.9	74.2	92.9	85.7	70.5	85.7
Asian American	100.0	94.4	95.0	95.0	100.0	100.0
Hispanic	86.9	100.0	89.5	84.2	60.0	93.3
White	100.0	97.3	96.9	93.8	84.0	96.0
Female	87.8	87.8	92.0	90.0	80.6	100.0
Male	98.1	94.3	95.9	89.7	72.6	86.3
FARMS	84.3	89.5	89.3	78.6	45.8	84.0
LEP	84.6	100.0	90.0	85.0	37.5	100.0
SPED	100.0	80.0	70.0	70.0	40.0	60.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Goshen Elementary School - #546

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	62.8	59.6	58.1	72.6	77.9	70.2
African American	61.1	52.8	38.9	61.1	75.0	63.9
Asian American	83.3	100.0	66.7	83.3	83.3	83.3
Hispanic	47.8	47.8	47.8	62.5	66.7	56.5
White	72.4	69.0	89.3	93.1	89.7	86.2
Female	71.4	69.4	66.7	78.0	82.0	79.6
Male	53.3	48.9	48.9	66.7	73.3	60.0
ESOL	50.0	50.0	50.0	55.6	66.7	53.8
FARMS	50.0	50.0	40.6	57.6	66.7	59.4
SPED	20.0	0.0	20.0	30.0	60.0	30.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	0.0	2.0	2.0	94.1	96.1	3.9			
Supporting Services	11.8	0.0	11.8	17.6	58.8	82.4	17.6	147	98.0	2.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.8				% Less Than 5 Years			
Average Class Size Kindergarten = 24.3 Grades 1 to 3 = 24.0 Grades 4 to 5 = 24.5				% 5–15 Years			
				% More Than 15 Years			
				13.7			
				47.1			
				39.2			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1988		10.5	Y	0	1	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				1.625						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				1.000						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	4.000		Instructional Data Assistant				5.749						
Staff Development	22.100												
ESOL	3.200		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				1.498						
Instrumental Music	0.400												
Preschool			Other Support Total				3.498						
Special Education:													
Classroom Resource Program	2.300		Building Services										
Teachers Total	37.100		Manager				1.000						
Other Professional			Leader				2.000						
Counselor	1.000		Worker				3.500						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	2.500		Building Services Total				6.500						
Other Professional Total	4.500		Food Services				1.250						
Total Professional	43.600		Total Supporting Services				16.997						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Great Seneca Creek Elementary School - #340

Principal: Mr. Gregory S. Edmundson

13010 Dairymaid Drive Germantown, MD 20874

Office Phone: (301) 353-8500

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/greatsenecacreekes/

Fax Number: (301) 515-3044

School Hours: 8:50 - 3:05

Cluster Name: Northwest

Feeder Schools:

Receiving Schools: Kingsview, Clemente

2010–2011 Enrollment = 768												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.3	50.7	0.0	19.1	22.4	22.3	0.0	29.9	6.3	Pre-K	0	0.0
ESOL	13.3	4.8	8.5	0.0	2.1	0.8	9.2	0.0	1.0	Full-Day K	140	18.2
FARMS	29.7	13.5	16.1	0.0	3.4	11.1	12.1	0.0	2.2	Grade 1	115	15.0
SPED	7.3	1.3	6.0	0.0	0.8	2.2	1.4	0.0	2.3	Grade 2	134	17.4
										Grade 3	121	15.8
										Grade 4	133	17.3
										Grade 5	125	16.3
										Total	768	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	76.4	10.9
Other Participation		
Students now or have in the past received FARMS = 35.4% Mobility Rate (Entrants + Withdrawals)** = 11.8% Attendance Rate** = 95.8% Suspension Rate** = 1.2%		
School Programs		
Elementary Home School Model Emotional Disabilities Positive Behavioral Interventions and Supports (PBIS)		

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Not Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.6	85.0	91.0	87.7	85.0	96.1
African American	81.6	65.8	85.7	78.5	78.6	92.9
Asian American	100.0	96.0	96.5	89.3	100.0	94.5
Hispanic	71.4	89.3	70.6	70.6	63.2	94.7
White	93.0	93.0	97.9	97.9	94.5	100.0
Female	84.8	86.4	91.6	89.8	87.5	96.5
Male	88.2	83.8	90.4	85.7	81.8	95.6
FARMS	80.0	71.4	82.1	64.2	69.0	89.7
LEP	47.1	64.7	37.5	50.0		
SPED	58.4	50.0	75.0	75.0	69.2	92.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Great Seneca Creek Elementary School - #340

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.7	78.7	75.4	74.6	82.8	75.4
African American	63.0	66.7	70.4	63.0	66.7	63.0
Asian American	79.3	86.2	82.8	89.7	96.6	86.2
Hispanic	57.7	69.2	53.8	46.2	61.5	61.5
White	75.0	87.5	87.5	90.0	97.5	85.0
Female	71.9	84.4	82.8	73.4	85.9	78.1
Male	67.2	72.4	67.2	75.9	79.3	72.4
ESOL	23.5	29.4	29.4	23.5	41.2	23.5
FARMS	44.0	56.0	64.0	48.0	68.0	48.0
SPED	14.3	14.3	28.6	14.3	57.1	14.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.3	0.0	5.2	0.0	84.5	89.7	10.3			
Supporting Services	12.0	0.0	20.0	20.0	48.0	76.0	24.0	173	94.2	5.8

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 13.4				% Less Than 5 Years			
Average Class Size Kindergarten = 23.3 Grades 1 to 3 = 22.8 Grades 4 to 5 = 24.9				% 5–15 Years			
				% More Than 15 Years			
				10.3			
				56.9			
				32.8			

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				2006		13.7	Y	0	3
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular				2.498	4.249				
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant									
Teachers			Media Assistant				1.000					
Kindergarten Classroom	6.000		Instructional Data Assistant				0.875					
Staff Development	28.900											
ESOL	2.200		Instructional Support Total				8.622					
Reading/Literacy	2.800											
Physical Education			Other Support									
Art	1.400		Administrative Secretary				1.000					
Music	1.400		Secretary				1.000					
Instrumental Music	0.400		Parent/Community Coord									
Preschool			Lunch Hour Aide				1.997					
Special Education:			Other Support Total				3.997					
Classroom Resource Program	4.000											
Teachers Total	48.100		Building Services									
Other Professional			Manager				1.000					
Counselor	1.000		Leader				1.000					
Media Specialist	1.000		Worker				3.000					
Spec Ed Related Services	0.900		Plant Equipment Operator									
Other Professional Total	2.900		Building Services Total				5.000					
Total Professional	53.000		Food Services				1.374					
			Total Supporting Services				18.993					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Greencastle Elementary School - #334

Principal: Ms. Arienne Clark - Harrison
 Community Supt: Dr. Ursula A. Hermann
 School Hours: 8:55 - 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

2010–2011 Enrollment = 652												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.5	50.5	0.0	11.0	67.6	17.3	0.0	1.4	2.6	Pre-K	65	10.0
ESOL	23.2	9.8	13.3	0.0	5.4	9.4	8.3	0.0	0.0	Full-Day K	104	16.0
FARMS	59.2	29.4	29.8	0.0	4.4	41.3	11.8	0.0	0.5	Grade 1	107	16.4
SPED	9.4	2.3	7.1	0.0	0.8	6.7	1.7	0.0	0.2	Grade 2	111	17.0
										Grade 3	91	14.0
										Grade 4	104	16.0
										Grade 5	70	10.7
										Total	652	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	89.2	8.1
		2.7

Other Participation		School Programs	
Students now or have in the past received FARMS = 65.2%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 27.1%		Prekindergarten	
Attendance Rate** = 95.6%		Linkages to Learning	
Suspension Rate** = 1.3%		Elementary Home School Model	
		Preschool Education Program (PEP)	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.7	70.7	83.5	83.6	70.2	87.3
African American	75.0	70.6	82.4	86.2	69.0	84.5
Asian American	100.0	90.0	100.0	75.0	75.0	100.0
Hispanic	55.6	61.1	84.6	84.6	72.7	90.9
White						
Female	80.0	76.0	83.3	88.1	61.3	87.8
Male	69.4	65.3	83.8	77.4	80.0	86.7
FARMS	74.1	65.5	77.6	81.6	68.1	83.0
LEP	60.8	47.8	71.4	57.2	60.0	100.0
SPED	20.0	60.0	50.0	87.5	71.5	85.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Greencastle Elementary School - #334

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	59.1	71.6	76.1	65.9	85.2	67.0
African American	58.9	71.4	78.6	66.1	83.9	67.9
Asian American	61.5	76.9	69.2	61.5	92.3	69.2
Hispanic	52.9	64.7	76.5	64.7	82.4	58.8
White						
Female	61.0	75.6	82.9	68.3	85.4	65.9
Male	57.4	68.1	70.2	63.8	85.1	68.1
ESOL	26.1	52.2	65.2	47.8	95.7	39.1
FARMS	51.0	71.4	77.6	69.4	79.6	67.3
SPED	22.2	11.1	33.3	11.1	88.9	11.1

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	30.0	0.0	1.7	0.0	68.3	85.0	15.0			
Supporting Services	44.0	0.0	12.0	0.0	44.0	76.0	24.0	170	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 10.3			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 17.7 Grades 1 to 3 = 19.6 Grades 4 to 5 = 25.3			18.3 41.7 40.0		

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1988			18.9		Y	0	2		
Principal	1.000		Paraeducators													
Assistant Principal	1.000		Regular				5.500			4.125						
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant				1.000									
Teachers			Media Assistant													
Kindergarten Classroom	6.000		Instructional Data Assistant				0.875									
Staff Development	26.300		Instructional Support Total				11.500									
ESOL	3.300		Other Support													
Reading/Literacy	1.000		Administrative Secretary				1.000									
Physical Education			Secretary				1.000									
Art	1.300		Parent/Community Coord													
Music	1.400		Lunch Hour Aide				1.500									
Instrumental Music	0.400		Other Support Total				3.500									
Preschool	1.000															
Special Education:																
Classroom Resource Program	7.000		Building Services													
Teachers Total	48.700		Manager				1.000									
Other Professional			Leader				1.000									
Counselor	1.000		Worker				2.500									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	2.200		Building Services Total				4.500									
Other Professional Total	4.200		Food Services				1.250									
Total Professional	54.900		Total Supporting Services				20.750									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Greenwood Elementary School - #512

Principal: Mrs. Cheryl A. Bunyan

Community Supt: Dr. Ursula A. Hermann

School Hours: 8:50 - 3:05

Feeder Schools:

3336 Gold Mine Road Brookeville, MD 20833

www.montgomeryschoolsmd.org/schools/greenwoods/

Office Phone: (301) 924-3145

Fax Number: (301) 924-3296

Cluster Name: Sherwood

Receiving Schools: Rosa Parks

2010–2011 Enrollment = 545												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.5	50.5	0.0	9.9	6.4	8.6	0.0	70.1	5.0	Pre-K	0	0.0
ESOL	1.7	0.7	0.9	0.0	0.2	0.2	1.3	0.0	0.0	Full-Day K	77	14.1
FARMS	5.5	2.8	2.8	0.0	0.9	1.7	2.0	0.0	0.9	Grade 1	82	15.0
SPED	4.8	0.9	3.9	0.0	0.2	1.1	0.4	0.0	3.1	Grade 2	103	18.9
										Grade 3	82	15.0
										Grade 4	102	18.7
										Grade 5	99	18.2
										Total	545	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	88.5	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 7.9% Mobility Rate (Entrants + Withdrawals)** = 3.6% Attendance Rate** = 96.0% Suspension Rate** = 0.3%		Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Not Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	95.1	96.1	92.9	93.0	81.7	92.8
African American	83.3	83.3	85.7	57.1	70.0	80.0
Asian American	88.8	88.9	100.0	100.0	62.5	100.0
Hispanic	71.5	100.0	80.0	100.0	75.0	100.0
White	98.8	97.5	93.5	94.9	86.8	92.7
Female	91.8	93.8	92.6	92.5	92.1	94.7
Male	98.2	98.1	93.4	93.3	75.0	91.7
FARMS	71.5	85.7	71.4	85.7	77.8	77.8
LEP						
SPED	83.3	100.0	60.0	0.0	0.0	40.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Greenwood Elementary School - #512

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	83.3	89.7	87.2	91.0	91.0	92.3
African American	100.0	88.9	88.9	100.0	100.0	100.0
Asian American	75.0	75.0	87.5	87.5	87.5	87.5
Hispanic	60.0	80.0	80.0	80.0	80.0	80.0
White	83.9	92.9	87.5	91.1	91.1	92.9
Female	81.3	93.8	93.8	93.8	84.4	93.8
Male	84.8	87.0	82.6	89.1	95.7	91.3
ESOL						
FARMS	85.7	85.7	85.7	85.7	85.7	85.7
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.5	0.0	5.3	0.0	84.2	92.1	7.9			
Supporting Services	12.5	0.0	0.0	25.0	62.5	75.0	25.0	115	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 14.6			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 19.3 Grades 1 to 3 = 24.2 Grades 4 to 5 = 25.3			10.5 44.7 44.7		

Staff Positions							Facilities Data										
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms					
Principal	1.000		Paraeducators				1970		10.0	Y	0	0					
Assistant Principal	1.000		Regular					1.249									
Principal Intern			Special Education					1.747									
Asst School Administrator			IT Systems Specialist														
Administrative Total	2.000		Teacher Assistant					1.000									
Teachers			Media Assistant					0.750									
Kindergarten Classroom	4.000		Instructional Data Assistant					4.746									
Staff Development	20.000		Instructional Support Total														
ESOL	0.200		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					1.500									
Instrumental Music	0.500		Other Support Total					3.500									
Preschool																	
Special Education:																	
Classroom Resource Program	1.500		Building Services														
Teachers Total	31.100		Manager					1.000									
Other Professional			Leader					1.000									
Counselor	1.000		Worker					2.000									
Media Specialist	1.000		Plant Equipment Operator														
Spec Ed Related Services	0.800		Building Services Total					4.000									
Other Professional Total	2.800		Food Services					0.938									
Total Professional	35.900		Total Supporting Services					13.184									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Harmony Hills Elementary School - #797

Principal: Ms. Robin Weaver
 Community Supt: Mr. Sean Bulson
 School Hours: 9:15 - 3:30
 Feeder Schools:

13407 Lydia Street Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/harmonyhillses/

Office Phone: (301) 929-2157
 Fax Number: (301) 962-5976
 Cluster Name: Downcounty Consortium
 Receiving Schools: Argyle, Loiederman, Parkland

2010–2011 Enrollment = 566												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.8	51.2	0.0	5.8	20.0	69.4	0.0	3.5	1.2	Pre-K	65	11.5
ESOL	55.8	24.7	31.1	0.0	1.8	2.3	51.6	0.0	0.2	Full-Day K	99	17.5
FARMS	87.3	42.9	44.3	0.0	3.4	16.1	64.0	0.0	2.8	Grade 1	102	18.0
SPED	8.0	2.1	5.8	0.0	0.9	1.4	5.1	0.0	0.4	Grade 2	89	15.7
										Grade 3	79	14.0
										Grade 4	61	10.8
										Grade 5	71	12.5
										Total	566	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	93.0	0.0
		Less than 40%
		7.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 90.1%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 18.9%		Head Start	
Attendance Rate** = 96.0%		Prekindergarten	
Suspension Rate** = 0.0%		Program of Assessment, Diagnosis and Instruction (PADI)	
		Linkages to Learning	
		Elementary Home School Model	
		School - Based Health Center	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Not Met	na	na
Attendance Rate: Met				

	Maryland School Assessment Proficiency Rate**			
	Grade 3		Grade 4	
	Math	Reading	Math	Reading
All Students	74.2	63.7	88.1	80.6
African American	64.3	50.0	85.0	85.0
Asian American				100.0
Hispanic	79.6	75.0	87.1	77.0
White			100.0	100.0
Female	66.6	55.6	91.5	88.6
Male	83.3	73.3	84.4	71.9
FARMS	73.7	64.9	86.0	77.2
LEP	66.6	66.6	82.7	65.5
SPED	20.0	40.0	57.1	42.9
				33.3
				66.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Harmony Hills Elementary School - #797

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	48.8	56.1	52.4	45.1	57.3	54.9
African American	52.6	68.4	57.9	42.1	52.6	57.9
Asian American	20.0	60.0	40.0	60.0	80.0	60.0
Hispanic	47.3	49.1	49.1	41.8	56.4	50.9
White						
Female	45.0	62.5	65.0	42.5	50.0	55.0
Male	52.4	50.0	40.5	47.6	64.3	54.8
ESOL	42.9	38.1	42.9	35.7	54.8	45.2
FARMS	47.1	55.7	54.3	44.3	54.3	52.9
SPED	12.5	0.0	0.0	0.0	62.5	0.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	21.7	0.0	10.0	11.7	56.7	85.0	15.0			
Supporting Services	20.8	0.0	20.8	25.0	33.3	83.3	16.7	176	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.2			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 16.7 Grades 1 to 3 = 19.4 Grades 4 to 5 = 19.0			41.7 41.7 16.7		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	5.623			
Principal Intern		Special Education	2.000			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	1.000			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	6.000	Instructional Data Assistant	0.750			
Staff Development	27.800	Instructional Support Total	9.373			
ESOL	6.400	Other Support				
Reading/Literacy	1.500	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	1.300	Parent/Community Coord	0.750			
Music	1.300	Lunch Hour Aide	1.375			
Instrumental Music	0.200					
Preschool	2.000	Other Support Total	4.125			
Special Education:						
Classroom Resource Program	3.000	Building Services				
Teachers Total	50.500	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	2.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.000	Building Services Total	4.000			
Other Professional Total	3.000	Food Services	1.937			
Total Professional	55.500	Total Supporting Services	19.435			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1957	1999	10.2	Y	0	9	

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	10	6	2	0	6	1

Capacity/Enrollment Projections						
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16
333	680	604	638	656	662	656

School Personnel Costs						
Professional Salaries						\$3,607,310
Supporting Services Salaries						\$728,405
Employee Benefits						\$1,140,239
Total Allocated Cost						\$5,475,954

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Highland Elementary School - #774

Principal: Mr. Scott Steffan
 Community 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

2010–2011 Enrollment = 461												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	50.5	49.5	0.2	7.6	12.8	75.1	0.0	3.7	0.7	Pre-K	61	13.2
ESOL	66.6	31.7	34.9	0.0	5.4	1.5	58.6	0.4	0.7	Full-Day K	60	13.0
FARMS	83.9	41.6	42.3	0.0	4.8	9.1	68.1	0.0	1.7	Grade 1	66	14.3
SPED	12.8	4.6	8.2	0.0	0.7	1.5	9.8	0.0	0.9	Grade 2	72	15.6

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	100.0	0.0	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 88.1%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 17.2%		Head Start	
Attendance Rate** = 95.8%		Prekindergarten	
Suspension Rate** = 0.0%		Linkages to Learning	
		Elementary Home School Model	
		Program of Assessment, Diagnosis and Instruction (PADI)	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.5	81.1	93.3	100.0	90.4	96.8
African American	72.7	63.6	87.5	100.0	100.0	100.0
Asian American	100.0	83.4			100.0	100.0
Hispanic	87.5	83.9	93.5	100.0	86.3	95.5
White					100.0	100.0
Female	85.7	83.3	97.1	100.0	94.1	100.0
Male	87.5	78.1	88.0	100.0	86.2	93.4
FARMS	86.6	82.0	92.1	100.0	88.0	96.1
LEP	84.3	71.1	90.9	100.0	77.8	92.9
SPED	84.6	92.3	66.6	100.0	82.3	88.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Highland Elementary School - #774

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	51.4	67.1	75.7	67.1	97.1	72.9
African American	83.3	83.3	66.7	100.0	83.3	100.0
Asian American	44.4	77.8	88.9	66.7	100.0	66.7
Hispanic	46.2	61.5	73.1	61.5	98.1	69.2
White						
Female	60.0	77.1	85.7	68.6	100.0	77.1
Male	42.9	57.1	65.7	65.7	94.3	68.6
ESOL	42.0	58.0	72.0	60.0	98.0	64.0
FARMS	47.5	62.3	73.8	63.9	96.7	70.5
SPED	22.2	0.0	55.6	11.1	100.0	22.2

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.4	0.0	5.1	5.1	86.4	93.2	6.8			
Supporting Services	17.4	0.0	17.4	21.7	43.5	82.6	17.4	163	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 7.9			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 15.5 Grades 1 to 3 = 17.3 Grades 4 to 5 = 22.0			11.9 59.3 28.8		

Staff Positions							Facilities Data										
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized			Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1950			1989			11.0	Y	1	0	
Principal	1.000		Paraeducators					2.750									
Assistant Principal	1.000		Regular					4.999									
Principal Intern			Special Education														
Asst School Administrator			IT Systems Specialist														
Administrative Total	2.000		Teacher Assistant					0.500									
Teachers			Media Assistant					0.750									
Kindergarten Classroom	4.000		Instructional Data Assistant					8.999									
Staff Development	25.400		Instructional Support Total														
ESOL	7.000		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					1.125									
Instrumental Music	0.200		Other Support Total					4.125									
Preschool	2.000																
Special Education:																	
Classroom Resource Program	4.000		Building Services														
Teachers Total	47.300		Manager					1.000									
Other Professional			Leader					1.000									
Counselor	1.000		Worker					3.000									
Media Specialist	1.000		Plant Equipment Operator														
Spec Ed Related Services	1.000		Building Services Total					5.000									
Other Professional Total	3.000		Food Services					1.438									
Total Professional	52.300		Total Supporting Services					19.562									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Highland View Elementary School - #784

Principal: Miss Anne M. Dardarian
 Community Supt: Ms. Bronda L. Mills
 School Hours: 9:15 - 3:25
 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

2010–2011 Enrollment = 361												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	45.2	54.8	0.0	2.2	23.8	30.5	0.0	37.7	5.8	Pre-K	0	0.0
ESOL	32.7	13.3	19.4	0.0	0.6	14.4	17.2	0.0	0.6	Full-Day K	56	15.5
FARMS	43.8	18.0	25.8	0.0	1.1	18.8	20.5	0.0	2.2	Grade 1	68	18.8
SPED	6.6	1.7	5.0	0.0	0.3	1.4	2.5	0.0	2.5	Grade 2	74	20.5
										Grade 3	65	18.0
										Grade 4	57	15.8
										Grade 5	41	11.4
										Total	361	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	83.3	16.7
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 49.9%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 10.3%		Elementary Home School Model	
Attendance Rate** = 95.9%		Positive Behavioral Interventions and Supports (PBIS)	
Suspension Rate** = 0.0%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Not Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.5	82.7	81.1	83.8	84.9	84.9
African American	83.3	75.0	55.6	55.6	82.4	88.3
Asian American						
Hispanic	72.2	66.7	78.6	85.7	71.4	71.4
White	100.0	100.0	100.0	100.0	94.7	94.8
Female	84.2	84.2	78.9	73.7	88.0	100.0
Male	87.9	81.8	83.3	94.5	82.2	71.5
FARMS	69.6	60.9	69.5	73.9	76.0	76.0
LEP	60.0	46.6	57.1	71.4	57.1	57.2
SPED						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Highland View Elementary School - #784

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.5	64.4	61.0	71.7	81.7	71.2
African American	61.1	61.1	77.8	63.2	94.7	72.2
Asian American						
Hispanic	33.3	33.3	33.3	50.0	33.3	33.3
White	88.9	77.8	59.3	85.2	92.6	85.2
Female	76.0	80.0	84.0	76.9	88.5	84.0
Male	64.7	52.9	44.1	67.6	76.5	61.8
ESOL	29.4	35.3	47.1	38.9	55.6	35.3
FARMS	44.4	44.4	51.9	50.0	64.3	48.1
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	15.4	0.0	5.1	5.1	74.4	92.3	7.7			
Supporting Services	31.3	0.0	12.5	12.5	43.8	68.8	31.3	117	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.9		Average Class Size Kindergarten = 14.8		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 14.8		Grades 1 to 3 = 17.2		12.8		43.6	
Grades 4 to 5 = 24.5						43.6	

Staff Positions							Facilities Data							
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
Administrative			Instructional Support				1953	1994	6.6	Y	0	6		
Principal	1.000		Paraeducators											
Assistant Principal	1.000		Regular											
Principal Intern			Special Education				0.500							
Asst School Administrator			IT Systems Specialist											
Administrative Total	2.000		Teacher Assistant				0.500							
Teachers			Media Assistant											
Kindergarten	4.000		Instructional Data Assistant				0.750							
Classroom	20.000													
Staff Development	1.000													
ESOL	2.400		Other Support											
Reading/Literacy	0.500		Administrative Secretary				1.000							
Physical Education			Secretary				1.000							
Art	0.900		Parent/Community Coord											
Music	0.900		Lunch Hour Aide				1.250							
Instrumental Music	0.200													
Preschool							3.250							
Special Education:														
Classroom Resource Program	1.500		Building Services											
Teachers Total	31.400		Manager				1.000							
Other Professional			Leader				2.000							
Counselor	1.000		Worker				3.000							
Media Specialist	1.000		Plant Equipment Operator											
Spec Ed Related Services	0.600													
Other Professional Total	2.600		Building Services Total				6.000							
Total Professional	36.000		Food Services				1.000							
			Total Supporting Services				13.625							
Core Facility Teaching Stations							Capacity/Enrollment Projections							
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education	Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
21	12	4	0	0	4	1	295	295	388	406	417	413	414	431
School Personnel Costs														
Professional Salaries							\$2,913,972							
Supporting Services Salaries							\$543,762							
Employee Benefits							\$891,030							
Total Allocated Cost							\$4,348,764							

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Jackson Road Elementary School - #305

Principal: Ms. Sally Ann Macias

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 615												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	47.6	52.4	0.0	13.3	43.1	34.6	0.2	6.2	2.6	Pre-K	85	13.8
ESOL	30.9	12.8	18.0	0.0	4.7	7.0	18.4	0.0	0.8	Full-Day K	104	16.9
FARMS	67.2	33.0	34.1	0.0	6.3	28.3	29.9	0.0	1.5	Grade 1	89	14.5
SPED	10.2	2.3	8.0	0.0	1.6	3.9	3.4	0.2	1.0	Grade 2	89	14.5
										Grade 3	91	14.8
										Grade 4	78	12.7
										Grade 5	79	12.8
										Total	615	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	95.2	4.8
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 71.2%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 19.4%		Prekindergarten	
Attendance Rate** = 96.4%		Preschool Education Program (PEP)	
Suspension Rate** = 0.7%		Resource	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.0	75.0	83.1	84.7	65.9	80.3
African American	69.7	72.7	83.9	84.4	67.6	79.4
Asian American	80.0	80.0	100.0	100.0	80.0	80.0
Hispanic	76.7	73.3	68.2	72.7	58.3	80.0
White			100.0	100.0	85.7	85.8
Female	73.0	75.7	80.6	87.6	70.5	86.1
Male	76.9	74.4	85.0	82.5	60.5	73.7
FARMS	68.8	68.8	69.2	72.5	58.6	74.2
LEP	64.0	64.0	54.6	58.3	35.7	53.9
SPED					55.6	66.6

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Jackson Road Elementary School - #305

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	41.4	63.2	73.3	70.2	77.0	63.1
African American	40.0	72.5	82.5	70.0	82.5	65.0
Asian American	25.0	58.3	66.7	83.3	91.7	66.7
Hispanic	45.2	51.6	63.3	60.7	61.3	57.1
White						
Female	46.8	68.1	78.7	72.3	78.7	72.3
Male	35.0	57.5	66.7	67.6	75.0	51.4
ESOL	41.7	50.0	60.9	54.5	54.2	50.0
FARMS	41.9	61.3	70.5	64.4	69.4	55.9
SPED						

	Staff Diversity						Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	14.7	0.0	4.4	2.9	77.9	89.7	10.3			
Supporting Services	17.4	4.3	8.7	21.7	47.8	78.3	21.7	166	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.2			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 17.5 Grades 1 to 3 = 19.6 Grades 4 to 5 = 22.6			27.9 38.2 33.8		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	3.125			
Principal Intern		Special Education	6.000			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	1.000			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	6.000	Instructional Data Assistant	0.750			
Staff Development	27.900	Instructional Support Total	10.875			
ESOL	4.000	Other Support				
Reading/Literacy	1.500	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	1.400	Parent/Community Coord				
Music	1.400	Lunch Hour Aide	1.374			
Instrumental Music	0.300					
Preschool	1.000	Other Support Total	3.374			
Special Education:						
Classroom Resource Program	7.500	Building Services				
Teachers Total	52.000	Manager	1.000			
Other Professional		Leader	2.000			
Counselor	1.000	Worker	2.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	3.400	Building Services Total	5.000			
Other Professional Total	5.400	Food Services	1.875			
Total Professional	59.400	Total Supporting Services	21.124			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1959	1995	8.8	Y	0	11		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	8	5	1	0	6	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
351	685	650	669	677	689	699	691

School Personnel Costs							
Professional Salaries							
							\$4,266,005
Supporting Services Salaries							
							\$762,867
Employee Benefits							
							\$1,304,376
Total Allocated Cost							
							\$6,333,248

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Jones Lane Elementary School - #360

Principal: Ms. Carole W. Sample

Community Supt: Dr. LaVerne G. Kimball

School Hours: 8:50 - 3:05

Feeder Schools:

15110 Jones Lane Gaithersburg, MD 20878

www.montgomeryschoolsmd.org/schools/joneslanes/

Office Phone: (301) 840-8160

Fax Number: (301) 840-8162

Cluster Name: Quince Orchard

Receiving Schools: Ridgeview

2010–2011 Enrollment = 502													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	48.6	51.4	0.0	15.1	10.8	22.1	0.2	45.0	6.8	Pre-K	0	0.0	
ESOL	14.1	5.6	8.6	0.0	2.4	0.2	10.0	0.0	1.2	0.4	Full-Day K	75	14.9
FARMS	22.9	11.0	12.0	0.0	1.6	6.0	14.1	0.0	1.0	0.2	Grade 1	95	18.9
SPED	11.2	3.8	7.4	0.0	1.6	2.0	4.2	0.0	2.8	0.6	Grade 2	91	18.1
											Grade 3	82	16.3
											Grade 4	86	17.1
											Grade 5	73	14.5
											Total	502	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	36.4	27.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 27.5%		Elementary Home School Model	
Mobility Rate (Entrants + Withdrawals)** = 12.7%		Elementary Learning Center	
Attendance Rate** = 96.2%		Positive Behavioral Interventions and Supports (PBIS)	
Suspension Rate** = 0.2%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.7	89.0	92.0	94.6	89.3	94.1
African American	77.8	88.9	70.0	90.0	72.7	81.8
Asian American	100.0	100.0	93.4	100.0	91.0	100.0
Hispanic	69.3	69.3	81.9	81.8	84.6	92.3
White	100.0	91.7	100.0	97.5	93.9	95.9
Female	92.3	92.3	93.1	97.7	88.3	95.3
Male	93.1	86.0	90.3	90.0	90.2	92.7
FARMS	75.0	68.8	77.8	83.4	70.6	76.4
LEP	62.5	50.0			100.0	100.0
SPED	50.0	66.7	55.5	66.7	61.5	84.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Jones Lane Elementary School - #360

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	75.6	87.2	87.2	84.6	84.6	85.9
African American	50.0	80.0	70.0	70.0	50.0	70.0
Asian American	100.0	100.0	100.0	93.3	100.0	100.0
Hispanic	40.0	46.7	60.0	53.3	53.3	46.7
White	86.8	100.0	97.4	97.4	100.0	100.0
Female	75.7	91.9	86.5	81.1	86.5	86.5
Male	75.6	82.9	87.8	87.8	82.9	85.4
ESOL	33.3	33.3	44.4	55.6	66.7	33.3
FARMS	33.3	50.0	55.6	44.4	44.4	44.4
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	0.0	10.4	8.3	75.0	91.7	8.3			
Supporting Services	9.5	0.0	14.3	0.0	76.2	85.7	14.3	119	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.0				% Less Than 5 Years			
Average Class Size Kindergarten = 17.8 Grades 1 to 3 = 21.1 Grades 4 to 5 = 25.3				% 5–15 Years			
				% More Than 15 Years			
				14.6			
				39.6			
				45.8			

Staff Positions							Facilities Data									
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections		
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms				
Principal	1.000		Paraeducators				1987		12.1	Y	0	6				
Assistant Principal	1.000		Regular					6.625								
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant					1.000								
Teachers			Media Assistant					0.750								
Kindergarten	4.000		Instructional Data Assistant					10.625								
Classroom	19.700		Instructional Support Total													
Staff Development	1.000															
ESOL	1.500		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					1.375								
Instrumental Music	0.300		Other Support Total					3.375								
Preschool																
Special Education:																
Classroom Resource Program	6.000		Building Services													
Teachers Total	36.800		Manager					2.000								
Other Professional			Leader					1.000								
Counselor	1.000		Worker					2.000								
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	2.100		Building Services Total					5.000								
Other Professional Total	4.100		Food Services					1.125								
Total Professional	42.900		Total Supporting Services					20.125								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Kemp Mill Elementary School - #805

Principal: Mr. Floyd Starnes
 Community 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

2010–2011 Enrollment = 489												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.9	50.1	0.4	5.7	26.4	58.1	0.0	7.4	2.0	Pre-K	44	9.0
ESOL	49.9	25.6	24.3	0.0	2.9	4.3	41.9	0.0	0.8	Full-Day K	86	17.6
FARMS	74.8	38.9	36.0	0.0	3.1	19.4	50.3	0.0	1.8	Grade 1	69	14.1
SPED	12.1	3.1	9.0	0.0	0.2	2.9	5.3	0.0	3.3	Grade 2	66	13.5
										Grade 3	91	18.6
										Grade 4	70	14.3
										Grade 5	63	12.9
										Total	489	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	96.6	0.0
		3.4

Other Participation		School Programs	
Students now or have in the past received FARMS = 79.6%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 22.4%		Prekindergarten	
Attendance Rate** = 95.4%		Elementary Home School Model	
Suspension Rate** = 0.2%		Program of Assessment, Diagnosis and Instruction (PADI)	
		Elementary Dual Language	
		Linkages to Learning	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Not Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Not Met	Met	Met
LEP	Met	Not Met	Met	Met
SPED	Not Met	Not Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.3	71.9	85.3	77.0	75.4	80.3
African American	90.4	76.2	84.0	76.0	72.7	77.3
Asian American	80.0	100.0			100.0	100.0
Hispanic	71.0	60.6	86.2	75.8	71.4	75.0
White	100.0	100.0			83.3	100.0
Female	65.7	65.7	80.8	84.6	75.0	88.9
Male	92.3	76.9	88.6	71.4	76.0	68.0
FARMS	75.5	63.2	81.4	69.8	69.8	76.8
LEP	61.3	61.3	77.8	66.7	57.9	63.2
SPED	58.3	33.4	44.4	44.4	60.0	60.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Kemp Mill Elementary School - #805

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	39.5	36.0	36.8	50.0	50.0	46.5
African American	48.0	32.0	36.0	40.0	53.8	44.0
Asian American	16.7	50.0	66.7	83.3	83.3	50.0
Hispanic	34.1	31.7	33.3	48.8	40.9	46.3
White	50.0	50.0	35.7	57.1	57.1	50.0
Female	48.4	51.6	37.5	48.4	50.0	51.6
Male	34.5	27.3	36.4	50.9	50.0	43.6
ESOL	30.6	19.4	30.6	38.9	41.0	33.3
FARMS	36.1	29.5	32.3	45.9	46.9	42.6
SPED	11.1	22.2	11.1	33.3	33.3	22.2

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	18.4	0.0	2.0	10.2	69.4	91.8	8.2			
Supporting Services	30.0	0.0	5.0	20.0	45.0	80.0	20.0	125	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.8		Average Class Size Kindergarten = 16.8		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 16.8		Grades 1 to 3 = 18.8		16.3		40.8	
Grades 4 to 5 = 22.2						42.9	

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1960	1996	10.0	Y	0	0
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular				2.625	2.375				
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant				0.500					
Teachers			Media Assistant									
Kindergarten Classroom	5.000		Instructional Data Assistant				0.750					
Staff Development	23.500						6.250					
ESOL	5.500		Instructional Support Total									
Reading/Literacy	1.500											
Physical Education			Other Support									
Art	1.000		Administrative Secretary				1.000					
Music	1.000		Secretary				1.000					
Instrumental Music	0.200		Parent/Community Coord				0.750					
Preschool	1.000		Lunch Hour Aide				1.250					
Special Education:			Other Support Total				4.000					
Classroom Resource Program	2.500											
Teachers Total	42.200		Building Services				1.000					
Other Professional			Manager				1.000					
Counselor	1.000		Leader				1.000					
Media Specialist	1.000		Worker				2.000					
Spec Ed Related Services	0.900		Plant Equipment Operator									
Other Professional Total	2.900		Building Services Total				4.000					
Total Professional	47.100		Food Services				1.500					
			Total Supporting Services				15.750					

Core Facility Teaching Stations							
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education	
28	15	5	1	0	6	1	

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
440	440	509	513	495	500	500	486

School Personnel Costs							
Professional Salaries							
							\$3,736,838
Supporting Services Salaries							
							\$583,205
Employee Benefits							
							\$1,112,137
Total Allocated Cost							
							\$5,432,180

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Kensington Parkwood Elementary School - #783

Principal: Ms. Barbara A. Liess

Community Supt: Mr. Sean Bulson

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

2010–2011 Enrollment = 667												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.7	48.3	0.1	4.9	6.4	10.6	0.0	73.6	4.2	Pre-K	0	0.0
ESOL	4.6	1.5	3.1	0.0	0.9	0.0	1.5	0.0	2.1	Full-Day K	113	16.9
FARMS	5.7	3.3	2.4	0.0	0.4	2.7	0.9	0.0	1.3	Grade 1	120	18.0
SPED	11.1	3.0	8.1	0.0	0.3	0.3	0.6	0.0	9.1	Grade 2	129	19.3

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	
All SPED Students	88.4	10.1	1.4

Other Participation		School Programs	
Students now or have in the past received FARMS = 8.2%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 5.1%		Model Arts Integration School	
Attendance Rate** = 96.0%			
Suspension Rate** = 0.0%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.7	95.8	98.0	95.0	98.7	95.9
African American	83.3	83.3	100.0	80.0	100.0	100.0
Asian American	100.0	100.0			100.0	85.7
Hispanic	85.7	85.7	100.0	83.3		
White	94.8	97.4	97.6	96.5	98.2	96.4
Female	96.5	98.3	96.4	96.4	100.0	100.0
Male	89.2	91.9	100.0	93.1	97.5	92.5
FARMS						
LEP						
SPED	60.0	70.0	93.8	75.1	93.8	81.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Kensington Parkwood Elementary School - #783

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	77.4	76.3	74.2	90.3	81.7	82.8
African American						
Asian American						
Hispanic	28.6	28.6	57.1	85.7	71.4	42.9
White	81.3	80.0	75.0	91.3	82.5	86.3
Female	85.7	90.5	90.5	92.9	90.5	92.9
Male	70.6	64.7	60.8	88.2	74.5	74.5
ESOL						
FARMS						
SPED	60.0	33.3	40.0	53.3	40.0	40.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.1	0.0	0.0	4.1	91.8	91.8	8.2			
Supporting Services	17.6	0.0	5.9	35.3	41.2	76.5	23.5	126	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 14.8				% Less Than 5 Years			
Average Class Size Kindergarten = 22.8 Grades 1 to 3 = 24.7				% 5–15 Years			
Grades 4 to 5 = 26.0				% More Than 15 Years			
				14.3			
				42.9			
				42.9			

Staff Positions							Facilities Data									
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections		
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms				
Principal	1.000		Paraeducators				1952	2006	9.9	Y	0	4				
Assistant Principal	1.000		Regular				1.625	2.375								
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant				1.000									
Teachers			Media Assistant				0.750									
Kindergarten	5.000		Instructional Data Assistant				5.750									
Classroom	23.100		Instructional Support Total													
Staff Development	1.000															
ESOL	0.600		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				1.624									
Instrumental Music	0.300		Other Support Total				3.624									
Preschool																
Special Education:																
Classroom Resource Program	3.500		Building Services													
Teachers Total	37.900		Manager				1.000									
Other Professional			Leader				1.000									
Counselor	1.000		Worker				3.000									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.000		Building Services Total				5.000									
Other Professional Total	3.000		Food Services				1.000									
Total Professional	42.900		Total Supporting Services				15.374									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Lake Seneca Elementary School - #108

Principal: Ms. Teri D. Johnson

Community 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

2010–2011 Enrollment = 392												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.5	48.5	0.0	11.2	32.9	27.8	0.0	24.0	4.1	Pre-K	63	16.1
ESOL	21.7	8.9	12.8	0.0	4.1	4.3	12.0	0.0	1.0	Full-Day K	67	17.1
FARMS	42.9	20.9	21.9	0.0	3.1	18.6	15.8	0.0	4.1	Grade 1	52	13.3
SPED	17.6	4.8	12.8	0.0	2.8	4.3	5.4	0.0	4.6	Grade 2	56	14.3
										Grade 3	53	13.5
										Grade 4	46	11.7
										Grade 5	55	14.0
										Total	392	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	100.0	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 49.5%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 30.8%		Preschool Education Program (PEP)	
Attendance Rate** = 94.5%		Prekindergarten	
Suspension Rate** = 0.0%		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.6	86.2	94.3	94.4	85.7	90.5
African American	57.1	71.4	86.9	95.6	78.6	85.7
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic	71.4	78.6	100.0	100.0	91.6	91.6
White	69.3	100.0	100.0	87.6	81.9	90.9
Female	88.4	100.0	100.0	94.4	91.6	91.6
Male	56.0	72.0	82.3	94.1	77.8	88.9
FARMS	66.7	71.4	90.5	100.0	73.3	73.4
LEP	50.0	62.5	66.7	83.3	80.0	100.0
SPED						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Lake Seneca Elementary School - #108

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	52.9	41.2	37.3	47.1	64.0	52.9
African American	57.9	31.6	31.6	31.6	50.0	47.4
Asian American	33.3	50.0	50.0	33.3	66.7	33.3
Hispanic	50.0	50.0	33.3	50.0	66.7	58.3
White	61.5	46.2	38.5	76.9	84.6	69.2
Female	53.3	46.7	36.7	36.7	53.3	50.0
Male	52.4	33.3	38.1	61.9	80.0	57.1
ESOL	50.0	41.7	41.7	58.3	83.3	66.7
FARMS	45.8	33.3	25.0	37.5	56.5	45.8
SPED	20.0	0.0	20.0	40.0	80.0	20.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.6	0.0	2.1	2.1	85.1	91.5	8.5			
Supporting Services	21.7	0.0	4.3	13.0	60.9	87.0	13.0	98	95.9	4.1

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.4				% Less Than 5 Years			
Average Class Size Kindergarten = 16.5 Grades 1 to 3 = 17.9 Grades 4 to 5 = 25.5				% 5–15 Years			
				% More Than 15 Years			
				21.3			
				34.0			
				44.7			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1985		9.4	Y	0	2	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				6.000						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				0.500						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	4.000		Instructional Data Assistant				9.250						
Staff Development	1.000												
ESOL	1.700		Other Support										
Reading/Literacy	1.000		Administrative Secretary				1.000						
Physical Education			Secretary				1.000						
Art	0.900		Parent/Community Coord										
Music	0.900		Lunch Hour Aide				0.875						
Instrumental Music	0.200												
Preschool	0.500		Other Support Total				2.875						
Special Education:													
Classroom Resource Program	8.000		Building Services										
Teachers Total	33.100		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				1.500						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	3.300		Building Services Total				3.500						
Other Professional Total	5.300		Food Services				1.000						
Total Professional	40.400		Total Supporting Services				16.625						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Lakewood Elementary School - #209

Principal: Ms. Robin L. Malcott
 Community Supt: Dr. Sherry Liebes
 School Hours: 8:50 - 3:05
 Feeder Schools:

2534 Lindley Terrace Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/lakewoode/

Office Phone: (301) 279-8465
 Fax Number: (301) 279-8596
 Cluster Name: Thomas S. Wootton
 Receiving Schools: Frost

2010–2011 Enrollment = 614													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		48.4	51.6	0.0	40.1	3.6	7.0	0.0	45.6	3.7	Pre-K	0	0.0
ESOL	10.7	4.6	6.2	0.0	6.2	0.3	2.0	0.0	2.1	0.2	Full-Day K	81	13.2
FARMS	2.4	1.0	1.5	0.0	0.3	0.3	1.3	0.0	0.5	0.0	Grade 1	94	15.3
SPED	7.0	1.1	5.9	0.0	1.0	0.5	1.0	0.0	4.2	0.3	Grade 2	89	14.5
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	123	20.0
Grade 4											Grade 4	118	19.2
Grade 5											Grade 5	109	17.8
Total											Total	614	

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.8	2.6

Other Participation		School Programs	
Students now or have in the past received FARMS = 4.2% Mobility Rate (Entrants + Withdrawals)** = 8.0% Attendance Rate** = 96.7% Suspension Rate** = 0.1%		Learning for Independence	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	95.2	96.8	100.0	98.1	96.5	100.0
African American	100.0	83.4				
Asian American	94.0	98.0	100.0	100.0	97.9	100.0
Hispanic			100.0	87.5	100.0	100.0
White	95.5	96.9	100.0	98.2	98.2	100.0
Female	94.9	98.2	100.0	100.0	94.6	100.0
Male	95.5	95.5	100.0	96.4	98.2	100.0
FARMS	60.0	80.0			83.4	100.0
LEP						
SPED	100.0	80.0	100.0	85.7	100.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Lakewood Elementary School - #209

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	85.0	88.3	85.7	90.8	89.9	92.5
African American						
Asian American	92.5	94.3	90.6	90.6	92.5	96.2
Hispanic						
White	81.4	86.4	81.0	94.9	87.9	93.2
Female	93.2	93.2	88.1	89.8	84.7	93.2
Male	77.0	83.6	83.3	91.8	95.0	91.8
ESOL	36.4	63.6	90.0	72.7	90.0	72.7
FARMS						
SPED	0.0	20.0	20.0	80.0	100.0	60.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	0.0	4.5	4.5	88.6	93.2	6.8			
Supporting Services	15.8	0.0	21.1	21.1	42.1	78.9	21.1	154	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 14.8				% Less Than 5 Years			
Average Class Size Kindergarten = 27.0 Grades 1 to 3 = 23.0 Grades 4 to 5 = 24.9				% 5–15 Years			
				% More Than 15 Years			
				11.4			
				45.5			
				43.2			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1968	2003	13.1	Y	1	0	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				2.625						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant										
Teachers			Media Assistant				1.000						
Kindergarten Classroom	3.000		Instructional Data Assistant				0.875						
Staff Development	22.100												
ESOL	1.200		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				1.625						
Instrumental Music	0.300												
Preschool			Other Support Total				3.625						
Special Education:													
Classroom Resource Program	3.000		Building Services										
Teachers Total	34.400		Manager				1.000						
Other Professional			Leader				2.000						
Counselor	1.000		Worker				2.500						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	0.600						5.500						
Other Professional Total	2.600		Food Services				1.125						
Total Professional	39.000		Total Supporting Services				16.250						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Laytonsville Elementary School - # 51

Principal: Mrs. Donna M. Sagona

Community Supt: Mr. Adrian B. Talley

School Hours: 9:15 - 3:30

Feeder Schools:

21401 Laytonsville Road Gaithersburg, MD 20882

www.montgomeryschoolsmd.org/schools/laytonsvilles/

Office Phone: (301) 840-7145

Fax Number: (301) 840-7147

Cluster Name: Gaithersburg

Receiving Schools: Baker, Gaithersburg MS

2010–2011 Enrollment = 458												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.0	52.0	0.0	8.3	10.0	11.1	0.0	63.8	6.8	Pre-K	0	0.0
ESOL	4.6	2.6	2.0	0.0	1.3	0.0	2.4	0.0	0.4	Full-Day K	73	15.9
FARMS	10.7	3.7	7.0	0.0	1.1	2.8	3.3	0.0	0.4	Grade 1	81	17.7
SPED	11.8	3.3	8.5	0.0	1.1	2.2	2.6	0.0	0.9	Grade 2	91	19.9

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	
All SPED Students	68.5	0.0	31.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 16.6%		Elementary Home School Model	
Mobility Rate (Entrants + Withdrawals)** = 12.0%		School/Community-Based	
Attendance Rate** = 95.2%			
Suspension Rate** = 0.2%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.4	94.4	97.7	96.4	87.8	100.0
African American	88.9	88.9	91.7	83.3	87.5	100.0
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic	60.0	60.0	100.0	85.7	83.4	100.0
White	97.9	97.9	98.3	100.0	86.5	100.0
Female	88.9	88.9	97.6	100.0	84.1	100.0
Male	100.0	100.0	97.7	92.8	93.4	100.0
FARMS	75.0	75.0	100.0	80.0	77.8	100.0
LEP						
SPED	85.7	85.7	100.0	100.0	54.6	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Laytonsville Elementary School - # 51

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.3	83.9	85.5	87.1	96.8	90.3
African American	100.0	80.0	100.0	80.0	100.0	100.0
Asian American	71.4	100.0	85.7	100.0	100.0	100.0
Hispanic						
White	83.0	83.0	83.0	87.2	95.7	89.4
Female	89.5	89.5	92.1	92.1	100.0	94.7
Male	70.8	75.0	75.0	79.2	91.7	83.3
ESOL						
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	0.0	0.0	4.9	90.2	85.4	14.6			
Supporting Services	16.7	0.0	8.3	4.2	70.8	83.3	16.7	123	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.1			% Less Than 5 Years		
Average Class Size Kindergarten = 25.0 Grades 1 to 3 = 22.7 Grades 4 to 5 = 20.1			% 5–15 Years		

Facilities Data						
Staff Positions		Core Facility Teaching Stations				
Professional	Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy
Administrative	Instructional Support	1951	1989	10.4	Y	0
Principal	Paraeducators					1
Assistant Principal	Regular					
Principal Intern	Special Education					
Asst School Administrator	IT Systems Specialist					
Administrative Total	Teacher Assistant	0.500				
Teachers	Media Assistant	0.750				
Kindergarten	Instructional Data Assistant					
Classroom						
Staff Development						
ESOL	Other Support					
Reading/Literacy	Administrative Secretary					
Physical Education	Secretary					
Art	Parent/Community Coord					
Music	Lunch Hour Aide					
Instrumental Music						
Preschool						
Special Education:	Other Support Total	3.250				
Classroom Resource Program						
Teachers Total	Building Services	4.500				
Other Professional	Manager	31.500	1.000			
Counselor	Leader	1.000	1.000			
Media Specialist	Worker	1.000	3.000			
Spec Ed Related Services	Plant Equipment Operator	1.200	5.000			
Other Professional Total	Building Services Total	3.200	Food Services	1.000		
Total Professional	Total Supporting Services	36.700	16.875			

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Little Bennett Elementary School - #336

Principal: Mr. Shawn D. Miller

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 844													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		51.1	48.9	0.2	28.1	20.1	9.7	0.0	35.7	6.2	Pre-K	0	0.0
ESOL	9.6	4.4	5.2	0.1	5.1	1.8	2.0	0.0	0.5	0.1	Full-Day K	162	19.2
FARMS	13.2	6.3	6.9	0.0	2.0	6.0	2.1	0.0	2.3	0.7	Grade 1	170	20.1
SPED	6.5	2.0	4.5	0.0	1.2	0.6	1.3	0.0	3.0	0.5	Grade 2	135	16.0
											Grade 3	133	15.8
											Grade 4	98	11.6
											Grade 5	146	17.3
											Total	844	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	98.1	1.9
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 16.2%		Elementary Home School Model	
Mobility Rate (Entrants + Withdrawals)** = 9.7%		Positive Behavioral Interventions and Supports (PBIS)	
Attendance Rate** = 96.5%			
Suspension Rate** = 0.1%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**		Grade 4		Grade 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
All Students	92.8	90.7	95.7	96.4	83.1	97.1
African American	87.5	83.3	88.6	94.3	70.3	96.3
Asian American	95.9	95.9	97.3	97.3	90.5	97.6
Hispanic	100.0	90.9	92.3	100.0	68.5	94.7
White	92.1	92.1	100.0	96.4	89.6	98.0
Female	96.0	94.0	96.3	97.5	85.5	100.0
Male	89.3	87.2	95.0	95.0	80.6	94.2
FARMS	87.6	75.1	95.5	90.9	76.9	92.3
LEP			83.3	83.4		
SPED	57.1	71.4	80.0	80.0	37.5	62.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Little Bennett Elementary School - #336

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	85.2	90.6	89.3	86.2	86.3	89.8
African American	74.2	83.9	80.6	71.0	71.0	83.9
Asian American	88.4	93.0	93.0	93.0	95.3	88.4
Hispanic	60.0	100.0	75.0	42.9	62.5	80.0
White	91.8	91.8	93.9	95.9	91.8	95.9
Female	89.2	90.5	89.5	84.0	85.5	90.5
Male	79.6	90.7	89.1	89.1	87.3	88.9
ESOL	63.6	72.7	76.9	61.5	76.9	54.5
FARMS	60.0	75.0	80.0	60.0	65.0	65.0
SPED	71.4	71.4	57.1	71.4	100.0	71.4

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.6	0.0	8.1	6.5	83.9	91.9	8.1			
Supporting Services	20.0	0.0	15.0	5.0	60.0	80.0	20.0	182	93.4	6.6

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 15.0				% Less Than 5 Years			
Average Class Size Kindergarten = 23.0 Grades 1 to 3 = 24.3 Grades 4 to 5 = 27.1				% 5–15 Years			
				% More Than 15 Years			
				8.1			
				59.7			
				32.3			

Staff Positions							Facilities Data							
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				
Administrative							Original Construction Date			Year Renovated/Modernized			Site Size in Acres	
Principal	1.000	Paraeducators	2.000				2006			4.8	Gym	Joint Occupancy	Relocatable Classrooms	
Assistant Principal	1.000	Regular	1.375										6	
Principal Intern		Special Education												
Asst School Administrator		IT Systems Specialist												
Administrative Total	2.000	Teacher Assistant	1.000											
Teachers							Media Assistant	0.875						
Kindergarten Classroom	7.000	Instructional Data Assistant	0.875					5.250						
Staff Development	28.400	Instructional Support Total												
ESOL	2.000	Other Support							Core Facility Teaching Stations					
Reading/Literacy	2.100	Administrative Secretary	1.000				Secretary	1.000				Total	Grades 1–6	
Physical Education		Parent/Community Coord	1.000				Lunch Hour Aide	2.250				Support A/M/R	Pre K	
Art	1.400		0.500					4.250				ESOL	Kindergarten	
Music	1.400	Other Support Total										Special Education		
Instrumental Music			5.700					6.000						
Preschool		Building Services	1.000				Manager	4.000						
Special Education:		Leader	1.000				Worker	4.000						
Classroom Resource Program		Plant Equipment Operator	6.000					6.000						
Teachers Total	49.500	Building Services Total												
Other Professional							Counselor	1.500						
Media Specialist	1.000	Food Services	3.500					1.312						
Spec Ed Related Services	1.000	Total Supporting Services	55.000					16.812						
Total Professional														

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Luxmanor Elementary School - #220

Principal: Mr. Ryan D. Forkert
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 435												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.7	51.3	0.0	25.3	12.4	16.3	0.0	43.2	2.8	Pre-K	0	0.0
ESOL	19.8	8.7	11.0	0.0	11.7	0.7	4.6	0.0	2.8	Full-Day K	86	19.8
FARMS	12.6	6.7	6.0	0.0	1.6	3.2	6.0	0.0	1.6	Grade 1	80	18.4
SPED	5.5	1.6	3.9	0.0	0.2	1.6	1.6	0.0	1.8	Grade 2	71	16.3

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	
All SPED Students	66.7	0.0	33.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 16.8%		School/Community-Based	
Mobility Rate (Entrants + Withdrawals)** = 9.7%			
Attendance Rate** = 95.5%			
Suspension Rate** = 0.2%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	100.0	98.5	94.9	94.9	88.9	100.0
African American	100.0	100.0	85.8	85.7	55.5	100.0
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic			83.4	66.7		
White	100.0	97.2	96.1	100.0	96.9	100.0
Female	100.0	100.0	96.2	96.2	90.9	100.0
Male	100.0	97.5	94.0	93.9	85.7	100.0
FARMS	100.0	100.0	77.8	66.7	87.5	100.0
LEP	100.0	100.0	88.9	88.9		
SPED			40.0	40.0		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Luxmanor Elementary School - #220

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	91.8	90.2	82.0	91.8	95.1	93.4
African American	100.0	77.8	33.3	66.7	100.0	77.8
Asian American	94.7	94.7	94.7	94.7	100.0	100.0
Hispanic	71.4	71.4	71.4	85.7	71.4	85.7
White	92.3	96.2	92.3	100.0	96.2	96.2
Female	89.3	89.3	89.3	92.9	100.0	96.4
Male	93.9	90.9	75.8	90.9	90.9	90.9
ESOL	100.0	100.0	100.0	87.5	100.0	100.0
FARMS	100.0	100.0	60.0	100.0	80.0	100.0
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	0.0	5.7	0.0	91.4	91.4	8.6			
Supporting Services	5.3	0.0	15.8	15.8	63.2	78.9	21.1	93	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.2			% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 21.8 Grades 1 to 3 = 23.7 Grades 4 to 5 = 21.2			28.6			31.4

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1966		6.5	Y	0	1
Principal	1.000		Paraeducators									
Assistant Principal			Regular				3.625					
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	1.000		Teacher Assistant				0.500					
Teachers			Media Assistant				0.750					
Kindergarten Classroom	4.000		Instructional Data Assistant				5.875					
Staff Development	14.900		Instructional Support Total									
ESOL	1.500		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				1.125					
Instrumental Music	0.200		Other Support Total				3.125					
Preschool												
Special Education:												
Classroom Resource Program	3.000		Building Services									
Teachers Total	28.300		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				1.500					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	0.500		Building Services Total				3.500					
Other Professional Total	2.500		Food Services				1.000					
Total Professional	31.800		Total Supporting Services				13.500					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Thurgood Marshall Elementary School - #244

Principal: Mrs. Pamela S. Nazzaro

Community Supt: Dr. LaVerne G. Kimball

School Hours: 9:15 - 3:30

Feeder Schools:

12260 McDonald Chapel Drive Gaithersburg, MD 20878

www.montgomeryschoolsmd.org/schools/thurgoodmarshall/

Office Phone: (301) 670-8282

Fax Number: (301) 670-8256

Cluster Name: Quince Orchard

Receiving Schools: Ridgeview

2010–2011 Enrollment = 541												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	46.0	54.0	0.7	15.0	12.8	24.2	0.0	41.6	5.7	Pre-K	35	6.5
ESOL	12.8	5.7	7.0	0.0	3.5	1.1	7.6	0.0	0.6	Full-Day K	101	18.7
FARMS	27.5	11.1	16.5	0.2	1.5	7.0	14.8	0.0	3.0	Grade 1	86	15.9
SPED	12.8	3.1	9.6	0.0	1.5	2.0	2.6	0.2	6.1	Grade 2	80	14.8
										Grade 3	76	14.0
										Grade 4	80	14.8
										Grade 5	83	15.3
										Total	541	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	88.9	7.4

Other Participation		School Programs	
Students now or have in the past received FARMS = 33.8% Mobility Rate (Entrants + Withdrawals)** = 12.7% Attendance Rate** = 95.7% Suspension Rate** = 0.0%		Preschool Education Program (PEP) Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	96.2	96.1	93.8	91.3	91.5	100.0
African American	80.0	90.0	100.0	69.2	88.9	100.0
Asian American	100.0	100.0	87.6	100.0	100.1	100.0
Hispanic	93.3	93.3	91.7	83.3	75.0	100.0
White	100.0	100.0	94.9	97.4	92.8	100.0
Female	97.4	94.7	94.3	100.0	86.8	100.0
Male	94.9	97.5	93.5	84.8	95.5	100.0
FARMS	89.4	89.5	94.4	77.8	100.0	100.0
LEP	87.5	100.0				
SPED						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Thurgood Marshall Elementary School - #244

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.3	88.2	86.8	85.7	88.3	86.8
African American	58.3	66.7	83.3	76.9	76.9	66.7
Asian American	88.9	100.0	100.0	100.0	100.0	100.0
Hispanic	66.7	77.8	88.9	88.9	100.0	77.8
White	86.7	93.3	84.4	84.4	86.7	91.1
Female	86.4	90.9	95.5	86.4	88.6	93.2
Male	71.9	84.4	75.0	84.8	87.9	78.1
ESOL	62.5	62.5	87.5	77.8	100.0	62.5
FARMS	66.7	73.3	86.7	86.7	86.7	73.3
SPED						

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	8.7	0.0	6.5	8.7	76.1	93.5	6.5			
Supporting Services	20.0	0.0	15.0	15.0	50.0	85.0	15.0	106	100.0	0.0

Class Size/Staff Ratio		Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.3	Average Class Size Kindergarten = 25.0 Grades 1 to 3 = 24.0 Grades 4 to 5 = 27.2	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
		13.0	45.7	41.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	4.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	2.000
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	17.700	Instructional Support Total	8.875
Staff Development	1.000		
ESOL	1.200	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.250
Instrumental Music	0.300	Other Support Total	3.250
Preschool			
Special Education:		Building Services	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.600	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	0.750
Other Professional Total	4.600		
Total Professional	42.200	Total Supporting Services	17.375

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1993		12.0	Y	1	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	16	4	0	0	4	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
541	541	586	597	608	614	612	597

School Personnel Costs	
Professional Salaries	\$3,376,276
Supporting Services Salaries	\$678,871
Employee Benefits	\$1,065,634
Total Allocated Cost	\$5,120,781

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Maryvale Elementary School - #210

Principal: Ms. Karen Gregory, Acting
 Community Supt: Dr. Sherry Liebes
 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

2010–2011 Enrollment = 565													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	52.7	47.3	0.4	7.8	23.5	32.2	0.0	26.7	9.4	Pre-K	80	14.2	
ESOL	25.7	12.4	13.3	0.0	2.8	3.4	16.6	0.0	2.7	0.2	Full-Day K	88	15.6
FARMS	41.1	20.7	20.4	0.0	2.8	12.9	19.6	0.0	2.7	3.0	Grade 1	80	14.2
SPED	8.0	1.8	6.2	0.0	0.7	2.1	2.7	0.0	2.1	0.4	Grade 2	84	14.9
											Grade 3	85	15.0
											Grade 4	68	12.0
											Grade 5	80	14.2
											Total	565	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	100.0	0.0
Other Participation		
Students now or have in the past received FARMS = 44.8% Mobility Rate (Entrants + Withdrawals)** = 10.6% Attendance Rate** = 95.4% Suspension Rate** = 1.0%		
School Programs		
Focused Academic Support—Local Funds Head Start Prekindergarten Total French Immersion Linkages to Learning Autism (Prekindergarten) Program of Assessment, Diagnosis and Instruction (PADI) Positive Behavioral Interventions and Supports (PBIS)		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

Maryland School Assessment Proficiency Rate**						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.5	83.5	89.8	81.0	84.5	94.9
African American	84.2	84.2	75.0	70.0	62.5	88.0
Asian American	100.0	83.4	100.0	87.5	100.0	100.0
Hispanic	95.5	77.3	91.3	73.9	82.3	94.2
White	100.0	88.5	96.4	92.8	100.0	100.0
Female	100.0	90.5	90.0	84.0	90.0	100.0
Male	87.1	74.2	89.6	75.8	78.4	89.4
FARMS	88.5	69.2	91.7	70.8	65.4	96.3
LEP	100.0	85.7	85.7	85.7		
SPED						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Maryvale Elementary School - #210

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	57.1	59.5	57.8	70.2	78.3	65.5
African American	40.9	50.0	54.5	63.6	68.2	45.5
Asian American	100.0	88.9	100.0	100.0	100.0	100.0
Hispanic	38.1	47.6	47.6	52.4	66.7	52.4
White	67.7	67.7	58.1	80.6	90.3	77.4
Female	57.5	72.5	59.0	67.5	71.8	67.5
Male	56.8	47.7	56.8	72.7	84.1	63.6
ESOL	60.0	65.0	60.0	50.0	80.0	65.0
FARMS	44.8	48.3	50.0	51.7	64.3	51.7
SPED	100.0	57.1	57.1	71.4	85.7	71.4

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	20.8	0.0	1.9	3.8	73.6	86.8	13.2			
Supporting Services	11.4	0.0	11.4	25.7	51.4	85.7	14.3	141	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.4				% Less Than 5 Years			
Average Class Size Kindergarten = 22.5 Grades 1 to 3 = 22.9				% 5–15 Years			
Grades 4 to 5 = 18.5				% More Than 15 Years			
				22.6			
				39.6			
				37.7			

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1969			17.7		Y	1	1		
Principal	1.000		Paraeducators													
Assistant Principal	1.000		Regular				4.450									
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist				10.818									
Administrative Total	2.000		Teacher Assistant													
Teachers			Media Assistant				1.000									
Kindergarten	4.000		Instructional Data Assistant				0.750									
Classroom	22.400		Instructional Support Total				17.018									
Staff Development	1.000															
ESOL	3.200		Other Support													
Reading/Literacy	1.600		Administrative Secretary				1.000									
Physical Education			Secretary				1.000									
Art	1.300		Parent/Community Coord													
Music	1.300		Lunch Hour Aide				1.250									
Instrumental Music	0.300															
Preschool	2.200		Other Support Total				3.250									
Special Education:																
Classroom Resource Program	4.000		Building Services													
Teachers Total	41.300		Manager				1.000									
Other Professional			Leader				1.000									
Counselor	1.000		Worker				3.500									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.300		Building Services Total				5.500									
Other Professional Total	3.300		Food Services				1.312									
Total Professional	46.600		Total Supporting Services				27.080									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Spark M. Matsunaga Elementary School - #523

Principal: Ms. Judy K. Brubaker

13902 Bromfield Road Germantown, Maryland 20874

Office Phone: (301) 601-4350

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/matsunagaes/

Fax Number: (301) 601-4358

School Hours: 9:15 - 3:30

Cluster Name: Northwest

Feeder Schools:

Receiving Schools: Kingsview

2010–2011 Enrollment = 1,025												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.7	50.3	0.1	38.0	14.0	10.9	0.0	31.8	5.3	Pre-K	0	0.0
ESOL	9.1	2.8	6.2	0.0	4.1	1.0	3.6	0.0	0.4	Full-Day K	179	17.5
FARMS	14.1	6.0	8.1	0.0	2.5	4.6	5.2	0.0	1.5	Grade 1	193	18.8
SPED	4.9	1.4	3.5	0.0	0.9	0.5	1.0	0.0	2.5	Grade 2	177	17.3
										Grade 3	158	15.4
										Grade 4	165	16.1
										Grade 5	153	14.9
										Total	1,025	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	97.9	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 16.5% Mobility Rate (Entrants + Withdrawals)** = 7.1% Attendance Rate** = 96.3% Suspension Rate** = 0.3%		Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.2	91.8	93.4	96.0	88.2	94.4
African American	79.3	72.4	88.0	92.0	63.6	86.4
Asian American	98.6	98.6	96.4	100.0	98.1	96.2
Hispanic	75.0	87.6	87.6	93.8	87.6	93.8
White	92.5	94.0	94.6	94.5	88.9	96.3
Female	87.9	90.2	96.3	97.5	88.3	97.1
Male	94.5	93.5	90.2	94.4	88.1	92.1
FARMS	60.0	72.0	80.0	86.7	78.5	92.9
LEP	40.0	60.0				
SPED	77.7	66.6	66.7	77.8	50.0	75.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Spark M. Matsunaga Elementary School - #523

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	79.4	89.4	85.6	82.5	83.8	89.4
African American	65.4	80.8	76.9	46.2	57.7	76.9
Asian American	89.7	95.6	94.1	92.6	92.6	95.6
Hispanic	60.0	70.0	60.0	80.0	90.0	80.0
White	76.8	89.3	83.9	87.5	83.9	89.3
Female	85.5	92.8	91.6	83.1	85.5	92.8
Male	72.7	85.7	79.2	81.8	81.8	85.7
ESOL	44.4	44.4	22.2	44.4	55.6	55.6
FARMS	59.1	68.2	54.5	50.0	59.1	68.2
SPED	37.5	50.0	50.0	62.5	75.0	62.5

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	1.4	13.0	1.4	81.2	89.9	10.1			
Supporting Services	25.9	0.0	7.4	7.4	59.3	70.4	29.6	217	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 15.2		Average Class Size Kindergarten = 22.3		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 22.3		Grades 1 to 3 = 24.1		11.6		50.7	
Grades 4 to 5 = 26.8						37.7	

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				2001		11.8	Y	1	15
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular									
Principal Intern			Special Education				3.000					
Asst School Administrator	1.000		IT Systems Specialist									
Administrative Total	3.000		Teacher Assistant									
Teachers			Media Assistant				1.000					
Kindergarten	8.000		Instructional Data Assistant				1.375					
Classroom	34.800		Instructional Support Total				7.875					
Staff Development	1.000											
ESOL	2.100		Other Support									
Reading/Literacy	3.400		Administrative Secretary				1.000					
Physical Education			Secretary				2.000					
Art	1.800		Parent/Community Coord									
Music	1.800		Lunch Hour Aide				2.875					
Instrumental Music	0.600		Other Support Total				5.875					
Preschool												
Special Education:												
Classroom Resource Program	3.500		Building Services									
Teachers Total	57.000		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	2.000		Worker				6.500					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	1.100		Building Services Total				8.500					
Other Professional Total	4.100		Food Services				1.750					
Total Professional	64.100		Total Supporting Services				24.000					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

S. Christa McAuliffe Elementary School - #110

Principal: Ms. Loretta M. Favret

12500 Wisteria Drive Germantown, MD 20874

Office Phone: (301) 353-0910

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/mcauliffe/

Fax Number: (301) 353-0923

School Hours: 8:50 - 3:05

Cluster Name: Seneca Valley

Feeder Schools:

Receiving Schools: Clemente

2010–2011 Enrollment = 584												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.7	48.3	0.0	11.1	28.9	34.6	0.2	19.7	5.5	Pre-K	20	3.4
ESOL	27.7	13.2	14.6	0.0	4.6	3.6	17.3	0.2	1.5	Full-Day K	112	19.2
FARMS	45.9	22.3	23.6	0.0	3.4	15.9	20.2	0.2	3.9	Grade 1	96	16.4
SPED	10.3	3.1	7.2	0.0	0.7	3.1	3.9	0.0	1.7	Grade 2	111	19.0
										Grade 3	78	13.4
										Grade 4	81	13.9
										Grade 5	86	14.7
										Total	584	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.9	21.8
Other Participation		
Students now or have in the past received FARMS = 54.8% Mobility Rate (Entrants + Withdrawals)** = 18.0% Attendance Rate** = 95.7% Suspension Rate** = 0.3%		
School Programs		
Focused Academic Support—Local Funds Head Start Learning and Academic Disabilities Positive Behavioral Interventions and Supports (PBIS)		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.6	85.4	87.9	87.0	82.4	92.4
African American	93.1	93.1	83.7	86.4	75.0	83.3
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic	82.8	72.4	87.0	82.6	76.9	96.2
White	84.0	88.0	93.8	87.6	95.0	100.0
Female	84.1	86.3	88.7	90.8	80.8	91.5
Male	91.1	84.5	86.9	81.6	84.1	93.2
FARMS	82.1	74.4	78.9	78.9	69.2	87.1
LEP	77.8	77.8	94.1	94.1	66.7	66.7
SPED	55.6	55.6	62.5	44.4	66.7	83.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

S. Christa McAuliffe Elementary School - #110

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	57.1	66.2	58.4	68.8	72.7	63.6
African American	36.4	63.6	45.5	54.5	68.2	50.0
Asian American	80.0	80.0	90.0	100.0	80.0	90.0
Hispanic	64.5	61.3	51.6	67.7	71.0	61.3
White	57.1	71.4	71.4	71.4	78.6	71.4
Female	67.5	75.0	67.5	77.5	75.0	75.0
Male	45.9	56.8	48.6	59.5	70.3	51.4
ESOL	54.2	54.2	54.2	45.8	62.5	45.8
FARMS	47.2	58.3	47.2	58.3	63.9	50.0
SPED	25.0	12.5	12.5	12.5	12.5	12.5

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.3	0.0	1.8	5.5	85.5	85.5	14.5			
Supporting Services	9.5	0.0	0.0	19.0	71.4	76.2	23.8	183	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 11.1				% Less Than 5 Years			
Average Class Size Kindergarten = 18.3 Grades 1 to 3 = 17.5 Grades 4 to 5 = 22.9				% 5–15 Years			
				% More Than 15 Years			
				16.4			
				56.4			
				27.3			

Staff Positions							Facilities Data						
Professional													
Administrative		Instructional Support					Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000	Paraeducators					1987		10.6	Y	0	3	
Assistant Principal	1.000	Regular											
Principal Intern		Special Education					2.250						
Asst School Administrator		IT Systems Specialist											
Administrative Total	2.000	Teacher Assistant					1.000						
Teachers		Media Assistant					0.750						
Kindergarten Classroom	6.000	Instructional Data Assistant					7.222						
Staff Development	25.300	Instructional Support Total											
ESOL	3.700	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					1.500						
Instrumental Music	0.200	Other Support Total					3.500						
Preschool	0.600												
Special Education:													
Classroom Resource Program	3.500	Building Services											
Teachers Total	43.900	Manager					1.000						
Other Professional		Leader					1.000						
Counselor	1.000	Worker					2.500						
Media Specialist	1.000	Plant Equipment Operator											
Spec Ed Related Services	1.000	Building Services Total					4.500						
Other Professional Total	3.000	Food Services					1.375						
Total Professional	48.900	Total Supporting Services					16.597						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Ronald A. McNair Elementary School - #158

Principal: Mrs. Eileen MacFarlane

13881 Hopkins Road Germantown, MD 20874

Office Phone: (301) 353-0854

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/ronaldmcnair/

Fax Number: (301) 353-0964

School Hours: 9:15 - 3:30

Cluster Name: Northwest

Feeder Schools:

Receiving Schools: Kingsview

2010–2011 Enrollment = 749												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.5	48.5	0.1	29.0	24.2	15.9	0.0	26.3	4.5	Pre-K	44	5.9
ESOL	14.3	7.7	6.5	0.0	5.6	1.7	5.3	0.0	1.5	Full-Day K	130	17.4
FARMS	25.6	12.3	13.4	0.0	3.1	12.4	7.6	0.0	2.1	Grade 1	116	15.5
SPED	8.5	2.4	6.1	0.0	1.3	2.4	1.7	0.0	2.9	Grade 2	121	16.2
										Grade 3	117	15.6
										Grade 4	117	15.6
										Grade 5	104	13.9
										Total	749	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	100.0	0.0
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 29.9% Mobility Rate (Entrants + Withdrawals)** = 11.3% Attendance Rate** = 96.3% Suspension Rate** = 1.1%		Prekindergarten Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	96.6	95.0	93.0	95.7	88.6	95.2
African American	97.1	94.1	84.2	92.1	76.6	90.0
Asian American	97.3	97.2	100.0	100.0	100.0	94.4
Hispanic	92.4	92.3	86.7	86.7	78.5	100.0
White	97.2	94.3	100.0	100.0	95.4	97.7
Female	96.9	96.9	93.2	98.3	84.6	92.3
Male	96.3	92.7	92.8	92.7	92.5	98.1
FARMS	89.3	92.8	81.5	88.9	66.6	85.7
LEP	80.0	80.0	75.0	100.0		
SPED	87.5	75.0	71.4	92.8	33.3	66.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Ronald A. McNair Elementary School - #158

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	73.8	80.3	75.4	84.4	91.0	82.0
African American	50.0	54.2	54.2	62.5	75.0	58.3
Asian American	80.9	85.1	83.0	91.5	100.0	87.2
Hispanic	54.5	72.7	45.5	63.6	81.8	63.6
White	84.6	92.3	87.2	94.9	92.3	94.9
Female	74.2	87.1	80.6	88.7	88.7	88.7
Male	73.3	73.3	70.0	80.0	93.3	75.0
ESOL	58.8	58.8	52.9	52.9	76.5	47.1
FARMS	57.7	65.4	57.7	61.5	80.8	61.5
SPED	62.5	62.5	75.0	50.0	100.0	50.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.1	0.0	1.8	1.8	87.3	90.9	9.1			
Supporting Services	13.6	0.0	18.2	9.1	59.1	77.3	22.7	145	96.6	3.4

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 13.8				% Less Than 5 Years			
Average Class Size Kindergarten = 26.0 Grades 1 to 3 = 23.5 Grades 4 to 5 = 24.8				% 5–15 Years			
				% More Than 15 Years			
				9.1			
				52.7			
				38.2			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1990		10.0	Y	0	4	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				4.248						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				1.000						
Teachers			Media Assistant				0.875						
Kindergarten Classroom	5.000		Instructional Data Assistant				8.998						
Staff Development	25.000												
ESOL	2.300		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				1.875						
Instrumental Music	0.400												
Preschool	1.000		Other Support Total				3.875						
Special Education:													
Classroom Resource Program	4.500		Building Services										
Teachers Total	44.000		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				3.000						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	1.200		Building Services Total				5.000						
Other Professional Total	3.200		Food Services				1.375						
Total Professional	49.200		Total Supporting Services				19.248						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Meadow Hall Elementary School - #212

Principal: Mr. Cabell W. Lloyd
 Community Supt: Dr. Sherry Liebes
 School Hours: 8:40 - 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

2010–2011 Enrollment = 391												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	45.3	54.7	0.5	8.4	14.8	45.3	0.5	26.3	4.1	Pre-K	2	0.5
ESOL	23.8	11.8	12.0	0.0	2.3	0.3	21.0	0.0	0.3	Full-Day K	75	19.2
FARMS	49.9	23.8	26.1	0.3	2.8	9.2	31.5	0.3	3.8	Grade 1	61	15.6
SPED	17.6	4.3	13.3	0.0	0.8	4.6	6.1	0.0	5.1	Grade 2	69	17.6

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.7	20.9	22.4

Other Participation		School Programs	
Students now or have in the past received FARMS = 58.1%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 23.5%		Autism	
Attendance Rate** = 94.6%		Learning and Academic Disabilities	
Suspension Rate** = 1.0%		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.5	70.2	89.8	83.7	78.5	92.0
African American	58.3	66.6	100.0	71.4	100.0	100.0
Asian American	80.0	100.0	88.9	77.8	100.0	100.0
Hispanic	71.4	61.9	82.4	76.5	65.2	86.3
White	88.3	76.5	93.3	100.0	78.6	92.8
Female	65.2	69.6	86.6	86.7	82.2	96.3
Male	82.3	70.6	91.2	82.3	73.9	87.0
FARMS	63.0	66.7	85.2	74.1	70.8	91.3
LEP	68.8	62.5	83.3	66.7	40.0	
SPED	53.9	53.8	88.9	77.8	50.0	70.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Meadow Hall Elementary School - #212

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.9	75.0	69.6	62.5	67.9	71.4
African American	50.0	60.0	60.0	60.0	80.0	60.0
Asian American	83.3	100.0	100.0	83.3	100.0	83.3
Hispanic	57.7	61.5	65.4	50.0	57.7	61.5
White	92.3	100.0	76.9	84.6	69.2	92.3
Female	63.6	72.7	75.8	60.6	60.6	66.7
Male	73.9	78.3	60.9	65.2	78.3	78.3
ESOL	36.4	45.5	54.5	36.4	54.5	36.4
FARMS	48.3	62.1	58.6	41.4	65.5	51.7
SPED						

Class Size/Staff Ratio		Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 8.2	Average Class Size Kindergarten = 16.3 Grades 1 to 3 = 17.7	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
		35.7	26.2	38.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.124
Principal Intern		Special Education	8.063
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	17.600	Instructional Support Total	11.437
Staff Development	1.000		
ESOL	1.900	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	0.999
Instrumental Music	0.200	Other Support Total	2.999
Preschool			
Special Education:		Building Services	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.000	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	1.000
Other Professional Total	3.400		
Total Professional	39.400	Total Supporting Services	18.936

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1994	8.4	N	0	2

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	12	4	0	0	4	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
344	344	409	415	427	431	440	436

School Personnel Costs	
Professional Salaries	\$2,883,998
Supporting Services Salaries	\$781,251
Employee Benefits	\$996,226
Total Allocated Cost	\$4,661,475

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Mill Creek Towne Elementary School - #556

Principal: Mr. Kenneth L. Marcus

Community Supt: Mr. Adrian B. Talley

School Hours: 8:50 - 3:05

Feeder Schools:

17700 Park Mill Drive Rockville, MD 20855

www.montgomeryschoolsmd.org/schools/mcts/

Office Phone: (301) 840-7149

Fax Number: (301) 670-2245

Cluster Name: Col. Zadok Magruder

Receiving Schools: Shady Grove

2010–2011 Enrollment = 422													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		45.3	54.7	0.2	10.9	14.0	39.8	0.0	29.1	5.9	Pre-K	22	5.2
ESOL	21.3	10.2	11.1	0.0	3.3	0.5	17.1	0.0	0.0	0.5	Full-Day K	77	18.2
FARMS	35.3	16.4	19.0	0.0	1.7	6.2	24.2	0.0	2.4	0.9	Grade 1	61	14.5
SPED	15.4	5.0	10.4	0.0	1.4	3.6	6.2	0.0	4.3	0.0	Grade 2	57	13.5
											Grade 3	72	17.1
											Grade 4	70	16.6
											Grade 5	63	14.9
											Total	422	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	48.1	0.0
Other Participation		
Students now or have in the past received FARMS = 42.4% Mobility Rate (Entrants + Withdrawals)** = 12.4% Attendance Rate** = 95.9% Suspension Rate** = 0.7%		
School Programs		
Focused Academic Support—Local Funds Prekindergarten Elementary Learning Center Language Disabilities (Prekindergarten) Resource		

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Not Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.6	79.1	79.1	82.1	85.5	94.2
African American	63.6	72.7	58.8	70.6	85.7	100.0
Asian American	94.7	78.9	100.0	100.0	93.8	93.8
Hispanic	65.0	65.0	80.0	75.0	77.2	86.4
White	90.9	95.5	86.4	90.9	87.5	100.0
Female	76.0	76.0	84.8	87.9	85.3	91.2
Male	83.0	80.8	73.5	76.4	85.7	97.2
FARMS	65.0	65.0	60.7	64.3	75.0	85.0
LEP	60.0	46.7	85.7	85.7	83.4	83.3
SPED	28.6	57.2	20.0	30.0	20.0	60.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Mill Creek Towne Elementary School - #556

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	55.2	59.7	61.2	65.7	79.1	61.2
African American	33.3	41.7	83.3	75.0	50.0	50.0
Asian American	66.7	66.7	66.7	66.7	100.0	66.7
Hispanic	40.9	50.0	45.5	50.0	72.7	45.5
White	74.1	74.1	63.0	74.1	92.6	77.8
Female	51.9	55.6	74.1	59.3	63.0	51.9
Male	57.5	62.5	52.5	70.0	90.0	67.5
ESOL	33.3	16.7	33.3	25.0	58.3	25.0
FARMS	34.6	38.5	46.2	46.2	69.2	42.3
SPED	12.5	25.0	37.5	12.5	37.5	12.5

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	19.0	0.0	4.8	2.4	73.8	85.7	14.3			
Supporting Services	35.0	0.0	10.0	20.0	35.0	80.0	20.0	115	91.3	8.7

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.3		Average Class Size Kindergarten = 17.8		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 17.8		Grades 1 to 3 = 19.3		11.9		40.5	
Grades 4 to 5 = 20.3						47.6	

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1966	2000	8.4	Y	0	3
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular									
Principal Intern			Special Education				4.000					
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant				0.500					
Teachers			Media Assistant									
Kindergarten	3.000		Instructional Data Assistant				0.750					
Classroom	16.600						6.750					
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				0.998					
Instrumental Music	0.300											
Preschool	0.500		Other Support Total				2.998					
Special Education:												
Classroom Resource Program	4.300		Building Services									
Teachers Total	30.800		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				2.000					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	2.600		Building Services Total				4.000					
Other Professional Total	4.600		Food Services				1.000					
Total Professional	37.400		Total Supporting Services				14.748					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Monocacy Elementary School - #652

Principal: Ms. Cynthia R. Duranko

Community Supt: Dr. LaVerne G. Kimball

School Hours: 8:50 - 3:05

Feeder Schools:

18801 Barnesville Road Dickerson, MD 20842

www.montgomeryschoolsmd.org/schools/monocacy/

Office Phone: (301) 972-7990

Fax Number: (301) 972-7995

Cluster Name: Poolesville

Receiving Schools: John Poole

2010–2011 Enrollment = 169												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	51.5	48.5	1.2	1.2	4.7	5.9	0.0	82.2	4.7	Pre-K	0	0.0
ESOL	2.4	0.6	1.8	0.0	0.0	1.8	0.0	0.6	0.0	Full-Day K	25	14.8
FARMS	13.6	5.9	7.7	0.0	0.0	3.0	3.0	0.0	2.4	Grade 1	19	11.2
SPED	12.4	4.7	7.7	0.0	0.0	1.8	0.0	0.0	10.1	Grade 2	22	13.0
										Grade 3	23	13.6
										Grade 4	38	22.5
										Grade 5	42	24.9
										Total	169	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	95.0	5.0
Less than 40%		
Other Participation		
Students now or have in the past received FARMS = 17.8%		
Mobility Rate (Entrants + Withdrawals)** = 4.5%		
Attendance Rate** = 94.0%		
Suspension Rate** = 0.0%		
School Programs		
Elementary Home School Model		

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	na	na	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
					All Students	94.4
African American						
Asian American						
Hispanic						
White	96.1	100.0	100.0	97.2	92.3	100.0
Female	94.4	100.0	87.0	100.0	84.7	92.3
Male	94.4	100.0	100.0	94.8	90.9	100.0
FARMS						
LEP						
SPED						
					66.7	88.8
					62.5	87.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Monocacy Elementary School - #652

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	63.6	72.7	59.1	86.4	81.8	77.3
African American						
Asian American						
Hispanic						
White	63.2	73.7	63.2	89.5	84.2	78.9
Female	75.0	75.0	66.7	91.7	91.7	83.3
Male	50.0	70.0	50.0	80.0	70.0	70.0
ESOL						
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	5.0	95.0	95.0	5.0			
Supporting Services	23.1	0.0	7.7	0.0	69.2	84.6	15.4	50	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.0				% Less Than 5 Years			
Average Class Size Kindergarten = 25.0 Grades 1 to 3 = 21.7 Grades 4 to 5 = 26.7				% 5–15 Years			
				% More Than 15 Years			
				15.0			
				40.0			
				45.0			

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1961	1989	27.0	Y	0	3
Principal	1.000		Paraeducators									
Assistant Principal			Regular				0.875	1.750				
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	1.000		Teacher Assistant				0.500					
Teachers			Media Assistant									
Kindergarten	1.000		Instructional Data Assistant				0.750					
Classroom	6.400											
Staff Development	1.000		Instructional Support Total				3.875					
ESOL	0.100		Other Support									
Reading/Literacy	0.500		Administrative Secretary					1.000				
Physical Education			Secretary					0.500				
Art	0.400		Parent/Community Coord									
Music	0.400		Lunch Hour Aide						0.500			
Instrumental Music	0.200											
Preschool			Other Support Total				2.000					
Special Education:												
Classroom Resource Program	2.000		Building Services									
Teachers Total	12.000		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				1.000					
Media Specialist	0.500		Plant Equipment Operator									
Spec Ed Related Services	0.400		Building Services Total				3.000					
Other Professional Total	1.900		Food Services				0.625					
Total Professional	14.900		Total Supporting Services				9.500					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Montgomery Knolls Elementary School - #776

Principal: Ms. Deann M. Collins

Community Supt: Ms. Bronda L. Mills

School Hours: 8:50 - 3:05

Feeder Schools:

807 Daleview Drive Silver Spring, MD 20901

www.montgomeryschoolsmd.org/schools/knolls/

Office Phone: (301) 431-7667

Fax Number: (301) 431-7669

Cluster Name: Downcounty Consortium

Receiving Schools: Pine Crest

2010–2011 Enrollment = 444												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	47.1	52.9	0.0	8.6	23.0	46.2	0.0	18.9	3.4	Pre-K	111	25.0
ESOL	50.5	21.8	28.6	0.0	6.3	8.1	35.6	0.0	0.5	Full-Day K	102	23.0
FARMS	63.3	30.2	33.1	0.0	5.4	15.8	40.5	0.0	0.5	Grade 1	121	27.3
SPED	15.5	4.1	11.5	0.0	0.2	4.7	7.4	0.0	0.7	Grade 2	110	24.8
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).												
Students with Disabilities Least Restrictive Environment (LRE)												
Percent of Instructional Time Inside a General Education Class												
		80% or More		Between 40% and 79%			Less than 40%					
All SPED Students	100.0		0.0			0.0				Total	444	

Other Participation		School Programs	
Students now or have in the past received FARMS = 64.9%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 12.2%		Head Start	
Attendance Rate** = 95.1%		Prekindergarten	
Suspension Rate** = 0.3%		Program of Assessment, Diagnosis and Instruction (PADI)	
		Computer Technology Program	
		Linkages to Learning	
		Preschool Education Program (PEP)	
		Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Not Met	na	na
SPED	Not Met	Not Met	na	na
Attendance Rate: Met				

Maryland School Assessment Proficiency Rate**						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
FARMS						
LEP						
SPED						
The Maryland School Assessment was not administered at this school during the 2009–2010 school year because there were no students in grades 3–5.						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Montgomery Knolls Elementary School - #776

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	48.3	59.5	67.2	59.5	68.1	57.8
African American	42.9	64.3	53.6	60.7	82.1	57.1
Asian American	60.0	70.0	85.0	75.0	85.0	75.0
Hispanic	34.7	42.9	59.2	42.9	46.9	40.8
White	78.9	84.2	89.5	84.2	84.2	84.2
Female	58.2	74.5	80.0	70.9	74.5	72.7
Male	39.3	45.9	55.7	49.2	62.3	44.3
ESOL	36.8	49.1	61.4	45.6	54.4	47.4
FARMS	34.3	45.7	60.0	47.1	58.6	42.9
SPED	20.0	20.0	50.0	10.0	20.0	20.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	21.1	0.0	10.5	1.8	66.7	94.7	5.3			
Supporting Services	28.6	0.0	4.8	33.3	33.3	85.7	14.3	142	95.1	4.9

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 7.9				% Less Than 5 Years			
Average Class Size Kindergarten = 17.8 Grades 1 to 3 = 16.5 Grades 4 to 5 =				% 5–15 Years			
				% More Than 15 Years			
				19.3			
				42.1			
				38.6			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	3.000			
Principal Intern		Special Education	4.625			
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	19.100	Instructional Support Total	8.875			
Staff Development	1.000					
ESOL	5.100	Other Support				
Reading/Literacy	1.500	Administrative Secretary	2.000			
Physical Education		Secretary				
Art	1.200	Parent/Community Coord	1.000			
Music	1.200	Lunch Hour Aide	1.000			
Instrumental Music		Other Support Total	4.000			
Preschool	2.000					
Special Education:		Building Services				
Classroom	7.000	Manager	1.000			
Resource Program		Leader	1.000			
Teachers Total	44.100	Worker	3.000			
Other Professional		Plant Equipment Operator				
Counselor	1.000	Building Services Total	5.000			
Media Specialist	1.000					
Spec Ed Related Services	2.600	Food Services	1.250			
Other Professional Total	4.600					
Total Professional	50.700	Total Supporting Services	19.125			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1952	1989	10.3	N	0	13		

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
273	528	467	468	486	489	487	486

School Personnel Costs							
Professional Salaries							\$3,837,884
Supporting Services Salaries							\$769,937
Employee Benefits							\$1,213,316
Total Allocated Cost							\$5,821,137

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

New Hampshire Estates Elementary School - #791

Principal: Mrs. Marinda Thomas-Evans

8720 Carroll Avenue Silver Spring, MD 20903

Office Phone: (301) 431-7607

Community Supt: Ms. Bronda L. Mills

www.montgomeryschoolsmd.org/schools/nhees/

Fax Number: (301) 431-7644

School Hours: 8:50 - 3:00

Cluster Name: Downcounty Consortium

Feeder Schools:

Receiving Schools: Oak View

2010–2011 Enrollment = 420													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		51.9	48.1	0.2	5.2	16.2	71.4	0.0	5.5	1.4	Pre-K	97	23.1
ESOL	74.0	37.1	36.9	0.2	2.9	6.4	64.0	0.0	0.2	0.2	Full-Day K	119	28.3
FARMS	85.7	45.0	40.7	0.0	4.3	12.6	67.6	0.0	0.2	1.0	Grade 1	114	27.1
SPED	10.0	1.9	8.1	0.0	0.5	1.2	7.4	0.0	1.0	0.0	Grade 2	90	21.4

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	94.4	5.6
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 87.6%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 25.6%		Head Start	
Attendance Rate** = 95.2%		Prekindergarten	
Suspension Rate** = 0.0%		Reading/Language Arts Program	
		Linkages to Learning	
		Program of Assessment, Diagnosis and Instruction (PADI)	
		School Based Health Center	
		Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

Maryland School Assessment Proficiency Rate**						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
FARMS						
LEP						
SPED						

The Maryland School Assessment was not administered at this school during the 2009–2010 school year because there were no students in grades 3–5.

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

New Hampshire Estates Elementary School - #791

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	43.2	53.4	64.8	50.0	69.3	46.6
African American	62.5	66.7	66.7	75.0	75.0	70.8
Asian American	57.1	57.1	100.0	57.1	71.4	28.6
Hispanic	28.8	44.2	57.7	34.6	65.4	34.6
White	80.0	80.0	80.0	80.0	80.0	80.0
Female	37.0	56.5	73.9	43.5	71.7	43.5
Male	50.0	50.0	54.8	57.1	66.7	50.0
ESOL	22.4	34.7	57.1	24.5	59.2	22.4
FARMS	40.0	50.0	64.3	42.9	67.1	42.9
SPED	7.1	7.1	28.6	14.3	21.4	7.1

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	19.2	0.0	0.0	5.8	75.0	92.3	7.7			
Supporting Services	22.7	0.0	9.1	54.5	13.6	81.8	18.2	123	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 7.8				% Less Than 5 Years			
Average Class Size Kindergarten = 17.1 Grades 1 to 3 = 17.2 Grades 4 to 5 =				% 5–15 Years			
				% More Than 15 Years			
				23.1			
				42.3			
				34.6			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	6.408			
Principal Intern		Special Education	0.500			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant				
Teachers		Media Assistant	0.500			
Kindergarten	7.000	Instructional Data Assistant	0.750			
Classroom	20.000		8.158			
Staff Development	1.000					
ESOL	6.400	Instructional Support Total				
Reading/Literacy	1.500	Other Support				
Physical Education		Administrative Secretary	1.000			
Art	1.000	Secretary	1.000			
Music	1.000	Parent/Community Coord				
Instrumental Music		Lunch Hour Aide	0.874			
Preschool	4.100	Other Support Total	2.874			
Special Education:						
Classroom	1.000	Building Services				
Resource Program		Manager	1.000			
Teachers Total	43.000	Leader	1.000			
Other Professional		Worker	2.500			
Counselor	1.000	Plant Equipment Operator				
Media Specialist	1.000	Building Services Total	4.500			
Spec Ed Related Services	1.500					
Other Professional Total	3.500	Food Services	1.375			
Total Professional	48.500	Total Supporting Services	16.907			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1988		5.4	Y	0	0		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	14	6	5	0	7	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
443	443	443	441	436	435	434	401

School Personnel Costs							
Professional Salaries							\$3,609,983
Supporting Services Salaries							\$684,474
Employee Benefits							\$1,146,810
Total Allocated Cost							\$5,441,267

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Roscoe R. Nix Elementary School - #307

Principal: Ms. Annette Ffolkes

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 494													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		45.1	54.9	0.4	12.6	32.6	46.6	0.0	5.7	2.2	Pre-K	55	11.1
ESOL	37.2	16.2	21.1	0.0	5.3	5.7	26.1	0.0	0.0	0.2	Full-Day K	134	27.1
FARMS	69.4	29.4	40.1	0.4	8.5	19.2	39.1	0.0	1.0	1.2	Grade 1	170	34.4
SPED	10.3	2.6	7.7	0.0	1.2	2.8	5.3	0.0	0.8	0.2	Grade 2	135	27.3
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	0	0.0
Grade 4											Grade 5	0	0.0
Total											Total	494	

Students with Disabilities Least Restrictive Environment (LRE)

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.6	11.9	9.5

Other Participation

Students now or have in the past received FARMS = 73.3%

Mobility Rate (Entrants + Withdrawals)** = 22.9%

Attendance Rate** = 94.8%

Suspension Rate** = 2.0%

School Programs

Focused Academic Support—Federal Title I Funds

School/Community-Based (K–2)

Elementary Home School Model

Prekindergarten Autism

Prekindergarten

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	na	na	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Not Met	na	na

Attendance Rate: Met

Maryland School Assessment Proficiency Rate**

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
FARMS						
LEP						
SPED						

The Maryland School Assessment was not administered at this school during the 2009–2010 school year because there were no students in grades 3–5.

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Roscoe R. Nix Elementary School - #307

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	50.7	54.1	51.4	54.5	65.1	55.9
African American	54.9	62.7	54.9	56.0	68.6	58.0
Asian American	47.1	52.9	41.2	64.7	76.5	64.7
Hispanic	40.0	41.5	43.1	44.6	55.4	44.6
White	91.7	83.3	91.7	83.3	83.3	91.7
Female	63.8	68.1	62.3	63.2	69.6	66.2
Male	39.0	41.6	41.6	46.8	61.0	46.8
ESOL	14.3	17.1	25.7	17.1	42.9	11.4
FARMS	45.3	45.3	48.4	48.9	63.2	48.9
SPED	0.0	0.0	0.0	0.0	77.8	0.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	27.8	0.0	13.0	7.4	51.9	87.0	13.0			
Supporting Services	31.0	0.0	13.8	24.1	31.0	79.3	20.7	156	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.5				% Less Than 5 Years			
Average Class Size Kindergarten = 17.0 Grades 1 to 3 = 18.6 Grades 4 to 5 =				% 5–15 Years			
				% More Than 15 Years			
				20.4			
				48.1			
				31.5			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	2.375			
Principal Intern		Special Education	8.877			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant				
Teachers		Media Assistant	0.500			
Kindergarten	8.000	Instructional Data Assistant	0.750			
Classroom	21.700	Instructional Support Total	12.502			
Staff Development	1.000					
ESOL	3.700	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	1.125			
Instrumental Music		Other Support Total	3.125			
Preschool	1.000					
Special Education:		Building Services				
Classroom	4.500	Manager	1.000			
Resource Program		Leader	1.000			
Teachers Total	43.800	Worker	3.000			
Other Professional		Plant Equipment Operator				
Counselor	1.000	Building Services Total	5.000			
Media Specialist	1.000					
Spec Ed Related Services	1.100	Food Services	1.500			
Other Professional Total	3.100					
Total Professional	48.900	Total Supporting Services	22.127			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
2006		9.0	Y	0	0		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	17	4	1	0	8	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
480	480	488	454	457	460	457	457

School Personnel Costs							
Professional Salaries		\$3,583,137					
Supporting Services Salaries		\$799,535					
Employee Benefits		\$1,175,583					
Total Allocated Cost		\$5,558,255					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

North Chevy Chase Elementary School - #415

Principal: Ms. Renee D. Stevens
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 427													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.9	50.1	0.0	5.4	9.6	12.6	0.0	67.0	5.4	Pre-K	0	0.0
ESOL	3.0	1.2	1.9	0.0	0.2	0.0	1.6	0.0	1.2	0.0	Full-Day K	0	0.0
FARMS	5.6	2.8	2.8	0.0	0.0	1.4	3.7	0.0	0.0	0.5	Grade 1	0	0.0
SPED	9.1	3.5	5.6	0.0	0.9	0.9	2.8	0.0	4.2	0.2	Grade 2	0	0.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.2	7.7	5.1

Other Participation		School Programs	
Students now or have in the past received FARMS = 12.4%		Mathematics, Science and Computer Technology Program	
Mobility Rate (Entrants + Withdrawals)** = 5.8%		Elementary Home School Model	
Attendance Rate** = 97.5%		International Baccalaureate Middle Years Programme	
Suspension Rate** = 0.0%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Not Met	Met	na	na

Attendance Rate: Met

	Maryland School Assessment Proficiency Rate**							
	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	89.3	93.2	89.2	94.1	94.5	97.3	85.9	96.5
African American	80.0	80.0	85.7	100.0	100.0	100.0	80.0	93.4
Asian American	100.0	100.0	75.0	75.0			100.0	100.0
Hispanic	66.7	77.8	57.1	57.2	70.0	80.0	50.0	100.0
White	95.6	98.5	94.5	98.6	96.5	98.8	89.6	96.6
Female	91.3	93.4	92.0	98.0	92.6	100.0	82.9	92.7
Male	87.7	93.0	86.6	90.4	96.4	94.7	88.6	100.0
FARMS	58.3	75.0	28.6	42.9	85.7	85.8	30.0	90.0
LEP	60.0	80.0	50.0	50.0				
SPED	54.5	81.8	40.0	40.0	50.0	62.5	35.3	82.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

North Chevy Chase Elementary School - #415

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
ESOL						
FARMS						
SPED						

TerraNova Comprehensive Test of Basic Skills Second Edition data not available.
This test is administered in Grade 2 and this school does not serve Grade 2 students.

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	19.4	0.0	3.2	0.0	77.4	71.0	29.0			
Supporting Services	38.5	0.0	15.4	0.0	46.2	84.6	15.4	76	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 13.6			% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = Grades 1 to 3 = 22.8 Grades 4 to 5 = 24.2			16.1			48.4

Facilities Data						
Staff Positions		Core Facility Teaching Stations				
Professional	Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy
Administrative	Instructional Support	1953	1995	7.9	N	4
Principal	Paraeducators					
Assistant Principal	Regular	0.875				
Principal Intern	Special Education	2.125				
Asst School Administrator	IT Systems Specialist					
Administrative Total	Teacher Assistant	0.500				
Teachers	Media Assistant	0.750				
Kindergarten Classroom	Instructional Data Assistant	0.750				
Staff Development	Instructional Support Total	4.250				
ESOL	Other Support					
Reading/Literacy	Administrative Secretary	1.000				
Physical Education	Secretary	1.000				
Art	Parent/Community Coord					
Music	Lunch Hour Aide	1.125				
Instrumental Music	Other Support Total	3.125				
Preschool						
Special Education:						
Classroom Resource Program	Building Services					
Teachers Total	Manager	1.000				
Other Professional	Leader	1.000				
Counselor	Worker	1.000				
Media Specialist	Plant Equipment Operator					
Spec Ed Related Services	Building Services Total	3.000				
Other Professional Total	Food Services	1.000				
Total Professional	Total Supporting Services	11.375				

* Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Oak View Elementary School - #766

Principal: Mrs. Peggy E. Salazar
 Community Supt: Ms. Bronda L. Mills
 School Hours: 8:50 - 3:10
 Feeder Schools: New Hampshire Estates

400 E. Wayne Ave. 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

2010–2011 Enrollment = 299													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		50.5	49.5	0.0	8.7	24.1	50.5	0.0	14.0	2.7	Pre-K	0	0.0
ESOL	27.8	13.4	14.4	0.0	2.0	3.7	21.7	0.0	0.3	0.0	Full-Day K	0	0.0
FARMS	68.2	35.5	32.8	0.0	4.7	17.4	45.2	0.0	0.7	0.3	Grade 1	0	0.0
SPED	13.7	4.7	9.0	0.0	2.0	3.3	7.4	0.0	1.0	0.0	Grade 2	0	0.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	
All SPED Students	42.5	57.5	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 76.6%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 15.2%		Linkages to Learning	
Attendance Rate** = 95.9%		Elementary Home School Model	
Suspension Rate** = 1.7%		Center for the Highly Gifted	
		Multidisciplinary Educational Training and Support (METS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Not Met	Not Met	na	na

Attendance Rate: Met

Maryland School Assessment Proficiency Rate**						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.3	91.3	77.8	81.4	81.4	90.3
African American	91.7	91.6	69.6	78.2	76.0	92.0
Asian American	88.9	88.9	91.7	91.6	100.0	92.3
Hispanic	92.3	92.3	69.9	73.6	76.7	86.7
White	87.5	87.5	100.0	100.0	93.3	100.0
Female	92.5	90.0	70.3	77.8	81.5	92.6
Male	90.0	92.5	85.2	85.2	81.4	88.1
FARMS	89.1	89.1	72.2	75.0	74.0	89.0
LEP	85.7	85.7	50.0	58.4	78.6	71.4
SPED	62.5	75.0	41.2	41.2	57.2	78.6

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Oak View Elementary School - #766

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	TerraNova Comprehensive Test of Basic Skills Second Edition data not available. This test is administered in Grade 2 and this school does not serve Grade 2 students.					
African American						
Asian American						
Hispanic						
White						
Female						
Male						
ESOL						
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.5	0.0	3.2	3.2	87.1	83.9	16.1			
Supporting Services	18.8	0.0	12.5	31.3	37.5	81.3	18.8	69	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.2				% Less Than 5 Years			
Average Class Size Kindergarten = Grades 1 to 3 = 22.3 Grades 4 to 5 = 25.6				% 5–15 Years			
				% More Than 15 Years			
				16.1			
				35.5			
				48.4			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	3.499			
Principal Intern		Special Education	1.875			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	15.900	Instructional Data Assistant	0.750			
Staff Development	1.000		6.624			
ESOL	2.600	Instructional Support Total				
Reading/Literacy	0.500	Other Support				
Physical Education		Administrative Secretary	1.000			
Art	0.500	Secretary	1.000			
Music	0.500	Parent/Community Coord				
Instrumental Music	0.300	Lunch Hour Aide	0.750			
Preschool		Other Support Total	2.750			
Special Education:						
Classroom Resource Program	3.000	Building Services				
Teachers Total	24.300	Manager				
Other Professional		Leader	1.000			
Counselor	1.000	Worker	1.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.400	Building Services Total	2.500			
Other Professional Total	2.400	Food Services	1.250			
Total Professional	28.700	Total Supporting Services	13.124			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1949	1985	11.3	Y	0	0		

Core Facility Teaching Stations							
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education	
19	14	3	0	1	0	1	

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
350	350	316	349	372	393	392	385

School Personnel Costs							
Professional Salaries							\$2,339,597
Supporting Services Salaries							\$533,767
Employee Benefits							\$770,577
Total Allocated Cost							\$3,643,941

* Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Oakland Terrace Elementary School - #769

Principal: Ms. Cheryl Pulliam

Community 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

2010–2011 Enrollment = 829													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	46.4	53.6	0.2	9.3	15.9	27.6	0.0	40.4	6.5	Pre-K	0	0.0	
ESOL	16.5	7.7	8.8	0.1	3.1	1.0	11.1	0.0	1.1	0.1	Full-Day K	141	17.0
FARMS	33.3	15.7	17.6	0.1	4.3	6.8	18.8	0.0	2.1	1.2	Grade 1	174	21.0
SPED	8.6	2.9	5.7	0.1	0.7	1.4	3.1	0.0	2.8	0.4	Grade 2	162	19.5
											Grade 3	124	15.0
											Grade 4	110	13.3
											Grade 5	118	14.2
											Total	829	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	100.0	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 37.3% Mobility Rate (Entrants + Withdrawals)** = 10.0% Attendance Rate** = 95.6% Suspension Rate** = 0.0%		Focused Academic Support—Local Funds Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.6	90.2	91.6	93.3	88.7	96.6
African American	91.4	86.1	87.5	91.7	88.5	96.2
Asian American	88.9	94.4	92.8	92.9	88.9	100.0
Hispanic	87.9	81.8	88.9	91.7	86.2	93.4
White	100.0	100.0	97.8	97.8	91.3	100.0
Female	91.1	94.8	92.7	98.2	88.9	94.4
Male	94.0	86.4	90.7	89.3	88.2	100.0
FARMS	85.8	78.0	88.4	88.3	85.0	92.5
LEP	96.6	82.7				
SPED	87.5	77.8	69.2	84.6	66.7	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Oakland Terrace Elementary School - #769

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	66.1	73.6	73.3	71.9	78.3	73.6
African American	44.4	66.7	61.1	77.8	77.8	72.2
Asian American	75.0	87.5	81.3	87.5	81.3	93.8
Hispanic	36.7	46.7	50.0	46.7	63.3	43.3
White	86.0	86.0	87.5	78.9	85.7	84.2
Female	66.0	71.7	73.6	62.3	75.5	71.7
Male	66.2	75.0	73.1	79.4	80.6	75.0
ESOL	33.3	33.3	44.4	27.8	61.1	33.3
FARMS	37.8	51.4	51.4	51.4	64.9	51.4
SPED	18.2	36.4	50.0	36.4	60.0	36.4

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	11.6	0.0	1.4	1.4	85.5	89.9	10.1			
Supporting Services	10.3	0.0	10.3	34.5	44.8	89.7	10.3	213	99.5	0.5

Class Size/Staff Ratio		Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.4		% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
Average Class Size Kindergarten = 15.7	Grades 1 to 3 = 19.7	29.0	39.1	31.9
	Grades 4 to 5 = 22.5			

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.125
Principal Intern		Special Education	5.249
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
		Media Assistant	1.000
		Instructional Data Assistant	0.875
Teachers		Instructional Support Total	11.249
Kindergarten	9.000	Other Support	
Classroom	36.900	Administrative Secretary	1.000
Staff Development	1.000	Secretary	1.875
ESOL	3.300	Parent/Community Coord	
Reading/Literacy	1.000	Lunch Hour Aide	2.375
Physical Education		Other Support Total	5.250
Art	1.800	Building Services	
Music	1.800	Manager	1.000
Instrumental Music	0.600	Leader	1.000
Preschool		Worker	3.500
Special Education:		Plant Equipment Operator	
Classroom	3.500	Building Services Total	5.500
Resource Program		Food Services	1.500
Teachers Total	58.900	Total Supporting Services	23.499
Other Professional			
Counselor	1.500		
Media Specialist	1.000		
Spec Ed Related Services	1.400		
Other Professional Total	3.900		
Total Professional	65.800		

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1993	9.5	Y	0	7

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	27	4	0	0	0	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
526	456	867	916	954	954	942	959

School Personnel Costs	
Professional Salaries	\$4,745,166
Supporting Services Salaries	\$873,119
Employee Benefits	\$1,496,565
Total Allocated Cost	\$7,114,850

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Olney Elementary School - #502

Principal: Mrs. Joan A. O'Brien

Community Supt: Dr. Ursula A. Hermann

School Hours: 9:15 - 3:30

Feeder Schools:

3401 Queen Mary Drive Olney, MD 20832

www.montgomeryschoolsmd.org/schools/olneyses/

Office Phone: (301) 924-3126

Fax Number: (301) 570-1094

Cluster Name: Sherwood

Receiving Schools: Rosa Parks

2010–2011 Enrollment = 581												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	47.0	53.0	0.0	12.2	12.6	17.7	0.3	53.0	4.1	Pre-K	0	0.0
ESOL	3.4	2.1	1.4	0.0	1.4	0.0	1.9	0.0	0.2	Full-Day K	87	15.0
FARMS	14.3	7.6	6.7	0.0	1.9	4.0	7.2	0.0	1.0	Grade 1	90	15.5
SPED	8.6	2.6	6.0	0.0	0.3	1.5	2.1	0.0	4.3	Grade 2	92	15.8
										Grade 3	120	20.7
										Grade 4	99	17.0
										Grade 5	93	16.0
										Total	581	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	87.5	10.4
		Less than 40% 2.1

Other Participation		School Programs	
Students now or have in the past received FARMS = 19.1% Mobility Rate (Entrants + Withdrawals)** = 4.1% Attendance Rate** = 96.4% Suspension Rate** = 0.6%		Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.6	89.6	98.8	93.3	93.0	96.0
African American	80.0	80.0	100.0	92.8	83.3	88.9
Asian American	100.0	90.9	100.0	100.0	100.0	100.0
Hispanic	69.3	69.2	94.8	84.2	75.0	87.5
White	94.8	96.5	100.0	95.8	96.7	98.3
Female	92.1	94.1	100.0	94.7	93.9	95.9
Male	86.6	84.4	98.0	92.2	92.0	96.0
FARMS	68.8	68.8	100.0	88.2	73.3	80.0
LEP						
SPED	72.7	90.9	100.0	75.0	55.5	88.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Olney Elementary School - #502

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	73.8	71.0	64.5	77.6	71.0	76.6
African American	56.3	62.5	50.0	43.8	31.3	43.8
Asian American	81.3	87.5	62.5	75.0	75.0	81.3
Hispanic	45.5	63.6	54.5	72.7	72.7	72.7
White	81.3	70.3	70.3	87.5	79.7	84.4
Female	78.2	81.8	80.0	78.2	67.3	83.6
Male	69.2	59.6	48.1	76.9	75.0	69.2
ESOL						
FARMS	50.0	54.5	59.1	59.1	54.5	59.1
SPED	33.3	33.3	16.7	41.7	50.0	25.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.5	0.0	4.8	0.0	85.7	92.9	7.1			
Supporting Services	18.8	0.0	0.0	12.5	68.8	87.5	12.5	120	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 14.0			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 21.5 Grades 1 to 3 = 23.2 Grades 4 to 5 = 27.4			19.0 47.6 33.3		

Staff Positions							Facilities Data										
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized			Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1954			1990			9.9	Y	0	0	
Principal	1.000		Paraeducators					1.250									
Assistant Principal	1.000		Regular				2.750										
Principal Intern			Special Education														
Asst School Administrator			IT Systems Specialist														
Administrative Total	2.000		Teacher Assistant				1.000										
Teachers			Media Assistant				0.750										
Kindergarten	4.000		Instructional Data Assistant				5.750										
Classroom	21.400		Instructional Support Total														
Staff Development	1.000																
ESOL	0.300		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				1.500										
Instrumental Music	0.300		Other Support Total				3.500										
Preschool																	
Special Education:																	
Classroom Resource Program	3.500		Building Services														
Teachers Total	34.100		Manager				1.000										
Other Professional			Leader				1.000										
Counselor	1.000		Worker				2.000										
Media Specialist	1.000		Plant Equipment Operator														
Spec Ed Related Services	1.000		Building Services Total				4.000										
Other Professional Total	3.000		Food Services				1.000										
Total Professional	39.100		Total Supporting Services				14.250										

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

William Tyler Page Elementary School - #312

Principal: Ms. Debra A. Berner

Community Supt: Dr. Ursula A. Hermann

School Hours: 8:50 - 3:05

Feeder Schools:

13400 Tamarack Road Silver Spring, MD 20904

www.montgomeryschoolsmd.org/schools/pages/

Office Phone: (301) 989-5672

Fax Number: (301) 879-1036

Cluster Name: Northeast Consortium

Receiving Schools: Briggs Chaney

2010–2011 Enrollment = 413												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.4	50.6	0.0	22.3	50.1	17.2	0.0	6.1	4.4	Pre-K	39	9.4
ESOL	19.4	7.7	11.6	0.0	8.7	4.6	6.1	0.0	0.0	Full-Day K	77	18.6
FARMS	44.6	22.5	22.0	0.0	9.0	23.2	10.9	0.0	0.5	Grade 1	58	14.0
SPED	7.3	2.4	4.8	0.0	0.5	4.4	1.0	0.0	1.0	Grade 2	60	14.5
										Grade 3	56	13.6
										Grade 4	63	15.3
										Grade 5	60	14.5
										Total	413	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	58.6	41.4
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 50.1%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 14.9%		Prekindergarten	
Attendance Rate** = 95.8%		Elementary Home School Model	
Suspension Rate** = 0.3%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.8	84.4	96.1	96.0	86.3	92.5
African American	82.0	79.5	96.5	96.5	77.4	87.1
Asian American	72.8	90.9	92.3	91.7	100.0	100.0
Hispanic			100.0	100.0	86.7	93.4
White					100.0	100.0
Female	75.0	75.0	100.0	96.3	78.8	94.0
Male	90.0	93.3	92.0	95.8	94.0	90.9
FARMS	66.7	61.9	100.0	95.2	76.9	88.5
LEP	71.4	85.7	85.8	83.4		
SPED			80.0	60.0	33.4	66.6

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

William Tyler Page Elementary School - #312

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	66.7	74.1	74.1	70.4	87.0	74.1
African American	57.6	72.7	72.7	69.7	81.8	69.7
Asian American	76.9	84.6	76.9	92.3	100.0	92.3
Hispanic	100.0	60.0	60.0	20.0	80.0	60.0
White						
Female	71.9	65.6	81.3	65.6	87.5	71.9
Male	59.1	86.4	63.6	77.3	86.4	77.3
ESOL	66.7	41.7	58.3	50.0	83.3	58.3
FARMS	47.6	52.4	57.1	42.9	71.4	52.4
SPED	20.0	40.0	40.0	40.0	80.0	40.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	16.7	0.0	5.6	2.8	75.0	88.9	11.1			
Supporting Services	44.4	0.0	5.6	0.0	50.0	83.3	16.7	106	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 11.6				% Less Than 5 Years			
Average Class Size Kindergarten = 19.0 Grades 1 to 3 = 19.3 Grades 4 to 5 = 20.8				% 5–15 Years			
				% More Than 15 Years			
				5.6			
				38.9			
				55.6			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1965	2003	9.8	Y	1	0	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				1.498						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				0.500						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	4.000		Instructional Data Assistant				4.872						
Staff Development	16.800												
ESOL	1.600		Other Support										
Reading/Literacy	1.000		Administrative Secretary				1.000						
Physical Education			Secretary				1.000						
Art	1.000		Parent/Community Coord										
Music	1.000		Lunch Hour Aide				0.873						
Instrumental Music	0.200												
Preschool	1.000		Other Support Total				2.873						
Special Education:													
Classroom Resource Program	1.500		Building Services										
Teachers Total	29.100		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				1.500						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	0.600		Building Services Total				3.500						
Other Professional Total	2.600		Food Services				1.000						
Total Professional	33.700		Total Supporting Services				12.245						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Pine Crest Elementary School - #761

Principal: Ms. Meredith A. Casper
 Community Supt: Ms. Bronda L. Mills
 School Hours: 9:00 - 3:30
 Feeder Schools: Montgomery Knolls

201 Woodmoor Drive Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/pinecrests/

Office Phone: (301) 649-8066
 Fax Number: (301) 649-8194
 Cluster Name: Downcounty Consortium
 Receiving Schools: Eastern

2010–2011 Enrollment = 416													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		52.2	47.8	0.0	14.9	22.1	34.1	0.2	22.8	5.8	Pre-K	0	0.0
ESOL	18.8	9.9	8.9	0.0	4.1	1.7	12.7	0.0	0.0	0.2	Full-Day K	0	0.0
FARMS	51.7	27.9	23.8	0.0	7.0	15.4	27.6	0.0	1.0	0.7	Grade 1	0	0.0
SPED	6.5	1.9	4.6	0.0	0.7	1.4	3.1	0.0	0.7	0.5	Grade 2	0	0.0
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	118	28.4
Grade 4											Grade 4	150	36.1
Grade 5											Grade 5	148	35.6
Total											Total	416	

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	100.0	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 59.6% Mobility Rate (Entrants + Withdrawals)** = 17.4% Attendance Rate** = 95.7% Suspension Rate** = 0.9%		Focused Academic Support—Local Funds Center for Highly Gifted Computer Technology Program Linkages to Learning Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Not Met	Met	Met	Met	
LEP	Not Met	Not Met	na	na	
SPED	Not Met	Not Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.6	73.5	88.7	90.6	80.3	93.2
African American	65.7	68.8	80.0	82.9	66.7	88.9
Asian American	87.5	81.3	100.0	96.7	92.8	100.0
Hispanic	62.5	67.5	79.1	83.0	71.9	87.5
White	92.9	92.9	97.6	100.0	97.6	100.0
Female	77.9	79.6	91.5	95.6	80.0	96.9
Male	62.8	65.1	86.4	86.4	80.6	89.6
FARMS	56.6	60.0	78.6	82.4	62.0	84.5
LEP	34.8	39.1	57.1	58.3	50.0	75.0
SPED	16.7	33.3	16.7	33.4	60.0	70.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Pine Crest Elementary School - #761

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
ESOL						
FARMS						
SPED						

TerraNova Comprehensive Test of Basic Skills Second Edition data not available.
This test is administered in Grade 2 and this school does not serve Grade 2 students.

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	15.0	0.0	0.0	5.0	80.0	87.5	12.5			
Supporting Services	26.7	0.0	0.0	13.3	60.0	86.7	13.3	94	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.8			% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = Grades 1 to 3 = 23.4 Grades 4 to 5 = 24.7			20.0			45.0

Facilities Data						
Staff Positions		Core Facility Teaching Stations				
Professional	Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy
Administrative	Instructional Support	1941	1992	5.6	Y	1
Principal	Paraeducators					2
Assistant Principal	Regular	2.123				
Principal Intern	Special Education	0.500				
Asst School Administrator	IT Systems Specialist					
Administrative Total	Teacher Assistant	0.500				
Teachers	Media Assistant	0.750				
Kindergarten Classroom	Instructional Data Assistant	3.873				
Staff Development	Instructional Support Total					
ESOL	Other Support					
Reading/Literacy	Administrative Secretary	1.000				
Physical Education	Secretary	1.000				
Art	Parent/Community Coord					
Music	Lunch Hour Aide	1.125				
Instrumental Music	Other Support Total	3.125				
Preschool						
Special Education:						
Classroom Resource Program	Building Services					
Teachers Total	Manager	1.000				
Other Professional	Leader	1.000				
Counselor	Worker	1.500				
Media Specialist	Plant Equipment Operator					
Spec Ed Related Services	Building Services Total	3.500				
Other Professional Total	Food Services	1.250				
Total Professional	Total Supporting Services	11.748				

* Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Piney Branch Elementary School - #749

Principal: Mr. Bertram B. Generlette
 Community 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

2010–2011 Enrollment = 475													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	51.6	48.4	0.0	5.1	35.4	16.6	0.4	36.4	6.1	Pre-K	0	0.0	
ESOL	14.9	7.6	7.4	0.0	0.6	6.5	7.2	0.0	0.6	0.0	0.0	0.0	
FARMS	30.3	16.0	14.3	0.0	1.5	17.3	9.3	0.2	1.3	0.8	Grade 1	0	0.0
SPED	6.5	1.5	5.1	0.0	0.2	2.7	1.3	0.0	1.5	0.8	Grade 2	0	0.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	96.8	3.2
Other Participation		School Programs
Students now or have in the past received FARMS = 39.8%		Focused Academic Support—Local Funds
Mobility Rate (Entrants + Withdrawals)** = 10.3%		Elementary Home School Model
Attendance Rate** = 96.2%		Gifted and Talented Program
Suspension Rate** = 0.6%		

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.1	93.9	84.0	88.2	80.8	93.4
African American	87.5	85.4	76.9	82.0	69.0	90.1
Asian American	100.0	100.0	90.9	90.9	100.0	100.0
Hispanic	81.8	90.9	76.9	88.5	70.0	85.0
White	98.4	100.0	96.3	96.3	98.2	100.0
Female	95.4	96.9	85.9	94.6	81.1	95.7
Male	90.9	90.9	81.9	80.6	80.5	91.5
FARMS	90.6	84.4	76.2	86.5	68.4	87.7
LEP	94.1	82.4	50.0	70.0	56.3	81.3
SPED	37.5	75.0	33.4	40.0	45.5	81.9

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Piney Branch Elementary School - #749

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
	Percent at or above the 50th Normal Curve Equivalent					
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	TerraNova Comprehensive Test of Basic Skills Second Edition data not available. This test is administered in Grade 2 and this school does not serve Grade 2 students.					
African American						
Asian American						
Hispanic						
White						
Female						
Male						
ESOL						
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	28.9	0.0	10.5	5.3	55.3	76.3	23.7			
Supporting Services	50.0	0.0	5.0	30.0	15.0	75.0	25.0	102	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.8		Average Class Size Kindergarten =		% Less Than 5 Years		% 5–15 Years	
Administrative		Grades 1 to 3 = 23.9		7.9		65.8	
Teachers		Grades 4 to 5 = 26.1				26.3	

Facilities Data						
Staff Positions		Core Facility Teaching Stations				
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	2.123			
Principal Intern		Special Education	1.624			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	22.400	Instructional Data Assistant	0.750			
Staff Development	1.000		4.997			
ESOL	1.800	Instructional Support Total				
Reading/Literacy	1.000	Other Support				
Physical Education		Administrative Secretary	1.000			
Art	0.800	Secretary	1.000			
Music	0.800	Parent/Community Coord				
Instrumental Music	0.500	Lunch Hour Aide	1.372			
Preschool		Other Support Total	3.372			
Special Education:						
Classroom Resource Program	2.500	Building Services				
Teachers Total	30.800	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	3.500			
Media Specialist	1.000	Plant Equipment Operator	1.000			
Spec Ed Related Services	0.500	Building Services Total	6.500			
Other Professional Total	2.500	Food Services	1.250			
Total Professional	35.300	Total Supporting Services	16.119			

* Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Poolesville Elementary School - #153

Principal: Ms. Darlyne A. McEleney

Community 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

2010–2011 Enrollment = 395													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		52.2	47.8	0.8	4.3	7.6	10.4	0.0	73.2	3.8	Pre-K	0	0.0
ESOL	3.5	1.8	1.8	0.3	1.3	0.0	1.8	0.0	0.3	0.0	Full-Day K	73	18.5
FARMS	14.2	8.1	6.1	0.0	0.5	4.3	1.8	0.0	7.3	0.3	Grade 1	68	17.2
SPED	9.6	2.8	6.8	0.0	0.5	1.0	1.0	0.0	6.8	0.3	Grade 2	44	11.1
											Grade 3	69	17.5
											Grade 4	58	14.7
											Grade 5	83	21.0
											Total	395	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.6	18.4

Other Participation	
Students now or have in the past received FARMS = 19.5%	
Mobility Rate (Entrants + Withdrawals)** = 9.1%	
Attendance Rate** = 95.0%	
Suspension Rate** = 0.5%	

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

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	96.3	90.8	84.8	89.9	89.8	94.3
African American	80.0	80.0	88.9	100.0	60.0	100.0
Asian American						
Hispanic	100.0	88.8	85.7	71.5	72.8	81.8
White	97.3	91.9	84.3	93.0	94.2	95.7
Female	94.1	94.2	87.2	89.7	95.5	97.7
Male	100.0	85.0	82.5	90.0	84.1	90.9
FARMS	83.3	75.0	71.4	85.7	62.6	75.0
LEP						
SPED	100.0	77.8	62.5	75.0	83.4	66.6

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Poolesville Elementary School - #153

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.2	82.5	82.5	85.7	88.7	82.5
African American						
Asian American						
Hispanic						
White	77.8	87.0	85.2	88.9	90.6	88.9
Female	83.3	90.0	90.0	83.3	90.0	86.7
Male	69.7	75.8	75.8	87.9	87.5	78.8
ESOL						
FARMS	37.5	50.0	62.5	75.0	50.0	62.5
SPED	62.5	75.0	87.5	87.5	75.0	87.5

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.1	0.0	0.0	0.0	96.9	84.4	15.6			
Supporting Services	13.3	0.0	6.7	0.0	80.0	80.0	20.0	82	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 13.1				% Less Than 5 Years			
Average Class Size Kindergarten = 24.3 Grades 1 to 3 = 22.4 Grades 4 to 5 = 27.8				% 5–15 Years			
				% More Than 15 Years			
				6.3			
				31.3			
				62.5			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal		Regular	0.875			
Principal Intern		Special Education		2.000		
Asst School Administrator		IT Systems Specialist				
Administrative Total	1.000	Teacher Assistant				
Teachers		Media Assistant	0.500			
Kindergarten	3.000	Instructional Data Assistant	0.750			
Classroom	13.700	Instructional Support Total	4.125			
Staff Development	1.000					
ESOL	0.300	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	1.000			
Instrumental Music	0.200					
Preschool		Other Support Total	3.000			
Special Education:						
Classroom Resource Program	3.500	Building Services				
Teachers Total	24.100	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	2.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.900	Building Services Total	4.000			
Other Professional Total	2.900	Food Services	1.000			
Total Professional	28.000	Total Supporting Services	12.125			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1960	1978	12.3	Y	1	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	2011–12	2012–13	2013–14	2014–15	2015–16
539	539	385	401	412	447	460
						470

School Personnel Costs						
Professional Salaries						\$2,483,079
Supporting Services Salaries						\$513,449
Employee Benefits						\$787,770
Total Allocated Cost						\$3,784,298

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Potomac Elementary School - #601

Principal: Ms. Linda Z. Goldberg
 Community Supt: Dr. Sherry Liebes
 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

2010–2011 Enrollment = 550												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.7	51.3	0.0	27.8	4.7	4.2	0.4	58.9	4.0	Pre-K	0	0.0
ESOL	5.3	2.9	2.4	0.0	1.6	0.4	1.3	0.0	2.0	Full-Day K	74	13.5
FARMS	2.9	0.5	2.4	0.0	0.7	0.9	0.5	0.0	0.4	Grade 1	82	14.9
SPED	5.8	2.4	3.5	0.0	0.7	0.4	0.4	0.0	4.4	Grade 2	97	17.6

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	93.3	3.3
		Less than 40%
		3.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 4.7%		Partial Chinese Immersion	
Mobility Rate (Entrants + Withdrawals)** = 8.5%		Integrated Arts Model School	
Attendance Rate** = 96.1%		Elementary Home School Model	
Suspension Rate** = 0.0%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.0	92.0	97.1	94.3	100.1	97.9
African American	60.0	60.0	87.5	87.5		
Asian American	100.0	96.3	100.0	100.0	100.0	95.7
Hispanic					100.0	100.0
White	90.9	93.9	98.5	94.2	100.0	100.0
Female	95.8	93.8	96.5	93.1	100.0	100.0
Male	86.5	90.4	97.9	95.8	100.0	96.0
FARMS						
LEP						
SPED	25.0	50.0			100.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Potomac Elementary School - #601

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	85.7	89.0	76.3	90.4	89.2	94.5
African American						
Asian American	92.3	100.0	85.2	100.0	100.0	100.0
Hispanic						
White	82.0	85.2	72.1	88.7	88.5	91.8
Female	89.1	93.5	84.4	91.3	93.3	97.8
Male	82.2	84.4	68.8	89.6	85.4	91.1
ESOL			80.0	40.0	20.0	
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	0.0	7.3	0.0	90.2	85.4	14.6			
Supporting Services	11.8	0.0	29.4	23.5	35.3	76.5	23.5	121	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 15.2				% Less Than 5 Years			
Average Class Size Kindergarten = 25.0 Grades 1 to 3 = 24.5 Grades 4 to 5 = 25.9				% 5–15 Years			
				% More Than 15 Years			
				14.6			
				51.2			
				34.1			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	1.126			
Principal Intern		Special Education	1.250			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten	3.000	Instructional Data Assistant	3.626			
Classroom	20.500	Instructional Support Total				
Staff Development	1.000					
ESOL	0.500	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	1.374			
Instrumental Music	0.300	Other Support Total	3.374			
Preschool						
Special Education:						
Classroom Resource Program	2.000	Building Services				
Teachers Total	30.900	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	3.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.800	Building Services Total	5.500			
Other Professional Total	2.800	Food Services	1.000			
Total Professional	35.700	Total Supporting Services	13.500			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1949	1976	9.6	Y	0	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	2011–12	2012–13	2013–14	2014–15	2015–16
424	424	524	522	525	521	526
						531

School Personnel Costs						
Professional Salaries						\$2,742,387
Supporting Services Salaries						\$526,832
Employee Benefits						\$858,428
Total Allocated Cost						\$4,127,647

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Judith A. Resnik Elementary School - #514

Principal: Dr. Roy Settles, Jr.

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 547												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.0	51.0	0.2	12.6	29.4	37.3	0.2	14.1	6.2	Pre-K	41	7.5
ESOL	31.3	15.2	16.1	0.0	5.5	2.6	22.1	0.0	0.5	Full-Day K	107	19.6
FARMS	50.8	25.0	25.8	0.0	2.7	17.2	25.0	0.2	3.8	Grade 1	79	14.4
SPED	9.5	2.9	6.6	0.2	1.1	2.4	3.7	0.2	1.6	Grade 2	85	15.5
										Grade 3	87	15.9
										Grade 4	70	12.8
										Grade 5	78	14.3
										Total	547	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	97.8	2.2
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 57.6%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 16.1%		Prekindergarten	
Attendance Rate** = 95.2%		Physical Disabilities	
Suspension Rate** = 0.0%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.8	71.2	86.7	90.7	85.5	91.5
African American	70.0	70.0	77.7	88.9	76.0	80.0
Asian American	100.0	100.0	92.3	100.0	92.4	92.4
Hispanic	75.0	58.4	84.6	80.7	80.0	95.8
White	86.7	80.0	94.4	100.0	100.0	100.0
Female	78.2	71.9	92.1	89.4	77.2	94.2
Male	79.5	70.6	81.0	91.9	91.7	89.6
FARMS	71.0	54.8	81.8	84.1	80.0	87.2
LEP	73.9	69.6	71.4	78.6	100.0	100.0
SPED	57.1	42.9	80.0	80.0	83.3	66.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Judith A. Resnik Elementary School - #514

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	52.3	49.5	59.1	54.8	63.4	54.5
African American	57.6	58.8	61.8	55.9	61.8	57.6
Asian American	75.0	87.5	75.0	87.5	87.5	87.5
Hispanic	41.9	28.6	42.9	40.0	51.4	35.5
White	50.0	56.3	81.3	68.8	81.3	68.8
Female	60.5	61.5	66.7	53.8	74.4	65.8
Male	46.0	40.7	53.7	55.6	55.6	46.0
ESOL	37.5	27.6	41.4	37.9	48.3	37.5
FARMS	40.9	37.5	45.8	41.7	50.0	36.4
SPED	22.2	11.1	22.2	22.2	22.2	11.1

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	16.4	0.0	1.8	7.3	74.5	92.7	7.3			
Supporting Services	22.2	0.0	11.1	14.8	51.9	88.9	11.1	159	96.9	3.1

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.8				% Less Than 5 Years			
Average Class Size Kindergarten = 17.7 Grades 1 to 3 = 18.1 Grades 4 to 5 = 25.0				% 5–15 Years			
				% More Than 15 Years			
				21.8			
				34.5			
				43.6			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1991		12.8	Y	1	2	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				5.998						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				1.000						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	6.000		Instructional Data Assistant				11.498						
Staff Development	23.100		Instructional Support Total										
ESOL	3.900												
Reading/Literacy	1.000												
Physical Education			Other Support										
Art	1.200		Administrative Secretary				1.000						
Music	1.200		Secretary				1.000						
Instrumental Music	0.300		Parent/Community Coord										
Preschool	1.000		Lunch Hour Aide				1.249						
Special Education:			Other Support Total				3.249						
Classroom Resource Program	2.500												
Teachers Total	41.200		Building Services Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				2.500						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	2.100		Building Services Total				4.500						
Other Professional Total	4.100		Food Services				1.375						
Total Professional	47.300		Total Supporting Services				20.622						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Dr. Sally K. Ride Elementary School - #242

Principal: Mr. Christopher Wynne

21301 Seneca Crossing Drive Germantown, MD 20876

Office Phone: (301) 353-0994

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/ridees/

Fax Number: (301) 601-0349

School Hours: 8:50 - 3:05

Cluster Name: Seneca Valley

Feeder Schools:

Receiving Schools: Clemente, King

2010–2011 Enrollment = 537												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.0	52.0	0.2	25.5	26.1	22.0	0.0	19.2	7.1	Pre-K	50	9.3
ESOL	14.9	7.4	7.4	0.0	5.4	0.9	7.1	0.0	1.5	Full-Day K	68	12.7
FARMS	39.7	19.9	19.7	0.2	3.2	18.1	13.2	0.0	2.6	Grade 1	93	17.3
SPED	15.5	5.2	10.2	0.0	2.8	3.4	2.8	0.0	5.0	Grade 2	79	14.7
										Grade 3	82	15.3
										Grade 4	83	15.5
										Grade 5	82	15.3
										Total	537	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	43.6	3.8
Other Participation		
Students now or have in the past received FARMS = 45.1% Mobility Rate (Entrants + Withdrawals)** = 14.0% Attendance Rate** = 95.5% Suspension Rate** = 0.5%		
School Programs		
Focused Academic Support—Local Funds Prekindergarten Linkages to Learning Elementary Learning Center Learning and Academic Disabilities (home school students only) Head Start Positive Behavioral Interventions and Supports (PBIS)		

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.7	74.7	91.3	93.9	72.0	78.7
African American	61.5	61.5	79.1	87.5	46.9	59.4
Asian American	100.0	100.0	95.5	95.5	100.0	100.0
Hispanic	61.9	66.7	100.0	100.0	80.0	80.0
White	78.3	73.9	95.2	95.3	81.9	91.0
Female	75.0	79.5	85.2	93.6	72.2	88.9
Male	74.4	70.2	100.0	94.1	71.8	69.2
FARMS	58.0	67.7	78.6	89.2	57.1	71.4
LEP	60.0	60.0			66.7	83.3
SPED	50.0	42.9	83.3	66.7	9.1	27.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Dr. Sally K. Ride Elementary School - #242

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.5	63.9	65.1	66.3	83.1	68.7
African American	55.6	59.3	59.3	48.1	77.8	59.3
Asian American	77.3	81.8	77.3	81.8	90.9	86.4
Hispanic	57.1	35.7	50.0	64.3	85.7	50.0
White	80.0	70.0	70.0	75.0	80.0	75.0
Female	75.0	77.8	80.6	69.4	86.1	77.8
Male	61.7	53.2	53.2	63.8	80.9	61.7
ESOL	50.0	50.0	62.5	50.0	100.0	62.5
FARMS	51.9	48.1	48.1	55.6	74.1	51.9
SPED	25.0	8.3	16.7	25.0	66.7	8.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.2	0.0	3.8	3.8	79.2	86.8	13.2			
Supporting Services	11.1	0.0	11.1	3.7	74.1	88.9	11.1	160	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.7				% Less Than 5 Years			
Average Class Size Kindergarten = 14.5 Grades 1 to 3 = 18.2 Grades 4 to 5 = 24.7				% 5–15 Years			
				% More Than 15 Years			
				1.9			
				58.5			
				39.6			

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1994		13.5	Y	1	4
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular				3.725					
Principal Intern			Special Education				6.937					
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant									
Teachers			Media Assistant									
Kindergarten	4.000		Instructional Data Assistant				0.750					
Classroom	21.300		Instructional Support Total				11.412					
Staff Development	1.000											
ESOL	2.200		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				1.375					
Instrumental Music	0.200											
Preschool	1.600		Other Support Total				3.375					
Special Education:												
Classroom Resource Program	7.500		Building Services									
Teachers Total	41.400		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				3.000					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	2.200		Building Services Total				5.000					
Other Professional Total	4.200		Food Services				1.250					
Total Professional	47.600		Total Supporting Services				21.037					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Ritchie Park Elementary School - #227

Principal: Ms. Catherine Long
 Community Supt: Dr. Sherry Liebes
 School Hours: 8:50 - 3:05
 Feeder Schools:

1514 Dunster Road Rockville, MD 20854
www.montgomeryschoolsmd.org/schools/ritcheparkes/

Office Phone: (301) 279-8475
 Fax Number: (301) 517-5047
 Cluster Name: Richard Montgomery
 Receiving Schools: Julius West

2010–2011 Enrollment = 516													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		50.8	49.2	0.0	20.7	10.5	17.6	0.0	46.9	4.3	Pre-K	0	0.0
ESOL	10.3	4.8	5.4	0.0	4.5	0.4	4.7	0.0	0.8	0.0	Full-Day K	88	17.1
FARMS	13.6	7.0	6.6	0.0	2.5	4.1	5.6	0.0	0.8	0.6	Grade 1	108	20.9
SPED	7.6	2.5	5.0	0.0	0.8	0.6	1.9	0.0	3.5	0.8	Grade 2	99	19.2
											Grade 3	85	16.5
											Grade 4	73	14.1
											Grade 5	63	12.2
											Total	516	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	100.0	0.0
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 17.4% Mobility Rate (Entrants + Withdrawals)** = 12.8% Attendance Rate** = 95.4% Suspension Rate** = 0.7%		Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.7	88.6	87.7	96.9	93.7	92.4
African American	57.1	57.1	58.3	91.6	92.3	100.0
Asian American	88.4	96.1	100.0	100.0	95.0	90.0
Hispanic	78.6	64.2	66.6	83.4	84.7	77.0
White	100.0	97.6	96.9	100.0	97.0	96.9
Female	91.3	84.8	82.4	94.1	90.7	95.4
Male	88.1	92.8	93.6	100.0	97.2	88.9
FARMS	60.0	60.0	55.5	88.9	90.9	81.8
LEP	55.5	77.8	80.0	80.0	60.0	60.0
SPED	71.4	71.4			80.0	80.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Ritchie Park Elementary School - #227

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.0	78.8	82.4	77.3	83.0	80.0
African American	40.0	40.0	30.0	30.0	60.0	20.0
Asian American	91.7	87.5	100.0	88.0	92.0	95.8
Hispanic	75.0	62.5	75.0	55.6	77.8	62.5
White	83.7	86.0	86.0	86.4	84.1	88.4
Female	83.3	81.0	88.1	79.1	83.7	81.0
Male	76.7	76.7	76.7	75.6	82.2	79.1
ESOL	71.4	64.3	78.6	52.9	82.4	64.3
FARMS	60.0	60.0	50.0	60.0	70.0	40.0
SPED	50.0	33.3	50.0	16.7	50.0	33.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	5.0	5.0	90.0	92.5	7.5			
Supporting Services	0.0	0.0	17.6	23.5	58.8	76.5	23.5	128	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 13.8			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 22.0 Grades 1 to 3 = 22.5 Grades 4 to 5 = 22.7			10.0 52.5 37.5		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	1.375			
Principal Intern		Special Education	1.000			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	1.000			
Teachers		Media Assistant				
Kindergarten Classroom	4.000	Instructional Data Assistant	0.750			
Staff Development	20.000					
ESOL	1.600	Instructional Support Total	4.125			
Reading/Literacy	2.200					
Physical Education		Other Support				
Art	1.000	Administrative Secretary	1.000			
Music	1.000	Secretary	1.000			
Instrumental Music	0.400	Parent/Community Coord				
Preschool		Lunch Hour Aide	1.500			
Special Education:						
Classroom Resource Program	1.000	Other Support Total	3.500			
Teachers Total	32.200	Building Services				
Other Professional		Manager	1.000			
Counselor	1.000	Leader	1.000			
Media Specialist	1.000	Worker	2.000			
Spec Ed Related Services	0.500	Plant Equipment Operator				
Other Professional Total	2.500	Building Services Total	4.000			
Total Professional	36.700	Food Services	1.062			
		Total Supporting Services	12.687			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1966	1997	9.2	Y	0	5	

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	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
387	387	544	565	580	582	571	579

School Personnel Costs						
Professional Salaries						\$2,828,513
Supporting Services Salaries						\$496,378
Employee Benefits						\$881,096
Total Allocated Cost						\$4,205,987

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rock Creek Forest Elementary School - #773

Principal: Mr. David T. Chia
 Community Supt: Mr. Sean Bulson
 School Hours: 9:15 - 3:30
 Feeder Schools:

8330 Grubb Road Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/rcoforestes/

Office Phone: (301) 650-6410
 Fax Number: (301) 650-6477
 Cluster Name: Bethesda-Chevy Chase
 Receiving Schools: Westland

2010–2011 Enrollment = 548													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		52.4	47.6	0.4	4.0	16.4	29.2	0.2	43.4	6.4	Pre-K	2	0.4
ESOL	15.0	5.8	9.1	0.0	1.1	2.9	10.6	0.0	0.4	0.0	Full-Day K	106	19.3
FARMS	22.1	11.1	10.9	0.2	1.1	6.4	12.4	0.0	1.1	0.9	Grade 1	86	15.7
SPED	6.4	3.1	3.3	0.0	0.4	0.9	0.9	0.0	3.5	0.7	Grade 2	100	18.2
											Grade 3	85	15.5
											Grade 4	90	16.4
											Grade 5	79	14.4
											Total	548	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	90.6	3.1
		Less than 40%
		6.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 24.3%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 8.6%		Total Spanish Immersion	
Attendance Rate** = 94.9%		Elementary Home School Model	
Suspension Rate** = 0.2%		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	Met
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.4	86.1	93.7	92.4	92.3	96.9
African American	66.7	64.3	85.0	90.0	80.0	86.7
Asian American	80.0	80.0				
Hispanic	75.0	75.0	91.7	83.4	87.6	100.1
White	100.0	97.8	97.7	97.7	100.0	100.0
Female	87.7	89.6	93.2	90.9	96.1	100.0
Male	86.8	81.6	94.3	94.3	89.7	94.8
FARMS	77.2	68.1	83.4	77.8	72.3	88.8
LEP	55.6	50.0				
SPED	80.0	60.0				

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rock Creek Forest Elementary School - #773

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.8	66.3	63.2	73.6	74.7	74.4
African American	62.5	68.8	52.9	64.7	70.6	68.8
Asian American	71.4	71.4	71.4	71.4	100.0	85.7
Hispanic	50.0	50.0	57.7	50.0	53.8	50.0
White	86.5	75.7	70.3	94.6	86.5	91.9
Female	70.8	70.8	67.3	67.3	75.5	75.0
Male	68.4	60.5	57.9	81.6	73.7	73.7
ESOL	29.4	23.5	38.9	27.8	44.4	23.5
FARMS	36.4	31.8	43.5	30.4	43.5	31.8
SPED	50.0	66.7	50.0	50.0	50.0	66.7

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.9	0.0	7.1	38.1	42.9	85.7	14.3			
Supporting Services	26.7	0.0	0.0	40.0	33.3	80.0	20.0	130	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 13.9				% Less Than 5 Years			
Average Class Size Kindergarten = 21.2 Grades 1 to 3 = 22.6 Grades 4 to 5 = 21.3				% 5–15 Years			
				% More Than 15 Years			
				26.2			
				40.5			
				33.3			

Staff Positions							Facilities Data											
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations								
Administrative							Original Construction Date			Year Renovated/Modernized			Site Size in Acres					
Principal	1.000	Paraeducators	Instructional Support	1.250	1.250	0.500	1950	1971	8.0	Gym	Joint Occupancy	Relocatable Classrooms						
Assistant Principal	1.000	Regular											6					
Principal Intern		Special Education																
Asst School Administrator		IT Systems Specialist																
Administrative Total	2.000	Teacher Assistant																
Teachers							Media Assistant	0.750	0.750	Total			Grades 1–6					
Kindergarten Classroom	5.000	Instructional Data Assistant								Support A/M/R	Pre K	ESOL	Kindergarten	Special Education				
Staff Development	1.000									23	12	4	0	5				
ESOL	1.600	Other Support												2				
Reading/Literacy	1.600	Administrative Secretary																
Physical Education		Secretary																
Art	1.000	Parent/Community Coord																
Music	1.000	Lunch Hour Aide																
Instrumental Music	0.400																	
Preschool		Other Support Total																
Special Education:																		
Classroom Resource Program	1.000	Building Services																
Teachers Total	35.350	Manager																
Other Professional		Leader																
Counselor	1.000	Worker																
Media Specialist	1.000	Plant Equipment Operator																
Spec Ed Related Services	0.700	Building Services Total																
Other Professional Total	2.700	Food Services																
Total Professional	40.050	Total Supporting Services																
Capacity/Enrollment Projections																		
Current Capacity	310	Future Capacity	639	2011–12	566	2012–13	574	2013–14	585	2014–15	583	2015–16	599	2016–17				
School Personnel Costs																		
Professional Salaries														\$3,082,181				
Supporting Services Salaries														\$409,781				
Employee Benefits														\$901,537				
Total Allocated Cost														\$4,393,499				

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rock Creek Valley Elementary School - #819

Principal: Ms. Catherine Ann Jasperse

5121 Russett Road Rockville, MD 20853

Office Phone: (301) 460-2195

Community Supt: Dr. Sherry Liebes

www.montgomeryschoolsmd.org/schools/rcvalleyes/

Fax Number: (301) 460-2196

School Hours: 9:10 - 3:30

Cluster Name: Rockville

Feeder Schools:

Receiving Schools: Wood

2010–2011 Enrollment = 370													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	46.2	53.8	0.3	9.5	7.3	39.2	0.0	39.2	4.6	Pre-K	19	5.1	
ESOL	25.9	13.2	12.7	0.0	3.5	0.3	20.0	0.0	1.9	0.3	Full-Day K	58	15.7
FARMS	32.7	15.9	16.8	0.3	1.9	2.2	25.4	0.0	2.2	0.8	Grade 1	62	16.8
SPED	21.4	6.8	14.6	0.0	2.7	3.0	7.6	0.0	7.3	0.8	Grade 2	56	15.1
											Grade 3	56	15.1
											Grade 4	71	19.2
											Grade 5	48	13.0
											Total	370	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	56.7	11.7
		Less than 40%
		31.7

Other Participation		School Programs	
Students now or have in the past received FARMS = 40.8%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 8.4%		Preschool Deaf & Hard/Hearing (Oral/Aural, Cued Speech, Total Comm.)	
Attendance Rate** = 96.4%		Deaf & Hard/Hearing Program (Oral/Aural)	
Suspension Rate** = 0.5%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	95.9	91.6	92.0	96.0	88.3	90.2
African American	100.0	85.7			50.0	83.3
Asian American	100.0	87.5	100.0	100.0		
Hispanic	95.6	95.7	80.0	90.0	80.0	80.0
White	94.1	91.2	100.0	100.0	100.0	100.0
Female	96.9	96.9	92.3	96.1	95.2	85.7
Male	95.0	87.5	91.7	95.8	83.4	93.3
FARMS	95.4	95.4	75.0	91.6	70.0	70.0
LEP	93.3	93.4	83.3	91.6	66.6	66.7
SPED	83.3	75.0	70.0	90.0	77.8	66.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rock Creek Valley Elementary School - #819

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	64.8	66.7	64.8	75.9	70.9	75.9
African American	80.0	40.0	60.0	80.0	60.0	80.0
Asian American	71.4	71.4	85.7	57.1	71.4	71.4
Hispanic	41.2	47.1	52.9	64.7	55.6	64.7
White	76.0	84.0	68.0	88.0	84.0	84.0
Female	59.1	63.6	72.7	59.1	68.2	63.6
Male	68.8	68.8	59.4	87.5	72.7	84.4
ESOL	33.3	25.0	58.3	41.7	46.2	41.7
FARMS	35.7	21.4	50.0	50.0	50.0	50.0
SPED	42.9	57.1	42.9	71.4	71.4	71.4

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	0.0	4.7	9.3	83.7	86.0	14.0			
Supporting Services	26.9	0.0	7.7	11.5	53.8	88.5	11.5	122	99.2	0.8

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 7.7			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 17.0 Grades 1 to 3 = 18.0 Grades 4 to 5 = 22.6			11.6 48.8 39.5		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	1.125			
Principal Intern		Special Education	7.938			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten	3.000	Instructional Data Assistant	0.750			
Classroom	15.800	Instructional Support Total	10.313			
Staff Development	0.500					
ESOL	2.000	Other Support				
Reading/Literacy	1.000	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	1.000	Parent/Community Coord				
Music	1.000	Lunch Hour Aide	1.000			
Instrumental Music	0.200	Other Support Total	3.000			
Preschool						
Special Education:						
Classroom Resource Program	8.500	Building Services				
Teachers Total	33.000	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	3.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	3.700	Building Services Total	5.000			
Other Professional Total	5.700	Food Services	1.000			
Total Professional	40.700	Total Supporting Services	19.313			

Facilities Data						
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
1964	2001	10.4	Y	0	2	

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	15	4	0	0	3	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
403	403	364	356	362	364	364	371

School Personnel Costs						
Professional Salaries						\$3,267,440
Supporting Services Salaries						\$765,299
Employee Benefits						\$1,091,405
Total Allocated Cost						\$5,124,144

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rock View Elementary School - #795

Principal: Mr. Kyle J. Heatwole

Community 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

2010–2011 Enrollment = 598												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	50.7	49.3	0.3	12.0	15.4	44.0	0.0	24.4	3.8	Pre-K	52	8.7
ESOL	32.3	15.9	16.4	0.2	5.4	2.7	23.4	0.0	0.7	Full-Day K	111	18.6
FARMS	46.5	23.6	22.9	0.0	4.5	8.7	30.4	0.0	2.3	Grade 1	96	16.1
SPED	13.0	3.8	9.2	0.0	0.7	2.7	5.7	0.0	3.2	Grade 2	98	16.4

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	54.9	2.8
Other Participation		
Students now or have in the past received FARMS = 53.3% Mobility Rate (Entrants + Withdrawals)** = 14.3% Attendance Rate** = 95.0% Suspension Rate** = 0.3%		
School Programs		
Focused Academic Support—Local Funds Prekindergarten Preschool Vision Elementary Learning Center (K–3) Elementary Home School Model		

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Not Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.3	66.6	91.8	94.5	84.0	92.1
African American	37.6	43.8	80.0	80.0	72.8	81.8
Asian American	100.0	90.0	91.6	100.0	100.0	100.0
Hispanic	72.2	67.6	96.1	100.0	81.9	91.2
White	83.3	72.3	91.6	91.7	85.0	95.0
Female	76.8	76.8	90.5	97.7	83.7	88.6
Male	64.8	55.3	93.5	90.3	84.4	96.9
FARMS	60.0	54.9	87.6	93.8	82.1	90.0
LEP	33.3	25.0	66.7	100.0		
SPED	0.0	13.3	50.0	100.0	62.5	87.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rock View Elementary School - #795

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	51.1	62.0	48.9	52.2	67.4	56.5
African American	55.2	58.6	34.5	44.8	51.7	51.7
Asian American	78.6	100.0	92.9	85.7	92.9	92.9
Hispanic	27.3	45.5	36.4	36.4	66.7	39.4
White	68.8	68.8	62.5	68.8	75.0	68.8
Female	51.4	68.6	57.1	51.4	80.0	60.0
Male	50.9	57.9	43.9	52.6	59.6	54.4
ESOL	19.2	38.5	26.9	26.9	53.8	34.6
FARMS	34.8	52.2	32.6	39.1	60.9	43.5
SPED	9.5	19.0	9.5	9.5	52.4	14.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	24.2	0.0	1.6	6.5	67.7	91.9	8.1			
Supporting Services	34.5	0.0	3.4	13.8	48.3	86.2	13.8	182	97.8	2.2

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.0			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 20.0 Grades 1 to 3 = 17.3 Grades 4 to 5 = 25.0			24.2 41.9 33.9		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	3.625			
Principal Intern		Special Education				
Asst School Administrator		IT Systems Specialist	11.625			
Administrative Total	2.000	Teacher Assistant				
Teachers		Media Assistant	1.000			
Kindergarten Classroom	5.000	Instructional Data Assistant	0.750			
Staff Development	24.200	Instructional Support Total	17.000			
ESOL	4.200	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	1.499			
Instrumental Music	0.300					
Preschool	1.000	Other Support Total	3.499			
Special Education:						
Classroom Resource Program	7.500	Building Services				
Teachers Total	47.000	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	3.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	2.100	Building Services Total	5.000			
Other Professional Total	4.100	Food Services	1.250			
Total Professional	53.100	Total Supporting Services	26.749			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1955	1999	7.4	Y	0	10		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	9	5	1	0	5	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
328	661	608	628	645	652	649	644

School Personnel Costs							
Professional Salaries							\$3,820,720
Supporting Services Salaries							\$1,049,052
Employee Benefits							\$1,296,853
Total Allocated Cost							\$6,166,625

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Lois P. Rockwell Elementary School - #156

Principal: Ms. Cheryl Ann Clark

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 417													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	50.6	49.4	0.2	10.6	9.6	18.0	0.0	54.7	7.0	Pre-K	34	8.2	
ESOL	15.3	6.5	8.9	0.2	5.0	1.0	6.7	0.0	1.4	1.0	Full-Day K	67	16.1
FARMS	19.7	8.6	11.0	0.0	1.4	5.0	8.2	0.0	3.8	1.2	Grade 1	83	19.9
SPED	17.5	4.3	13.2	0.0	1.2	3.1	3.4	0.0	7.9	1.9	Grade 2	56	13.4

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	97.4	2.6
Other Participation		
Students now or have in the past received FARMS = 22.5% Mobility Rate (Entrants + Withdrawals)** = 7.9% Attendance Rate** = 95.9% Suspension Rate** = 0.0%		
School Programs		
Preschool Education Program (PEP) Resource Positive Behavioral Interventions and Supports (PBIS)		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	96.6	96.6	95.2	95.2	90.0	100.0
African American	77.7	88.9			71.4	100.0
Asian American	100.0	100.0				
Hispanic			84.7	92.3	83.4	100.0
White	100.0	97.5	100.0	95.3	97.0	100.0
Female	94.0	97.0	90.9	90.9	89.3	100.0
Male	100.0	96.2	100.0	100.0	90.9	100.0
FARMS	77.8	88.9	92.3	100.0	60.0	100.0
LEP	100.0	100.0	83.4	83.3		
SPED	100.0	100.0	100.0	100.0		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Lois P. Rockwell Elementary School - #156

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	66.1	78.6	75.0	83.9	73.2	80.4
African American	66.7	83.3	33.3	66.7	33.3	66.7
Asian American	60.0	70.0	70.0	60.0	80.0	70.0
Hispanic	70.0	80.0	80.0	80.0	70.0	80.0
White	65.5	79.3	82.8	96.6	79.3	86.2
Female	80.8	88.5	92.3	84.6	73.1	84.6
Male	53.3	70.0	60.0	83.3	73.3	76.7
ESOL	36.4	45.5	63.6	36.4	54.5	45.5
FARMS	50.0	58.3	58.3	58.3	50.0	50.0
SPED	60.0	40.0	60.0	60.0	60.0	60.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	0.0	2.3	9.3	83.7	90.7	9.3			
Supporting Services	0.0	0.0	14.3	14.3	71.4	81.0	19.0	94	95.7	4.3

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.8				% Less Than 5 Years			
Average Class Size Kindergarten = 22.7 Grades 1 to 3 = 21.8 Grades 4 to 5 = 24.2				% 5–15 Years			
				% More Than 15 Years			
				7.0			
				32.6			
				60.5			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1992		10.6	Y	1	0	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				5.375						
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				0.500						
Teachers			Media Assistant				0.750						
Kindergarten Classroom	3.000		Instructional Data Assistant				7.625						
Staff Development	1.000												
ESOL	1.600		Other Support										
Reading/Literacy	1.600		Administrative Secretary				1.000						
Physical Education			Secretary				1.000						
Art	0.900		Parent/Community Coord										
Music	0.900		Lunch Hour Aide				1.000						
Instrumental Music	0.300												
Preschool			Other Support Total				3.000						
Special Education:													
Classroom Resource Program	7.000		Building Services										
Teachers Total	31.200		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				2.500						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	2.700		Building Services Total				4.500						
Other Professional Total	4.700		Food Services				0.938						
Total Professional	37.900		Total Supporting Services				16.063						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rolling Terrace Elementary School - #771

Principal: Ms. Jennifer J. Connors

Community 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

2010–2011 Enrollment = 749													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.5	50.5	0.1	4.5	17.1	57.1	0.0	15.6	5.5	Pre-K	65	8.7
ESOL	43.8	19.6	24.2	0.0	2.0	3.2	38.5	0.0	0.1	0.0	Full-Day K	118	15.8
FARMS	63.0	30.4	32.6	0.1	2.1	10.9	47.8	0.0	0.7	1.3	Grade 1	128	17.1
SPED	5.1	1.5	3.6	0.0	0.0	1.1	3.5	0.0	0.5	0.0	Grade 2	109	14.6
											Grade 3	114	15.2
											Grade 4	102	13.6
											Grade 5	113	15.1
											Total	749	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	97.1	2.9

Other Participation	
Students now or have in the past received FARMS = 65.6%	
Mobility Rate (Entrants + Withdrawals)** = 17.8%	
Attendance Rate** = 95.1%	
Suspension Rate** = 1.7%	

School Programs	
Focused Academic Support—Federal Title I Funds	
Head Start	
Prekindergarten	
Spanish Immersion Magnet	
Linkages to Learning	
Program of Assessment, Diagnosis, and Instruction (PADI)	
Elementary Home School Model	
Judy P. Hoyer Center	
Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	na	na	
FARMS	Not Met	Not Met	Met	Met	
LEP	Not Met	Not Met	Met	Met	
SPED	Met	Met	na	na	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	70.7	76.7	83.3	76.8	72.5	76.3
African American	58.8	82.3	76.7	60.0	66.7	71.5
Asian American			83.3	66.7		
Hispanic	57.7	61.6	83.6	80.0	65.9	70.8
White	100.0	100.0	93.8	100.0	94.1	94.2
Female	69.6	85.7	88.9	83.3	75.5	81.1
Male	72.1	65.1	77.7	70.4	66.6	66.6
FARMS	51.9	61.2	75.4	67.7	60.8	66.7
LEP	41.1	50.0	63.3	56.7	40.0	50.0
SPED	40.0	60.0	42.9	85.7	40.0	20.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rolling Terrace Elementary School - #771

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	49.1	50.9	42.7	55.4	62.5	53.6
African American	66.7	66.7	40.0	62.5	62.5	73.3
Asian American	62.5	50.0	62.5	87.5	87.5	75.0
Hispanic	26.8	30.4	28.6	35.1	49.1	30.4
White	77.4	80.6	64.5	80.6	80.6	80.6
Female	66.7	70.4	55.6	64.8	72.2	70.4
Male	32.1	32.1	30.4	46.6	53.4	37.5
ESOL	14.0	16.0	14.0	23.1	42.3	16.0
FARMS	24.6	29.5	21.3	34.9	49.2	31.1
SPED	0.0	0.0	20.0	20.0	60.0	0.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.4	0.0	4.5	25.4	59.7	83.6	16.4			
Supporting Services	30.8	0.0	7.7	42.3	19.2	80.0	20.0	207	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 11.4				% Less Than 5 Years			
Average Class Size Kindergarten = 16.7 Grades 1 to 3 = 20.6 Grades 4 to 5 = 26.9				% 5–15 Years			
				% More Than 15 Years			
				16.4			
				38.8			
				44.8			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1988		4.3	Y	0	3	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				5.561	1.374					
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant				1.000						
Teachers			Media Assistant				0.875						
Kindergarten Classroom	7.000		Instructional Data Assistant				8.810						
Staff Development	32.400		Instructional Support Total										
ESOL	6.800												
Reading/Literacy	1.500												
Physical Education													
Art	1.400												
Music	1.400												
Instrumental Music	0.200												
Preschool	2.000												
Special Education:													
Classroom Resource Program	2.500												
Teachers Total	56.200		Building Services Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				4.000						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	1.000		Building Services Total				6.000						
Other Professional Total	3.000		Food Services				1.500						
Total Professional	61.200		Total Supporting Services				21.060						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rosemary Hills Elementary School - #794

Principal: Mr. Ralph Viggiano
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 658													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		50.0	50.0	0.3	4.3	13.4	15.2	0.0	60.3	6.5	Pre-K	58	8.8
ESOL	11.6	6.1	5.5	0.0	1.1	2.3	7.9	0.0	0.3	0.0	Full-Day K	200	30.4
FARMS	19.0	9.0	10.0	0.2	0.8	8.1	9.4	0.0	0.6	0.0	Grade 1	207	31.5
SPED	7.8	1.7	6.1	0.0	0.2	1.5	1.2	0.0	4.3	0.6	Grade 2	193	29.3
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	0	0.0
Grade 4											Grade 4	0	0.0
Grade 5											Grade 5	0	0.0
Total											Total	658	

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	84.6	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 18.8% Mobility Rate (Entrants + Withdrawals)** = 7.1% Attendance Rate** = 95.6% Suspension Rate** = 0.0%		Prekindergarten Mathematics, Science and Computer Technology Program Elementary Home School Model Prekindergarten Autism K - 1 Autism	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Maryland School Assessment Proficiency Rate**			
	Grade 3		Grade 4	
	Math	Reading	Math	Reading
All Students				
African American				
Asian American				
Hispanic				
White				
Female				
Male				
FARMS				
LEP				
SPED				

The Maryland School Assessment was not administered at this school during the 2009–2010 school year because there were no students in grades 3–5.

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rosemary Hills Elementary School - #794

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	78.6	79.7	74.0	79.7	77.1	81.8
African American	44.0	52.0	44.0	44.0	52.0	48.0
Asian American	68.8	75.0	68.8	75.0	75.0	68.8
Hispanic	56.3	56.3	62.5	37.5	56.3	50.0
White	88.9	88.1	81.5	91.9	84.4	93.3
Female	77.6	79.4	76.6	76.6	75.7	80.4
Male	80.0	80.0	70.6	83.5	78.8	83.5
ESOL	55.6	44.4	33.3	33.3	44.4	44.4
FARMS	47.6	52.4	42.9	33.3	52.4	38.1
SPED	41.2	29.4	47.1	41.2	41.2	47.1

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	14.0	0.0	2.0	6.0	78.0	88.0	12.0			
Supporting Services	13.8	0.0	10.3	24.1	51.7	86.2	13.8	122	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.9				% Less Than 5 Years		
Average Class Size Kindergarten = 24.8 Grades 1 to 3 = 25.1				% 5–15 Years		
Grades 4 to 5 =				% More Than 15 Years		
				20.0		
				50.0		
				30.0		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	2.250			
Principal Intern		Special Education	9.372			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant				
Teachers		Media Assistant	1.000			
Kindergarten	8.000	Instructional Data Assistant	0.875			
Classroom	17.800			13.497		
Staff Development	1.000					
ESOL	1.600	Other Support				
Reading/Literacy	3.400	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	1.200	Parent/Community Coord				
Music	1.200	Lunch Hour Aide	1.498			
Instrumental Music						
Preschool	1.000	Other Support Total	3.498			
Special Education:						
Classroom	4.500	Building Services				
Resource Program		Manager	1.000			
Teachers Total	39.700	Leader	1.000			
Other Professional		Worker	1.500			
Counselor	1.000	Plant Equipment Operator				
Media Specialist	1.000					
Spec Ed Related Services	1.500	Building Services Total	3.500			
Other Professional Total	3.500	Food Services	1.000			
Total Professional	45.200	Total Supporting Services	21.495			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1956	1988	6.1	Y	0	6		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	10	4	1	0	8	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
477	477	661	661	662	664	662	662

School Personnel Costs						
Professional Salaries						\$3,276,491
Supporting Services Salaries						\$836,747
Employee Benefits						\$1,117,657
Total Allocated Cost						\$5,230,895

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rosemont Elementary School - #555

Principal: Mr. James A. Sweeney

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 484												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	45.7	54.3	0.6	10.3	22.7	46.5	0.2	14.3	5.4	Pre-K	55	11.4
ESOL	38.2	16.5	21.7	0.0	4.3	3.9	27.5	0.0	1.9	Full-Day K	81	16.7
FARMS	56.4	24.8	31.6	0.2	3.7	14.0	33.7	0.0	2.1	Grade 1	79	16.3
SPED	8.1	1.0	7.0	0.0	0.8	2.1	3.7	0.2	1.0	Grade 2	71	14.7
										Grade 3	78	16.1
										Grade 4	70	14.5
										Grade 5	50	10.3
										Total	484	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	96.3	0.0
		3.7

Other Participation		School Programs	
Students now or have in the past received FARMS = 60.5%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 30.5%		Prekindergarten	
Attendance Rate** = 96.0%		Prekindergarten Autism	
Suspension Rate** = 1.4%		Elementary Home School Model	
		Linkages to Learning	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	69.2	82.9	92.6	94.5	88.6	89.8
African American	60.0	86.6	95.2	95.2	88.2	88.3
Asian American					100.0	100.0
Hispanic	70.3	77.7	85.7	90.5	81.1	88.9
White	75.0	100.0	100.0	100.0	100.0	88.3
Female	65.7	80.0	92.8	100.0	84.6	89.8
Male	73.3	86.2	92.3	88.4	92.5	89.8
FARMS	63.8	76.6	84.6	92.3	81.6	85.7
LEP	52.4	70.0	77.8	77.8	87.5	71.5
SPED	60.0	60.0			71.5	85.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rosemont Elementary School - #555

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	60.9	59.4	55.1	60.9	78.3	65.6
African American	57.1	57.1	56.3	50.0	75.0	57.1
Asian American	87.5	87.5	77.8	88.9	100.0	100.0
Hispanic	34.8	39.1	28.0	44.0	60.0	43.5
White	84.2	73.7	78.9	78.9	94.7	84.2
Female	66.7	70.4	71.4	60.7	67.9	70.4
Male	56.8	51.4	43.9	61.0	85.4	62.2
ESOL	22.2	27.8	26.1	30.4	65.2	33.3
FARMS	48.5	48.5	50.0	44.4	63.9	51.5
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.9	0.0	2.0	3.9	88.2	84.3	15.7			
Supporting Services	23.5	0.0	17.6	11.8	47.1	85.3	14.7	145	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 7.9			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 15.8 Grades 1 to 3 = 18.8 Grades 4 to 5 = 24.0			13.7 35.3 51.0		

Staff Positions							Facilities Data										
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized			Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1965			8.9			Y	1	1		
Principal	1.000		Paraeducators					4.250									
Assistant Principal	1.000		Regular						10.816								
Principal Intern			Special Education														
Asst School Administrator			IT Systems Specialist														
Administrative Total	2.000		Teacher Assistant														
Teachers			Media Assistant					0.500									
Kindergarten Classroom	5.000		Instructional Data Assistant					0.750									
Staff Development	23.100		Instructional Support Total					16.316									
ESOL	3.700		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					1.248									
Instrumental Music	0.200																
Preschool	1.000		Other Support Total					3.248									
Special Education:			Building Services														
Classroom Resource Program	5.000		Manager					1.000									
Teachers Total	43.100		Leader					1.000									
Other Professional			Worker					3.500									
Counselor	1.000		Plant Equipment Operator														
Media Specialist	1.000		Building Services Total					5.500									
Spec Ed Related Services	1.200		Food Services					1.812									
Other Professional Total	3.200		Total Supporting Services					26.876									
Total Professional	48.300																

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Sequoyah Elementary School - #565

Principal: Dr. Barbara A. Jasper

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 413										
	% Total	% Gender		% Racial/Ethnic Composition*						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		49.4	50.6	0.0	11.4	15.7	38.7	0.0	30.5	3.6
ESOL	33.7	14.0	19.6	0.0	5.3	1.7	25.4	0.0	1.2	0.0
FARMS	43.8	21.1	22.8	0.0	3.9	10.7	25.2	0.0	3.9	0.2
SPED	12.3	3.4	9.0	0.0	1.0	2.4	4.6	0.0	3.9	0.5

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	96.0	2.0
		Less than 40%
		2.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 51.6%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 16.2%		Learning and Academic Disabilities	
Attendance Rate** = 95.1%		Positive Behavioral Interventions and Supports (PBIS)	
Suspension Rate** = 0.9%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Met	na	na

Attendance Rate: Met

Maryland School Assessment Proficiency Rate**						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.5	85.1	86.7	86.7	71.0	88.4
African American	70.0	70.0	64.7	64.7	40.0	85.0
Asian American	91.6	83.3	100.0	91.7	92.3	84.6
Hispanic	80.8	84.6	87.5	93.8	53.3	80.0
White	100.0	94.7	100.0	100.0	100.0	100.0
Female	87.5	93.7	88.9	85.2	70.3	91.8
Male	85.8	77.1	84.9	87.9	71.9	84.4
FARMS	79.5	82.0	84.4	81.3	52.8	83.4
LEP	80.7	80.7	81.8	81.8	36.4	72.7
SPED	45.5	45.5	56.3	56.3	30.0	60.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Sequoxyah Elementary School - #565

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.0	78.3	82.0	73.8	82.0	73.3
African American	71.4	71.4	85.7	57.1	71.4	71.4
Asian American	60.0	80.0	80.0	80.0	100.0	80.0
Hispanic	42.9	61.9	68.2	54.5	68.2	47.6
White	81.5	92.6	92.6	92.6	92.6	92.6
Female	67.9	78.6	89.7	69.0	82.8	71.4
Male	62.5	78.1	75.0	78.1	81.3	75.0
ESOL	42.1	63.2	70.0	55.0	65.0	47.4
FARMS	52.4	66.7	68.2	59.1	63.6	57.1
SPED	40.0	40.0	60.0	50.0	70.0	40.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.6	0.0	9.3	2.3	76.7	86.0	14.0			
Supporting Services	15.0	0.0	10.0	15.0	60.0	90.0	10.0	123	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.2			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 20.0 Grades 1 to 3 = 17.6 Grades 4 to 5 = 20.5			16.3 34.9 48.8		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	2.750			
Principal Intern		Special Education	2.625			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	4.000	Instructional Data Assistant	6.625			
Staff Development	21.000	Instructional Support Total				
ESOL	3.000	Other Support				
Reading/Literacy	1.000	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	1.000	Parent/Community Coord				
Music	1.000	Lunch Hour Aide	1.125			
Instrumental Music	0.200	Other Support Total	3.125			
Preschool						
Special Education:						
Classroom Resource Program	4.000	Building Services				
Teachers Total	36.200	Manager	1.000			
Other Professional		Leader	2.000			
Counselor	1.000	Worker	2.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.000	Building Services Total	5.500			
Other Professional Total	3.000	Food Services	1.250			
Total Professional	41.200	Total Supporting Services	16.500			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1990		10.0	Y	0	0		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	18	5	0	0	4	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
465	465	433	453	470	479	487	491

School Personnel Costs							
Professional Salaries							
							\$3,307,073
Supporting Services Salaries							
							\$670,451
Employee Benefits							
							\$1,049,941
Total Allocated Cost							
							\$5,027,465

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Seven Locks Elementary School - #603

Principal: Mrs. Rebecca T. Gordon

Community Supt: Dr. Sherry Liebes

School Hours: 9:15 - 3:30

Feeder Schools:

7000 Radnor Road Bethesda, MD 20817

www.montgomeryschoolsmd.org/schools/sevenlocks/

Office Phone: (301) 469-1038

Fax Number: (301) 469-1041

Cluster Name: Winston Churchill

Receiving Schools: Cabin John

2010–2011 Enrollment = 300										
	% Total	% Gender		% Racial/Ethnic Composition*						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		46.7	53.3	0.0	16.3	8.3	6.3	0.3	66.3	2.3
ESOL	9.0	3.0	6.0	0.0	2.0	1.7	1.7	0.0	3.7	0.0
FARMS	3.7	1.0	2.7	0.0	0.3	2.7	0.7	0.0	0.0	0.0
SPED	5.3	2.7	2.7	0.0	1.0	0.0	0.7	0.0	3.7	0.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	93.8	6.3
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 5.3% Mobility Rate (Entrants + Withdrawals)** = 9.5% Attendance Rate** = 96.4% Suspension Rate** = 0.0%		Elementary Home School Model	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	na	na	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	100.0	100.0	100.0	100.0	89.6	98.0
African American					85.7	85.8
Asian American	100.0	100.0	100.0	100.0	83.4	100.0
Hispanic						
White	100.0	100.0	100.0	100.0	90.6	100.0
Female	100.0	100.0	100.1	100.0	96.5	100.0
Male	100.0	100.0	100.0	100.0	80.0	95.0
FARMS						
LEP						
SPED					66.7	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Seven Locks Elementary School - #603

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	84.8	91.3	85.1	97.9	95.7	95.7
African American						
Asian American	75.0	87.5	77.8	88.9	100.0	87.5
Hispanic	100.0	100.0	80.0	100.0	100.0	100.0
White	86.7	93.3	90.0	100.0	93.3	96.7
Female	94.7	100.0	94.7	100.0	94.7	100.0
Male	77.8	85.2	78.6	96.4	96.4	92.6
ESOL	60.0	60.0	66.7	83.3	100.0	80.0
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	0.0	3.6	0.0	92.9	85.7	14.3			
Supporting Services	25.0	0.0	0.0	8.3	66.7	75.0	25.0	72	88.9	11.1

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.6				% Less Than 5 Years			
Average Class Size Kindergarten = 20.3 Grades 1 to 3 = 26.3 Grades 4 to 5 = 20.5				% 5–15 Years			
				% More Than 15 Years			
				10.7			
				42.9			
				46.4			

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	0.500			
Teachers		Media Assistant				
Kindergarten	3.000	Instructional Data Assistant	0.750			
Classroom	11.600	Instructional Support Total	2.000			
Staff Development	1.000					
ESOL	0.500	Other Support				
Reading/Literacy	1.100	Administrative Secretary	1.000			
Physical Education		Secretary	1.000			
Art	0.600	Parent/Community Coord				
Music	0.600	Lunch Hour Aide	0.875			
Instrumental Music	0.200	Other Support Total	2.875			
Preschool						
Special Education:						
Classroom Resource Program	1.500	Building Services				
Teachers Total	20.100	Manager	1.000			
Other Professional		Leader				
Counselor	1.000	Worker	0.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.400	Building Services Total	1.500			
Other Professional Total	2.400	Food Services	0.688			
Total Professional	23.500	Total Supporting Services	7.063			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1964		9.9	N	0	0		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
15	9	4	0	0	2	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
251	440	342	362	368	380	395	396

School Personnel Costs							
Professional Salaries							\$1,925,905
Supporting Services Salaries							\$290,159
Employee Benefits							\$570,069
Total Allocated Cost							\$2,786,133

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Sherwood Elementary School - #501

Principal: Mr. Jerrold C. Perlet

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 467													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	52.2	47.8	0.0	12.8	14.6	12.6	0.0	55.0	4.9	Pre-K	2	0.4	
ESOL	5.6	3.0	2.6	0.0	1.7	0.4	2.4	0.0	1.1	0.0	Full-Day K	70	15.0
FARMS	12.2	6.6	5.6	0.0	1.5	3.2	2.8	0.0	3.6	1.1	Grade 1	75	16.1
SPED	14.6	6.0	8.6	0.0	1.1	3.9	1.9	0.0	7.1	0.6	Grade 2	91	19.5

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.9	17.2

Other Participation		School Programs	
Students now or have in the past received FARMS = 16.9%		Elementary Home School Model	
Mobility Rate (Entrants + Withdrawals)** = 4.5%		School/Community-Based	
Attendance Rate** = 95.7%		Preschool Education Program (PEP) Comprehensive	
Suspension Rate** = 0.4%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Maryland School Assessment Proficiency Rate**					
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.1	92.2	93.8	95.0	87.2	94.3
African American	50.0	87.5	73.3	86.7	84.0	92.0
Asian American	100.0	92.3	100.0	87.5	100.0	100.0
Hispanic	90.0	90.0	100.0	100.0	77.8	88.8
White	93.9	93.9	98.0	98.0	89.5	97.5
Female	85.8	91.4	94.7	94.8	80.0	95.0
Male	93.1	93.1	93.0	95.4	93.5	93.6
FARMS	80.0	100.0	57.2	85.7	73.3	80.0
LEP	100.0	80.0				
SPED	70.0	70.0	69.2	84.6	54.6	63.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Sherwood Elementary School - #501

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.1	77.5	69.0	73.2	77.5	78.9
African American	86.7	66.7	66.7	66.7	60.0	80.0
Asian American	76.2	76.2	76.2	76.2	85.7	81.0
Hispanic						
White	67.7	80.6	64.5	71.0	80.6	74.2
Female	83.3	78.6	76.2	71.4	78.6	83.3
Male	65.5	75.9	58.6	75.9	75.9	72.4
ESOL	71.4	71.4	42.9	71.4	71.4	85.7
FARMS	50.0	50.0	40.0	50.0	30.0	50.0
SPED	37.5	62.5	50.0	37.5	62.5	50.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	0.0	11.6	0.0	83.7	90.7	9.3			
Supporting Services	26.1	0.0	13.0	13.0	47.8	78.3	21.7	110	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.5				% Less Than 5 Years			
Average Class Size Kindergarten = 22.7 Grades 1 to 3 = 23.9 Grades 4 to 5 = 25.0				% 5–15 Years			
				% More Than 15 Years			
				11.6			
				34.9			
				53.5			

Staff Positions							Facilities Data							
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
Administrative			Instructional Support				1977		10.9	Y	1	1		
Principal	1.000		Paraeducators											
Assistant Principal	1.000		Regular				1.125							
Principal Intern			Special Education				7.250							
Asst School Administrator			IT Systems Specialist											
Administrative Total	2.000		Teacher Assistant				0.500							
Teachers			Media Assistant				0.750							
Kindergarten Classroom	3.000		Instructional Data Assistant				9.625							
Staff Development	17.400													
ESOL	0.600		Instructional Support Total											
Reading/Literacy	1.900													
Physical Education			Other Support											
Art	1.000		Administrative Secretary				1.000							
Music	1.000		Secretary				1.000							
Instrumental Music	0.400		Parent/Community Coord											
Preschool			Lunch Hour Aide				1.250							
Special Education:			Other Support Total				3.250							
Classroom Resource Program	6.000													
Teachers Total	32.300		Building Services											
Other Professional			Manager				1.000							
Counselor	1.000		Leader				3.000							
Media Specialist	1.000		Worker				2.000							
Spec Ed Related Services	1.600		Plant Equipment Operator											
Other Professional Total	3.600		Building Services Total				6.000							
Total Professional	37.900		Food Services				1.062							
			Total Supporting Services				19.937							
Core Facility Teaching Stations							Capacity/Enrollment Projections							
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education	Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
31	21	3	0	0	3	4	580	580	462	483	496	493	505	511
School Personnel Costs														
Professional Salaries							\$3,228,719							
Supporting Services Salaries							\$777,393							
Employee Benefits							\$1,057,344							
Total Allocated Cost							\$5,063,456							

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Sargent Shriver Elementary School - #779

Principal: Mrs. Tamisha L. Sampson
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 688													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		51.7	48.3	0.0	10.6	11.5	71.9	0.0	5.1	0.9	Pre-K	40	5.8
ESOL	59.2	31.1	28.1	0.0	5.5	2.8	50.0	0.0	0.9	0.0	Full-Day K	121	17.6
FARMS	76.3	41.0	35.3	0.0	6.0	9.7	58.4	0.0	2.0	0.1	Grade 1	103	15.0
SPED	8.1	2.3	5.8	0.0	0.6	0.4	6.1	0.0	0.9	0.1	Grade 2	111	16.1
											Grade 3	110	16.0
											Grade 4	107	15.6
											Grade 5	96	14.0
											Total	688	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	94.4	1.9
Less than 40%		
3.7		
Other Participation		
Students now or have in the past received FARMS = 83.7% Mobility Rate (Entrants + Withdrawals)** = 15.6% Attendance Rate** = 96.0% Suspension Rate** = 0.3%		
School Programs		
Focused Academic Support—Federal Title I Funds Elementary Home School Model Prekindergarten Multidisciplinary Educational Training and Support (METS) Linkages to Learning Program of Assessment, Diagnosis and Instruction (PADI) Positive Behavioral Interventions and Supports (PBIS)		

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Not Met	Met	Met
SPED	Met	Not Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.8	72.5	78.3	78.3	80.8	86.3
African American	64.3	71.4	91.6	83.3	83.3	91.7
Asian American	93.3	100.0	75.0	75.0	94.4	88.9
Hispanic	77.6	67.1	74.3	75.8	71.2	83.0
White			100.0	100.0	100.0	91.7
Female	80.0	75.6	72.1	79.1	83.8	89.2
Male	76.0	69.8	83.6	77.6	79.0	84.5
FARMS	75.7	68.5	75.8	77.1	76.7	82.0
LEP	68.9	60.0	48.4	58.1	58.8	61.1
SPED	37.5	50.0	87.5	50.0	78.5	78.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Sargent Shriver Elementary School - #779

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	42.1	51.4	56.1	51.4	68.2	50.5
African American	44.4	55.6	66.7	66.7	72.2	55.6
Asian American	45.5	45.5	63.6	63.6	90.9	54.5
Hispanic	39.4	52.1	50.7	42.3	64.8	46.5
White	57.1	42.9	71.4	85.7	57.1	71.4
Female	37.8	46.7	55.6	48.9	60.0	48.9
Male	45.2	54.8	56.5	53.2	74.2	51.6
ESOL	16.7	25.0	37.5	22.9	52.1	20.8
FARMS	39.5	48.8	52.3	47.7	66.3	47.7
SPED	9.1	18.2	27.3	18.2	27.3	9.1

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	14.9	0.0	7.5	3.0	74.6	91.0	9.0			
Supporting Services	4.3	0.0	4.3	34.8	56.5	87.0	13.0	208	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.2				% Less Than 5 Years			
Average Class Size Kindergarten = 17.4 Grades 1 to 3 = 19.0 Grades 4 to 5 = 24.3				% 5–15 Years			
				% More Than 15 Years			
				25.4			
				47.8			
				26.9			

Staff Positions							Facilities Data						
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms	
Principal	1.000		Paraeducators				1954	2006	9.2	Y	1	3	
Assistant Principal	1.000		Regular										
Principal Intern			Special Education				4.374	1.374					
Asst School Administrator			IT Systems Specialist										
Administrative Total	2.000		Teacher Assistant										
Teachers			Media Assistant				1.000						
Kindergarten Classroom	7.000		Instructional Data Assistant				0.875						
Staff Development	33.200												
ESOL	8.600		Other Support										
Reading/Literacy	1.500		Administrative Secretary				1.000						
Physical Education			Secretary				1.000						
Art	1.400		Parent/Community Coord				1.000						
Music	1.400		Lunch Hour Aide				1.624						
Instrumental Music	0.300												
Preschool	1.000		Other Support Total				4.624						
Special Education:													
Classroom Resource Program	3.000		Building Services										
Teachers Total	58.400		Manager				1.000						
Other Professional			Leader				1.000						
Counselor	1.000		Worker				3.500						
Media Specialist	1.000		Plant Equipment Operator										
Spec Ed Related Services	1.000		Building Services Total				5.500						
Other Professional Total	3.000		Food Services				1.875						
Total Professional	63.400		Total Supporting Services				19.622						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Sligo Creek Elementary School - #517

Principal: Ms. Diantha R. Swift
 Community 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

2010–2011 Enrollment = 582													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Pre-K	Number	Percent
All Students		54.3	45.7	0.0	6.0	20.4	12.4	0.0	49.8	11.3	Pre-K	1	0.2
ESOL	9.1	4.1	5.0	0.0	2.2	2.6	4.0	0.0	0.3	0.0	Full-Day K	86	14.8
FARMS	17.0	8.4	8.6	0.0	1.2	8.6	5.2	0.0	0.7	1.4	Grade 1	89	15.3
SPED	8.6	2.9	5.7	0.0	0.5	1.0	1.2	0.0	4.8	1.0	Grade 2	134	23.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.9	15.2	10.9

Other Participation		School Programs	
Students now or have in the past received FARMS = 21.5%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 9.5%		Total French Immersion	
Attendance Rate** = 95.9%		Asperger's Program	
Suspension Rate** = 0.0%		Elementary Home School Model	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Not Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Maryland School Assessment Proficiency Rate**					
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.0	80.9	93.2	88.5	76.7	91.1
African American	93.8	81.3	96.7	86.6	59.4	93.8
Asian American	80.0	60.0	85.7	85.7	100.0	100.0
Hispanic	68.1	56.5	77.7	68.5	66.7	66.7
White	92.0	94.0	98.0	97.9	90.0	95.0
Female	90.0	84.0	89.9	86.7	78.3	93.4
Male	81.4	77.3	97.7	91.0	75.0	88.7
FARMS	76.0	61.5	81.8	69.6	67.7	85.3
LEP	50.0	70.0	60.0	60.0	0.0	40.0
SPED	50.0	62.5	83.4	75.0	37.5	87.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Sligo Creek Elementary School - #517

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	62.2	54.1	50.5	65.8	78.4	61.3
African American	52.8	47.2	41.7	58.3	72.2	50.0
Asian American						
Hispanic	50.0	35.0	35.0	45.0	55.0	55.0
White	75.0	65.4	61.5	78.8	90.4	73.1
Female	68.1	58.0	56.5	72.5	79.7	71.0
Male	52.4	47.6	40.5	54.8	76.2	45.2
ESOL	0.0	0.0	20.0	10.0	30.0	0.0
FARMS	51.6	45.2	35.5	38.7	58.1	41.9
SPED	37.5	37.5	37.5	37.5	75.0	37.5

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.7	0.0	0.0	0.0	86.3	90.2	9.8			
Supporting Services	21.7	0.0	21.7	13.0	43.5	73.9	26.1	188	91.5	8.5

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.3			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 22.0 Grades 1 to 3 = 20.5 Grades 4 to 5 = 21.8			11.8 49.0 39.2		

Staff Positions							Facilities Data										
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized			Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1934			15.6			Y	1	2		
Principal	1.000		Paraeducators					2.375									
Assistant Principal	1.000		Regular						4.000								
Principal Intern			Special Education														
Asst School Administrator			IT Systems Specialist														
Administrative Total	2.000		Teacher Assistant														
Teachers			Media Assistant														
Kindergarten Classroom	4.000		Instructional Data Assistant														
Staff Development	26.800																
ESOL	1.100		Instructional Support Total						8.250								
Reading/Literacy	1.600																
Physical Education			Other Support														
Art	1.400		Administrative Secretary														
Music	1.400		Secretary														
Instrumental Music	0.400		Parent/Community Coord														
Preschool			Lunch Hour Aide														
Special Education:			Other Support Total						3.500								
Classroom Resource Program	4.000																
Teachers Total	41.700		Building Services														
Other Professional			Manager														
Counselor	1.000		Leader														
Media Specialist	1.000		Worker														
Spec Ed Related Services	1.000		Plant Equipment Operator														
Other Professional Total	3.000		Building Services Total						6.500								
Total Professional	46.700		Total Supporting Services						18.250								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Somerset Elementary School - #405

Principal: Ms. Kelly Morris, Acting
 Community Supt: Mr. Sean Bulson
 School Hours: 8:50 - 3:05
 Feeder Schools:

5811 Warwick Place Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/somerset/

Office Phone: (301) 657-4985
 Fax Number: (301) 657-4907
 Cluster Name: Bethesda-Chevy Chase
 Receiving Schools: Westland

2010–2011 Enrollment = 518													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	50.2	49.8	0.0	11.2	4.4	9.3	0.2	68.5	6.4	Pre-K	2	0.4	
ESOL	13.1	5.8	7.3	0.0	4.6	0.0	2.7	0.0	5.4	0.4	Full-Day K	91	17.6
FARMS	2.7	1.2	1.5	0.0	0.6	0.4	1.2	0.0	0.4	0.2	Grade 1	94	18.1
SPED	6.4	2.3	4.1	0.0	0.8	0.4	1.4	0.0	3.7	0.2	Grade 2	98	18.9

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	
All SPED Students	96.9	0.0	3.1

Other Participation		School Programs	
Students now or have in the past received FARMS = 5.6%		Elementary Home School Model	
Mobility Rate (Entrants + Withdrawals)** = 13.7%			
Attendance Rate** = 96.0%			
Suspension Rate** = 0.2%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.1	94.7	92.0	94.6	96.6	98.4
African American	83.4	100.0	75.0	75.0		
Asian American	81.8	100.0	92.8	92.9		
Hispanic	60.0	60.0	87.5	100.0		
White	98.2	96.3	95.6	97.7	98.1	98.1
Female	94.9	94.8	90.0	95.0	96.1	100.0
Male	89.2	94.4	94.3	94.1	96.9	97.0
FARMS						
LEP	71.5	71.5	60.0	80.0		
SPED	50.0	50.0	50.0	62.5	90.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Somerset Elementary School - #405

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	84.5	88.7	90.1	87.5	91.7	94.4
African American						
Asian American	76.9	84.6	92.3	85.7	100.0	92.3
Hispanic						
White	88.5	90.4	90.4	92.3	92.3	98.1
Female	91.4	97.1	94.3	85.7	91.4	97.1
Male	77.8	80.6	86.1	89.2	91.9	91.7
ESOL	66.7	88.9	77.8	70.0	100.0	88.9
FARMS						
SPED	40.0	60.0	60.0	60.0	40.0	80.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.9	0.0	7.9	2.6	81.6	89.5	10.5			
Supporting Services	17.6	0.0	0.0	11.8	70.6	70.6	29.4	107	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 14.2			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 23.0 Grades 1 to 3 = 24.8 Grades 4 to 5 = 25.3			15.8 28.9 55.3		

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1949	2005	3.7	Y	0	0
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular				1.124	1.375				
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant				0.500					
Teachers			Media Assistant				0.750					
Kindergarten Classroom	4.000		Instructional Data Assistant				3.749					
Staff Development	17.900		Instructional Support Total									
ESOL	1.600		Other Support									
Reading/Literacy	2.200		Administrative Secretary				1.000					
Physical Education			Secretary				1.000					
Art	0.900		Parent/Community Coord									
Music	0.900		Lunch Hour Aide				1.372					
Instrumental Music	0.300		Other Support Total				3.372					
Preschool												
Special Education:												
Classroom Resource Program	2.500		Building Services									
Teachers Total	31.300		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				3.000					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	0.500		Building Services Total				5.000					
Other Professional Total	2.500		Food Services				1.000					
Total Professional	35.800		Total Supporting Services				13.121					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

South Lake Elementary School - #564

Principal: Ms. Nicole M. Priestly

Community Supt: Mr. Adrian B. Talley

School Hours: 8:50 - 3:05

Feeder Schools:

18201 Contour Road Gaithersburg, MD 20877

www.montgomeryschoolsmd.org/schools/southlakes/

Office Phone: (301) 840-7141

Fax Number: (301) 840-4549

Cluster Name: Watkins Mill

Receiving Schools: Neelsville

2010–2011 Enrollment = 659												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.5	50.5	0.0	9.3	27.8	54.0	0.2	5.5	3.3	Pre-K	56	8.5
ESOL	45.8	21.4	24.4	0.0	3.8	4.6	36.7	0.2	0.6	Full-Day K	118	17.9
FARMS	74.8	36.7	38.1	0.0	5.2	19.1	46.3	0.2	2.1	Grade 1	106	16.1
SPED	6.2	2.4	3.8	0.0	0.5	2.1	2.7	0.0	0.9	Grade 2	104	15.8
										Grade 3	96	14.6
										Grade 4	88	13.4
										Grade 5	91	13.8
										Total	659	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	97.3	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 81.2%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 36.1%		Head Start	
Attendance Rate** = 95.7%		Prekindergarten	
Suspension Rate** = 0.5%		Multidisciplinary Educational Training and Support (METS) Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Not Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Not Met	Met	Met	Met
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	70.1	69.3	79.0	79.8	69.5	75.6
African American	76.2	60.0	87.5	81.5	72.0	72.0
Asian American	88.9	88.9	91.0	90.9	100.0	100.0
Hispanic	57.9	64.9	71.1	76.3	60.9	71.7
White	88.9	88.9	71.4	71.5		
Female	61.1	71.4	78.3	81.6	68.5	81.5
Male	78.0	67.5	79.5	78.2	70.4	70.4
FARMS	64.3	65.5	75.9	79.6	66.2	70.6
LEP	40.9	45.0	66.7	66.6	34.7	56.5
SPED			60.0	80.0	50.0	41.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

South Lake Elementary School - #564

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	41.6	46.5	51.4	48.1	49.5	47.5
African American	41.7	50.0	61.1	47.2	52.8	50.0
Asian American	77.8	66.7	70.0	70.0	80.0	77.8
Hispanic	31.1	33.3	39.6	40.4	39.6	33.3
White	60.0	70.0	50.0	70.0	60.0	70.0
Female	42.3	57.7	62.3	49.1	47.2	53.8
Male	40.8	34.7	40.4	47.1	51.9	40.8
ESOL	24.1	17.2	37.5	15.6	31.3	13.8
FARMS	38.4	41.1	45.5	44.7	42.9	41.1
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.2	0.0	6.6	4.9	80.3	85.2	14.8			
Supporting Services	30.4	0.0	13.0	21.7	34.8	73.9	26.1	179	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.6			% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 19.7 Grades 1 to 3 = 18.3 Grades 4 to 5 = 19.9			14.8			31.1

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1972			10.2		Y	0	0		
Principal	1.000		Paraeducators													
Assistant Principal	1.000		Regular				7.500									
Principal Intern			Special Education				0.500									
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant				1.000									
Teachers			Media Assistant				0.875									
Kindergarten Classroom	6.000		Instructional Data Assistant				0.875									
Staff Development	28.800		Instructional Support Total				9.875									
ESOL	7.400		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				1.500									
Instrumental Music	0.200															
Preschool	2.000		Other Support Total				3.500									
Special Education:			Building Services													
Classroom Resource Program	1.000		Manager				1.000									
Teachers Total	50.500		Leader				1.000									
Other Professional			Worker				2.500									
Counselor	1.000		Plant Equipment Operator													
Media Specialist	1.000		Building Services Total				4.500									
Spec Ed Related Services	1.200		Food Services				2.000									
Other Professional Total	3.200		Total Supporting Services				19.875									
Total Professional	55.700															

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Stedwick Elementary School - #568

Principal: Dr. Margaret B. Pastor
 Community Supt: Mr. Adrian B. Talley
 School Hours: 9:15 - 3:30
 Feeder Schools:

10631 Stedwick Road Montgomery Village, MD 20886
www.montgomeryschoolsmd.org/schools/stedwicks/

Office Phone: (301) 840-7187
 Fax Number: (301) 548-7532
 Cluster Name: Watkins Mill
 Receiving Schools: Montgomery Village, Neelsville

2010–2011 Enrollment = 605													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		47.9	52.1	0.2	8.4	36.5	31.7	0.0	16.2	6.9	Pre-K	38	6.3
ESOL	28.3	13.9	14.4	0.0	2.8	4.1	19.0	0.0	2.1	0.2	Full-Day K	91	15.0
FARMS	53.2	23.3	29.9	0.0	1.3	25.3	22.6	0.0	2.3	1.7	Grade 1	98	16.2
SPED	8.4	2.3	6.1	0.0	0.3	3.0	3.3	0.0	1.2	0.7	Grade 2	109	18.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	54.2	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 59.0% Mobility Rate (Entrants + Withdrawals)** = 15.6% Attendance Rate** = 95.6% Suspension Rate** = 0.3%		Focused Academic Support—Local Funds Prekindergarten Learning for Independence Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.3	90.1	86.9	82.7	75.9	89.6
African American	76.7	83.3	79.2	79.2	70.0	80.0
Asian American	80.0	80.0	100.0	100.0	84.6	100.0
Hispanic	84.3	89.5	90.9	85.7	66.6	90.5
White	100.0	100.0	94.7	78.9	90.9	95.5
Female	82.9	91.4	86.0	83.3	75.0	91.7
Male	88.9	88.9	87.5	82.1	76.5	88.2
FARMS	77.2	85.8	77.8	79.3	69.7	83.7
LEP	81.3	93.8	82.3	81.3	54.5	100.0
SPED	80.0	80.0	60.0	60.0		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Stedwick Elementary School - #568

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	48.1	60.5	66.7	59.3	60.5	56.8
African American	40.0	64.0	60.0	56.0	56.0	56.0
Asian American	70.0	80.0	80.0	90.0	70.0	70.0
Hispanic	39.3	53.6	60.7	35.7	46.4	42.9
White	61.1	55.6	77.8	83.3	83.3	72.2
Female	57.1	69.0	76.2	59.5	64.3	61.9
Male	38.5	51.3	56.4	59.0	56.4	51.3
ESOL	22.2	40.7	63.0	40.7	37.0	33.3
FARMS	38.1	50.0	57.1	45.2	45.2	42.9
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	17.3	1.9	1.9	0.0	78.8	80.8	19.2			
Supporting Services	15.4	0.0	7.7	30.8	46.2	69.2	30.8	176	97.7	2.3

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.1			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 17.2 Grades 1 to 3 = 19.9 Grades 4 to 5 = 22.4			7.7 40.4 51.9		

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1974			10.0		Y	1	0		
Principal	1.000		Paraeducators													
Assistant Principal	1.000		Regular				3.625									
Principal Intern			Special Education				3.875									
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant													
Teachers			Media Assistant				1.000									
Kindergarten	5.000		Instructional Data Assistant				0.750									
Classroom	24.500		Instructional Support Total				9.250									
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				1.500									
Instrumental Music	0.300															
Preschool	1.000		Other Support Total				3.500									
Special Education:																
Classroom Resource Program	4.000		Building Services													
Teachers Total	43.500		Manager				1.000									
Other Professional			Leader				1.000									
Counselor	1.000		Worker				4.500									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.000		Building Services Total				6.500									
Other Professional Total	3.000		Food Services				1.875									
Total Professional	48.500		Total Supporting Services				21.125									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Stone Mill Elementary School - #653

Principal: Ms. Kimberly A. Williams
 Community Supt: Dr. Sherry Liebes
 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

2010–2011 Enrollment = 608													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	48.0	52.0	0.0	46.9	8.7	4.8	0.0	35.4	4.3	Pre-K	36	5.9	
ESOL	8.4	3.0	5.4	0.0	4.6	1.0	1.0	0.0	1.8	0.0	Full-Day K	89	14.6
FARMS	9.2	3.8	5.4	0.0	3.1	4.4	1.2	0.0	0.5	0.0	Grade 1	90	14.8
SPED	11.7	3.9	7.7	0.0	2.8	1.8	1.0	0.0	4.9	1.2	Grade 2	84	13.8

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	97.1	0.0
Other Participation		
Students now or have in the past received FARMS = 11.7% Mobility Rate (Entrants + Withdrawals)** = 8.2% Attendance Rate** = 96.8% Suspension Rate** = 0.2%		
School Programs		
Preschool Education Program (PEP) Resource		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	100.0	99.0	98.2	96.4	96.6	100.0
African American	100.0	100.0	90.0	80.0	100.0	100.0
Asian American	100.0	98.1	100.0	100.0	97.8	100.0
Hispanic			80.0	100.0		
White	100.0	100.0	100.0	95.3	94.5	100.0
Female	100.0	98.0	96.0	98.0	97.8	100.0
Male	100.0	100.0	100.0	95.2	95.3	100.0
FARMS			90.0	80.0		
LEP			100.0	60.0		
SPED		100.0			66.7	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Stone Mill Elementary School - #653

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	95.0	97.0	97.0	97.0	99.0	98.0
African American						
Asian American	93.2	96.6	100.0	96.6	100.0	98.3
Hispanic						
White	97.3	97.3	91.9	97.3	97.3	97.3
Female	98.0	98.0	98.0	94.0	98.0	98.0
Male	92.0	96.0	96.0	100.0	100.0	98.0
ESOL	70.0	80.0	100.0	90.0	100.0	90.0
FARMS						
SPED	71.4	71.4	100.0	71.4	100.0	71.4

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	0.0	9.4	1.9	81.1	96.2	3.8			
Supporting Services	14.3	0.0	14.3	19.0	52.4	81.0	19.0	125	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.0		Average Class Size Kindergarten = 21.8		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 21.8		Grades 1 to 3 = 25.5		5.7		43.4	
Grades 4 to 5 = 25.5						50.9	

Staff Positions							Facilities Data										
Professional			Supporting Services				Instructional Support				Core Facility Teaching Stations			Capacity/Enrollment Projections			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms					
Principal	1.000		Paraeducators				1988		11.8	Y	1	0					
Assistant Principal	1.000		Regular														
Principal Intern			Special Education				5.500										
Asst School Administrator			IT Systems Specialist														
Administrative Total	2.000		Teacher Assistant														
Teachers			Media Assistant				1.000										
Kindergarten	4.000		Instructional Data Assistant				0.875										
Classroom	20.100																
Staff Development	1.000		Instructional Support Total				8.875										
ESOL	1.400		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				1.500										
Instrumental Music	0.400																
Preschool			Other Support Total				3.500										
Special Education:																	
Classroom Resource Program	7.000		Building Services														
Teachers Total	38.300		Manager				1.000										
Other Professional			Leader				1.000										
Counselor	1.000		Worker				3.000										
Media Specialist	1.000		Plant Equipment Operator														
Spec Ed Related Services	3.200		Building Services Total				5.000										
Other Professional Total	5.200		Food Services				1.312										
Total Professional	45.500		Total Supporting Services				18.687										

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Stonegate Elementary School - #316

Principal: Miss Audra M. Fladung

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 442												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.8	50.2	0.2	15.8	28.3	14.5	0.0	35.1	6.1	Pre-K	0	0.0
ESOL	5.2	3.2	2.0	0.0	1.4	0.7	2.9	0.0	0.2	Full-Day K	66	14.9
FARMS	13.6	7.2	6.3	0.0	3.2	3.8	5.9	0.0	0.5	Grade 1	75	17.0
SPED	13.6	5.7	7.9	0.0	1.8	3.8	3.8	0.0	3.2	Grade 2	70	15.8
										Grade 3	76	17.2
										Grade 4	84	19.0
										Grade 5	71	16.1
										Total	442	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.9	3.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 16.7% Mobility Rate (Entrants + Withdrawals)** = 8.0% Attendance Rate** = 95.9% Suspension Rate** = 0.0%		Learning for Independence	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.3	94.2	94.0	95.6	85.2	95.1
African American	86.2	96.6	100.0	95.2	76.7	93.4
Asian American	100.0	100.0	100.0	100.0	100.0	92.3
Hispanic	76.9	84.6	40.0	100.0	60.0	90.0
White	89.7	93.1	96.9	93.8	96.4	100.0
Female	88.7	93.2	91.4	94.3	83.8	97.3
Male	88.1	95.3	96.9	96.9	86.3	93.1
FARMS	90.9	81.8	57.2	100.0	55.6	88.9
LEP	100.0	80.0				
SPED	71.4	71.4	75.0	75.0	60.0	90.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Stonegate Elementary School - #316

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	75.7	79.7	79.7	77.0	82.4	81.1
African American	78.9	63.2	78.9	73.7	73.7	73.7
Asian American	94.4	94.4	94.4	77.8	94.4	94.4
Hispanic	58.3	75.0	58.3	66.7	58.3	66.7
White	68.0	84.0	80.0	84.0	92.0	84.0
Female	82.9	82.9	91.4	82.9	82.9	88.6
Male	69.2	76.9	69.2	71.8	82.1	74.4
ESOL	33.3	33.3	50.0	16.7	33.3	16.7
FARMS	66.7	58.3	58.3	66.7	66.7	66.7
SPED	40.0	40.0	80.0	40.0	40.0	40.0

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	5.6	0.0	8.3	2.8	83.3	83.3	16.7			
Supporting Services	40.0	0.0	5.0	10.0	45.0	95.0	5.0	109	100.0	0.0

Class Size/Staff Ratio	Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.6	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
Average Class Size Kindergarten = 21.0	22.2	38.9	38.9
Grades 1 to 3 = 23.2 Grades 4 to 5 = 24.3			

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	1.000
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	5.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.750
Classroom	15.900	Instructional Support Total	7.750
Staff Development	1.000	Other Support	
ESOL	0.500	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.250
Music	0.900	Other Support Total	3.250
Instrumental Music	0.200	Building Services	
Preschool		Manager	1.000
Special Education:		Leader	1.000
Classroom	4.500	Worker	1.500
Resource Program		Plant Equipment Operator	
Teachers Total	28.500	Building Services Total	3.500
Other Professional		Food Services	
Counselor	1.000		1.000
Media Specialist	1.000		
Spec Ed Related Services	1.000		
Other Professional Total	3.000	Total Supporting Services	15.500
Total Professional	33.500		

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971		10.3	N	1	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	14	4	0	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
418	418	443	431	430	431	425	426

School Personnel Costs	
Professional Salaries	\$2,618,422
Supporting Services Salaries	\$622,235
Employee Benefits	\$872,476
Total Allocated Cost	\$4,113,133

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Strathmore Elementary School - #822

Principal: Ms. Cheryl L. Smith
 Community 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/strathmores/

Office Phone: (301) 460-2135
 Fax Number: (301) 460-2137
 Cluster Name: Downcounty Consortium
 Receiving Schools: Argyle, Loiederman, Parkland

2010–2011 Enrollment = 402												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	46.8	53.2	0.2	6.7	47.8	34.1	0.0	7.2	4.0	Pre-K	0	0.0
ESOL	11.7	5.7	6.0	0.0	0.5	1.7	9.0	0.0	0.5	Full-Day K	0	0.0
FARMS	54.5	24.4	30.1	0.2	1.2	25.1	24.6	0.0	1.5	Grade 1	0	0.0
SPED	14.9	4.0	10.9	0.2	0.5	7.7	5.7	0.0	0.0	Grade 2	0	0.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	63.3	6.7	30.0
Other Participation			
Students now or have in the past received FARMS = 67.9% Mobility Rate (Entrants + Withdrawals)** = 17.5% Attendance Rate** = 96.3% Suspension Rate** = 0.2%			
School Programs			
Focused Academic Support—Local Funds Elementary Learning Center (4–5) Elementary Home School Model 21st Century Community Learning Center (Afterschool Program)			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Not Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.3	78.5	78.4	80.8	73.0	83.0
African American	83.4	75.8	80.7	77.1	72.2	83.4
Asian American	77.7	77.8	83.4	91.7	92.9	78.6
Hispanic	80.7	74.2	78.1	87.8	65.0	82.5
White	100.0	100.0	66.7	66.7	85.7	92.8
Female	89.8	84.7	81.0	82.6	73.3	92.0
Male	79.0	72.6	75.8	79.1	72.7	72.7
FARMS	85.3	77.1	78.5	83.1	68.4	82.2
LEP	87.6	87.5	73.4	80.0	55.6	88.9
SPED	54.5	54.5	42.9	47.7	38.9	55.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Strathmore Elementary School - #822

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	TerraNova Comprehensive Test of Basic Skills Second Edition data not available. This test is administered in Grade 2 and this school does not serve Grade 2 students.					
African American						
Asian American						
Hispanic						
White						
Female						
Male						
ESOL						
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	21.1	0.0	10.5	0.0	68.4	94.7	5.3			
Supporting Services	38.1	4.8	14.3	14.3	28.6	76.2	23.8	106	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.4				% Less Than 5 Years			
Average Class Size Kindergarten = Grades 1 to 3 = 22.0 Grades 4 to 5 = 24.7				% 5–15 Years			
				% More Than 15 Years			
				15.8			
				60.5			
				23.7			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	2.375			
Principal Intern		Special Education	4.000			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	0.500			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	19.100	Instructional Data Assistant	7.625			
Staff Development	1.000					
ESOL	1.300	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	1.000			
Instrumental Music	0.500					
Preschool		Other Support Total	3.000			
Special Education:						
Classroom Resource Program	5.000	Building Services				
Teachers Total	28.800	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	1.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.000					
Other Professional Total	3.000	Building Services Total	3.500			
Total Professional	33.800	Food Services	1.312			
		Total Supporting Services	15.437			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1970		10.8	N	0	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	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
447	447	368	365	366	403	416	419

School Personnel Costs							
Professional Salaries							\$2,491,351
Supporting Services Salaries							\$595,243
Employee Benefits							\$834,040
Total Allocated Cost							\$3,920,634

* Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Strawberry Knoll Elementary School - #569

Principal: Mr. E. Frank Kaplan

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 550													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	47.6	52.4	0.5	13.6	32.4	32.4	0.0	17.3	3.8	Pre-K	64	11.6	
ESOL	21.6	10.4	11.3	0.0	4.0	1.8	14.7	0.0	1.1	0.0	Full-Day K	89	16.2
FARMS	45.6	22.4	23.3	0.5	3.1	16.0	22.4	0.0	2.7	0.9	Grade 1	83	15.1
SPED	15.5	4.4	11.1	0.0	2.0	5.3	4.9	0.0	3.1	0.2	Grade 2	91	16.5
											Grade 3	72	13.1
											Grade 4	86	15.6
											Grade 5	65	11.8
											Total	550	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	70.5	9.1
Other Participation		
Students now or have in the past received FARMS = 51.8% Mobility Rate (Entrants + Withdrawals)** = 17.4% Attendance Rate** = 95.8% Suspension Rate** = 1.2%		
School Programs		
Focused Academic Support—Local Funds Head Start Prekindergarten Autism Elementary Home School Model Preschool Education Program (PEP)		

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.8	87.5	96.3	92.8	71.0	92.0
African American	93.1	82.7	100.0	91.3	54.8	93.6
Asian American	100.0	100.0			80.0	80.0
Hispanic	82.4	82.3	86.7	86.6	80.0	91.6
White	90.0	100.0	100.0	100.0	90.0	100.0
Female	86.7	86.7	96.0	96.0	74.4	88.1
Male	93.0	88.4	96.6	90.0	66.7	97.0
FARMS	82.4	79.4	94.8	94.8	61.2	86.1
LEP	81.3	75.0	88.9	88.9	40.0	
SPED					27.3	81.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Strawberry Knoll Elementary School - #569

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	59.5	48.6	54.1	44.6	58.1	45.9
African American	54.8	41.9	51.6	41.9	45.2	45.2
Asian American	69.2	84.6	76.9	76.9	92.3	76.9
Hispanic	45.5	27.3	36.4	22.7	45.5	22.7
White	100.0	75.0	75.0	62.5	87.5	62.5
Female	60.5	51.2	60.5	41.9	53.5	46.5
Male	58.1	45.2	45.2	48.4	64.5	45.2
ESOL	37.0	22.2	33.3	22.2	44.4	18.5
FARMS	55.3	34.2	44.7	28.9	50.0	36.8
SPED	75.0	50.0	50.0	50.0	75.0	50.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.6	0.0	3.0	4.5	84.8	87.9	12.1			
Supporting Services	18.2	0.0	9.1	18.2	54.5	90.9	9.1	154	97.4	2.6

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.2				% Less Than 5 Years			
Average Class Size Kindergarten = 18.2 Grades 1 to 3 = 18.7 Grades 4 to 5 = 24.3				% 5–15 Years			
				% More Than 15 Years			
				9.1			
				43.9			
				47.0			

Staff Positions							Facilities Data									
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections		
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms				
Principal	1.000		Paraeducators				1988		10.8	Y	0	4				
Assistant Principal	1.000		Regular					3.525								
Principal Intern			Special Education					10.375								
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant					1.000								
Teachers			Media Assistant					0.750								
Kindergarten Classroom	5.000		Instructional Data Assistant					15.650								
Staff Development	21.800		Instructional Support Total													
ESOL	2.900		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					1.250								
Instrumental Music	0.200															
Preschool	1.300		Other Support Total					3.250								
Special Education:																
Classroom Resource Program	10.500		Building Services													
Teachers Total	46.300		Manager					1.000								
Other Professional			Leader					1.000								
Counselor	1.000		Worker					3.500								
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	4.200		Building Services Total					5.500								
Other Professional Total	6.200		Food Services					0.812								
Total Professional	54.500		Total Supporting Services					25.212								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Summit Hall Elementary School - #563

Principal: Mr. Keith R. Jones

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 528													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		51.1	48.9	0.6	2.8	24.8	64.6	0.0	3.4	3.8	Pre-K	60	11.4
ESOL	49.2	24.2	25.0	0.4	1.5	2.7	44.3	0.0	0.4	0.0	Full-Day K	88	16.7
FARMS	78.8	39.0	39.8	0.6	1.1	17.2	56.3	0.0	1.5	2.1	Grade 1	93	17.6
SPED	9.8	1.9	8.0	0.0	0.0	3.4	5.7	0.0	0.2	0.6	Grade 2	67	12.7
											Grade 3	74	14.0
											Grade 4	66	12.5
											Grade 5	80	15.2
											Total	528	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	100.0	0.0
		Less than 40%
		0.0
Other Participation		School Programs
Students now or have in the past received FARMS = 87.3%		Focused Academic Support—Federal Title I Funds
Mobility Rate (Entrants + Withdrawals)** = 31.7%		Head Start
Attendance Rate** = 95.4%		Prekindergarten
Suspension Rate** = 0.6%		Linkages to Learning
		Program of Assessment, Diagnosis and Instruction (PADI)
		Elementary Home School Model
		Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	Met
LEP	Met	Met	Met	Met	Met
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.9	80.3	92.8	90.4	94.5	88.9
African American	84.2	84.3	91.7	83.3	92.3	92.3
Asian American						
Hispanic	87.5	77.5	92.4	92.5	93.8	84.4
White					100.0	100.0
Female	85.7	80.0	91.5	91.5	100.0	92.3
Male	90.3	80.7	94.4	88.9	89.3	85.7
FARMS	85.7	77.5	91.4	88.6	93.1	86.1
LEP	83.8	74.2	89.7	96.5	87.6	75.1
SPED	50.0	50.0	92.3	84.6	87.5	75.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Summit Hall Elementary School - #563

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	55.3	67.1	64.0	63.2	78.7	59.2
African American	77.3	63.6	72.7	59.1	86.4	68.2
Asian American						
Hispanic	36.6	65.9	56.1	58.5	73.2	48.8
White	77.8	77.8	62.5	77.8	75.0	66.7
Female	63.4	65.9	72.5	61.0	80.0	63.4
Male	45.7	68.6	54.3	65.7	77.1	54.3
ESOL	38.9	58.3	50.0	47.2	69.4	41.7
FARMS	51.6	67.2	60.9	59.4	78.1	57.8
SPED	0.0	60.0	40.0	20.0	100.0	0.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	0.0	3.4	0.0	91.5	93.2	6.8			
Supporting Services	13.0	0.0	17.4	21.7	47.8	73.9	26.1	132	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.3			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 17.6 Grades 1 to 3 = 19.1 Grades 4 to 5 = 20.4			13.6 59.3 27.1		

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1971		10.2	Y	0	7
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular									
Principal Intern			Special Education				4.961	1.374				
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant									
Teachers			Media Assistant				1.000					
Kindergarten Classroom	5.000		Instructional Data Assistant				0.750					
Staff Development	26.100											
ESOL	5.700		Instructional Support Total				8.085					
Reading/Literacy	1.500											
Physical Education			Other Support									
Art	1.200		Administrative Secretary				1.000					
Music	1.200		Secretary				1.000					
Instrumental Music	0.200		Parent/Community Coord									
Preschool	2.000		Lunch Hour Aide				1.248					
Special Education:												
Classroom Resource Program	3.000		Other Support Total				3.248					
Teachers Total	46.900		Building Services									
Other Professional			Manager				1.000					
Counselor	1.000		Leader				2.000					
Media Specialist	1.000		Worker				2.500					
Spec Ed Related Services	1.000		Plant Equipment Operator									
Other Professional Total	3.000		Building Services Total				5.500					
Total Professional	51.900		Food Services				2.125					
			Total Supporting Services				18.958					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Takoma Park Elementary School - #754

Principal: Mrs. Zadia T. Gadsden
 Community 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

2010–2011 Enrollment = 493													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		46.0	54.0	0.2	4.5	31.0	15.8	0.0	41.4	7.1	Pre-K	0	0.0
ESOL	27.0	10.8	16.2	0.0	0.8	13.8	10.8	0.0	0.8	0.8	Full-Day K	167	33.9
FARMS	31.8	14.2	17.6	0.2	0.6	19.3	10.5	0.0	0.4	0.8	Grade 1	173	35.1
SPED	6.3	1.4	4.9	0.0	0.4	1.4	2.4	0.0	1.8	0.2	Grade 2	153	31.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	
All SPED Students	96.6	0.0	3.4
Other Participation			
Students now or have in the past received FARMS = 33.5% Mobility Rate (Entrants + Withdrawals)** = 12.1% Attendance Rate** = 95.0% Suspension Rate** = 0.7%			
School Programs			
Focused Academic Support—Local Funds Primary Magnet Program Resource Prekindergarten			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	Met
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					
Maryland School Assessment Proficiency Rate**					
	Grade 3		Grade 4		Grade 5
	Math	Reading	Math	Reading	Math
All Students					
African American					
Asian American					
Hispanic					
White					
Female					
Male					
FARMS					
LEP					
SPED					

The Maryland School Assessment was not administered at this school during the 2009–2010 school year because there were no students in grades 3–5.

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Takoma Park Elementary School - #754

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	81.4	85.3	80.8	85.4	88.5	86.8
African American	70.7	78.0	72.1	73.8	81.4	75.6
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic	44.4	55.6	33.3	33.3	55.6	44.4
White	89.7	91.2	89.6	97.1	95.5	97.1
Female	83.6	87.7	86.5	84.9	89.2	87.7
Male	78.6	82.1	73.2	86.0	87.5	85.7
ESOL	60.0	60.0	40.0	60.0	73.3	60.0
FARMS	56.0	64.0	44.4	57.7	66.7	56.0
SPED	60.0	60.0	40.0	80.0	60.0	80.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**					
	% Racial/Ethnic Composition					% Gender							
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male						
Professional	26.7	0.0	4.4	8.9	60.0	88.9	11.1	130	96.9	3.1			
Supporting Services	33.3	0.0	0.0	13.3	53.3	66.7	33.3						

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.1				% Less Than 5 Years			
Average Class Size Kindergarten = 21.0 Grades 1 to 3 = 20.6 Grades 4 to 5 =				% 5–15 Years			
				% More Than 15 Years			
				20.0			
				35.6			
				44.4			

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	1.624			
Principal Intern		Special Education	0.500			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant				
Teachers		Media Assistant	0.500			
Kindergarten	7.000	Instructional Data Assistant	0.750			
Classroom	20.800		3.374			
Staff Development	1.000					
ESOL	2.900	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	1.250			
Instrumental Music						
Preschool		Other Support Total	3.250			
Special Education:						
Classroom Resource Program	1.000	Building Services				
Teachers Total	35.900	Manager	1.000			
Other Professional		Leader	2.000			
Counselor	1.000	Worker	2.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	0.600					
Other Professional Total	2.600	Building Services Total	5.000			
Total Professional	40.500	Food Services	1.000			
		Total Supporting Services	12.624			

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
38	24	4	1	0	8	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
548	548	524	528	530	532	530	530

School Personnel Costs							
Professional Salaries							\$3,086,284
Supporting Services Salaries							\$485,720
Employee Benefits							\$936,242
Total Allocated Cost							\$4,508,246

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Travilah Elementary School - #216

Principal: Ms. Susan J. Shenk
 Community Supt: Dr. Sherry Liebes
 School Hours: 9:15 - 3:30
 Feeder Schools:

13801 DuFief Mill Road Gaithersburg, 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

2010–2011 Enrollment = 430													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		50.2	49.8	0.0	37.4	4.4	5.8	0.0	44.4	7.9	Pre-K	0	0.0
ESOL	11.6	7.7	4.0	0.0	7.2	0.2	0.9	0.0	3.0	0.2	Full-Day K	63	14.7
FARMS	7.4	3.7	3.7	0.0	2.6	2.6	1.6	0.0	0.5	0.2	Grade 1	77	17.9
SPED	7.9	3.0	4.9	0.0	1.6	0.5	2.1	0.0	3.3	0.5	Grade 2	60	14.0
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	79	18.4
Grade 4											Grade 4	78	18.1
Grade 5											Grade 5	73	17.0
Total											Total	430	

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	100.0	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 9.5% Mobility Rate (Entrants + Withdrawals)** = 6.9% Attendance Rate** = 96.4% Suspension Rate** = 0.2%		Resource	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	96.0	97.3	97.2	100.0	96.5	96.5
African American					90.0	80.0
Asian American	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic			66.7	100.0		
White	95.0	97.5	100.0	100.0	95.3	97.7
Female	97.4	97.4	97.5	100.0	97.7	95.5
Male	94.2	97.2	96.9	100.0	95.2	97.6
FARMS			80.0	100.0	90.0	80.0
LEP						
SPED	80.0	100.0	81.9	100.0	80.0	80.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Travilah Elementary School - #216

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	83.8	83.8	86.5	87.8	89.2	89.2
African American	40.0	40.0	40.0	60.0	80.0	60.0
Asian American	82.8	79.3	82.8	82.8	89.7	82.8
Hispanic						
White	92.1	94.7	97.4	97.4	92.1	100.0
Female	80.0	85.0	90.0	82.5	87.5	87.5
Male	88.2	82.4	82.4	94.1	91.2	91.2
ESOL	70.0	60.0	90.0	70.0	80.0	60.0
FARMS	42.9	28.6	57.1	57.1	57.1	28.6
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	6.1	3.0	90.9	90.9	9.1			
Supporting Services	18.8	0.0	18.8	6.3	56.3	75.0	25.0	99	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 14.1				% Less Than 5 Years			
Average Class Size Kindergarten = 21.0 Grades 1 to 3 = 24.1 Grades 4 to 5 = 25.3				% 5–15 Years			
				% More Than 15 Years			
				3.0			
				42.4			
				54.5			

Staff Positions							Facilities Data									
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections		
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms				
Principal	1.000		Paraeducators				1960	1992	9.3	Y	0	0				
Assistant Principal	1.000		Regular													
Principal Intern			Special Education				1.000									
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant				0.500									
Teachers			Media Assistant				0.750									
Kindergarten Classroom	3.000		Instructional Data Assistant				3.250									
Staff Development	15.800		Instructional Support Total													
ESOL	1.100		Other Support													
Reading/Literacy	1.600		Administrative Secretary				1.000									
Physical Education			Secretary				1.000									
Art	0.800		Parent/Community Coord													
Music	0.800		Lunch Hour Aide				1.123									
Instrumental Music	0.300		Other Support Total				3.123									
Preschool																
Special Education:																
Classroom Resource Program	1.000		Building Services													
Teachers Total	25.400		Manager				1.000									
Other Professional			Leader				1.000									
Counselor	1.000		Worker				2.000									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	0.900		Building Services Total				4.000									
Other Professional Total	2.900		Food Services				1.062									
Total Professional	30.300		Total Supporting Services				11.435									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Twinbrook Elementary School - #206

Principal: Mrs. Karen L. Johnson
 Community Supt: Dr. Sherry Liebes
 School Hours: 9:05 - 3:25
 Feeder Schools:

5911 Ridgway Avenue Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/twinbrookes/

Office Phone: (301) 230-5925
 Fax Number: (301) 230-5929
 Cluster Name: Richard Montgomery
 Receiving Schools: Julius West

2010–2011 Enrollment = 558												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	46.6	53.4	0.9	17.4	11.6	54.7	0.2	11.5	3.8	Pre-K	54	9.7
ESOL	52.5	25.4	27.1	0.0	10.2	1.6	39.8	0.2	0.4	Full-Day K	87	15.6
FARMS	64.0	32.1	31.9	0.7	8.4	7.5	41.2	0.2	3.9	Grade 1	88	15.8
SPED	8.8	2.2	6.6	0.0	0.4	1.8	4.3	0.0	2.0	Grade 2	91	16.3
										Grade 3	81	14.5
										Grade 4	84	15.1
										Grade 5	73	13.1
										Total	558	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	95.5	4.5
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 74.9%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 16.3%		Head Start	
Attendance Rate** = 95.2%		Prekindergarten	
Suspension Rate** = 1.0%		Learning and Academic Disabilities	
		Program of Assessment, Diagnosis and Instruction (PADI)	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	Met	Met	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.6	79.2	87.3	80.2	84.4	84.6
African American	42.9	71.5	69.3	76.9	70.0	70.0
Asian American	87.5	87.6	88.9	88.9	100.0	81.9
Hispanic	75.6	78.0	89.2	81.1	79.3	82.7
White	84.6	77.0	100.0	80.0	92.8	100.0
Female	81.1	83.8	86.9	81.5	82.8	85.7
Male	72.5	75.0	87.9	78.8	86.2	83.3
FARMS	73.4	75.6	86.5	76.9	76.9	80.0
LEP	72.2	75.0	85.7	75.0	86.7	81.3
SPED			80.0	80.0	63.6	45.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Twinbrook Elementary School - #206

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	47.5	38.8	50.0	55.1	70.0	48.7
African American	16.7	0.0	16.7	0.0	50.0	0.0
Asian American	61.1	50.0	55.6	70.6	77.8	64.7
Hispanic	50.0	37.5	52.5	52.5	70.0	50.0
White	38.5	46.2	53.8	75.0	76.9	50.0
Female	45.0	40.0	55.0	47.4	62.5	47.4
Male	50.0	37.5	45.0	62.5	77.5	50.0
ESOL	36.6	29.3	46.3	47.5	65.9	40.0
FARMS	39.6	30.2	43.4	47.1	69.8	41.2
SPED	14.3	0.0	28.6	33.3	85.7	16.7

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	13.1	1.6	13.1	4.9	67.2	90.2	9.8			
Supporting Services	12.0	0.0	20.0	24.0	44.0	80.0	20.0	168	100.0	0.0

Class Size/Staff Ratio		Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.9		% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
Average Class Size Kindergarten = 17.6	Grades 1 to 3 = 18.6	31.1	39.3	29.5
Grades 4 to 5 = 26.5				

Staff Positions			
Professional		Supporting Services	
Administrative			Instructional Support
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.061
Principal Intern		Special Education	2.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	1.000
		Instructional Data Assistant	0.750
Teachers			Instructional Support Total
Kindergarten	5.000		7.811
Classroom	25.300		
Staff Development	1.000		
ESOL	6.400		
Reading/Literacy	1.500		
Physical Education		Other Support	
Art	1.300	Administrative Secretary	1.000
Music	1.300	Secretary	1.000
Instrumental Music	0.200	Parent/Community Coord	0.250
Preschool	2.000	Lunch Hour Aide	1.872
Special Education:		Other Support Total	
Classroom	3.000		4.122
Resource Program			
Teachers Total	47.000	Building Services	
		Manager	1.000
		Leader	1.000
		Worker	3.000
		Plant Equipment Operator	
Other Professional			Building Services Total
Counselor	1.000		5.000
Media Specialist	1.000		
Spec Ed Related Services	1.200		
Other Professional Total	3.200	Food Services	
			2.000
Total Professional	52.200	Total Supporting Services	18.933

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1986	10.5	Y	1	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	19	6	2	0	5	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
541	541	577	590	609	618	626	633

School Personnel Costs	
Professional Salaries	\$3,794,254
Supporting Services Salaries	\$787,263
Employee Benefits	\$1,226,089
Total Allocated Cost	\$5,807,606

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Viers Mill Elementary School - #772

Principal: Mr. Matthew A. Devan
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 580												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	49.5	50.5	0.3	8.6	12.4	64.1	0.0	11.7	2.8	Pre-K	98	16.9
ESOL	48.3	24.3	24.0	0.0	4.3	1.6	41.7	0.0	0.3	Full-Day K	83	14.3
FARMS	70.7	35.9	34.8	0.2	4.0	8.4	54.8	0.0	2.2	Grade 1	89	15.3
SPED	20.5	6.0	14.5	0.2	0.5	3.6	13.6	0.0	2.4	Grade 2	90	15.5

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	
All SPED Students	85.5	14.5	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 73.4% Mobility Rate (Entrants + Withdrawals)** = 13.0% Attendance Rate** = 96.4% Suspension Rate** = 0.0%		Focused Academic Support—Federal Title I Funds Head Start Prekindergarten Linkages to Learning Elementary Home School Model Program of Assessment, Diagnosis and Instruction (PADI) Preschool Education Program (PEP)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	97.3	94.5	100.0	98.6	100.0	100.0
African American	92.3	92.3	100.0	100.0		
Asian American	100.0	100.0	100.0	90.0	100.0	100.0
Hispanic	97.9	93.6	100.0	100.0	100.0	100.0
White	100.0	100.0	100.0	100.0	100.0	100.0
Female	97.2	94.3	100.0	100.0	100.0	100.0
Male	97.4	94.7	100.0	97.2	100.0	100.0
FARMS	96.1	92.1	100.0	98.0	100.0	100.0
LEP	96.5	89.3	100.0	100.0	100.0	100.0
SPED	100.0	94.8	100.0	100.0	100.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Viers Mill Elementary School - #772

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	55.8	53.2	58.4	62.3	88.3	59.7
African American	60.0	60.0	60.0	80.0	80.0	60.0
Asian American	57.1	85.7	71.4	100.0	85.7	85.7
Hispanic	46.0	42.0	50.0	48.0	88.0	48.0
White	86.7	73.3	80.0	86.7	93.3	86.7
Female	57.1	65.7	68.6	68.6	88.6	68.6
Male	54.8	42.9	50.0	57.1	88.1	52.4
ESOL	40.5	40.5	52.4	52.4	81.0	47.6
FARMS	49.1	43.4	50.9	52.8	88.7	50.9
SPED	41.7	25.0	33.3	50.0	83.3	41.7

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.4	0.0	2.9	7.4	82.4	92.6	7.4			
Supporting Services	6.5	0.0	6.5	22.6	64.5	90.3	9.7	153	96.1	3.9

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.2				% Less Than 5 Years			
Average Class Size Kindergarten = 16.8 Grades 1 to 3 = 20.0 Grades 4 to 5 = 24.0				% 5–15 Years			
				% More Than 15 Years			
				5.9			
				52.9			
				41.2			

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1950	1991	10.5	Y	1	13
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular				4.584	7.497				
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant				1.000					
Teachers			Media Assistant				0.750					
Kindergarten Classroom	5.000		Instructional Data Assistant				13.831					
Staff Development	26.900		Instructional Support Total									
ESOL	6.100		Other Support									
Reading/Literacy	1.500		Administrative Secretary				1.000					
Physical Education			Secretary				1.000					
Art	1.300		Parent/Community Coord				0.250					
Music	1.300		Lunch Hour Aide				1.374					
Instrumental Music	0.200		Other Support Total				3.624					
Preschool	2.000											
Special Education:												
Classroom Resource Program	8.500		Building Services									
Teachers Total	53.800		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				3.000					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	2.700		Building Services Total				5.000					
Other Professional Total	4.700		Food Services				1.875					
Total Professional	60.500		Total Supporting Services				24.330					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Washington Grove Elementary School - #552

Principal: Mrs. Susan B. Barranger

8712 Oakmont Street Gaithersburg, MD 20877

Office Phone: (301) 840-7120

Community Supt: Mr. Adrian B. Talley

www.montgomeryschoolsmd.org/schools/washingtongrovees/

Fax Number: (301) 840-4523

School Hours: 9:15 - 3:30

Cluster Name: Gaithersburg

Feeder Schools:

Receiving Schools: Forest Oak

2010–2011 Enrollment = 369													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	52.0	48.0	0.3	11.4	17.6	52.8	0.3	13.3	4.3	Pre-K	57	15.4	
ESOL	58.0	27.6	30.4	0.3	6.0	4.6	43.6	0.0	3.3	0.3	Full-Day K	59	16.0
FARMS	74.5	39.0	35.5	0.0	4.1	14.6	49.3	0.0	4.3	2.2	Grade 1	43	11.7
SPED	9.2	3.5	5.7	0.0	0.5	2.2	5.7	0.0	0.5	0.3	Grade 2	58	15.7
											Grade 3	61	16.5
											Grade 4	50	13.6
											Grade 5	41	11.1
											Total	369	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	93.3	0.0
Other Participation		
Students now or have in the past received FARMS = 75.1% Mobility Rate (Entrants + Withdrawals)** = 14.9% Attendance Rate** = 95.8% Suspension Rate** = 0.6%		
School Programs		
Focused Academic Support—Federal Title I Funds Prekindergarten Head Start Linkages to Learning Elementary Home School Model Program of Assessment, Diagnosis and Instruction (PADI)		

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.1	92.0	92.1	97.4	76.6	87.2
African American	88.8	100.0	100.0	100.0	71.4	100.0
Asian American	100.0	81.8			90.0	90.0
Hispanic	86.3	90.9	84.2	94.8	70.9	83.3
White	100.0	100.0	100.0	100.0	83.3	83.4
Female	93.3	100.0	91.7	95.9	77.8	81.4
Male	90.5	80.0	92.9	100.0	75.0	95.0
FARMS	88.2	91.0	87.0	95.7	68.8	84.4
LEP	88.0	87.5	72.8	90.9	70.6	82.4
SPED					37.5	75.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Washington Grove Elementary School - #552

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	57.9	57.9	61.4	68.4	77.2	66.7
African American	42.9	57.1	57.1	85.7	100.0	71.4
Asian American	62.5	62.5	62.5	87.5	100.0	75.0
Hispanic	54.5	51.5	54.5	51.5	60.6	54.5
White	77.8	77.8	88.9	100.0	100.0	100.0
Female	54.2	66.7	66.7	79.2	75.0	70.8
Male	60.6	51.5	57.6	60.6	78.8	63.6
ESOL	52.9	47.1	50.0	55.9	64.7	55.9
FARMS	52.8	50.0	50.0	58.3	66.7	58.3
SPED	71.4	57.1	57.1	57.1	71.4	57.1

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	0.0	7.0	16.3	72.1	88.4	11.6			
Supporting Services	16.7	0.0	22.2	16.7	44.4	83.3	16.7	113	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.9				% Less Than 5 Years			
Average Class Size Kindergarten = 20.3				% 5–15 Years			
Grades 1 to 3 = 16.3				% More Than 15 Years			
Grades 4 to 5 = 22.8				9.3	46.5	44.2	

Staff Positions							Facilities Data										
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms					
Principal	1.000		Paraeducators				1956	1984	10.7	Y	0	0					
Assistant Principal	1.000		Regular				3.124	0.750									
Principal Intern			Special Education														
Asst School Administrator			IT Systems Specialist														
Administrative Total	2.000		Teacher Assistant				0.500										
Teachers			Media Assistant				0.750										
Kindergarten	3.000		Instructional Data Assistant				5.124										
Classroom	18.200		Instructional Support Total														
Staff Development	1.000																
ESOL	4.700		Other Support														
Reading/Literacy	1.000		Administrative Secretary				1.000										
Physical Education			Secretary				1.000										
Art	0.900		Parent/Community Coord														
Music	0.900		Lunch Hour Aide				0.873										
Instrumental Music	0.200		Other Support Total				2.873										
Preschool	2.000																
Special Education:																	
Classroom Resource Program	2.500		Building Services														
Teachers Total	34.400		Manager				1.000										
Other Professional			Leader				1.000										
Counselor	1.000		Worker				3.500										
Media Specialist	1.000		Plant Equipment Operator														
Spec Ed Related Services	0.900		Building Services Total				5.500										
Other Professional Total	2.900		Food Services				1.500										
Total Professional	39.300		Total Supporting Services				14.997										

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Waters Landing Elementary School - #109

Principal: Mr. Shahid Muhammad

Community 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

2010–2011 Enrollment = 629											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	48.5	51.5	0.3	13.7	29.6	27.3	0.2	23.5	5.4	Pre-K	0
ESOL	21.9	9.5	12.4	0.2	4.8	3.3	12.1	0.0	1.4	Full-Day K	113
FARMS	40.4	20.8	19.6	0.2	2.2	16.7	16.2	0.0	4.0	Grade 1	106
SPED	10.0	3.7	6.4	0.0	1.0	2.9	3.8	0.0	2.4	Grade 2	98
										Grade 3	125
										Grade 4	92
										Grade 5	95
										Total	629

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.5	6.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 47.1%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 17.4%		Elementary Home School Model	
Attendance Rate** = 95.3%		Learning for Independence	
Suspension Rate** = 1.6%		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.6	76.4	79.3	81.8	77.3	93.0
African American	74.1	63.0	70.2	84.3	64.5	93.6
Asian American	84.7	83.3	91.7	91.7	100.0	100.0
Hispanic	71.4	75.0	72.7	68.2	74.3	88.5
White	96.1	88.4	95.2	85.7	89.7	96.6
Female	86.0	88.1	85.0	82.5	80.4	96.1
Male	77.2	65.2	75.0	81.2	74.0	90.0
FARMS	69.2	62.2	63.4	70.7	54.3	91.4
LEP	63.2	58.8	33.3	66.7		
SPED	55.5	44.4	22.2	44.4	25.0	87.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Waters Landing Elementary School - #109

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	54.1	63.9	66.1	63.9	69.4	65.6
African American	30.6	44.4	41.7	41.7	47.2	41.7
Asian American	66.7	75.0	79.2	83.3	91.7	79.2
Hispanic	53.6	71.4	64.3	53.6	75.0	67.9
White	70.6	70.6	84.8	82.4	72.7	79.4
Female	65.5	72.4	74.1	65.5	72.4	74.1
Male	43.8	56.3	58.7	62.5	66.7	57.8
ESOL	39.3	53.6	64.3	50.0	71.4	57.1
FARMS	42.2	40.0	43.2	37.8	54.5	44.4
SPED	28.6	14.3	16.7	28.6	33.3	14.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.3	0.0	5.5	0.0	87.3	85.5	14.5			
Supporting Services	18.2	0.0	9.1	4.5	68.2	68.2	31.8	185	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 11.3				% Less Than 5 Years			
Average Class Size Kindergarten = 18.3 Grades 1 to 3 = 19.3				% 5–15 Years			
Grades 4 to 5 = 25.0				% More Than 15 Years			
				16.4			
				52.7			
				30.9			

Staff Positions							Facilities Data							
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				
Administrative							Original Construction Date			Year Renovated/Modernized			Site Size in Acres	
Principal	1.000	Paraeducators					1988			10.0	Gym	Joint Occupancy	Relocatable Classrooms	
Assistant Principal	1.000	Regular									Y	1	5	
Principal Intern		Special Education					4.249							
Asst School Administrator		IT Systems Specialist												
Administrative Total	2.000	Teacher Assistant					1.000							
Teachers							Media Assistant			0.875				
Kindergarten Classroom	6.000	Instructional Data Assistant								9.124				
Staff Development	26.700	Instructional Support Total												
ESOL	1.700	Other Support												
Reading/Literacy	1.000	Administrative Secretary					1.000							
Physical Education		Secretary					1.000							
Art	1.400	Parent/Community Coord												
Music	1.400	Lunch Hour Aide					1.624							
Instrumental Music	0.400	Other Support Total					3.624							
Preschool														
Special Education:														
Classroom Resource Program	5.000	Building Services												
Teachers Total	44.600	Manager					1.000							
Other Professional		Leader					1.000							
Counselor	1.000	Worker					3.000							
Media Specialist	1.000	Plant Equipment Operator												
Spec Ed Related Services	1.300	Building Services Total					5.000							
Other Professional Total	3.300	Food Services					1.312							
Total Professional	49.900	Total Supporting Services					19.060							

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Watkins Mill Elementary School - #561

Principal: Ms. Stephanie G. Spencer
 Community Supt: Mr. Adrian B. Talley
 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

2010–2011 Enrollment = 592													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		45.3	54.7	0.3	11.0	35.0	38.5	0.2	8.4	6.6	Pre-K	41	6.9
ESOL	39.0	17.6	21.5	0.0	7.8	5.4	24.0	0.0	0.5	1.4	Full-Day K	95	16.0
FARMS	58.4	26.9	31.6	0.2	3.5	20.8	27.2	0.0	2.4	4.4	Grade 1	100	16.9
SPED	10.6	2.0	8.6	0.0	0.7	4.7	3.0	0.0	1.7	0.5	Grade 2	99	16.7

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	45.0	8.3
		Less than 40%
		46.7
Other Participation		School Programs
Students now or have in the past received FARMS = 69.1%		Focused Academic Support—Federal Title I Funds
Mobility Rate (Entrants + Withdrawals)** = 24.1%		Head Start
Attendance Rate** = 94.9%		Special Education Learning Center Program
Suspension Rate** = 1.2%		Positive Behavioral Interventions and Supports (PBIS)
		Prekindergarten

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Not Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Not Met	na	na
Attendance Rate: Met				

	Maryland School Assessment Proficiency Rate**					
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	61.9	69.0	75.5	75.5	76.6	80.9
African American	54.5	59.1	59.0	61.6	80.0	77.1
Asian American	100.0	100.0	100.0	93.4	80.0	100.0
Hispanic	46.7	60.0	82.9	80.0	61.1	76.5
White	90.0	90.0	77.8	88.9	100.0	100.0
Female	67.8	80.6	74.5	76.7	78.1	90.3
Male	57.5	60.0	76.3	74.6	75.0	71.9
FARMS	48.9	60.5	69.3	69.4	68.4	72.9
LEP	38.1	66.7	80.8	76.9	62.5	57.2
SPED	12.5	37.5	35.7	28.6	33.3	33.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Watkins Mill Elementary School - #561

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	48.0	52.0	51.5	52.4	75.7	52.9
African American	46.2	41.0	35.9	43.6	74.4	48.7
Asian American	54.5	72.7	72.7	45.5	72.7	72.7
Hispanic	39.5	50.0	56.4	48.7	76.9	42.1
White	71.4	71.4	64.3	92.9	78.6	78.6
Female	52.4	54.8	61.9	52.4	76.2	54.8
Male	45.0	50.0	44.3	52.5	75.4	51.7
ESOL	35.7	54.8	53.5	46.5	74.4	42.9
FARMS	38.1	47.6	42.2	43.8	71.9	44.4
SPED	16.7	8.3	8.3	16.7	41.7	16.7

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	15.9	0.0	3.2	9.5	71.4	93.7	6.3			
Supporting Services	22.7	0.0	13.6	13.6	50.0	86.4	13.6	183	97.8	2.2

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.5			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 15.0 Grades 1 to 3 = 18.6 Grades 4 to 5 = 21.7			19.0 39.7 41.3		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	2.999			
Principal Intern		Special Education	4.499			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	1.000			
Teachers		Media Assistant	0.750			
Kindergarten Classroom	6.000	Instructional Data Assistant	0.750			
Staff Development	28.200	Instructional Support Total	9.248			
ESOL	4.600	Other Support				
Reading/Literacy	1.500	Administrative Secretary	1.000			
Physical Education		Secretary	2.000			
Art	1.400	Parent/Community Coord				
Music	1.400	Lunch Hour Aide	1.499			
Instrumental Music	0.200					
Preschool	1.500	Other Support Total	4.499			
Special Education:						
Classroom Resource Program	5.000	Building Services				
Teachers Total	50.800	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	2.500			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.700	Building Services Total	4.500			
Other Professional Total	3.700	Food Services	1.312			
Total Professional	56.500	Total Supporting Services	19.559			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1970		10.0	Y	0	0		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
42	26	5	2	0	6	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
692	692	598	641	658	665	669	673

School Personnel Costs							
Professional Salaries							
							\$4,318,666
Supporting Services Salaries							
							\$751,066
Employee Benefits							
							\$1,337,618
Total Allocated Cost							
							\$6,407,350

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Wayside Elementary School - #235

Principal: Ms. Yong-Mi Kim
 Community Supt: Dr. Sherry Liebes
 School Hours: 9:15 - 3:30
 Feeder Schools:

10011 Glen Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/waysides/

Office Phone: (301) 279-8484
 Fax Number: (301) 279-3326
 Cluster Name: Winston Churchill
 Receiving Schools: Hoover

2010–2011 Enrollment = 560													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		46.6	53.4	0.2	28.2	6.4	4.3	0.0	55.0	5.9	Pre-K	5	0.9
ESOL	10.4	5.5	4.8	0.0	6.1	0.5	0.9	0.0	2.7	0.2	Full-Day K	60	10.7
FARMS	3.9	2.3	1.6	0.0	1.1	1.8	0.2	0.0	0.7	0.2	Grade 1	85	15.2
SPED	6.8	2.5	4.3	0.0	0.7	0.0	0.7	0.0	5.0	0.4	Grade 2	82	14.6
											Grade 3	106	18.9
											Grade 4	124	22.1
											Grade 5	98	17.5
											Total	560	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	
All SPED Students	70.6	8.8	20.6

Other Participation		School Programs	
Students now or have in the past received FARMS = 5.7% Mobility Rate (Entrants + Withdrawals)** = 3.8% Attendance Rate** = 96.7% Suspension Rate** = 0.0%		School/Community-Based Preschool Education Program (PEP) Comprehensive	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**		Grade 4		Grade 5	
	Grade 3	Grade 4	Math	Reading	Math	Reading
All Students	98.4	95.9	98.9	98.9	100.0	99.0
African American	100.0	81.8	100.0	85.7	100.0	100.0
Asian American	97.3	97.3	96.5	100.0	100.0	96.3
Hispanic	100.0	100.0				
White	98.6	97.1	100.0	100.0	100.0	100.0
Female	98.0	94.0	97.4	97.4	100.0	100.0
Male	98.7	97.2	100.0	100.0	100.0	98.2
FARMS			100.0	83.3		
LEP	100.0	100.0				
SPED	83.3	66.7	100.0	100.0	100.0	91.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Wayside Elementary School - #235

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	85.1	83.2	91.1	91.1	88.1	91.1
African American	50.0	50.0	50.0	62.5	75.0	50.0
Asian American	100.0	100.0	100.0	100.0	96.6	100.0
Hispanic						
White	83.3	80.0	91.7	93.3	86.7	91.7
Female	84.0	82.0	90.0	86.0	86.0	88.0
Male	86.3	84.3	92.2	96.1	90.2	94.1
ESOL	91.7	91.7	91.7	91.7	91.7	91.7
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.0	0.0	10.0	0.0	86.0	88.0	12.0			
Supporting Services	12.0	0.0	24.0	12.0	52.0	80.0	20.0	145	94.5	5.5

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 12.4				% Less Than 5 Years			
Average Class Size Kindergarten = 20.0 Grades 1 to 3 = 24.5 Grades 4 to 5 = 24.6				% 5–15 Years			
				% More Than 15 Years			
				16.0			
				48.0			
				36.0			

Staff Positions							Facilities Data									
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections		
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms				
Principal	1.000		Paraeducators				1969		9.3	Y	0	0				
Assistant Principal	1.000		Regular					4.750								
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant													
Teachers			Media Assistant													
Kindergarten	3.000		Instructional Data Assistant													
Classroom	21.100															
Staff Development	1.000															
ESOL	1.300		Other Support													
Reading/Literacy	1.900		Administrative Secretary													
Physical Education			Secretary													
Art	1.100		Parent/Community Coord													
Music	1.100		Lunch Hour Aide													
Instrumental Music	0.400															
Preschool			Other Support Total													
Special Education:																
Classroom Resource Program	4.500		Building Services													
Teachers Total	35.400		Manager													
Other Professional			Leader													
Counselor	1.000		Worker													
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.400		Building Services Total													
Other Professional Total	3.400		Food Services													
Total Professional	40.800		Total Supporting Services													

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Weller Road Elementary School - #777

Principal: Mrs. Michaele O. Simmons
 Community Supt: Mr. Sean Bulson
 School Hours: 8:50 - 3:05
 Feeder Schools:

3301 Weller Road Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/wellerroads/

Office Phone: (301) 929-2010
 Fax Number: (301) 929-2284
 Cluster Name: Downcounty Consortium
 Receiving Schools: Argyle, Loiederman, Parkland

2010–2011 Enrollment = 577													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		47.5	52.5	0.2	11.6	9.9	70.4	0.2	4.5	3.3	Pre-K	63	10.9
ESOL	61.4	28.2	33.1	0.0	7.1	1.7	52.2	0.0	0.2	0.2	Full-Day K	88	15.3
FARMS	77.6	37.4	40.2	0.2	5.7	8.0	59.8	0.2	2.1	1.7	Grade 1	98	17.0
SPED	7.5	2.3	5.2	0.0	0.7	0.7	5.4	0.0	0.2	0.5	Grade 2	89	15.4
											Grade 3	88	15.3
											Grade 4	85	14.7
											Grade 5	66	11.4
											Total	577	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	63.4	0.0
Other Participation		
Students now or have in the past received FARMS = 84.6% Mobility Rate (Entrants + Withdrawals)** = 20.0% Attendance Rate** = 95.8% Suspension Rate** = 0.4%		
School Programs		
Focused Academic Support—Federal Title I Funds Head Start Prekindergarten Linkages to Learning Learning for Independence Resource/Special Education Positive Behavioral Interventions and Supports (PBIS)		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na
Attendance Rate: Met				

	Maryland School Assessment Proficiency Rate**		Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	86.5	74.4	84.8	81.9	91.4	94.3		
African American	80.0	70.0	100.0	80.0	85.7	57.2		
Asian American	90.9	81.9	100.0	85.7	100.0	100.0		
Hispanic	85.2	74.1	80.4	80.4	88.6	97.7		
White	100.0	71.5	87.5	87.5	100.0	100.0		
Female	85.0	77.5	88.3	82.4	100.0	93.9		
Male	88.1	71.4	81.3	81.3	83.8	94.6		
FARMS	84.7	69.5	77.8	75.6	88.9	92.5		
LEP	81.6	68.4	60.9	56.5	81.3	100.1		
SPED	50.0	50.0						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Weller Road Elementary School - #777

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	45.2	44.0	44.0	38.8	73.8	41.7
African American	40.0	40.0	53.3	46.7	80.0	40.0
Asian American	85.7	85.7	71.4	57.1	100.0	85.7
Hispanic	42.1	40.4	35.1	32.8	68.4	35.1
White	40.0	40.0	80.0	60.0	80.0	60.0
Female	61.0	56.1	53.7	43.9	85.4	48.8
Male	30.2	32.6	34.9	34.1	62.8	34.9
ESOL	40.4	38.3	39.6	31.3	75.0	31.9
FARMS	39.1	37.7	41.4	34.3	70.0	33.3
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.8	0.0	6.9	5.2	74.1	94.8	5.2			
Supporting Services	26.9	0.0	15.4	26.9	30.8	84.6	15.4	159	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 9.3		Average Class Size Kindergarten = 17.4		% Less Than 5 Years		% 5–15 Years	
Average Class Size Kindergarten = 17.4		Grades 1 to 3 = 18.8		43.1		39.7	
Grades 4 to 5 = 20.9						17.2	

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1953	1975	11.1	Y	0	4
Principal	3.000		Paraeducators									
Assistant Principal			Regular				7.186					
Principal Intern			Special Education				3.000					
Asst School Administrator			IT Systems Specialist									
Administrative Total	3.000		Teacher Assistant				1.000					
Teachers			Media Assistant				0.750					
Kindergarten Classroom	5.000		Instructional Data Assistant				11.936					
Staff Development	25.600		Instructional Support Total									
ESOL	7.400		Other Support									
Reading/Literacy	1.500		Administrative Secretary				1.000					
Physical Education			Secretary				1.000					
Art	1.400		Parent/Community Coord				1.000					
Music	1.400		Lunch Hour Aide				1.374					
Instrumental Music	0.200		Other Support Total				4.374					
Preschool	2.000											
Special Education:												
Classroom Resource Program	3.000		Building Services									
Teachers Total	48.500		Manager				1.000					
Other Professional			Leader				1.000					
Counselor	1.000		Worker				2.500					
Media Specialist	1.000		Plant Equipment Operator									
Spec Ed Related Services	1.000		Building Services Total				4.500					
Other Professional Total	3.000		Food Services				1.937					
Total Professional	54.500		Total Supporting Services				22.747					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Westbrook Elementary School - #408

Principal: Ms. Rebecca A. Jones
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 403													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		50.9	49.1	0.0	3.2	1.7	6.9	0.0	81.6	6.5	Pre-K	0	0.0
ESOL	5.2	2.7	2.5	0.0	0.5	0.2	1.2	0.0	3.0	0.2	Full-Day K	61	15.1
FARMS	2.5	0.2	2.2	0.0	0.5	0.7	0.7	0.0	0.5	0.0	Grade 1	73	18.1
SPED	8.9	2.5	6.5	0.0	0.2	0.7	0.5	0.0	7.2	0.2	Grade 2	82	20.3

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	77.8	2.8
		Less than 40%
		19.4
Other Participation		School Programs
Students now or have in the past received FARMS = 2.7% Mobility Rate (Entrants + Withdrawals)** = 5.2% Attendance Rate** = 95.5% Suspension Rate** = 0.9%		Emotional Disabilities Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	na	na	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	97.9	98.0	100.0	100.0	97.3	100.0
African American						
Asian American			100.0	100.0		
Hispanic						
White	97.5	97.5	100.0	100.0	96.6	100.0
Female	100.0	100.0	100.0	100.0	100.0	100.0
Male	95.7	95.7	100.0	100.0	93.8	100.1
FARMS						
LEP						
SPED	85.7	85.7	100.0	100.0	85.7	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Westbrook Elementary School - #408

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	88.3	87.0	80.5	92.2	94.8	93.5
African American						
Asian American						
Hispanic	87.5	87.5	62.5	87.5	100.0	87.5
White	88.9	85.7	82.5	93.7	95.2	93.7
Female	90.6	93.8	93.8	93.8	93.8	96.9
Male	86.7	82.2	71.1	91.1	95.6	91.1
ESOL						
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	5.9	0.0	94.1	94.1	5.9			
Supporting Services	25.0	0.0	6.3	12.5	56.3	62.5	37.5	102	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.6			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 20.3 Grades 1 to 3 = 24.8 Grades 4 to 5 = 21.6			26.5 44.1 29.4		

Staff Positions							Facilities Data										
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms					
Principal	1.000		Paraeducators				1939	1990	12.5	N	1	5					
Assistant Principal			Regular				3.750										
Principal Intern			Special Education														
Asst School Administrator			IT Systems Specialist														
Administrative Total	1.000		Teacher Assistant				0.500										
Teachers			Media Assistant				0.750										
Kindergarten	3.000		Instructional Data Assistant				6.000										
Classroom	14.800		Instructional Support Total														
Staff Development	1.000																
ESOL	0.500		Other Support														
Reading/Literacy	2.200		Administrative Secretary				1.000										
Physical Education			Secretary				1.000										
Art	0.800		Parent/Community Coord														
Music	0.800		Lunch Hour Aide				1.125										
Instrumental Music	0.200		Other Support Total				3.125										
Preschool																	
Special Education:																	
Classroom Resource Program	4.000		Building Services														
Teachers Total	27.300		Manager				1.000										
Other Professional			Leader				1.000										
Counselor	1.000		Worker				1.000										
Media Specialist	1.000		Plant Equipment Operator														
Spec Ed Related Services	0.500		Building Services Total				3.000										
Other Professional Total	2.500		Food Services				0.500										
Total Professional	30.800		Total Supporting Services				12.625										

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Westover Elementary School - #504

Principal: Dr. Patricia A. Kelly

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 280												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	45.0	55.0	0.4	16.8	34.6	14.6	0.0	27.5	6.1	Pre-K	5	1.8
ESOL	7.9	4.3	3.6	0.0	2.5	1.4	3.9	0.0	0.0	Full-Day K	48	17.1
FARMS	18.9	8.2	10.7	0.4	2.1	8.2	7.1	0.0	0.4	Grade 1	57	20.4
SPED	12.1	1.8	10.4	0.0	2.5	5.0	2.9	0.0	1.1	Grade 2	47	16.8

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	60.7	0.0
Other Participation		
Students now or have in the past received FARMS = 27.9% Mobility Rate (Entrants + Withdrawals)** = 12.0% Attendance Rate** = 96.7% Suspension Rate** = 0.0%		
School Programs		
Autism Language Disabilities (Pre-K)		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.9	97.2	90.5	95.2	89.7	98.3
African American	90.9	100.0	88.3	94.1	81.5	100.0
Asian American			100.0	100.0	100.0	100.0
Hispanic			100.0	100.0	100.0	83.3
White	89.4	94.7	81.9	90.9	91.0	100.0
Female	95.0	100.0	100.0	100.0	85.2	96.3
Male	81.3	93.8	82.6	91.3	93.6	100.0
FARMS					81.8	100.0
LEP						
SPED						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Westover Elementary School - #504

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	83.8	78.4	83.8	83.8	86.5	86.5
African American	77.8	66.7	77.8	77.8	88.9	77.8
Asian American	77.8	66.7	88.9	88.9	88.9	88.9
Hispanic	80.0	60.0	60.0	80.0	60.0	60.0
White	92.9	100.0	92.9	85.7	92.9	100.0
Female	93.8	87.5	93.8	87.5	100.0	93.8
Male	76.2	71.4	76.2	81.0	76.2	81.0
ESOL	75.0	50.0	75.0	62.5	62.5	62.5
FARMS	66.7	66.7	66.7	83.3	66.7	66.7
SPED	40.0	40.0	60.0	20.0	40.0	40.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	20.0	0.0	10.0	3.3	66.7	93.3	6.7			
Supporting Services	40.0	0.0	10.0	5.0	45.0	85.0	15.0	80	95.0	5.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 8.8				% Less Than 5 Years			
Average Class Size Kindergarten = 22.0 Grades 1 to 3 = 22.8 Grades 4 to 5 = 27.0				% 5–15 Years			
				% More Than 15 Years			
				13.3			
				40.0			
				46.7			

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1964			7.6		Y	0	1		
Principal	1.000		Paraeducators				0.750									
Assistant Principal			Regular				6.625									
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	1.000		Teacher Assistant				0.500									
Teachers			Media Assistant				0.750									
Kindergarten	2.000		Instructional Data Assistant				8.625									
Classroom	10.000															
Staff Development	1.000															
ESOL	0.700		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				0.750									
Instrumental Music	0.200						2.750									
Preschool			Other Support Total													
Special Education:																
Classroom	4.300		Building Services													
Resource Program			Manager				1.000									
Teachers Total	20.200		Leader				1.000									
Other Professional			Worker				1.500									
Counselor	1.000		Plant Equipment Operator													
Media Specialist	1.000		Building Services Total				3.500									
Spec Ed Related Services	1.600															
Other Professional Total	3.600		Food Services				0.750									
Total Professional	24.800		Total Supporting Services				15.625									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Wheaton Woods Elementary School - #788

Principal: Dr. Judith F. Lewis

Community Supt: Mr. Sean Bulson

School Hours: 9:10 - 3:30

Feeder Schools:

4510 Faroe Place Rockville, MD 20853

www.montgomeryschoolsmd.org/schools/wheatonwoods/

Office Phone: (301) 929-2018

Fax Number: (301) 929-6974

Cluster Name: Downcounty Consortium

Receiving Schools: Argyle, Loiederman, Parkland

2010–2011 Enrollment = 472												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	46.6	53.4	0.0	6.4	27.8	58.9	0.0	5.3	1.7	Pre-K	62	13.1
ESOL	58.1	26.9	31.1	0.0	2.5	14.4	40.7	0.0	0.2	Full-Day K	81	17.2
FARMS	79.9	37.5	42.4	0.0	4.2	23.1	49.4	0.0	2.5	Grade 1	77	16.3
SPED	6.4	2.3	4.0	0.0	0.4	0.6	4.9	0.0	0.4	Grade 2	62	13.1
										Grade 3	63	13.3
										Grade 4	61	12.9
										Grade 5	66	14.0
										Total	472	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	100.0	0.0
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 85.4%		Focused Academic Support—Federal Title I Funds	
Mobility Rate (Entrants + Withdrawals)** = 16.2%		Head Start	
Attendance Rate** = 96.3%		Prekindergarten	
Suspension Rate** = 0.0%		Linkages to Learning	
Resource			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.3	85.0	90.3	93.5	91.3	97.8
African American	86.3	86.4	91.0	81.9	88.3	100.0
Asian American	100.0	83.4	100.0	100.0		
Hispanic	89.2	82.2	86.9	94.7	100.0	100.0
White			100.0	100.0		
Female	80.9	90.5	92.8	100.0	90.9	100.0
Male	92.3	82.0	88.2	88.2	91.7	95.8
FARMS	90.7	83.7	90.3	90.3	97.3	97.3
LEP	88.6	77.1	89.5	94.7	100.0	100.0
SPED	66.7	16.7	83.4	100.0		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Wheaton Woods Elementary School - #788

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	64.5	67.7	76.2	69.4	84.1	72.6
African American	80.0	93.3	93.8	93.3	81.3	100.0
Asian American						
Hispanic	56.1	53.7	65.9	56.1	85.4	58.5
White						
Female	65.5	75.9	75.9	72.4	82.8	75.9
Male	63.6	60.6	76.5	66.7	85.3	69.7
ESOL	53.5	55.8	72.1	58.1	83.7	60.5
FARMS	64.6	66.7	75.5	70.8	83.7	72.9
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	17.4	0.0	4.3	8.7	69.6	84.8	15.2			
Supporting Services	17.6	0.0	0.0	47.1	35.3	88.2	11.8	133	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.8			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 16.2 Grades 1 to 3 = 18.5 Grades 4 to 5 = 25.6			15.2 54.3 30.4		

Staff Positions							Facilities Data									
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections		
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms				
Principal	1.000		Paraeducators				1952	1976	8.0	Y	0	6				
Assistant Principal	1.000		Regular				4.125	0.500								
Principal Intern			Special Education													
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant				0.500									
Teachers			Media Assistant				0.750									
Kindergarten Classroom	5.000		Instructional Data Assistant				5.875									
Staff Development	21.800		Instructional Support Total													
ESOL	5.900		Other Support													
Reading/Literacy	1.500		Administrative Secretary				1.000									
Physical Education			Secretary				1.000									
Art	1.000		Parent/Community Coord													
Music	1.000		Lunch Hour Aide				1.125									
Instrumental Music	0.200		Other Support Total				3.125									
Preschool	2.000															
Special Education:																
Classroom Resource Program	1.000		Building Services													
Teachers Total	40.400		Manager				2.000									
Other Professional			Leader				2.000									
Counselor	1.000		Worker				1.000									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.000		Building Services Total				5.000									
Other Professional Total	3.000		Food Services				1.813									
Total Professional	45.400		Total Supporting Services				15.813									

* Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Whetstone Elementary School - #558

Principal: Mrs. Victoria A. Casey
 Community Supt: Mr. Adrian B. Talley
 School Hours: 8:50 - 3:05
 Feeder Schools:

19201 Thomas Farm Drive Gaithersburg, MD 20879
www.montgomeryschoolsmd.org/schools/whetstones/

Office Phone: (301) 840-7191
 Fax Number: (301) 840-7185
 Cluster Name: Watkins Mill
 Receiving Schools: Montgomery Village

2010–2011 Enrollment = 639													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		46.2	53.8	0.2	8.3	27.4	43.0	0.2	16.9	4.1	Pre-K	70	11.0
ESOL	29.1	12.5	16.6	0.0	1.7	1.4	25.0	0.0	0.8	0.2	Full-Day K	105	16.4
FARMS	55.9	24.9	31.0	0.2	2.3	17.8	30.8	0.0	3.4	1.3	Grade 1	98	15.3
SPED	16.3	5.8	10.5	0.2	1.3	4.4	6.7	0.2	3.0	0.6	Grade 2	99	15.5

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	98.4	1.6
Other Participation		
Students now or have in the past received FARMS = 65.3% Mobility Rate (Entrants + Withdrawals)** = 15.7% Attendance Rate** = 94.9% Suspension Rate** = 0.5%		
School Programs		
Focused Academic Support—Local Funds Prekindergarten Learning and Academic Disabilities Preschool Education Program (PEP)		

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	Met	Met
White	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.3	86.1	91.9	91.9	74.7	87.4
African American	75.0	83.3	89.3	92.8	72.0	92.0
Asian American	91.7	100.0	85.8	85.7	90.0	70.0
Hispanic	79.2	83.4	93.3	86.7	71.9	87.5
White	100.0	83.4	95.0	100.0	75.0	91.7
Female	81.8	90.9	89.6	100.1	67.7	83.9
Male	84.6	82.0	94.8	81.6	79.2	89.6
FARMS	76.3	84.2	85.0	87.5	68.3	82.9
LEP	87.6	87.5	82.4	76.5	58.8	70.6
SPED	60.0	60.0	71.4	100.0	63.6	72.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Whetstone Elementary School - #558

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	50.5	50.5	52.2	53.3	73.1	50.0
African American	50.0	46.4	39.3	50.0	71.4	46.4
Asian American	87.5	75.0	87.5	87.5	100.0	87.5
Hispanic	35.7	38.1	46.3	36.6	59.5	31.7
White	71.4	78.6	71.4	92.9	100.0	85.7
Female	59.6	59.6	59.6	55.3	72.9	57.4
Male	41.3	41.3	44.4	51.1	73.3	42.2
ESOL	21.7	30.4	40.9	27.3	52.2	18.2
FARMS	42.2	43.8	41.3	46.0	68.8	39.7
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.1	0.0	3.2	7.9	77.8	87.3	12.7			
Supporting Services	13.3	0.0	10.0	16.7	60.0	83.3	16.7	162	95.7	4.3

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.7			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 17.2 Grades 1 to 3 = 18.9 Grades 4 to 5 = 23.6			19.0 60.3 20.6		

Staff Positions							Facilities Data										
Professional			Supporting Services				Instructional Support			Core Facility Teaching Stations				Capacity/Enrollment Projections			
Administrative			Instructional Support				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms					
Principal	1.000		Paraeducators				1968		8.8	Y	0	10					
Assistant Principal	1.000		Regular				5.624	4.625									
Principal Intern			Special Education														
Asst School Administrator			IT Systems Specialist														
Administrative Total	2.000		Teacher Assistant				1.000										
Teachers			Media Assistant				0.875										
Kindergarten Classroom	6.000		Instructional Data Assistant				12.124										
Staff Development	25.800		Instructional Support Total														
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	1.400		Lunch Hour Aide				1.498										
Instrumental Music	0.200		Other Support Total				3.498										
Preschool	1.000																
Special Education:																	
Classroom Resource Program	8.000		Building Services														
Teachers Total	49.900		Manager				1.000										
Other Professional			Leader				1.000										
Counselor	1.000		Worker				3.000										
Media Specialist	1.000		Plant Equipment Operator														
Spec Ed Related Services	3.100		Building Services Total				5.000										
Other Professional Total	5.100		Food Services				2.000										
Total Professional	57.000		Total Supporting Services				22.622										

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Wood Acres Elementary School - #417

Principal: Mrs. Marita Sherburne
 Community Supt: Mr. Sean Bulson
 School Hours: 8:50 - 3:05
 Feeder Schools:

5800 Cromwell Drive Bethesda, MD 20816
www.montgomeryschoolsmd.org/schools/woodacreses/

Office Phone: (301) 320-6502
 Fax Number: (301) 320-6536
 Cluster Name: Walt Whitman
 Receiving Schools: Pyle

2010–2011 Enrollment = 733													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		50.8	49.2	0.0	7.9	3.1	6.7	0.0	76.8	5.5	Pre-K	0	0.0
ESOL	6.0	2.7	3.3	0.0	1.9	0.4	1.1	0.0	2.6	0.0	Full-Day K	105	14.3
FARMS	1.1	0.5	0.5	0.0	0.0	0.5	0.1	0.0	0.3	0.1	Grade 1	136	18.6
SPED	6.1	1.8	4.4	0.0	0.4	0.4	0.3	0.0	4.6	0.4	Grade 2	132	18.0
											Grade 3	135	18.4
											Grade 4	114	15.6
											Grade 5	111	15.1
											Total	733	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	63.6	36.4
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 2.0% Mobility Rate (Entrants + Withdrawals)** = 5.0% Attendance Rate** = 95.9% Suspension Rate** = 0.0%		Learning and Academic Disabilities	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**		Grade 4		Grade 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
All Students	96.5	95.6	93.4	92.5	98.3	99.2
African American						
Asian American	100.0	100.1	90.0	80.0	100.0	100.0
Hispanic	100.0	100.0	100.0	100.0	85.7	83.4
White	95.3	94.2	93.3	93.2	99.0	100.0
Female	96.5	96.4	92.7	92.8	96.9	100.0
Male	96.4	94.6	94.3	92.3	100.0	98.2
FARMS						
LEP	87.5	87.5	71.5	57.1	100.0	100.0
SPED	66.7	50.0			100.0	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Wood Acres Elementary School - #417

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	86.8	88.4	86.8	89.3	88.4	92.6
African American						
Asian American	83.3	91.7	91.7	75.0	100.0	91.7
Hispanic	71.4	85.7	85.7	85.7	85.7	85.7
White	88.0	88.0	86.0	91.0	87.0	93.0
Female	92.3	92.3	89.2	90.8	84.6	93.8
Male	80.4	83.9	83.9	87.5	92.9	91.1
ESOL	60.0	60.0	60.0	60.0	60.0	60.0
FARMS						
SPED	40.0	20.0	60.0	60.0	60.0	60.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	0.0	2.0	0.0	96.0	96.0	4.0			
Supporting Services	19.0	0.0	4.8	9.5	66.7	85.7	14.3	156	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 14.9			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 21.0 Grades 1 to 3 = 27.0			8.0 60.0 32.0		
Grades 4 to 5 = 28.1					

Staff Positions							Facilities Data									
Professional			Supporting Services				Original Construction Date			Year Renovated/Modernized		Site Size in Acres		Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1952			4.8		Y	0	5		
Principal	1.000		Paraeducators					2002								
Assistant Principal	1.000		Regular				1.750									
Principal Intern			Special Education				3.437									
Asst School Administrator			IT Systems Specialist													
Administrative Total	2.000		Teacher Assistant				1.000									
Teachers			Media Assistant				0.875									
Kindergarten Classroom	5.000		Instructional Data Assistant				0.875									
Staff Development	24.200						7.062									
ESOL	1.100		Instructional Support Total													
Reading/Literacy	2.800															
Physical Education			Other Support													
Art	1.200		Administrative Secretary				1.000									
Music	1.200		Secretary				1.000									
Instrumental Music	0.400		Parent/Community Coord													
Preschool			Lunch Hour Aide				2.000									
Special Education:			Other Support Total				4.000									
Classroom Resource Program	3.900															
Teachers Total	40.800		Building Services Manager				1.000									
Other Professional			Leader				1.000									
Counselor	1.000		Worker				2.500									
Media Specialist	1.000		Plant Equipment Operator													
Spec Ed Related Services	1.000		Building Services Total				4.500									
Other Professional Total	3.000		Food Services				0.937									
Total Professional	45.800		Total Supporting Services				16.499									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Woodfield Elementary School - #704

Principal: Mrs. Gayle J. Starr

Community Supt: Mr. Adrian B. Talley

School Hours: 8:50 - 3:05

Feeder Schools:

24200 Woodfield Road Gaithersburg, MD 20882

www.montgomeryschoolsmd.org/schools/woodfieldes/

Office Phone: (301) 253-7085

Fax Number: (301) 972-2084

Cluster Name: Damascus

Receiving Schools: Baker

2010–2011 Enrollment = 359													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		48.5	51.5	0.0	4.2	4.7	11.7	0.0	75.2	4.2	Pre-K	0	0.0
ESOL	5.8	3.6	2.2	0.0	0.8	0.0	4.7	0.0	0.3	0.0	Full-Day K	52	14.5
FARMS	12.5	6.4	6.1	0.0	0.6	3.1	4.2	0.0	3.9	0.8	Grade 1	57	15.9
SPED	7.2	1.4	5.8	0.0	0.6	0.3	0.6	0.0	4.7	1.1	Grade 2	61	17.0
											Grade 3	56	15.6
											Grade 4	60	16.7
											Grade 5	73	20.3
											Total	359	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	100.0	0.0
		Less than 40%
		0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 13.9%		Resource	
Mobility Rate (Entrants + Withdrawals)** = 5.7%			
Attendance Rate** = 95.5%			
Suspension Rate** = 0.2%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	100.0	98.3	97.3	94.5	97.1	100.0
African American			100.0	100.0	100.0	100.0
Asian American	100.0	100.0			100.0	100.0
Hispanic					100.0	100.0
White	100.0	98.0	96.7	95.1	96.1	100.0
Female	100.0	100.0	100.0	100.0	96.9	100.0
Male	100.0	96.4	95.2	90.4	97.2	100.0
FARMS			71.5	57.1	100.0	100.0
LEP						
SPED			100.0	100.0		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Woodfield Elementary School - #704

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.4	78.6	69.6	87.5	82.1	83.9
African American						
Asian American						
Hispanic						
White	85.1	80.9	74.5	91.5	83.0	85.1
Female	87.5	83.3	75.0	87.5	83.3	87.5
Male	75.0	75.0	65.6	87.5	81.3	81.3
ESOL						
FARMS						
SPED						

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	0.0	0.0	0.0	96.4	89.3	10.7			
Supporting Services	10.0	0.0	0.0	0.0	90.0	90.0	10.0	87	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 14.4				% Less Than 5 Years			
Average Class Size Kindergarten = 26.0 Grades 1 to 3 = 21.9 Grades 4 to 5 = 22.2				% 5–15 Years			

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1962	1985	10.0	Y	0	0
Principal	1.000		Paraeducators									
Assistant Principal			Regular				0.874					
Principal Intern			Special Education									
Asst School Administrator			IT Systems Specialist									
Administrative Total	1.000		Teacher Assistant				0.500					
Teachers			Media Assistant									
Kindergarten	2.000		Instructional Data Assistant				0.750					
Classroom	13.600											
Staff Development	1.000		Instructional Support Total				2.124					
ESOL	0.400											
Reading/Literacy	1.100		Other Support									
Physical Education			Administrative Secretary				1.000					
Art	0.600		Secretary				1.000					
Music	0.600		Parent/Community Coord									
Instrumental Music	0.300		Lunch Hour Aide				1.000					
Preschool												
Special Education:			Other Support Total				3.000					
Classroom Resource Program	1.000											
Teachers Total	20.600		Building Services									
Other Professional			Manager									
Counselor	1.000		Leader				1.000					
Media Specialist	1.000		Worker									
Spec Ed Related Services	1.000		Plant Equipment Operator									
Other Professional Total	3.000		Building Services Total				1.000					
Total Professional	24.600		Food Services				0.687					
			Total Supporting Services				6.811					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Woodlin Elementary School - #764

Principal: Mrs. Sarah Sirgo
 Community 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

2010–2011 Enrollment = 499										
	% Total	% Gender		% Racial/Ethnic Composition*						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		49.9	50.1	0.4	6.6	30.1	16.2	0.0	42.7	4.0
ESOL	10.0	4.0	6.0	0.0	1.8	4.0	3.8	0.0	0.4	0.0
FARMS	21.8	12.6	9.2	0.0	1.0	13.0	7.0	0.0	0.8	0.0
SPED	14.4	4.6	9.8	0.2	0.6	5.6	4.2	0.0	3.4	0.4

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	52.2	24.6
		Less than 40%
		23.2

Other Participation		School Programs	
Students now or have in the past received FARMS = 26.7%		Focused Academic Support—Local Funds	
Mobility Rate (Entrants + Withdrawals)** = 10.9%		Learning for Independence	
Attendance Rate** = 95.5%		Elementary Home School Model	
Suspension Rate** = 0.0%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.5	92.6	98.3	96.7	80.3	100.0
African American	77.8	92.6	95.4	95.4	72.7	100.0
Asian American	80.0	100.0	100.0	100.0	100.0	100.0
Hispanic	55.6	77.8	100.0	85.7	63.6	100.0
White	90.0	95.0	100.0	100.0	91.3	100.0
Female	84.8	93.5	100.0	100.0	71.4	100.0
Male	77.1	91.4	97.2	94.4	87.8	100.0
FARMS	60.0	86.7	91.6	100.0	75.0	100.0
LEP	100.0	100.0				
SPED	27.3	100.0	100.0	100.0	85.7	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Woodlin Elementary School - #764

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	75.0	67.9	59.6	68.4	68.4	71.4
African American	50.0	55.6	47.4	42.1	42.1	50.0
Asian American	83.3	83.3	66.7	100.0	100.0	83.3
Hispanic	75.0	87.5	100.0	75.0	87.5	87.5
White	91.7	66.7	54.2	79.2	75.0	79.2
Female	71.0	67.7	65.6	59.4	71.9	67.7
Male	80.0	68.0	52.0	80.0	64.0	76.0
ESOL	66.7	83.3	83.3	66.7	83.3	83.3
FARMS	45.5	72.7	58.3	41.7	50.0	45.5
SPED	0.0	14.3	28.6	14.3	28.6	14.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.8	0.0	5.9	2.0	84.3	92.2	7.8			
Supporting Services	15.0	0.0	15.0	25.0	45.0	85.0	15.0	149	100.0	0.0

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 10.6				% Less Than 5 Years			
Average Class Size Kindergarten = 15.8 Grades 1 to 3 = 19.5 Grades 4 to 5 = 23.0				% 5–15 Years			
				% More Than 15 Years			
				11.8			
				56.9			
				31.4			

Staff Positions							Facilities Data					
Professional			Supporting Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
Administrative			Instructional Support				1944	1974	11.0	Y	1	4
Principal	1.000		Paraeducators									
Assistant Principal	1.000		Regular									
Principal Intern			Special Education				4.750					
Asst School Administrator			IT Systems Specialist									
Administrative Total	2.000		Teacher Assistant									
Teachers			Media Assistant				0.500					
Kindergarten Classroom	5.000		Instructional Data Assistant				0.750					
Staff Development	20.700											
ESOL	1.200		Instructional Support Total				7.499					
Reading/Literacy	1.000											
Physical Education			Other Support									
Art	1.200		Administrative Secretary				1.000					
Music	1.200		Secretary				1.000					
Instrumental Music	0.400		Parent/Community Coord									
Preschool			Lunch Hour Aide				1.374					
Special Education:												
Classroom Resource Program	6.000		Other Support Total				3.374					
Teachers Total	37.700		Building Services									
Other Professional			Manager				1.000					
Counselor	1.000		Leader				2.000					
Media Specialist	1.000		Worker				2.000					
Spec Ed Related Services	1.300		Plant Equipment Operator									
Other Professional Total	3.300		Building Services Total				5.000					
Total Professional	43.000		Food Services				1.312					
			Total Supporting Services				17.185					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Wyngate Elementary School - #422

Principal: Ms. Barbara J. Leister
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 677													
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade			
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent		
All Students	48.9	51.1	0.1	10.9	3.7	9.3	0.0	70.0	5.9	Pre-K	0	0.0	
ESOL	6.8	3.5	3.2	0.0	1.9	0.3	2.1	0.0	2.5	0.0	Full-Day K	137	20.2
FARMS	1.6	0.7	0.9	0.0	0.0	0.0	1.0	0.0	0.6	0.0	Grade 1	118	17.4
SPED	9.6	3.7	5.9	0.0	0.9	0.1	1.0	0.0	7.2	0.3	Grade 2	123	18.2

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.5	1.6	15.9

Other Participation		School Programs	
Students now or have in the past received FARMS = 1.8%		Gifted and Talented/Learning Disabled	
Mobility Rate (Entrants + Withdrawals)** = 4.1%			
Attendance Rate** = 96.5%			
Suspension Rate** = 0.3%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	na	na
Hispanic	Met	Met	na	na
White	Met	Met	Met	Met
FARMS	na	na	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Attendance Rate: Met

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	97.7	98.9	97.1	98.0	100.0	99.0
African American						
Asian American	92.3	100.0	94.1	94.1	100.0	93.4
Hispanic	80.0	100.0	100.0	100.0	100.0	100.0
White	100.0	98.4	97.3	98.6	100.0	100.0
Female	97.8	97.9	96.0	98.0	100.0	100.0
Male	97.5	100.0	98.1	98.0	100.0	98.2
FARMS						
LEP	80.0	100.0				
SPED	90.9	90.9	93.3	100.0	100.0	94.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Wyngate Elementary School - #422

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	78.0	88.1	89.0	87.2	85.3	90.8
African American						
Asian American	68.8	81.3	81.3	87.5	100.0	81.3
Hispanic	57.1	85.7	85.7	71.4	71.4	71.4
White	81.9	89.2	91.6	89.2	83.1	94.0
Female	81.5	96.3	92.6	85.2	85.2	94.4
Male	74.5	80.0	85.5	89.1	85.5	87.3
ESOL	57.1	57.1	57.1	85.7	100.0	71.4
FARMS						
SPED	75.0	75.0	62.5	50.0	75.0	75.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.1	0.0	8.5	2.1	87.2	91.5	8.5			
Supporting Services	21.1	0.0	15.8	10.5	52.6	84.2	15.8	149	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 15.0			% Less Than 5 Years % 5–15 Years % More Than 15 Years		
Average Class Size Kindergarten = 22.8 Grades 1 to 3 = 23.7 Grades 4 to 5 = 25.1			14.9 42.6 42.6		

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	1.000	Paraeducators				
Assistant Principal	1.000	Regular	1.500			
Principal Intern		Special Education	2.125			
Asst School Administrator		IT Systems Specialist				
Administrative Total	2.000	Teacher Assistant	1.000			
Teachers		Media Assistant	0.875			
Kindergarten Classroom	6.000	Instructional Data Assistant	0.875			
Staff Development	23.200		5.500			
ESOL	1.000	Instructional Support Total				
Reading/Literacy	2.200	Other Support				
Physical Education		Administrative Secretary	1.000			
Art	1.200	Secretary	1.000			
Music	1.200	Parent/Community Coord				
Instrumental Music	0.300	Lunch Hour Aide	1.750			
Preschool						
Special Education:		Other Support Total	3.750			
Classroom Resource Program	2.000	Building Services				
Teachers Total	38.100	Manager	1.000			
Other Professional		Leader	1.000			
Counselor	1.000	Worker	2.000			
Media Specialist	1.000	Plant Equipment Operator				
Spec Ed Related Services	1.000	Building Services Total	4.000			
Other Professional Total	3.000	Food Services	0.874			
Total Professional	43.100	Total Supporting Services	14.124			

Facilities Data							
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms		
1952	1997	9.5	Y	0	10		

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	12	3	0	0	6	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
421	734	709	750	767	774	784	766

School Personnel Costs							
Professional Salaries							
							\$3,356,895
Supporting Services Salaries							
							\$549,621
Employee Benefits							
							\$1,021,358
Total Allocated Cost							
							\$4,927,874

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

SECTION III

MIDDLE SCHOOL PROFILES

Note: Test scores and completion rates are not reported for subgroups with fewer than five students.

Middle School Listing

Argyle MS	270
John T. Baker MS	272
Benjamin Banneker MS	274
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Lakelands Park MS	300
Col. E. Brooke Lee MS	302
A. Mario Loiederman MS	304
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Parkland MS	314
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John Poole MS	318
Thomas W. Pyle MS	320
Redland MS	322
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Rocky Hill MS	326
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Takoma Park MS	334
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Argyle Middle School - #823

Principal: Mr. Robert W. Dodd

Community Supt: Ms. Bronda L. Mills

School Hours: 7:55 - 2:40

Feeder Schools: Middle School Magnet Consortium

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

2010–2011 Enrollment = 753													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		44.5	55.5	0.3	10.5	39.7	39.0	0.1	8.1	2.3	Grade 6	267	35.5
ESOL	6.4	2.8	3.6	0.0	0.5	1.7	3.9	0.0	0.3	0.0	Grade 7	232	30.8
FARMS	57.2	25.1	32.1	0.0	3.6	22.2	28.3	0.0	2.1	1.1	Grade 8	254	33.7
SPED	10.8	3.2	7.6	0.0	0.4	4.5	4.2	0.0	1.3	0.3	Total	753	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.1	29.6	1.2

Other Participation		School Programs	
Students now or have in the past received FARMS = 70.5%		Second Step Social Skills	
Mobility Rate (Entrants + Withdrawals)** = 15.3%		Learning and Academic Disabilities	
Attendance Rate** = 95.5%		Magnet School for Digital Design and Development	
Suspension Rate** = 4.2%		Positive Behavioral Interventions and Supports (PBIS)	
		Men of Distinction Mentoring Program	
		Ladies of Excellence Mentoring Program	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian American	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
LEP	Not Met	Not Met	na	na	
SPED	Met	Met	Met	Met	Met
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.9	89.5	66.3	85.0	63.9	83.7
African American	68.9	90.0	67.9	86.9	54.9	78.6
Asian American	95.7	95.7	93.1	96.6	88.2	97.0
Hispanic	66.6	85.8	53.7	78.5	53.8	79.6
White	90.0	95.0	77.8	88.9	88.4	95.4
Female	70.3	90.2	72.2	90.4	59.7	85.5
Male	74.8	88.9	61.1	80.3	67.1	82.4
FARMS	64.0	88.0	65.2	80.0	52.2	76.8
LEP	35.3	58.8	17.6	64.7	9.1	45.5
SPED	41.7	79.2	16.7	45.8	40.5	59.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Argyle Middle School - #823

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	54.5	84.2
African American	40.2	81.9
Asian American	83.3	88.9
Hispanic	46.3	84.3
White	85.7	83.3
Female	58.7	83.8
Male	51.3	84.6
ESOL	11.8	
FARMS	44.5	88.5
SPED	23.7	54.5

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	29.5	0.0	4.9	1.6	63.9	62.3	37.7			
Supporting Services	34.4	0.0	9.4	18.8	37.5	75.0	25.0	189	92.6	7.4

Class Size/Staff Ratio			Years Experience of Professional Personnel		
			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 11.9					
Average Class Size (English) = 24.3			14.8	49.2	36.1
Average Class Size (Other) = 28.7					

Staff Positions			Facilities Data					
Professional		Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Administrative		Instructional Support						
Principal	1.000	Paraeducators	0.500					
Assistant Principal	2.000	Regular						
Asst School Administrator		Special Education	5.000					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
	1.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Administrative Total	4.000							
Teachers		Instructional Support Total	8.375					
Classroom	34.100	Other Support						
Resource/Team Leader/Content Specialist	7.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	1.400	Secretary	2.750					
Alternative	0.800	Media Services Technician						
Reading/Literacy		Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	5.800	Lunch Hour Aide	1.000					
Resource Program	1.000							
		Other Support Total	7.750					
Teachers Total	50.900	Building Services						
Other Professional		Manager	1.000					
Counselor	3.500	Leader	1.000					
Media Specialist	1.000	Worker	4.000					
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000					
		Building Services Total	7.000					
Other Professional Total	5.300	Food Services	3.250					
Total Professional	60.200	Total Supporting Services	26.375					
Capacity/Enrollment Projections								
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	
871	871	752	786	793	781	788	792	
School Personnel Costs								
Professional Salaries								\$4,745,844
Supporting Services Salaries								\$1,096,546
Employee Benefits								\$1,538,391
Total Allocated Cost								\$7,380,781

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

John T. Baker Middle School - #705

Principal: Ms. Louise Worthington

Community Supt: Mr. Adrian B. Talley

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

	% Total	2010–2011 Enrollment = 776											
		% Gender		% Racial/Ethnic Composition*								Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.7	51.3	0.3	4.8	9.7	13.5	0.0	67.4	4.4	Grade 6	250	32.2
ESOL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Grade 7	286	36.9
FARMS	16.2	7.2	9.0	0.1	0.6	5.5	5.0	0.0	3.4	1.5	Grade 8	240	30.9
SPED	11.7	3.6	8.1	0.1	0.5	2.2	1.8	0.0	6.6	0.5	Total	776	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.8	11.0	13.2

Other Participation		School Programs	
Students now or have in the past received FARMS = 23.1%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 4.6%		Learning for Independence	
Attendance Rate** = 94.7%		School/Community-Based	
Suspension Rate** = 1.1%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**					
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.4	95.2	83.7	89.5	78.2	94.9
African American	63.6	72.8	53.8	73.1	47.8	91.3
Asian American	91.7	100.0	83.3	100.0	80.0	90.0
Hispanic	82.6	95.7	90.0	85.0	72.8	95.5
White	95.3	98.0	87.7	92.2	83.8	95.5
Female	90.1	94.5	83.8	94.3	81.4	98.1
Male	90.6	95.7	83.5	84.5	74.8	91.4
FARMS	76.5	85.3	66.7	77.8	45.2	87.1
LEP						
SPED	56.3	81.3	44.5	50.0	35.7	79.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

John T. Baker Middle School - #705

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	72.9	95.9
African American	36.0	90.9
Asian American	90.9	100.0
Hispanic	68.2	90.0
White	78.5	96.7
Female	75.9	97.1
Male	69.8	94.7
ESOL		
FARMS	38.7	87.5
SPED	24.2	83.3

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	5.3	3.5	0.0	7.0	84.2	73.7	26.3			
Supporting Services	7.1	0.0	7.1	7.1	78.6	78.6	21.4	134	97.0	3.0

Class Size/Staff Ratio	Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 12.8	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
Average Class Size (English) = 26.0	3.5	45.6	50.9
Average Class Size (Other) = 28.5			

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support						
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	0.500	1971		22.0	0	0
Asst School Administrator		Special Education	6.630					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	10.005					
Classroom	29.800	Other Support						
Resource/Team Leader/Content Specialist	7.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL		Secretary	2.500					
Alternative	0.600	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	1.000					
Classroom	6.600	Lunch Hour Aide	0.875					
Resource Program	1.000	Other Support Total	6.375					
Teachers Total	46.800	Building Services						
Other Professional		Manager	1.000					
Counselor	3.500	Leader	1.000					
Media Specialist	1.000	Worker	3.500					
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000					
		Building Services Total	6.500					
Other Professional Total	5.300	Food Services	2.500					
Total Professional	55.100	Total Supporting Services	25.380					

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Benjamin Banneker Middle School - #333

Principal: Mr. Samuel A. Rivera

14800 Perrywood Drive Burtonsville, MD 20866

Office Phone: (301) 989-5747

Community Supt: Dr. Ursula A. Hermann

www.montgomeryschoolsmd.org/schools/bannekersms/

Fax Number: (301) 879-1032

School Hours: 7:55 - 2:40

Cluster: Northeast Consortium

Feeder Schools: Burtonsville, Fairland, Greencastle

Receiving Schools: Blake, Paint Branch, Springbrook

2010–2011 Enrollment = 808													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.9	52.1	0.1	14.5	61.0	12.0	0.0	9.2	3.2	Grade 6	238	29.5
ESOL	3.7	1.5	2.2	0.0	0.9	2.0	0.9	0.0	0.0	0.0	Grade 7	296	36.6
FARMS	40.3	20.7	19.7	0.0	3.7	28.2	6.2	0.0	0.9	1.4	Grade 8	274	33.9
SPED	11.3	4.5	6.8	0.0	1.0	6.7	1.6	0.0	1.5	0.5	Total	808	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.4	25.3	14.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 55.7%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 14.0%		Learning for Independence	
Attendance Rate** = 96.1%		Middle School Reform Phase I	
Suspension Rate** = 4.0%		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian American	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
LEP	Met	Met	na	na	na
SPED	Met	Met	Met	Met	Met
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.3	90.4	63.8	83.9	64.6	87.9
African American	68.1	90.7	56.5	80.2	55.7	84.9
Asian American	88.7	95.5	85.3	97.0	80.4	87.8
Hispanic	70.4	81.4	58.4	83.3	66.7	90.0
White	85.7	89.3	88.4	92.3	80.5	97.5
Female	74.1	91.6	68.5	90.8	69.2	92.6
Male	72.7	89.4	59.1	77.3	60.0	83.1
FARMS	61.3	85.7	55.0	80.7	54.9	85.5
LEP	33.3	88.9	30.0	70.0	66.7	88.9
SPED	45.4	72.7	55.6	63.0	30.0	75.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Benjamin Banneker Middle School - #333

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	53.0	82.1
African American	41.9	80.0
Asian American	75.0	92.3
Hispanic	53.1	86.4
White	73.2	74.2
Female	60.0	84.6
Male	45.9	79.6
ESOL	50.0	85.7
FARMS	40.6	81.8
SPED	8.7	

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	31.3	0.0	3.0	1.5	64.2	77.6	22.4			
Supporting Services	25.0	0.0	13.9	11.1	50.0	75.0	25.0	187	95.7	4.3

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.2					
Average Class Size (English) = 22.5					
Average Class Size (Other) = 26.1			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
			17.9	47.8	34.3

Staff Positions			Facilities Data					
Professional		Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Administrative		Instructional Support	1974		20.0	0	0	
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	0.500					
Asst School Administrator		Special Education	8.748					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	12.123					
Classroom	30.600	Other Support						
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	1.000	Secretary	2.749					
Alternative	1.000	Media Services Technician						
Reading/Literacy		Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	9.800	Lunch Hour Aide	1.000					
Resource Program	1.000	Other Support Total	7.749					
Teachers Total	56.200	Building Services						
		Manager	1.000					
Other Professional		Leader	1.000					
Counselor	3.500	Worker	3.500					
Media Specialist	1.000	Plant Equipment Operator	1.000					
Spec Ed Related Services	0.700							
Other Professional Total	5.200	Building Services Total	6.500					
Total Professional	64.400	Total Supporting Services	29.371					
School Personnel Costs								
Professional Salaries								
\$5,082,337								
Supporting Services Salaries								
\$1,253,586								
Employee Benefits								
\$1,722,199								
Total Allocated Cost								
\$8,058,122								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Briggs Chaney Middle School - #335

Principal: Ms. Kimberly Brooks Johnson
 Community Supt: Dr. Ursula A. Hermann
 School Hours: 7:55 - 2:40
 Feeder Schools: Cloverly, Fairland, Galway, Page

1901 Rainbow Drive Silver Spring, MD 20905
www.montgomeryschoolsmd.org/schools/briggschaneyms/

Office Phone: (301) 989-6000
 Fax Number: (301) 989-6020
 Cluster: Northeast Consortium
 Receiving Schools: Blake, Paint Branch, Springbrook

2010–2011 Enrollment = 903													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.7	49.3	0.2	13.8	47.7	19.6	0.2	13.7	4.7	Grade 6	287	31.8
ESOL	2.9	1.7	1.2	0.0	0.4	1.3	1.1	0.0	0.0	0.0	Grade 7	301	33.3
FARMS	41.3	21.7	19.6	0.0	3.2	23.6	12.4	0.0	0.7	1.4	Grade 8	315	34.9
SPED	10.4	3.5	6.9	0.0	0.7	5.4	2.4	0.0	1.4	0.4	Total	903	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.7	34.0	4.3
Other Participation		School Programs	
Students now or have in the past received FARMS = 54.7%		Emotional Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 14.6%		Learning and Academic Disabilities	
Attendance Rate** = 94.7%		Positive Behavioral Interventions and Supports (PBIS)	
Suspension Rate** = 5.6%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.6	88.7	72.8	84.1	68.8	85.7
African American	69.4	87.4	66.8	80.1	56.8	80.5
Asian American	78.3	91.9	83.4	91.7	83.1	94.9
Hispanic	60.5	83.4	64.7	78.4	60.5	81.4
White	87.2	94.5	95.3	97.7	88.2	91.5
Female	75.3	92.8	69.7	87.5	72.6	93.2
Male	69.5	83.9	75.8	80.9	65.4	78.7
FARMS	59.7	82.1	61.3	75.7	57.7	81.1
LEP	12.5	57.2	42.9	28.6		
SPED	40.6	71.9	57.6	66.6	42.5	57.6

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Briggs Chaney Middle School - #335

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	48.2	75.5
African American	33.6	67.8
Asian American	69.0	81.1
Hispanic	35.7	61.1
White	70.5	94.8
Female	51.0	73.1
Male	45.6	77.8
ESOL	20.0	
FARMS	35.7	69.6
SPED	8.6	40.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**					
	% Racial/Ethnic Composition					% Gender							
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male						
Professional	30.9	0.0	8.8	2.9	57.4	73.5	26.5	216	92.6	7.4			
Supporting Services	34.3	0.0	8.6	14.3	42.9	82.9	17.1						

Class Size/Staff Ratio			Years Experience of Professional Personnel		
			% Less Than 5 Years		
Student/Instructional Staff Ratio = 11.8			% 5–15 Years		
Average Class Size (English) = 23.2			% More Than 15 Years		
Average Class Size (Other) = 26.2			10.3		
			36.8		
			52.9		

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support						
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	0.500					
Asst School Administrator		Special Education	8.875					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	12.250					
Classroom	39.200	Other Support						
Resource/Team Leader/Content Specialist	9.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	0.600	Secretary	3.250					
Alternative	0.800	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	6.600	Lunch Hour Aide	0.999					
Resource Program	2.000	Other Support Total	8.249					
Teachers Total	60.000	Building Services						
Other Professional		Manager	1.000					
Counselor	4.000	Leader	1.000					
Media Specialist	1.000	Worker	3.500					
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000					
Other Professional Total	5.700	Building Services Total	6.500					
Total Professional	68.700	Food Services	3.000					
		Total Supporting Services	29.999					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Cabin John Middle School - #606

Principal: Dr. Paulette L. Smith
 Community Supt: Dr. Sherry Liebes
 School Hours: 7:55 - 2:40
 Feeder Schools: Bells Mill, Cold Spring, Seven Locks, Stone Mill

6300 Tilden Lane Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/cabinjohnms/

Office Phone: (301) 469-1150
 Fax Number: (301) 469-1003
 Cluster: Churchill, Wootton
 Receiving Schools: Churchill, Wootton

2010–2011 Enrollment = 924													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.2	51.8	0.2	25.2	9.1	7.7	0.0	54.5	3.2	Grade 6	283	30.6
ESOL	1.7	0.9	0.9	0.0	0.9	0.2	0.1	0.0	0.5	0.0	Grade 7	336	36.4
FARMS	6.5	2.6	3.9	0.2	0.8	3.5	1.1	0.0	0.8	0.2	Grade 8	305	33.0
SPED	15.2	4.3	10.8	0.1	2.1	2.4	1.8	0.0	8.4	0.3	Total	924	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	62.9	7.9	29.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 11.6%		Autism	
Mobility Rate (Entrants + Withdrawals)** = 5.3%		Learning and Academic Disabilities	
Attendance Rate** = 96.1%		Learning For Independence	
Suspension Rate** = 0.8%		School/Community-Based	
		Autism Resource Services	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.0	95.2	94.8	96.9	93.9	98.4
African American	64.7	85.3	84.0	84.0	90.0	96.7
Asian American	97.6	96.3	97.4	97.4	97.7	98.9
Hispanic	75.0	87.5	86.6	93.3	77.7	94.4
White	94.4	97.2	95.8	98.9	94.9	99.4
Female	90.5	95.6	93.5	97.1	94.7	99.3
Male	91.5	94.8	95.9	96.7	93.2	97.5
FARMS	57.9	79.0	88.3	82.4	73.3	93.3
LEP	83.3	66.7			71.5	85.7
SPED	53.8	77.0	61.9	85.8	60.8	95.6

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Will be returning to, 10701 Gainsborough Road, Potomac, Md 20854, in the Summer of 2011.

Cabin John Middle School - #606

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	85.3	97.4
African American	72.7	87.1
Asian American	88.2	98.8
Hispanic	63.2	91.7
White	88.9	98.9
Female	91.0	96.4
Male	80.1	98.5
ESOL	42.9	100.0
FARMS	52.6	84.6
SPED	25.6	92.9

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	0.0	8.5	5.6	78.9	78.9	21.1			
Supporting Services	11.9	2.4	21.4	14.3	50.0	69.0	31.0	202	90.1	9.9

Class Size/Staff Ratio				Years Experience of Professional Personnel		
				% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 11.4				23.9	32.4	43.7
Average Class Size (English) = 24.2						
Average Class Size (Other) = 28.1						

Staff Positions			Facilities Data									
Professional		Supporting Services	Original Construction Date		Year Renovated/Modernized		Site Size in Acres		Joint Occupancy		Relocatable Classrooms	
Administrative		Instructional Support	1967		1989		18.2		0		0	
Principal	1.000	Paraeducators	0.498									
Assistant Principal	2.000	Regular										
Asst School Administrator		Special Education	14.724									
Magnet/Special Program Coordinator		IT Systems Specialist	1.000									
Administrative Total	3.000	Teacher Assistant										
		Media Assistant	1.000									
		Instructional Data Assistant	0.875									
Teachers		Instructional Support Total	18.097									
Classroom	36.800	Other Support										
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000									
Staff Development	0.800	School Financial Assistant	1.000									
ESOL	0.400	Secretary	3.250									
Alternative	0.400	Media Services Technician										
Reading/Literacy	1.000	Parent/Community Coord										
Special Education:		Security Assistant	2.000									
Classroom	10.200	Lunch Hour Aide	0.749									
Resource Program	1.000	Other Support Total	7.999									
Teachers Total	58.600	Building Services										
		Manager	1.000									
Other Professional		Leader	1.000									
Counselor	4.000	Worker	4.500									
Media Specialist	1.000	Plant Equipment Operator	1.000									
Spec Ed Related Services	1.200											
Other Professional Total	6.200	Building Services Total	7.500									
Total Professional	67.800	Food Services	3.125									
		Total Supporting Services	36.721									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Roberto W. Clemente Middle School - #157

Principal: Mrs. Khadija F. Barkley

18808 Waring Station Road Germantown, MD 20874

Office Phone: (301) 601-0344

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/clementems/

Fax Number: (301) 601-0370

School Hours: 7:55 - 2:40

Cluster: Northwest, S. Valley

Feeder Schools: Clopper Mill, Germantown, Great Seneca Creek,
McAuliffe, Ride

Receiving Schools: Northwest, Seneca Valley

2010–2011 Enrollment = 1,139													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		49.9	50.1	0.5	23.6	25.5	25.0	0.0	20.9	4.4	Grade 6	378	33.2
ESOL	2.3	0.5	1.8	0.0	0.5	0.3	1.5	0.0	0.0	0.0	Grade 7	355	31.2
FARMS	32.0	16.4	15.5	0.3	2.3	13.0	13.6	0.0	1.8	1.1	Grade 8	406	35.6
SPED	12.9	4.6	8.3	0.1	0.8	4.3	4.0	0.0	3.2	0.5	Total	1,139	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.2	25.9	12.9

Other Participation		School Programs	
Students now or have in the past received FARMS = 46.0%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 10.9%		Learning for Independence	
Attendance Rate** = 95.6%		School/Community-Based	
Suspension Rate** = 6.0%		Humanities and Communication Center	
		Math, Science, and Computer Science Center	
		Gifted and Talented/Learning Disabled	
		Middle School Reform Phase I	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Not Met	Not Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Not Met	Not Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Not Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.9	87.0	71.4	85.6	64.1	85.1
African American	50.4	75.0	53.1	73.6	37.8	71.1
Asian American	96.6	97.8	98.8	97.5	98.7	100.0
Hispanic	65.8	82.3	54.8	80.8	48.2	80.8
White	84.4	96.2	86.6	94.3	80.6	92.9
Female	75.6	92.3	72.7	88.3	66.7	89.7
Male	69.6	80.5	70.4	83.3	61.6	80.6
FARMS	46.5	70.4	49.0	74.2	32.7	69.8
LEP	42.9	42.9	35.7	64.3	33.3	66.6
SPED	34.1	53.3	40.0	62.0	33.3	66.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Roberto W. Clemente Middle School - #157

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	66.0	78.0
African American	45.2	62.2
Asian American	93.4	97.2
Hispanic	54.8	60.0
White	78.8	88.3
Female	69.5	76.3
Male	62.6	79.7
ESOL	57.1	
FARMS	42.5	55.8
SPED	35.6	69.6

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.5	0.0	1.1	4.5	80.9	73.0	27.0			
Supporting Services	20.5	0.0	15.9	18.2	45.5	84.1	15.9	245	97.6	2.4

Class Size/Staff Ratio			Years Experience of Professional Personnel		
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years		
Student/Instructional Staff Ratio = 11.9					
Average Class Size (English) = 23.0					
Average Class Size (Other) = 27.5					
	18.0	48.3	33.7		

Staff Positions			Facilities Data								
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms			
Administrative		Instructional Support		1992		19.9	0	0			
Principal	1.000	Paraeducators	0.625								
Assistant Principal	2.000	Regular		Core Facility Teaching Stations							
Asst School Administrator	1.000	Special Education	10.313	Total	Regular Education	Support Rooms	ESOL	Special/Alt Education			
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000	60	52	0	1	7			
Administrative Total	5.000	Teacher Assistant	1.500	Capacity/Enrollment Projections							
		Media Assistant	0.875	Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
Teachers		Instructional Data Assistant		1,193	1,193	1,131	1,151	1,141	1,159	1,175	1,204
Classroom	50.400	Instructional Support Total	14.313	School Personnel Costs							
Resource/Team Leader/Content Specialist	12.000	Other Support									
Staff Development	1.000	Administrative Secretary	1.000								
ESOL		School Financial Assistant	1.000								
Alternative	1.000	Secretary	4.250								
Reading/Literacy		Media Services Technician									
Special Education:		Parent/Community Coord									
Classroom	10.000	Security Assistant	2.000								
Resource Program	1.000	Lunch Hour Aide	1.311								
		Other Support Total	9.561								
Teachers Total	75.400	Building Services									
Other Professional		Manager	1.000								
Counselor	5.000	Leader	1.000								
Media Specialist	1.000	Worker	5.000								
Spec Ed Related Services	1.000	Plant Equipment Operator	1.000								
Other Professional Total	7.000	Building Services Total	8.000								
Total Professional	87.400	Total Supporting Services	36.124								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Eastern Middle School - #775

Principal: Ms. Casey B. Crouse

Community Supt: Ms. Bronda L. Mills

School Hours: 7:55 - 2:40

Feeder Schools: Montgomery Knolls, New Hampshire Estates, Oak View,
Pine Crest

300 University Boulevard, East Silver Spring, MD 20901

www.montgomeryschoolsmd.org/schools/easternms/

Office Phone: (301) 650-6650

Fax Number: (301) 650-6657

Cluster: Downcounty Consortium

Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

	% Total	2010–2011 Enrollment = 814										Number	Percent		
		% Gender		% Racial/Ethnic Composition*											
		Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students		58.4	41.6	0.1	12.8	25.2	32.9	0.0	24.2	4.8	Grade 6	288	35.4		
ESOL	6.9	3.9	2.9	0.0	0.4	0.9	5.7	0.0	0.0	0.0	Grade 7	269	33.0		
FARMS	43.4	22.7	20.6	0.1	3.8	14.1	24.6	0.0	0.4	0.4	Grade 8	257	31.6		
SPED	8.8	2.7	6.1	0.1	0.5	2.9	4.2	0.0	0.7	0.4	Total	814			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.8	25.0	4.2

Other Participation		School Programs	
Students now or have in the past received FARMS = 54.3%		Multidisciplinary Educational Training and Support (METS)	
Mobility Rate (Entrants + Withdrawals)** = 11.8%		Humanities and Communication Magnet Program	
Attendance Rate** = 95.9%		Linkages to Learning	
Suspension Rate** = 6.4%		Emotional Disabilities	
		Learning and Academic Disabilities	
		Middle School Reform Phase II	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Not Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.3	89.9	68.4	83.6	61.5	74.2
African American	64.3	87.1	60.7	79.5	47.9	67.6
Asian American	91.6	91.6	90.0	97.5	85.3	85.4
Hispanic	63.9	82.0	44.2	69.7	37.5	57.4
White	98.7	100.0	96.9	98.5	98.3	100.0
Female	83.1	91.9	69.7	86.4	68.8	79.5
Male	71.6	87.1	66.6	79.6	55.0	69.6
FARMS	57.3	76.0	45.9	72.7	40.6	60.6
LEP	30.8	38.5	25.1	46.7	21.4	21.4
SPED	33.3	55.5	38.5	46.1	21.4	42.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Eastern Middle School - #775

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	54.4	87.8
African American	48.6	82.6
Asian American	76.2	92.3
Hispanic	22.4	72.3
White	94.8	100.0
Female	62.1	88.4
Male	47.4	87.1
ESOL	13.6	
FARMS	29.5	79.4
SPED	13.8	41.7

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	23.5	0.0	4.4	5.9	66.2	75.0	25.0			
Supporting Services	40.0	0.0	5.7	37.1	17.1	71.4	28.6	184	96.7	3.3

Class Size/Staff Ratio			Years Experience of Professional Personnel		
			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 11.5			11.8	47.1	41.2
Average Class Size (English) = 23.8					
Average Class Size (Other) = 26.0					

Staff Positions			Facilities Data									
Professional		Supporting Services	Original Construction Date		Year Renovated/Modernized		Site Size in Acres		Joint Occupancy		Relocatable Classrooms	
Administrative		Instructional Support	1951		1976		14.5		0		0	
Principal	1.000	Paraeducators	0.750									
Assistant Principal	2.000	Regular										
Asst School Administrator		Special Education	6.063									
Magnet/Special Program Coordinator		IT Systems Specialist	1.000									
Administrative Total	4.000	Teacher Assistant										
		Media Assistant	1.000									
		Instructional Data Assistant	0.875									
Teachers		Instructional Support Total	9.688									
Classroom	32.200	Other Support										
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000									
Staff Development		School Financial Assistant	1.000									
ESOL	2.200	Secretary	3.500									
Alternative	1.000	Media Services Technician										
Reading/Literacy	1.000	Parent/Community Coord	1.000									
Special Education:		Security Assistant	2.000									
Classroom	6.800	Lunch Hour Aide	0.250									
Resource Program	2.000	Other Support Total	8.750									
Teachers Total	57.200	Building Services										
		Manager	1.000									
Other Professional		Leader	1.000									
Counselor	3.500	Worker	4.000									
Media Specialist	1.000	Plant Equipment Operator	1.000									
Spec Ed Related Services	0.500											
Other Professional Total	5.000	Building Services Total	7.000									
Total Professional	66.200	Total Supporting Services	28.875									
Capacity/Enrollment Projections												
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17					
995	995	853	868	887	905	959	971					
Core Facility Teaching Stations												
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education								
51	43	0	3	5								
School Personnel Costs												
Professional Salaries												\$5,524,180
Supporting Services Salaries												\$1,225,292
Employee Benefits												\$1,814,376
Total Allocated Cost												\$8,563,848

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

William H. Farquhar Middle School - #507

Principal: Mrs. Diane D. Morris

Community Supt: Dr. Ursula A. Hermann

School Hours: 7:55 - 2:40

Feeder Schools: Brooke Grove, Cloverly, Sherwood, Stonegate

16915 Batchellors Forest Road Olney, MD 20832

www.montgomeryschoolsmd.org/schools/farquaharms/

Office Phone: (301) 924-3100

Fax Number: (301) 924-3152

Cluster: NE Consort., Sherwood

Receiving Schools: Blake, Paint Branch, Sherwood, Springbrook

2010–2011 Enrollment = 635													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Grade 6	Number	Percent
All Students		49.8	50.2	0.2	13.4	22.2	11.5	0.0	49.1	3.6	Grade 6	231	36.4
ESOL	1.3	0.5	0.8	0.0	0.8	0.0	0.2	0.0	0.3	0.0	Grade 7	189	29.8
FARMS	12.4	5.2	7.2	0.0	2.0	5.0	2.8	0.0	2.4	0.2	Grade 8	215	33.9
SPED	11.5	4.7	6.8	0.0	0.6	3.1	2.4	0.0	4.9	0.5	Total	635	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.8	28.8	5.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 21.1%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 5.9%		School/Community-Based	
Attendance Rate** = 95.8%			
Suspension Rate** = 2.0%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.9	92.7	91.9	92.9	83.9	91.8
African American	72.8	78.8	80.8	84.6	69.3	84.6
Asian American	100.0	95.2	93.6	93.6	91.4	91.4
Hispanic	76.0	88.0	78.6	85.8	79.2	83.3
White	95.0	98.0	98.3	97.3	89.1	96.7
Female	92.9	97.0	94.5	96.3	89.2	95.5
Male	84.1	87.8	89.2	89.1	79.0	88.3
FARMS	72.7	77.3	78.2	78.2	71.0	87.1
LEP						
SPED	44.4	72.2	66.7	66.6	32.2	67.9

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

William H. Farquhar Middle School - #507

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	72.8	96.1
African American	60.4	84.8
Asian American	80.0	100.0
Hispanic	62.5	100.0
White	78.3	98.0
Female	77.0	98.9
Male	68.9	93.3
ESOL		
FARMS	51.5	89.5
SPED	6.9	

Class Size/Staff Ratio	Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.3	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
Average Class Size (English) = 25.6	7.8	49.0	43.1
Average Class Size (Other) = 25.5			

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support						
Principal	1.000	Paraeducators						
Assistant Principal	1.000	Regular	0.500					
Asst School Administrator	1.000	Special Education	6.062					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
		Teacher Assistant						
		Media Assistant	1.000					
Administrative Total	3.000	Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	9.437					
Classroom	24.000	Other Support						
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	0.200	Secretary	2.000					
Alternative	0.600	Media Services Technician						
Reading/Literacy	0.600	Parent/Community Coord						
Special Education:		Security Assistant	1.000					
Classroom	6.800	Lunch Hour Aide	0.749					
Resource Program	1.000	Other Support Total	5.749					
Teachers Total	42.400	Building Services						
Other Professional		Manager	1.000					
Counselor	3.000	Leader	1.000					
Media Specialist	1.000	Worker	3.500					
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000					
		Building Services Total	6.500					
Other Professional Total	4.700	Food Services	2.625					
Total Professional	50.100	Total Supporting Services	24.311					

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Forest Oak Middle School - #248

Principal: Mr. John M. Burley

Community Supt: Mr. Adrian B. Talley

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

	% Total	2010–2011 Enrollment = 853										Number	Percent		
		% Gender		% Racial/Ethnic Composition*											
		Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students		48.5	51.5	0.1	11.4	24.0	39.2	0.0	20.9	4.5	Grade 6	264	30.9		
ESOL	8.9	5.2	3.8	0.0	0.8	1.6	6.1	0.0	0.2	0.1	Grade 7	286	33.5		
FARMS	49.7	26.0	23.7	0.0	4.0	13.4	27.9	0.0	2.0	2.5	Grade 8	303	35.5		
SPED	13.4	3.9	9.5	0.1	0.9	3.5	6.3	0.0	1.9	0.6	Total	853			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.9	11.4	9.6

Other Participation		School Programs	
Students now or have in the past received FARMS = 63.1%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 15.4%		School/Community-Based	
Attendance Rate** = 95.1%		Linkages to Learning	
Suspension Rate** = 4.0%		Identity	
		LUNA	
		Positive Behavioral Interventions and Supports (PBIS)	
		Student Assistance Program	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Not Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Not Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Not Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Not Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.3	87.5	74.9	85.3	53.2	77.6
African American	69.1	85.0	63.0	83.9	45.6	79.4
Asian American	90.9	91.2	92.4	100.0	78.1	93.8
Hispanic	64.0	81.6	64.3	71.9	40.5	68.4
White	87.5	97.2	91.3	95.7	73.2	84.2
Female	77.8	91.9	75.3	89.6	52.5	79.8
Male	70.3	82.7	74.3	80.9	53.8	75.8
FARMS	65.5	81.1	63.1	78.4	34.9	69.1
LEP	14.3	45.0	45.5	40.0	20.0	35.7
SPED	35.5	62.6	36.8	63.1	18.4	47.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Forest Oak Middle School - #248

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	46.9	87.1
African American	43.5	81.6
Asian American	78.1	93.9
Hispanic	31.9	76.1
White	65.5	96.3
Female	48.8	86.2
Male	45.4	88.1
ESOL	25.0	
FARMS	29.9	77.8
SPED	10.9	

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	16.0	0.0	1.3	5.3	77.3	73.3	26.7			
Supporting Services	13.9	0.0	8.3	13.9	63.9	86.1	13.9	182	96.2	3.8

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 10.7					
Average Class Size (English) = 25.3					
Average Class Size (Other) = 25.8			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
			10.7	40.0	49.3

Staff Positions			Facilities Data					
Professional								
Administrative			Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Principal	1.000	Paraeducators	1999		41.2	0	0	
Assistant Principal	2.000	Regular						
Asst School Administrator		Special Education	10.185					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
Teachers		Media Assistant	1.000					
Classroom	36.200	Instructional Data Assistant	0.875					
Resource/Team Leader/Content Specialist	9.000	Instructional Support Total	13.560					
Staff Development	0.800	Core Facility Teaching Stations						
ESOL	2.200	Other Support	Total	Regular Education	Support Rooms	ESOL	Special/Alt Education	
Alternative	1.000	Administrative Secretary	45	37	0	1	7	
Reading/Literacy	1.000	School Financial Assistant						
Special Education:		Secretary	1.000					
Classroom	10.600	Media Services Technician	2.750					
Resource Program	1.000	Parent/Community Coord						
Teachers Total	61.800	Security Assistant	2.000					
Other Professional		Lunch Hour Aide	1.000					
Counselor	3.500	Other Support Total	7.750					
Media Specialist	1.000	Building Services						
Spec Ed Related Services	1.100	Manager	1.000					
Other Professional Total	5.600	Leader	1.000					
Total Professional	70.400	Worker	3.500					
		Plant Equipment Operator	1.000					
		Building Services Total	6.500					
		Food Services	3.375					
		Total Allocated Cost						\$9,249,935

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Robert Frost Middle School - #237

Principal: Dr. Joey N. Jones
 Community Supt: Dr. Sherry Liebes
 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

2010–2011 Enrollment = 1,122													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		48.2	51.8	0.0	35.2	5.0	6.9	0.0	49.3	3.7	Grade 6	354	31.6
ESOL	2.1	1.1	1.1	0.0	0.8	0.1	0.6	0.0	0.6	0.0	Grade 7	383	34.1
FARMS	5.1	3.1	2.0	0.0	1.1	1.6	1.3	0.0	0.8	0.3	Grade 8	385	34.3
SPED	8.0	3.4	4.6	0.0	1.5	0.9	1.3	0.0	4.1	0.2	Total	1,122	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	95.6	4.4	0.0
Other Participation		School Programs	
Students now or have in the past received FARMS = 8.9%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 6.5%			
Attendance Rate** = 96.5%			
Suspension Rate** = 1.7%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.3	97.0	92.4	95.5	90.8	96.5
African American	73.7	84.3	70.0	85.0	46.2	88.5
Asian American	96.7	97.5	97.2	97.9	99.3	98.7
Hispanic	88.2	100.1	72.3	77.7	86.2	89.7
White	95.2	97.7	92.9	96.4	90.9	96.9
Female	94.8	97.7	91.4	95.4	91.6	97.2
Male	93.8	96.4	93.1	95.6	90.1	96.0
FARMS	75.0	90.0	75.1	75.0	53.9	84.6
LEP	83.3	100.0	87.5	75.0		
SPED	62.0	79.3	51.6	58.1	52.9	79.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Robert Frost Middle School - #237

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	80.2	99.7
African American	44.0	100.0
Asian American	89.3	99.3
Hispanic	69.0	100.0
White	79.7	100.0
Female	78.2	100.0
Male	82.1	99.5
ESOL	37.5	100.0
FARMS	48.1	92.9
SPED	28.6	100.0

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	7.5	0.0	5.0	5.0	82.5	70.0	30.0			
Supporting Services	25.8	0.0	22.6	3.2	48.4	64.5	35.5	239	99.2	0.8

Class Size/Staff Ratio	Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 14.2	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
Average Class Size (English) = 23.5	6.3	46.3	47.5
Average Class Size (Other) = 27.9			

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support						
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	0.625	1971		24.8	0	0
Asst School Administrator	1.000	Special Education	2.688					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
		Teacher Assistant						
		Media Assistant	1.500					
Administrative Total	4.000	Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	6.688					
Classroom	50.600	Other Support						
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	0.800	Secretary	3.250					
Alternative	0.400	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	3.600	Lunch Hour Aide	1.000					
Resource Program	1.000	Other Support Total	8.250					
Teachers Total	66.200	Building Services						
Other Professional		Manager	1.000					
Counselor	5.000	Leader	1.000					
Media Specialist	1.000	Worker	5.000					
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000					
		Building Services Total	8.000					
Other Professional Total	6.800	Food Services	3.500					
Total Professional	77.000	Total Supporting Services	26.438					

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Gaithersburg Middle School - #554

Principal: Ms. Carol Goddard

Community Supt: Mr. Adrian B. Talley

School Hours: 7:55 - 2:40

Feeder Schools: Gaithersburg, Laytonsville, Strawberry Knoll, Maryvale
(French Immersion)

2 Teachers' Way Gaithersburg, MD 20877

www.montgomeryschoolsmd.org/schools/gaithersburgms/

Office Phone: (301) 840-4554

Fax Number: (301) 840-4570

Cluster: Gaithersburg

Receiving Schools: Gaithersburg HS

	% Total	2010–2011 Enrollment = 665											
		% Gender		% Racial/Ethnic Composition*								Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.9	51.1	0.2	8.3	24.7	31.1	0.0	30.1	5.7	Grade 6	230	34.6
ESOL	6.5	2.7	3.8	0.0	0.5	0.6	5.1	0.0	0.2	0.2	Grade 7	207	31.1
FARMS	38.0	18.0	20.0	0.0	1.8	12.8	19.5	0.0	2.1	1.8	Grade 8	228	34.3
SPED	16.8	4.5	12.3	0.0	1.1	6.5	4.5	0.0	4.1	0.8	Total	665	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	47.3	25.9	26.8

Other Participation		School Programs	
Students now or have in the past received FARMS = 52.6%		Partial French Immersion	
Mobility Rate (Entrants + Withdrawals)** = 15.1%		Bridge	
Attendance Rate** = 94.6%		Learning and Academic Disabilities/Autism Services	
Suspension Rate** = 2.8%		Autism	
		Linkages to Learning	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian American	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
LEP	Met	Met	na	na	
SPED	Not Met	Not Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.9	81.0	73.6	83.8	72.3	87.0
African American	69.2	75.5	61.8	76.8	65.3	84.0
Asian American	95.8	83.3	86.4	90.9	100.0	100.0
Hispanic	57.2	67.3	65.0	77.8	60.9	84.4
White	88.7	94.3	85.5	92.1	77.9	86.8
Female	75.2	86.2	78.1	90.6	69.1	90.9
Male	78.6	75.7	69.3	77.4	75.4	83.1
FARMS	63.5	72.0	57.5	68.9	55.7	77.2
LEP	40.0	50.0	20.0	60.0	40.0	80.0
SPED	33.4	35.5	34.6	46.2	42.5	72.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Gaithersburg Middle School - #554

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	65.7	85.7
African American	64.9	77.4
Asian American	93.3	96.0
Hispanic	44.3	75.7
White	77.1	93.9
Female	69.7	87.0
Male	61.9	84.4
ESOL	22.2	
FARMS	44.4	75.0
SPED	15.8	42.9

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	14.1	0.0	3.1	4.7	78.1	78.1	21.9			
Supporting Services	17.8	0.0	17.8	4.4	60.0	66.7	33.3	169	94.7	5.3

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 8.9			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Average Class Size (English) = 25.2			14.1	51.6	34.4
Average Class Size (Other) = 23.6					

Staff Positions			Facilities Data					
Professional		Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Administrative		Instructional Support	1960	1988	22.8	0	0	
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	0.500					
Asst School Administrator		Special Education	13.811					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	17.186					
Classroom	27.900	Other Support						
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	1.400	Secretary	3.250					
Alternative	0.600	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	12.200	Lunch Hour Aide	1.000					
Resource Program	2.000	Other Support Total	8.250					
Teachers Total	53.900	Building Services						
		Manager	1.000					
Other Professional		Leader	1.000					
Counselor	3.000	Worker	5.500					
Media Specialist	1.000	Plant Equipment Operator	1.000					
Spec Ed Related Services	1.000							
Other Professional Total	5.000	Building Services Total	8.500					
Total Professional	61.900	Total Supporting Services	36.998	Professional Salaries	\$5,003,789			
				Supporting Services Salaries	\$1,519,954			
				Employee Benefits	\$1,805,538			
				Total Allocated Cost	\$8,329,281			

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Herbert Hoover Middle School - #228

Principal: Ms. Billie-Jean Bensen
 Community Supt: Dr. Sherry Liebes
 School Hours: 7:55 - 2:40
 Feeder Schools: Beverly Farms, Potomac, Wayside

8810 Post Oak Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/hoverms/

Office Phone: (301) 469-1010
 Fax Number: (301) 469-1013
 Cluster: Winston Churchill
 Receiving Schools: Churchill

2010–2011 Enrollment = 1,026													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		46.9	53.1	0.2	24.3	5.5	8.4	0.0	56.6	5.1	Grade 6	321	31.3
ESOL	2.4	1.0	1.5	0.0	1.1	0.0	0.3	0.0	1.1	0.0	Grade 7	368	35.9
FARMS	4.1	1.4	2.7	0.0	0.6	1.6	1.0	0.0	0.5	0.5	Grade 8	337	32.8
SPED	10.2	2.7	7.5	0.2	1.4	0.5	1.7	0.0	6.1	0.4	Total	1,026	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.0	13.3	25.7
Other Participation			
Students now or have in the past received FARMS = 7.2% Mobility Rate (Entrants + Withdrawals)** = 5.3% Attendance Rate** = 96.6% Suspension Rate** = 0.4%			
School Programs			
Partial Chinese Immersion Bridge Learning and Academic Disabilities			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	96.5	97.4	95.9	95.9	95.3	96.5
African American	90.0	95.0	70.6	88.3	76.0	84.0
Asian American	98.8	98.8	98.8	97.6	98.9	97.9
Hispanic	87.5	95.9	90.0	80.0	93.8	93.8
White	97.2	97.1	97.3	97.4	96.2	97.6
Female	97.1	100.0	98.7	98.1	98.3	100.0
Male	95.9	94.8	93.2	93.8	92.5	93.0
FARMS	84.6	77.0	72.7	90.9	69.3	77.0
LEP	80.0	100.0				
SPED	66.6	73.3	67.8	71.4	71.4	78.6

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Herbert Hoover Middle School - #228

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	90.2	99.1
African American	56.0	93.3
Asian American	97.8	100.0
Hispanic	82.4	94.7
White	91.5	99.5
Female	92.6	98.3
Male	87.8	100.0
ESOL		
FARMS	50.0	100.0
SPED	51.2	100.0

Class Size/Staff Ratio	Years Experience of Professional Personnel		
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 12.5			
Average Class Size (English) = 23.4			
Average Class Size (Other) = 28.1			
	3.8	45.0	51.3

Staff Positions		Facilities Data				
Professional	Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative	Instructional Support					
Principal	1.000	Paraeducators				
Assistant Principal	2.000	Regular	0.625			
Asst School Administrator	1.000	Special Education	7.812			
Magnet/Special Program Coordinator		IT Systems Specialist	1.000			
		Teacher Assistant				
		Media Assistant	1.000			
Administrative Total	4.000	Instructional Data Assistant	0.875			
Teachers	Instructional Support Total	11.312				
Classroom	42.600	Other Support				
Resource/Team Leader/Content Specialist	9.000	Administrative Secretary	1.000			
Staff Development	0.800	School Financial Assistant	1.000			
ESOL	0.600	Secretary	3.750			
Alternative		Media Services Technician				
Reading/Literacy		Parent/Community Coord				
Special Education:		Security Assistant	2.000			
Classroom	10.200	Lunch Hour Aide	0.875			
Resource Program	2.000	Other Support Total	8.625			
Teachers Total	65.200	Building Services				
Other Professional		Manager	1.000			
Counselor	4.500	Leader	1.000			
Media Specialist	1.000	Worker	5.500			
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000			
		Building Services Total	8.500			
Other Professional Total	6.300	Food Services	3.187			
Total Professional	75.500	Total Supporting Services	31.624			

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Francis Scott Key Middle School - #311

Principal: Mrs. Myriam A. Rogers

Community Supt: Dr. Ursula A. Hermann

School Hours: 7:55 - 2:40

Feeder Schools: Burnt Mills, Cannon Road, Cresthaven, Drew, Nix

910 Schindler Dr. Silver Spring, MD 20903

www.montgomeryschoolsmd.org/schools/fskms/

Office Phone: (301) 422-5600

Fax Number: (301) 434-1375

Cluster: Northeast Consortium

Receiving Schools: Blake, Paint Branch, Springbrook

2010–2011 Enrollment = 869													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		49.0	51.0	0.2	7.4	46.6	36.5	0.0	7.2	2.1	Grade 6	288	33.1
ESOL	7.0	3.2	3.8	0.0	0.7	2.6	3.7	0.0	0.0	0.0	Grade 7	292	33.6
FARMS	57.7	27.3	30.4	0.0	3.5	26.6	26.6	0.0	0.6	0.5	Grade 8	289	33.3
SPED	12.9	4.9	7.9	0.0	0.5	6.1	5.5	0.0	0.7	0.1	Total	869	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.8	22.3	0.9
Other Participation		School Programs	
Students now or have in the past received FARMS = 71.5%		Middle Years Programme	
Mobility Rate (Entrants + Withdrawals)** = 15.4%		Learning and Academic Disabilities	
Attendance Rate** = 95.4%		Positive Behavioral Interventions and Supports (PBIS)	
Suspension Rate** = 6.6%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Not Met	Met	Met	Met	
LEP	Not Met	Met	Met	Met	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.9	81.4	71.2	79.4	62.9	77.7
African American	73.2	82.4	66.9	82.6	58.6	79.7
Asian American	86.6	73.3	90.0	80.0	87.6	87.6
Hispanic	75.3	76.4	66.0	74.3	52.6	64.4
White	96.1	96.2	87.5	83.4	86.9	95.6
Female	80.9	87.1	72.5	84.1	66.6	84.1
Male	73.2	76.0	70.0	74.9	59.1	71.2
FARMS	74.6	78.7	64.2	73.4	56.3	72.9
LEP	55.0	55.0	44.0	44.0	23.5	41.2
SPED	43.2	70.3	33.3	56.6	23.8	52.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Francis Scott Key Middle School - #311

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	58.0	86.6
African American	56.4	87.2
Asian American	78.8	91.7
Hispanic	41.3	78.2
White	95.5	95.7
Female	57.7	85.3
Male	58.3	88.0
ESOL	18.2	66.7
FARMS	48.4	81.6
SPED	13.0	57.1

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	34.8	0.0	9.1	4.5	51.5	72.7	27.3			
Supporting Services	43.8	0.0	15.6	18.8	21.9	65.6	34.4	199	89.4	10.6

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 12.5			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Average Class Size (English) = 23.5			18.2	56.1	25.8
Average Class Size (Other) = 25.2					

Staff Positions			Facilities Data								
Professional			Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms				
Administrative	Instructional Support		1966	1990	20.6	0	0				
Principal	1.000	Paraeducators	0.561								
Assistant Principal	2.000	Regular									
Asst School Administrator		Special Education	6.563								
Magnet/Special Program Coordinator		IT Systems Specialist	1.000								
Administrative Total	3.000	Teacher Assistant									
		Media Assistant	1.000								
		Instructional Data Assistant	0.875								
Teachers	Instructional Support Total		9.999	Core Facility Teaching Stations							
Classroom	35.800	Other Support		Total	Regular Education	Support Rooms	ESOL	Special/Alt Education			
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000	46	42	0	2	2			
Staff Development	0.800	School Financial Assistant	1.000								
ESOL	2.000	Secretary	3.625								
Alternative	1.000	Media Services Technician									
Reading/Literacy	1.000	Parent/Community Coord									
Special Education:		Security Assistant	2.000								
Classroom	6.800	Lunch Hour Aide	0.875								
Resource Program	1.000										
		Other Support Total	8.500	Capacity/Enrollment Projections							
Teachers Total	56.400	Building Services		Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
		Manager	1.000	944	944	901	893	937	934	1,003	991
Other Professional		Leader	1.000								
Counselor	3.500	Worker	4.000								
Media Specialist	1.000	Plant Equipment Operator	1.000								
Spec Ed Related Services	0.400										
Other Professional Total	4.900	Building Services Total	7.000	School Personnel Costs							
Total Professional	64.300	Total Supporting Services	28.749								

Dr. Martin Luther King Middle School - #107

Principal: Ms. Dana E. Davison

13737 Wisteria Drive Germantown, MD 20874

Office Phone: (301) 353-8080

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/mlkms/

Fax Number: (301) 601-0399

School Hours: 7:55 - 2:40

Cluster: Seneca Valley

Feeder Schools: Lake Seneca, Dr. Sally K. Ride, Waters Landing

Receiving Schools: Seneca Valley

2010–2011 Enrollment = 600													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.8	51.2	0.0	8.7	31.3	26.5	0.0	27.0	6.5	Grade 6	196	32.7
ESOL	3.3	1.8	1.5	0.0	0.3	0.7	2.0	0.0	0.3	0.0	Grade 7	204	34.0
FARMS	38.5	17.2	21.3	0.0	1.8	17.2	14.7	0.0	3.0	1.8	Grade 8	200	33.3
SPED	12.2	3.0	9.2	0.0	0.0	5.5	3.0	0.0	2.8	0.8	Total	600	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.8	24.7	9.6
Other Participation			
Students now or have in the past received FARMS = 53.5% Mobility Rate (Entrants + Withdrawals)** = 16.2% Attendance Rate** = 95.2% Suspension Rate** = 4.9%			
School Programs			
Learning and Academic Disabilities Positive Behavioral Interventions and Supports (PBIS)			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian American	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
LEP	Met	Met	na	na	na
SPED	Met	Not Met	Met	Met	Met
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.9	86.8	67.5	83.9	76.6	87.0
African American	53.4	76.3	49.3	75.4	63.8	84.5
Asian American	96.2	96.2	85.8	95.0	86.7	93.3
Hispanic	59.1	84.1	75.0	88.6	68.7	78.5
White	86.3	94.0	76.3	86.4	92.3	94.2
Female	79.6	90.4	62.0	90.1	76.7	91.3
Male	65.0	83.5	72.5	78.5	76.4	82.0
FARMS	63.5	81.4	53.4	78.3	71.4	80.0
LEP	36.4	63.6	66.7	20.0	14.3	57.2
SPED	36.8	47.3	30.8	30.8	32.0	56.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Dr. Martin Luther King Middle School - #107

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	72.3	93.8
African American	55.9	85.7
Asian American	87.5	100.0
Hispanic	64.2	94.7
White	90.0	97.8
Female	73.6	91.4
Male	70.8	96.9
ESOL	9.1	
FARMS	63.5	89.4
SPED	23.1	66.7

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	19.2	0.0	5.8	5.8	69.2	75.0	25.0			
Supporting Services	26.7	0.0	10.0	13.3	50.0	66.7	33.3	144	100.0	0.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 10.9			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Average Class Size (English) = 26.7			11.5	55.8	32.7
Average Class Size (Other) = 26.2					

Staff Positions			Facilities Data					
Professional	Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Administrative	Instructional Support		1996		19.0	0	0	
Principal	1.000	Paraeducators	0.375					
Assistant Principal	1.000	Regular						
Asst School Administrator	1.000	Special Education	4.375					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers	Instructional Support Total		7.625					
Classroom	23.400	Other Support						
Resource/Team Leader/Content Specialist	9.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	0.800	Secretary	2.000					
Alternative	1.000	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	6.800	Lunch Hour Aide	0.750					
Resource Program	1.000							
Teachers Total	43.800	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	0.600	Worker	5.000					
Other Professional Total	4.100	Building Services Total		8.000				
Total Professional	50.900	Total Supporting Services		25.375				

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Kingsview Middle School - #708

Principal: Mrs. Elizabeth L. Thomas

Community Supt: Dr. LaVerne G. Kimball

School Hours: 7:55 - 2:40

Feeder Schools: Great Seneca Creek, Matsunaga, McNair

18909 Kingsview Road Germantown, MD 20874

www.montgomeryschoolsmd.org/schools/kingsviewms/

Office Phone: (301) 601-4611

Fax Number: (301) 601-4610

Cluster: Northwest

Receiving Schools: Northwest

	% Total	2010–2011 Enrollment = 894										Number	Percent		
		% Gender		% Racial/Ethnic Composition*											
		Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students		50.8	49.2	0.0	24.7	22.7	12.6	0.0	33.6	6.4	Grade 6	285	31.9		
ESOL	1.3	0.4	0.9	0.0	0.7	0.0	0.4	0.0	0.2	0.0	Grade 7	316	35.3		
FARMS	20.5	10.0	10.5	0.0	3.2	9.6	5.1	0.0	1.6	0.9	Grade 8	293	32.8		
SPED	8.8	3.5	5.4	0.0	0.7	2.8	1.1	0.0	3.6	0.7	Total	894			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	91.1	8.9	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 31.0%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 5.1%		Positive Behavioral Interventions and Supports (PBIS)	
Attendance Rate** = 96.2%			
Suspension Rate** = 2.4%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**					
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.0	94.2	86.7	92.9	82.9	88.8
African American	79.2	86.5	62.0	83.1	66.7	79.7
Asian American	96.4	96.4	95.6	96.7	92.9	90.5
Hispanic	80.0	94.9	79.3	93.1	72.7	81.9
White	94.0	98.0	98.1	96.2	89.8	95.9
Female	88.9	94.7	89.0	95.7	86.0	94.6
Male	89.0	93.5	84.8	90.5	79.4	82.4
FARMS	81.4	84.8	71.1	81.1	63.3	77.5
LEP	71.4	66.6				
SPED	62.5	78.2	50.0	51.7	34.8	56.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Kingsview Middle School - #708

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	81.7	91.9
African American	67.6	81.0
Asian American	91.7	95.7
Hispanic	72.7	90.0
White	87.0	95.8
Female	86.0	92.1
Male	77.1	91.6
ESOL		
FARMS	63.3	81.6
SPED	32.0	63.6

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.4	0.0	1.5	7.5	80.6	62.7	37.3			
Supporting Services	8.8	0.0	23.5	14.7	52.9	73.5	26.5	190	98.4	1.6

Class Size/Staff Ratio			Years Experience of Professional Personnel		
			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 12.6			11.9	47.8	40.3
Average Class Size (English) = 23.9					
Average Class Size (Other) = 27.4					

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support		1997		18.5	0	0
Principal	1.000	Paraeducators	0.500					
Assistant Principal	2.000	Regular						
Asst School Administrator		Special Education	6.125					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	9.500					
Classroom	38.600	Other Support						
Resource/Team Leader/Content Specialist	9.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	0.400	Secretary	3.250					
Alternative	0.600	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	6.200	Lunch Hour Aide	0.750					
Resource Program	1.000	Other Support Total	8.000					
Teachers Total	57.600	Building Services						
		Manager	1.000					
Other Professional		Leader	1.000					
Counselor	4.000	Worker	4.500					
Media Specialist	1.000	Plant Equipment Operator	1.000					
Spec Ed Related Services	0.500							
Other Professional Total	5.500	Building Services Total	7.500					
Total Professional	66.100	Total Supporting Services	28.750					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Lakelands Park Middle School - #522

Principal: Mrs. Deborah Higdon

1200 Main Street Gaithersburg, MD 20878

Office Phone: (301) 670-1400

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/lakelandsparkms/

Fax Number: (301) 670-1418

School Hours: 7:55 - 2:40

Cluster: Northwest, Quince Orchard

Feeder Schools: Brown Station, Carson, Darnestown, Diamond

Receiving Schools: Northwest, Quince Orchard

	% Total	2010–2011 Enrollment = 873										Number	Percent		
		% Gender		% Racial/Ethnic Composition*											
		Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students		47.3	52.7	0.2	13.4	14.3	16.5	0.1	51.5	3.9	Grade 6	317	36.3		
ESOL	3.7	1.4	2.3	0.0	1.1	0.6	1.6	0.0	0.3	0.0	Grade 7	279	32.0		
FARMS	19.7	8.9	10.8	0.0	1.3	8.0	8.0	0.1	1.6	0.7	Grade 8	277	31.7		
SPED	13.6	4.5	9.2	0.0	0.7	3.4	2.6	0.0	6.5	0.3	Total	873			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.2	16.8	5.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 26.7%		Extensions	
Mobility Rate (Entrants + Withdrawals)** = 9.2%		Learning and Academic Disabilities	
Attendance Rate** = 95.6%			
Suspension Rate** = 4.1%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**					
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.3	95.5	86.7	92.3	78.9	94.2
African American	59.5	88.1	71.0	80.6	46.0	82.0
Asian American	94.8	100.0	97.9	100.0	95.5	100.0
Hispanic	72.5	85.0	71.2	86.7	58.5	90.2
White	97.3	99.3	91.1	93.9	89.9	97.5
Female	88.0	96.8	85.9	96.0	83.5	96.6
Male	86.6	94.3	87.5	88.8	74.3	91.8
FARMS	70.2	87.2	64.0	78.0	52.2	78.2
LEP	80.0	80.0			44.4	75.0
SPED	62.1	93.1	69.5	66.7	54.5	84.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Lakelands Park Middle School - #522

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	72.4	89.8
African American	41.2	59.1
Asian American	93.3	97.7
Hispanic	46.8	78.3
White	83.9	94.4
Female	76.4	88.1
Male	68.6	91.2
ESOL	14.3	
FARMS	32.7	85.0
SPED	35.1	90.9

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	13.9	0.0	4.2	4.2	77.8	77.8	22.2			
Supporting Services	16.3	0.0	18.6	11.6	53.5	76.7	23.3	177	98.3	1.7

Class Size/Staff Ratio	Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 10.7	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
Average Class Size (English) = 26.0	16.7	54.2	29.2
Average Class Size (Other) = 26.9			

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support						
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	0.500					
Asst School Administrator		Special Education	12.496					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	15.871					
Classroom	37.400	Other Support						
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	0.800	Secretary	3.250					
Alternative	0.600	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	10.200	Lunch Hour Aide	1.000					
Resource Program	1.000	Other Support Total	8.250					
Teachers Total	59.800	Building Services						
Other Professional		Manager	1.000					
Counselor	4.000	Leader	1.000					
Media Specialist	1.000	Worker	5.500					
Spec Ed Related Services	2.500	Plant Equipment Operator	1.000					
		Building Services Total	8.500					
Other Professional Total	7.500	Food Services	3.750					
Total Professional	70.300	Total Supporting Services	36.371					

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Col. E. Brooke Lee Middle School - #818

Principal: Mr. Joe L. Rubens

Community Supt: Ms. Bronda L. Mills

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

2010–2011 Enrollment = 559													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.3	54.7	0.4	9.1	30.6	48.3	0.0	9.7	2.0	Grade 6	193	34.5
ESOL	11.6	4.5	7.2	0.0	1.3	2.0	8.2	0.0	0.0	0.2	Grade 7	175	31.3
FARMS	60.6	25.4	35.2	0.2	3.8	16.5	37.4	0.0	2.5	0.4	Grade 8	191	34.2
SPED	16.5	4.5	12.0	0.0	0.7	3.4	6.6	0.0	5.2	0.5	Total	559	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.3	21.7	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 77.1%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 19.5%		Physical Disabilities	
Attendance Rate** = 94.9%		Gifted and Talented/Learning Disabled	
Suspension Rate** = 2.6%		Information Communication Technologies	
		Web Design	
		Dual Language	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	na	na	
FARMS	Met	Met	Met	Met	
LEP	Not Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.1	81.1	61.4	84.1	61.8	84.0
African American	74.5	79.7	59.7	82.1	55.8	88.4
Asian American	100.0	94.1	81.3	93.8	78.6	85.7
Hispanic	73.1	75.7	52.7	78.4	60.0	78.2
White	80.9	95.2	81.8	100.0	77.0	84.6
Female	75.8	82.8	56.8	87.7	69.5	85.5
Male	78.4	79.5	65.0	81.5	54.7	82.4
FARMS	71.7	75.2	47.6	79.8	58.3	79.5
LEP	53.3	53.3	23.5	68.8	0.0	41.7
SPED	72.7	77.2	43.5	78.2	53.3	86.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Col. E. Brooke Lee Middle School - #818

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	55.6	87.2
African American	54.0	83.8
Asian American	78.6	100.0
Hispanic	48.1	83.3
White	66.7	100.0
Female	64.3	80.9
Male	47.3	93.6
ESOL	0.0	
FARMS	45.9	88.1
SPED	42.9	88.9

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	37.0	0.0	4.3	2.2	56.5	78.3	21.7			
Supporting Services	26.7	0.0	10.0	20.0	43.3	70.0	30.0	133	91.7	8.3

Class Size/Staff Ratio				Years Experience of Professional Personnel		
				% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 11.3				8.7	47.8	43.5
Average Class Size (English) = 21.1						
Average Class Size (Other) = 24.9						

Staff Positions			Facilities Data									
Professional		Supporting Services	Original Construction Date		Year Renovated/Modernized		Site Size in Acres		Joint Occupancy		Relocatable Classrooms	
Administrative		Instructional Support	1966				16.5		0		0	
Principal	1.000	Paraeducators	0.375									
Assistant Principal	1.000	Regular										
Asst School Administrator	1.000	Special Education	5.150									
Magnet/Special Program Coordinator		IT Systems Specialist	1.000									
Administrative Total	3.000	Teacher Assistant										
		Media Assistant	1.000									
		Instructional Data Assistant	0.875									
Teachers		Instructional Support Total	8.400									
Classroom	19.600	Other Support										
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000									
Staff Development	0.800	School Financial Assistant	1.000									
ESOL	1.600	Secretary	2.000									
Alternative	1.000	Media Services Technician										
Reading/Literacy		Parent/Community Coord										
Special Education:		Security Assistant	2.000									
Classroom	5.400	Lunch Hour Aide	0.750									
Resource Program	1.000	Other Support Total	6.750									
Teachers Total	37.400	Building Services										
		Manager	1.000									
Other Professional		Leader	1.000									
Counselor	2.500	Worker	4.000									
Media Specialist	1.000	Plant Equipment Operator	1.000									
Spec Ed Related Services	0.700											
Other Professional Total	4.200	Building Services Total	7.000									
Total Professional	44.600	Total Supporting Services	25.337									
Capacity/Enrollment Projections												
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17					
768	768	570	577	621	660	727	767					
School Personnel Costs												
Professional Salaries											\$3,686,891	
Supporting Services Salaries											\$1,069,683	
Employee Benefits											\$1,299,817	
Total Allocated Cost											\$6,056,391	

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

A. Mario Loiederman Middle School - #787

Principal: Ms. Alison L. Serino

Community Supt: Mr. Sean Bulson

School Hours: 7:55 - 2:40

Feeder Schools: Brookhaven, Georgian Forest, Harmony Hills, Shriver, Strathmore, Viers Mill, Weller Road, Wheaton Woods

12701 Goodhill Road Silver Spring, MD 20906

www.montgomeryschoolsmd.org/schools/loiedermanms/

Office Phone: (301) 929-2282

Fax Number: (301) 962-5993

Cluster: Downcounty Consortium, Wheaton

Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

	% Total	2010–2011 Enrollment = 763											
		% Gender		% Racial/Ethnic Composition*								Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		56.9	43.1	0.0	7.1	26.1	48.2	0.0	15.6	3.0	Grade 6	251	32.9
ESOL	8.5	4.7	3.8	0.0	1.3	0.7	6.3	0.0	0.1	0.1	Grade 7	270	35.4
FARMS	54.9	29.4	25.6	0.0	2.1	15.1	34.1	0.0	2.5	1.2	Grade 8	242	31.7
SPED	12.7	5.2	7.5	0.0	0.3	4.1	6.3	0.0	1.8	0.3	Total	763	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.1	27.8	3.1

Other Participation		School Programs	
Students now or have in the past received FARMS = 71.2%		Linkages to Learning	
Mobility Rate (Entrants + Withdrawals)** = 10.1%		Magnet School for Creative & Performing Arts	
Attendance Rate** = 95.1%		Learning and Academic Disabilities	
Suspension Rate** = 2.4%		Multidisciplinary Educational Training and Support (METS)	
		Positive Behavioral Interventions and Supports (PBIS)	
		Community Circles	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Not Met	Met	Met	Met	
African American	Not Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Not Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Not Met	Not Met	Met	Met	
LEP	Not Met	Not Met	na	na	
SPED	Not Met	Not Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.0	86.2	60.9	79.8	61.7	80.9
African American	63.2	88.5	46.3	81.2	61.7	83.9
Asian American	75.0	91.7	85.0	85.0	73.5	97.1
Hispanic	68.2	80.9	58.8	75.6	47.7	69.8
White	90.0	94.0	82.9	88.6	87.3	93.8
Female	75.5	88.4	66.9	86.5	64.7	85.5
Male	65.0	83.3	53.6	71.9	57.4	74.2
FARMS	62.0	80.4	52.7	70.6	46.3	71.1
LEP	42.9	28.5	27.8	44.4	11.2	38.9
SPED	25.9	63.0	32.3	55.8	24.2	75.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

A. Mario Loiederman Middle School - #787

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	55.4	81.4
African American	54.9	77.6
Asian American	77.1	84.6
Hispanic	40.1	78.9
White	79.7	89.7
Female	56.4	81.3
Male	54.0	81.5
ESOL	25.0	60.0
FARMS	39.3	73.7
SPED	26.5	77.8

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	25.0	0.0	1.6	12.5	60.9	79.7	20.3			
Supporting Services	17.6	0.0	14.7	29.4	38.2	70.6	29.4	213	94.4	5.6

Class Size/Staff Ratio	Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.1	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
Average Class Size (English) = 25.1	15.6	51.6	32.8
Average Class Size (Other) = 26.6			

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support						
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	1.250					
Asst School Administrator		Special Education	5.125					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
	1.000	Teacher Assistant						
		Media Assistant	1.000					
Administrative Total	4.000	Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	9.250					
Classroom	36.400	Other Support						
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	2.600	Secretary	2.750					
Alternative	1.000	Media Services Technician						
Reading/Literacy		Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	5.800	Lunch Hour Aide	1.061					
Resource Program	1.000	Other Support Total	7.811					
Teachers Total	55.600	Building Services						
Other Professional		Manager	1.000					
Counselor	3.500	Leader	1.000					
Media Specialist	1.000	Worker	4.000					
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000					
		Building Services Total	7.000					
Other Professional Total	5.200	Food Services	5.125					
Total Professional	64.800	Total Supporting Services	29.186					

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Montgomery Village Middle School - #557

Principal: Dr. Edgar E. Malker

19300 Watkins Mill Road Montgomery Village, MD 20886

Office Phone: (301) 840-4660

Community Supt: Mr. Adrian B. Talley

www.montgomeryschoolsmd.org/schools/mvms/

Fax Number: (301) 840-6388

School Hours: 7:55 - 2:40

Cluster: Watkins Mill

Feeder Schools: Stedwick, Watkins Mill, Whetstone

Receiving Schools: Watkins Mill

2010–2011 Enrollment = 616													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		46.3	53.7	0.5	8.3	36.4	37.7	0.0	12.7	4.5	Grade 6	181	29.4
ESOL	8.6	5.4	3.2	0.0	1.1	1.0	6.5	0.0	0.0	0.0	Grade 7	222	36.0
FARMS	53.6	25.3	28.2	0.0	2.4	21.3	26.6	0.0	1.5	1.8	Grade 8	213	34.6
SPED	15.3	5.4	9.9	0.2	1.0	6.5	5.5	0.0	1.5	0.6	Total	616	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	34.0	40.4	25.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 69.3%		Multidisciplinary Educational Training and Support (METS)	
Mobility Rate (Entrants + Withdrawals)** = 15.3%		Asperger's Program	
Attendance Rate** = 93.9%		Learning and Academic Disabilities	
Suspension Rate** = 4.5%		Learning for Independence	
		Middle School Reform Phase I	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Not Met	Met	Met	Met	
African American	Not Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Not Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Not Met	Met	Met	Met	
LEP	Not Met	Not Met	na	na	
SPED	Not Met	Not Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	55.6	81.8	59.8	75.1	60.0	84.1
African American	45.6	76.0	50.6	75.9	52.2	83.3
Asian American	71.4	85.7	80.0	85.0	85.7	78.5
Hispanic	50.0	81.7	56.8	65.4	52.5	81.9
White	88.2	97.1	83.3	95.8	83.7	91.9
Female	61.9	86.7	51.0	73.0	61.1	87.0
Male	49.6	77.1	67.8	77.1	58.9	81.0
FARMS	44.4	77.8	51.3	68.4	47.9	80.2
LEP	18.2	45.5	31.3	25.1	26.7	21.4
SPED	9.5	38.1	32.3	47.0	45.0	65.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Montgomery Village Middle School - #557

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	59.7	67.4
African American	57.3	58.9
Asian American	58.8	93.8
Hispanic	52.5	62.7
White	79.5	78.9
Female	65.5	65.7
Male	54.2	68.8
ESOL	15.8	
FARMS	48.8	61.8
SPED	25.9	60.0

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	25.5	0.0	5.5	3.6	65.5	72.7	27.3			
Supporting Services	22.5	2.5	7.5	17.5	50.0	67.5	32.5	153	94.8	5.2

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.5			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Average Class Size (English) = 23.9			14.5	41.8	43.6
Average Class Size (Other) = 24.6					

Staff Positions			Facilities Data					
Professional		Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Administrative		Instructional Support	1968	2003	15.1	0	0	
Principal	1.000	Paraeducators						
Assistant Principal	1.000	Regular	2.000					
Asst School Administrator	1.000	Special Education	9.124					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	13.999					
Classroom	23.000	Other Support						
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000					
Staff Development		School Financial Assistant	1.000					
ESOL	2.200	Secretary	2.500					
Alternative	1.000	Media Services Technician						
Reading/Literacy		Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	7.200	Lunch Hour Aide	0.875					
Resource Program	1.000	Other Support Total	7.375					
Teachers Total	46.400	Building Services						
		Manager	1.000					
Other Professional		Leader	1.000					
Counselor	3.000	Worker	5.500					
Media Specialist	1.000	Plant Equipment Operator	1.000					
Spec Ed Related Services	0.800							
Other Professional Total	4.800	Building Services Total	8.500					
Total Professional	54.200	Total Supporting Services	33.124	Food Services	3.250			

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Neelsville Middle School - #115

Principal: Ms. Dollye V. McClain

Community Supt: Mr. Adrian B. Talley

School Hours: 7:55 - 2:40

Feeder Schools: Daly, Fox Chapel, South Lake, Stedwick

11700 Neelsville Church Road Germantown, MD 20876

www.montgomeryschoolsmd.org/schools/neelsvillem/s/

Office Phone: (301) 353-8064

Fax Number: (301) 353-8094

Cluster: Clarksburg, Watkins Mill

Receiving Schools: Clarksburg, Watkins Mill

	% Total	2010–2011 Enrollment = 881											
		% Gender		% Racial/Ethnic Composition*								Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		49.5	50.5	0.2	10.2	36.3	36.0	0.2	12.6	4.4	Grade 6	298	33.8
ESOL	10.0	6.0	4.0	0.0	0.9	2.6	6.4	0.0	0.1	0.0	Grade 7	289	32.8
FARMS	55.8	28.0	27.8	0.0	3.4	22.6	26.2	0.1	2.2	1.4	Grade 8	294	33.4
SPED	10.9	3.5	7.4	0.0	0.2	4.4	4.5	0.0	1.4	0.3	Total	881	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.7	30.2	2.1
Other Participation		School Programs	
Students now or have in the past received FARMS = 69.1%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 15.3%		Identity	
Attendance Rate** = 94.5%		Multidisciplinary Educational Training and Support (METS)	
Suspension Rate** = 8.7%		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian American	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
LEP	Met	Met	Met	Met	Met
SPED	Met	Met	Met	Met	Met
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	69.2	86.4	71.2	86.5	59.0	82.5
African American	59.2	83.4	63.6	85.5	52.9	74.8
Asian American	100.0	100.0	93.5	87.1	85.4	95.1
Hispanic	63.8	83.8	65.2	83.0	45.2	82.5
White	88.9	93.4	84.0	94.0	76.0	88.0
Female	73.8	89.7	70.0	85.6	62.3	87.7
Male	64.9	83.5	72.4	87.5	55.6	77.1
FARMS	62.4	82.4	64.1	80.0	52.7	76.1
LEP	65.0	75.0	48.0	54.2	28.5	52.4
SPED	21.6	62.1	52.9	58.9	18.7	54.6

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Neelsville Middle School - #115

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	44.7	75.9
African American	38.5	74.6
Asian American	81.0	90.9
Hispanic	28.7	59.2
White	56.9	85.7
Female	48.3	74.7
Male	40.8	77.3
ESOL	25.0	66.7
FARMS	37.8	68.8
SPED	5.9	

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	27.9	0.0	4.4	1.5	66.2	73.5	26.5			
Supporting Services	27.3	0.0	12.1	21.2	39.4	75.8	24.2	205	95.1	4.9

Class Size/Staff Ratio			Years Experience of Professional Personnel		
			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 11.9			10.3	51.5	38.2
Average Class Size (English) = 21.2					
Average Class Size (Other) = 25.2					

Staff Positions			Facilities Data								
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms			
Administrative		Instructional Support		1981		29.2	0	0			
Principal	1.000	Paraeducators	1.250								
Assistant Principal	2.000	Regular									
Asst School Administrator		Special Education	6.310	Core Facility Teaching Stations							
Magnet/Special Program Coordinator		IT Systems Specialist	1.000	Total	Regular Education	Support Rooms	ESOL	Special/Alt Education			
Administrative Total	3.000	Teacher Assistant		45	38	0	3	4			
Teachers		Media Assistant	1.000								
Classroom	37.500	Instructional Data Assistant	0.875								
Resource/Team Leader/Content Specialist	8.000	Instructional Support Total	10.435	Capacity/Enrollment Projections							
Staff Development	0.800	Other Support		Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
ESOL	3.000	Administrative Secretary	1.000	897	897	865	847	864	904	958	980
Alternative	1.000	School Financial Assistant	1.000								
Reading/Literacy	1.000	Secretary	3.250								
Special Education:		Media Services Technician									
Classroom	7.400	Parent/Community Coord									
Resource Program	1.000	Security Assistant	2.000								
		Lunch Hour Aide	0.873								
		Other Support Total	8.123	School Personnel Costs							
Teachers Total	59.700	Building Services									
Other Professional		Manager	1.000	Professional Salaries							
Counselor	4.000	Leader	1.000	Supporting Services Salaries							
Media Specialist	1.000	Worker	5.500	Employee Benefits							
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000	Total Allocated Cost							
Other Professional Total	5.700	Building Services Total	8.500	\$8,699,221							
Total Professional	68.400	Total Supporting Services	30.058								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Newport Mill Middle School - #792

Principal: Ms. Panagiota K. Tsonis
 Community Supt: Ms. Bronda L. Mills
 School Hours: 7:55 - 2:40
 Feeder Schools: Highland, Oakland Terrace, Rock View

11311 Newport Mill Road Kensington, Maryland 20895
www.montgomeryschoolsmd.org/schools/newportmillms/
 Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

Office Phone: (301) 929-2244
 Fax Number: (301) 929-2274
 Cluster: Downcounty Consortium

2010–2011 Enrollment = 620													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.3	49.7	0.2	14.2	17.6	48.2	0.0	17.7	2.1	Grade 6	181	29.2
ESOL	4.8	2.1	2.7	0.0	1.5	0.6	2.6	0.0	0.2	0.0	Grade 7	213	34.4
FARMS	53.7	25.5	28.2	0.0	7.4	9.7	33.7	0.0	2.1	0.8	Grade 8	226	36.5
SPED	20.6	7.6	13.1	0.0	1.3	4.2	11.3	0.0	3.4	0.5	Total	620	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.0	4.7	20.3
Other Participation		School Programs	
Students now or have in the past received FARMS = 67.9%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 11.2%		Learning for Independence	
Attendance Rate** = 95.0%		Middle Years Programme	
Suspension Rate** = 1.1%		Middle School Reform Phase II	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Not Met	Met	na	na
SPED	Met	Met	Met	Met
Attendance Rate: Met				

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.6	89.8	72.0	84.5	71.6	81.8
African American	67.6	86.4	68.5	78.9	76.8	79.1
Asian American	88.0	88.0	86.2	96.5	87.5	91.7
Hispanic	71.6	87.4	66.0	79.1	62.1	77.3
White	94.8	100.0	81.0	95.2	89.2	96.4
Female	79.6	92.9	69.7	87.9	71.7	84.9
Male	75.5	86.7	74.0	81.6	71.6	79.3
FARMS	67.6	81.9	65.8	82.2	62.4	76.0
LEP	27.3	45.5	30.0	50.0	20.0	40.0
SPED	48.6	78.4	50.1	66.7	61.6	73.1

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Newport Mill Middle School - #792

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	65.1	91.1
African American	64.0	83.3
Asian American	82.1	95.7
Hispanic	55.7	89.0
White	89.3	100.0
Female	67.6	90.3
Male	62.9	91.8
ESOL	20.0	66.7
FARMS	55.2	90.0
SPED	29.7	90.0

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	24.2	0.0	6.5	8.1	61.3	77.4	22.6			
Supporting Services	28.9	0.0	13.2	26.3	31.6	73.7	26.3	163	97.5	2.5

Class Size/Staff Ratio			Years Experience of Professional Personnel		
			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 8.8			22.6	46.8	30.6
Average Class Size (English) = 22.0					
Average Class Size (Other) = 23.7					

Staff Positions			Facilities Data											
Professional		Supporting Services	Original Construction Date		Year Renovated/Modernized		Site Size in Acres		Joint Occupancy		Relocatable Classrooms			
Administrative		Instructional Support	1958		2002		8.4		0		0			
Principal	1.000	Paraeducators		0.500										
Assistant Principal	1.000	Regular												
Asst School Administrator	1.000	Special Education	10.187											
Magnet/Special Program Coordinator		IT Systems Specialist	1.000											
Administrative Total	3.000	Teacher Assistant												
		Media Assistant	1.000											
		Instructional Data Assistant	0.875											
Teachers		Instructional Support Total	13.562											
Classroom	27.000	Other Support												
Resource/Team Leader/Content Specialist	11.000	Administrative Secretary	1.000											
Staff Development	0.800	School Financial Assistant	1.000											
ESOL	1.200	Secretary	2.750											
Alternative	0.600	Media Services Technician												
Reading/Literacy	0.400	Parent/Community Coord												
Special Education:		Security Assistant	2.000											
Classroom	10.200	Lunch Hour Aide	0.875											
Resource Program	1.000	Other Support Total	7.625											
Teachers Total	52.200	Building Services												
Other Professional		Manager	1.000											
Counselor	3.000	Leader	1.000											
Media Specialist	1.000	Worker	3.000											
Spec Ed Related Services	1.200	Plant Equipment Operator	1.000											
Other Professional Total	5.200	Building Services Total	6.000											
Total Professional	60.400	Total Supporting Services	30.562	Professional Salaries								\$4,566,602		
				Supporting Services Salaries								\$1,186,528		
				Employee Benefits								\$1,566,487		
				Total Allocated Cost								\$7,319,617		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

North Bethesda Middle School - #413

Principal: Mr. Alton E. Sumner

Community Supt: Mr. Sean Bulson

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

	% Total	2010–2011 Enrollment = 800										Number	Percent		
		% Gender		% Racial/Ethnic Composition*											
		Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students		46.1	53.9	0.4	8.5	8.4	13.1	0.0	61.9	7.8	Grade 6	269	33.6		
ESOL	3.8	1.5	2.3	0.0	1.0	0.4	1.1	0.0	1.3	0.0	Grade 7	262	32.8		
FARMS	6.0	2.9	3.1	0.0	0.3	2.0	2.3	0.0	0.8	0.8	Grade 8	269	33.6		
SPED	11.4	2.3	9.1	0.0	0.6	1.0	2.0	0.0	7.3	0.5	Total	800			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.8	29.7	5.5

Other Participation		School Programs	
Students now or have in the past received FARMS = 11.0%		Gifted and Talented/Learning Disabled	
Mobility Rate (Entrants + Withdrawals)** = 7.6%		Learning and Academic Disabilities	
Attendance Rate** = 95.9%		Positive Behavioral Interventions and Supports (PBIS)	
Suspension Rate** = 1.7%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**					
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.3	94.1	95.0	98.1	88.3	96.6
African American	91.3	100.0	86.3	90.9	62.6	86.6
Asian American	96.8	87.1	96.6	100.0	100.0	100.0
Hispanic	73.9	91.3	82.2	96.4	78.7	93.9
White	95.5	94.9	97.7	98.9	89.4	97.1
Female	95.8	98.3	96.1	99.3	92.3	97.7
Male	91.1	90.3	93.7	96.8	84.7	95.6
FARMS	72.3	94.4	73.3	93.3	56.3	100.0
LEP	81.8	45.5				
SPED	72.7	73.9	76.2	95.2	51.3	83.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

North Bethesda Middle School - #413

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	85.2	97.7
African American	64.7	93.3
Asian American	93.9	97.9
Hispanic	79.4	93.1
White	85.9	98.8
Female	87.6	96.9
Male	83.0	98.5
ESOL	72.7	100.0
FARMS	62.5	83.3
SPED	47.4	95.0

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	16.9	0.0	6.8	0.0	76.3	71.2	28.8			
Supporting Services	24.1	0.0	20.7	17.2	37.9	75.9	24.1	174	96.0	4.0

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 13.4			% Less Than 5 Years		
Average Class Size (English) = 25.3			% 5–15 Years		
Average Class Size (Other) = 27.6			% More Than 15 Years		
			13.6		
			57.6		
			28.8		

Staff Positions			Facilities Data					
Professional		Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Administrative		Instructional Support	1955	1999	20.0	0	0	
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	0.500					
Asst School Administrator		Special Education	4.775					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	8.150					
Classroom	31.200	Other Support						
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	0.800	Secretary	2.250					
Alternative	0.400	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	1.500					
Classroom	4.800	Lunch Hour Aide	0.750					
Resource Program	1.000	Other Support Total	6.500					
Teachers Total	48.000	Building Services						
		Manager	1.000					
Other Professional		Leader	1.000					
Counselor	3.500	Worker	4.000					
Media Specialist	1.000	Plant Equipment Operator	1.000					
Spec Ed Related Services	0.400							
Other Professional Total	4.900	Building Services Total	7.000					
Total Professional	55.900	Total Supporting Services	24.650	Professional Salaries	\$4,232,129			
				Supporting Services Salaries	\$1,032,183			
				Employee Benefits	\$1,408,699			
				Total Allocated Cost	\$6,673,011			

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Parkland Middle School - #812

Principal: Dr. Benjamin T. OuYang

Community Supt: Mr. Sean Bulson

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/parklandm/

Office Phone: (301) 438-5700

Fax Number: (301) 460-2699

Cluster: Downcounty Consortium

Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

	% Total	2010–2011 Enrollment = 826											
		% Gender		% Racial/Ethnic Composition*								Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.5	54.5	0.1	15.7	24.3	45.2	0.0	12.5	2.2	Grade 6	266	32.2
ESOL	6.9	3.4	3.5	0.0	0.8	1.5	4.6	0.0	0.0	0.0	Grade 7	276	33.4
FARMS	50.6	24.6	26.0	0.1	4.1	13.2	31.4	0.0	1.6	0.2	Grade 8	284	34.4
SPED	11.1	3.5	7.6	0.1	0.8	1.9	6.5	0.0	1.6	0.1	Total	826	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.4	23.9	8.7

Other Participation		School Programs	
Students now or have in the past received FARMS = 66.1%		Multidisciplinary Educational Training and Support (METS)	
Mobility Rate (Entrants + Withdrawals)** = 5.8%		Linkages to Learning	
Attendance Rate** = 96.0%		Learning and Academic Disabilities	
Suspension Rate** = 6.0%		School/Community-Based	
		Magnet School for Aerospace Technology and Advanced Mathematics	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.8	90.9	69.8	84.4	71.9	88.5
African American	77.4	95.2	63.5	89.1	65.8	88.6
Asian American	100.0	97.8	87.2	85.1	88.6	94.3
Hispanic	74.6	83.6	64.1	79.5	59.5	81.7
White	95.3	97.7	80.6	91.7	94.0	97.0
Female	81.1	88.8	66.7	85.3	65.6	86.0
Male	83.9	92.3	72.6	83.5	76.1	90.4
FARMS	74.4	86.5	61.7	80.2	51.9	78.0
LEP	35.7	35.7	50.0	33.3	7.7	38.5
SPED	61.5	73.1	55.5	63.9	58.1	83.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Parkland Middle School - #812

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	58.5	90.7
African American	47.4	91.4
Asian American	72.2	90.5
Hispanic	46.2	87.5
White	87.9	96.4
Female	53.7	93.0
Male	61.8	88.9
ESOL	0.0	
FARMS	34.4	88.2
SPED	28.1	62.5

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	19.7	0.0	8.5	5.6	66.2	74.6	25.4			
Supporting Services	16.2	0.0	21.6	29.7	32.4	64.9	35.1	206	96.1	3.9

Class Size/Staff Ratio	Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 10.9 Average Class Size (English) = 25.6 Average Class Size (Other) = 27.5	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
	28.2	36.6	35.2

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support		1963	2007	9.2	0	0
Principal	1.000	Paraeducators	2.000					
Assistant Principal	2.000	Regular	8.133					
Asst School Administrator		Special Education						
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
1.000		Teacher Assistant						
1.000		Media Assistant	1.000					
Administrative Total	4.000	Instructional Data Assistant	0.875					
Teachers		Instructional Support Total		13.008				
Classroom	35.600	Other Support						
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	2.400	Secretary	2.750					
Alternative	1.000	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	9.000	Lunch Hour Aide	1.000					
Resource Program	1.000	Other Support Total		7.750				
Teachers Total	58.800	Building Services						
Other Professional		Manager	1.000					
Counselor	3.500	Leader	1.000					
Media Specialist	1.000	Worker	5.000					
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000					
		Building Services Total		8.000				
Other Professional Total	5.300	Food Services	4.375					
Total Professional	68.100	Total Supporting Services	33.133					
Core Facility Teaching Stations								
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education				
45	39	0	2	4				
Capacity/Enrollment Projections								
Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
898	898	806	773	745	764	805	853	
School Personnel Costs								
Professional Salaries						\$5,177,906		
Supporting Services Salaries						\$1,301,757		
Employee Benefits						\$1,746,352		
Total Allocated Cost						\$8,226,015		

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rosa M. Parks Middle School - #155

Principal: Dr. Donna Redmond Jones

Community Supt: Dr. Ursula A. Hermann

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

	% Total	2010–2011 Enrollment = 911											
		% Gender		% Racial/Ethnic Composition*								Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.0	52.0	0.1	9.0	13.2	9.4	0.0	63.4	4.8	Grade 6	293	32.2
ESOL	0.2	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	Grade 7	317	34.8
FARMS	7.9	4.0	4.0	0.0	0.5	3.5	2.4	0.0	1.3	0.1	Grade 8	301	33.0
SPED	9.8	3.7	6.0	0.0	0.2	2.1	1.3	0.0	5.8	0.3	Total	911	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.4	32.6	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 13.8%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 3.9%		Infants and Toddlers	
Attendance Rate** = 95.8%			
Suspension Rate** = 1.0%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.8	96.7	91.3	92.0	82.9	90.6
African American	83.8	94.6	73.9	87.0	63.3	87.1
Asian American	100.0	100.0	100.0	92.8	92.4	92.3
Hispanic	81.8	100.0	76.5	64.7	80.8	76.9
White	91.8	96.3	95.2	95.2	85.3	92.6
Female	92.7	97.5	91.8	93.3	86.6	94.7
Male	88.4	95.7	91.0	90.9	78.9	86.1
FARMS	81.3	100.1	76.9	77.0	59.4	71.9
LEP						
SPED	54.9	83.9	62.2	64.8	33.3	56.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rosa M. Parks Middle School - #155

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	70.8	94.4
African American	61.3	85.7
Asian American	92.9	100.0
Hispanic	50.0	100.0
White	73.1	94.6
Female	72.8	92.6
Male	68.6	96.1
ESOL		
FARMS	38.7	90.9
SPED	12.2	83.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	19.0	0.0	0.0	3.2	77.8	71.4	28.6			
Supporting Services	16.1	0.0	3.2	19.4	61.3	74.2	25.8	187	89.3	10.7

Class Size/Staff Ratio		Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 13.6		% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Average Class Size (English) = 25.6				
Average Class Size (Other) = 28.7		14.3	38.1	47.6

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support						
Principal	1.000	Paraeducators	0.250					
Assistant Principal	2.000	Regular						
Asst School Administrator		Special Education	4.525					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	7.650					
Classroom	38.300	Other Support						
Resource/Team Leader/Content Specialist	9.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL		Secretary	3.250					
Alternative	0.600	Media Services Technician						
Reading/Literacy		Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	5.400	Lunch Hour Aide	0.750					
Resource Program	1.000	Other Support Total	8.000					
Teachers Total	55.100	Building Services						
Other Professional		Manager	1.000					
Counselor	4.000	Leader	1.000					
Media Specialist	1.000	Worker	5.000					
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000					
Other Professional Total	5.500	Building Services Total	8.000					
Total Professional	63.600	Food Services	2.875					
		Total Supporting Services	26.525					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

John Poole Middle School - #247

Principal: Ms. Charlotte W. Boucher

Community Supt: Dr. LaVerne G. Kimball

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

	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Grade 6	Number	Percent
		51.5	48.5	0.0	2.3	5.9	9.6	0.0	76.3	5.9	Grade 6	127	35.8
All Students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Grade 7	125	35.2
ESOL	14.4	7.3	7.0	0.0	0.3	3.9	2.0	0.0	6.5	1.7	Grade 8	103	29.0
FARMS	10.7	4.2	6.5	0.0	0.3	1.7	0.8	0.0	7.6	0.3	Total	355	
SPED													

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.7	5.3	0.0
Other Participation		School Programs	
Students now or have in the past received FARMS = 24.5%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 6.1%		Positive Behavioral Interventions and Supports (PBIS)	
Attendance Rate** = 95.2%			
Suspension Rate** = 6.5%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	na	na	na	na	
Hispanic	Met	Met	na	na	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**					
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.6	95.0	92.3	95.1	80.3	92.0
African American	81.8	91.0	75.0	75.0	30.0	100.0
Asian American						
Hispanic	77.7	88.8	83.4	83.3	71.5	100.0
White	88.8	96.0	94.4	97.7	84.8	90.8
Female	88.9	95.2	87.8	94.7	71.4	95.3
Male	86.3	94.8	97.8	95.7	87.9	89.4
FARMS	70.5	77.8	57.1	71.4	28.5	78.6
LEP						
SPED	55.6	77.8	90.9	90.0	55.5	88.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

John Poole Middle School - #247

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	73.4	97.4
African American	27.3	
Asian American		
Hispanic	71.4	100.0
White	77.5	98.6
Female	73.0	95.2
Male	73.7	100.0
ESOL		
FARMS	33.3	80.0
SPED	30.0	

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	2.9	0.0	0.0	8.8	88.2	79.4	20.6			
Supporting Services	14.3	0.0	4.8	4.8	76.2	81.0	19.0	81	100.0	0.0

Class Size/Staff Ratio	Years Experience of Professional Personnel		
	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 10.8	2.9	44.1	52.9
Average Class Size (English) = 25.3			
Average Class Size (Other) = 25.4			

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support		1997		20.5	0	0
Principal	1.000	Paraeducators						
Assistant Principal	1.000	Regular	0.374					
Asst School Administrator		Special Education	2.562					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
		Teacher Assistant						
		Media Assistant	1.000					
Administrative Total	2.000	Instructional Data Assistant	0.875					
Teachers		Instructional Support Total		5.811				
Classroom	14.600	Other Support						
Resource/Team Leader/Content Specialist	5.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL		Secretary	2.000					
Alternative	0.400	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	1.000					
Classroom	2.800	Lunch Hour Aide	0.624					
Resource Program	1.000	Other Support Total	5.624					
Teachers Total	25.600	Building Services						
Other Professional		Manager	1.000					
Counselor	1.500	Leader	1.000					
Media Specialist	1.000	Worker	2.000					
Spec Ed Related Services	0.300	Plant Equipment Operator	1.000					
		Building Services Total	5.000					
Other Professional Total	2.800	Food Services	1.750					
Total Professional	30.400	Total Supporting Services	18.185					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Thomas W. Pyle Middle School - #428

Principal: Ms. Jennifer L. Webster

Community Supt: Mr. Sean Bulson

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

2010–2011 Enrollment = 1,291													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		49.4	50.6	0.0	9.5	2.2	7.4	0.0	75.0	6.0	Grade 6	451	34.9
ESOL	4.2	1.7	2.5	0.0	1.5	0.0	0.9	0.0	1.8	0.1	Grade 7	429	33.2
FARMS	0.9	0.4	0.5	0.0	0.2	0.2	0.2	0.0	0.3	0.0	Grade 8	411	31.8
SPED	8.8	3.1	5.7	0.0	0.7	0.4	0.5	0.0	6.7	0.5	Total	1,291	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.8	16.8	4.4

Other Participation		School Programs	
Students now or have in the past received FARMS = 2.8%		Emotional Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 3.1%		Learning and Academic Disabilities	
Attendance Rate** = 96.0%			
Suspension Rate** = 3.2%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	na	na	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	na	na	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	97.4	97.7	96.3	98.3	89.4	95.6
African American	84.7	84.6	82.3	94.1	47.7	71.4
Asian American	100.0	100.0	97.7	97.7	96.7	96.6
Hispanic	100.0	95.8	85.7	95.2	74.3	82.9
White	97.4	97.9	97.5	98.8	92.1	98.1
Female	97.0	97.5	97.1	100.0	90.5	97.4
Male	97.8	97.8	95.6	96.6	88.6	94.1
FARMS	71.4	57.2	50.0	87.5	45.5	63.6
LEP	90.0	100.0	84.7	92.3	77.0	58.4
SPED	75.0	75.0	78.9	82.1	50.9	78.2

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Thomas W. Pyle Middle School - #428

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	74.9	99.7
African American	28.6	100.0
Asian American	86.4	100.0
Hispanic	50.0	100.0
White	78.3	99.7
Female	71.9	100.0
Male	77.6	99.5
ESOL	32.0	100.0
FARMS	36.4	
SPED	35.1	100.0

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	0.0	3.1	1.0	89.8	73.5	26.5			
Supporting Services	17.9	0.0	15.4	20.5	46.2	79.5	20.5	281	98.2	1.8

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 12.9			% Less Than 5 Years		
Average Class Size (English)	24.0		5 Years	% 5–15 Years	% More Than 15 Years
Average Class Size (Other)	26.9		8.2	45.9	45.9

Staff Positions			Facilities Data					
Professional								
Administrative			Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Principal	1.000	Paraeducators	1962	1993	14.3	0	0	
Assistant Principal	2.000	Regular	0.750					
Asst School Administrator	1.000	Special Education	8.437					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	4.000	Teacher Assistant						
Teachers			Media Assistant	1.500				
Classroom	56.400	Instructional Data Assistant	1.000					
Resource/Team Leader/Content Specialist	10.000	Instructional Support Total	12.687					
Staff Development	0.800	Core Facility Teaching Stations						
ESOL	1.800	Other Support	Total	Regular Education	Support Rooms	ESOL	Special/Alt Education	
Alternative	0.400	Administrative Secretary	63	56	0	1	6	
Reading/Literacy	1.000	School Financial Assistant						
Special Education:		Secretary	1.000					
Classroom	8.800	Media Services Technician	3.500					
Resource Program	2.000	Parent/Community Coord						
Teachers Total	81.200	Security Assistant	2.000					
Other Professional			Lunch Hour Aide	0.750				
Counselor	5.500	Other Support Total	8.250					
Media Specialist	1.000	Building Services						
Spec Ed Related Services	0.600	Manager	1.000					
Other Professional Total	7.100	Leader	1.000					
Total Professional	92.300	Worker	5.500					
		Plant Equipment Operator	1.000					
		Building Services Total	8.500					
		Food Services	3.750					
		Total Allocated Cost						\$11,964,529

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Redland Middle School - #562

Principal: Mr. Robert Sinclair, Jr.

Community Supt: Mr. Adrian B. Talley

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

2010–2011 Enrollment = 564													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Grade 6	Number	Percent
All Students		50.4	49.6	0.5	13.5	21.1	29.3	0.0	31.7	3.9	Grade 6	182	32.3
ESOL	5.1	2.3	2.8	0.0	0.4	0.5	4.1	0.0	0.2	0.0	Grade 7	185	32.8
FARMS	38.1	19.9	18.3	0.0	3.4	11.7	20.6	0.0	1.6	0.9	Grade 8	197	34.9
SPED	11.9	4.6	7.3	0.2	0.4	2.7	4.3	0.0	4.3	0.2	Total	564	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.1	25.4	1.5
Other Participation		School Programs	
Students now or have in the past received FARMS = 51.1%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 11.6%		Multidisciplinary Educational Training and Support (METS)	
Attendance Rate** = 95.5%		Positive Behavioral Interventions and Supports (PBIS)	
Suspension Rate** = 3.2%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Not Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Not Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.7	86.0	71.0	87.4	70.9	89.0
African American	64.1	66.7	53.3	82.2	40.0	80.0
Asian American	97.3	100.0	87.5	91.6	90.9	95.5
Hispanic	51.1	79.1	55.3	80.3	58.5	77.3
White	93.1	94.8	90.0	95.7	85.9	98.7
Female	75.8	87.4	74.1	89.9	68.2	90.9
Male	79.7	84.5	68.5	85.2	73.7	87.1
FARMS	62.3	72.4	44.7	73.7	48.5	76.5
LEP	22.2	100.0	17.6	70.6	0.0	20.0
SPED	44.5	72.2	53.8	69.3	19.0	61.9

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Redland Middle School - #562

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	71.7	84.7
African American	54.5	66.7
Asian American	90.9	96.3
Hispanic	51.8	69.4
White	84.8	93.7
Female	69.7	86.8
Male	73.7	82.9
ESOL	0.0	
FARMS	45.7	70.0
SPED	20.0	66.7

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.8	0.0	5.9	9.8	76.5	72.5	27.5			
Supporting Services	21.4	3.6	25.0	14.3	35.7	64.3	35.7	150	94.7	5.3

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 10.6			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Average Class Size (English) = 23.2			13.7	47.1	39.2
Average Class Size (Other) = 24.5					

Staff Positions			Facilities Data					
Professional	Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Administrative	Instructional Support		1971		20.6	0	10	
Principal	1.000	Paraeducators	1.125					
Assistant Principal	1.000	Regular						
Asst School Administrator	1.000	Special Education	4.000					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers	Instructional Support Total		8.000					
Classroom	24.200	Other Support						
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	1.800	Secretary	2.000					
Alternative	0.800	Media Services Technician						
Reading/Literacy	1.000	Parent/Community Coord						
Special Education:		Security Assistant	1.000					
Classroom	3.800	Lunch Hour Aide	0.875					
Resource Program	1.000							
	Other Support Total		5.875					
Teachers Total	41.400	Building Services						
Other Professional		Manager	1.000					
Counselor	2.500	Leader	1.000					
Media Specialist	1.000	Worker	3.500					
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000					
Other Professional Total	4.100	Food Services	3.000					
Total Professional	48.500	Total Supporting Services	23.375					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Ridgeview Middle School - #105

Principal: Dr. Carol K. LeVine

Community Supt: Dr. LaVerne G. Kimball

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: (301) 840-4770

Fax Number: (301) 840-4679

Cluster: Quince Orchard

Receiving Schools: Quince Orchard

2010–2011 Enrollment = 681													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Grade 6	Number	Percent
All Students		51.7	48.3	0.0	14.8	14.1	19.5	0.0	46.3	5.3	Grade 6	229	33.6
ESOL	4.0	1.8	2.2	0.0	0.9	0.7	2.1	0.0	0.3	0.0	Grade 7	228	33.5
FARMS	22.0	11.3	10.7	0.0	2.2	6.0	11.6	0.0	1.6	0.6	Grade 8	224	32.9
SPED	7.9	2.8	5.1	0.0	0.6	1.2	2.2	0.0	3.2	0.7	Total	681	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	100.0	0.0	0.0
Other Participation		School Programs	
Students now or have in the past received FARMS = 32.7%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 9.8%		Positive Behavioral Interventions and Supports (PBIS)	
Attendance Rate** = 95.3%			
Suspension Rate** = 3.6%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Not Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Not Met	Met	na	na	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.2	93.4	82.1	93.8	78.1	90.5
African American	59.0	79.5	70.4	93.2	42.4	72.7
Asian American	97.4	94.9	88.9	88.9	93.3	95.5
Hispanic	62.5	90.7	65.0	87.5	55.0	82.5
White	95.1	99.0	91.3	98.1	88.8	95.5
Female	89.5	97.3	78.7	94.4	78.7	93.4
Male	78.2	89.1	85.3	93.1	77.7	87.7
FARMS	56.0	80.0	59.6	82.7	47.0	68.6
LEP	50.0	33.3			40.0	60.0
SPED	68.8	87.6	52.9	82.4	33.4	62.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Ridgeview Middle School - #105

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	75.2	92.7
African American	48.5	84.2
Asian American	86.7	100.0
Hispanic	43.9	90.9
White	87.4	92.1
Female	78.2	91.6
Male	72.3	93.8
ESOL	0.0	
FARMS	40.7	87.0
SPED	20.0	

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.1	0.0	7.4	5.6	75.9	77.8	22.2			
Supporting Services	26.7	0.0	20.0	3.3	50.0	73.3	26.7	157	95.5	4.5

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 12.2			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Average Class Size (English) = 24.5			20.4	44.4	35.2
Average Class Size (Other) = 26.5					

Staff Positions			Facilities Data					
Professional			Supporting Services					
Administrative		Instructional Support	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Principal	1.000	Paraeducators	1975		20.0	0	0	
Assistant Principal	2.000	Regular						
Asst School Administrator		Special Education	4.375					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
Teachers		Media Assistant	1.000					
Classroom	27.600	Instructional Data Assistant	0.875					
Resource/Team Leader/Content Specialist	9.000	Instructional Support Total	7.750					
Staff Development	0.800	Other Support						
ESOL	0.800	Administrative Secretary	1.000					
Alternative	0.600	School Financial Assistant	1.000					
Reading/Literacy	1.000	Secretary	2.750					
Special Education:		Media Services Technician						
Classroom	4.200	Parent/Community Coord						
Resource Program	1.000	Security Assistant	2.000					
Teachers Total	45.000	Lunch Hour Aide	1.000					
Other Professional		Other Support Total	7.750					
Counselor	3.000	Building Services						
Media Specialist	1.000	Manager	1.000					
Spec Ed Related Services	0.400	Leader	1.000					
Other Professional Total	4.400	Worker	4.500					
Total Professional	52.400	Building Services Total	7.500					
		Food Services	2.563					
Total Supporting Services			25.563	Total Allocated Cost				
\$6,752,233								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rocky Hill Middle School - #707

Principal: Mr. Stephen C. Whiting

Community Supt: Mr. Adrian B. Talley

School Hours: 7:55 - 2:40

Feeder Schools: Cedar Grove, Clarksburg, Gibbs, Little Bennett

22401 Brick Haven Way Clarksburg, MD 20871

www.montgomeryschoolsmd.org/schools/rockyhillms/

Office Phone: (301) 353-8282

Fax Number: (301) 601-3197

Cluster: Clarksburg, Damascus

Receiving Schools: Clarksburg, Damascus

2010–2011 Enrollment = 1,049													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.0	53.0	0.1	23.2	21.3	15.8	0.1	35.4	4.2	Grade 6	317	30.2
ESOL	1.8	1.0	0.9	0.0	0.7	0.3	0.8	0.0	0.1	0.0	Grade 7	322	30.7
FARMS	19.6	8.9	10.8	0.1	2.5	8.5	5.7	0.0	2.2	0.7	Grade 8	410	39.1
SPED	8.6	1.7	6.9	0.0	0.9	2.7	2.4	0.0	2.5	0.2	Total	1,049	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.1	7.8	11.1

Other Participation		School Programs	
Students now or have in the past received FARMS = 31.6%		Emotional Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 8.5%		Learning and Academic Disabilities	
Attendance Rate** = 95.4%		Positive Behavioral Interventions and Supports (PBIS)	
Suspension Rate** = 5.3%			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Not Met	Met	na	na	
SPED	Not Met	Not Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.1	90.3	81.0	89.9	71.1	86.0
African American	59.3	77.9	64.9	85.1	44.7	73.1
Asian American	86.0	96.8	92.2	94.8	84.8	93.7
Hispanic	69.4	88.0	63.7	75.5	52.6	75.4
White	83.9	94.2	90.4	95.0	81.3	91.2
Female	79.4	94.8	83.6	93.6	73.1	88.1
Male	75.3	86.6	78.9	86.7	69.3	84.3
FARMS	55.5	79.2	60.0	73.6	48.6	68.9
LEP			45.5	36.4	0.0	80.0
SPED	30.3	54.6	42.9	58.8	26.4	56.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Rocky Hill Middle School - #707

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	63.4	94.4
African American	33.3	85.2
Asian American	81.3	97.2
Hispanic	40.3	87.1
White	74.6	96.3
Female	67.4	93.8
Male	59.8	94.9
ESOL	12.5	
FARMS	32.0	86.2
SPED	10.0	83.3

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.2	1.2	1.2	2.4	87.1	68.2	31.8			
Supporting Services	12.5	0.0	5.0	10.0	72.5	75.0	25.0	250	97.6	2.4

Class Size/Staff Ratio			Years Experience of Professional Personnel		
			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 11.5					
Average Class Size (English) = 20.3			4.7	43.5	51.8
Average Class Size (Other) = 24.4					

Staff Positions			Facilities Data					
Professional		Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Administrative		Instructional Support						
Principal	1.000	Paraeducators	0.625					
Assistant Principal	2.000	Regular						
Asst School Administrator	1.000	Special Education	8.748					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	4.000	Teacher Assistant						
		Media Assistant	1.500					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	12.748					
Classroom	51.200	Other Support						
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	0.600	Secretary	3.250					
Alternative	0.600	Media Services Technician						
Reading/Literacy		Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	9.700	Lunch Hour Aide	1.000					
Resource Program	2.000							
		Other Support Total	8.250					
Teachers Total	72.900	Building Services						
Other Professional		Manager	1.000					
Counselor	5.000	Leader	1.000					
Media Specialist	1.000	Worker	5.500					
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000					
Other Professional Total	6.500	Building Services Total	8.500					
Total Professional	83.400	Food Services	4.125					
		Total Supporting Services	33.623					

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Shady Grove Middle School - #521

Principal: Mr. Edward K. Owusu

Community Supt: Mr. Adrian B. Talley

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

	% Total	2010–2011 Enrollment = 585											
		% Gender		% Racial/Ethnic Composition*								Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		44.8	55.2	0.2	17.4	21.0	30.6	0.2	26.3	4.3	Grade 6	176	30.1
ESOL	5.1	2.7	2.4	0.0	1.0	0.7	2.7	0.0	0.7	0.0	Grade 7	208	35.6
FARMS	35.4	15.9	19.5	0.0	4.3	9.9	17.8	0.0	2.6	0.9	Grade 8	201	34.4
SPED	11.1	4.1	7.0	0.0	1.0	5.0	3.1	0.0	2.1	0.0	Total	585	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.9	40.0	3.1
Other Participation		School Programs	
Students now or have in the past received FARMS = 47.4%		Emotional Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 10.3%		Learning and Academic Disabilities	
Attendance Rate** = 95.8%		Middle School Reform Phase II	
Suspension Rate** = 4.3%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**					
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.3	89.7	82.3	88.3	84.0	86.8
African American	66.7	86.3	71.8	78.3	71.1	73.3
Asian American	90.7	90.6	85.7	94.3	91.9	97.3
Hispanic	77.0	83.6	73.6	84.9	77.6	79.3
White	91.4	98.3	98.1	96.3	93.1	95.9
Female	80.7	92.0	84.5	94.0	84.4	90.8
Male	80.0	87.8	80.6	83.5	83.6	82.7
FARMS	64.4	77.7	65.6	73.5	63.5	69.9
LEP	66.7	66.7	66.7	50.0		
SPED	39.1	73.9	40.9	54.5	52.2	56.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Shady Grove Middle School - #521

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	72.7	96.9
African American	48.9	94.3
Asian American	92.1	94.1
Hispanic	67.2	97.8
White	82.2	100.0
Female	77.5	97.7
Male	67.6	95.9
ESOL		
FARMS	45.6	97.6
SPED	28.0	80.0

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	19.6	1.8	3.6	1.8	73.2	78.6	21.4			
Supporting Services	40.0	0.0	16.7	20.0	23.3	60.0	40.0	131	96.2	3.8

Class Size/Staff Ratio			Years Experience of Professional Personnel		
			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 10.0			17.9	55.4	26.8
Average Class Size (English) = 25.3					
Average Class Size (Other) = 26.0					

Staff Positions			Facilities Data									
Professional		Supporting Services	Original Construction Date		Year Renovated/Modernized		Site Size in Acres		Joint Occupancy		Relocatable Classrooms	
Administrative		Instructional Support	1995		1999		20.0		0		0	
Principal	1.000	Paraeducators	0.375									
Assistant Principal	1.000	Regular										
Asst School Administrator	1.000	Special Education	6.685									
Magnet/Special Program Coordinator		IT Systems Specialist	1.000									
Administrative Total	3.000	Teacher Assistant										
		Media Assistant	1.000									
		Instructional Data Assistant	0.875									
Teachers		Instructional Support Total	9.935									
Classroom	22.200	Other Support										
Resource/Team Leader/Content Specialist	11.000	Administrative Secretary	1.000									
Staff Development	0.600	School Financial Assistant	1.000									
ESOL	0.600	Secretary	2.000									
Alternative	0.600	Media Services Technician										
Reading/Literacy	0.400	Parent/Community Coord										
Special Education:		Security Assistant	1.000									
Classroom	7.300	Lunch Hour Aide	0.749									
Resource Program	2.000	Other Support Total	5.749									
Teachers Total	44.700	Building Services										
		Manager	1.000									
Other Professional		Leader	1.000									
Counselor	2.500	Worker	4.500									
Media Specialist	1.000	Plant Equipment Operator	1.000									
Spec Ed Related Services	0.500											
Other Professional Total	4.000	Building Services Total	7.500									
Total Professional	51.700	Total Supporting Services	26.059									
Capacity/Enrollment Projections												
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17					
897	897	590	574	605	587	606	635					
School Personnel Costs												
Professional Salaries												\$3,898,686
Supporting Services Salaries												\$1,070,566
Employee Benefits												\$1,357,694
Total Allocated Cost												\$6,326,946

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Silver Spring International Middle School - #647

Principal: Mr. John W. Haas, Acting

Community Supt: Ms. Bronda L. Mills

School Hours: 7:55 - 2:40

Feeder Schools: Forest Knolls, Highland View, Sligo Creek, Rolling Terrace

313 Wayne Avenue Silver Spring, MD 20910

www.montgomeryschoolsmd.org/schools/ssims/

Office Phone: (301) 650-6544

Fax Number: (301) 562-5244

Cluster: Downcounty Consortium

Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

	% Total	2010–2011 Enrollment = 775											
		% Gender		% Racial/Ethnic Composition*								Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		52.1	47.9	0.0	6.3	29.9	35.1	0.0	25.9	2.7	Grade 6	277	35.7
ESOL	8.3	4.6	3.6	0.0	0.4	2.6	5.2	0.0	0.0	0.1	Grade 7	232	29.9
FARMS	43.4	24.0	19.4	0.0	1.9	17.3	22.7	0.0	0.8	0.6	Grade 8	266	34.3
SPED	10.6	4.4	6.2	0.0	0.0	3.6	5.5	0.0	1.3	0.1	Total	775	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.0	22.0	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 58.7%		Partial French Immersion/Spanish Immersion	
Mobility Rate (Entrants + Withdrawals)** = 11.3%		Linkages to Learning	
Attendance Rate** = 96.0%		Learning and Academic Disabilities	
Suspension Rate** = 1.7%		Middle Years Programme	
		Middle School Reform Phase II	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	Met
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.7	87.3	82.4	85.9	70.0	83.4
African American	83.1	84.6	78.3	78.3	68.0	80.0
Asian American	100.0	100.0	95.0	95.0	71.5	78.6
Hispanic	73.8	77.4	72.1	80.3	55.3	77.6
White	95.3	98.5	95.9	98.6	98.2	98.2
Female	89.1	89.1	86.3	87.1	69.8	87.8
Male	80.2	85.4	78.0	84.5	70.1	80.0
FARMS	75.5	78.2	73.6	75.4	55.6	76.1
LEP	68.8	75.0	62.5	50.0	16.7	33.3
SPED	55.5	70.4	55.9	55.9	55.2	68.9

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Silver Spring International Middle School - #647

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	63.1	68.8
African American	61.8	69.0
Asian American	62.5	76.5
Hispanic	50.5	50.5
White	86.0	96.7
Female	58.3	69.3
Male	66.7	68.5
ESOL	38.9	35.7
FARMS	52.5	55.5
SPED	48.3	45.5

Class Size/Staff Ratio	Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.4	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
Average Class Size (English) = 23.8	22.7	42.4	34.8
Average Class Size (Other) = 26.0			

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Sligo Middle School - #778

Principal: Mr. Richard J. Rhodes

Community Supt: Ms. Bronda L. Mills

School Hours: 7:55 - 2:40

Feeder Schools: Glen Haven, Highland, Oakland Terrace, Woodlin

1401 Dennis Avenue Silver Spring, MD 20902

www.montgomeryschoolsmd.org/schools/sligrams/

Office Phone: (301) 649-8121

Fax Number: (301) 649-8145

Cluster: Downcounty Consortium

Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2010–2011 Enrollment = 482													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.5	51.5	0.2	8.7	26.3	39.6	0.0	23.7	1.5	Grade 6	135	28.0
ESOL	7.3	3.7	3.5	0.0	0.2	0.6	6.4	0.0	0.0	0.0	Grade 7	163	33.8
FARMS	50.6	23.4	27.2	0.0	4.8	14.3	29.5	0.0	2.1	0.0	Grade 8	184	38.2
SPED	16.8	6.2	10.6	0.0	1.2	3.9	7.7	0.0	3.7	0.2	Total	482	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.5	7.4	16.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 65.8%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 14.8%		School/Community-Based	
Attendance Rate** = 94.6%		Infants and Toddlers	
Suspension Rate** = 7.1%		Multidisciplinary Educational Training and Support (METS)	
		Middle School Reform Phase I	
		Positive Behavioral Interventions and Supports (PBIS)	
		Oakland Terrace ES Satellite Campus	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	na	na	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.9	84.0	70.3	82.2	62.4	80.9
African American	77.5	83.7	61.4	80.0	58.6	81.8
Asian American	88.9	100.0	90.9	90.9	83.3	82.4
Hispanic	61.5	70.5	57.8	68.7	46.3	72.3
White	93.6	95.8	88.6	100.0	97.4	100.0
Female	74.6	88.4	72.3	82.9	59.1	88.2
Male	80.5	80.5	68.5	81.4	64.9	75.0
FARMS	69.8	75.9	59.6	74.1	51.3	72.4
LEP	40.0	54.5	38.9	46.2	26.7	30.0
SPED	58.3	58.3	50.0	54.2	34.5	62.1

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Sligo Middle School - #778

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	59.2	73.9
African American	52.6	60.0
Asian American	72.2	95.2
Hispanic	46.9	61.3
White	92.5	94.9
Female	61.3	72.4
Male	57.6	75.3
ESOL	6.7	
FARMS	43.4	68.4
SPED	27.3	35.7

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	27.3	0.0	1.8	1.8	69.1	74.5	25.5			
Supporting Services	37.8	0.0	10.8	29.7	21.6	64.9	35.1	148	91.9	8.1

Class Size/Staff Ratio			Years Experience of Professional Personnel		
			% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 7.7			23.6	45.5	30.9
Average Class Size (English) = 21.3					
Average Class Size (Other) = 20.8					

Staff Positions			Facilities Data					
Professional		Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Administrative		Instructional Support	1959	1991	21.7	0	0	
Principal	1.000	Paraeducators						
Assistant Principal	1.000	Regular	1.125					
Asst School Administrator	1.000	Special Education	8.250					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	12.250					
Classroom	22.200	Other Support						
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000					
Staff Development	1.000	School Financial Assistant	1.000					
ESOL	2.000	Secretary	2.000					
Alternative	0.800	Media Services Technician						
Reading/Literacy		Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	7.000	Lunch Hour Aide	0.875					
Resource Program	1.000	Other Support Total	6.875					
Teachers Total	46.000	Building Services						
Other Professional		Manager	1.000					
Counselor	2.500	Leader	1.000					
Media Specialist	1.000	Worker	5.000					
Spec Ed Related Services	1.000	Plant Equipment Operator	1.000					
Other Professional Total	4.500	Building Services Total	8.000					
Total Professional	53.500	Total Supporting Services	30.312					
Capacity/Enrollment Projections								
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	
754	924	486	507	557	591	663	692	
School Personnel Costs								
Professional Salaries								\$3,985,553
Supporting Services Salaries								\$1,227,742
Employee Benefits								\$1,440,517
Total Allocated Cost								\$6,653,812

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Takoma Park Middle School - #755

Principal: Mrs. Renay C. Johnson
 Community Supt: Ms. Bronda L. Mills
 School Hours: 7:55 - 2:40
 Feeder Schools: East Silver Spring, Piney Branch, Takoma Park

7611 Piney Branch Road Silver Spring, MD 20910
www.montgomeryschoolsmd.org/schools/takomaparkms/

Office Phone: (301) 650-6444
 Fax Number: (301) 650-6430
 Cluster: Downcounty Consortium
 Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2010–2011 Enrollment = 826													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		44.8	55.2	0.1	19.5	27.8	14.9	0.0	31.2	6.4	Grade 6	283	34.3
ESOL	4.2	2.2	2.1	0.0	0.2	2.5	1.2	0.0	0.1	0.1	Grade 7	263	31.8
FARMS	20.7	10.8	9.9	0.0	1.7	11.7	6.5	0.0	0.2	0.5	Grade 8	280	33.9
SPED	7.0	2.1	5.0	0.0	0.2	2.1	2.2	0.0	1.9	0.6	Total	826	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.9	43.1	0.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 32.0%		Multidisciplinary Educational Training and Support (METS)	
Mobility Rate (Entrants + Withdrawals)** = 7.6%		Mathematics/Science/Computer Science Magnet Program	
Attendance Rate** = 96.3%		Learning and Academic Disabilities	
Suspension Rate** = 3.7%		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	na	na	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.9	93.7	86.4	91.5	84.2	92.6
African American	72.1	90.7	71.1	85.5	65.9	80.9
Asian American	100.0	100.0	95.4	97.0	98.3	98.3
Hispanic	61.2	75.0	71.5	74.3	63.2	89.5
White	100.0	100.0	97.9	98.9	99.0	100.0
Female	86.5	93.3	84.1	89.8	83.3	91.2
Male	85.2	94.1	88.3	92.8	85.2	93.9
FARMS	59.7	82.2	74.6	77.8	64.8	86.4
LEP			66.6	90.9	30.8	76.9
SPED	46.7	73.4	52.6	47.4	77.7	96.1

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Takoma Park Middle School - #755

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	78.8	96.4
African American	55.8	89.1
Asian American	96.5	100.0
Hispanic	55.0	92.0
White	97.1	99.0
Female	77.0	93.9
Male	80.5	98.5
ESOL	12.5	
FARMS	50.0	95.5
SPED	57.1	92.3

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	19.4	3.0	3.0	10.4	64.2	77.6	22.4			
Supporting Services	43.8	0.0	9.4	15.6	31.3	75.0	25.0	190	96.8	3.2

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 12.7			% Less Than 5 Years		
Average Class Size (English)	= 24.9		% 5–15 Years	% More Than 15 Years	
Average Class Size (Other)	= 26.4		11.9	46.3	41.8

Staff Positions			Facilities Data					
Professional								
Administrative		Instructional Support	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Principal	1.000	Paraeducators	1939	1999	18.8	0	0	
Assistant Principal	2.000	Regular						
Asst School Administrator		Special Education						
Magnet/Special Program Coordinator		IT Systems Specialist						
Administrative Total	4.000	Teacher Assistant						
		Media Assistant						
		Instructional Data Assistant						
Teachers			Core Facility Teaching Stations					
Classroom	37.000	Instructional Support Total	Total	Regular Education	Support Rooms	ESOL	Special/Alt Education	
Resource/Team Leader/Content Specialist	9.000	Other Support	45	40	0	3	2	
Staff Development	0.800	Administrative Secretary						
ESOL	1.600	School Financial Assistant						
Alternative	0.800	Secretary						
Reading/Literacy	1.000	Media Services Technician						
Special Education:		Parent/Community Coord						
Classroom	3.300	Security Assistant						
Resource Program	1.000	Lunch Hour Aide						
Teachers Total	54.500	Other Support Total						
		Building Services						
Other Professional		Manager						
Counselor	3.500	Leader						
Media Specialist	1.000	Worker						
Spec Ed Related Services	0.500	Plant Equipment Operator						
Other Professional Total	5.000	Building Services Total						
Total Professional	63.500	Total Supporting Services	28.088	Food Services	3.813	Total Allocated Cost	\$8,027,838	

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Tilden Middle School - #232

Principal: Mrs. Jennifer A. Baker
 Community Supt: Mr. Sean Bulson
 School Hours: 7:55 - 2:40
 Feeder Schools: Farmland, Garrett Park, Luxmanor

11211 Old Georgetown Road Rockville, MD 20852
www.montgomeryschoolsmd.org/schools/tildenms/

Office Phone: (301) 230-5930
 Fax Number: (301) 230-5991
 Cluster: Walter Johnson
 Receiving Schools: Walter Johnson

2010–2011 Enrollment = 743													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.9	52.1	0.0	17.0	9.2	14.9	0.0	55.2	3.8	Grade 6	231	31.1
ESOL	9.0	4.3	4.7	0.0	3.4	0.7	1.6	0.0	3.0	0.4	Grade 7	264	35.5
FARMS	11.4	5.7	5.8	0.0	1.9	2.8	4.8	0.0	1.9	0.0	Grade 8	248	33.4
SPED	15.2	5.5	9.7	0.0	0.8	2.0	3.8	0.0	8.1	0.5	Total	743	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	40.7	36.3	23.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 18.0%		Learning and Academic Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 8.8%		Learning for Independence	
Attendance Rate** = 95.4%		Asperger's Program	
Suspension Rate** = 1.1%		Middle School Reform Phase II	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian American	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
LEP	Met	Met	na	na	na
SPED	Not Met	Met	Met	Met	Met
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.6	96.2	88.3	94.5	78.8	91.7
African American	66.7	95.8	66.6	95.8	64.2	85.7
Asian American	90.7	93.0	94.0	95.9	92.1	98.0
Hispanic	66.6	81.4	72.4	86.6	62.1	89.2
White	91.0	100.0	94.7	95.7	80.0	90.7
Female	86.1	99.2	86.0	98.1	80.6	95.9
Male	85.2	93.4	90.7	90.9	77.6	88.7
FARMS	59.1	90.9	62.5	83.3	52.4	90.5
LEP	77.0	71.4	76.5	85.0	55.5	75.0
SPED	68.5	85.7	54.8	77.5	38.2	76.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Tilden Middle School - #232

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	69.3	97.5
African American	21.4	100.0
Asian American	84.3	100.0
Hispanic	56.1	84.6
White	72.6	99.1
Female	69.3	100.0
Male	69.3	95.4
ESOL	50.0	100.0
FARMS	37.0	82.4
SPED	25.0	87.5

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	12.7	0.0	4.8	3.2	79.4	76.2	23.8			
Supporting Services	26.1	0.0	15.2	10.9	47.8	65.2	34.8	178	93.8	6.2

Class Size/Staff Ratio	Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 9.7 Average Class Size (English) = 22.7 Average Class Size (Other) = 26.0	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
	6.3	42.9	50.8

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support						
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	0.500					
Asst School Administrator		Special Education	15.250					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	18.625					
Classroom	26.000	Other Support						
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000					
Staff Development	0.400	School Financial Assistant	1.000					
ESOL	1.600	Secretary	2.250					
Alternative	0.600	Media Services Technician						
Reading/Literacy	0.600	Parent/Community Coord						
Special Education:		Security Assistant	1.500					
Classroom	12.075	Lunch Hour Aide	0.999					
Resource Program	1.000	Other Support Total	6.749					
Teachers Total	54.275	Building Services						
Other Professional		Manager	1.000					
Counselor	3.500	Leader	1.000					
Media Specialist	1.000	Worker	6.500					
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000					
		Building Services Total	9.500					
Other Professional Total	5.300	Food Services	2.875					
Total Professional	62.575	Total Supporting Services	37.749					

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Julius West Middle School - #211

Principal: Ms. Nanette W. Poirier
 Community Supt: Dr. Sherry Liebes
 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

2010–2011 Enrollment = 1,038													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.2	49.8	0.3	19.7	17.8	25.1	0.0	32.1	5.0	Grade 6	342	32.9
ESOL	6.6	3.5	3.2	0.0	2.2	0.7	3.3	0.0	0.5	0.0	Grade 7	339	32.7
FARMS	27.5	13.5	14.0	0.2	4.8	7.3	11.6	0.0	2.6	1.0	Grade 8	357	34.4
SPED	11.2	3.8	7.4	0.0	1.0	2.8	2.9	0.0	4.0	0.5	Total	1,038	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.2	40.5	4.3

Other Participation		School Programs	
Students now or have in the past received FARMS = 40.5%		Multidisciplinary Educational Training and Support (METS)	
Mobility Rate (Entrants + Withdrawals)** = 11.6%		Emotional Disabilities	
Attendance Rate** = 95.7%		Learning and Academic Disabilities	
Suspension Rate** = 3.4%		International Baccalaureate Middle Years Programme	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.0	92.9	79.6	87.6	83.9	92.7
African American	75.4	83.6	71.9	88.9	70.3	85.9
Asian American	100.0	94.9	88.8	88.5	93.0	95.8
Hispanic	73.7	91.2	71.6	79.6	70.3	85.8
White	95.4	96.9	85.8	93.0	93.1	98.3
Female	91.4	95.4	79.3	90.5	86.8	95.0
Male	84.8	90.5	80.0	84.5	81.0	90.4
FARMS	79.2	81.9	63.7	76.0	68.1	86.0
LEP	85.7	57.1	25.0	27.8	42.8	69.3
SPED	63.3	73.3	82.5	75.0	39.3	67.9

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Julius West Middle School - #211

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	69.1	97.6
African American	67.2	93.8
Asian American	75.6	98.5
Hispanic	35.2	100.0
White	86.2	97.9
Female	74.5	97.8
Male	63.6	97.3
ESOL	7.1	
FARMS	53.1	93.7
SPED	7.4	80.0

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**					
	% Racial/Ethnic Composition					% Gender							
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male						
Professional	13.9	0.0	8.9	6.3	70.9	69.6	30.4	Number of Classes	% HQ	% Not HQ			
Supporting Services	31.4	0.0	14.3	11.4	42.9	77.1	22.9						
								237	92.0	8.0			

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 12.4			% Less Than 5 Years		
Average Class Size (English) = 26.4			% 5–15 Years		
Average Class Size (Other) = 27.8			% More Than 15 Years		
			10.1		
			39.2		
			50.6		

Staff Positions			Facilities Data										
Professional			Supporting Services										
Administrative		Instructional Support	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms						
Principal	1.000	Paraeducators	1961	1995	21.3	0	0						
Assistant Principal	2.000	Regular	1.375										
Asst School Administrator	1.000	Special Education	7.436										
Magnet/Special Program Coordinator		IT Systems Specialist	1.000										
Administrative Total	4.000	Teacher Assistant											
		Media Assistant	1.000										
		Instructional Data Assistant	0.875										
Teachers			Instructional Support Total										
Classroom	42.000		11.686										
Resource/Team Leader/Content Specialist	9.000	Other Support											
Staff Development	0.800	Administrative Secretary	1.000										
ESOL	2.600	School Financial Assistant	1.000										
Alternative	0.600	Secretary	3.250										
Reading/Literacy	1.000	Media Services Technician											
Special Education:		Parent/Community Coord											
Classroom	8.800	Security Assistant	2.000										
Resource Program	2.000	Lunch Hour Aide	0.874										
Teachers Total	66.800	Other Support Total	8.124										
Other Professional			Building Services										
Counselor	4.000	Manager	1.000										
Media Specialist	1.000	Leader	1.000										
Spec Ed Related Services	0.800	Worker	4.000										
Other Professional Total	5.800	Building Services Total	7.000										
Total Professional	76.600	Total Supporting Services	30.310	Food Services									
				3.500									
						Capacity/Enrollment Projections							
						Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
						995	995	1,037	1,051	1,121	1,214	1,318	1,357
						School Personnel Costs							
						Professional Salaries							\$7,315,493
						Supporting Services Salaries							\$1,257,745
						Employee Benefits							\$2,162,451
						Total Allocated Cost							\$10,735,689

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Westland Middle School - #412

Principal: Mr. Daniel J. Vogelman
 Community Supt: Mr. Sean Bulson
 School Hours: 7:55 - 2:40
 Feeder Schools: Bethesda, Chevy Chase, N. Chevy Chase, Rock Creek Forest, Rosemary Hills, 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

2010–2011 Enrollment = 1,043													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.2	51.8	0.1	6.3	12.2	15.5	0.0	60.2	5.7	Grade 6	220	21.1
ESOL	4.3	2.0	2.3	0.0	0.6	0.6	1.5	0.0	1.6	0.0	Grade 7	394	37.8
FARMS	10.0	4.4	5.6	0.0	0.7	4.9	4.0	0.0	0.2	0.2	Grade 8	429	41.1
SPED	10.6	3.2	7.5	0.0	0.5	1.3	2.4	0.0	5.9	0.5	Total	1,043	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.7	18.0	6.3
Other Participation			
Students now or have in the past received FARMS = 16.2% Mobility Rate (Entrants + Withdrawals)** = 6.1% Attendance Rate** = 95.3% Suspension Rate** = 1.3%			
School Programs			
Partial Spanish Immersion Learning and Academic Disabilities Middle Years Programme			

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian American	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
LEP	Met	Met	na	na	na
SPED	Met	Met	Met	Met	Met
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	95.3	95.8	92.1	93.6	88.3	96.0
African American	90.9	86.4	73.6	81.1	77.8	87.3
Asian American	100.0	100.0	88.9	91.7	92.0	100.0
Hispanic	84.8	91.0	85.1	83.0	77.8	94.4
White	97.8	97.8	97.4	98.1	93.7	98.5
Female	97.0	99.0	93.1	97.0	89.9	95.9
Male	93.6	92.7	91.1	90.2	86.7	96.1
FARMS	72.0	76.0	71.1	71.1	74.5	86.1
LEP			28.6	66.7	80.0	80.0
SPED	80.0	83.4	57.2	68.6	65.0	90.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Westland Middle School - #412

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	73.5	98.7
African American	47.7	93.8
Asian American	81.5	100.0
Hispanic	60.7	100.0
White	83.9	99.0
Female	77.3	98.6
Male	70.1	98.7
ESOL	27.3	
FARMS	41.3	100.0
SPED	36.6	100.0

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	8.1	1.4	4.1	8.1	78.4	77.0	23.0			
Supporting Services	24.2	0.0	18.2	6.1	51.5	69.7	30.3	224	96.9	3.1

Class Size/Staff Ratio	Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 13.9 Average Class Size (English) = 26.9 Average Class Size (Other) = 27.9	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
	16.2	48.6	35.1

Staff Positions			Facilities Data					
Professional		Supporting Services		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative		Instructional Support						
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	0.625					
Asst School Administrator	1.000	Special Education	4.750					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
		Teacher Assistant						
		Media Assistant	1.000					
Administrative Total	4.000	Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	8.250					
Classroom	43.500	Other Support						
Resource/Team Leader/Content Specialist	10.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	1.200	Secretary	3.250					
Alternative	0.600	Media Services Technician						
Reading/Literacy		Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	4.700	Lunch Hour Aide	1.000					
Resource Program	1.000	Other Support Total	8.250					
Teachers Total	61.800	Building Services						
Other Professional		Manager	1.000					
Counselor	4.000	Leader	1.000					
Media Specialist	1.000	Worker	5.000					
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000					
		Building Services Total	8.000					
Other Professional Total	5.800	Food Services	3.624					
Total Professional	71.600	Total Supporting Services	28.124					

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

White Oak Middle School - #811

Principal: Ms. Virginia A. de los Santos
 Community Supt: Dr. Ursula A. Hermann
 School Hours: 7:55 - 2:40
 Feeder Schools: Broad Acres, Jackson Road, Stonegate, Westover

12201 New Hampshire Avenue Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/whiteoakms/

Office Phone: (301) 989-5780
 Fax Number: (301) 989-5696
 Cluster: Northeast Consortium
 Receiving Schools: Blake, Paint Branch, Springbrook

2010–2011 Enrollment = 643													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		46.3	53.7	0.2	12.3	35.3	37.5	0.0	11.7	3.1	Grade 6	219	34.1
ESOL	7.6	3.1	4.5	0.0	1.4	2.0	4.2	0.0	0.0	0.0	Grade 7	207	32.2
FARMS	56.1	25.8	30.3	0.2	5.4	19.1	30.0	0.0	1.2	0.2	Grade 8	217	33.7
SPED	11.7	3.9	7.8	0.0	0.9	3.7	4.7	0.0	2.2	0.2	Total	643	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.7	10.7	10.7

Other Participation		School Programs	
Students now or have in the past received FARMS = 64.7%		Multidisciplinary Educational Training and Support (METS)	
Mobility Rate (Entrants + Withdrawals)** = 17.9%		Learning and Academic Disabilities	
Attendance Rate** = 95.2%		School/Community-Based	
Suspension Rate** = 5.6%		Linkages to Learning	
		Middle School Reform Phase II	
		Positive Behavioral Interventions and Supports (PBIS)	
		Jump Start Girls	
		African Club/LUNA	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian American	Met	Met	Met	Met	Met
Hispanic	Not Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
LEP	Not Met	Met	na	na	na
SPED	Met	Met	na	na	na
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.7	84.8	63.7	84.1	61.4	78.6
African American	73.4	86.3	57.3	88.2	59.1	81.8
Asian American	77.1	85.8	92.3	96.2	84.4	87.5
Hispanic	64.1	76.6	53.0	73.5	44.3	65.8
White	96.7	96.8	87.0	95.6	84.8	94.0
Female	76.1	83.5	68.7	89.6	62.6	80.8
Male	73.4	85.9	59.0	79.1	60.3	76.5
FARMS	65.4	77.2	53.4	75.0	45.1	67.2
LEP	45.0	60.0	20.0	20.0	0.0	8.3
SPED	40.0	35.0	46.7	73.3	17.3	52.2

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

White Oak Middle School - #811

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	62.1	75.1
African American	58.6	66.0
Asian American	81.8	95.0
Hispanic	46.4	64.9
White	90.6	84.6
Female	63.6	74.7
Male	60.8	75.5
ESOL	11.5	
FARMS	46.0	69.5
SPED	23.1	45.5

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	28.3	0.0	6.7	8.3	56.7	80.0	20.0			
Supporting Services	37.5	0.0	6.3	9.4	46.9	71.9	28.1	173	89.6	10.4

Class Size/Staff Ratio				Years Experience of Professional Personnel		
				% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
Student/Instructional Staff Ratio = 10.1				30.0	43.3	26.7
Average Class Size (English) = 23.5						
Average Class Size (Other) = 24.1						

Staff Positions			Facilities Data									
Professional		Supporting Services	Original Construction Date		Year Renovated/Modernized		Site Size in Acres		Joint Occupancy		Relocatable Classrooms	
Administrative		Instructional Support	1962		1993		17.3		0		0	
Principal	1.000	Paraeducators	1.250									
Assistant Principal	2.000	Regular		6.500								
Asst School Administrator		Special Education			1.000							
Magnet/Special Program Coordinator		IT Systems Specialist										
Administrative Total	3.000	Teacher Assistant										
		Media Assistant			1.000							
		Instructional Data Assistant			0.875							
Teachers		Instructional Support Total	10.625									
Classroom	27.000	Other Support										
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary			1.000							
Staff Development		School Financial Assistant			1.000							
ESOL	2.200	Secretary			2.750							
Alternative	1.000	Media Services Technician										
Reading/Literacy	0.600	Parent/Community Coord			0.750							
Special Education:		Security Assistant			2.000							
Classroom	6.200	Lunch Hour Aide										
Resource Program	1.000	Other Support Total	7.500									
Teachers Total	50.000	Building Services										
		Manager			1.000							
Other Professional		Leader			1.000							
Counselor	3.000	Worker			4.500							
Media Specialist	1.000	Plant Equipment Operator			1.000							
Spec Ed Related Services	0.500											
Other Professional Total	4.500	Building Services Total	7.500									
Total Professional	57.500	Food Services	2.625									
		Total Supporting Services	28.250									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Earle B. Wood Middle School - #820

Principal: Ms. Eugenia S. Dawson
 Community Supt: Dr. Sherry Liebes
 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

	% Total	2010–2011 Enrollment = 845										Enrollment by Grade	
		% Gender		% Racial/Ethnic Composition*									
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number		
All Students		52.1	47.9	0.1	10.8	17.2	31.7	0.0	35.7	4.5	Grade 6	274	32.4
ESOL	4.0	2.0	2.0	0.0	0.7	0.4	2.8	0.0	0.1	0.0	Grade 7	286	33.8
FARMS	32.5	18.0	14.6	0.0	2.7	8.9	17.8	0.0	2.2	0.9	Grade 8	285	33.7
SPED	13.3	5.3	7.9	0.1	0.6	3.2	4.1	0.0	4.6	0.6	Total	845	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	74.1	17.9	8.0

Other Participation		School Programs	
Students now or have in the past received FARMS = 43.9%		Autism	
Mobility Rate (Entrants + Withdrawals)** = 8.5%		Deaf & Hard/Hearing	
Attendance Rate** = 95.8%		Learning and Academic Disabilities	
Suspension Rate** = 2.4%		Middle School Reform Phase I	
		Positive Behavioral Interventions and Supports (PBIS)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Met	Met	Met	Met	
LEP	Met	Met	na	na	
SPED	Met	Met	Met	Met	
Attendance Rate: Met					

	Maryland School Assessment Proficiency Rate**					
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.4	88.4	84.5	88.5	80.4	85.4
African American	71.9	80.8	75.5	83.7	54.9	76.5
Asian American	100.1	100.0	91.4	91.5	96.6	96.5
Hispanic	76.3	81.3	80.5	80.6	70.3	76.6
White	92.5	94.3	89.9	95.5	96.4	93.7
Female	88.2	91.1	86.5	90.6	82.1	87.9
Male	80.1	85.5	82.1	86.2	78.3	82.2
FARMS	67.9	71.4	74.7	79.2	63.1	74.7
LEP	71.4	71.4	33.3	33.3	55.5	44.4
SPED	56.4	69.2	69.4	66.7	59.5	66.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Earle B. Wood Middle School - #820

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	79.9	83.7
African American	63.0	75.0
Asian American	90.6	97.0
Hispanic	71.3	71.3
White	92.1	93.0
Female	82.4	83.3
Male	77.0	84.1
ESOL	33.3	80.0
FARMS	61.6	76.7
SPED	51.1	69.2

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	16.4	0.0	4.1	4.1	75.3	78.1	21.9			
Supporting Services	23.7	0.0	15.8	21.1	39.5	76.3	23.7	176	99.4	0.6

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 10.7			% Less Than 5 Years		
Average Class Size (English) = 24.5			% 5–15 Years		
Average Class Size (Other) = 26.1			% More Than 15 Years		
			15.1		
			50.7		
			34.2		

Staff Positions			Facilities Data					
Professional		Supporting Services	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Administrative		Instructional Support	1965	2001	8.5	0	0	
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	0.500					
Asst School Administrator		Special Education	9.437					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
Administrative Total	3.000	Teacher Assistant						
		Media Assistant	1.000					
		Instructional Data Assistant	0.875					
Teachers		Instructional Support Total	12.812					
Classroom	34.600	Other Support						
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000					
Staff Development	0.800	School Financial Assistant	1.000					
ESOL	1.000	Secretary	2.750					
Alternative	1.000	Media Services Technician						
Reading/Literacy	0.200	Parent/Community Coord						
Special Education:		Security Assistant	2.000					
Classroom	10.800	Lunch Hour Aide	1.000					
Resource Program	1.000	Other Support Total	7.750					
Teachers Total	61.400	Building Services						
		Manager	1.000					
Other Professional		Leader	1.000					
Counselor	3.500	Worker	7.000					
Media Specialist	1.000	Plant Equipment Operator	1.000					
Spec Ed Related Services	1.800							
Other Professional Total	6.300	Building Services Total	10.000					
Total Professional	70.700	Total Supporting Services	33.187					
School Personnel Costs								
Professional Salaries								
\$5,397,536								
Supporting Services Salaries								
\$1,379,733								
Employee Benefits								
\$1,835,463								
Total Allocated Cost								
\$8,612,732								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

SECTION IV

HIGH SCHOOL PROFILES

Note: Test scores and completion/enrollment rates are not reported for subgroups with fewer than five students.

High School Listing

Bethesda-Chevy Chase HS	350
Montgomery Blair HS	352
James Hubert Blake HS	354
Winston Churchill HS	356
Clarksburg HS	358
Damascus HS	360
Thomas Edison High School of Technology	362
Albert Einstein HS	364
Gaithersburg HS	366
Walter Johnson HS	368
John F. Kennedy HS	370
Col. Zadok Magruder HS	372
Richard Montgomery HS	374
Northwest HS	376
Northwood HS	378
Paint Branch HS	380
Poolesville HS	382
Quince Orchard HS	384
Rockville HS	386
Seneca Valley HS	388
Sherwood HS	390
Springbrook HS	392
Watkins Mill HS	394
Wheaton HS	396
Walt Whitman HS	398
Thomas S. Wootton HS	400

Bethesda-Chevy Chase High School - #406

Principal: Ms. Karen O. Lockard
 Community Supt: Mr. Sean Bulson
 School Hours: 7:25 - 2:10
 Feeder Schools: Westland

4301 East-West Highway Bethesda, MD 20814
www.montgomeryschoolsmd.org/schools/bcchs/

Office Phone: (240) 497-6300
 Fax Number: (240) 497-6306

Cluster Name: Bethesda-Chevy Chase

2010–2011 Enrollment = 1,799											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	49.7	50.3	0.2	6.3	16.5	15.6	0.0	58.3	3.2	Grade 9	439
ESOL	3.7	1.8	1.9	0.0	0.5	0.9	1.4	0.0	0.0	Grade 10	513
FARMS	9.3	4.1	5.2	0.0	0.6	4.6	3.6	0.0	0.3	Grade 11	429
SPED	8.9	2.4	6.6	0.1	0.3	2.2	2.3	0.0	3.9	Grade 12	418
										Total	1,799

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.7	29.2	3.1
Other Participation		School Programs	
Students now or have in the past received FARMS = 18.9%		International Baccalaureate (IB) International Baccalaureate Middle Years Program Learning and Academic Disabilities Career Pathway Programs Multidisciplinary Educational Training and Support (METS)	
Mobility Rate (Entrants + Withdrawals)** = 8.5%			
Graduation Rate** = 95.9%			
Attendance Rate** = 95.6%			
Dropout Rate** = 0.6%			
Suspension Rate** = 2.4%			
Percent of Students Meeting University System of Maryland Entrance Requirements** = 83.8%			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math			
All Students	Met	Met	Met	Met	91.2	92.4
African American	Met	Met	Met	Met	78.3	84.1
Asian American	Met	Met	na	na	87.5	93.5
Hispanic	Met	Met	Met	Met	80.0	75.9
White	Met	Met	Met	Met	98.1	98.4
FARMS	Met	Met	Met	Met	67.9	77.6
LEP	Met	Met	na	na	68.8	69.2
SPED	Met	Met	Met	Met	82.6	76.2
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	94.2	95.6	95.1	96.8	92.4	92.9	93.0	98.3
African American	76.0	78.8	79.2	87.3	78.9	86.9	85.0	95.5
Asian American	84.2	95.7	92.3	100.0	87.5	93.3	93.5	96.9
Hispanic	92.9	94.4	94.1	94.6	82.0	76.5	77.4	96.5
White	99.5	99.6	99.1	99.1	99.0	97.9	98.3	99.6
ESOL					42.9	28.6	25.0	62.5
FARMS	73.9	72.0	69.2	84.6	70.6	74.3	80.0	94.9
SPED	62.5	68.0	64.0	80.8	82.9	77.1	77.1	94.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Bethesda-Chevy Chase High School - #406

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	86.1	70.0	87.2	93.6
African American	69.2	42.9	76.9	85.5
Asian American	76.7	63.3	94.3	91.3
Hispanic	72.0	46.7	69.0	83.1
White	95.4	84.6	92.1	98.4
Female	89.1	71.1	87.3	94.8
Male	83.0	68.8	87.1	92.4
ESOL	24.1	13.8	21.4	46.3
FARMS	50.8	32.2	73.0	70.4
SPED	60.0	33.3	51.4	61.7

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	4.9	0.0	0.8	7.4	86.9	58.2	41.8			
Supporting Services	28.6	0.0	12.5	8.9	50.0	60.7	39.3	389	95.9	4.1

Years Experience of Professional Personnel			Average SAT Scores** (79.6% Tested)		
% Less Than 5 Years	% 5-15 Years	% More Than 15 Years	School	County	National
15.6	50.8	33.6	576	545	501
			574	560	516

Class Size/Staff Ratio	Writing	584	547	492
Student/Instructional Staff Ratio = 14.5	Total****	1734	1653	1509
Average Class Size: English = 25.0 Other = 27.4				

Average Class Size:	English = 25.5	Other = 27.4	Advanced Placement/International Baccalaureate Tests**
Staff Positions			
Professional	Supporting Services		
Administrative	Instructional Support		
Principal	100%	Proficiency	71.4

Principal	1.000	Paraeducators		Grade 12 Documented Decisions**			
Assistant Principal	3.000	Regular	4.061				
Asst School Administrator		Special Education	5.749				
Magnet/Special Program Coordinator		IT Systems Specialist	1.000				
		English Composition Assistant	2.375				
		Mathematics Assistant	1.000				

Administrative Total	4.000	Hearing Interpreter College/Career Information Coord	1.000	Facilities Data				
		Media Assistant	2.000	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
		Teacher Assistant		1934	2001	16.4	0	0
Teachers		Instructional Support Total	16.185	Core Facility Teaching Stations				
Classroom Resource/Team Leader/Content Specialist	80.800	Other Support		Total	Regular	Support	ESOL	Special/Alt
		Business Manager	1.000					
		Administrative Secretary	1.000					
Staff Development	0.800	Paraprofessionals	1.000					

				Education	Rooms		Education	
				76	71	0	2	3
Capacity/Enrollment Projections								
		Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16
Athletic Director	1.000	School Financial Assistant	1.000					
ESOL	2.600	Secretary	6.000					
Alternative	0.600	Parent/Community Coord						
Career/Technical Ed	1.200	Media Services Technician	1.000					
Reading/Literacy		Security Team Leader	1.000					
Special Education:		Security Assistant	4.000					
Classroom	6.200	Student Monitor						
Resource Program	1.000							

		Other Support Total	16.000	
Teachers Total	102.200	Building Services		
		Manager	1.000	
Other Professional		Leader	1.000	
Counselor	7.200	Worker	13.500	Professional Salaries \$9,169,398
Media Specialist	1.000	Plant Equipment Operator	1.000	Supporting Services Salaries \$2,098,632
Spec Ed Related Services	0.600	Building Services Total	16.500	Employee Benefits \$3,039,488
Other Professional Total	8.800	Food Services	2.813	Total Allocated Cost \$14,307,518
Total Professional	115.000	Total Supporting Services	51.498	

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Montgomery Blair High School - #757

Principal: Mr. Darryl L. Williams

Community Supt: Ms. Bronda L. Mills

School Hours: 7:25 - 3:00

Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

51 University Boulevard, East Silver Spring, MD 20901

www.mbhs.edu/

Office Phone: (301) 649-2800

Fax Number: (301) 649-2830

Cluster Name: Downcounty Consortium

2010–2011 Enrollment = 2,832												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students	47.5	52.5	0.2	16.1	26.6	29.4	0.1	23.9	3.8	Grade 9	746	26.3
ESOL	9.0	3.8	5.2	0.0	0.7	3.1	5.2	0.0	0.1	Grade 10	789	27.9
FARMS	34.2	16.4	17.8	0.1	4.1	13.1	15.7	0.1	0.7	Grade 11	665	23.5
SPED	6.7	2.0	4.7	0.0	0.4	1.9	2.7	0.0	1.6	Grade 12	632	22.3
										Total	2,832	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.8	12.2	0.0
Other Participation		School Programs	
Students now or have in the past received FARMS = 55.1%		Multidisciplinary Educational Training and Support (METS)	
Mobility Rate (Entrants + Withdrawals)** = 10.3%		Communication Arts	
Graduation Rate** = 88.1%		Mathematics/Science/Computer Science Magnet Program	
Attendance Rate** = 95.1%		Learning and Academic Disabilities	
Dropout Rate** = 2.0%		International Studies Academy	
Suspension Rate** = 4.7%		Entrepreneurship Academy	
Percent of Students Meeting University System of Maryland Entrance Requirements** = 77.0%		Human Services Professions Academy	
		Media Literacy Academy	
		Science, Math & Technology Academy	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	91.5	88.8
African American	Met	Met	Met	Met	87.6	82.9
Asian American	Met	Met	Met	Met	96.7	91.3
Hispanic	Met	Met	Met	Met	81.8	81.5
White	Met	Met	Met	Met	100.0	99.4
FARMS	Met	Met	Met	Met	85.9	79.6
LEP	Met	Met	Met	Met	78.7	68.6
SPED	Met	Met	Met	Met	77.5	66.7
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	93.0	95.0	91.7	96.7	92.0	94.1	89.9	96.1
African American	87.2	88.4	86.0	93.4	87.9	89.8	84.2	93.8
Asian American	95.1	96.1	93.5	98.1	97.5	99.2	91.9	99.2
Hispanic	87.0	93.8	83.2	93.8	82.1	88.2	82.7	91.5
White	100.0	100.0	100.0	100.0	100.0	99.4	100.0	100.0
ESOL	58.8	59.3	29.4	61.5	54.2	68.2	37.5	73.1
FARMS	84.7	86.4	79.8	92.1	87.0	89.1	81.0	93.4
SPED	69.2	69.2	69.2	92.3	76.9	81.5	80.0	77.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Montgomery Blair High School - #757

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	79.8	57.9	77.4	69.3
African American	74.1	42.3	73.6	57.3
Asian American	94.3	83.7	94.4	87.3
Hispanic	68.0	34.4	53.6	45.5
White	93.0	92.0	96.0	95.1
Female	82.7	60.6	80.0	73.5
Male	77.2	55.4	75.1	65.3
ESOL	57.1	8.3	48.1	19.5
FARMS	70.9	36.8	60.6	46.2
SPED	54.8	16.4	50.9	22.9

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	25.4	0.0	3.5	7.0	64.2	60.2	39.8			
Supporting Services	37.3	0.0	9.6	19.3	33.7	69.9	30.1	614	96.7	3.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.5	42.3	50.2

Average SAT Scores** (76.5% Tested)			
	<u>School</u>	<u>County</u>	<u>National</u>
Critical Reading	573	545	501
Math	579	560	516
Writing	575	547	492
Total****	1727	1653	1509

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.6		
Average Class Size:	English = 23.9	Other = 25.9

Advanced Placement/International Baccalaureate Tests**		
Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
597	325	54.4

Staff Positions			
Professional		Supporting Services	
Administrative			Instructional Support
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	6.375
Asst School Administrator		Special Education	7.750
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	2.000
		English Composition Assistant	3.500
Administrative Total	6.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	3.000
		Teacher Assistant	
Teachers		Instructional Support Total	23.625
Classroom	135.100		
Resource/Team Leader/Content Specialist	12.000	Business Manager	1.000
Staff Development	0.800	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	11.000	School Financial Assistant	1.000
Alternative	1.000	Secretary	9.000
Career/Technical Ed	1.200	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	12.000	Security Assistant	8.000
Resource Program	1.000	Student Monitor	
Teachers Total	175.100	Other Support Total	23.000
Building Services			
Other Professional		Manager	
Counselor	11.600	Leader	1.000
Media Specialist	1.000	Worker	18.500
Spec Ed Related Services	1.000	Plant Equipment Operator	1.000
		Building Services Total	20.500
Other Professional Total	13.600	Food Services	5.561
Total Professional	194.700	Total Supporting Services	72.686

Grade 12 Documented Decisions**			
<u>College/Training</u>	<u>Employment</u>	<u>Military</u>	<u>College/Employment</u>
95.4%	1.6%	0.7%	31.9%

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	
1	1

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
133	117	0	9	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
2,848	2,848	2,834	2,838	2,717	2,710	2,736	2,842

School Personnel Costs

Professional Salaries	\$16,164,161
Supporting Services Salaries	\$2,965,652
Employee Benefits	\$5,101,565
Total Allocated Cost	\$24,231,378

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

James Hubert Blake High School - #321

Principal: Mr. Christopher S. Berry

Community Supt: Dr. Ursula A. Hermann

School Hours: 7:25 - 2:10

Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

300 Norwood Road Silver Spring, MD 20905

www.montgomeryschoolsmd.org/schools/blakehs/

Office Phone: (301) 879-1300

Fax Number: (301) 879-1306

Cluster Name: Northeast Consortium

2010–2011 Enrollment = 1,872												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Grade 9	Number	Percent
All Students	52.8	47.2	0.1	8.9	42.6	18.6	0.1	26.7	3.0	Grade 9	519	27.7
ESOL	0.6	0.5	0.2	0.0	0.0	0.5	0.2	0.0	0.0	Grade 10	524	28.0
FARMS	26.5	14.3	12.3	0.1	2.1	15.7	7.5	0.0	0.9	Grade 11	414	22.1
SPED	9.1	2.8	6.3	0.1	0.5	4.6	1.5	0.0	2.1	Grade 12	415	22.2
										Total	1,872	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	88.8	7.6	3.5
Other Participation			
Students now or have in the past received FARMS = 46.2%			
Mobility Rate (Entrants + Withdrawals)** = 10.8%			
Graduation Rate** = 89.2%			
Attendance Rate** = 95.7%			
Dropout Rate** = 1.4%			
Suspension Rate** = 5.3%			
Percent of Students Meeting University System of Maryland Entrance Requirements** = 76.9%			
School Programs			
Learning and Academic Disabilities			
School/Community-Based			
Career Pathway Programs			
Fine Arts and Humanities Signature Program			
Ninth Grade Academy			
Academy of Arts and Communications			
Academy of Business and Consumer Services			
Academy of Humanities and Public Service			
Academy of Science, Technology, Engineering and Math			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate	Mathematics	Reading	
	Math	Reading	Math	Reading	Mathematics	Reading
All Students	Met	Met	Met	Met	86.3	84.6
African American	Met	Met	Met	Met	77.2	73.0
Asian American	Met	Met	Met	Met	88.9	84.2
Hispanic	Met	Met	Met	Met	82.0	85.9
White	Met	Met	Met	Met	97.7	96.4
FARMS	Met	Met	Met	Met	75.2	75.2
LEP	Met	Met	na	na	100.0	50.0
SPED	Not Met	Not Met	Met	Met	40.5	48.6
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	91.0	90.7	89.8	94.8	87.6	90.3	85.8	95.1
African American	83.9	85.1	84.0	93.1	79.9	84.2	75.7	91.7
Asian American	94.9	95.3	88.4	95.3	88.6	92.1	83.8	97.4
Hispanic	93.8	89.8	89.6	90.4	82.1	87.7	86.4	92.1
White	97.3	96.0	97.6	98.4	97.6	97.0	96.3	99.3
ESOL								
FARMS	85.1	83.8	75.7	88.2	74.6	80.0	80.3	89.9
SPED	77.8	70.4	55.6	81.5	32.0	60.0	40.0	72.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

James Hubert Blake High School - #321

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**										
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment				
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10					
All Students	81.7		60.2		78.9	78.1				
African American	75.9		46.8		70.7	67.3				
Asian American	97.9		81.3		93.5	90.8				
Hispanic	72.5		57.5		69.3	74.6				
White	92.2		79.3		93.2	92.1				
Female	86.0		64.5		83.9	84.6				
Male	77.6		56.1		73.0	70.8				
ESOL					50.0	53.3				
FARMS	71.7		47.4		67.4	62.9				
SPED	55.3		15.8		42.6	29.7				
Staff Diversity										
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**				
	Afr Am	Am Ind	Asian Am	Hispanic	White					
Professional	14.1	0.0	2.3	6.3	77.3	62.5	37.5	Number of Classes	% HQ	% Not HQ
Supporting Services	31.7	0.0	9.5	15.9	42.9	61.9	38.1	356	94.4	5.6
Years Experience of Professional Personnel										
% Less Than 5 Years	% 5–15 Years		% More Than 15 Years							
	13.3	44.5	42.2							
Class Size/Staff Ratio										
Student/Instructional Staff Ratio = 13.7										
Average Class Size:	English = 26.6	Other = 27.7								
Staff Positions										
Professional		Supporting Services								
Administrative		Instructional Support								
Principal	1.000	Paraeducators								
Assistant Principal	3.000	Regular	1.750							
Asst School Administrator	1.000	Special Education	11.688							
Magnet/Special Program Coordinator		IT Systems Specialist	1.000							
Administrative Total	5.000	English Composition Assistant	2.375							
		Hearing Interpreter								
		College/Career Information Coord	1.000							
		Media Assistant	2.000							
		Teacher Assistant								
Teachers		Instructional Support Total			19.813					
Classroom	81.300	Other Support								
Resource/Team Leader/Content Specialist	9.000	Business Manager	1.000							
Staff Development	0.800	Administrative Secretary	1.000							
Athletic Director	1.000	Registrar	1.000							
ESOL	0.400	School Financial Assistant	1.000							
Alternative	0.800	Secretary	6.000							
Career/Technical Ed	1.600	Parent/Community Coord								
Reading/Literacy		Media Services Technician	1.000							
Special Education:		Security Team Leader	1.000							
Classroom	12.800	Security Assistant	5.000							
Resource Program	1.000	Student Monitor								
Teachers Total	108.700	Other Support Total			17.000					
		Building Services								
		Manager	1.000							
Other Professional		Leader	1.000							
Counselor	7.700	Worker	13.000							
Media Specialist	1.000	Plant Equipment Operator	1.000							
Spec Ed Related Services	0.600	Building Services Total	16.000							
Other Professional Total	9.300	Food Services		3.375						
Total Professional	123.000	Total Supporting Services		56.188						
Average SAT Scores** (70.8% Tested)										
	School		County		National					
	Critical Reading	518	545	501	Math	515				
	Writing	513	547	492	Total****	1546				
						1653				
						1509				
Advanced Placement/International Baccalaureate Tests**										
	Number of June Graduates		N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test					
	380		162		42.6					
Grade 12 Documented Decisions**										
	College/Training	Employment	Military	College/Employment						
	95.9%	0.6%	1.8%	24.6%						
Facilities Data										
	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms					
	1998		91.1	0	4					
Core Facility Teaching Stations										
	Total	Regular Education	Support Rooms	ESOL	Special/Alt Education					
	79	74	0	0	5					
Capacity/Enrollment Projections										
	Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17		
	1,724	1,724	1,833	1,844	1,807	1,810	1,803	1,803		
School Personnel Costs										
Professional Salaries										
						\$10,068,181				
Supporting Services Salaries										
						\$2,263,982				
Employee Benefits										
						\$3,328,592				
Total Allocated Cost										
						\$15,660,755				

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Winston Churchill High School - #602

Principal: Dr. Joan C. Benz
 Community Supt: Dr. Sherry Liebes
 School Hours: 7:25 - 2:10
 Feeder Schools: Cabin John, Hoover

11300 Gainsborough Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/churchillhs/

Office Phone: (301) 469-1200
 Fax Number: (301) 469-1208
 Cluster Name: Winston Churchill

2010–2011 Enrollment = 2,113											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	48.4	51.6	0.0	21.3	7.6	7.2	0.0	60.0	3.9	Grade 9	554
ESOL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Grade 10	516
FARMS	3.9	1.8	2.0	0.0	0.4	2.3	0.4	0.0	0.7	Grade 11	539
SPED	12.0	3.3	8.8	0.0	1.2	1.5	0.9	0.0	8.1	Grade 12	504
										Total	2,113

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students			
72.4			
Other Participation		School Programs	
Students now or have in the past received FARMS = 8.2%		Autism	
Mobility Rate (Entrants + Withdrawals)** = 4.5%		Bridge	
Graduation Rate** = 98.2%		Learning and Academic Disabilities	
Attendance Rate** = 96.1%		Career Pathway Programs	
Dropout Rate** = 0.5%		Mathematics, Technology and Science Academy	
Suspension Rate** = 1.6%		Academy of Creative and Performing Arts	
Percent of Students Meeting University System of Maryland Entrance Requirements** = 90.9%		International Studies Academy	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**					
	% Proficient		Participation Rate		All Students	Mathematics		Reading	
	Math	Reading	Math	Reading		Mathematics	Reading		
All Students	Met	Met	Met	Met	All Students	97.3	97.1		
African American	Met	Met	Met	Met	African Am.	90.6	84.4		
Asian American	Met	Met	Met	Met	Asian	98.4	97.8		
Hispanic	Met	Met	na	na	Hispanic	95.8	95.8		
White	Met	Met	Met	Met	White	97.7	98.1		
FARMS	Met	Met	na	na	FARMS	80.8	84.0		
LEP	Met	Met	na	na	LEP	100.0	83.3		
SPED	Met	Met	Met	Met	SPED	77.4	76.8		
Graduation Rate: Met									

Maryland High School Assessment Performance Status***									
	Grade 11				Grade 12				
	Algebra	Biology	English	Government	Algebra	Biology	English	Government	
All Students	98.9	98.3	97.6	98.3	98.3	97.6	97.6	98.9	
African American	90.3	87.5	87.5	90.6	93.3	83.3	83.9	94.1	
Asian American	100.0	100.0	99.1	99.1	99.2	98.5	98.5	99.3	
Hispanic	100.0	95.5	91.3	95.8	100.0	100.0	100.0	100.0	
White	99.3	99.0	98.6	99.0	98.3	98.4	98.4	99.1	
ESOL									
FARMS	84.2	84.2	84.2	85.0	85.0	95.2	90.9	100.0	
SPED	92.0	94.0	86.0	90.6	83.3	86.4	77.8	87.0	

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Winston Churchill High School - #602

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	94.4	82.5	95.4	90.3
African American	81.1	56.8	91.9	70.1
Asian American	93.9	92.1	95.9	94.7
Hispanic	80.6	54.8	91.2	83.9
White	97.5	84.7	96.1	91.5
Female	95.3	82.8	97.1	92.3
Male	93.7	82.3	94.0	88.6
ESOL				
FARMS	72.0	44.0	82.4	56.5
SPED	76.3	42.4	77.8	49.6

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	6.7	0.0	8.9	3.7	80.7	56.3	43.7			
Supporting Services	21.1	0.0	6.6	15.8	56.6	61.8	38.2	432	95.6	4.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.1	39.3	46.7

Average SAT Scores** (86.6% Tested)			
	<u>School</u>	<u>County</u>	<u>National</u>
Critical Reading	591	545	501
Math	630	560	516
Writing	603	547	492
Total****	1824	1653	1509

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.8		
Average Class Size:	English = 26.3	Other = 29.6

Advanced Placement/International Baccalaureate Tests**		
Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
531	445	83.8

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	19.874
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.625
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.500
		Teacher Assistant	
Teachers		Instructional Support Total	29.249
Classroom	87.300		
Resource/Team Leader/Content Specialist	7.000	Business Manager	1.000
Staff Development	0.800	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.400	Secretary	7.500
Career/Technical Ed	0.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	15.800	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	114.900	Other Support Total	18.500
Other Professional		Building Services	
Counselor	8.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.500	Worker	14.000
		Plant Equipment Operator	1.000
		Building Services Total	17.000
Other Professional Total	10.500	Food Services	2.813
Total Professional	130.400	Total Supporting Services	67.562

Grade 12 Documented Decisions**				
<u>College/Training</u>	<u>Employment</u>	<u>Military</u>	<u>College/Employment</u>	
98.4%	0.4%	0.2%		22.7%
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	79	0	0	15
Capacity/Enrollment Projections				

Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
1,941	1,941	2,107	2,138	2,099	2,035	2,023	1,956

School Personnel Costs

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

** Outcome data reflect 2009–2010 school year. Old race codes were included.
**** The combined SAT score may differ by 1 point because of rounding.

Clarksburg High School - #249

Principal: Mr. James P. Koutsos

Community Supt: Mr. Adrian B. Talley

School Hours: 7:25 - 2:10

Feeder Schools: Neelsville, Rocky Hill

22500 Wims Road Clarksburg, MD 20871
www.montgomeryschoolsmd.org/schools/clarksburghs/index.htm

Office Phone: (301) 444-3000

Fax Number: (301) 444-3595

Cluster Name: Clarksburg

% Total	2010–2011 Enrollment = 1,770										Number	Percent		
	% Gender		% Racial/Ethnic Composition*											
	Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students	50.3	49.7	0.0	15.3	29.6	21.5	0.2	30.7	2.7	Grade 9	501	28.3		
ESOL	3.4	1.7	1.8	0.0	0.6	0.6	2.1	0.0	0.1	Grade 10	463	26.2		
FARMS	25.8	13.4	12.4	0.0	2.2	12.7	8.5	0.1	1.8	Grade 11	440	24.9		
SPED	11.9	4.7	7.2	0.0	0.4	5.4	2.7	0.0	3.1	Grade 12	366	20.7		
										Total	1,770			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.0	14.3	4.8
Other Participation			
Students now or have in the past received FARMS = 48.0% Mobility Rate (Entrants + Withdrawals)** = 13.2% Graduation Rate** = 93.1% Attendance Rate** = 95.8% Dropout Rate** = 1.4% Suspension Rate** = 3.6% Percent of Students Meeting University System of Maryland Entrance Requirements** = 81.0%			
School Programs			
Learning and Academic Disabilities Emotional Disabilities Capstone Project Signature Program Advanced Placement Power Scholars (APPS) Program ESOL Center Minority Scholars Program Positive Behavioral Interventions and Supports (PBIS)			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate	Mathematics	Reading	
	Math	Reading	Math	Reading	Mathematics	Reading
All Students	Met	Met	Met	Met	83.4	79.1
African American	Met	Met	Met	Met	69.4	67.2
Asian American	Met	Met	Met	Met	95.1	87.1
Hispanic	Met	Met	Met	Met	75.3	70.3
White	Met	Met	Met	Met	95.2	91.4
FARMS	Met	Met	Met	Met	70.8	65.1
LEP	Met	Not Met	na	na	67.6	46.4
SPED	Met	Met	Met	Met	61.4	46.8
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***				Algebra	Biology	English	Government
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	92.5	94.8	86.2	90.7	86.1	92.0	82.2	92.5
African American	85.3	88.7	76.3	83.8	74.1	88.7	70.7	89.9
Asian American	96.4	98.2	89.1	92.6	94.7	93.0	89.5	94.9
Hispanic	88.2	94.0	79.6	86.3	78.5	84.8	74.6	86.8
White	98.3	98.4	95.2	96.9	96.7	98.4	93.5	96.8
ESOL	100.0	75.0	40.0	57.1	66.7	80.0	16.7	50.0
FARMS	85.9	87.3	75.0	79.3	70.5	78.7	66.7	83.0
SPED	58.3	69.2	37.0	55.2	64.5	80.6	51.6	77.4

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Clarksburg High School - #249

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	80.7	51.2	77.2	71.2
African American	73.0	37.6	63.5	59.5
Asian American	94.3	81.4	88.2	86.6
Hispanic	71.3	36.6	72.2	58.0
White	88.9	60.4	89.4	83.7
Female	87.6	56.0	81.4	75.6
Male	73.5	46.2	73.3	66.7
ESOL	47.1	0.0	40.0	18.9
FARMS	65.7	29.9	59.7	51.0
SPED	54.5	7.3	43.9	26.9

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	9.8	0.0	3.3	6.6	80.3	70.5	29.5			
Supporting Services	22.1	0.0	11.8	14.7	51.5	55.9	44.1	334	95.8	4.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.0	50.8	31.1

Average SAT Scores** (68.7% Tested)			
	<u>School</u>	<u>County</u>	<u>National</u>
Critical Reading	491	545	501
Math	510	560	516
Writing	490	547	492
Total****	1491	1653	1509

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 12.7		
Average Class Size:	English = 26.9	Other = 27.5

Advanced Placement/International Baccalaureate Tests**		
Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
371	113	30.5

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	16.562
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.250
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	25.562
Classroom	74.800		
Resource/Team Leader/Content Specialist	7.000	Business Manager	1.000
Staff Development	0.800	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	2.400	School Financial Assistant	1.000
Alternative	0.800	Secretary	5.500
Career/Technical Ed	1.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	15.800	Security Assistant	4.000
Resource Program	2.000	Student Monitor	
Teachers Total	105.600	Other Support Total	15.500
Building Services			
Other Professional		Manager	1.000
Counselor	7.200	Leader	1.000
Media Specialist	1.000	Worker	14.000
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	17.000
Other Professional Total	8.800	Food Services	3.375
Total Professional	118.400	Total Supporting Services	61.437

Grade 12 Documented Decisions**				
<u>College/Training</u>	<u>Employment</u>	<u>Military</u>	<u>College/Employment</u>	
88.2%	2.8%	1.4%	36.8%	
Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1995	2006	62.7	0	7
Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
75	63	0	2	10

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
1,566	1,971	1,818	1,858	1,893	1,876	1,860	1,906

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****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Damascus High School - #701

Principal: Mr. Robert G. Domergue
 Community Supt: Mr. Adrian B. Talley
 School Hours: 7:25 - 2:10
 Feeder Schools: Baker, Rocky Hill

25921 Ridge Road Damascus, MD 20872
www.montgomeryschoolsmd.org/schools/damascushs/

Office Phone: (301) 253-7030
 Fax Number: (301) 253-7046
 Cluster Name: Damascus

% Total	2010–2011 Enrollment = 1,335										Number	Percent		
	% Gender		% Racial/Ethnic Composition*											
	Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students	49.8	50.2	0.1	4.7	8.1	12.3	0.0	70.3	4.5	Grade 9	320	24.0		
ESOL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Grade 10	351	26.3		
FARMS	11.2	5.7	5.5	0.1	0.7	2.9	4.2	0.0	2.5	Grade 11	320	24.0		
SPED	14.0	4.7	9.3	0.1	0.2	2.4	2.5	0.0	8.5	Grade 12	344	25.8		
										Total	1,335			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students			
81.3			
Other Participation			
Students now or have in the past received FARMS = 21.9%			
Mobility Rate (Entrants + Withdrawals)** = 6.8%			
Graduation Rate** = 95.8%			
Attendance Rate** = 94.4%			
Dropout Rate** = 0.9%			
Suspension Rate** = 2.7%			
Percent of Students Meeting University System of Maryland Entrance Requirements** = 84.5%			
School Programs			
Cisco Academy			
Learning and Academic Disabilities			
Learning for Independence			
School/Community-Based			
Career Pathway Programs			
Academy of Information Technology			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	89.7	87.6
African American	Met	Met	na	na	53.6	72.4
Asian American	Met	Met	na	na	100.0	100.0
Hispanic	Met	Met	Met	Met	77.6	75.0
White	Met	Met	Met	Met	95.1	90.6
FARMS	Met	Met	Met	Met	73.5	75.0
LEP	na	na	na	na		
SPED	Met	Not Met	Met	Met	57.7	51.0
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	91.5	92.6	89.0	94.6	91.6	92.0	88.6	97.0
African American	65.0	85.0	85.0	95.2	62.5	68.0	76.0	92.3
Asian American	100.0	100.0	93.3	100.0	100.0	100.0	100.0	100.0
Hispanic	84.2	87.2	71.1	84.2	82.2	87.2	77.3	91.5
White	94.4	93.6	91.9	95.8	95.4	94.7	90.9	98.2
ESOL								
FARMS	75.0	78.8	71.9	84.8	78.9	82.1	76.3	94.7
SPED	57.1	69.4	61.1	75.0	61.1	69.4	50.0	81.1

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Damascus High School - #701

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**									
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment			
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10				
All Students	93.1	57.3	84.0	84.0	84.0	78.4			
African American	80.6	25.0	68.6	68.6	68.6	56.6			
Asian American	90.9	72.7	84.0	84.0	84.0	88.9			
Hispanic	90.3	25.8	51.5	51.5	51.5	64.7			
White	95.1	64.6	90.8	90.8	90.8	82.5			
Female	96.7	62.3	86.4	86.4	86.4	83.3			
Male	89.0	51.8	81.6	81.6	81.6	73.4			
ESOL									
FARMS	79.5	27.3	64.3	64.3	64.3	58.6			
SPED	71.2	11.5	50.0	50.0	50.0	25.1			
Staff Diversity									
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**			
	Afr Am	Am Ind	Asian Am	Hispanic	White				
Professional	2.1	0.0	1.0	3.1	93.8	Female			
Supporting Services	14.5	0.0	3.6	5.5	76.4	Male			
Years Experience of Professional Personnel									
% Less Than 5 Years		% 5–15 Years	% More Than 15 Years						
6.3		34.4							
Class Size/Staff Ratio									
Student/Instructional Staff Ratio = 12.6									
Average Class Size:	English = 24.5	Other = 25.0							
Staff Positions									
Professional		Supporting Services							
Administrative		Instructional Support							
Principal	1.000	Paraeducators							
Assistant Principal	3.000	Regular	1.500						
Asst School Administrator		Special Education	11.750						
Magnet/Special Program Coordinator		IT Systems Specialist	1.000						
Administrative Total	4.000	English Composition Assistant	1.875						
		Hearing Interpreter							
		College/Career Information Coord	1.000						
Teachers		Media Assistant	1.500						
Classroom	56.800	Teacher Assistant							
Resource/Team Leader/Content Specialist	7.000	Instructional Support Total	18.625						
Staff Development	0.800	Other Support							
Athletic Director	1.000	Business Manager	1.000						
ESOL		Administrative Secretary	1.000						
Alternative	0.600	Registrar	1.000						
Career/Technical Ed	3.200	School Financial Assistant	1.000						
Reading/Literacy		Secretary	4.000						
Special Education:		Parent/Community Coord							
Classroom	11.700	Media Services Technician	1.000						
Resource Program	1.000	Security Team Leader	1.000						
Teachers Total	82.100	Security Assistant	4.000						
		Student Monitor							
		Other Support Total	14.000						
		Building Services							
		Manager	1.000						
Other Professional		Leader	2.000						
Counselor	5.500	Worker	8.500						
Media Specialist	1.000	Plant Equipment Operator	1.000						
Spec Ed Related Services	0.600	Building Services Total	12.500						
Other Professional Total	7.100	Food Services	3.000						
Total Professional	93.200	Total Supporting Services	48.125						
Average SAT Scores** (70.1% Tested)									
		School		County		National			
Critical Reading		528		545		501			
Math		560		560		516			
Writing		539		547		492			
Total****		1627		1653		1509			
Advanced Placement/International Baccalaureate Tests**									
Number of June Graduates		N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test			% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test				
365		154			42.2				
Grade 12 Documented Decisions**									
College/Training		Employment		Military	College/Employment				
92.0%		2.9%		2.3%	29.8%				
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		60		0	0	14			
Capacity/Enrollment Projections									
Current Capacity		Future Capacity		2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
1,509		1,509		1,311	1,331	1,292	1,308	1,243	1,195
School Personnel Costs									
Professional Salaries									
\$8,379,574									
Supporting Services Salaries									
\$2,078,718									
Employee Benefits									
\$2,846,685									
Total Allocated Cost									
\$13,304,977									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Thomas Edison High School of Technology - #748

Principal: Mr. Carlos Hamlin

Community Supt: Mr. Sean Bulson

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

2010–2011 Enrollment = 555													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		33.2	66.8	0.0	7.0	29.0	41.3	0.2	19.8	0.0	Grade 9	5	0.9
ESOL	14.2	3.8	10.5	0.0	0.9	1.1	12.1	0.0	0.2	0.0	Grade 10	79	14.2
FARMS	43.8	13.7	30.1	0.0	2.9	13.9	24.0	0.0	2.3	0.0	Grade 11	260	46.8
SPED	25.9	5.8	20.2	0.0	0.9	8.1	8.5	0.0	7.6	0.0	Grade 12	211	38.0
											Total	555	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

Other Participation		School Programs	
Students now or have in the past received FARMS = 70.3%		Thomas Edison High School of Technology is the place for advanced career technical education at the secondary level. It provides students with the technological, academic, and interpersonal skills needed to achieve excellence in their chosen careers and to serve as the foundation for their continuing education. Students from all areas of Montgomery County are eligible to attend.	
Mobility Rate (Entrants + Withdrawals)** = N/A		Students Engaged in Pathways to Achievement (SEPA)	
Graduation Rate** = N/A			
Attendance Rate** = N/A			
Dropout Rate** = N/A			
Suspension Rate** = N/A			
Percent of Students Meeting University System of Maryland Entrance Requirements** = N/A			

Maryland School Assessment Overall Adequate Yearly Progress**				Adequate Yearly Progress Proficiency Rate**	
	% Proficient		Participation Rate		Individual student scores are reported back to the student's home school.
	Math	Reading	Math	Reading	
All Students					
African American					
Asian American					
Hispanic					
White					
FARMS					
LEP					
SPED					

Maryland High School Assessment Performance Status***								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students								
African American								
Asian American								
Hispanic								
White								
ESOL								
FARMS								
SPED								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

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 Rate and Honors/AP/IB/College-Level Course Enrollment**															
	Algebra Completion		Geometry Completion		Honors/AP/IB/College-Level Course Enrollment										
	Grade 9	Grade 9	Grade 9	Grade 10											
All Students	N/A	N/A	N/A	N/A		N/A									
African American	N/A	N/A	N/A	N/A		N/A									
Asian American	N/A	N/A	N/A	N/A		N/A									
Hispanic	N/A	N/A	N/A	N/A		N/A									
White	N/A	N/A	N/A	N/A		N/A									
Female	N/A	N/A	N/A	N/A		N/A									
Male	N/A	N/A	N/A	N/A		N/A									
ESOL	N/A	N/A	N/A	N/A		N/A									
FARMS	N/A	N/A	N/A	N/A		N/A									
SPED	N/A	N/A	N/A	N/A		N/A									
Staff Diversity															
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**									
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ					
Professional	15.6	0.0	6.3	0.0	78.1	43.8	56.3								
Supporting Services	23.5	0.0	5.9	35.3	35.3	58.8	41.2								
Years Experience of Professional Personnel							Average SAT Scores**								
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years				School	County	National						
	6.3	9.4	84.4				N/A	545	501						
Class Size/Staff Ratio							Math	560	516						
Student/Instructional Staff Ratio = 18.3							Writing	547	492						
Average Class Size: English = N/A Other = N/A							Total****	N/A	1653	1509					
Staff Positions							Advanced Placement/International Baccalaureate Tests**								
	Professional			Supporting Services			Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test						
	Administrative			Instructional Support			N/A	N/A	N/A						
Principal	1.000	Paraeducators		Regular	3.250										
Assistant Principal/Asst School Administrator	1.000	Special Education		IT Systems Specialist	1.000										
Magnet/Special Program Coordinator		English Composition Assistant		College/Career Information Coord	1.000										
Administrative Total	2.000	Media Assistant													
Teacher Assistant															
	Teachers			Instructional Support Total			5.250	Grade 12 Documented Decisions**							
	Classroom Resource/Team Leader/Content Specialist			Other Support				College/Training	Employment	Military	College/Employment				
Staff Development	20.400	Business Manager		Administrative Secretary	1.000			N/A	N/A	N/A	N/A				
Athletic Director	0.500	Registrar		School Financial Assistant	1.000										
ESOL	0.400	Secretary		Media Services Technician	1.000										
Alternative		Security Team Leader		Security Assistant	1.000										
Career/Technical Ed		Student Monitor		Student Monitor	1.000										
Special Education:															
Classroom Resource Program	1.000														
Teachers Total	26.300	Other Support Total			5.000			Facilities Data							
	Building Services			Food Services				Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms			
	Other Professional			Food Services				1954	1983	28.2	0	0			
Counselor	1.000	Manager						Core Facility Teaching Stations							
Media Specialist		Leader						Total	Regular Education	Support Rooms	Special/Alt Education				
Spec Ed Related Services		Worker						19	19	0	0				
Other Professional Total	1.000	Building Services Total			4.000			Capacity/Enrollment Projections							
								Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
								1,000	1,000	1,000	1,000	1,000	1,000	1,000	
School Personnel Costs							School Personnel Costs								
Total Professional							Professional Salaries		\$2,656,062.00						
							Supporting Services Salaries		\$685,089.00						
							Employee Benefits		\$899,959.59						
							Total Allocated Cost		\$4,241,110.59						

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Albert Einstein High School - #789

Principal: Mr. James G. Fernandez

Community Supt: Ms. Bronda L. Mills

School Hours: 7:25 - 2:10

Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

11135 Newport Mill Road Kensington, MD 20895

www.montgomeryschoolsmd.org/schools/einsteinhs/

Office Phone: (301) 929-2200

Fax Number: (301) 962-1016

Cluster Name: Downcounty Consortium

2010–2011 Enrollment = 1,575												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Grade 9	Number	Percent
All Students	51.9	48.1	0.1	8.3	22.3	45.5	0.2	20.3	3.4	Grade 9	447	28.4
ESOL	7.9	3.9	4.1	0.0	0.6	1.3	5.9	0.0	0.1	Grade 10	406	25.8
FARMS	39.2	21.0	18.3	0.1	2.7	10.9	23.3	0.1	1.2	Grade 11	339	21.5
SPED	15.9	5.9	10.0	0.1	1.0	4.1	8.2	0.0	2.2	Grade 12	383	24.3
										Total	1,575	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.1	6.4	29.5
Other Participation		School Programs	
Students now or have in the past received FARMS = 67.2%		The Visual Art Center	
Mobility Rate (Entrants + Withdrawals)** = 15.9%		Learning and Academic Disabilities	
Graduation Rate** = 85.6%		Learning for Independence	
Attendance Rate** = 94.7%		School/Community-Based	
Dropout Rate** = 4.0%		Career Pathway Programs	
Suspension Rate** = 4.3%		International Baccalaureate (IB)	
Percent of Students Meeting University System of Maryland Entrance Requirements** = 76.4%		Academy of Finance	
		Academy of Visual and Performing Arts	
		Renaissance Academy	
		Students Engaged in Pathways to Achievement (SEPA)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	88.3	87.7
African American	Met	Met	Met	Met	80.2	90.2
Asian American	Met	Met	Met	Met	92.7	91.1
Hispanic	Met	Met	Met	Met	84.2	77.7
White	Met	Met	Met	Met	100.0	97.6
FARMS	Met	Met	Met	Met	83.5	81.7
LEP	Met	Met	Met	Met	70.7	64.1
SPED	Met	Met	Met	Met	60.6	66.7
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	90.3	85.4	86.6	88.6	89.6	89.5	89.4	91.8
African American	87.5	85.1	85.3	86.2	82.9	88.4	91.7	90.8
Asian American	90.5	81.0	90.5	78.9	92.3	95.2	90.5	97.7
Hispanic	89.1	80.8	80.8	87.5	85.7	80.5	80.5	85.1
White	96.1	96.3	98.1	97.9	100.0	100.0	98.8	98.8
ESOL	75.0	66.7	54.5	58.3	55.0	60.0	50.0	85.0
FARMS	86.5	77.1	82.7	78.7	83.7	81.7	81.7	82.9
SPED	75.0	60.7	60.7	63.0	52.6	63.2	57.9	57.9

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Albert Einstein High School - #789

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**									
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment			
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10				
All Students	70.4	48.1	75.3	75.3	75.3	70.2			
African American	73.6	46.0	65.6	65.6	65.6	67.2			
Asian American	80.0	60.0	100.0	100.0	100.0	79.5			
Hispanic	59.3	32.4	65.3	65.3	65.3	59.8			
White	86.4	79.0	92.1	92.1	92.1	88.7			
Female	72.1	50.5	79.9	79.9	79.9	76.3			
Male	68.8	45.9	69.0	69.0	69.0	63.7			
ESOL	39.2	3.9	42.4	42.4	42.4	36.4			
FARMS	59.2	35.3	67.3	67.3	67.3	57.5			
SPED	40.6	18.8	45.5	45.5	45.5	14.2			
Staff Diversity									
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**			
	Afr Am	Am Ind	Asian Am	Hispanic	White				
Professional	14.4	0.0	1.5	9.1	75.0	Female			
Supporting Services	23.2	0.0	12.2	17.1	47.6	Male			
Number of Classes % HQ % Not HQ									
Professional Services									
Supporting Services									
Years Experience of Professional Personnel									
% Less Than 5 Years	% 5–15 Years		% More Than 15 Years						
	18.2	42.4	39.4						
Class Size/Staff Ratio									
Student/Instructional Staff Ratio = 10.1									
Average Class Size: English = 25.0 Other = 25.0									
Staff Positions									
Professional		Supporting Services							
Administrative		Instructional Support							
Principal	1.000	Paraeducators							
Assistant Principal	2.000	Regular	4.375						
Asst School Administrator	1.000	Special Education	24.936						
Magnet/Special Program Coordinator		IT Systems Specialist	1.000						
Administrative Total	4.000	English Composition Assistant	2.062						
		Hearing Interpreter							
		College/Career Information Coord	1.000						
		Media Assistant	2.000						
		Teacher Assistant							
Teachers		Instructional Support Total							
Classroom	70.800	Other Support	35.373						
Resource/Team Leader/Content Specialist	10.000	Business Manager	1.000						
Staff Development	0.800	Administrative Secretary	1.000						
Athletic Director	1.000	Registrar	1.000						
ESOL	5.600	School Financial Assistant	1.000						
Alternative	1.000	Secretary	4.500						
Career/Technical Ed	1.400	Parent/Community Coord							
Reading/Literacy		Media Services Technician	1.000						
Special Education:		Security Team Leader	1.000						
Classroom	20.300	Security Assistant	5.000						
Resource Program	1.000	Student Monitor							
Teachers Total	111.900	Other Support Total							
		Building Services	15.500						
		Manager	1.000						
		Leader	1.000						
		Worker	11.500						
		Plant Equipment Operator	1.000						
		Building Services Total	14.500						
Other Professional Total	9.700	Food Services	4.125						
Total Professional	125.600	Total Supporting Services							
			69.498						
Average SAT Scores** (51.4% Tested)									
	School		County		National				
	Critical Reading	541	545	501					
	Math	538	560	516					
	Writing	537	547	492					
	Total****	1617	1653	1509					
Advanced Placement/International Baccalaureate Tests**									
	Number of June Graduates		N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test				
	315		144		45.7				
Grade 12 Documented Decisions**									
College/Training	Employment		Military		College/Employment				
	91.8%	4.6%	1.0%	37.8%					
Facilities Data									
Original Construction Date	Year Renovated/Modernized		Site Size in Acres		Joint Occupancy	Relocatable Classrooms			
	1962	1997	26.7	0	0	0			
Core Facility Teaching Stations									
Total	Regular Education		Support Rooms		ESOL	Special/Alt Education			
	80	59	0	6	15				
Capacity/Enrollment Projections									
Current Capacity	Future Capacity		2011–12		2012–13	2013–14	2014–15	2015–16	2016–17
	1,552	1,614	1,670	1,640	1,578	1,530	1,510	1,534	
School Personnel Costs									
Professional Salaries							\$9,968,916		
Supporting Services Salaries							\$2,748,880		
Employee Benefits							\$3,454,975		
Total Allocated Cost							\$16,172,771		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Gaithersburg High School - #551

Principal: Dr. Christine C. Handy-Collins

Community Supt: Mr. Adrian B. Talley

School Hours: 7:25 - 2:10

Feeder Schools: Forest Oak, Gaithersburg

314 South Frederick Avenue Gaithersburg, MD 20877

www.montgomeryschoolsmd.org/schools/gaithsbghs/

Office Phone: (301) 840-4700

Fax Number: (301) 840-4707

Cluster Name: Gaithersburg

2010–2011 Enrollment = 2,015											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	47.9	52.1	0.2	9.4	27.3	36.9	0.1	23.7	2.4	Grade 9	610
ESOL	9.6	4.1	5.6	0.0	0.6	1.8	6.8	0.0	0.2	Grade 10	559
FARMS	36.5	17.3	19.2	0.0	1.9	12.6	19.8	0.0	1.6	Grade 11	411
SPED	15.4	4.8	10.6	0.0	0.9	4.5	6.3	0.0	3.6	Grade 12	435
										Total	2,015

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.3	12.9	30.9
Other Participation		School Programs	
Students now or have in the past received FARMS = 60.5%		Multidisciplinary Educational Training and Support (METS)	
Mobility Rate (Entrants + Withdrawals)** = 13.3%		Bridge	
Graduation Rate** = 86.8%		Learning and Academic Disabilities	
Attendance Rate** = 93.9%		Learning for Independence	
Dropout Rate** = 2.6%		School/Community-Based	
Suspension Rate** = 6.5%		Career Pathway Programs	
Percent of Students Meeting University System of Maryland Entrance Requirements** = 71.3%		College Institute	
		Academy of Information Technology	
		Academy of Finance/Academy of Business Studies	
		Naval Junior Reserve Officer Training Core (NJROTC)	
		Cisco Academy/Oracle Academy	
		Ninth Grade Academy/Academy of Arts and Communication	
		Academy of Leadership and Education/Academy of Science and Technology	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	86.1	79.3
African American	Met	Met	Met	Met	81.5	81.1
Asian American	Met	Met	Met	Met	96.8	85.7
Hispanic	Met	Met	Met	Met	80.6	67.4
White	Met	Met	Met	Met	90.6	86.2
FARMS	Met	Met	Met	Met	81.6	76.5
LEP	Met	Met	Met	Met	80.7	60.0
SPED	Met	Not Met	Met	Met	60.5	41.8
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	94.9	92.1	89.2	94.0	90.3	87.5	82.6	93.5
African American	90.1	88.9	81.3	92.4	86.0	83.2	82.9	95.5
Asian American	95.2	95.2	92.9	95.2	96.6	94.8	87.9	96.6
Hispanic	93.4	81.7	78.4	86.1	86.1	81.7	70.5	86.2
White	99.2	99.2	100.0	99.2	94.5	92.8	90.6	96.9
ESOL	83.3	92.9	53.3	53.8	44.4	54.5	16.7	50.0
FARMS	85.9	81.6	78.9	86.7	82.5	78.8	73.8	85.6
SPED	70.4	66.7	55.6	74.1	61.2	69.4	38.8	73.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Gaithersburg High School - #551

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**																				
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment														
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10															
All Students	71.7	37.6	62.5	62.5	62.5	69.0														
African American	73.8	27.3	55.4	55.4	55.4	61.9														
Asian American	83.6	65.6	82.6	82.6	82.6	83.3														
Hispanic	61.0	22.9	50.0	50.0	50.0	59.5														
White	83.6	66.4	79.8	79.8	79.8	82.8														
Female	75.3	41.3	70.0	70.0	70.0	74.6														
Male	68.2	34.1	55.7	55.7	55.7	63.5														
ESOL	32.9	3.7	25.0	25.0	25.0	48.4														
FARMS	58.8	21.1	48.6	48.6	48.6	54.2														
SPED	43.4	9.1	38.4	38.4	38.4	32.2														
Staff Diversity																				
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**														
	Afr Am	Am Ind	Asian Am	Hispanic	White															
Professional	18.2	0.0	3.1	5.0	73.6	Female														
Supporting Services	29.0	0.0	10.8	14.0	46.2	Male														
						Number of Classes														
						% HQ														
						% Not HQ														
Years Experience of Professional Personnel																				
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years																	
	16.4	45.3	38.4																	
Class Size/Staff Ratio																				
Student/Instructional Staff Ratio = 10.6																				
Average Class Size: English = 23.0 Other = 24.4																				
Staff Positions																				
Professional	Supporting Services																			
	Instructional Support																			
Administrative																				
Principal	1.000	Paraeducators																		
Assistant Principal	3.000	Regular	6.561																	
Asst School Administrator	1.000	Special Education	29.186																	
Magnet/Special Program Coordinator																				
	IT Systems Specialist	1.000																		
	English Composition Assistant	2.625																		
	Hearing Interpreter																			
	College/Career Information Coord	1.000																		
	Media Assistant	2.500																		
	Teacher Assistant																			
	Instructional Support Total																			
	42.872																			
Teachers																				
Classroom	87.300	Other Support																		
Resource/Team Leader/Content Specialist	8.000	Business Manager	1.000																	
Staff Development	0.800	Administrative Secretary	1.000																	
Athletic Director	1.000	Registrar	1.000																	
ESOL	9.000	School Financial Assistant	1.000																	
Alternative	1.000	Secretary	7.500																	
Career/Technical Ed	2.600	Parent/Community Coord																		
Reading/Literacy																				
Special Education:																				
Classroom	25.300	Media Services Technician	1.000																	
Resource Program	2.000	Security Team Leader	1.000																	
	Security Assistant																			
	5.000																			
	Student Monitor																			
	18.500																			
	Other Support Total																			
	Building Services																			
	Manager																			
	1.000																			
	Leader																			
	1.000																			
	Worker																			
	14.500																			
	Plant Equipment Operator																			
	1.000																			
	Spec Ed Related Services																			
	1.800																			
	Building Services Total																			
	17.500																			
	Food Services																			
	3.562																			
Total Professional	153.400	Total Supporting Services	82.434																	

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Walter Johnson High School - #424

Principal: Dr. Christopher S. Garran

Community Supt: Mr. Sean Bulson

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

% Total	2010–2011 Enrollment = 2,150										Number	Percent		
	% Gender		% Racial/Ethnic Composition*											
	Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students	48.7	51.3	0.2	13.8	7.6	18.7	0.0	54.8	4.8	Grade 9	552	25.7		
ESOL	4.8	2.5	2.3	0.0	2.0	0.3	1.7	0.0	0.8	Grade 10	553	25.7		
FARMS	7.1	3.5	3.6	0.0	1.3	1.8	2.9	0.0	0.7	Grade 11	538	25.0		
SPED	14.2	4.9	9.3	0.0	0.7	1.8	3.1	0.0	8.1	Grade 12	507	23.6		
										Total	2,150			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	50.0	31.7	18.3
Other Participation			
Students now or have in the past received FARMS = 18.3% Mobility Rate (Entrants + Withdrawals)** = 6.7% Graduation Rate** = 95.7% Attendance Rate** = 96.3% Dropout Rate** = 0.5% Suspension Rate** = 1.1% Percent of Students Meeting University System of Maryland Entrance Requirements** = 81.2%			
School Programs			
APEX Scholars Signature Asperger's Gifted and Talented/Learning Disabled Learning and Academic Disabilities Learning for Independence Secondary Learning Center School/Community-Based			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	95.2	93.5
African American	Met	Met	Met	Met	85.7	86.8
Asian American	Met	Met	Met	Met	98.7	96.3
Hispanic	Met	Met	Met	Met	92.8	85.7
White	Met	Met	Met	Met	96.1	95.6
FARMS	Met	Met	Met	Met	91.1	82.9
LEP	Met	Met	Met	Met	98.0	97.5
SPED	Met	Met	Met	Met	73.0	64.7
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	97.2	97.5	95.7	98.1	95.8	96.8	94.4	98.0
African American	86.4	81.8	82.6	91.7	85.3	89.2	86.5	92.3
Asian American	98.4	98.5	98.5	100.0	100.0	98.7	97.5	98.8
Hispanic	93.9	96.0	88.5	98.1	92.3	96.9	87.9	95.5
White	98.4	98.9	97.4	98.2	96.8	97.3	96.2	99.3
ESOL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FARMS	86.4	81.8	86.4	95.7	87.1	91.2	85.3	91.4
SPED	77.1	87.8	70.6	86.0	68.5	83.6	65.5	89.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Walter Johnson High School - #424

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	87.2	67.3	88.1	88.1
African American	73.2	41.1	75.4	71.9
Asian American	89.0	74.4	89.9	93.4
Hispanic	79.6	49.0	75.7	77.0
White	91.5	75.5	92.8	92.1
Female	89.6	67.7	89.0	90.6
Male	85.0	66.9	87.3	85.7
ESOL	72.2	44.4	69.2	75.0
FARMS	73.8	41.5	64.7	69.3
SPED	71.6	29.6	66.7	47.3

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	5.3	0.0	5.3	4.0	85.3	65.3	34.7			
Supporting Services	22.4	0.0	5.3	10.5	61.8	64.5	35.5	457	97.6	2.4

Years Experience of Professional Personnel			Average SAT Scores** (78.8% Tested)		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years	School	County	National
11.3	50.7	38.0	577	545	501
			598	560	516
			579	547	492

Student/Instructional Staff Ratio = 12.4	Total****	1754	1653	1509
Average Class Size: English = 24.4 Other = 28.1				

Advanced Placement/International Baccalaureate Tests**

Staff Positions	N of June Graduates Scoring 3+	% of June Graduates Scoring 3+
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Professional	Supporting Services	Number of June Graduates	Number of Students Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	Percent of Students Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
Administrative	Instructional Support			
Principal	1,000 Paraprofessionals	458	306	66.8

Principal		1,000	Paraprofessionals		Grade 12 Documented Decisions**			
Assistant Principal		3,000	Regular	2,687	College/Training	Employment	Military	College/Employment
Asst School Administrator		1,000	Special Education	23,349				
Magnet/Special Program Coordinator			IT Systems Specialist	1,000				
			English Composition Assistant	2,750				
			Human Resources		93.9%	0.7%	2.0%	22.5%

		Facilities Data				
		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative Total	5.000	Hearing Interpreter				
		College/Career Information Coord	1.000			
		Media Assistant	2.500			
		Teacher Assistant	0.500			
Teachers		Instructional Support Total	33.786			
Classroom Resource/Team Leader/	89.900	Other Support				
		Paraprofessionals	1.000			

		Core Facility Teaching Stations					
		Total	Regular Education	Support Rooms	ESOL	Special/Alt Education	
Content Specialist	8.000	Business Manager	1.000				
Staff Development		Administrative Secretary	1.000				
Athletic Director	1.000	Registrar	1.000				
ESOL	3.800	School Financial Assistant	1.000				
Alternative	0.400	Secretary	7.250				
Career/Technical Ed	0.400	Parent/Community Coord					
Reading/Literacy		Media Services Technician	1.000				
Special Education:		Security Team Leader	1.000				
Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17

Other Professional		Leader	1.000	Professional Salaries	\$11,630,551
Counselor	8.200	Worker	15.500	Supporting Services Salaries	\$2,818,478
Media Specialist	1.000	Plant Equipment Operator	1.000	Employee Benefits	\$3,904,060
Spec Ed Related Services	1.700	Building Services Total	17.500		
Other Professional Total	10.900	Food Services	1.937	Total Allocated Cost	\$18,353,089
Total Professional	145.900	Total Supporting Services	70.473		

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

John F. Kennedy High School - #815

Principal: Dr. Eric Minus
 Community Supt: Ms. Bronda L. Mills
 School Hours: 7:25 - 2:10
 Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

1901 Randolph Road Silver Spring, MD 20902
www.montgomeryschoolsmd.org/schools/kennedyhs/

Office Phone: (301) 929-2100
 Fax Number: (301) 929-2240

Cluster Name: Downcounty Consortium

2010–2011 Enrollment = 1,647											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	50.2	49.8	0.2	9.5	38.8	41.8	0.1	7.0	2.6	Grade 9	514
ESOL	7.6	3.5	4.1	0.0	1.2	1.7	4.7	0.0	0.1	Grade 10	371
FARMS	44.7	23.3	21.4	0.0	2.8	17.3	23.3	0.0	0.9	Grade 11	407
SPED	14.1	5.3	8.8	0.0	0.9	5.1	6.4	0.0	1.4	Grade 12	355
										Total	1,647

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students			
42.2			
Other Participation			
Students now or have in the past received FARMS = 74.0%			
Mobility Rate (Entrants + Withdrawals)** = 12.7%			
Graduation Rate** = 87.6%			
Attendance Rate** = 95.6%			
Dropout Rate** = 1.9%			
Suspension Rate** = 5.8%			
Percent of Students Meeting University System of Maryland Entrance Requirements** = 69.6%			
School Programs			
Leadership Training Institute			
Learning and Academic Disabilities			
Physical Disabilities			
Secondary Learning Center			
Career Pathway Programs/ College Institute			
Cambridge Academy			
MediaCom: Multimedia & Telecommunications Academy			
Medical Careers, Sports Medicine and Management Academy			
Naval Junior Reserve Officer Training Core (NJROTC)			
International Baccalaureate (IB)			
SALTO at FUTMO			
African American Males Aiming Towards Excellence (AMATE)			
Woman Aiming Towards Excellence (WATE)			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	84.8	74.2
African American	Met	Met	Met	Met	80.7	67.3
Asian American	Met	Met	Met	Met	98.0	83.0
Hispanic	Met	Met	Met	Met	81.9	72.8
White	Met	Met	Met	Met	93.9	94.3
FARMS	Met	Met	Met	Met	84.7	71.2
LEP	Met	Met	Met	Met	87.1	70.2
SPED	Not Met	Not Met	Met	Not Met	45.8	36.4
Graduation Rate: Met						

Maryland High School Assessment Performance Status***								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	84.0	79.1	75.0	87.6	94.3	86.9	81.4	94.7
African American	80.3	76.6	73.5	87.1	92.7	84.7	75.0	93.3
Asian American	96.6	100.0	89.7	100.0	100.0	92.0	84.3	98.1
Hispanic	82.2	72.1	67.6	81.9	92.5	84.6	82.6	93.5
White	96.4	96.3	96.4	100.0	96.9	93.8	97.1	97.3
ESOL	67.9	81.3	26.9	66.7	42.9	40.0	42.9	42.9
FARMS	82.3	74.4	65.5	82.4	94.8	88.4	80.0	94.2
SPED	63.6	61.3	64.7	84.4	83.3	68.4	61.1	84.2

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

John F. Kennedy High School - #815

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	66.3	36.3	78.2	65.3
African American	66.1	32.2	76.2	63.5
Asian American	74.4	71.8	91.8	82.8
Hispanic	62.8	27.4	72.3	57.1
White	76.7	63.3	94.4	86.4
Female	73.9	39.7	81.5	70.9
Male	59.3	33.2	74.5	59.6
ESOL	58.5	12.2	53.7	35.4
FARMS	61.3	30.4	73.3	59.0
SPED	35.1	11.7	52.7	12.7

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	37.2	0.0	1.7	5.0	56.2	62.0	38.0			
Supporting Services	43.1	0.0	15.4	12.3	29.2	70.8	29.2	379	87.9	12.1

Years Experience of Professional Personnel			Average SAT Scores** (54.0% Tested)		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years	School	County	National
12.4	47.1	40.5	477	545	501
			494	560	516
			474	547	492

Class Size/Staff Ratio		Writing	Math	Science
Student/Instructional Staff Ratio = 12.1		474	547	492
Average Class Size:	English = 23.6 Other = 25.4	Total****	1445	1653

Staff Positions		Advanced Placement/International Baccalaureate Tests**		
Professional	Supporting Services	Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test

Administrative	Instructional Support		
Principal	1,000	Paraeducators	315
Assistant Principal	3,000	Regular	100

3,625 31.7

Grade 12 Documented Decisions**

Asst School Administrator	Special Education	13.225	College/Training	Employment	Military	College/Employment
Magnet/Special Program Coordinator	IT Systems Specialist	1.000				
	English Composition Assistant	2.125	95.2%	1.4%	0.0%	28.1%
	Hearing Interpreter					

Administrative Total		4.000	College/Career Information Coord	1.000	Facilities Data				
Teachers		1,000	Media Assistant	2,000	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
			Teacher Assistant						
			Instructional Support Total	20,000					

Staff Development	0.800	Administrative Secretary	1.000	Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
Athletic Director	1.000	Registrar	1.000					
ESOL	4.600	School Financial Assistant	1.000					
Alternative	1.000	Secretary	5.250	86	71	0	4	11
		Parent/Community Coord.						

Other Professional		Manager	1,000		
		Leader	1,000	Professional Salaries	\$9,557,449
Counselor	6,400	Worker	11,500	Supporting Services Salaries	\$2,406,432
Media Specialist	1,000	Plant Equipment Operator	1,000	Employee Benefits	\$2,357,820

Spec Ed Related Services	1.300	Building Services Total	14.500	Employee Benefits	\$8,287,528
Other Professional Total	8.700	Food Services	4.375	Total Allocated Cost	\$15,221,701

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Col. Zadok Magruder High School - #510

Principal: Mr. Lee Evans

Community Supt: Mr. Adrian B. Talley

School Hours: 7:25 - 2:10

Feeder Schools: Redland, Shady Grove

5939 Muncaster Mill Road Rockville, MD 20855

www.montgomeryschoolsmd.org/schools/magruderhs/

Office Phone: (301) 840-4600

Fax Number: (301) 840-4617

Cluster Name: Col. Zadok Magruder

2010–2011 Enrollment = 1,824											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	47.4	52.6	0.2	16.4	19.0	28.0	0.0	33.3	3.2	Grade 9	503
ESOL	4.4	1.8	2.6	0.0	0.9	0.3	2.7	0.0	0.5	Grade 10	452
FARMS	29.8	13.2	16.6	0.1	3.3	8.1	15.5	0.0	2.1	Grade 11	470
SPED	10.7	3.5	7.2	0.0	0.7	3.6	3.8	0.0	2.4	Grade 12	399
										Total	1,824

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students			
80.6			
Other Participation			
Students now or have in the past received FARMS = 46.9%			
Mobility Rate (Entrants + Withdrawals)** = 11.4%			
Graduation Rate** = 91.5%			
Attendance Rate** = 94.6%			
Dropout Rate** = 2.2%			
Suspension Rate** = 3.5%			
Percent of Students Meeting University System of Maryland Entrance Requirements** = 82.8%			
School Programs			
Autism			
Emotional Disabilities			
Learning and Academic Disabilities			
Career Pathway Programs			
Pursuing Excellence in the Academic Curricula (PEAC) Program			
Army Junior Reserve Officers' Training Corps (JROTC)			
Academy of Finance			
Arts and Humanities Academy			
Academy of Engineering (Project Lead the Way)			
Science Research Academy			
Academy of Education			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate	Mathematics	Reading	
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	87.5	80.7
African American	Met	Met	Met	Met	75.7	65.7
Asian American	Met	Met	Met	Met	96.8	85.9
Hispanic	Met	Met	Met	Met	79.4	66.0
White	Met	Met	Met	Met	94.3	93.1
FARMS	Met	Not Met	Met	Met	74.4	56.0
LEP	Met	Not Met	na	na	83.9	37.5
SPED	Met	Not Met	Met	Met	53.1	37.7
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	92.9	95.9	89.0	95.4	90.9	92.5	84.2	95.3
African American	86.3	94.0	82.7	94.3	80.9	80.4	71.6	92.8
Asian American	97.0	98.5	92.3	98.4	100.0	98.3	90.2	98.4
Hispanic	81.3	85.9	73.0	83.3	84.4	88.0	71.0	88.0
White	98.8	100.0	96.5	100.0	95.6	98.1	93.9	98.6
ESOL	50.0	50.0			71.4	33.3	28.6	71.4
FARMS	82.9	88.5	78.2	90.4	80.6	78.3	63.4	89.4
SPED	70.0	57.9	47.6	65.0	67.6	70.3	51.4	83.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Col. Zadok Magruder High School - #510

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	80.8	52.5	77.8	71.1
African American	73.0	33.9	66.7	50.1
Asian American	97.1	80.0	91.5	86.1
Hispanic	70.2	30.5	60.9	55.4
White	88.9	74.8	88.8	86.1
Female	87.6	56.7	78.6	76.5
Male	74.9	49.0	77.2	66.2
ESOL	55.2	0.0	25.9	23.3
FARMS	64.4	26.8	55.6	44.3
SPED	59.6	14.9	54.9	17.1

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	16.2	0.0	4.9	1.4	77.5	64.8	35.2			
Supporting Services	24.3	0.0	13.5	13.5	48.6	63.5	36.5	376	98.7	1.3

Years Experience of Professional Personnel			Average SAT Scores** (71.5% Tested)		
% Less Than 5 Years	% 5-15 Years	% More Than 15 Years	School	County	National
10.6	44.4	45.1	516	545	501
			532	560	516
			522	547	492

Class Size/Staff Ratio		Writing	Math	Science	
Student/Instructional Staff Ratio = 11.6		322	347	492	
Average Class Size:	English = 25.0 Other = 26.1	Total****	1571	1653	1509

Average Class Size.	English = 25.0	Other = 26.1	Advanced Placement/International Baccalaureate Tests**
Staff Positions			
Professional	Supporting Services	Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or
			% of June Graduates Scoring 3 or Higher on AP Test or

		Grade 12 Documented Decisions			
		College/Training	Employment	Military	College/Employment
Assistant Principal	3.000	Regular	3.750		
Asst School Administrator	1.000	Special Education	19.187		
Magnet/Special Program Coordinator		IT Systems Specialist	1.000		
		English Composition Assistant	2.375		
			94.6%	0.7%	2.5%
					34.1%

Administrative Total	5.000	Hearing Interpreter	Facilities Data				
		College/Career Information Coord	1.000	Original Construction	Year Renovated/	Site Size	Joint
		Media Assistant	2.500				
		Teacher Assistant					

Teachers	Classroom Resource/Team Leader/	Teacher Assistant Instructional Support Total	29.812	Construction Date	Renovated/ Modernized	in Acres	Occupancy	Classrooms
				1970				
		Other Support				30.0	0	0

		Core Facility Teaching Stations				
		Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
Content Specialist	7.000	Business Manager	1.000			
Staff Development	0.800	Administrative Secretary	1.000			
Athletic Director	1.000	Registrar	1.000			
ESOL	1.000	School Financial Assistant	1.000			

ESOL	2.800	School Financial Assistant	1.000			
Alternative	0.800	Secretary	6.000	91	77	0
Career/Technical Ed	2.600	Parent/Community Coord		2		12
Reading/Literacy		Media Services Technician	1.000			
Capacity/Enrollment Projections						
Current	Enrollment	Projected	Projected	Projected	Projected	Projected

Teachers Total	119.000	Other Support Total	16.000	School Personnel Costs
		Building Services		
		Manager	1.000	

Other Professional	Leader	1,000	Professional Salaries	\$11,258,906
Counselor	7.700	Worker	Supporting Services Salaries	\$2,657,836
Media Specialist	1.000	Plant Equipment Operator	Employee Benefits	\$3,769,561
Sum - FLS - Total Services	1,000	Building Services Total	15,600	

Spec Ed Related Services	1.200	Building Services Total	15.500		
Other Professional Total	9.900	Food Services	6.062	Total Allocated Cost	\$17,686,303

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Richard Montgomery High School - #201

Principal: Dr. Nelson McLeod, II
 Community Supt: Dr. Sherry Liebes
 School Hours: 7:25 - 2:10
 Feeder Schools: Julius West

250 Richard Montgomery Drive Rockville, MD 20852
www.montgomeryschoolsmd.org/schools/rmhs/

Office Phone: (301) 610-8000
 Fax Number: (301) 279-8428
 Cluster Name: Richard Montgomery

2010–2011 Enrollment = 2,044											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	52.2	47.8	0.2	24.9	15.5	20.4	0.0	34.8	4.2	Grade 9	549
ESOL	6.7	2.8	3.9	0.0	2.3	0.5	3.6	0.0	0.4	Grade 10	548
FARMS	18.1	8.6	9.4	0.0	4.0	5.1	7.0	0.0	1.5	Grade 11	519
SPED	8.0	2.4	5.6	0.0	0.4	3.1	2.0	0.0	2.3	Grade 12	428
										Total	2,044

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students			
81.7			
Other Participation			
Students now or have in the past received FARMS = 36.0%			
Mobility Rate (Entrants + Withdrawals)** = 10.7%			
Graduation Rate** = 90.8%			
Attendance Rate** = 95.7%			
Dropout Rate** = 1.0%			
Suspension Rate** = 4.0%			
Percent of Students Meeting University System of Maryland Entrance Requirements** = 76.0%			
School Programs			
International Baccalaureate (IB)			
Emotional Disabilities			
Learning and Academic Disabilities			
International Baccalaureate Middle Years Programme			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	Met	Met
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met
White	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	na
SPED	Met	Met	Met	Met
Graduation Rate: Met				

Adequate Yearly Progress Proficiency Rate**							
	Mathematics		Reading				
All Students	92.4		91.2				
African Am.	85.7		83.7				
Asian	98.4		92.8				
Hispanic	80.2		81.1				
White	96.9		97.6				
FARMS	84.1		78.9				
LEP	88.9		80.0				
SPED	55.1		57.1				

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	95.5	95.1	92.6	98.4	95.0	95.2	92.7	97.8
African American	83.6	87.0	82.1	93.1	90.8	93.6	86.1	97.6
Asian American	98.1	94.5	91.0	99.1	98.4	96.1	92.7	96.4
Hispanic	90.5	93.0	89.1	97.8	86.7	84.0	84.8	95.0
White	99.3	98.7	98.2	100.0	97.9	99.5	98.5	100.0
ESOL	77.8	75.0	27.3	100.0	94.1	84.6	77.3	90.9
FARMS	79.5	79.5	72.3	90.9	89.5	87.5	82.2	92.2
SPED	63.2	66.7	61.1	88.2	58.8	80.0	57.1	88.6

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Richard Montgomery High School - #201

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	85.6	67.7	86.9	78.1
African American	81.1	48.9	74.3	60.8
Asian American	92.4	88.5	95.5	90.2
Hispanic	72.8	41.2	67.1	53.4
White	90.9	79.1	93.3	88.8
Female	90.8	76.4	90.5	83.6
Male	80.0	58.4	82.6	72.4
ESOL	53.7	16.7	46.3	31.5
FARMS	77.0	40.2	71.0	51.1
SPED	63.2	18.4	58.1	20.4

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	8.3	0.0	5.5	4.8	81.4	61.4	38.6			
Supporting Services	26.1	0.0	8.7	23.2	42.0	65.2	34.8	427	98.1	1.9

Years Experience of Professional Personnel			Average SAT Scores** (73.8% Tested)			
% Less Than 5 Years	% 5-15 Years	% More Than 15 Years		School	County	National
11.7	51.7	36.6	Critical Reading	584	545	501
			Math	596	560	516

Class Size/Staff Ratio	Writing	579	547	492
Student/Instructional Staff Ratio = 13.2	Total****	1759	1653	1509
Average Class Size: English = 25.4 Other = 27.1				

Average Class Size:	English = 23.4	Other = 27.1	Advanced Placement/International Baccalaureate Tests**
Staff Positions			
Professional	Supporting Services		
Administrative	Instructional Support		
		Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
		493	296
			% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
			60.0

Principal	1.000	Paraeducators			
Assistant Principal	3.000	Regular	3.500		
Asst School Administrator	1.000	Special Education	13.875		
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000		
	1.000	English Composition Assistant	2.750		
Grade 12 Documented Decisions**					
College/Training	Employment	Military	College/Employment		
	94.5%	2.4%	1.4%		34.7%

		Hearing Interpreter	Facilities Data					
		College/Career Information Coord	1.000	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
		Media Assistant	2.375					
Teachers		Teacher Assistant						
		Instructional Support Total	24.500					
Classroom		Other Support						
Resource/Team Leader/Content Specialist		Business Manager	1.000	1942	2007	29.1	0	0
Staff Development		Administrative Secretary	1.000					
		Registrar	1.000					
Core Facility Teaching Stations								
		Total	Regular	Support	ESOL	Special/Alt		

				Education	Rooms		Education		
				102	96	0	2	4	
Capacity/Enrollment Projections									
		Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Athletic Director	1.000	Registrar	1.000						
ESOL	5.400	School Financial Assistant	1.000						
Alternative	0.800	Secretary	7.000						
Career/Technical Ed	1.400	Parent/Community Coord							
Reading/Literacy		Media Services Technician	1.000						
Special Education:		Security Team Leader	1.000						
Classroom	14.700	Security Assistant	4.000						
Resource Program	2.000	Student Monitor							

		Other Support Total	17.000	School Personnel Costs	
Teachers Total	122.200	Building Services			
		Manager	1.000		
Other Professional		Leader	1.000	Professional Salaries	\$11,311,252
Counselor	7.900	Worker	14.500	Supporting Services Salaries	\$2,461,660
Media Specialist	1.000	Plant Equipment Operator	1.000	Employee Benefits	\$3,683,091
Spec Ed Related Services	0.800	Building Services Total	17.500		
Other Professional Total	9.700	Food Services	2.875	Total Allocated Cost	\$17,456,003
Total Professional	137.900	Total Supporting Services	61.875		

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Northwest High School - #246

Principal: Mrs. Lancellotti (Lance) Dempsey

Community Supt: Dr. LaVerne G. Kimball

School Hours: 7:25 - 2:10

Feeder Schools: Clemente, Kingsview, Lakelands Park

13501 Richter Farm Road Germantown, MD 20874

www.montgomeryschoolsmd.org/schools/northwesths/

Office Phone: (301) 601-4660

Fax Number: (301) 601-4662

Cluster Name: Northwest

% Total	2010–2011 Enrollment = 2,097											
	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	48.9	51.1	0.2	16.7	27.5	19.4	0.0	32.0	4.2	Grade 9	560	26.7
ESOL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Grade 10	596	28.4
FARMS	23.3	11.1	12.3	0.0	2.1	11.4	7.6	0.0	1.4	Grade 11	497	23.7
SPED	11.9	3.6	8.2	0.0	0.4	4.9	2.7	0.0	3.3	Grade 12	444	21.2
										Total	2,097	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	89.6	8.0	2.4
Other Participation			
Students now or have in the past received FARMS = 43.6%			
Mobility Rate (Entrants + Withdrawals)** = 9.5%			
Graduation Rate** = 92.5%			
Attendance Rate** = 95.4%			
Dropout Rate** = 1.1%			
Suspension Rate** = 4.1%			
Percent of Students Meeting University System of Maryland Entrance Requirements** = 78.5%			
School Programs			
Ulysses Signature Program			
Emotional Disabilities			
Learning and Academic Disabilities			
Positive Behavioral Interventions and Supports (PBIS)			
Academy of Biotechnology			
National Academy of Finance			
Academy of Commercial and Fine Arts			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate	Mathematics	Reading	
	Math	Reading	Math	Reading	Mathematics	Reading
All Students	Met	Met	Met	Met	83.4	84.0
African American	Met	Met	Met	Met	69.2	73.6
Asian American	Met	Met	Met	Met	92.2	88.2
Hispanic	Met	Met	Met	Met	85.3	77.9
White	Met	Met	Met	Met	91.1	93.8
FARMS	Met	Met	Met	Met	70.1	68.6
LEP	Met	Met	na	na	73.3	44.4
SPED	Not Met	Met	Met	Met	45.7	50.7
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	93.9	94.6	88.0	93.8	85.7	88.7	85.7	93.3
African American	86.7	89.2	81.6	85.1	73.3	77.4	76.5	87.7
Asian American	100.0	98.7	91.6	98.8	92.1	94.6	89.3	97.4
Hispanic	92.0	93.4	89.3	96.1	85.3	85.3	77.9	85.7
White	97.1	97.1	90.3	96.5	93.4	96.8	94.9	99.4
ESOL								
FARMS	85.3	88.6	79.7	86.3	75.0	71.8	71.8	82.5
SPED	75.0	87.2	65.0	75.6	46.2	56.9	48.0	64.2

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Northwest High School - #246

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	91.3	60.6	83.1	78.5
African American	89.3	37.9	72.3	66.1
Asian American	100.0	88.8	95.1	93.7
Hispanic	85.6	48.1	73.3	65.0
White	91.2	71.2	92.1	88.6
Female	93.6	59.7	86.8	84.6
Male	89.1	61.5	79.8	72.9
ESOL				
FARMS	86.9	39.4	72.7	61.0
SPED	89.3	22.7	59.4	30.8

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	11.9	0.7	2.8	3.5	81.1	67.8	32.2			
Supporting Services	22.9	0.0	18.6	10.0	48.6	64.3	35.7	436	96.8	3.2

Years Experience of Professional Personnel			Average SAT Scores** (74.1% Tested)		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years	School	County	National
8.4	55.9	35.7	513	545	501
			520	560	516
			517	547	492

Student/Instructional Staff Ratio = 13.2	Writing	517	547	492
Average Class Size:	Total****	1550	1653	1509

Staff Positions		Advanced Placement/International Baccalaureate Tests**		
Professional	Supporting Services	Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
Administrative	Instructional Support	444	186	41.9
District	1000	1000	444	44.4

Principal	1.000	Paraeducators			
Assistant Principal	3.000	Regular	2.250		
Asst School Administrator	1.000	Special Education	16.062		
Magnet/Special Program Coordinator		IT Systems Specialist	1.000		
		English Composition Assistant	2.625		
Grade 12 Documented Decisions**					
College/Training	Employment	Military	College/Employment		
	94.3%	0.6%	1.5%	30.2%	

		Facilities Data				
		Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
Administrative Total	5.000	Hearing Interpreter College/Career Information Coord	1.000			
		Media Assistant Teacher Assistant	2.000			
Teachers		Instructional Support Total	24.937			
Classroom Resource/Team Leader/	90.800	Other Support				

Content Specialist	8.000	Business Manager	1.000	Core Facility Teaching Stations				
Staff Development	0.800	Administrative Secretary	1.000	Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
Athletic Director	1.000	Registrar	1.000	102	88	0	0	14
ESOL		School Financial Assistant	1.000					
Alternative	0.800	Secretary	7.000					

Career/Technical Ed Reading/Literacy Special Education: Classroom Resource Program	2.200 19.300 2.000	Parent/Community Coord Media Services Technician Security Team Leader Security Assistant Student Monitor	Capacity/Enrollment Projections						
			Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16
			2,151	2,151	2,157	2,189	2,150	2,193	2,275
					2,333				

		School Personnel Costs	
Teachers Total	124.900	Other Support Total	19.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	8.500	Worker	15.000
		Professional Salaries	\$11,081,458
		Supporting Services Salaries	\$2,586,767

Media Specialist	1.000	Plant Equipment Operator	1.000		
Spec Ed Related Services	0.500	Building Services Total	18.000	Employee Benefits	\$3,660,482
Other Professional Total	10.000	Food Services	2.875	Total Allocated Cost	\$17,328,707
Total Professional	139.900	Total Supporting Services	64.812		

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Northwood High School - #796

Principal: Dr. Henry R. Johnson, Jr.

Community Supt: Ms. Bronda L. Mills

School Hours: 7:20 - 2:10

Feeder Schools: Lee, Silver Spring Int'l, Sligo MS

919 University Blvd. W. Silver Spring MD 20901
www.montgomeryschoolsmd.org/schools/northwoodhs/

Office Phone: (301) 649-8088

Fax Number: (301) 649-8285

Cluster Name: Downcounty Consortium

% Total	2010–2011 Enrollment = 1,421										Number	Percent		
	% Gender		% Racial/Ethnic Composition*											
	Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students	47.2	52.8	0.2	5.8	29.3	40.2	0.1	21.9	2.5	Grade 9	412	29.0		
ESOL	6.9	3.2	3.7	0.0	0.7	1.8	4.2	0.0	0.1	Grade 10	390	27.4		
FARMS	36.8	17.5	19.4	0.0	2.5	11.8	20.5	0.0	1.4	Grade 11	312	22.0		
SPED	16.3	5.4	10.8	0.0	0.6	5.0	6.1	0.0	4.3	Grade 12	307	21.6		
										Total	1,421			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.5	9.1	7.4
Other Participation		School Programs	
Students now or have in the past received FARMS = 63.5%		Emotional Disabilities	
Mobility Rate (Entrants + Withdrawals)** = 18.1%		Learning and Academic Disabilities	
Graduation Rate** = 82.9%		The Academy of Technology, Environmental, and Systems Science	
Attendance Rate** = 92.3%		The Academy of Humanities, Art, and Media	
Dropout Rate** = 2.7%		The Academy of Politics, Advocacy, and Law	
Suspension Rate** = 7.7%		The Academy of Musical Theatre	
Percent of Students Meeting University System of Maryland Entrance Requirements** = 72.0%		Early College Scholars Program	
		Advancement Via Individual Determination (AVID)	
		Gifted and Talented/Learning Disabled	

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	74.7	81.1
African American	Met	Met	Met	Met	60.2	72.7
Asian American	Met	Met	na	na	83.3	100.0
Hispanic	Met	Met	Met	Met	77.8	75.9
White	Met	Met	Met	Met	88.4	93.4
FARMS	Met	Met	Met	Met	73.8	73.6
LEP	Met	Met	na	na	77.8	54.2
SPED	Not Met	Not Met	Met	Met	40.9	51.2
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	80.1	87.6	78.2	85.3	77.8	81.2	84.9	92.7
African American	72.0	86.8	70.6	80.7	61.3	77.6	76.7	89.8
Asian American	86.4	90.9	83.3	78.3	82.4	100.0	100.0	100.0
Hispanic	76.3	79.6	72.0	80.6	84.5	73.3	81.8	89.7
White	94.1	98.5	94.6	98.7	89.4	89.9	94.5	97.3
ESOL	33.3	25.0	10.5	31.6	77.8	50.0	36.4	81.8
FARMS	68.8	78.6	65.3	71.3	77.5	70.7	73.7	85.9
SPED	63.9	85.3	67.6	77.8	44.4	59.3	66.7	82.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Northwood High School - #796

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**												
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment						
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10							
All Students	72.6	41.7	74.8	74.8	74.8	68.0						
African American	66.7	23.9	68.2	68.2	68.2	57.9						
Asian American	69.6	60.9	90.0	90.0	90.0	81.8						
Hispanic	68.6	42.4	69.1	69.1	69.1	63.8						
White	90.0	63.3	86.7	86.7	86.7	83.9						
Female	77.2	46.6	74.4	74.4	74.4	73.7						
Male	68.3	37.2	75.2	75.2	75.2	62.5						
ESOL	27.5	7.5	25.0	25.0	25.0	50.5						
FARMS	67.5	33.0	65.9	65.9	65.9	58.3						
SPED	52.4	22.6	50.0	50.0	50.0	37.0						
Staff Diversity												
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**						
	Afr Am	Am Ind	Asian Am	Hispanic	White							
Professional	31.0	0.0	5.3	8.8	54.9	Female						
Supporting Services	28.8	1.7	13.6	20.3	35.6	Male						
						Number of Classes						
						% HQ						
						% Not HQ						
Years Experience of Professional Personnel												
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years									
	19.5	54.9	25.7									
Class Size/Staff Ratio												
Student/Instructional Staff Ratio = 11.3												
Average Class Size:	English = 22.0	Other = 22.7										
Staff Positions												
Professional	Supporting Services											
	Instructional Support											
Administrative												
Principal	1.000	Paraeducators										
Assistant Principal	2.000	Regular	2.374									
Asst School Administrator	1.000	Special Education	12.698									
Magnet/Special Program Coordinator		IT Systems Specialist	1.000									
		English Composition Assistant	1.875									
Administrative Total	4.000	Hearing Interpreter										
		College/Career Information Coord	1.000									
		Media Assistant	1.500									
		Teacher Assistant										
Teachers		Instructional Support Total	20.447									
Classroom	67.600	Other Support										
Resource/Team Leader/Content Specialist	8.000	Business Manager	1.000									
Staff Development	0.800	Administrative Secretary	1.000									
Athletic Director	1.000	Registrar	1.000									
ESOL	3.600	School Financial Assistant	1.000									
Alternative	1.000	Secretary	4.000									
Career/Technical Ed	1.200	Parent/Community Coord										
Reading/Literacy		Media Services Technician	1.000									
Special Education:		Security Team Leader	1.000									
Classroom	13.300	Security Assistant	4.000									
Resource Program	2.000	Student Monitor										
Teachers Total	98.500	Other Support Total	14.000									
		Building Services										
		Manager	1.000									
		Leader	1.000									
Other Professional		Worker	10.000									
Counselor	6.200	Plant Equipment Operator	1.000									
Media Specialist	1.000											
Spec Ed Related Services	0.700	Building Services Total	13.000									
Other Professional Total	7.900	Food Services	3.625									
Total Professional	110.400	Total Supporting Services	51.072									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.
 *** The combined SAT score may differ by 1 point because of rounding.

Paint Branch High School - #315

Principal: Ms. Jeanette E. Dixon

Community Supt: Dr. Ursula A. Hermann

School Hours: 7:25 - 2:10

Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

14121 Old Columbia Pike Burtonsville, MD 20866
www.montgomeryschoolsmd.org/schools/paintbranchhs/

Office Phone: (301) 989-5600

Fax Number: (301) 989-5609

Cluster Name: Northeast Consortium

% Total	2010–2011 Enrollment = 1,812											
	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students	50.2	49.8	0.3	17.8	50.5	13.9	0.0	14.0	3.5	Grade 9	536	29.6
ESOL	0.4	0.3	0.1	0.0	0.1	0.3	0.1	0.0	0.0	Grade 10	459	25.3
FARMS	28.2	14.7	13.5	0.0	3.7	17.7	5.8	0.0	0.6	Grade 11	374	20.6
SPED	8.6	3.4	5.2	0.0	0.8	5.1	1.1	0.0	1.2	Grade 12	443	24.4
										Total	1,812	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	54.2	40.6	5.2
Other Participation			
Students now or have in the past received FARMS = 51.0% Mobility Rate (Entrants + Withdrawals)** = 12.9% Graduation Rate** = 91.2% Attendance Rate** = 96.6% Dropout Rate** = 2.7% Suspension Rate** = 3.4% Percent of Students Meeting University System of Maryland Entrance Requirements** = 74.4%			
School Programs			
Science and Media Signature Emotional Disabilities Learning and Academic Disabilities Learning for Independence Naval Junior Reserve Officers Corps (NJROTC) Academy of Finance			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate	Mathematics	Reading	
	Math	Reading	Math	Reading	Mathematics	Reading
All Students	Met	Met	Met	Met	83.4	78.1
African American	Met	Met	Met	Met	74.6	72.1
Asian American	Met	Met	Met	Met	92.3	79.8
Hispanic	Met	Met	Met	Met	87.8	70.5
White	Met	Met	Met	Met	91.1	91.9
FARMS	Met	Met	Met	Met	73.2	62.2
LEP	Met	Met	na	na	92.0	35.3
SPED	Not Met	Not Met	Met	Met	38.5	47.5
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	85.2	86.8	81.7	93.3	86.6	87.4	80.1	96.7
African American	79.5	82.7	77.2	89.6	79.6	82.1	73.4	95.9
Asian American	93.4	91.0	86.1	98.8	92.0	92.1	82.2	98.9
Hispanic	73.7	79.5	71.1	87.2	89.7	82.5	73.2	90.2
White	95.2	95.3	92.0	98.9	93.6	95.7	94.6	98.9
ESOL								
FARMS	73.7	82.3	77.3	90.9	74.7	65.9	59.5	88.4
SPED	47.6	59.1	50.0	60.0	45.5	43.5	34.8	73.9

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Paint Branch High School - #315

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	70.2	44.0	68.7	85.9
African American	66.9	38.5	60.8	82.4
Asian American	85.5	65.1	92.8	93.4
Hispanic	53.5	25.6	60.0	84.8
White	90.7	68.5	72.2	88.8
Female	77.4	50.0	74.6	89.7
Male	63.1	38.1	62.4	81.9
ESOL	60.0	0.0		75.0
FARMS	59.4	35.4	60.3	79.2
SPED	43.1	7.8	30.0	43.7

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	21.7	0.8	4.7	2.3	70.5	68.2	31.8			
Supporting Services	33.8	1.5	6.2	7.7	50.8	64.6	35.4	365	94.0	6.0

Years Experience of Professional Personnel			Average SAT Scores** (73.9% Tested)		
% Less Than 5 Years	% 5-15 Years	% More Than 15 Years	School	County	National
10.1	49.6	40.3	504	545	501
			524	560	516
			506	547	492

Class Size/Staff Ratio		Writing	Math	Science
Student/Instructional Staff Ratio = 12.9		506	547	492
Average Class Size:	English = 24.3 Other = 26.6	Total****	1534	1653

Staff Positions		Advanced Placement/International Baccalaureate Tests**		
Professional	Supporting Services	Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
Administrative	Instructional Support	418	175	41.9
District	1,020	418	175	41.9

Total Faculty/Teaching Stations						
		Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
Content Specialist	8.000	Administrative Secretary	1.000			
Staff Development	0.800	Registrar	1.000			
Athletic Director	1.000	School Financial Assistant	1.000			
ESOL	0.400	Secretary	6.000			
Alternative	1.000	Parent/Community Coordinators				
		75	65	0	0	10

		Capacity/Enrollment Projections							
		Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Career/Technical Ed	2,000	Parent/Community Coord	1,000						
Reading/Literacy		Media Services Technician							
Special Education:		Security Team Leader	1,000						
Classroom	14,200	Security Assistant	5,000						
Resource Program	2,000	Student Monitor							

		Other Support Total	17.000	School Personnel Costs	
Teachers Total	109.400	Building Services			
		Manager	1.000		
		Leader	1.000		
Other Professional				Professional Salaries	\$9,910,342

Counselor	7.200	Worker	11.000	Supporting Services Salaries	\$2,478,693
Media Specialist	1.000	Plant Equipment Operator	1.000	Employee Benefits	\$3,356,548
Spec Ed Related Services	0.700	Building Services Total	14.000		
Other Professional Total	8.900	Food Services	2.688	Total Allocated Cost	\$15,745,583
Total Professional	122.300	Total Supporting Services	58.812		

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Poolesville High School - #152

Principal: Ms. Deena Levine

Community Supt: Dr. LaVerne G. Kimball

School Hours: 7:25 - 2:10

Feeder Schools: John Poole

17501 Willard Road Poolesville, MD 20837
www.montgomeryschoolsmd.org/schools/poolesvillehs/

Office Phone: (301) 972-7900

Fax Number: (301) 972-7943

Cluster Name: Poolesville

% Total	2010–2011 Enrollment = 1,170										Number	Percent		
	% Gender		% Racial/Ethnic Composition*											
	Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students	50.5	49.5	0.2	23.2	4.8	7.4	0.0	60.0	4.4	Grade 9	314	26.8		
ESOL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Grade 10	316	27.0		
FARMS	5.0	2.4	2.6	0.0	0.5	1.1	1.3	0.0	1.8	Grade 11	275	23.5		
SPED	6.3	1.0	5.3	0.0	0.2	0.8	0.3	0.0	4.9	Grade 12	265	22.6		
										Total	1,170			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.6	4.1	1.4
Other Participation			
Students now or have in the past received FARMS = 13.3% Mobility Rate (Entrants + Withdrawals)** = 3.8% Graduation Rate** = 99.3% Attendance Rate** = 95.8% Dropout Rate** = 0.1% Suspension Rate** = 1.0% Percent of Students Meeting University System of Maryland Entrance Requirements** = 90.1%			
School Programs			
Global Ecology Magnet Learning and Academic Disabilities Advanced Engineering Academy (Project Lead the Way) Humanities Magnet Math, Science, and Computer Science Magnet			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate	Mathematics	Reading	
	Math	Reading	Math	Reading	Mathematics	Reading
All Students	Met	Met	Met	Met	98.1	96.4
African American	Met	Met	na	na	93.3	93.3
Asian American	Met	Met	Met	Met	100.0	100.0
Hispanic	Met	Met	na	na	94.1	83.3
White	Met	Met	Met	Met	98.4	96.9
FARMS	Met	Met	na	na	92.3	62.5
LEP	na	na	na	na		
SPED	Met	Met	na	na	81.3	57.1
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***				Algebra	Biology	English	Government
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	98.8	98.1	95.1	98.9	98.1	97.8	96.7	98.9
African American	100.0	93.3	93.3	93.3	93.3	93.3	93.3	93.3
Asian American	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic	100.0	100.0	80.0	100.0	94.1	88.9	83.3	100.0
White	98.2	97.7	94.9	98.9	98.4	98.4	97.4	99.0
ESOL								
FARMS	87.5	88.2	88.2	93.8				
SPED	84.2	90.0	70.0	95.0	81.8	81.8	63.6	81.8

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Poolesville High School - #152

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**								
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment		
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10			
All Students	96.3	78.9		97.1		92.7		
African American	90.0	50.0		100.0		82.1		
Asian American	97.2	98.6		100.0		100.0		
Hispanic	95.7	87.0		76.9		92.8		
White	96.6	74.5		97.1		91.2		
Female	95.9	82.6		97.3		96.0		
Male	96.7	74.8		96.8		89.2		
ESOL								
FARMS	95.5	40.9		66.7		75.9		
SPED	100.0	33.3		87.5		59.7		
Staff Diversity								
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**		
	Afr Am	Am Ind	Asian Am	Hispanic	White			
Professional	1.2	0.0	4.8	4.8	89.3	Female		
Supporting Services	14.7	0.0	2.9	8.8	73.5	Male		
						Number of Classes		
						% HQ		
						% Not HQ		
Years Experience of Professional Personnel								
% Less Than 5 Years	% 5–15 Years		% More Than 15 Years					
	9.5	47.6		42.9				
Class Size/Staff Ratio								
Student/Instructional Staff Ratio = 13.7								
Average Class Size:	English = 26.0	Other = 27.5						
Staff Positions								
Professional		Supporting Services						
Administrative		Instructional Support						
Principal	1.000	Paraeducators						
Assistant Principal	2.000	Regular	1.250					
Asst School Administrator		Special Education	4.875					
Magnet/Special Program Coordinator		IT Systems Specialist	1.000					
	1.000	English Composition Assistant	1.500					
Administrative Total	4.000	Hearing Interpreter						
		College/Career Information Coord	1.000					
		Media Assistant	1.000					
		Teacher Assistant						
Teachers		Instructional Support Total						
Classroom	54.400	Other Support	10.625					
Resource/Team Leader/Content Specialist	6.000	Business Manager	1.000					
Staff Development	0.800	Administrative Secretary	1.000					
Athletic Director	1.000	Registrar	1.000					
ESOL		School Financial Assistant	1.000					
Alternative	0.200	Secretary	4.000					
Career/Technical Ed	0.800	Parent/Community Coord	1.000					
Reading/Literacy		Media Services Technician	1.000					
Special Education:		Security Team Leader	1.000					
Classroom	6.000	Security Assistant	2.000					
Resource Program	1.000	Student Monitor						
		Other Support Total	12.000					
Teachers Total	70.200	Building Services						
		Manager	1.000					
		Leader	1.000					
		Worker	5.500					
		Plant Equipment Operator	1.000					
		Building Services Total	8.500					
Other Professional Total	5.800	Food Services	1.312					
Total Professional	80.000	Total Supporting Services	32.437					
Average SAT Scores** (87.2% Tested)								
	School		County		National			
	Critical Reading	597	545	501				
	Math	620	560	516				
	Writing	597	547	492				
	Total****	1813	1653	1509				
Advanced Placement/International Baccalaureate Tests**								
	Number of June Graduates		N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test			
	266		181		68.0			
Grade 12 Documented Decisions**								
College/Training	Employment		Military		College/Employment			
	97.5%	0.4%	0.8%	30.0%				
Facilities Data								
	Original Construction Date		Year Renovated/Modernized		Site Size in Acres			
	1953		1978		37.2	1		
Relocatable Classrooms								
Core Facility Teaching Stations								
	Total		Regular Education		Support Rooms			
	52		50		0	0		
ESOL								
Special/Alt Education								
Capacity/Enrollment Projections								
	Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
	1,152	1,152	1,145	1,172	1,167	1,163	1,170	1,133
School Personnel Costs								
Professional Salaries							\$6,697,296	
Supporting Services Salaries							\$1,423,088	
Employee Benefits							\$2,139,934	
Total Allocated Cost							\$10,260,318	

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** 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

Community Supt: Dr. LaVerne G. Kimball

www.qohs.org/

Fax Number: (301) 840-4699

School Hours: 7:25 - 2:10

Cluster Name: Quince Orchard

Feeder Schools: Lakelands Park, Ridgeview

2010–2011 Enrollment = 1,822											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	46.3	53.7	0.2	12.6	16.0	21.6	0.1	46.3	3.2	Grade 9	503
ESOL	4.5	2.1	2.4	0.0	0.5	0.7	3.0	0.0	0.4	Grade 10	481
FARMS	19.2	8.7	10.5	0.1	1.1	6.9	9.5	0.0	1.4	Grade 11	432
SPED	12.6	4.3	8.3	0.0	0.8	3.3	3.1	0.0	5.0	Grade 12	406
										Total	1,822

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	84.3	3.5	12.2
Other Participation			
Students now or have in the past received FARMS = 35.4% Mobility Rate (Entrants + Withdrawals)** = 11.6% Graduation Rate** = 91.4% Attendance Rate** = 95.3% Dropout Rate** = 1.2% Suspension Rate** = 3.3% Percent of Students Meeting University System of Maryland Entrance Requirements** = 81.3%			
School Programs			
Advanced Study in Arts and Academics Signature Learning and Academic Disabilities School/Community-Based Learning for Independence (for current QOHS students only) Extensions Career Pathway Programs Multidisciplinary Educational Training and Support (METS) Positive Behavioral Interventions and Supports (PBIS)			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	88.2	84.1
African American	Met	Met	Met	Met	72.4	65.6
Asian American	Met	Met	Met	Met	100.0	93.4
Hispanic	Met	Met	Met	Met	72.1	76.2
White	Met	Met	Met	Met	94.6	89.0
FARMS	Met	Met	Met	Met	73.7	68.1
LEP	Met	Met	na	na	66.7	59.3
SPED	Met	Met	Met	Met	73.0	60.9
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	92.7	91.3	90.5	92.6	89.4	86.3	84.7	91.4
African American	73.7	84.7	81.0	82.0	73.2	72.9	66.1	82.4
Asian American	100.0	96.5	96.4	94.8	100.0	89.5	93.2	98.4
Hispanic	89.3	72.9	76.4	80.7	73.7	73.7	76.3	78.3
White	97.3	97.4	95.5	98.5	95.9	92.7	90.0	95.9
ESOL	80.0	71.4		60.0	45.5	60.0	33.3	53.8
FARMS	80.7	70.7	75.5	74.1	72.9	67.8	68.3	77.4
SPED	70.3	76.9	80.0	82.5	73.2	63.6	55.8	71.1

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Quince Orchard High School - #125

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**												
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment						
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10							
All Students	81.2	63.0	75.9	75.9	75.9	89.4						
African American	68.2	36.5	59.4	59.4	59.4	84.4						
Asian American	92.1	90.5	87.0	87.0	87.0	93.5						
Hispanic	63.7	34.3	52.3	52.3	52.3	80.5						
White	91.0	78.5	88.6	88.6	88.6	93.7						
Female	82.0	63.5	79.5	79.5	79.5	91.5						
Male	80.5	62.5	73.2	73.2	73.2	87.7						
ESOL	25.0	14.3	21.2	21.2	21.2	66.4						
FARMS	67.3	32.7	48.8	48.8	48.8	80.1						
SPED	61.6	21.9	31.8	31.8	31.8	64.1						
Staff Diversity												
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**						
	Afr Am	Am Ind	Asian Am	Hispanic	White							
Professional	6.1	0.0	6.1	5.3	82.4	Female						
Supporting Services	18.3	1.2	11.0	8.5	61.0	Male						
						Number of Classes						
						% HQ						
						% Not HQ						
Years Experience of Professional Personnel												
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years									
	13.0	45.8	41.2									
Class Size/Staff Ratio												
Student/Instructional Staff Ratio = 11.4												
Average Class Size:	English = 26.5	Other = 26.6										
Staff Positions												
Professional	Supporting Services											
	Instructional Support											
Administrative												
Principal	1.000	Paraeducators										
Assistant Principal	3.000	Regular	3.750									
Asst School Administrator	1.000	Special Education	26.125									
Magnet/Special Program Coordinator		IT Systems Specialist	1.000									
		English Composition Assistant	2.375									
Administrative Total	5.000	Hearing Interpreter										
		College/Career Information Coord	1.000									
		Media Assistant	2.000									
		Teacher Assistant										
Teachers		Instructional Support Total	36.250									
Classroom	82.000	Other Support										
Resource/Team Leader/Content Specialist	7.000	Business Manager	1.000									
Staff Development	0.800	Administrative Secretary	1.000									
Athletic Director	1.000	Registrar	1.000									
ESOL	4.600	School Financial Assistant	1.000									
Alternative	0.800	Secretary	6.000									
Career/Technical Ed	0.800	Parent/Community Coord	1.000									
Reading/Literacy		Media Services Technician	1.000									
Special Education:		Security Team Leader	1.000									
Classroom	15.200	Security Assistant	5.000									
Resource Program	1.000	Student Monitor										
Teachers Total	113.200	Other Support Total	17.000									
Other Professional		Building Services										
		Manager	1.000									
		Leader	1.000									
Counselor	7.900	Worker	12.000									
Media Specialist	1.000	Plant Equipment Operator	1.000									
Spec Ed Related Services	2.200	Building Services Total	15.000									
Other Professional Total	11.100	Food Services	3.500									
Total Professional	129.300	Total Supporting Services	71.750									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Rockville High School - #230

Principal: Dr. Debra S. Munk
 Community Supt: Dr. Sherry Liebes
 School Hours: 7:25 - 2:10
 Feeder Schools: Wood

2100 Baltimore Road Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/rockvillehs/

Office Phone: (301) 519-8105
 Fax Number: (301) 517-8288
 Cluster Name: Rockville

% Total	2010–2011 Enrollment = 1,255										Number	Percent		
	% Gender		% Racial/Ethnic Composition*											
	Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students	47.4	52.6	0.2	11.6	15.9	30.8	0.2	37.3	4.1	Grade 9	344	27.4		
ESOL	4.9	2.2	2.6	0.0	1.1	0.5	2.9	0.0	0.4	Grade 10	322	25.7		
FARMS	29.2	12.2	17.1	0.0	2.9	7.4	15.9	0.1	2.5	Grade 11	344	27.4		
SPED	15.3	6.1	9.2	0.0	1.3	3.9	4.9	0.1	4.8	Grade 12	245	19.5		
										Total	1,255			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students			
52.1			
Other Participation		School Programs	
Students now or have in the past received FARMS = 46.1%		Autism	
Mobility Rate (Entrants + Withdrawals)** = 9.5%		Deaf & Hard/Hearing	
Graduation Rate** = 89.6%		Learning and Academic Disabilities	
Attendance Rate** = 95.4%		Learning for Independence	
Dropout Rate** = 2.4%		Project Lead the Way Academy	
Suspension Rate** = 2.5%		Journalism Academy	
Percent of Students Meeting University System of Maryland Entrance Requirements** = 81.6%		International Baccalaureate (IB)	
		Advancement Via Individual Determination (AVID)	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate	Mathematics	Reading	
	Math	Reading	Math	Reading	Mathematics	Reading
All Students	Met	Met	Met	Met	88.8	88.0
African American	Met	Met	Met	Met	81.3	87.8
Asian American	Met	Met	Met	Met	92.5	87.8
Hispanic	Met	Met	Met	Met	78.3	70.3
White	Met	Met	Met	Met	95.2	96.9
FARMS	Met	Met	Met	Met	78.4	79.1
LEP	Met	Met	na	na	70.4	47.8
SPED	Met	Met	Met	Met	61.4	74.4
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	92.4	93.6	91.5	95.5	90.3	91.3	90.6	95.0
African American	87.1	86.7	84.8	90.6	81.8	86.7	91.1	97.8
Asian American	97.4	97.3	97.3	100.0	94.3	97.1	88.9	94.4
Hispanic	88.7	86.8	88.7	92.6	82.7	83.9	75.0	91.2
White	94.3	98.0	92.9	97.0	95.6	94.8	98.3	95.8
ESOL	66.7	71.4			44.4	57.1	22.2	44.4
FARMS	83.8	83.8	81.1	91.4	81.1	83.3	81.1	94.4
SPED	76.5	76.5	66.7	76.5	38.9	70.6	83.3	90.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Rockville High School - #230

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	85.7	70.0	77.1	78.2
African American	75.5	51.0	76.0	72.4
Asian American	93.3	83.3	82.9	84.0
Hispanic	78.8	56.5	64.1	64.9
White	92.7	83.7	85.7	87.3
Female	84.4	65.2	78.2	82.9
Male	86.8	74.3	76.3	74.1
ESOL	63.6	22.7	42.9	28.2
FARMS	80.4	51.1	57.1	61.9
SPED	56.8	36.4	38.6	26.4

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	10.6	0.0	2.9	3.8	82.7	63.5	36.5			
Supporting Services	28.8	0.0	6.1	18.2	47.0	66.7	33.3	270	90.7	9.3

Years Experience of Professional Personnel			Average SAT Scores** (71.9% Tested)		
% Less Than 5 Years	% 5-15 Years	% More Than 15 Years	School	County	National
14.4	45.2	40.4	527	545	501
			536	560	516
			527	547	492

Student/Instructional Staff Ratio	10.6	Writing	537	547	492
Average Class Size:	English = 23.9 Other = 26.3	Total****	1601	1653	1509

Staff Positions		Advanced Placement/International Baccalaureate Tests**		
Professional	Supporting Services	Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
Administrative	Instructional Support	260	128	49.2
Principal	1,000	Percent		

Principal	1.000	Paraeducators		Grade 12 Documented Decisions**			
Assistant Principal	2.000	Regular	2.250				
Asst School Administrator	1.000	Special Education	20.937				
Magnet/Special Program Coordinator		IT Systems Specialist	1.000				
		English Composition Assistant	1.625	College/Training	Employment	Military	College/Employment
		Music Department	1.625	93.1%	2.3%	2.3%	27.1%

Administrative Total	4.000	Hearing Interpreter	Facilities Data					
		College/Career Information Coord	1.000					
		Media Assistant	1.000					
		Teacher Assistant						
Teachers	Instructional Support Total		27.812	Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
	Classroom Resource/Team Leader/	49.000	Other Support	1968	2004	30.3	0	0

Resource Team Leader		Business Manager	1.000	Core Facility Teaching Stations				
Content Specialist	8.000	Administrative Secretary	1.000	Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
Staff Development	0.800	Registrar	1.000	78	60	0	2	16
Athletic Director	1.000	School Financial Assistant	1.000					
ESOL	2.600	Secretary	3.500					
Alternative	0.800	Parent/Community Coord.						

		Other Support Total	12.500	School Personnel Costs	
Teachers Total	82.800	Building Services			
		Manager	1.000		
Other Professional		Leader	1.000	Professional Salaries	\$7,962,835
Counselor	5.200	Worker	13.500	Supporting Services Salaries	\$2,386,689

Media Specialist	1.000	Plant Equipment Operator	1.000		
Spec Ed Related Services	2.400	Building Services Total	16.500	Employee Benefits	\$2,859,523
Other Professional Total	8.600	Food Services	2.875	Total Allocated Cost	\$13,209,047
Total Professional	95.400	Total Supporting Services	59.687		

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

** Outcome data reflect 2009–2010 school year. Old race codes were included.
**** The combined SAT score may differ by 1 point because of rounding.

Seneca Valley High School - #104

Principal: Mr. Marc J. Cohen

Community Supt: Dr. LaVerne G. Kimball

School Hours: 7:00 - 3:00

Feeder Schools: Clemente, King

19401 Crystal Rock Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/senecavalleyhs/

Office Phone: (301) 353-8000

Fax Number: (301) 353-8004

Cluster Name: Seneca Valley

% Total	2010–2011 Enrollment = 1,317										Number	Percent		
	% Gender		% Racial/Ethnic Composition*											
	Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students	48.2	51.8	0.2	9.8	32.0	26.8	0.1	26.4	4.7	Grade 9	359	27.3		
ESOL	7.3	3.1	4.2	0.0	1.7	1.4	3.8	0.0	0.2	Grade 10	368	27.9		
FARMS	34.4	16.0	18.4	0.1	2.0	14.6	13.1	0.0	3.0	Grade 11	309	23.5		
SPED	14.1	5.2	8.9	0.1	0.8	6.2	3.3	0.0	3.3	Grade 12	281	21.3		
										Total	1,317			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.6	3.8	23.7
Other Participation			School Programs
Students now or have in the past received FARMS = 59.4% Mobility Rate (Entrants + Withdrawals)** = 14.3% Graduation Rate** = 89.0% Attendance Rate** = 94.8% Dropout Rate** = 2.4% Suspension Rate** = 2.0% Percent of Students Meeting University System of Maryland Entrance Requirements** = 71.8%			Junior Reserve Officer Training Core (JROTC) Learning and Academic Disabilities/Learning for Independence School/Community-Based Positive Behavioral Interventions and Supports (PBIS) SVHS Career Academies/Course Pathway Academy of Science, Project Lead the Way Academy of Business and Finance Academy of Arts and Media Studies Academy of Human Services Academy of Technology, Academy of Information Technology International Baccalaureate (IB)

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math			
All Students	Met	Met	Met	Met	92.0	83.4
African American	Met	Met	Met	Met	85.9	77.6
Asian American	Met	Met	Met	Met	97.7	88.0
Hispanic	Met	Met	Met	Met	92.3	77.4
White	Met	Met	Met	Met	95.2	89.5
FARMS	Met	Met	Met	Met	88.0	75.6
LEP	Met	Met	Met	na	78.8	53.1
SPED	Met	Met	Met	Met	67.4	54.5
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	96.2	95.7	91.0	97.6	94.3	96.6	86.6	94.5
African American	90.7	98.1	83.6	98.2	89.3	92.7	81.9	94.1
Asian American	100.0	95.8	90.9	95.7	97.5	100.0	89.1	100.0
Hispanic	96.4	87.7	89.8	96.3	97.5	100.0	85.4	92.7
White	98.6	100.0	97.3	98.7	95.8	96.9	89.6	92.8
ESOL	85.7	60.0	40.0	90.9	100.0	83.3	54.5	100.0
FARMS	100.0	92.5	85.7	96.1	89.5	88.9	78.0	84.7
SPED	80.0	100.0	86.7	100.0	60.0	76.0	52.0	72.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Seneca Valley High School - #104

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**										
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment				
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10					
All Students	77.5	40.8	66.4	66.4	76.0	76.0				
African American	66.7	25.2	57.7	57.7	66.6	66.6				
Asian American	75.7	56.8	70.6	70.6	85.7	85.7				
Hispanic	80.3	32.4	56.5	56.5	71.7	71.7				
White	89.5	60.0	81.0	81.0	86.4	86.4				
Female	78.1	45.0	72.4	72.4	80.5	80.5				
Male	76.9	36.7	61.1	61.1	71.9	71.9				
ESOL	47.6	4.8	33.3	33.3	56.1	56.1				
FARMS	72.7	25.0	45.2	45.2	66.9	66.9				
SPED	48.1	7.4	57.9	57.9	26.1	26.1				
Staff Diversity										
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**				
	Afr Am	Am Ind	Asian Am	Hispanic	White					
Professional	14.0	0.9	6.5	4.7	73.8	61.7	38.3	Number of Classes	% HQ	% Not HQ
Supporting Services	22.8	0.0	7.0	10.5	59.6	70.2	29.8	298	84.9	15.1
Years Experience of Professional Personnel										
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years							
	13.1	38.3	48.6							
Class Size/Staff Ratio										
Student/Instructional Staff Ratio = 10.9										
Average Class Size:	English = 22.9	Other = 24.6								
Staff Positions										
Professional	Supporting Services									
	Instructional Support									
Administrative	1.000	Paraeducators	3.249							
Principal	2.000	Regular	15.811							
Assistant Principal	1.000	Special Education	1.000							
Asst School Administrator		IT Systems Specialist	1.750							
Magnet/Special Program Coordinator		English Composition Assistant	1.000							
Administrative Total	4.000	Hearing Interpreter	1.000							
		College/Career Information Coord	1.000							
Teachers	55.100	Media Assistant	1.500							
Classroom		Teacher Assistant	24.310							
Resource/Team Leader/Content Specialist	8.000	Instructional Support Total								
Staff Development	0.800	Other Support								
Athletic Director	1.000	Business Manager	1.000							
ESOL	3.800	Administrative Secretary	1.000							
Alternative	0.800	Registrar	1.000							
Career/Technical Ed	2.000	School Financial Assistant	1.000							
Reading/Literacy		Secretary	4.000							
Special Education:		Parent/Community Coord	1.000							
Classroom	17.000	Media Services Technician	1.000							
Resource Program	1.000	Security Team Leader	1.000							
Teachers Total	89.500	Security Assistant	4.000							
		Student Monitor	14.000							
		Other Support Total								
Other Professional		Building Services								
Counselor	5.400	Manager	1.000							
Media Specialist	1.000	Leader	1.000							
Spec Ed Related Services	1.100	Worker	8.000							
Other Professional Total	7.500	Plant Equipment Operator	1.000							
Total Professional	101.000	Food Services	2.000							
		Total Supporting Services	51.310							
Average SAT Scores** (65.2% Tested)										
	School		County		National					
	507	545	501	516	492	1509				
Critical Reading	513	560	511	547	1653	1531				
Writing	511	547	511	547	1653	1531				
Total****	93	34.4	93	34.4	1653	1531				
Advanced Placement/International Baccalaureate Tests**										
	Number of June Graduates		N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test					
	270	93	93	34.4	93	34.4				
Grade 12 Documented Decisions**										
College/Training	Employment		Military		College/Employment					
	93.3%	2.1%	2.1%	2.1%	42.4%	42.4%				
Facilities Data										
	Original Construction Date		Year Renovated/Modernized		Site Size in Acres					
	1974		29.4	0	1	1				
Core Facility Teaching Stations										
	Total		Support Rooms		ESOL					
	66	50	0	3	13	13				
Capacity/Enrollment Projections										
	Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15				
	1,311	1,311	1,347	1,379	1,387	1,415				
School Personnel Costs										
Professional Salaries										
						\$8,476,773				
Supporting Services Salaries										
						\$2,189,072				
Employee Benefits										
						\$2,912,440				
Total Allocated Cost										
						\$13,578,285				

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Sherwood High School - #503

Principal: Mr. William M. Gregory

Community Supt: Dr. Ursula A. Hermann

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

2010–2011 Enrollment = 2,076											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	47.9	52.1	0.2	10.2	15.3	12.8	0.1	58.1	3.4	Grade 9	508
ESOL	7.1	3.0	4.1	0.0	1.5	2.6	0.0	0.1	0.0	Grade 10	561
FARMS	13.5	5.9	7.6	0.0	2.3	5.6	3.9	0.0	1.4	Grade 11	477
SPED	9.1	2.9	6.2	0.0	0.5	1.6	1.4	0.0	5.4	Grade 12	530
										Total	2,076

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.1	9.0	7.9
Other Participation			
Students now or have in the past received FARMS = 24.1%			
Mobility Rate (Entrants + Withdrawals)** = 7.7%			
Graduation Rate** = 95.2%			
Attendance Rate** = 95.8%			
Dropout Rate** = 1.2%			
Suspension Rate** = 2.8%			
Percent of Students Meeting University System of Maryland Entrance Requirements** = 85.9%			
School Programs			
School/Community-Based			
Learning and Academic Disabilities			
Learning for Independence			
Career Pathway Programs			
Academy of Hospitality and Tourism			
Academy of Teacher Education			

Maryland School Assessment Overall Adequate Yearly Progress**: Not Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate	Mathematics	Reading	
	Math	Reading	Math	Reading	Mathematics	Reading
All Students	Met	Met	Met	Met	91.3	85.5
African American	Met	Met	Met	Met	72.8	62.0
Asian American	Met	Met	Met	Met	96.7	84.1
Hispanic	Met	Met	Met	Not Met	79.3	69.1
White	Met	Met	Met	Met	97.4	94.6
FARMS	Met	Met	Met	Not Met	73.5	62.3
LEP	Met	Not Met	Met	Not Met	65.9	30.8
SPED	Met	Met	Met	Met	73.2	58.3
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	92.7	92.9	86.5	94.0	92.4	93.0	86.3	96.0
African American	83.7	84.6	71.4	92.0	76.6	80.0	63.2	86.1
Asian American	91.3	89.8	88.4	89.6	96.6	91.4	83.6	95.1
Hispanic	83.7	87.2	71.4	83.0	82.0	78.0	72.0	90.0
White	97.5	96.9	92.2	97.0	97.3	99.0	94.8	99.7
ESOL	67.9	66.7		45.5	50.0	29.4	21.1	52.6
FARMS	75.0	77.8	57.8	75.9	76.2	75.4	64.6	89.6
SPED	69.0	69.0	35.7	75.9	55.6	75.0	48.1	85.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Sherwood High School - #503

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**										
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment				
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10					
All Students	88.5	64.8	87.3	87.3	87.3	85.8				
African American	76.4	41.6	74.4	74.4	74.4	72.8				
Asian American	88.1	68.7	94.2	94.2	94.2	86.9				
Hispanic	70.9	40.0	66.1	66.1	66.1	71.4				
White	94.8	74.8	93.4	93.4	93.4	91.8				
Female	92.0	69.6	87.0	87.0	87.0	88.1				
Male	85.0	60.2	87.5	87.5	87.5	83.7				
ESOL	54.8	11.9	47.4	47.4	47.4	39.7				
FARMS	68.4	30.3	70.1	70.1	70.1	61.5				
SPED	63.6	18.2	82.5	82.5	82.5	46.5				
Staff Diversity										
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**				
	Afr Am	Am Ind	Asian Am	Hispanic	White					
Professional	14.0	1.4	3.5	5.6	75.5	73.4	26.6	Number of Classes	% HQ	% Not HQ
Supporting Services	25.4	1.4	7.0	8.5	57.7	63.4	36.6	460	95.7	4.3
Years Experience of Professional Personnel										
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years							
	10.5	48.3	41.3							
Class Size/Staff Ratio										
Student/Instructional Staff Ratio = 13.1										
Average Class Size:	English = 24.1	Other = 26.9								
Staff Positions										
Professional	Supporting Services									
	Instructional Support									
Administrative	1.000	Paraeducators	14.312	3.000	1.000	501				
Principal	1.000	Regular								
Assistant Principal	3.000	Special Education								
Asst School Administrator	1.000	IT Systems Specialist								
Magnet/Special Program Coordinator		English Composition Assistant								
Administrative Total	5.000	Hearing Interpreter								
Teachers	90.000	College/Career Information Coord								
Classroom	90.000	Media Assistant								
Resource/Team Leader/Content Specialist	8.000	Teacher Assistant								
Staff Development	0.800	Instructional Support Total	25.437							
Athletic Director	1.000									
ESOL	4.800									
Alternative	0.600									
Career/Technical Ed	2.800									
Reading/Literacy										
Special Education:										
Classroom	14.500									
Resource Program	1.000									
Teachers Total	123.500	Other Support Total	18.000							
Other Professional		Building Services								
Counselor	8.200	Manager	1.000							
Media Specialist	1.000	Leader	1.000							
Spec Ed Related Services	1.000	Worker	13.500							
Other Professional Total	10.200	Building Services Total	16.500							
Total Professional	138.700	Total Supporting Services	63.687							
Average SAT Scores** (77.9% Tested)										
	School		County		National					
	Critical Reading	526	545	501	Math	552				
	Writing	538	547	492	Total****	1616				
						1653				
						1509				
Advanced Placement/International Baccalaureate Tests**										
	Number of June Graduates		N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test					
	493		229		46.5					
Grade 12 Documented Decisions**										
College/Training	Employment		Military		College/Employment					
	97.6%	0.0%	0.8%	27.2%						
Facilities Data										
	Original Construction Date		Year Renovated/Modernized		Site Size in Acres					
	1950		1991		49.3	0				
Core Facility Teaching Stations										
	Total		Regular Education		Support Rooms					
	96		81		0	5				
Capacity/Enrollment Projections										
	Current Capacity		Future Capacity		2011–12					
	2,004		2,004		2,029	2,058				
School Personnel Costs										
Professional Salaries										
\$11,537,850										
Supporting Services Salaries										
\$2,610,507										
Employee Benefits										
\$3,800,368										
Total Allocated Cost										
\$17,948,725										

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Springbrook High School - #798

Principal: Dr. Debra K. Mugge

Community Supt: Dr. Ursula A. Hermann

School Hours: 7:25 - 2:10

Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

201 Valley Brook Drive Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/springbrookhs/

Office Phone: (301) 989-5700

Fax Number: (301) 622-1875

Cluster Name: Northeast Consortium

% Total	2010–2011 Enrollment = 1,739										Number	Percent		
	% Gender		% Racial/Ethnic Composition*											
	Female	Male	AM	AS	BL	HI	PI	WH	MU					
All Students	46.3	53.7	0.1	14.4	40.9	32.4	0.0	10.1	2.1	Grade 9	473	27.2		
ESOL	5.8	2.7	3.0	0.0	0.4	1.4	4.0	0.0	0.0	Grade 10	495	28.5		
FARMS	42.4	19.1	23.3	0.0	4.1	16.8	20.6	0.0	0.4	Grade 11	395	22.7		
SPED	11.8	3.5	8.3	0.0	0.6	5.4	4.4	0.0	1.2	Grade 12	376	21.6		
										Total	1,739			

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.0	5.4	15.6
Other Participation			School Programs
Students now or have in the past received FARMS = 61.6% Mobility Rate (Entrants + Withdrawals)** = 11.9% Graduation Rate** = 88.1% Attendance Rate** = 95.9% Dropout Rate** = 1.9% Suspension Rate** = 5.1% Percent of Students Meeting University System of Maryland Entrance Requirements** = 75.6%			Multidisciplinary Educational Training and Support (METS) International Studies and Technology International Baccalaureate (IB) Learning and Academic Disabilities Learning for Independence School/Community-Based Career Pathway Programs Middle Years Programme Academy of Information Technology (AOIT) Justice, Law and Society Academy Cisco Academy

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	82.2	82.8
African American	Met	Met	Met	Met	78.6	82.9
Asian American	Met	Met	Met	Met	85.9	84.7
Hispanic	Met	Met	Met	Met	77.9	71.4
White	Met	Met	Met	Met	92.4	94.3
FARMS	Met	Met	Met	Met	66.7	68.2
LEP	Met	Met	na	na	65.2	48.7
SPED	Met	Met	Met	Met	62.8	62.5
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	86.8	90.6	85.4	91.9	83.4	84.5	83.6	90.1
African American	83.9	88.5	81.8	90.7	80.6	81.9	83.8	90.7
Asian American	98.3	95.3	90.6	95.4	87.1	94.4	85.9	90.7
Hispanic	78.3	86.7	80.4	86.0	77.5	69.4	71.8	78.4
White	93.0	95.8	95.8	97.9	92.3	95.7	94.2	100.0
ESOL	46.2	66.7	33.3	40.0	45.5	45.5	30.0	45.5
FARMS	79.2	84.0	72.7	84.6	66.1	68.5	68.3	78.0
SPED	61.1	77.8	55.0	77.8	58.3	58.3	65.2	62.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Springbrook High School - #798

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	65.8	41.8	63.0	70.5
African American	69.4	42.3	65.5	69.1
Asian American	82.1	71.4	88.7	88.6
Hispanic	51.5	22.7	41.3	55.5
White	81.8	72.7	76.0	85.1
Female	64.3	44.5	68.6	77.5
Male	66.8	40.1	57.9	64.8
ESOL	17.2	0.0	17.6	36.4
FARMS	57.6	26.7	50.0	56.4
SPED	43.8	12.5	32.6	22.0

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	29.2	0.0	5.4	4.6	60.8	63.1	36.9			
Supporting Services	35.7	1.4	8.6	18.6	35.7	61.4	38.6	362	99.2	0.8

Years Experience of Professional Personnel			Average SAT Scores** (69.1% Tested)		
% Less Than 5 Years	% 5-15 Years	% More Than 15 Years	School	County	National
10.0	42.3	47.7	512	545	501
			515	560	516

Class Size/Staff Ratio	Writing	495	547	492
Student/Instructional Staff Ratio = 12.0	Total****	1522	1653	1509
Average Class Size: English = 24.9 Other = 25.9				

Staff Positions			Advanced Placement/International Baccalaureate Tests**		
Position	Count	%	Number of June Graduates Scoring 3 or Higher on AP Test or IB Diploma	N of June Graduates Scoring 3 or Higher on AP Test or IB Diploma	% of June Graduates Scoring 3 or Higher on AP Test or IB Diploma
Administrative	2	100%	1	1	50%

Professional	Supporting Services		June Graduates	Scoring 4 or Higher on IB Test	Scoring 4 or Higher on IB Test
Administrative		Instructional Support			
Principal	1.000	Paraeducators	388	141	36.3

			Grade 12 Documented Decisions**
			<u>College/Training</u> <u>Employment</u> <u>Military</u> <u>College/Employment</u>
Assistant Principal	4.000	Regular	3.750
Asst School Administrator		Special Education	15.062
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.375

		English Composition Assistant	2.575	91.5%	1.0%	3.2%	24.8%
Administrative Total		5.000	Hearing Interpreter	College/Career Information Coord	Media Assistant	2.000	Facilities Data
							Original Year Site Size Joint Relocatable

Teachers	Teacher Assistant	Instructional Support Total	25.187	Construction Date	Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
	Classroom	78.400	Other Support	1960	1994	25.1	0	0

Resource/Team Leader/ Content Specialist		Other Support		Core Facility Teaching Stations				
Staff Development	10.000	Business Manager	1.000	Total	Regular Education	Support Personnel	ESOL	Special/Alt Education
Administrative Secretary	0.800	Registrar	1.000					
Adult Ed. Director	1.000							

Athletic Director	1.000	School Financial Assistant	1.000	Education	Education
ESOL	4.200	Secretary	7.000	101	83
Alternative	1.000	Parent/Community Coord		0	5
Career/Technical Ed	1.700				13

		Manager	1.000		
Other Professional		Leader	1.000	Professional Salaries	\$10,734,518
Counselor	7,400	Worker	13.000	Supporting Services Salaries	\$2,495,950

Media Specialist	1.000	Plant Equipment Operator	1.000		
Spec Ed Related Services	0.800	Building Services Total	16.000	Employee Benefits	\$3,510,317
Other Professional Total	0.000	Food Service		Total All Staff Costs	\$10,510,707

Total Allocated Cost \$16,740.785

Total Professional 126.300 **Total Supporting Services**

Watkins Mill High School - #545

Principal: Mr. Scott W. Murphy
 Community Supt: Mr. Adrian B. Talley
 School Hours: 7:25 - 2:10
 Feeder Schools: Montgomery Village, Neelsville

10301 Apple Ridge Road Gaithersburg, MD 20879
www.montgomeryschoolsmd.org/schools/watkinsmillhs/

Office Phone: (301) 840-3959
 Fax Number: (301) 840-3980
 Cluster Name: Watkins Mill

2010–2011 Enrollment = 1,558											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	47.4	52.6	0.0	9.9	35.8	34.5	0.1	15.5	4.2	Grade 9	454
ESOL	6.7	3.0	3.7	0.0	1.3	1.4	4.0	0.0	0.1	Grade 10	423
FARMS	43.0	21.3	21.7	0.0	2.6	18.9	18.0	0.0	2.1	Grade 11	307
SPED	15.5	5.3	10.2	0.0	0.7	7.2	4.4	0.0	2.6	Grade 12	374
										Total	1,558

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students			
34.9			
Other Participation		School Programs	
Students now or have in the past received FARMS = 69.7%		International Baccalaureate (IB)	
Mobility Rate (Entrants + Withdrawals)** = 15.0%		Learning and Academic Disabilities	
Graduation Rate** = 83.9%		Learning for Independence	
Attendance Rate** = 93.4%		Secondary Learning Center	
Dropout Rate** = 0.6%		Gifted and Talented/Learning Disabled	
Suspension Rate** = 4.6%		Career Pathway Programs	
Percent of Students Meeting University System of Maryland Entrance Requirements** = 67.4%		Academy of Finance	
		Teacher Education of Maryland	
		Project Lead the Way	
		Academy of Hospitality Management	
		Positive Behavioral Interventions and Supports (PBIS)	
		Medical Careers	
		Montgomery College Dual Enrollment	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	81.8	78.0
African American	Met	Met	Met	Met	75.2	74.0
Asian American	Met	Met	Met	Met	93.5	80.9
Hispanic	Met	Met	Met	Met	79.3	73.3
White	Met	Met	Met	Met	88.4	88.7
FARMS	Met	Met	Met	Met	75.4	72.9
LEP	Met	Met	Met	na	75.0	59.5
SPED	Met	Met	Met	Met	59.7	53.2
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	78.2	81.0	75.2	84.2	85.3	80.8	80.6	90.7
African American	71.8	74.8	66.9	81.4	80.4	71.3	78.8	87.3
Asian American	86.8	82.5	79.5	84.6	93.3	87.2	80.9	95.8
Hispanic	75.7	80.2	76.3	85.1	82.6	78.9	76.7	87.7
White	90.7	94.4	87.0	87.9	90.3	93.8	87.5	95.6
ESOL	58.3	54.5	23.8	59.1	53.8	50.0	40.0	57.1
FARMS	70.7	74.5	68.1	78.0	78.4	71.3	77.0	87.4
SPED	40.0	47.1	34.6	55.8	58.8	42.9	50.0	57.1

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Watkins Mill High School - #545

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**										
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment				
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10					
All Students	74.7	41.1	62.2	62.2	62.2	64.6				
African American	71.9	26.1	57.9	57.9	57.9	58.7				
Asian American	86.5	81.1	79.6	79.6	79.6	79.8				
Hispanic	68.5	30.6	54.8	54.8	54.8	60.0				
White	83.3	65.5	73.8	73.8	73.8	73.8				
Female	77.3	42.7	61.1	61.1	61.1	70.2				
Male	72.4	39.7	63.0	63.0	63.0	59.7				
ESOL	42.1	7.9	41.7	41.7	41.7	33.3				
FARMS	65.8	26.2	52.9	52.9	52.9	55.8				
SPED	52.9	7.4	31.4	31.4	31.4	13.3				
Staff Diversity										
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**				
	Afr Am	Am Ind	Asian Am	Hispanic	White					
Professional	18.0	0.0	4.7	7.0	70.3	68.0	32.0	Number of Classes	% HQ	% Not HQ
Supporting Services	14.7	0.0	18.7	12.0	54.7	61.3	38.7	360	91.1	8.9
Years Experience of Professional Personnel										
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years							
	12.5	41.4	46.1							
Class Size/Staff Ratio										
Student/Instructional Staff Ratio = 10.6										
Average Class Size: English = 26.1 Other = 24.7										
Staff Positions										
Professional	Supporting Services									
	Instructional Support									
Administrative	1.000	Paraeducators	2.375							
Principal	1.000	Regular	2.375							
Assistant Principal	3.000	Special Education	21.466							
Asst School Administrator		IT Systems Specialist	1.000							
Magnet/Special Program Coordinator		English Composition Assistant	2.125							
Administrative Total	4.000	Hearing Interpreter								
		College/Career Information Coord	1.000							
Teachers	65.800	Media Assistant	2.000							
Classroom		Teacher Assistant								
Resource/Team Leader/Content Specialist	9.000	Instructional Support Total	29.966							
Staff Development	0.800	Other Support								
Athletic Director	1.000	Business Manager	1.000							
ESOL	4.200	Administrative Secretary	1.000							
Alternative	1.000	Registrar	1.000							
Career/Technical Ed	2.800	School Financial Assistant	1.000							
Reading/Literacy		Secretary	5.750							
Special Education:		Parent/Community Coord								
Classroom	23.900	Media Services Technician	1.000							
Resource Program	1.000	Security Team Leader	1.000							
Teachers Total	109.500	Security Assistant	5.000							
		Student Monitor								
		Other Support Total	16.750							
		Building Services								
		Manager	1.000							
Other Professional		Leader	1.000							
Counselor	6.900	Worker	12.500							
Media Specialist	1.000	Plant Equipment Operator	1.000							
Spec Ed Related Services	1.200	Building Services Total	15.500							
Other Professional Total	9.100	Food Services	3.750							
Total Professional	122.600	Total Supporting Services	65.966							

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.
 *** The combined SAT score may differ by 1 point because of rounding.

Wheaton High School - #782

Principal: Mr. Kevin E. Lowndes
 Community Supt: Mr. Sean Bulson
 School Hours: 7:25 - 2:10
 Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

12601 Dalewood Drive Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/wheatonhs/

Office Phone: (301) 929-2050
 Fax Number: (301) 929-2081

Cluster Name: Downcounty Consortium

2010–2011 Enrollment = 1,181												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students	41.5	58.5	0.0	9.9	22.5	58.5	0.1	8.0	0.9	Grade 9	345	29.2
ESOL	16.1	6.4	9.7	0.0	1.0	1.3	13.6	0.0	0.2	Grade 10	251	21.3
FARMS	61.6	25.9	35.6	0.0	4.2	13.3	41.3	0.1	2.2	Grade 11	309	26.2
SPED	13.8	4.8	9.0	0.0	1.0	3.5	7.6	0.0	1.5	Grade 12	276	23.4
										Total	1,181	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students			
65.0			
Other Participation			
Students now or have in the past received FARMS = 82.1% Mobility Rate (Entrants + Withdrawals)** = 15.1% Graduation Rate** = 84.5% Attendance Rate** = 95.1% Dropout Rate** = 4.8% Suspension Rate** = 5.8% Percent of Students Meeting University System of Maryland Entrance Requirements** = 63.3%			
School Programs			
Multidisciplinary Educational Training and Support (METS) Learning and Academic Disabilities Learning for Independence School/Community-Based Career Pathway Programs Biosciences and Health Professions Academy (Project Lead the Way) Engineering Academy Academy of Information Technology Advanced Engineering Academy (Project Lead the Way) Cisco Academy Oracle Academy Institute of Global and Cultural Studies Academy Positive Behavioral Interventions and Supports (PBIS)			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met		
African American	Met	Met	Met	Met		
Asian American	Met	Met	Met	Met		
Hispanic	Met	Met	Met	Met		
White	Met	Met	Met	Met		
FARMS	Met	Met	Met	Met		
LEP	Met	Met	Met	na		
SPED	Met	Met	Met	Met		
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	87.8	81.0	84.1	91.7	88.6	85.5	82.4	93.0
African American	80.4	77.8	75.0	91.1	83.6	77.2	80.0	84.4
Asian American	91.2	91.9	93.9	94.6	94.6	97.2	89.2	97.3
Hispanic	88.2	75.8	83.9	90.8	88.4	82.2	78.8	94.0
White	96.2	92.3	92.0	92.3	91.7	100.0	94.4	100.0
ESOL	65.0	75.0		63.6	85.7	76.9	26.7	66.7
FARMS	87.6	78.1	84.1	90.3	85.7	81.8	77.4	88.8
SPED	81.3	75.0	68.8	75.0	71.4	66.7	66.7	76.2

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Wheaton High School - #782

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**										
	Algebra Completion		Geometry Completion			Honors/AP/IB/College-Level Course Enrollment				
	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10					
All Students	66.2	29.1		68.6		65.7				
African American	77.8	38.9		75.0		73.1				
Asian American	80.0	45.0		80.0		82.4				
Hispanic	58.6	24.1		63.1		57.2				
White	80.0	30.0		84.2		78.5				
Female	69.3	36.0		73.8		66.9				
Male	64.0	24.4		65.1		64.8				
ESOL	39.7	3.2		38.1		20.5				
FARMS	63.8	23.8		63.6		58.0				
SPED	51.4	13.5		48.6		25.9				
Staff Diversity										
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**				
	Afr Am	Am Ind	Asian Am	Hispanic	White					
Professional	22.6	0.9	4.7	7.5	64.2	Female				
Supporting Services	38.1	0.0	9.5	20.6	31.7	Male				
						Number of Classes				
						% HQ				
						% Not HQ				
Years Experience of Professional Personnel										
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years							
	13.2	54.7	32.1							
Class Size/Staff Ratio										
Student/Instructional Staff Ratio = 10.0										
Average Class Size: English = 22.5 Other = 21.8										
Staff Positions										
Professional	Supporting Services									
	Instructional Support									
Administrative										
Principal	1.000	Paraeducators								
Assistant Principal	2.000	Regular	3.999							
Asst School Administrator	1.000	Special Education	11.937							
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							
		Teacher Assistant								
Teachers		Instructional Support Total	20.436							
Classroom	55.800	Other Support								
Resource/Team Leader/Content Specialist	9.000	Business Manager	1.000							
Staff Development	0.800	Administrative Secretary	1.000							
Athletic Director	1.000	Registrar	1.000							
ESOL	7.400	School Financial Assistant	1.000							
Alternative	1.000	Secretary	4.000							
Career/Technical Ed	1.400	Parent/Community Coord								
Reading/Literacy		Media Services Technician	1.000							
Special Education:		Security Team Leader	1.000							
Classroom	13.300	Security Assistant	4.000							
Resource Program	1.000	Student Monitor								
Teachers Total	90.700	Other Support Total	14.000							
		Building Services								
		Manager	1.000							
		Leader	1.000							
Other Professional		Worker	11.000							
Counselor	5.400	Plant Equipment Operator	1.000							
Media Specialist	1.000									
Spec Ed Related Services	1.000	Building Services Total	14.000							
Other Professional Total	7.400	Food Services	4.625							
Total Professional	102.100	Total Supporting Services	53.061							

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.
 *** The combined SAT score may differ by 1 point because of rounding.

Walt Whitman High School - #427

Principal: Dr. Alan S. Goodwin
 Community Supt: Mr. Sean Bulson
 School Hours: 7:25 - 2:10
 Feeder Schools: Pyle

7100 Whittier Boulevard Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/whitmans/

Office Phone: (301) 320-6600
 Fax Number: (301) 320-7193
 Cluster Name: Walt Whitman

2010–2011 Enrollment = 1,951												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students	49.2	50.8	0.1	11.8	4.0	8.4	0.1	71.9	3.7	Grade 9	530	27.2
ESOL	4.9	2.8	2.1	0.0	2.2	0.4	0.7	0.0	1.6	Grade 10	504	25.8
FARMS	1.9	0.6	1.3	0.0	0.3	0.9	0.3	0.0	0.4	Grade 11	450	23.1
SPED	11.6	4.2	7.4	0.0	0.6	1.0	1.0	0.1	8.5	Grade 12	467	23.9
										Total	1,951	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students			
70.0			
Other Participation			
Students now or have in the past received FARMS = 4.5% Mobility Rate (Entrants + Withdrawals)** = 7.8% Graduation Rate** = 96.9% Attendance Rate** = 96.4% Dropout Rate** = 0.9% Suspension Rate** = 1.7% Percent of Students Meeting University System of Maryland Entrance Requirements** = 84.6%			
School Programs			
Emotional Disabilities Learning and Academic Disabilities Learning for Independence School/Community-Based Career Pathway Programs Maryland Academy for Teacher Education Advanced Engineering Academy (Project Lead the Way)			

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
African American	Met	Met	na	na
Asian American	Met	Met	Met	Met
Hispanic	Met	Met	na	Met
White	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met
Graduation Rate: Met				

Adequate Yearly Progress Proficiency Rate**							
	Mathematics		Reading				
All Students	96.4		97.0				
African Am.	66.7		78.9				
Asian	98.0		93.1				
Hispanic	96.8		100.0				
White	97.8		98.3				
FARMS	71.4		92.3				
LEP	77.3		85.7				
SPED	81.1		86.5				

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	97.9	98.3	97.8	98.3	96.8	97.3	97.5	97.9
African American	84.6	92.3	91.7	100.0	68.8	93.8	87.5	81.3
Asian American	97.7	98.0	95.6	97.1	98.0	98.2	94.7	96.4
Hispanic	100.0	100.0	96.0	90.5	96.8	100.0	100.0	100.0
White	98.4	98.5	98.5	99.1	98.1	97.0	98.2	98.9
ESOL	85.7	91.7		84.6	75.0	90.9	81.3	78.6
FARMS	100.0	100.0	100.0		70.0	90.0	100.0	80.0
SPED	87.8	88.1	87.8	92.5	80.0	89.7	87.2	89.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Walt Whitman High School - #427

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**				
	Algebra Completion	Geometry Completion		Honors/AP/IB/College-Level Course Enrollment
	Grade 9	Grade 9	Grade 10	
All Students	86.0	69.2	88.3	92.9
African American	66.7	38.9	63.0	78.8
Asian American	91.7	75.0	90.8	93.5
Hispanic	77.8	63.0	81.0	91.2
White	86.6	70.2	90.8	93.8
Female	84.5	69.4	89.6	94.8
Male	87.7	68.9	87.0	91.1
ESOL	80.8	30.8	51.4	76.9
FARMS	53.8	30.8	63.6	91.3
SPED	53.0	22.7	60.5	67.3

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	5.8	0.0	5.1	1.5	87.6	65.7	34.3			
Supporting Services	20.3	0.0	13.0	15.9	50.7	71.0	29.0	423	97.2	2.8

Years Experience of Professional Personnel			Average SAT Scores** (83.9% Tested)		
% Less Than 5 Years	% 5-15 Years	% More Than 15 Years	School	County	National
10.9	40.1	48.9	621	545	501
			633	560	516

Class Size/Staff Ratio	Writing	624	547	492
Student/Instructional Staff Ratio = 12.8	Total****	1879	1653	1509
Average Class Size: English = 25.2 Other = 26.3				

Staff Positions			Advanced Placement/International Baccalaureate Tests**		
Position	Count	%	N of June Graduates Scoring 3 or Higher on AP Test or IB Diploma	% of June Graduates Scoring 3 or Higher on AP Test or IB Diploma	
Administrative	2	1.0%	1	50.0%	
Classroom	19	95.0%	18	94.7%	
Other	1	5.0%	1	50.0%	
Total	22	100.0%	20	100.0%	

Professional		Supporting Services	
		Instructional Support	
		June Graduates	Scoring 4 or Higher on IB Test
Administrative			
Principal	1.000	Paraeducators	465
			351
			75.5

			Grade 12 Documented Decisions**
			<u>College/Training</u> <u>Employment</u> <u>Military</u> <u>College/Employment</u>
Assistant Principal	3.000	Regular	2.625
Asst School Administrator		Special Education	16.936
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.500
			25.1% 1.2% 0.4% 22.1%

		English Composition Assistant	2,500	95.1%	1.5%	0.4%	22.1%	
Administrative Total		4,000		Facilities Data				
	Hearing Interpreter							
	College/Career Information Coord	1,000						
	Media Assistant	2,500						
	Teacher Assistant							
				Original Construction	Year Renovated/ Replaced	Site Size	Joint	Relocatable

Teachers	Instructional Support Total	26.561	Construction Date	Last Renovated/Modernized	In Acres	Occupancy	Classrooms
Classroom Resources/Team Leader/	83.800		1962	1992	30.7	0	0
	Other Support						

Core Facility Teaching Stations					
	Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
Content Specialist	7.000	Business Manager	1.000		
Staff Development	0.800	Administrative Secretary	1.000		
Athletic Director	1.000	Registrar	1.000		

ESOL	3.400	School Financial Assistant	1.000			
Alternative	0.400	Secretary	5.000	88	75	0
Career/Technical Ed	0.800	Parent/Community Coord		3		10
		Media/Computer Technicians	1.000			
Capacity/Enrollment Projections						

Reading/Literacy		Media Services Technician	1.000						
Special Education:		Security Team Leader	1.000						
Classroom	18.800	Security Assistant	3.000						
Programs	6.000	Student Monitor							
Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17		
1,828	1,828	1,897	1,902	1,892	1,801	1,821	1,841		

	Manager	1.000		
Other Professional	Leader	1.000	Professional Salaries	\$11,880,255
Counselor	7.700	Worker	12.000	Supporting Services Salaries \$2,407,204

Media Specialist	1.000	Plant Equipment Operator	1.000		
Spec Ed Related Services	1.000	Building Services Total	15.000	Employee Benefits	\$3,589,784
Other Professional Total	9.700	Food Services	1.500	Total Allocated Cost	\$17,877,242

****** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Thomas S. Wootton High School - #234

Principal: Dr. Michael J. Doran
 Community Supt: Dr. Sherry Liebes
 School Hours: 7:25 - 2:10
 Feeder Schools: Cabin John, Frost

2100 Wootton Parkway Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/woottonhs/

Office Phone: (301) 279-8550
 Fax Number: (301) 279-8569
 Cluster Name: Thomas S. Wootton

2010–2011 Enrollment = 2,409											
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade	
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent
All Students	49.4	50.6	0.1	33.0	5.2	7.2	0.2	49.9	4.5	Grade 9	608
ESOL	1.6	0.6	1.0	0.0	0.8	0.1	0.3	0.0	0.3	Grade 10	589
FARMS	4.9	2.4	2.5	0.1	1.1	1.5	1.1	0.0	0.7	Grade 11	583
SPED	8.6	3.4	5.1	0.0	1.0	1.2	1.0	0.0	4.9	Grade 12	629
										Total	2,409

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.6	9.2	11.2
Other Participation		School Programs	
Students now or have in the past received FARMS = 11.9% Mobility Rate (Entrants + Withdrawals)** = 5.0% Graduation Rate** = 97.8% Attendance Rate** = 97.2% Dropout Rate** = 0.4% Suspension Rate** = 1.5% Percent of Students Meeting University System of Maryland Entrance Requirements** = 87.2%		Humanities and Arts Signature Learning and Academic Disabilities Learning for Independence School/Community-Based Career Pathway Programs College Institute Academy of Information Technology (AOIT) Education Academy Science, Technology and Research Scholars Academy (STARS) DNA Academy	

Maryland School Assessment Overall Adequate Yearly Progress**: Met				Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading
	Math	Reading	Math	Reading		
All Students	Met	Met	Met	Met	97.9	95.6
African American	Met	Met	Met	Met	87.5	77.1
Asian American	Met	Met	Met	Met	98.8	94.4
Hispanic	Met	Met	Met	na	93.8	83.9
White	Met	Met	Met	Met	98.8	99.1
FARMS	Met	Met	Met	Met	94.3	84.2
LEP	Met	Met	na	na	88.0	70.8
SPED	Met	Met	Met	Met	84.7	75.9
Graduation Rate: Met						

	Maryland High School Assessment Performance Status***							
	Grade 11		Grade 12					
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	98.5	99.4	97.6	98.7	97.9	97.8	95.5	99.2
African American	90.5	95.5	81.8	90.9	87.1	90.9	76.5	97.1
Asian American	98.9	100.0	97.8	97.9	98.8	97.4	94.4	98.0
Hispanic	100.0	96.2	96.0	100.0	93.8	96.7	83.9	100.0
White	98.7	99.7	98.7	99.7	98.8	98.8	99.1	100.0
ESOL							50.0	100.0
FARMS	92.3	96.3	84.6	96.6	93.1	93.5	84.4	94.1
SPED	86.8	92.1	92.3	95.0	78.4	83.3	70.3	92.3

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Thomas S. Wootton High School - #234

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.
**** The combined SAT score may differ by 1 point because of rounding.

SECTION V

SPECIAL SCHOOL PROFILES

Note: Test scores and completion/enrollment rates are not reported for subgroups with fewer than five students.

Special School Listing

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Longview School.....	410
Regional Institute for Children and Adolescents (RICA)	412
Rock Terrace School	414
Carl Sandburg Learning Center	416

Alternative Programs - #239

Supervisor: Ms. Lauree Hemke

14501 Avery Road Rockville, MD 20853

Office Phone: (301) 279-4920

Associate Supt: Mrs. Chrisandra A. Richardson

Fax Number: (301) 279-4962

School Hours:

Cluster Name: Office of Special Education and Student Services

2010–2011 Enrollment = 207													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Grade 6	Number	Percent
All Students		20.3	79.7	0.0	2.9	52.2	36.7	0.0	5.8	2.4	Grade 6	0	0.0
ESOL	3.9	0.5	3.4	0.0	1.0	1.0	1.9	0.0	0.0	0.0	Grade 7	6	2.9
FARMS	61.8	15.9	45.9	0.0	1.4	34.8	21.7	0.0	1.9	1.9	Grade 8	25	12.1
SPED	18.4	2.4	15.9	0.0	0.0	11.6	5.8	0.0	0.5	0.5	Grade 9	83	40.1

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)											
Percent of Instructional Time Inside a General Education Class											
	80% or More	Between 40% and 79%	Less than 40%								
All SPED Students	76.3	2.6	21.1								

Other Participation				School Programs							
Students now or have in the past received FARMS = 87.4%								Alternative Programs work with students who are unsuccessful in a traditional school due to poor problem solving skills, low academic performance, truancy, disruptive behavior, or substance abuse. Students are provided educational services in smaller settings, through implementation of courses aligned with the MCPS curriculum. The goal is for students to return to their home school after successfully completing the alternative program exit criteria.			
Mobility Rate (Entrants + Withdrawals)** = 100.0%								Positive Behavioral Interventions and Supports (PBIS) - Hadley Farms MS and Needwood Academy HS only			
Graduation Rate** = 24.4%											
Attendance Rate** = 79.5%											
Dropout Rate** = 16.5%											
Suspension Rate** = 39.1%											
Percent of Students Meeting University System of Maryland Entrance Requirements** = 8.7%											
Maryland School Assessment Overall Adequate Yearly Progress**				Maryland School Assessment Proficiency Rate**							
	% Proficient		Participation Rate			Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading		Math	Reading	Math	Reading	Math	Reading
All Students	AYP is not reported for Alternative Programs. Individual student scores are reported back to their home school.					Individual student scores are reported back to the student's home school.					
African Am.											
Asian Am.											
Hispanic											
White											
FARMS											
LEP											
SPED											

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students								
African American								
Asian American								
Hispanic								
White								
ESOL								
FARMS								
SPED								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Alternative Programs - #239

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**									
	Algebra Completion Rate		Geometry Completion Rate		Honors/AP/IB/College-Level Course Enrollment				
	Grade 8	Grade 9	Grade 9	Grade 10					
All Students	2.0	13.6	1.2	12.7	0.0				
African American	0.0	19.0	0.0	6.3	0.0				
Asian American					0.0				
Hispanic	0.0	9.4	3.1	22.2	0.0				
White	14.3				0.0				
Female	8.3	13.6	4.5	0.0	0.0				
Male	0.0	13.6	0.0	15.6	0.0				
ESOL		0.0	0.0		0.0				
FARMS	0.0	13.3	0.0	16.7	0.0				
SPED	0.0	0.0	0.0	13.3	0.0				
Staff Diversity									
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**			
	Afr Am	Am Ind	Asian Am	Hispanic	White				
Professional	26.5	0.0	2.0	8.2	63.3	Female			
Supporting Services	38.5	0.0	0.0	11.5	50.0	Male			
						Number of Classes			
						% HQ			
						% Not HQ			
						112			
						82.1			
						17.9			
Years Experience of Professional Personnel			Average SAT Scores**						
% Less Than 5 Years		% 5–15 Years	% More Than 15 Years		School	County			
4.1		49.0		46.9	N/A	545			
					N/A	501			
Class Size/Staff Ratio			Writing		N/A	516			
Student/Instructional Staff Ratio = 4.5			Total****		N/A	492			
Average Class Size: English = N/A Other = N/A			N/A		1653	1509			
Staff Positions									
Professional		Supporting Services							
Administrative		Instructional Support							
Principal		Paraeducators	16.225	0.500	N/A	N/A			
Assistant Principal		Regular							
Asst School Administrator		Special Education							
Magnet/Special Program Coordinator	1.000	IT Systems Specialist							
Administrative Total	1.000	English Composition Assistant							
Teachers		College/Career Information Coord							
Classroom		Media Assistant	16.725	1.000	N/A	N/A			
Resource/Team Leader/Content Specialist	8.000	Teacher Assistant							
Staff Development	1.000	Instructional Support Total							
Athletic Director		Other Support							
ESOL	0.500	Business Manager	1.000	1.000	N/A	N/A			
Alternative	29.700	Administrative Secretary							
Career/Technical Ed		Registrar							
Special Education:		School Financial Assistant							
Classroom	1.000	Secretary	1.000	2.000	N/A	N/A			
Resource Program		Media Services Technician							
Teachers Total	40.200	Security Team Leader							
		Security Assistant							
		Student Monitor							
		Other Support Total							
		Building Services	4.000	3.000	300	300			
Other Professional		Manager							
Counselor	1.000	Leader							
Media Specialist	1.000	Worker							
Spec Ed Related Services	3.000	Plant Equipment Operator							
Other Professional Total	5.000	Building Services Total							
		Food Services							
Total Professional	46.200	Total Supporting Services	20.725						
Advanced Placement/International Baccalaureate Tests**									
Number of June Graduates		N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June 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**									
College/Training		Employment		Military		College/Employment			
75.0%		8.3%		8.3%		33.3%			
Facilities Data and Core Facility Teaching Stations									
Alternative Programs operate out of a combination of MCPS and non-school facilities located throughout the county.									
Capacity/Enrollment Projections									
Current Capacity		Future Capacity		2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
300		300		300	300	300	300	300	300
School Personnel Costs									
Professional Salaries \$4,163,727 Supporting Services Salaries \$872,006 Employee Benefits \$1,358,488 Total Allocated Cost \$6,394,221									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** The combined SAT score may differ by 1 point because of rounding.

Stephen Knolls School - #799

Coordinator: Ms. Tina W. Shrewsbury
 Community Supt: Ms. Bronda L. Mills
 School Hours: 8:55 - 3:10

10731 St. Margaret's Way Kensington, MD 20895
www.montgomeryschoolsmd.org/schools/knolls/

Office Phone: (301) 929-2151
 Fax Number: (301) 929-2245
 Cluster Name: Downcounty Consortium

2010–2011 Enrollment = 100																
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade						
	Female	Male	AM	AS	BL	HI	PI	WH	MU		N	%		N	%	
All Students	40.0	60.0	0.0	5.0	26.0	40.0	3.0	20.0	6.0	Pre-K	62	62.0	Grade 6	4	4.0	
ESOL	25.0	3.0	22.0	0.0	1.0	1.0	20.0	1.0	2.0	0.0	Full K	0	0.0	Grade 7	4	4.0
FARMS	36.0	13.0	23.0	0.0	1.0	8.0	26.0	0.0	0.0	1.0	Grade 1	1	2.0	Grade 8	5	5.0
SPED	108.0	38.0	70.0	0.0	6.0	25.0	42.0	3.0	25.0	7.0	Grade 2	3	3.0	Grade 9	0	0.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	5.7	0.0	94.3

Other Participation

Students now or have in the past received FARMS = 47.0%

Mobility Rate (Entrants + Withdrawals)** = 9.6%

Attendance Rate** = 84.0%

Dropout Rate** = 0.0%

Suspension Rate** = 0.0%

Percent of Students Meeting University System of Maryland Entrance Requirements** = N/A

School Programs

Stephen Knolls School provides collaborative comprehensive educational services utilizing a transdisciplinary approach within a center-based school. Students who attend Stephen Knolls live in the southern part of Montgomery County. Classes are comprised of pre-school students in the Preschool Educational Programs (PEP-Intensive Needs Class, Beginnings, Classic, and Collaborative), as well as, school-aged students 5 to 21 years old with severe to profound/multiple disabilities. Instruction is based on the Voluntary State Curriculum, MCPS General Education Curriculum, and/or the Fundamental Life Skills Curriculum. Stephen Knolls School adheres to the Success for Every Student philosophy to assure that each student maximizes his or her potential.

Maryland School Assessment

Overall Adequate Yearly Progress***: Met

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	na	na
African Am.	Met	Met	na	na
Asian Am.	--	--	--	--
Hispanic	na	na	na	na
White	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	--	--	--	--
SPED	Met	Met	na	na

Attendance Rate: Met

Maryland High School Assessment Performance Status ***

	Grade 11	Grade 12
All Students		
African Am.		
Asian Am.		
Hispanic		
White		
ESOL		
FARMS		
SPED		

Stephen Knolls students are Maryland Certificate bound students and therefore do not take the Maryland High School Assessment.

Maryland School Assessment Proficiency Rate**

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading										
All Students												
African Am.												
Asian Am.												
Hispanic												
White												
Female												
Male												
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 to determine Adequate Yearly Progress (AYP).

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Stephen Knolls School - #799

Algebra and Geometry Completion Rates and Honors/AP/IB/College-Level Course Enrollment**															
	Algebra Completion Rate		Geometry Completion Rate		Honors/AP/IB/College-Level Course Enrollment										
	Grade 8	Grade 9	Grade 9	Grade 10											
All Students	N/A	N/A	N/A	N/A	N/A										
African American	N/A	N/A	N/A	N/A	N/A										
Asian American	N/A	N/A	N/A	N/A	N/A										
Hispanic	N/A	N/A	N/A	N/A	N/A										
White	N/A	N/A	N/A	N/A	N/A										
Female	N/A	N/A	N/A	N/A	N/A										
Male	N/A	N/A	N/A	N/A	N/A										
ESOL	N/A	N/A	N/A	N/A	N/A										
FARMS	N/A	N/A	N/A	N/A	N/A										
SPED	N/A	N/A	N/A	N/A	N/A										
Staff Diversity															
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**									
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male								
Professional	9.5	2.4	2.4	2.4	83.3	88.1	11.9	Number of Classes							
Supporting Services	32.5	0.0	2.5	17.5	47.5	90.0	10.0								
Years Experience of Professional Personnel			Average SAT Scores**												
% Less Than 5 Years		% 5–15 Years	% More Than 15 Years		School		County	National							
11.9		38.1	50.0		Critical Reading		N/A	545							
Student/Instructional Staff Ratio = 1.8			Math		N/A		560	516							
Average Class Size: English = N/A Other = N/A			Writing		N/A		547	492							
			Total****		N/A		1653	1509							
Class Size/Staff Ratio							Advanced Placement/International Baccalaureate Tests**								
Student/Instructional Staff Ratio = 1.8			Number of June Graduates		N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test								
Average Class Size: English = N/A Other = N/A			N/A		N/A		N/A								
Staff Positions							Grade 12 Documented Decisions**								
Professional		Supporting Services					College/Training								
Administrative		Instructional Support					Employment		Military						
Principal		Paraeducators					N/A		N/A						
Assistant Principal		Regular					N/A		N/A						
Asst School Administrator		Special Education					N/A		N/A						
Magnet/Special Program Coordinator		IT Systems Specialist					N/A		N/A						
Administrative Total		English Composition Assistant					N/A		N/A						
Teachers		Instructional Data Assistant					N/A		N/A						
Classroom		Media Assistant					N/A		N/A						
Resource/Team Leader/Content Specialist		Teacher Assistant					N/A		N/A						
Staff Development		Instructional Support Total					N/A		N/A						
Athletic Director		27.375					N/A		N/A						
ESOL		Other Support					N/A		N/A						
Art		Business Manager					N/A		N/A						
Music		Administrative Secretary					N/A		N/A						
Preschool		Registrar					N/A		N/A						
Special Education:		School Financial Assistant					N/A		N/A						
Classroom		Secretary					N/A		N/A						
Resource Program		Lunch Hour Aide					N/A		N/A						
Teachers Total		Security Team Leader					N/A		N/A						
16.800		Security Assistant					N/A		N/A						
Special Education:		Student Monitor					N/A		N/A						
Classroom		Other Support Total					N/A		N/A						
Resource Program		2.875					N/A		N/A						
Building Services							College/Employment								
Other Professional		Manager					N/A		N/A						
Counselor		Leader					N/A		N/A						
Media Specialist		Worker					N/A		N/A						
Spec Ed Related Services		Plant Equipment Operator					N/A		N/A						
Other Professional Total		Building Services Total					N/A		N/A						
8.700		3.000					N/A		N/A						
Food Services		0.750					N/A		N/A						
Total Professional		31.700					Total Supporting Services		34.000						
Facilities Data							Core Facility Teaching Stations								
Original Construction Date		Year Renovated/Modernized		Site Size in Acres		Joint Occupancy		Relocatable Classrooms							
1958		1979		6.6		0		0							
Capacity/Enrollment Projections							School Personnel Costs								
Current Capacity		Future Capacity		2011–12		2012–13		2013–14							
190		190		42		42		42							
2014–15		2015–16		2016–17											
42		42		42											
Professional Salaries							\$2,681,519								
Supporting Services Salaries							\$1,356,944								
Employee Benefits							\$1,114,386								
Total Allocated Cost							\$5,152,849								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Longview School - #951

Coordinator: Ms. Michelle M. Mach

13900 Bromfield Road Germantown, MD 20874

Office Phone: (301) 601-4830

Community Supt: Dr. LaVerne G. Kimball

www.montgomeryschoolsmd.org/schools/longview/

Fax Number: (301) 601-4828

School Hours: 9:15 - 3:30

Cluster Name: Northwest

2010–2011 Enrollment = 50																
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade						
	Female	Male	AM	AS	BL	HI	PI	WH	MU	N	%	N	%			
All Students	46.0	54.0	0.0	16.0	22.0	22.0	0.0	34.0	6.0	Pre-K	0	0.0	Grade 6	1	2.0	
ESOL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Full K	3	6.0	Grade 7	1	2.0	
FARMS	28.0	16.0	12.0	0.0	6.0	8.0	12.0	0.0	2.0	Grade 1	2	10.0	Grade 8	7	14.0	
SPED	98.0	46.0	52.0	0.0	16.0	22.0	22.0	0.0	32.0	6.0	Grade 2	7	14.0	Grade 9	2	4.0

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	10.2	0.0	89.8

Other Participation				School Programs			
Students now or have in the past received FARMS = 38.0%				The Longview School provides comprehensive educational services in a center-based program to students 5 to 21 years of age with severe to profound disabilities and/or multiple disabilities. Longview students are often challenged with: expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. Instruction is based on the Fundamental Life Skills and State curricula as modified by the student's IEP. Emphasis is placed on the use of 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 adhering to the Success for Every Student philosophy.			
Mobility Rate (Entrants + Withdrawals)** = 8.1%							
Attendance Rate** = 86.0%							
Dropout Rate** = 0.0%							
Suspension Rate** = 0.0%							
Percent of Students Meeting University System of Maryland Entrance Requirements** = N/A							

Maryland School Assessment				Maryland High School Assessment Performance Status ***							
Overall Adequate Yearly Progress**: Met				Grade 11				Grade 12			
		% Proficient		Participation Rate							
		Math	Reading	Math	Reading						
All Students		Met	Met	na	na						
African Am.		Met	Met	na	na						
Asian Am.		Met	Met	na	na						
Hispanic		na	na	na	na						
White		na	na	na	na						
FARMS		na	na	na	na						
LEP		--	--	--	--						
SPED		Met	Met	na	na						
Attendance Rate: Met				Dropout Rate: Met							

Maryland School Assessment Proficiency Rate**												
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading										
All Students												
African Am.												
Asian Am.												
Hispanic												
White												
Female												
Male												
FARMS												
LEP												
SPED												

Longview students do not take the Maryland School Assessment.
Longview students take the Alternate Maryland School Assessment (ALT-MSA).
This assessment is used to determine Adequate Yearly Progress (AYP).

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Longview School - #951

Algebra and Geometry Completion Rates and Honors/AP/IB/College-Level Course Enrollment**					
	Algebra Completion Rate		Geometry Completion Rate		Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9	Grade 9	Grade 10	
All Students	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A
Asian American	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
ESOL	N/A	N/A	N/A	N/A	N/A
FARMS	N/A	N/A	N/A	N/A	N/A
SPED	N/A	N/A	N/A	N/A	N/A

Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**			
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	8.7	0.0	8.7	0.0	82.6	69.6	30.4			
Supporting Services	23.3	3.3	16.7	10.0	46.7	93.3	6.7	43	72.1	27.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.4	52.2	30.4

Average SAT Scores**			
	<u>School</u>	<u>County</u>	<u>National</u>
Critical Reading	N/A	545	501
Math	N/A	560	516
Writing	N/A	547	492
Total****	N/A	1653	1509

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 1.3		
Average Class Size:	English = N/A	Other = N/A

Advanced Placement/International Baccalaureate Tests**		
Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Staff Positions			
Professional		Supporting Services	
Administrative			Instructional Support
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	19.812
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
Administrative Total	1.000	English Composition Assistant	
		College/Career Information Coord	
		Media Assistant	0.500
		Teacher Assistant	
Teachers			Instructional Support Total
Classroom	0.500		20.312
Resource/Team Leader/Content Specialist		Other Support	
Staff Development	0.500	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	0.875
Classroom	11.200	Security Team Leader	
Resource Program		Security Assistant	
Teachers Total	13.100	Student Monitor	
		Other Support Total	2.375
Other Professional			Building Services
Counselor		Manager	
Media Specialist		Leader	
Spec Ed Related Services	4.100	Worker	
Other Professional Total	4.100	Plant Equipment Operator	
		Building Services Total	
Food Services			
Total Professional	18.200	Total Supporting Services	22.687

Grade 12 Documented Decisions**							
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	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
48	48	53	53	53	53	53	53

School Personnel Costs	
Professional Salaries	\$1,317,083
Supporting Services Salaries	\$913,500
Employee Benefits	\$656,644
Total Allocated Cost	\$2,887,227

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.
**** The combined SAT score may differ by 1 point because of rounding.

**** The combined SAT score may differ by 1 point because of rounding.

Regional Institute For Children And Adolescents - #965

Principal: Dr. Darlene A. Simmons
 Community Supt: Dr. Sherry Liebes
 School Hours: 9:30 - 3:30

15000 Broschart Road Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/rica/

Office Phone: (301) 251-6900
 Fax Number: (301) 251-6906
 Cluster Name: Thomas S. Wootton

2010–2011 Enrollment = 95												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students	34.7	65.3	0.0	2.1	34.7	12.6	0.0	47.4	3.2	Grade 4	0	0.0
ESOL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Grade 5	3	3.2
FARMS	37.9	13.7	24.2	0.0	1.1	16.8	9.5	0.0	10.5	Grade 6	8	8.4
SPED	92.6	29.5	63.2	0.0	2.1	32.6	12.6	0.0	42.1	Grade 7	7	7.4
										Grade 8	10	10.5
										Grade 9	17	17.9
										Grade 10	27	28.4
										Grade 11	12	12.6
										Grade 12	11	11.6
										Total	95	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
80% or More	Between 40% and 79%	Less than 40%
All SPED Students	2.3	0.0

Other Participation	
Students now or have in the past received FARMS = 61.1%	
Mobility Rate (Entrants + Withdrawals)** = 95.8%	
Graduation Rate** = 63.2%	
Attendance Rate** = 92.1%	
Dropout Rate** = 3.9%	
Suspension Rate** = 6.4%	
Percent of Students Meeting University System of Maryland Entrance Requirements** = 25.0%	

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 serving Montgomery County and several counties in the state of Maryland.						
RICA provides an academic, behavioral, day and residential program in a highly structured, therapeutically integrated milieu. The program of studies used is the MCPS general education curriculum. Students are expected to meet the graduation requirements for a Maryland high school diploma or Maryland Certificate.						

Maryland School Assessment				
Overall Adequate Yearly Progress**: Not Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Not Met	na	na
African Am.	Not Met	Not Met	na	na
Asian Am.	na	na	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Not Met	Not Met	na	na
LEP	--	--	--	--
SPED	Not Met	Not Met	na	na

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	14.3	42.9	25.0	37.5	20.0	50.0
African Am.					0.0	40.0
Asian Am.						
Hispanic						
White						
Female						
Male	16.7	50.0	14.3	28.6	22.2	44.4
FARMS			0.0	0.0		
LEP						
SPED	16.7	50.0	25.0	37.5	22.2	44.4

Maryland High School Assessment Performance Status***								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	80.0	63.6	90.0	90.9	75.0	91.7	83.3	100.0
African American								
Asian American								
Hispanic								
White	88.9	77.8	100.0	100.0	77.8	88.9	77.8	100.0
ESOL								
FARMS					80.0	80.0	60.0	100.0
SPED	80.0	63.6	90.0	90.9	75.0	91.7	83.3	100.0

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Regional Institute For Children And Adolescents - #965

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**																	
	Algebra Completion Rate		Geometry Completion Rate		Honors/AP/IB/College-Level Course Enrollment												
	Grade 8	Grade 9	Grade 9	Grade 10													
All Students	11.1	36.4	0.0	34.8	8.9												
African American		41.7	0.0	25.0	3.4												
Asian American																	
Hispanic					0.0												
White		50.0	0.0	30.0	12.8												
Female		50.0	0.0	33.3	3.3												
Male	12.5	31.3	0.0	36.4	12.2												
ESOL																	
FARMS		27.3	0.0	16.7	7.7												
SPED	11.1	44.4	0.0	34.8	9.3												
Staff Diversity																	
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**											
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ							
Professional	26.7	0.0	3.3	0.0	70.0	76.7	23.3										
Supporting Services	37.5	0.0	8.3	0.0	54.2	66.7	33.3	72	84.7	15.3							
Years Experience of Professional Personnel							Average SAT Scores**										
	% Less Than 5 Years	% 5-15 Years	% More Than 15 Years			School	County	National									
	16.7	30.0	53.3			N/A	545	501									
Class Size/Staff Ratio							Math	560	516								
Student/Instructional Staff Ratio = 2.0							Writing	547	492								
Average Class Size: English = N/A Other = N/A							Total****	N/A	1653	1509							
Staff Positions							Advanced Placement/International Baccalaureate Tests**										
	Professional			Supporting Services			Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test							
	Administrative			Instructional Support				N/A		N/A							
Principal	1.000	Paraeducators			17.750			N/A			N/A						
Assistant Principal	1.000	Regular															
Asst School Administrator		Special Education															
Magnet/Special Program Coordinator		IT Systems Specialist															
Administrative Total	2.000	English Composition Assistant															
Teachers		College/Career Information Coord															
Classroom	1.500	Media Assistant			0.500			N/A			N/A						
Resource/Team Leader/Content Specialist		Instructional Data Assistant			0.250												
Staff Development	1.000	Instructional Support Total			18.500												
Athletic Director		Other Support															
ESOL		Business Manager															
Art	1.000	Administrative Secretary			1.000												
Career/Technical Ed		Registrar															
Special Education:		School Financial Assistant															
Classroom	21.500	Secretary			1.000												
Resource Program	2.000	Media Services Technician															
Teachers Total	27.000	Security Team Leader															
		Security Assistant			1.000												
		Student Monitor			3.000												
		Other Support Total															
Building Services							Facilities Data										
	Manager			Original Construction Date			Year Renovated/Modernized			Site Size in Acres							
	Leader			1977			14.3			Joint Occupancy							
Food Services							Relocatable Classrooms										
Total Professional							0			0							
Total Supporting Services							18			18							
Total Professional							Core Facility Teaching Stations										
	Building Services Total			Total			Regular Education			Support Rooms							
	Plant Equipment Operator			0			0			Special/Alt Education							
Food Services							18			18							
Total Supporting Services							Capacity/Enrollment Projections										
	Building Services Total			Current Capacity			2011-12			2012-13							
	Plant Equipment Operator			180			95			2013-14							
Food Services							95			2014-15							
	Food Services			95			95			2015-16							
				95			95			2016-17							
Total Allocated Cost							\$4,283,928										
Professional Salaries							\$2,486,527										
Supporting Services Salaries							\$884,493										
Employee Benefits							\$912,908										

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Rock Terrace School - #916

Principal: Dr. Dianne G. Thornton
 Community Supt: Mr. Sean Bulson
 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

2010–2011 Enrollment = 101													
	% Total	% Gender		% Racial/Ethnic Composition*						Enrollment by Grade			
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		25.7	74.3	0.0	5.9	38.6	16.8	0.0	31.7	6.9	Grade 6	13	12.9
ESOL	2.0	1.0	1.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	Grade 7	4	4.0
FARMS	38.6	11.9	26.7	0.0	1.0	21.8	10.9	0.0	2.0	3.0	Grade 8	12	11.9
SPED	98.0	24.8	73.3	0.0	4.0	37.6	16.8	0.0	32.7	6.9	Grade 9	11	10.9
											Grade 10	10	9.9
											Grade 11	14	13.9
											Grade 12	37	36.6
											Total	101	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)

Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	0.0	0.0
		100.0

Other Participation	
Students now or have in the past received FARMS = 53.5%	
Mobility Rate (Entrants + Withdrawals)** = 24.7%	
Graduation Rate** = N/A	
Attendance Rate** = 87.9%	
Dropout Rate** = 7.5%	
Suspension Rate** = 10.3%	
Percent of Students Meeting University System of Maryland Entrance Requirements** = 0.0%	

School Programs		
Rock Terrace is a 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 follow the MCPS Fundamental Life Skills and general education curriculum. They earn a certificate of attendance upon graduation.		
Positive Behavioral Interventions and Supports (PBIS)		

Maryland School Assessment			
Overall Adequate Yearly Progress*: Met			
	% Proficient		Participation Rate
	Math	Reading	Math
All Students	Met	Met	na
African Am.	Met	Met	na
Asian Am.	na	na	na
Hispanic	Met	Met	na
White	Met	Met	na
FARMS	Met	Met	na
LEP	na	na	na
SPED	Met	Met	na
Graduation Rate: --	Dropout Rate: Met		

Maryland High School Assessment Performance Status***		
	Grade 11	Grade 12
All Students		
African Am.		
Asian Am.		
Hispanic		
White		
ESOL		
FARMS		
SPED		

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
FARMS						
LEP						
SPED						

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 to determine Adequate Yearly Progress (AYP).

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.
 *** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Rock Terrace School - #916

Algebra and Geometry Completion Rates and Honors/AP/IB/College-Level Course Enrollment**																			
	Algebra Completion Rate		Geometry Completion Rate		Honors/AP/IB/College-Level Course Enrollment														
	Grade 8	Grade 9	Grade 9	Grade 10															
All Students	N/A	N/A	N/A	N/A	N/A														
African American	N/A	N/A	N/A	N/A	N/A														
Asian American	N/A	N/A	N/A	N/A	N/A														
Hispanic	N/A	N/A	N/A	N/A	N/A														
White	N/A	N/A	N/A	N/A	N/A														
Female	N/A	N/A	N/A	N/A	N/A														
Male	N/A	N/A	N/A	N/A	N/A														
ESOL	N/A	N/A	N/A	N/A	N/A														
FARMS	N/A	N/A	N/A	N/A	N/A														
SPED	N/A	N/A	N/A	N/A	N/A														
Staff Diversity																			
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**													
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male												
Professional	32.3	0.0	12.9	0.0	54.8	77.4	22.6	Number of Classes	% HQ	% Not HQ									
Supporting Services	31.4	0.0	22.9	8.6	37.1	65.7	34.3												
Years Experience of Professional Personnel			Average SAT Scores**																
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years	School	County	National														
9.7	51.6	38.7	Critical Reading	N/A	545	501													
			Math	N/A	560	516													
			Writing	N/A	547	492													
			Total****	N/A	1653	1509													
Class Size/Staff Ratio			Advanced Placement/International Baccalaureate Tests**																
Student/Instructional Staff Ratio = 2.0			Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test														
Average Class Size: English = N/A Other = N/A			N/A	N/A	N/A														
Staff Positions							Grade 12 Documented Decisions**												
Professional		Supporting Services					College/Training	Employment	Military	College/Employment									
Administrative		Instructional Support					38.9%	27.8%	0.0%	33.3%									
Principal	1.000	Paraeducators																	
Assistant Principal	1.000	Regular																	
Asst School Administrator		Special Education																	
Magnet/Special Program Coordinator		IT Systems Specialist																	
		English Composition Assistant																	
		College/Career Information Coord																	
Administrative Total	2.000	Media Assistant					1.000												
		Instructional Data Assistant					0.375												
Teachers		Instructional Support Total					22.125												
Classroom	0.600	Other Support																	
Resource/Team Leader/Content Specialist		Business Manager																	
Staff Development	1.000	Administrative Secretary					1.000												
Athletic Director		Registrar																	
ESOL	0.200	School Financial Assistant					1.000												
Art	0.600	Secretary					1.000												
Music	0.600	Media Services Technician																	
Special Education: Classroom	20.000	Security Team Leader																	
Resource Program		Security Assistant																	
Teachers Total	23.000	Student Monitor					1.000												
		Other Support Total					4.000												
		Building Services																	
Other Professional		Manager					1.000												
Counselor	1.000	Leader					1.000												
Media Specialist	0.500	Worker					1.000												
Spec Ed Related Services	3.000	Plant Equipment Operator																	
Other Professional Total	4.500	Building Services Total					3.000												
		Food Services					0.875												
Total Professional	29.500	Total Supporting Services					30.000												
School Personnel Costs							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							Capacity/Enrollment Projections												
							Total	Regular Education	Support Rooms	Special/Alt Education									
							16	0	2	14									
Capacity/Enrollment Projections							Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17					
							100	100	110	110	110	110	110	110					
School Personnel Costs							School Personnel Costs												
							Professional Salaries				\$2,409,787								
							Supporting Services Salaries				\$1,120,621								
							Employee Benefits				\$961,244								
Total Allocated Cost							\$4,491,652												

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** The combined SAT score may differ by 1 point because of rounding.

Carl Sandburg Learning Center - #215

Principal: Ms. Marlene R. Kenny

Community Supt: Dr. Ursula A. Hermann

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

2010-2011 Enrollment = 127												
% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
	Female	Male	AM	AS	BL	HI	PI	WH	MU	Pre-K	Number	Percent
All Students	17.3	82.7	0.0	11.0	31.5	22.8	0.0	29.9	4.7	Pre-K	0	0.0
ESOL	9.4	0.8	8.7	0.0	0.8	0.8	7.1	0.0	0.8	Full-Day K	29	22.8
FARMS	39.4	6.3	33.1	0.0	2.4	15.7	16.5	0.0	3.1	Grade 1	20	15.7
SPED	96.9	18.1	78.7	0.0	11.0	29.9	22.0	0.0	29.1	Grade 2	26	20.5

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	
All SPED Students	0.0	0.0	100.0

Other Participation	School Programs
<p>Students now or have in the past received FARMS = 40.9%</p> <p>Mobility Rate (Entrants + Withdrawals)** = 16.3%</p> <p>Attendance Rate** = 93.4%</p> <p>Suspension Rate** = 0.0%</p>	<p>Carl Sandburg is a special school that serves students with multiple disabilities including autism, language impairments, intellectual disabilities, specific learning disabilities and emotional disabilities.</p> <p>This is a school serving students county wide.</p> <p>Positive Behavioral Interventions and Supports (PBIS)</p>

Maryland School Assessment Overall Adequate Yearly Progress**: Met				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	na	na
African American	Met	Met	na	na
Asian American	na	na	na	na
Hispanic	Met	Met	na	na
White	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	na	na	na	na
SPED	Met	Met	na	na
Attendance Rate: Met				

	Maryland School Assessment Proficiency Rate**							
	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students								
African American								
Asian American								
Hispanic								
White								
Female								
Male								
FARMS								
LEP								
SPED								

The majority of students at Carl Sandburg take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used to determine Adequate Yearly Progress (AYP).

** Outcome data reflect 2009-2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Carl Sandburg Learning Center - #215

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
ESOL						
FARMS						
SPED						

The Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition
is not given to students in special schools.

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	0.0	8.8	11.8	76.5	85.3	14.7			
Supporting Services	25.6	0.0	2.6	12.8	59.0	82.1	17.9	73	94.5	5.5

Class Size/Staff Ratio				Years Experience of Professional Personnel			
Student/Instructional Staff Ratio = 2.3				% Less Than 5 Years			
Average Class Size Kindergarten = N/A Grades 1 to 3 = N/A Grades 4 to 5 = N/A				% 5–15 Years			
				% More Than 15 Years			
				35.3			
				35.3			
				29.4			

Facilities Data							
Staff Positions		Core Facility Teaching Stations					
Professional	Supporting Services						
Administrative	Instructional Support						
Principal	1.000	Paraeducators					
Assistant Principal		Regular					
Principal Trainee		Special Education					
Administrative Total	1.000	Teacher Assistant					
Teachers	Media Assistant	0.500					
	Instructional Data Assistant	0.250					
	Instructional Support Total	27.250					
Kindergarten Classroom	1.000	Other Support					
Staff Development	1.000	Administrative Secretary					
ESOL	0.300	Secretary					
Reading/Literacy		Parent/Community Coord					
Physical Education		Lunch Hour Aide					
Art	0.700						
Music	0.500						
Instrumental Music							
Preschool							
Special Education:							
Classroom Resource Program	17.000	Building Services					
Teachers Total	20.500	Manager	1.000				
Other Professional		Leader	1.000				
Counselor		Worker	0.500				
Media Specialist	0.500	Plant Equipment Operator					
Spec Ed Related Services	7.900	Building Services Total	2.500				
Other Professional Total	8.400	Food Services	0.500				
Total Professional	29.900	Total Supporting Services	32.625				

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

SECTION VI

COUNTY SUMMARY PROFILES

Note: Test scores and completion/enrollment rates are not reported for subgroups with fewer than five students.

Summary Listing

Elementary School Summary	422
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Summary: County Elementary Schools

Total Number of Elementary Schools = 131

2010–2011 Enrollment = 67,831													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		49.0	51.0	0.2	14.4	20.2	27.2	0.1	33.2	4.9	Pre-K	3,432	5.1
ESOL	22.2	10.3	11.9	0.0	3.9	2.6	14.4	0.0	1.1	0.1	Full-Day K	10,922	16.1
FARMS	35.3	17.2	18.2	0.1	2.7	11.3	18.5	0.0	1.8	0.9	Grade 1	11,085	16.3
SPED	10.0	2.9	7.0	0.0	0.9	2.3	3.1	0.0	3.3	0.4	Grade 2	10,884	16.0
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).													
Students with Disabilities Least Restrictive Environment (LRE)													
Percent of Instructional Time Inside a General Education Class													
		80% or More		Between 40% and 79%			Less than 40%						
All SPED Students		77.7		8.3			14.1						

Other Participation		School Programs	
Students now or have in the past received FARMS = 39.8% Mobility Rate (Entrants + Withdrawals)** = 13.4% Attendance Rate** = 95.1% Suspension Rate** = 0.5%		School Programs are listed separately for each elementary school.	

Maryland School Assessment System Improvement Status**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Not Met	Met	Met	Met	
LEP	Met	Met	Met	Met	
SPED	Met	Not Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	87.6	91.1	91.2	86.1	93.1
African American	78.7	77.8	83.2	84.4	74.0	87.6
Asian American	95.5	94.4	97.1	96.0	96.3	96.6
Hispanic	79.5	78.7	85.4	85.5	76.8	87.8
White	95.7	95.5	96.4	96.5	94.3	97.9
Female	88.5	89.7	91.7	92.8	86.7	95.0
Male	88.0	85.5	90.5	89.5	85.5	91.3
FARMS	76.4	75.1	81.7	81.6	72.8	84.8
LEP	74.6	73.5	77.5	77.2	67.2	78.9
SPED	64.0	68.4	66.7	71.9	61.4	76.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Summary: County Elementary Schools

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.0	70.7	70.1	71.6	77.6	72.5
African American	55.8	59.4	58.8	57.0	65.6	59.5
Asian American	77.8	83.6	83.8	85.4	91.5	85.8
Hispanic	46.7	50.8	53.9	50.5	64.9	50.7
White	81.6	84.0	80.6	87.4	86.4	87.9
Female	71.6	76.2	77.2	72.3	77.8	76.3
Male	62.6	65.2	62.9	71.0	77.4	68.7
ESOL	40.5	44.2	52.0	44.7	64.6	43.5
FARMS	45.6	49.8	52.8	49.8	63.1	49.6
SPED	36.7	33.4	38.7	38.8	60.0	36.6

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.0	0.1	4.9	4.4	79.5	89.3	10.7			
Supporting Services	20.5	0.2	11.3	16.4	51.5	81.6	18.4	17,204	98.6	1.4

Class Size/Staff Ratio				Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.0				% Less Than 5 Years		
Average Class Size Kindergarten = 19.7 Grades 1 to 3 = 21.1				16.2	44.7	39.2
Grades 4 to 5 = 24.1						

Staff Positions						
Professional		Supporting Services				
Administrative		Instructional Support				
Principal	133.000	Paraeducators				
Assistant Principal	110.000	Regular	328.499			
Principal Intern		Special Education	527.036			
Asst School Administrator	2.000	IT Systems Specialist				
Administrative Total	245.000	Teacher Assistant				
Teachers		Media Assistant	95.500			
Kindergarten	546.000	Instructional Data Assistant	102.125			
Classroom	2,723.650	Instructional Support Total	1,053.160			
Staff Development	129.000	Other Support				
ESOL	328.200	Administrative Secretary	132.000			
Reading/Literacy	199.650	Secretary	132.875			
Physical Education		Parent/Community Coord	10.187			
Art	139.000	Lunch Hour Aide	174.532			
Music	139.400	Other Support Total	449.594			
Instrumental Music	37.400	Building Services				
Preschool	79.100	Manager	131.000			
Special Education:		Leader	146.000			
Classroom Resource Program	537.200	Worker	308.000			
Teachers Total	4,858.600	Plant Equipment Operator	1.000			
Other Professional		Building Services Total	586.000			
Counselor	133.500	Food Services	156.113			
Media Specialist	130.500					
Spec Ed Related Services	177.400					
Other Professional Total	441.400					
Total Professional	5,545.000	Total Supporting Services	2,244.867			

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Summary: County Middle Schools

Total Number of Middle Schools = 38

2010–2011 Enrollment = 30,550													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.9	51.1	0.2	14.3	22.2	23.8	0.0	35.2	4.3	Grade 6	9,872	32.3
ESOL	4.7	2.3	2.4	0.0	0.9	0.9	2.6	0.0	0.4	0.0	Grade 7	10,268	33.6
FARMS	29.9	14.6	15.3	0.0	2.5	11.0	14.0	0.0	1.6	0.8	Grade 8	10,410	34.1
SPED	11.6	3.9	7.7	0.0	0.7	3.1	3.5	0.0	3.8	0.4	Total	30,550	

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.2	21.5	9.4

Other Participation		School Programs	
Students now or have in the past received FARMS = 40.4%			
Mobility Rate (Entrants + Withdrawals)** = 10.0%			
Attendance Rate** = 95.5%			
Suspension Rate** = 3.5%		School Programs are listed separately for each middle school.	

Maryland School Assessment System Improvement Status**: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Not Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Not Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Not Met	Met	Met	Met	
LEP	Not Met	Met	Met	Met	
SPED	Not Met	Not Met	Met	Met	
Attendance Rate: Met					

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.3	90.7	79.8	88.7	75.5	88.3
African American	68.2	84.6	64.2	82.4	58.0	81.0
Asian American	94.5	95.7	92.8	94.6	91.7	95.1
Hispanic	69.1	83.0	64.9	78.6	58.0	78.3
White	93.5	97.0	92.9	96.1	89.2	95.6
Female	84.0	93.0	80.3	91.4	77.1	91.4
Male	80.5	88.5	79.3	86.1	74.0	85.4
FARMS	65.1	80.0	60.5	76.4	53.1	75.9
LEP	50.9	59.8	42.7	54.0	30.5	48.1
SPED	50.0	69.5	52.3	63.2	42.7	69.5

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Summary: County Middle Schools

Algebra Performance		
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates for Tests Taken in May 2010
All Students	67.8	89.6
African American	50.5	78.8
Asian American	85.3	96.1
Hispanic	48.8	78.3
White	82.0	96.5
Female	70.2	89.3
Male	65.5	90.0
ESOL	22.5	79.1
FARMS	44.0	77.7
SPED	26.8	73.3

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender				
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	17.8	0.3	4.6	4.7	72.6	74.1	25.9			
Supporting Services	24.1	0.2	14.1	15.8	45.8	72.3	27.7	7,024	95.4	4.6

Class Size/Staff Ratio			Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 11.5			% Less Than 5 Years		
Average Class Size (English) = 24.0			% 5–15 Years		
Average Class Size (Other) = 25.2			% More Than 15 Years		
			14.0		
			46.2		
			39.8		

Staff Positions			Facilities Data					
Professional		Supporting Services	Instructional Support		Core Facility Teaching Stations			
Administrative		Instructional Support			Site Size in Acres	Joint Occupancy	Relocatable Classrooms	
Principal	38.000	Paraeducators			749.5	1	24	
Assistant Principal	67.000	Regular	27.745					
Asst School Administrator	15.000	Special Education	279.941					
Magnet/Special Program Coordinator	6.000	IT Systems Specialist	38.000					
Administrative Total	126.000	Teacher Assistant	40.000					
		Media Assistant	33.375					
		Instructional Data Assistant						
Teachers		Instructional Support Total	419.061					
Classroom	1276.900	Other Support						
Resource/Team Leader/Content Specialist	354.000	Administrative Secretary	38.000					
Staff Development	27.500	School Financial Assistant	38.000					
ESOL	47.600	Secretary	109.124					
Alternative	27.800	Media Services Technician						
Reading/Literacy	23.700	Parent/Community Coord	1.750					
Special Education: Classroom	281.875	Security Assistant	70.000					
Resource Program	46.000	Lunch Hour Aide	32.425					
		Other Support Total	289.299					
Teachers Total	2085.375	Building Services						
Other Professional		Manager	38.000					
Counselor	134.500	Leader	38.000					
Media Specialist	38.000	Worker	174.000					
Spec Ed Related Services	29.700	Plant Equipment Operator	38.000					
		Building Services Total	288.000					
Other Professional Total	202.200	Food Services	123.934					
Total Professional	2413.575	Total Supporting Services	1120.294					

* Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Summary: County High Schools

Total Number of High Schools = 25

Plus 1 High School of Technology Education

2010–2011 Enrollment = 44,901													
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.8	51.2	0.1	14.2	22.2	23.4	0.1	36.4	3.5	Grade 9	12,204	27.2
ESOL	4.9	2.2	2.7	0.0	0.8	0.9	2.8	0.0	0.3	0.0	Grade 10	11,825	26.3
FARMS	24.0	11.5	12.5	0.0	2.2	9.2	10.8	0.0	1.3	0.5	Grade 11	10,603	23.6
SPED	11.5	3.9	7.7	0.0	0.7	3.4	3.2	0.0	3.9	0.3	Grade 12	10,269	22.9
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).													
Total													
44,901													

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.3	14.6	15.1

Other Participation		School Programs	
Students now or have in the past received FARMS = 41.2%			
Mobility Rate (Entrants + Withdrawals)** = 10.4%			
Graduation Rate** = 91.5%			
Attendance Rate** = 95.4%			
Dropout Rate** = 1.6%			
Suspension Rate** = 3.6%			
Percent of Students Meeting University System of Maryland Entrance Requirements** = 79.3%			

Maryland School Assessment System Improvement Status**: Not Met					Adequate Yearly Progress Proficiency Rate**		
	% Proficient		Participation Rate		Mathematics	Reading	
	Math	Reading	Math	Reading			
All Students	Met	Met	Met	Met	88.5	86.0	
African American	Met	Met	Met	Met	76.5	75.4	
Asian American	Met	Met	Met	Met	95.5	90.1	
Hispanic	Met	Met	Met	Met	82.1	75.7	
White	Met	Met	Met	Met	95.2	94.5	
FARMS	Met	Met	Met	Met	78.1	72.4	
LEP	Met	Not Met	Met	Met	79.9	62.0	
SPED	Not Met	Not Met	Met	Met	60.5	56.3	
Graduation Rate: Met							

Maryland High School Assessment Performance Status***								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students								
African American								
Asian American								
Hispanic								
White								
ESOL								
FARMS								
SPED								
Maryland High School Assessment performance status is reflected in the Summary of County Schools which includes Alternative Programs and one special school (see page 432).								

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Actual/Total Enrollment includes 117 students enrolled in the Gateway to College program.

Summary: County High Schools

Algebra and Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**																
	Algebra Completion		Geometry Completion		Honors/AP/IB/College-Level Course Enrollment											
	Grade 9	Grade 9	Grade 9	Grade 10												
All Students	81.5		57.6		79.5	79.0										
African American	72.9		37.6		68.0	66.9										
Asian American	91.2		79.9		92.1	90.3										
Hispanic	67.7		35.7		62.5	63.3										
White	91.8		75.5		90.8	90.0										
Female	84.6		60.8		82.5	83.1										
Male	78.5		54.5		76.7	75.0										
ESOL	46.6		10.5		40.1	40.2										
FARMS	66.7		32.5		60.8	58.6										
SPED	57.5		19.1		51.0	34.4										
Staff Diversity																
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**										
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male									
Professional	14.4	0.2	4.2	5.0	76.2	62.9	37.1	Number of Classes	% HQ	% Not HQ						
Supporting Services	26.0	0.3	10.8	14.0	48.9	65.5	34.5									
Years Experience of Professional Personnel							Average SAT Scores** (71.4% Tested)									
	% Less Than 5 Years	% 5–15 Years	% More Than 15 Years			School	County	National								
	12.2	46.0	41.8			Critical Reading	545	545								
Class Size/Staff Ratio							Math	560	560	516						
Student/Instructional Staff Ratio = 12.3							Writing	547	547	492						
Average Class Size: English = 24.8 Other = 26.1							Total****	1653	1653	1509						
Staff Positions							Advanced Placement/International Baccalaureate Tests**									
	Professional			Supporting Services			Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test						
	Administrative			Instructional Support				5,132								
Administrative	Principal	26.000	Paraeducators				10,050	10,050		51.1						
	Assistant Principal	72.000	Regular	83.930												
	Asst School Administrator	15.000	Special Education	401.913												
	Magnet/Special Program Coordinator	3.000	IT Systems Specialist	27.000												
			English Composition Assistant	59.063												
Administrative Total							Grade 12 Documented Decisions**									
Teachers	Teachers			Instructional Support Total			College/Training	Employment	Military	College/Employment						
	Classroom	1987.300	Other Support	648.781				94.8%	1.3%	1.3%	29.9%					
	Resource/Team Leader/Content Specialist	208.000	Business Manager	26.000				Facilities Data								
	Staff Development	19.700	Administrative Secretary	26.000				Site Size in Acres	Joint Occupancy		Relocatable Classrooms					
	Athletic Director	25.000	Registrar	25.000					898.8	1	37					
Core Facility Teaching Stations							Core Facility Teaching Stations									
Teachers Total	Teachers Total			412.750			Total	Regular Education	Support Rooms	ESOL	Special/Alt Education					
	Building Services							2174	1805	0	77	292				
	Other Professional							Capacity/Enrollment Projections								
	Manager	24.000						Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	
	Leader	27.000							44,814	46,219	44,894	45,353	45,029	44,706	44,764	45,328
School Personnel Costs							School Personnel Costs									
Professional Salaries							\$259,794,887									
Supporting Services Salaries							\$62,478,955									
Employee Benefits							\$86,607,330									
Total Allocated Cost							\$408,881,172									

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

**** 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

2010–2011 Enrollment = 732																
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Pre-K	N	%	Grade 6	N	%
All Students		28.0	72.0	0.0	6.4	37.8	26.4	0.4	24.7	4.2	Pre-K	62	8.5	Grade 6	26	3.6
ESOL	6.4	0.8	5.6	0.0	0.5	0.5	4.6	0.1	0.4	0.1	Full K	32	4.4	Grade 7	22	3.0
FARMS	45.6	14.1	31.6	0.0	1.9	21.4	17.8	0.0	3.0	1.5	Grade 1	23	11.7	Grade 8	59	8.1
SPED	76.4	22.0	54.4	0.0	5.5	25.7	17.6	0.4	23.1	4.1	Grade 2	36	4.9	Grade 9	113	15.4
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).																
Students with Disabilities Least Restrictive Environment (LRE)																
Percent of Instructional Time Inside a General Education Class																
All SPED Students		80% or More		Between 40% and 79%			Less than 40%									
		8.7		8.0			83.3									

Other Participation	
Students now or have in the past received FARMS = 60.2%	
Mobility Rate (Entrants + Withdrawals)** = 97.8%	
Attendance Rate** = 88.9%	
Graduation Rate** = 26.5%	
Dropout Rate** = 18.8%	
Suspension Rate** = 14.2%	
Percent of Students Meeting University System of Maryland Entrance Requirements** = 12.8%	

School Programs	
School Programs are listed separately for each school.	

Maryland School Assessment Overall Adequate Yearly Progress**					
	% Proficient			Participation Rate	
	Math		Reading	Math	Reading
All Students					
African American					
Asian American					
Hispanic					
White					
FARMS					
LEP					
SPED					

Adequate Yearly Progress is calculated separately for each special school.
There is no combined calculation for all special schools.

Maryland School Assessment Proficiency Rate**						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
FARMS						
LEP						
SPED						

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).

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Actual/Total Enrollment includes 52 students enrolled in the Transitions School program.

Summary: County Special Schools

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	12.5	50.0	15.4	45.8	6.5	33.3
African American			9.1	50.0	4.5	30.4
Asian American						
Hispanic			20.0	44.4	0.0	40.0
White			20.0	40.0	20.0	30.0
Female			33.3	80.0	0.0	25.0
Male	14.3	57.1	10.0	36.8	8.8	36.1
FARMS			9.5	40.0	3.1	32.4
LEP						
SPED	16.7	50.0	22.2	44.4	22.2	50.0

Maryland High School Assessment Performance Status***								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students								
African American								
Asian American								
Hispanic								
White								
ESOL								
FARMS								
SPED								

Maryland High School Assessment performance status for special schools are included in the Summary of County Schools on page 432.

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students						
African American						
Asian American						
Hispanic						
White						
Female						
Male						
ESOL						
FARMS						
SPED						

The Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition is not given to students in special schools.

Algebra Performance**		
	Algebra Completion by the End of Grade 8	Algebra Completion by the End of Grade 9
All Students	2.9	17.1
African American	0.0	22.6
Asian American		0.0
Hispanic	0.0	10.3
White	14.3	18.8
Female	5.9	22.6
Male	1.9	15.2
ESOL		0.0
FARMS	0.0	13.9
SPED	3.7	16.7

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Summary: County Special Schools

Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**																					
	Grade 9	Grade 10		Honors/AP/IB/College-Level Course Enrollment																	
All Students	1.6	14.7		2.1																	
African American	0.0	7.5		0.7																	
Asian American	0.0	40.0		7.1																	
Hispanic	5.1	17.9		0.0																	
White	0.0	20.0		6.3																	
Female	6.5	10.0		1.1																	
Male	0.0	17.1		2.5																	
ESOL	0.0			0.0																	
FARMS	0.0	13.0		1.1																	
SPED	0.0	17.5		3.6																	
Staff Diversity																					
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**															
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male	Number of Classes	% HQ	% Not HQ											
Professional	18.2	0.5	5.7	4.3	71.3	76.1	23.9														
Supporting Services	30.8	0.5	9.2	10.8	48.7	79.0	21.0	391	82.4	17.6											
Years Experience of Professional Personnel			Average SAT Scores**																		
% Less Than 5 Years		% 5–15 Years	% More Than 15 Years		School	County	National														
14.8		42.6	42.6		Critical Reading	545	501														
Student/Instructional Staff Ratio = 2.5			Math		Math	560	516														
Average Class Size: English = N/A Other = N/A			Writing		Writing	547	492														
			Total****		Total****	1653	1509														
Advanced Placement/International Baccalaureate Tests**																					
		Number of June Graduates		N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June 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**																					
College/Training		Employment		Military		College/Employment															
51.4%		13.9%		1.4%		27.8%															
Facilities Data																					
Site Size in Acres			Gym		Joint Occupancy		Relocatable Classrooms														
48.8			0		2																
Core Facility Teaching Stations																					
Total		Support Rooms		Pre-K		Special/Alt Education															
79		8		1		70															
Capacity/Enrollment Projections																					
Current Capacity		Future Capacity		2011–12		2012–13		2013–14		2014–15		2015–16		2016–17							
914		914		715		715		715		715		715		715							
School Personnel Costs																					

Summary: County Schools

Total Number of Elementary, Middle, High, and Special Schools = 200

Plus 1 High School of Technology

2010–2011 Enrollment = 144,014																
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Pre-K	N	%	Grade 6	N	%
All Students		48.8	51.2	0.2	14.3	21.3	25.3	0.1	34.6	4.3	Pre-K	3,494	2.4	Grade 6	10,101	7.0
ESOL	13.0	6.0	7.0	0.0	2.3	1.7	8.2	0.0	0.7	0.1	Full K	10,954	7.6	Grade 7	10,290	7.1
FARMS	30.7	14.9	15.9	0.0	2.5	10.6	15.2	0.0	1.6	0.8	Grade 1	11,108	8.3	Grade 8	10,469	7.3
SPED	11.1	3.5	7.6	0.0	0.8	3.0	3.2	0.0	3.7	0.4	Grade 2	10,920	7.6	Grade 9	12,317	8.6

* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)		
Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%
All SPED Students	70.9	13.6

Other Participation		School Programs	
Students now or have in the past received FARMS = 40.5%			
Mobility Rate (Entrants + Withdrawals)** = 12.2%			
Attendance Rate** = 95.3%			
Graduation Rate** = 90.0%			
Dropout Rate** = 2.0%			
Suspension Rate** = 2.2%			
Percent of Students Meeting University System of Maryland Entrance Requirements** = 78.5%		School Programs are listed separately for each school.	

Maryland School Assessment Adequate Yearly Progress*: Not Met					
	% Proficient		Participation Rate		
	Math	Reading	Math	Reading	
All Students	Met	Met	Met	Met	
African American	Not Met	Met	Met	Met	
Asian American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
White	Met	Met	Met	Met	
FARMS	Not Met	Not Met	Met	Met	
LEP	Not Met	Not Met	Met	Met	
SPED	Not Met	Not Met	Met	Met	
Attendance Rate: Met					Graduation Rate: Met

Maryland School Assessment Proficiency Rate**						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	87.4	91.0	91.1	85.9	93.0
African American	78.5	77.7	83.0	84.4	73.8	87.5
Asian American	95.4	94.3	97.1	96.0	96.2	96.6
Hispanic	79.5	78.6	85.5	85.5	76.7	87.7
White	95.5	95.3	96.3	96.3	94.2	97.8
Female	88.4	89.6	91.6	92.8	86.7	95.0
Male	87.8	85.4	90.4	89.4	85.2	91.2
FARMS	76.3	75.1	81.6	81.6	72.6	84.7
LEP	74.7	73.4	77.5	77.2	67.2	78.9
SPED	63.3	67.7	66.3	71.5	60.6	76.2

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

Summary: County Schools

Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.2	90.7	79.5	88.5	75.1	87.9
African American	68.0	84.3	63.8	82.0	57.4	80.4
Asian American	94.5	95.6	92.8	94.6	91.7	95.1
Hispanic	68.9	83.0	64.7	78.5	57.5	77.9
White	93.3	96.9	92.6	95.9	88.7	95.3
Female	84.1	93.0	80.2	91.3	76.8	91.1
Male	80.4	88.4	78.8	85.9	73.3	84.9
FARMS	64.8	80.0	60.0	76.1	52.5	75.3
LEP	50.8	59.6	42.5	54.0	30.5	48.0
SPED	48.9	69.0	51.5	62.6	42.0	68.7

Maryland High School Assessment Performance Status***								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	92.2	92.7	89.3	94.3	91.2	91.6	88.4	95.4
African American	82.6	85.2	79.2	89.2	81.1	83.4	78.7	91.8
Asian American	96.7	96.2	93.2	96.7	96.2	95.8	91.2	97.5
Hispanic	86.5	85.1	80.5	88.6	85.5	83.8	79.2	90.1
White	97.7	98.0	96.3	98.3	96.7	97.1	95.7	98.6
ESOL	67.0	68.4	37.9	62.3	64.4	62.3	46.0	71.3
FARMS	81.4	81.3	75.3	84.9	80.9	79.4	75.1	88.0
SPED	70.7	75.0	64.8	78.8	64.3	71.3	60.1	79.5

Grade 2 Comprehensive Test of Basic Skills**						
Percent at or above the 50th National Percentile						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.0	70.7	70.1	71.6	77.6	72.5
African American	55.8	59.4	58.8	57.0	65.6	59.5
Asian American	77.8	83.6	83.8	85.4	91.5	85.8
Hispanic	46.7	50.8	53.9	50.5	64.9	50.7
White	81.6	84.0	80.6	87.4	86.4	87.9
Female	71.6	76.2	77.2	72.3	77.8	76.3
Male	62.6	65.2	62.9	71.0	77.4	68.7
ESOL	40.5	44.2	52.0	44.7	64.6	43.5
FARMS	45.6	49.8	52.8	49.8	63.1	49.6
SPED	36.7	33.4	38.7	38.8	60.0	36.6

Algebra Performance			
	Algebra Completion by the End of Grade 8**	Algebra HSA Pass Rates in Middle School for Tests Taken in May 2010	Algebra Completion by the End of Grade 9**
All Students	67.4	89.6	80.8
African American	49.9	78.8	71.8
Asian American	85.3	96.1	90.9
Hispanic	48.2	78.3	66.9
White	81.8	96.5	91.5
Female	70.0	89.3	84.3
Male	64.9	90.0	77.6
ESOL	22.4	79.1	46.3
FARMS	43.3	77.7	65.5
SPED	26.4	73.3	56.2

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Summary: County Schools

Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**																
	Grade 9	Grade 10		Honors/AP/IB/College-Level Course Enrollment												
All Students	57.0	78.8		78.4												
African American	36.8	66.8		66.0												
Asian American	79.7	92.0		90.1												
Hispanic	35.3	62.0		62.7												
White	75.2	90.3		89.6												
Female	60.5	81.9		82.8												
Male	53.7	75.9		74.2												
ESOL	10.4	40.0		40.1												
FARMS	31.8	59.8		57.7												
SPED	18.5	49.5		33.3												
Staff Diversity																
	% Racial/Ethnic Composition					Classes Taught by Highly Qualified (HQ) Teachers**										
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male									
Professional	13.4	0.2	4.7	4.6	77.1	78.8	21.2	Number of Classes	% HQ	% Not HQ						
Supporting Services	23.2	0.3	11.7	15.4	49.4	74.9	25.1									
Years Experience of Professional Personnel							Average SAT Scores** (71.4% Tested)									
	% Less Than 5 Years	% 5–15 Years		% More Than 15 Years			County		National							
	14.6	45.3		40.1			Critical Reading	545	501							
Class Size/Staff Ratio							Math	560	516							
Student/Instructional Staff Ratio = 11.2							Writing	547	492							
Average Class Size: English = N/A Other = N/A							Total****	1653	1509							
Staff Positions							Advanced Placement/International Baccalaureate Tests**									
	Professional			Supporting Services			Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test		% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test						
	Administrative	Instructional Support			Hearing Interpreter			10050	5132		51.1					
Administrative	200.000	Paraeducators			Media Assistant			201.000	188.875		94.4%					
Principal	251.000	Regular			Teacher Assistant, Regular			26.000	0.500		1.4%					
Assistant Principal	14.000	Special Education			Instructional Data Assistant			1,320.202	136.750		1.3%					
Magnet Coordinator	32.000	IT Systems Specialist			College/Career Information Coord			65.500	59.063		29.9%					
Principal Intern	497.000	English Composition Assistant			Hearing Interpreter			26.000	26.000		2.0%					
Asst School Administrator	570.000	College/Career Information Coord			Media Assistant			188.875	188.875		1.0%					
Administrative Total		Instructional Support Total			Instructional Support Total			2,253.289	2,253.289		1.0%					
	Teachers			Other Support			Grade 12 Documented Decisions**									
	Kindergarten	546.000	Administrative Secretary			201.000	College/Training	Employment	Military	College/Employment						
Classroom	5,992.350	223.350	Business Manager			26.000	94.4%	1.4%	1.3%	29.9%						
Athletic Director	25.000	76.500	Registrar			26.000										
Resource/Team Leader/Content Specialist	142.500	40.300	School Financial Assistant			65.000										
Staff Development	141.500	23.350	Secretary			392.749										
ESOL	37.400	14.000	Parent/Community Coord			11.937										
Alternative	79.100	1.303.575	Media Services Technician			25.000										
Career/Technical Ed	82.000	82.000	Security Team Leader			26.000										
Reading/Literacy			Security Assistant			187.000										
Physical Education			Student Monitor			209.582										
Art			Lunch Hour Aide			1,170.268										
Music			Other Support Total													
Instrumental Music			Building Services													
Preschool			Manager			197.000										
Special Education:			Leader			214.000										
Classroom			Worker			798.000										
Resource Program			Plant Equipment Operator			64.000										
Teachers Total	9,906.475		Building Services Total			1,273.000										
Other Professional			Food Services			370.919										
Counselor			Total Allocated Cost							\$1,398,813,283						
Media Specialist			Total Professional			5,067.476										

** Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.

*** The combined SAT score may differ by 1 point because of rounding.

SECTION VII

SELECT SCHOOL INFORMATION

**Elementary Schools
Demographic Information**

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Arcola ES	614	50.7	49.3	0.0	9.9	23.0	60.6	0.2	4.2	2.1	48.0	72.5	9.8
Ashburton ES	730	54.0	46.0	0.0	14.8	9.9	16.4	0.0	50.5	8.4	13.4	11.4	16.2
Bannockburn ES	365	49.9	50.1	0.0	5.8	2.5	7.1	0.0	77.0	7.7	7.9	1.9	6.6
Lucy V. Barnsley ES	666	55.6	44.4	0.0	15.5	12.5	28.2	0.2	38.0	5.7	11.6	30.0	12.5
Beall ES	707	51.8	48.2	0.3	26.3	14.4	17.0	0.1	34.7	7.2	15.4	24.0	9.1
Bel Pre ES	484	52.1	47.9	0.2	5.6	37.4	43.6	0.2	8.9	4.1	45.9	59.3	8.5
Bells Mill ES	538	52.8	47.2	0.2	18.0	13.2	7.8	0.0	55.8	5.0	6.5	10.6	8.2
Belmont ES	325	53.8	46.2	0.0	5.5	5.8	9.2	0.3	76.6	2.5	5.2	8.9	14.5
Bethesda ES	511	52.4	47.6	0.0	10.2	9.6	13.9	0.0	60.7	5.7	7.0	6.7	9.8
Beverly Farms ES	571	49.0	51.0	0.2	25.9	3.5	12.3	0.0	51.5	6.7	2.5	2.5	8.4
Bradley Hills ES	498	50.6	49.4	0.4	10.0	1.2	9.2	0.0	72.3	6.8	7.0	0.6	5.6
Broad Acres ES	615	53.0	47.0	0.0	9.9	17.9	70.6	0.0	0.8	0.8	67.5	90.9	7.3
Brooke Grove ES	388	51.8	48.2	0.3	13.1	19.8	12.9	0.0	49.7	4.1	8.5	20.9	16.5
Brookhaven ES	402	55.5	44.5	0.0	8.0	37.3	46.8	0.0	5.7	2.2	53.2	66.4	20.4
Brown Station ES	463	47.5	52.5	0.0	5.8	33.7	44.5	0.0	10.6	5.4	23.1	66.1	11.9
Burning Tree ES	502	51.2	48.8	0.2	17.1	5.0	8.8	0.2	62.5	6.2	11.4	4.0	14.3
Burnt Mills ES	410	52.2	47.8	0.0	3.2	66.1	23.4	0.0	6.1	1.2	22.9	63.9	6.1
Burtonsville ES	677	50.8	49.2	0.4	14.0	61.2	10.8	0.0	7.8	5.8	19.2	44.0	5.6
Candlewood ES	342	51.8	48.2	0.6	17.5	8.8	15.8	0.0	49.4	7.9	7.0	12.0	5.6
Cannon Road ES	424	56.4	43.6	0.0	12.5	34.2	40.6	0.0	9.7	3.1	21.5	58.0	20.5
Carderock Springs ES	352	53.7	46.3	0.0	14.2	2.0	6.8	0.0	73.3	3.7	2.3	1.7	10.8
Rachel Carson ES	872	48.7	51.3	0.0	10.7	6.2	15.5	0.0	63.8	3.9	11.8	16.1	9.4
Cashell ES	305	55.4	44.6	0.7	12.5	13.4	18.4	0.0	51.5	3.6	12.5	20.7	13.8
Cedar Grove ES	340	47.4	52.6	0.3	31.5	9.1	13.2	0.0	42.6	3.2	12.4	12.6	8.8
Chevy Chase ES	485	52.4	47.6	0.2	5.6	11.5	7.2	0.0	70.1	5.4	2.3	8.9	6.2
Clarksburg ES	241	51.9	48.1	0.0	34.4	12.4	12.4	0.4	35.3	5.0	19.9	19.5	13.3
Clearspring ES	644	50.9	49.1	0.0	13.8	12.1	17.2	0.0	49.4	7.5	6.5	22.2	11.6
Clopper Mill ES	416	51.0	49.0	0.0	6.5	38.7	41.6	0.0	8.2	5.0	30.0	65.6	15.9
Cloverly ES	451	50.1	49.9	0.2	18.6	16.9	12.4	0.0	42.6	9.3	10.9	11.8	13.7
Cold Spring ES	388	51.0	49.0	0.0	32.0	2.6	5.4	0.0	52.3	7.7	3.4	1.8	6.2
College Gardens ES	790	48.2	51.8	0.1	25.4	15.2	11.8	0.0	40.5	7.0	12.3	11.5	6.2
Cresthaven ES	394	52.0	48.0	0.0	12.7	35.5	44.7	0.0	5.1	2.0	20.1	67.3	9.6
Capt. James E. Daly ES	558	50.9	49.1	0.4	7.9	34.9	39.2	0.0	12.5	5.0	29.7	61.8	8.2
Damascus ES	293	46.8	53.2	0.0	2.7	4.1	22.2	0.0	66.9	4.1	13.3	24.6	16.0
Darnestown ES	373	55.8	44.2	0.3	12.3	3.2	5.1	0.0	74.0	5.1	3.5	4.6	5.1
Diamond ES	548	50.0	50.0	0.0	36.1	6.9	13.3	0.0	37.8	5.8	17.0	10.2	10.2
Dr. Charles R. Drew ES	459	49.7	50.3	0.0	14.8	39.4	25.1	0.0	15.9	4.8	20.9	50.8	14.4
DuFief ES	387	50.1	49.9	0.3	29.5	5.4	6.2	0.0	53.0	5.7	12.4	7.0	17.1
East Silver Spring ES	352	49.7	50.3	0.0	5.7	49.1	25.9	0.0	16.5	2.8	33.5	59.7	12.5
Fairland ES	593	48.9	51.1	0.2	11.6	57.0	19.1	0.0	10.1	2.0	20.2	51.1	8.3
Fallsmead ES	545	50.6	49.4	0.2	33.2	5.9	9.0	0.2	46.8	4.8	9.7	7.3	9.5
Farmland ES	579	50.3	49.7	0.2	33.7	4.5	8.6	0.0	49.1	4.0	25.2	7.3	6.0
Fields Road ES	464	50.9	49.1	0.0	19.8	16.4	25.9	0.0	30.6	7.3	21.8	33.2	9.3
Flower Hill ES	474	52.7	47.3	0.0	15.4	29.5	41.4	0.0	9.3	4.4	34.8	58.0	12.2
Flower Valley ES	470	50.4	49.6	0.0	11.3	16.0	15.1	0.2	54.0	3.4	6.8	17.9	11.7
Forest Knolls ES	647	48.8	51.2	0.2	7.9	13.8	41.7	0.0	32.1	4.3	29.4	40.6	10.7
Fox Chapel ES	593	48.6	51.4	1.2	23.1	25.8	35.2	0.0	10.6	4.0	35.6	54.1	6.2
Gaithersburg ES	591	53.0	47.0	0.0	5.4	22.2	62.6	0.0	7.6	2.2	43.1	75.6	7.1
Galway ES	790	50.8	49.2	0.4	13.0	53.4	24.6	0.0	4.3	4.3	25.4	54.2	10.6
Garrett Park ES	551	51.9	48.1	0.5	16.0	10.0	21.1	0.0	46.6	5.8	19.6	14.7	6.0
Georgian Forest ES	502	51.0	49.0	0.6	8.0	43.0	36.3	0.0	9.2	3.0	26.5	71.3	9.4
Germantown ES	289	51.9	48.1	0.0	17.3	28.4	24.9	0.0	23.5	5.9	13.1	29.8	14.2
William B. Gibbs, Jr. ES	730	52.1	47.9	0.0	31.1	20.4	17.9	0.3	25.1	5.2	16.8	24.2	12.6
Glen Haven ES	547	53.2	46.8	0.0	8.8	29.1	47.2	0.2	12.1	2.7	41.3	68.7	9.5

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**Elementary Schools
Demographic Information**

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Glenallan ES	402	50.5	49.5	0.0	14.4	31.3	41.3	0.0	8.0	5.0	34.8	58.0	8.7
Goshen ES	590	52.2	47.8	0.3	11.5	26.6	24.1	0.0	31.4	6.1	22.4	34.2	10.5
Great Seneca Creek ES	768	50.7	49.3	0.0	19.1	22.4	22.3	0.0	29.9	6.3	13.3	29.7	7.3
Greencastle ES	652	50.5	49.5	0.0	11.0	67.6	17.3	0.0	1.4	2.6	23.2	59.2	9.4
Greenwood ES	545	50.5	49.5	0.0	9.9	6.4	8.6	0.0	70.1	5.0	1.7	5.5	4.8
Harmony Hills ES	566	51.2	48.8	0.0	5.8	20.0	69.4	0.0	3.5	1.2	55.8	87.3	8.0
Highland ES	461	49.5	50.5	0.2	7.6	12.8	75.1	0.0	3.7	0.7	66.6	83.9	12.8
Highland View ES	361	54.8	45.2	0.0	2.2	23.8	30.5	0.0	37.7	5.8	32.7	43.8	6.6
Jackson Road ES	615	52.4	47.6	0.0	13.3	43.1	34.6	0.2	6.2	2.6	30.9	67.2	10.2
Jones Lane ES	502	51.4	48.6	0.0	15.1	10.8	22.1	0.2	45.0	6.8	14.1	22.9	11.2
Kemp Mill ES	489	50.1	49.9	0.4	5.7	26.4	58.1	0.0	7.4	2.0	49.9	74.8	12.1
Kensington Parkwood ES	667	48.3	51.7	0.1	4.9	6.4	10.6	0.0	73.6	4.2	4.6	5.7	11.1
Lake Seneca ES	392	48.5	51.5	0.0	11.2	32.9	27.8	0.0	24.0	4.1	21.7	42.9	17.6
Lakewood ES	614	51.6	48.4	0.0	40.1	3.6	7.0	0.0	45.6	3.7	10.7	2.4	7.0
Laytonsville ES	458	52.0	48.0	0.0	8.3	10.0	11.1	0.0	63.8	6.8	4.6	10.7	11.8
Little Bennett ES	844	48.9	51.1	0.2	28.1	20.1	9.7	0.0	35.7	6.2	9.6	13.2	6.5
Luxmanor ES	435	51.3	48.7	0.0	25.3	12.4	16.3	0.0	43.2	2.8	19.8	12.6	5.5
Thurgood Marshall ES	541	54.0	46.0	0.7	15.0	12.8	24.2	0.0	41.6	5.7	12.8	27.5	12.8
Maryvale ES	565	47.3	52.7	0.4	7.8	23.5	32.2	0.0	26.7	9.4	25.7	41.1	8.0
Spark M. Matsunaga ES	1025	50.3	49.7	0.1	38.0	14.0	10.9	0.0	31.8	5.3	9.1	14.1	4.9
S. Christa McAuliffe ES	584	48.3	51.7	0.0	11.1	28.9	34.6	0.2	19.7	5.5	27.7	45.9	10.3
Ronald A. McNair ES	749	48.5	51.5	0.1	29.0	24.2	15.9	0.0	26.3	4.5	14.3	25.6	8.5
Meadow Hall ES	391	54.7	45.3	0.5	8.4	14.8	45.3	0.5	26.3	4.1	23.8	49.9	17.6
Mill Creek Towne ES	422	54.7	45.3	0.2	10.9	14.0	39.8	0.0	29.1	5.9	21.3	35.3	15.4
Monocacy ES	169	48.5	51.5	1.2	1.2	4.7	5.9	0.0	82.2	4.7	2.4	13.6	12.4
Montgomery Knolls ES	444	52.9	47.1	0.0	8.6	23.0	46.2	0.0	18.9	3.4	50.5	63.3	15.5
New Hampshire Estates ES	420	48.1	51.9	0.2	5.2	16.2	71.4	0.0	5.5	1.4	74.0	85.7	10.0
Roscoe R. Nix ES	494	54.9	45.1	0.4	12.6	32.6	46.6	0.0	5.7	2.2	37.2	69.4	10.3
North Chevy Chase ES	427	50.1	49.9	0.0	5.4	9.6	12.6	0.0	67.0	5.4	3.0	5.6	9.1
Oak View ES	299	49.5	50.5	0.0	8.7	24.1	50.5	0.0	14.0	2.7	27.8	68.2	13.7
Oakland Terrace ES	829	53.6	46.4	0.2	9.3	15.9	27.6	0.0	40.4	6.5	16.5	33.3	8.6
Olney ES	581	53.0	47.0	0.0	12.2	12.6	17.7	0.3	53.0	4.1	3.4	14.3	8.6
William Tyler Page ES	413	50.6	49.4	0.0	22.3	50.1	17.2	0.0	6.1	4.4	19.4	44.6	7.3
Pine Crest ES	416	47.8	52.2	0.0	14.9	22.1	34.1	0.2	22.8	5.8	18.8	51.7	6.5
Piney Branch ES	475	48.4	51.6	0.0	5.1	35.4	16.6	0.4	36.4	6.1	14.9	30.3	6.5
Poolesville ES	395	47.8	52.2	0.8	4.3	7.6	10.4	0.0	73.2	3.8	3.5	14.2	9.6
Potomac ES	550	51.3	48.7	0.0	27.8	4.7	4.2	0.4	58.9	4.0	5.3	2.9	5.8
Judith A. Resnik ES	547	51.0	49.0	0.2	12.6	29.4	37.3	0.2	14.1	6.2	31.3	50.8	9.5
Dr. Sally K. Ride ES	537	52.0	48.0	0.2	25.5	26.1	22.0	0.0	19.2	7.1	14.9	39.7	15.5
Ritchie Park ES	516	49.2	50.8	0.0	20.7	10.5	17.6	0.0	46.9	4.3	10.3	13.6	7.6
Rock Creek Forest ES	548	47.6	52.4	0.4	4.0	16.4	29.2	0.2	43.4	6.4	15.0	22.1	6.4
Rock Creek Valley ES	370	53.8	46.2	0.3	9.5	7.3	39.2	0.0	39.2	4.6	25.9	32.7	21.4
Rock View ES	598	49.3	50.7	0.3	12.0	15.4	44.0	0.0	24.4	3.8	32.3	46.5	13.0
Lois P. Rockwell ES	417	49.4	50.6	0.2	10.6	9.6	18.0	0.0	54.7	7.0	15.3	19.7	17.5
Rolling Terrace ES	749	50.5	49.5	0.1	4.5	17.1	57.1	0.0	15.6	5.5	43.8	63.0	5.1
Rosemary Hills ES	658	50.0	50.0	0.3	4.3	13.4	15.2	0.0	60.3	6.5	11.6	19.0	7.8
Rosemont ES	484	54.3	45.7	0.6	10.3	22.7	46.5	0.2	14.3	5.4	38.2	56.4	8.1
Sequoyah ES	413	50.6	49.4	0.0	11.4	15.7	38.7	0.0	30.5	3.6	33.7	43.8	12.3
Seven Locks ES	300	53.3	46.7	0.0	16.3	8.3	6.3	0.3	66.3	2.3	9.0	3.7	5.3
Sherwood ES	467	47.8	52.2	0.0	12.8	14.6	12.6	0.0	55.0	4.9	5.6	12.2	14.6
Sargent Shriver ES	688	48.3	51.7	0.0	10.6	11.5	71.9	0.0	5.1	0.9	59.2	76.3	8.1
Sligo Creek ES	582	45.7	54.3	0.0	6.0	20.4	12.4	0.0	49.8	11.3	9.1	17.0	8.6
Somerset ES	518	49.8	50.2	0.0	11.2	4.4	9.3	0.2	68.5	6.4	13.1	2.7	6.4
South Lake ES	659	50.5	49.5	0.0	9.3	27.8	54.0	0.2	5.5	3.3	45.8	74.8	6.2

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Elementary Schools
Demographic Information

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Stedwick ES	605	52.1	47.9	0.2	8.4	36.5	31.7	0.0	16.2	6.9	28.3	53.2	8.4
Stone Mill ES	608	52.0	48.0	0.0	46.9	8.7	4.8	0.0	35.4	4.3	8.4	9.2	11.7
Stonegate ES	442	50.2	49.8	0.2	15.8	28.3	14.5	0.0	35.1	6.1	5.2	13.6	13.6
Strathmore ES	402	53.2	46.8	0.2	6.7	47.8	34.1	0.0	7.2	4.0	11.7	54.5	14.9
Strawberry Knoll ES	550	52.4	47.6	0.5	13.6	32.4	32.4	0.0	17.3	3.8	21.6	45.6	15.5
Summit Hall ES	528	48.9	51.1	0.6	2.8	24.8	64.6	0.0	3.4	3.8	49.2	78.8	9.8
Takoma Park ES	493	54.0	46.0	0.2	4.5	31.0	15.8	0.0	41.4	7.1	27.0	31.8	6.3
Travilah ES	430	49.8	50.2	0.0	37.4	4.4	5.8	0.0	44.4	7.9	11.6	7.4	7.9
Twinbrook ES	558	53.4	46.6	0.9	17.4	11.6	54.7	0.2	11.5	3.8	52.5	64.0	8.8
Viers Mill ES	580	50.5	49.5	0.3	8.6	12.4	64.1	0.0	11.7	2.8	48.3	70.7	20.5
Washington Grove ES	369	48.0	52.0	0.3	11.4	17.6	52.8	0.3	13.3	4.3	58.0	74.5	9.2
Waters Landing ES	629	51.5	48.5	0.3	13.7	29.6	27.3	0.2	23.5	5.4	21.9	40.4	10.0
Watkins Mill ES	592	54.7	45.3	0.3	11.0	35.0	38.5	0.2	8.4	6.6	39.0	58.4	10.6
Wayside ES	560	53.4	46.6	0.2	28.2	6.4	4.3	0.0	55.0	5.9	10.4	3.9	6.8
Weller Road ES	577	52.5	47.5	0.2	11.6	9.9	70.4	0.2	4.5	3.3	61.4	77.6	7.5
Westbrook ES	403	49.1	50.9	0.0	3.2	1.7	6.9	0.0	81.6	6.5	5.2	2.5	8.9
Westover ES	280	55.0	45.0	0.4	16.8	34.6	14.6	0.0	27.5	6.1	7.9	18.9	12.1
Wheaton Woods ES	472	53.4	46.6	0.0	6.4	27.8	58.9	0.0	5.3	1.7	58.1	79.9	6.4
Whetstone ES	639	53.8	46.2	0.2	8.3	27.4	43.0	0.2	16.9	4.1	29.1	55.9	16.3
Wood Acres ES	733	49.2	50.8	0.0	7.9	3.1	6.7	0.0	76.8	5.5	6.0	1.1	6.1
Woodfield ES	359	51.5	48.5	0.0	4.2	4.7	11.7	0.0	75.2	4.2	5.8	12.5	7.2
Woodlin ES	499	50.1	49.9	0.4	6.6	30.1	16.2	0.0	42.7	4.0	10.0	21.8	14.4
Wyngate ES	677	51.1	48.9	0.1	10.9	3.7	9.3	0.0	70.0	5.9	6.8	1.6	9.6

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**Elementary Schools
Other Information**

School Name	Ever F FARMS	Attendance Rate*	Mobility Rate*	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Arcola ES	79.2	95.0	19.2	9.3	17.0	19.8	25.8
Ashburton ES	13.2	95.9	12.4	11.8	22.3	23.1	25.0
Bannockburn ES	2.2	95.2	3.0	14.0	27.0	21.6	23.2
Lucy V. Barnsley ES	35.3	96.1	7.0	12.3	26.3	21.5	25.1
Beall ES	29.0	95.7	13.4	12.8	22.5	21.6	23.1
Bel Pre ES	63.2	94.6	12.8	9.8	18.9	17.7	
Bells Mill ES	13.2	96.6	5.1	11.4	21.3	26.1	22.7
Belmont ES	11.1	95.9	5.7	12.1	20.0	24.0	29.3
Bethesda ES	9.8	95.9	8.0	12.7	22.0	24.8	27.7
Beverly Farms ES	4.4	96.0	8.5	12.7	20.5	23.7	24.4
Bradley Hills ES	1.0	96.2	4.7	15.0	21.5	25.7	26.0
Broad Acres ES	93.7	95.3	28.0	9.7	17.3	18.9	21.1
Brooke Grove ES	25.0	95.9	10.7	9.5	19.3	20.9	24.2
Brookhaven ES	73.1	96.2	16.5	7.7	16.7	17.2	20.5
Brown Station ES	70.0	95.0	23.5	8.6	19.0	17.5	23.8
Burning Tree ES	5.8	96.4	6.0	11.3	24.0	23.9	27.3
Burnt Mills ES	69.3	95.9	25.7	10.3	17.5	20.0	24.4
Burtonsville ES	52.0	96.5	14.1	13.9	17.5	23.3	25.4
Candlewood ES	14.9	95.7	11.5	13.9	20.0	24.3	22.6
Cannon Road ES	63.7	95.8	15.8	8.6	16.0	16.5	22.2
Carderock Springs ES	2.3	95.9	3.8	10.7	24.5	25.3	28.0
Rachel Carson ES	16.9	95.8	8.2	14.3	22.8	23.3	25.7
Cashell ES	23.9	96.1	7.5	8.4	24.5	21.0	21.8
Cedar Grove ES	17.9	96.2	11.4	11.1	22.7	24.0	24.0
Chevy Chase ES	11.8	96.3	3.7	15.5		22.0	24.7
Clarksburg ES	24.5	95.7	11.7	8.9	20.5	20.7	19.3
Clearspring ES	23.9	95.7	7.5	13.1	23.0	25.3	24.4
Clopper Mill ES	73.1	95.5	21.1	7.6	16.7	16.9	23.8
Cloverly ES	17.3	96.0	11.4	9.4	20.3	23.4	23.0
Cold Spring ES	1.8	97.0	2.6	15.2	26.0	22.5	25.1
College Gardens ES	15.4	96.5	13.1	14.1	21.8	25.2	25.6
Cresthaven ES	73.9	95.5	19.7	11.1		23.5	24.9
Capt. James E. Daly ES	67.9	95.3	17.3	10.4	18.2	17.1	26.2
Damascus ES	32.1	95.3	13.4	9.0	21.0	23.5	22.5
Darnestown ES	5.6	95.8	3.4	13.8	24.5	24.3	21.7
Diamond ES	14.4	95.6	19.4	10.2	22.4	23.3	23.2
Dr. Charles R. Drew ES	56.6	96.1	13.8	9.3	15.7	20.9	26.6
DuFief ES	8.0	95.9	3.9	9.9	25.5	21.3	20.3
East Silver Spring ES	62.5	95.5	18.7	9.1	17.8	17.1	15.0
Fairland ES	59.0	95.5	20.4	11.3	13.7	19.0	25.7
Fallsmead ES	10.1	96.2	11.3	13.4	21.8	23.5	26.1
Farmland ES	10.4	96.2	18.7	14.4	24.0	25.6	25.0
Fields Road ES	36.0	96.0	16.5	9.6	27.0	23.0	26.6
Flower Hill ES	68.1	94.8	20.8	9.7	14.6	18.3	20.8
Flower Valley ES	21.3	95.6	8.3	10.9	26.7	22.6	25.8
Forest Knolls ES	44.8	95.8	9.1	10.0	17.9	19.3	26.8
Fox Chapel ES	58.3	96.4	16.5	11.4	15.2	19.3	23.6
Gaithersburg ES	79.2	93.9	27.7	9.8	18.2	19.5	19.7
Galway ES	59.1	96.0	19.2	10.9	18.2	19.6	27.6
Garrett Park ES	19.2	95.0	16.7	15.3	27.0	23.6	27.3
Georgian Forest ES	74.5	95.1	21.8	8.9	14.4	17.3	21.5
Germantown ES	39.4	95.0	9.7	7.9	17.5	22.0	27.0
William B. Gibbs, Jr. ES	29.3	0.2	43.5	12.7	21.8	24.6	23.5
Glen Haven ES	71.7	95.1	23.6	9.1	17.4	18.9	23.8

* 2009–2010 School Year Data

**Elementary Schools
Other Information**

School Name	Ever FARMS	Attendance Rate*	Mobility Rate*	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Glenallan ES	63.2	96.1	21.3	9.5	19.5	18.4	21.4
Goshen ES	40.2	96.1	16.3	12.8	24.3	24.0	24.5
Great Seneca Creek ES	35.4	95.8	11.8	13.4	23.3	22.8	24.9
Greencastle ES	65.2	95.6	27.1	10.3	17.7	19.6	25.3
Greenwood ES	7.9	96.0	3.6	14.6	19.3	24.2	25.3
Harmony Hills ES	90.1	96.0	18.9	9.2	16.7	19.4	19.0
Highland ES	88.1	95.8	17.2	7.9	15.5	17.3	22.0
Highland View ES	49.9	95.9	10.3	9.9	14.8	17.2	24.5
Jackson Road ES	71.2	96.4	19.4	9.2	17.5	19.6	22.6
Jones Lane ES	27.5	96.2	12.7	10.0	17.8	21.1	25.3
Kemp Mill ES	79.6	95.4	22.4	9.8	16.8	18.8	22.2
Kensington Parkwood ES	8.2	96.0	5.1	14.8	22.8	24.7	26.0
Lake Seneca ES	49.5	94.5	30.8	8.4	16.5	17.9	25.5
Lakewood ES	4.2	96.7	8.0	14.8	27.0	23.0	24.9
Laytonsville ES	16.6	95.2	12.0	11.1	25.0	22.7	20.1
Little Bennett ES	16.2	96.5	9.7	15.0	23.0	24.3	27.1
Luxmanor ES	16.8	95.5	9.7	12.2	21.8	23.7	21.2
Thurgood Marshall ES	33.8	95.7	12.7	11.3	25.0	24.0	27.2
Maryvale ES	44.8	95.4	10.6	9.4	22.5	22.9	18.5
Spark M. Matsunaga ES	16.5	96.3	7.1	15.2	22.3	24.1	26.8
S. Christa McAuliffe ES	54.8	95.7	18.0	11.1	18.3	17.5	22.9
Ronald A. McNair ES	29.9	96.3	11.3	13.8	26.0	23.5	24.8
Meadow Hall ES	58.1	94.6	23.5	8.2	16.3	17.7	24.6
Mill Creek Towne ES	42.4	95.9	12.4	10.3	17.8	19.3	20.3
Monocacy ES	17.8	94.0	4.5	10.0	25.0	21.7	26.7
Montgomery Knolls ES	64.9	95.1	12.2	7.9	17.8	16.5	
New Hampshire Estates ES	87.6	95.2	25.6	7.8	17.1	17.2	
Roscoe R. Nix ES	73.3	94.8	22.9	8.5	17.0	18.6	
North Chevy Chase ES	12.4	97.5	5.8	13.6		22.8	24.2
Oak View ES	76.6	95.9	15.2	9.2		22.3	25.6
Oakland Terrace ES	37.3	95.6	10.0	11.4	15.7	19.7	22.5
Olney ES	19.1	96.4	4.1	14.0	21.5	23.2	27.4
William Tyler Page ES	50.1	95.8	14.9	11.6	19.0	19.3	20.8
Pine Crest ES	59.6	95.7	17.4	12.8		23.4	24.7
Piney Branch ES	39.8	96.2	10.3	12.8		23.9	26.1
Poolesville ES	19.5	95.0	9.1	13.1	24.3	22.4	27.8
Potomac ES	4.7	96.1	8.5	15.2	25.0	24.5	25.9
Judith A. Resnik ES	57.6	95.2	16.1	9.8	17.7	18.1	25.0
Dr. Sally K. Ride ES	45.1	95.5	14.0	9.7	14.5	18.2	24.7
Ritchie Park ES	17.4	95.4	12.8	13.8	22.0	22.5	22.7
Rock Creek Forest ES	24.3	94.9	8.6	13.9	21.2	22.6	21.3
Rock Creek Valley ES	40.8	96.4	8.4	7.7	17.0	18.0	22.6
Rock View ES	53.3	95.0	14.3	9.0	20.0	17.3	25.0
Lois P. Rockwell ES	22.5	95.9	7.9	9.8	22.7	21.8	24.2
Rolling Terrace ES	65.6	95.1	17.8	11.4	16.7	20.6	26.9
Rosemary Hills ES	18.8	95.6	7.1	11.9	24.8	25.1	
Rosemont ES	60.5	96.0	30.5	7.9	15.8	18.8	24.0
Sequoyah ES	51.6	95.1	16.2	9.2	20.0	17.6	20.5
Seven Locks ES	5.3	96.4	9.5	12.6	20.3	26.3	20.5
Sherwood ES	16.9	95.7	4.5	10.5	22.7	23.9	25.0
Sargent Shriver ES	83.7	96.0	15.6	10.2	17.4	19.0	24.3
Sligo Creek ES	21.5	95.9	9.5	11.3	22.0	20.5	21.8
Somerset ES	5.6	96.0	13.7	14.2	23.0	24.8	25.3
South Lake ES	81.2	95.7	36.1	10.6	19.7	18.3	19.9

* 2009–2010 School Year Data

Elementary Schools
Other Information

School Name	Ever FARMS	Attendance Rate*	Mobility Rate*	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Stedwick ES	59.0	95.6	15.6	11.1	17.2	19.9	22.4
Stone Mill ES	11.7	96.8	8.2	12.0	21.8	25.5	25.5
Stonegate ES	16.7	95.9	8.0	11.6	21.0	23.2	24.3
Strathmore ES	67.9	96.3	17.5	10.4		22.0	24.7
Strawberry Knoll ES	51.8	95.8	17.4	8.2	18.2	18.7	24.3
Summit Hall ES	87.3	95.4	31.7	9.3	17.6	19.1	20.4
Takoma Park ES	33.5	95.0	12.1	12.1	21.0	20.6	
Travilah ES	9.5	96.4	6.9	14.1	21.0	24.1	25.3
Twinbrook ES	74.9	95.2	16.3	9.9	17.6	18.6	26.5
Viers Mill ES	73.4	96.4	13.0	8.2	16.8	20.0	24.0
Washington Grove ES	75.1	95.8	14.9	8.9	20.3	16.3	22.8
Waters Landing ES	47.1	95.3	17.4	11.3	18.3	19.3	25.0
Watkins Mill ES	69.1	94.9	24.1	9.5	15.0	18.6	21.7
Wayside ES	5.7	96.7	3.8	12.4	20.0	24.5	24.6
Weller Road ES	84.6	95.8	20.0	9.3	17.4	18.8	20.9
Westbrook ES	2.7	95.5	5.2	11.6	20.3	24.8	21.6
Westover ES	27.9	96.7	12.0	8.8	22.0	22.8	27.0
Wheaton Woods ES	85.4	96.3	16.2	9.8	16.2	18.5	25.6
Whetstone ES	65.3	94.9	15.7	9.7	17.2	18.9	23.6
Wood Acres ES	2.0	95.9	5.0	14.9	21.0	27.0	28.1
Woodfield ES	13.9	95.5	5.7	14.4	26.0	21.9	22.2
Woodlin ES	26.7	95.5	10.9	10.6	15.8	19.5	23.0
Wyngate ES	1.8	96.5	4.1	15.0	22.8	23.7	25.1

* 2009–2010 School Year Data

Middle Schools Demographic Information														
School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED	
Argyle MS	753	55.5	44.5	0.3	10.5	39.7	39.0	0.1	8.1	2.3	6.4	57.2	10.8	
John T. Baker MS	776	51.3	48.7	0.3	4.8	9.7	13.5	0.0	67.4	4.4	0.0	16.2	11.7	
Benjamin Banneker MS	808	52.1	47.9	0.1	14.5	61.0	12.0	0.0	9.2	3.2	3.7	40.3	11.3	
Briggs Chaney MS	903	49.3	50.7	0.2	13.8	47.7	19.6	0.2	13.7	4.7	2.9	41.3	10.4	
Cabin John MS	924	51.8	48.2	0.2	25.2	9.1	7.7	0.0	54.5	3.2	1.7	6.5	15.2	
Roberto W. Clemente MS	1139	50.1	49.9	0.5	23.6	25.5	25.0	0.0	20.9	4.4	2.3	32.0	12.9	
Eastern MS	814	41.6	58.4	0.1	12.8	25.2	32.9	0.0	24.2	4.8	6.9	43.4	8.8	
William H. Farquhar MS	635	50.2	49.8	0.2	13.4	22.2	11.5	0.0	49.1	3.6	1.3	12.4	11.5	
Forest Oak MS	853	51.5	48.5	0.1	11.4	24.0	39.2	0.0	20.9	4.5	8.9	49.7	13.4	
Robert Frost MS	1122	51.8	48.2	0.0	35.2	5.0	6.9	0.0	49.3	3.7	2.1	5.1	8.0	
Gaithersburg MS	665	51.1	48.9	0.2	8.3	24.7	31.1	0.0	30.1	5.7	6.5	38.0	16.8	
Herbert Hoover MS	1026	53.1	46.9	0.2	24.3	5.5	8.4	0.0	56.6	5.1	2.4	4.1	10.2	
Francis Scott Key MS	869	51.0	49.0	0.2	7.4	46.6	36.5	0.0	7.2	2.1	7.0	57.7	12.9	
Dr. Martin Luther King, Jr. MS	600	51.2	48.8	0.0	8.7	31.3	26.5	0.0	27.0	6.5	3.3	38.5	12.2	
Kingsview MS	894	49.2	50.8	0.0	24.7	22.7	12.6	0.0	33.6	6.4	1.3	20.5	8.8	
Lakelands Park MS	873	52.7	47.3	0.2	13.4	14.3	16.5	0.1	51.5	3.9	3.7	19.7	13.6	
Col. E. Brooke Lee MS	559	54.7	45.3	0.4	9.1	30.6	48.3	0.0	9.7	2.0	11.6	60.6	16.5	
A. Mario Loiederman MS	763	43.1	56.9	0.0	7.1	26.1	48.2	0.0	15.6	3.0	8.5	54.9	12.7	
Montgomery Village MS	616	53.7	46.3	0.5	8.3	36.4	37.7	0.0	12.7	4.5	8.6	53.6	15.3	
Neelsville MS	881	50.5	49.5	0.2	10.2	36.3	36.0	0.2	12.6	4.4	10.0	55.8	10.9	
Newport Mill MS	620	49.7	50.3	0.2	14.2	17.6	48.2	0.0	17.7	2.1	4.8	53.7	20.6	
North Bethesda MS	800	53.9	46.1	0.4	8.5	8.4	13.1	0.0	61.9	7.8	3.8	6.0	11.4	
Parkland MS	826	54.5	45.5	0.1	15.7	24.3	45.2	0.0	12.5	2.2	6.9	50.6	11.1	
Rosa M. Parks MS	911	52.0	48.0	0.1	9.0	13.2	9.4	0.0	63.4	4.8	0.2	7.9	9.8	
John Poole MS	355	48.5	51.5	0.0	2.3	5.9	9.6	0.0	76.3	5.9	0.0	14.4	10.7	
Thomas W. Pyle MS	1291	50.6	49.4	0.0	9.5	2.2	7.4	0.0	75.0	6.0	4.2	0.9	8.8	
Redland MS	564	49.6	50.4	0.5	13.5	21.1	29.3	0.0	31.7	3.9	5.1	38.1	11.9	
Ridgeview MS	681	48.3	51.7	0.0	14.8	14.1	19.5	0.0	46.3	5.3	4.0	22.0	7.9	
Rocky Hill MS	1049	53.0	47.0	0.1	23.2	21.3	15.8	0.1	35.4	4.2	1.8	19.6	8.6	
Shady Grove MS	585	55.2	44.8	0.2	17.4	21.0	30.6	0.2	26.3	4.3	5.1	35.4	11.1	
Silver Spring International MS	775	47.9	52.1	0.0	6.3	29.9	35.1	0.0	25.9	2.7	8.3	43.4	10.6	
Sligo MS	482	51.5	48.5	0.2	8.7	26.3	39.6	0.0	23.7	1.5	7.3	50.6	16.8	
Takoma Park MS	826	55.2	44.8	0.1	19.5	27.8	14.9	0.0	31.2	6.4	4.2	20.7	7.0	
Tilden MS	743	52.1	47.9	0.0	17.0	9.2	14.9	0.0	55.2	3.8	9.0	11.4	15.2	
Julius West MS	1038	49.8	50.2	0.3	19.7	17.8	25.1	0.0	32.1	5.0	6.6	27.5	11.2	
Westland MS	1043	51.8	48.2	0.1	6.3	12.2	15.5	0.0	60.2	5.7	4.3	10.0	10.6	
White Oak MS	643	53.7	46.3	0.2	12.3	35.3	37.5	0.0	11.7	3.1	7.6	56.1	11.7	
Earle B. Wood MS	845	47.9	52.1	0.1	10.8	17.2	31.7	0.0	35.7	4.5	4.0	32.5	13.3	

Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Middle Schools Other Information						
School Name	Ever FARMs	Attendance Rate*	Mobility Rate*	Stud/Instr Staff Ratio	English Class Size	Other Class Size
Argyle MS	70.5	95.5	15.3	11.9	24.3	28.7
John T. Baker MS	23.1	94.7	4.6	12.8	26.0	28.5
Benjamin Banneker MS	55.7	96.1	14.0	11.2	22.5	26.1
Briggs Chaney MS	54.7	94.7	14.6	11.8	23.2	26.2
Cabin John MS	11.6	96.1	5.3	11.4	24.2	28.1
Roberto W. Clemente MS	46.0	95.6	10.9	11.9	23.0	27.5
Eastern MS	54.3	95.9	11.8	11.5	23.8	26.0
William H. Farquhar MS	21.1	95.8	5.9	11.3	25.6	25.5
Forest Oak MS	63.1	95.1	15.4	10.7	25.3	25.8
Robert Frost MS	8.9	96.5	6.5	14.2	23.5	27.9
Gaithersburg MS	52.6	94.6	15.1	8.9	25.2	23.6
Herbert Hoover MS	7.2	96.6	5.3	12.5	23.4	28.1
Francis Scott Key MS	71.5	95.4	15.4	12.5	23.5	25.2
Dr. Martin Luther King, Jr. MS	53.5	95.2	16.2	10.9	26.7	26.2
Kingsview MS	31.0	96.2	5.1	12.6	23.9	27.4
Lakelands Park MS	26.7	95.6	9.2	10.7	26.0	26.9
Col. E. Brooke Lee MS	77.1	94.9	19.5	11.3	21.1	24.9
A. Mario Loiederman MS	71.2	95.1	10.1	11.1	25.1	26.6
Montgomery Village MS	69.3	93.9	15.3	9.5	23.9	24.6
Neelsville MS	69.1	94.5	15.3	11.9	21.2	25.2
Newport Mill MS	67.9	95.0	11.2	8.8	22.0	23.7
North Bethesda MS	11.0	95.9	7.6	13.4	25.3	27.6
Parkland MS	66.1	96.0	5.8	10.9	25.6	27.5
Rosa M. Parks MS	13.8	95.8	3.9	13.6	25.6	28.7
John Poole MS	24.5	95.2	6.1	10.8	25.3	25.4
Thomas W. Pyle MS	2.8	96.0	3.1	12.9	24.0	26.9
Redland MS	51.1	95.5	11.6	10.6	23.2	24.5
Ridgeview MS	32.7	95.3	9.8	12.2	24.5	26.5
Rocky Hill MS	31.6	95.4	8.5	11.5	20.3	24.4
Shady Grove MS	47.4	95.8	10.3	10.0	25.3	26.0
Silver Spring International MS	58.7	96.0	11.3	11.4	23.8	26.0
Sligo MS	65.8	94.6	14.8	7.7	21.3	20.8
Takoma Park MS	32.0	96.3	7.6	12.7	24.9	26.4
Tilden MS	18.0	95.4	8.8	9.7	22.7	26.0
Julius West MS	40.5	95.7	11.6	12.4	26.4	27.8
Westland MS	16.2	95.3	6.1	13.9	26.9	27.9
White Oak MS	64.7	95.2	17.9	10.1	23.5	24.1
Earle B. Wood MS	43.9	95.8	8.5	10.7	24.5	26.1

* 2009–2010 School Year Data

High Schools Demographic Information														
School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED	
Bethesda-Chevy Chase HS	1799	50.3	49.7	0.2	6.3	16.5	15.6	0.0	58.3	3.2	3.7	9.3	8.9	
Montgomery Blair HS	2832	52.5	47.5	0.2	16.1	26.6	29.4	0.1	23.9	3.8	9.0	34.2	6.7	
James Hubert Blake HS	1872	47.2	52.8	0.1	8.9	42.6	18.6	0.1	26.7	3.0	0.6	26.5	9.1	
Winston Churchill HS	2113	51.6	48.4	0.0	21.3	7.6	7.2	0.0	60.0	3.9	0.0	3.9	12.0	
Clarksburg HS	1770	49.7	50.3	0.0	15.3	29.6	21.5	0.2	30.7	2.7	3.4	25.8	11.9	
Damascus HS	1335	50.2	49.8	0.1	4.7	8.1	12.3	0.0	70.3	4.5	0.0	11.2	14.0	
Thomas Edison HS of Technolo	555	66.8	33.2	0.0	7.0	29.0	41.3	0.2	19.8	0.0	14.2	43.8	25.9	
Albert Einstein HS	1575	48.1	51.9	0.1	8.3	22.3	45.5	0.2	20.3	3.4	7.9	39.2	15.9	
Gaithersburg HS	2015	52.1	47.9	0.2	9.4	27.3	36.9	0.1	23.7	2.4	9.6	36.5	15.4	
Walter Johnson HS	2150	51.3	48.7	0.2	13.8	7.6	18.7	0.0	54.8	4.8	4.8	7.1	14.2	
John F. Kennedy HS	1647	49.8	50.2	0.2	9.5	38.8	41.8	0.1	7.0	2.6	7.6	44.7	14.1	
Col. Zadok Magruder HS	1824	52.6	47.4	0.2	16.4	19.0	28.0	0.0	33.3	3.2	4.4	29.8	10.7	
Richard Montgomery HS	2044	47.8	52.2	0.2	24.9	15.5	20.4	0.0	34.8	4.2	6.7	18.1	8.0	
Northwest HS	2097	51.1	48.9	0.2	16.7	27.5	19.4	0.0	32.0	4.2	0.0	23.3	11.9	
Northwood HS	1421	52.8	47.2	0.2	5.8	29.3	40.2	0.1	21.9	2.5	6.9	36.8	16.3	
Paint Branch HS	1812	49.8	50.2	0.3	17.8	50.5	13.9	0.0	14.0	3.5	0.4	28.2	8.6	
Poolesville HS	1170	49.5	50.5	0.2	23.2	4.8	7.4	0.0	60.0	4.4	0.0	5.0	6.3	
Quince Orchard HS	1822	53.7	46.3	0.2	12.6	16.0	21.6	0.1	46.3	3.2	4.5	19.2	12.6	
Rockville HS	1255	52.6	47.4	0.2	11.6	15.9	30.8	0.2	37.3	4.1	4.9	29.2	15.3	
Seneca Valley HS	1317	51.8	48.2	0.2	9.8	32.0	26.8	0.1	26.4	4.7	7.3	34.4	14.1	
Sherwood HS	2076	52.1	47.9	0.2	10.2	15.3	12.8	0.1	58.1	3.4	7.1	13.5	9.1	
Springbrook HS	1739	53.7	46.3	0.1	14.4	40.9	32.4	0.0	10.1	2.1	5.8	42.4	11.8	
Watkins Mill HS	1558	52.6	47.4	0.0	9.9	35.8	34.5	0.1	15.5	4.2	6.7	43.0	15.5	
Wheaton HS	1181	58.5	41.5	0.0	9.9	22.5	58.5	0.1	8.0	0.9	16.1	61.6	13.8	
Walt Whitman HS	1951	50.8	49.2	0.1	11.8	4.0	8.4	0.1	71.9	3.7	4.9	1.9	11.6	
Thomas S. Wootton HS	2409	50.6	49.4	0.1	33.0	5.2	7.2	0.2	49.9	4.5	1.6	4.9	8.6	

Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

High Schools Other Information								
School Name	Ever FARMS	Attendance Rate*	Graduation Rate*	Dropout Rate*	Mobility Rate*	Stud/Instr Staff Ratio	English Class Size	Other Class Size
Bethesda-Chevy Chase HS	18.9	95.6	95.9	0.6	8.5	14.5	25.9	27.4
Montgomery Blair HS	55.1	95.1	88.1	2.0	10.3	13.6	23.9	25.9
James Hubert Blake HS	46.2	95.7	89.2	1.4	10.8	13.7	26.6	27.7
Winston Churchill HS	8.2	96.1	98.2	0.5	4.5	13.8	26.3	29.6
Clarksburg HS	48.0	95.8	93.1	1.4	13.2	12.7	26.9	27.5
Damascus HS	21.9	94.4	95.8	0.9	6.8	12.6	24.5	25.0
Thomas Edison HS of Technology	70.3	91.7		26.3	36.8	18.3		13.3
Albert Einstein HS	67.2	94.7	85.6	4.0	15.9	10.1	25.0	25.0
Gaithersburg HS	60.5	93.9	86.8	2.6	13.3	10.6	23.0	24.4
Walter Johnson HS	18.3	96.3	95.7	0.5	6.7	12.4	24.4	28.1
John F. Kennedy HS	74.0	95.6	87.6	1.9	12.7	12.1	23.6	25.4
Col. Zadok Magruder HS	46.9	94.6	91.5	2.2	11.4	11.6	25.0	26.1
Richard Montgomery HS	36.0	95.7	90.8	1.0	10.7	13.2	25.4	27.1
Northwest HS	43.6	95.4	92.5	1.1	9.5	13.2	24.2	27.8
Northwood HS	63.5	92.3	82.9	2.7	18.1	11.3	22.0	22.7
Paint Branch HS	51.0	96.6	91.2	2.7	12.9	12.9	24.3	26.6
Poolesville HS	13.3	95.8	99.3	0.1	3.8	13.7	26.0	27.5
Quince Orchard HS	35.4	95.3	91.4	1.2	11.6	11.4	26.5	26.6
Rockville HS	46.1	95.4	89.6	2.4	9.5	10.6	23.9	26.3
Seneca Valley HS	59.4	94.8	89.0	2.4	14.3	10.9	22.9	24.6
Sherwood HS	24.1	95.8	95.2	1.2	7.7	13.1	24.1	26.9
Springbrook HS	61.6	95.9	88.1	1.9	11.9	12.0	24.9	25.9
Watkins Mill HS	69.7	93.4	83.9	0.6	15.0	10.6	26.1	24.7
Wheaton HS	82.1	95.1	84.5	4.8	15.1	10.0	22.5	21.8
Walt Whitman HS	4.5	96.4	96.9	0.9	7.8	12.8	25.2	26.3
Thomas S. Wootton HS	11.9	97.2	97.8	0.4	5.0	14.3	25.8	27.9

* 2009–2010 School Year Data

Special Schools Demographic Information														
School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED	
Alternative Programs	207	79.7	20.3	0.0	2.9	52.2	36.7	0.0	5.8	2.4	3.9	61.8	18.4	
Stephen Knolls School	100	60.0	40.0	0.0	5.0	26.0	40.0	3.0	20.0	6.0	25.0	36.0	#####	
Longview School	50	54.0	46.0	0.0	16.0	22.0	22.0	0.0	34.0	6.0	0.0	28.0	98.0	
RICA	95	65.3	34.7	0.0	2.1	34.7	12.6	0.0	47.4	3.2	0.0	37.9	92.6	
Rock Terrace School	101	74.3	25.7	0.0	5.9	38.6	16.8	0.0	31.7	6.9	2.0	38.6	98.0	
Carl Sandburg Learning Center	127	82.7	17.3	0.0	11.0	31.5	22.8	0.0	29.9	4.7	9.4	39.4	96.9	

Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

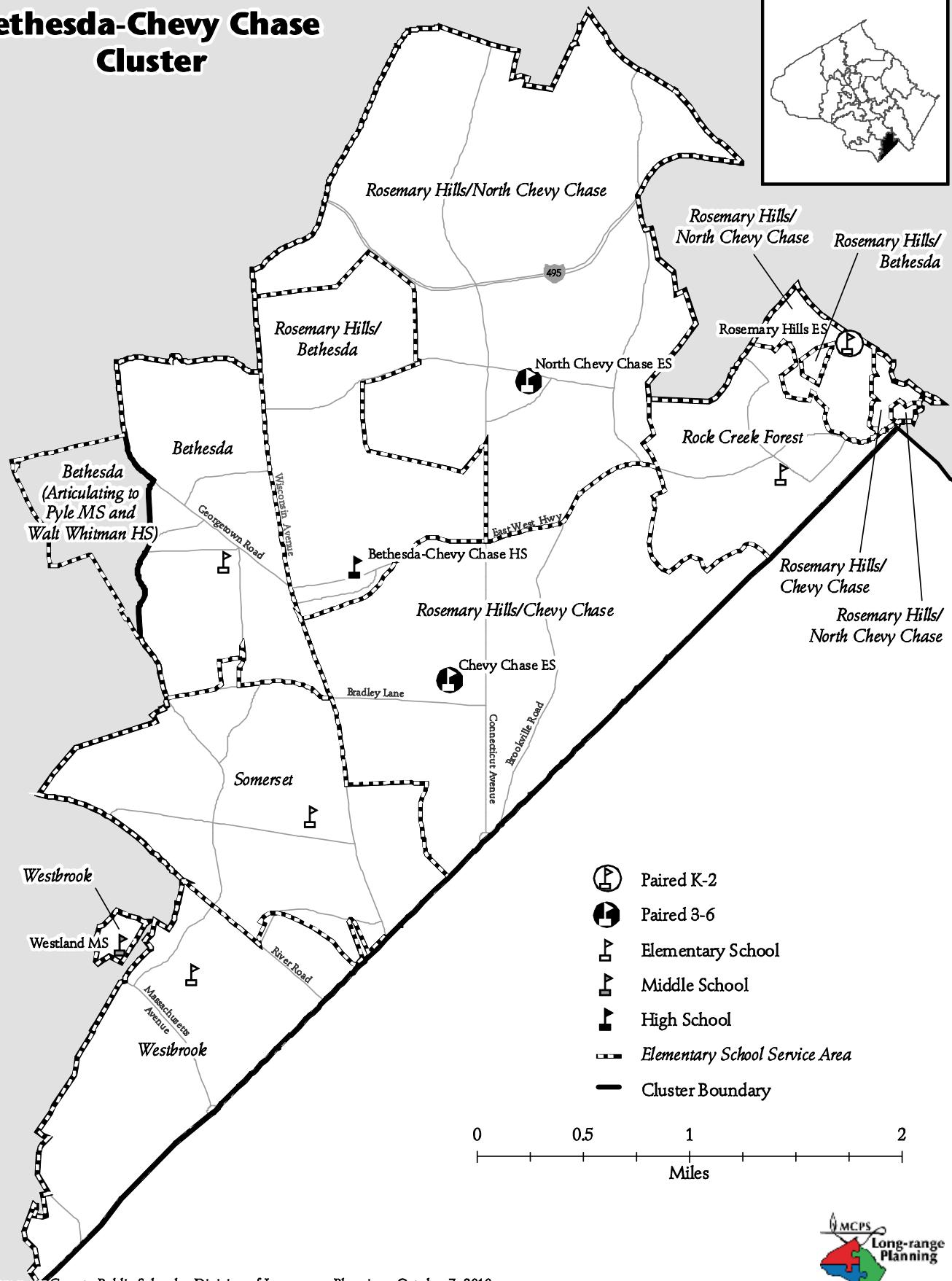
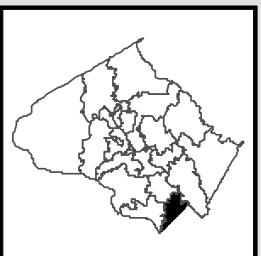
Special Schools Other Information						
School Name	Ever FARMS	Attendance Rate*	Graduation Rate*	Dropout Rate*	Mobility Rate*	Stud/Instr Staff Ratio
Alternative Programs	87.4	79.5	24.4	16.5	100.0	4.5
Stephen Knolls School	47.0	84.0		0.0	9.6	1.8
Longview School	38.0	86.0		0.0	8.1	1.3
RICA	61.1	92.1	63.2	3.9	95.8	2.0
Rock Terrace School	53.5	87.9	0.0	7.5	24.7	2.0
Carl Sandburg Learning Center	40.9	93.4			16.3	2.3

* 2009–2010 School Year Data

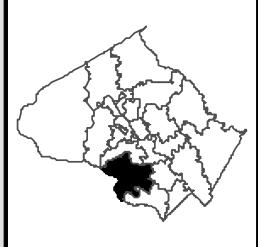
SECTION VIII

HIGH SCHOOL CLUSTER MAPS

Bethesda-Chevy Chase Cluster



Winston Churchill Cluster

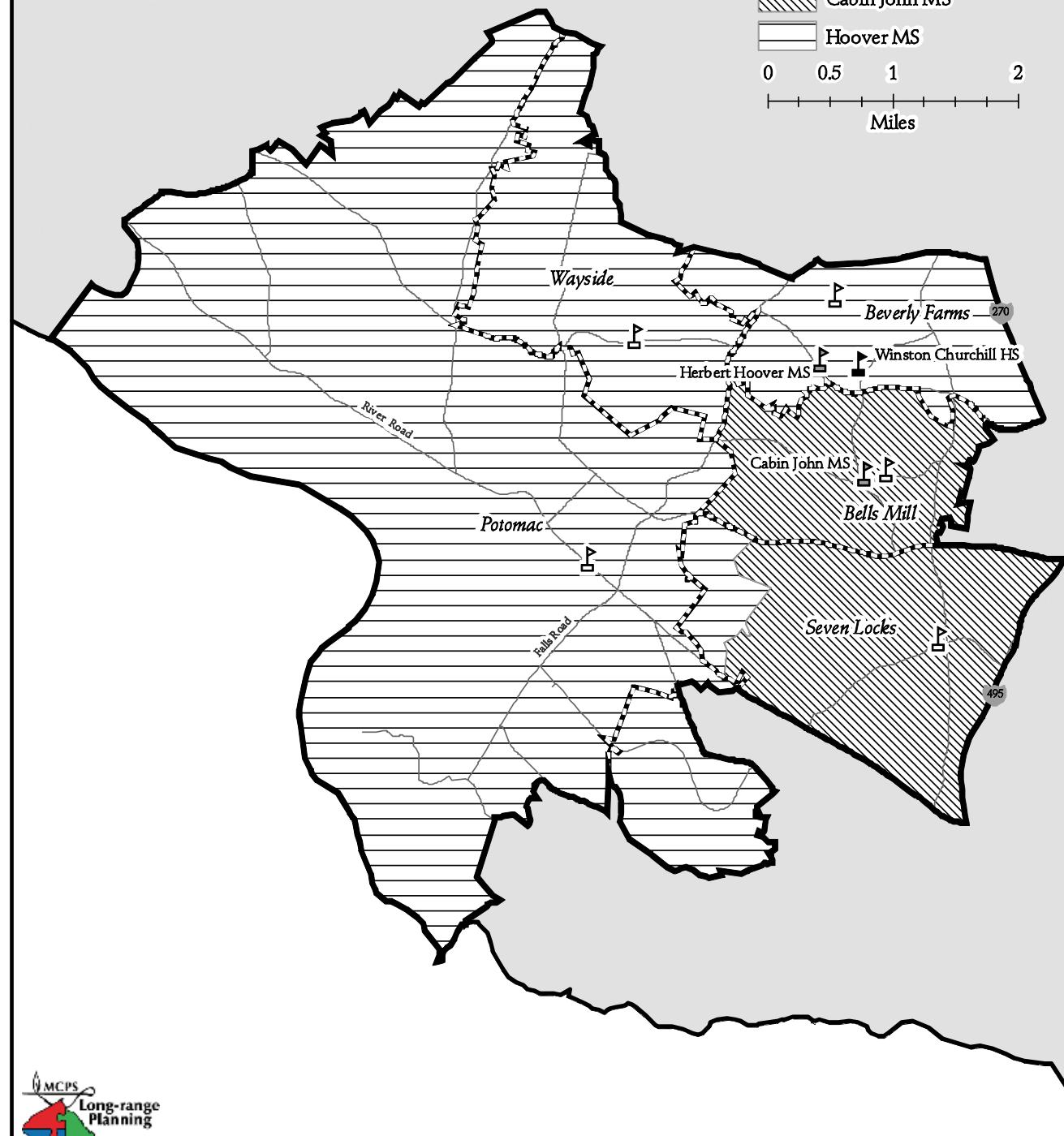


- ▶ Elementary School
- ▶ Middle School
- ▶ High School
- Elementary School Service Area
- Cluster Boundary

Cabin John MS

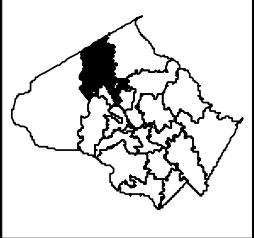
Hoover MS

0 0.5 1 2 Miles



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Clarksburg Cluster

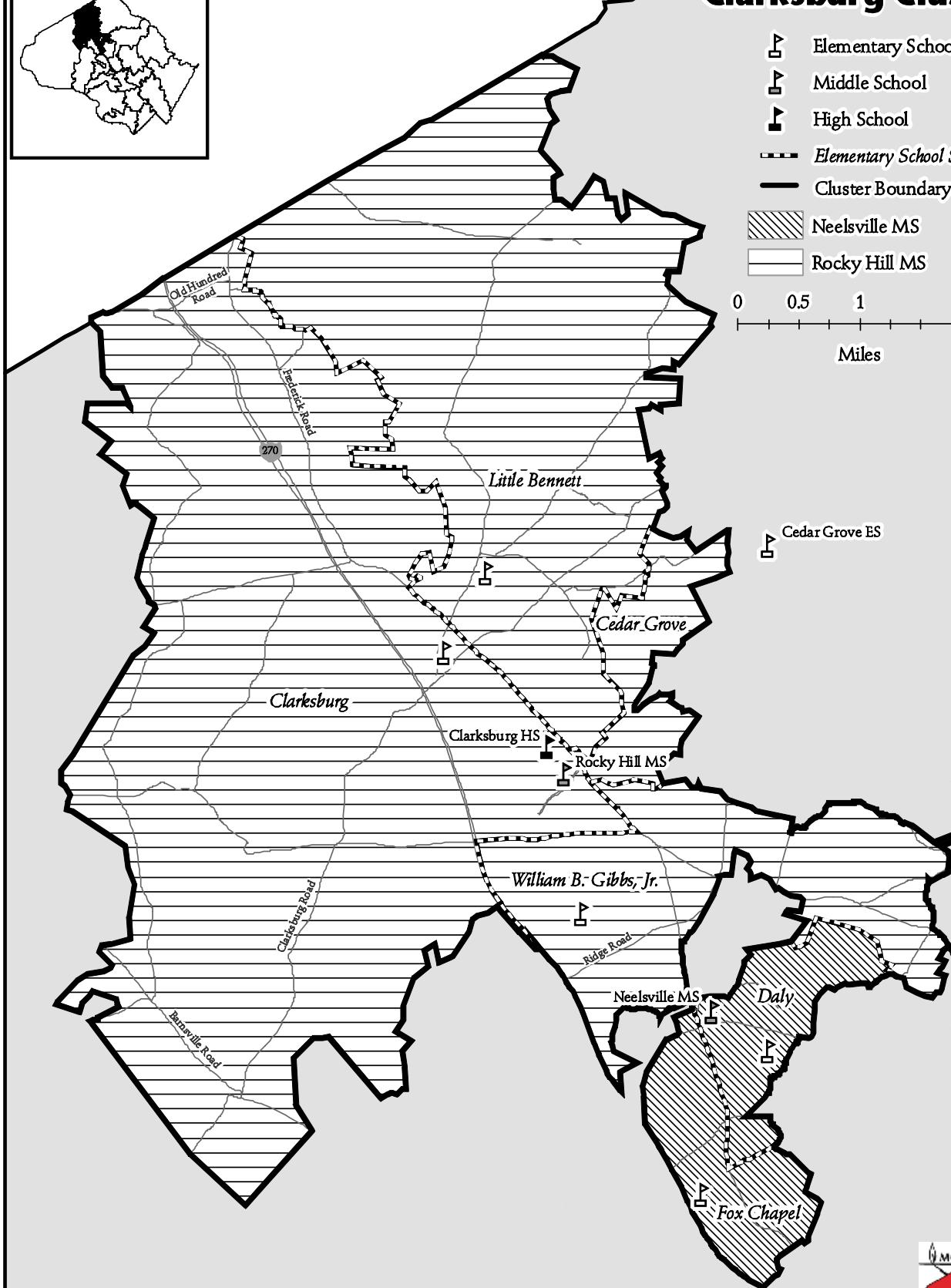


- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary

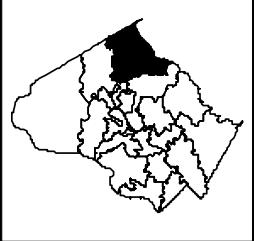
Neelsville MS

Rocky Hill MS

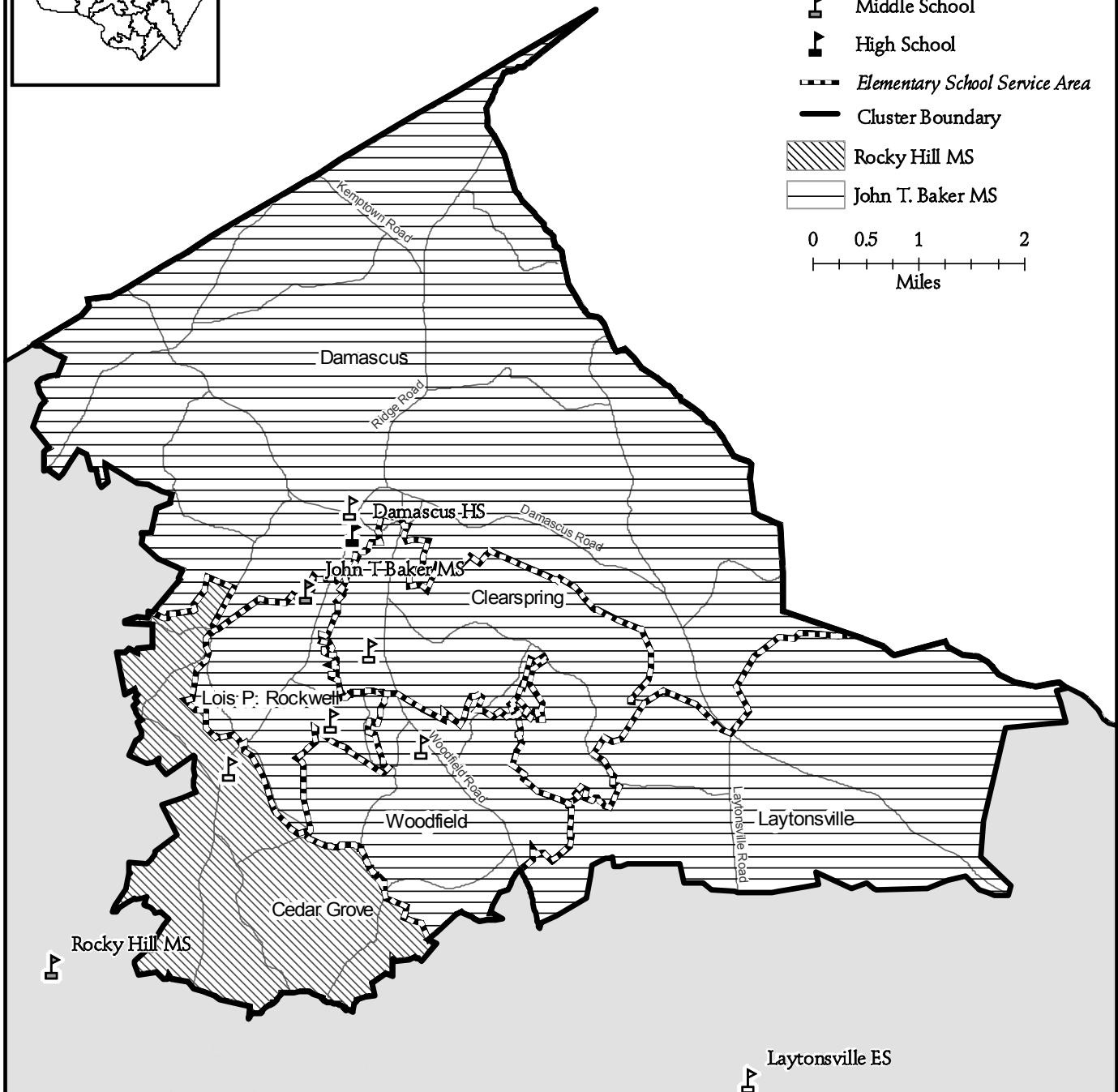
0 0.5 1 2
Miles



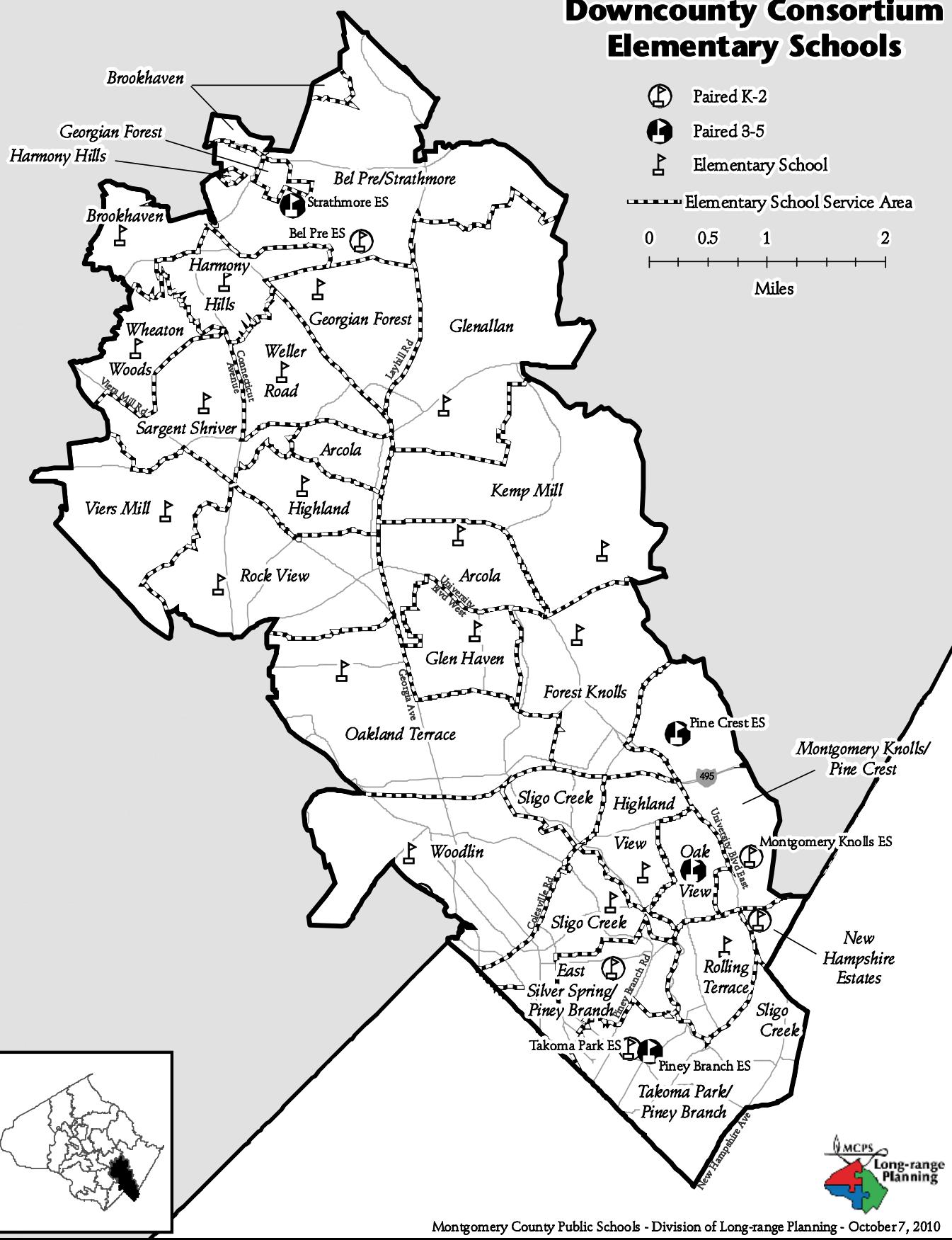
Damascus Cluster



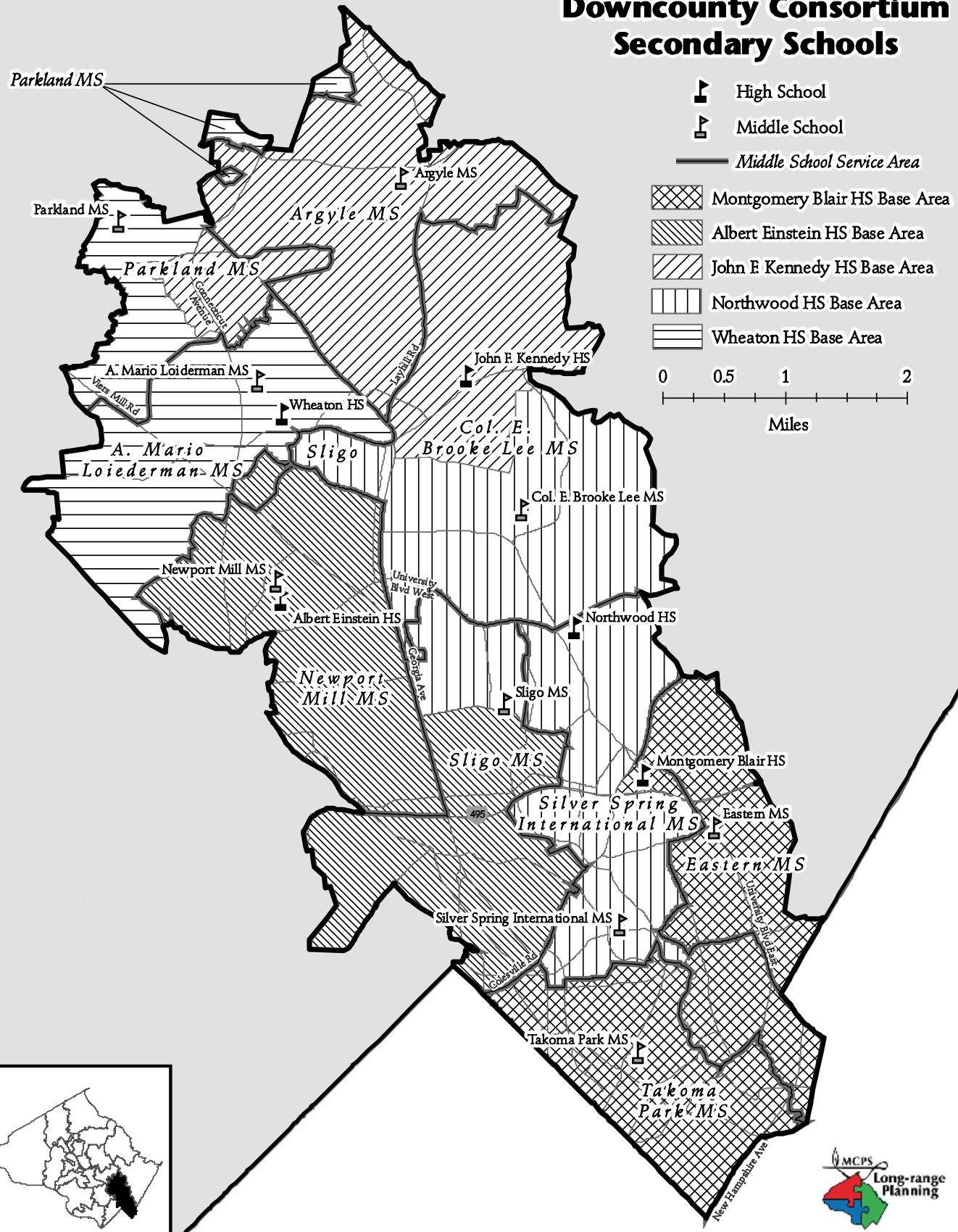
- ▶ Elementary School
 - ▶ Middle School
 - ▶ High School
 - Elementary School Service Area
 - Cluster Boundary
 - ▨ Rocky Hill MS
 - ▨ John T. Baker MS
- 0 0.5 1 2 Miles



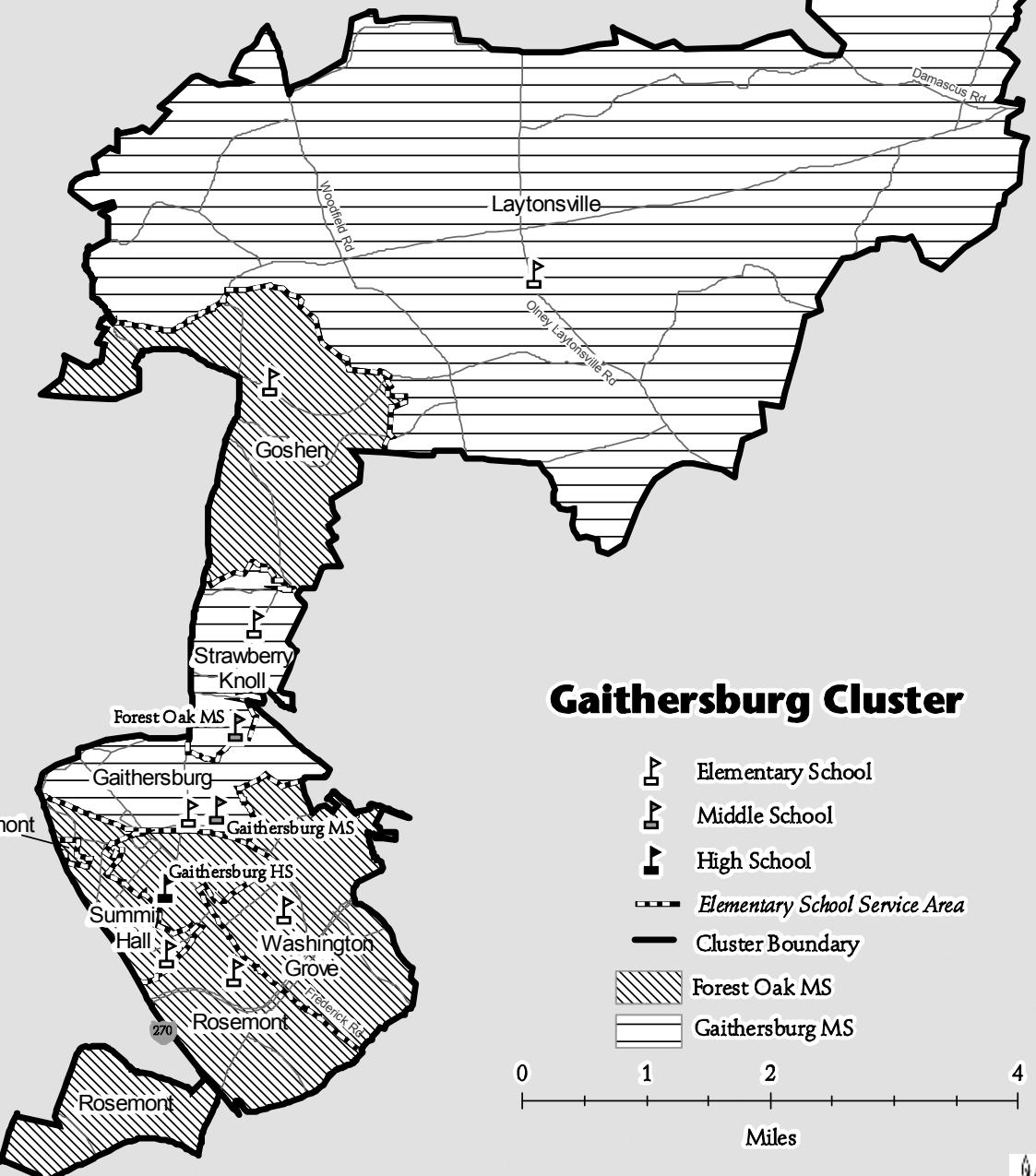
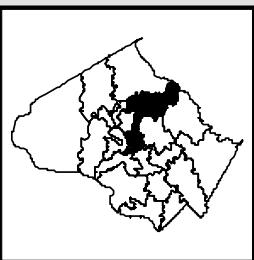
Downcounty Consortium Elementary Schools



Downcounty Consortium Secondary Schools



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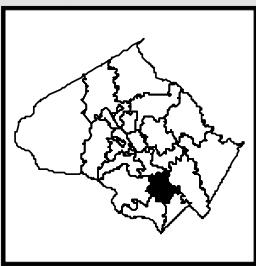
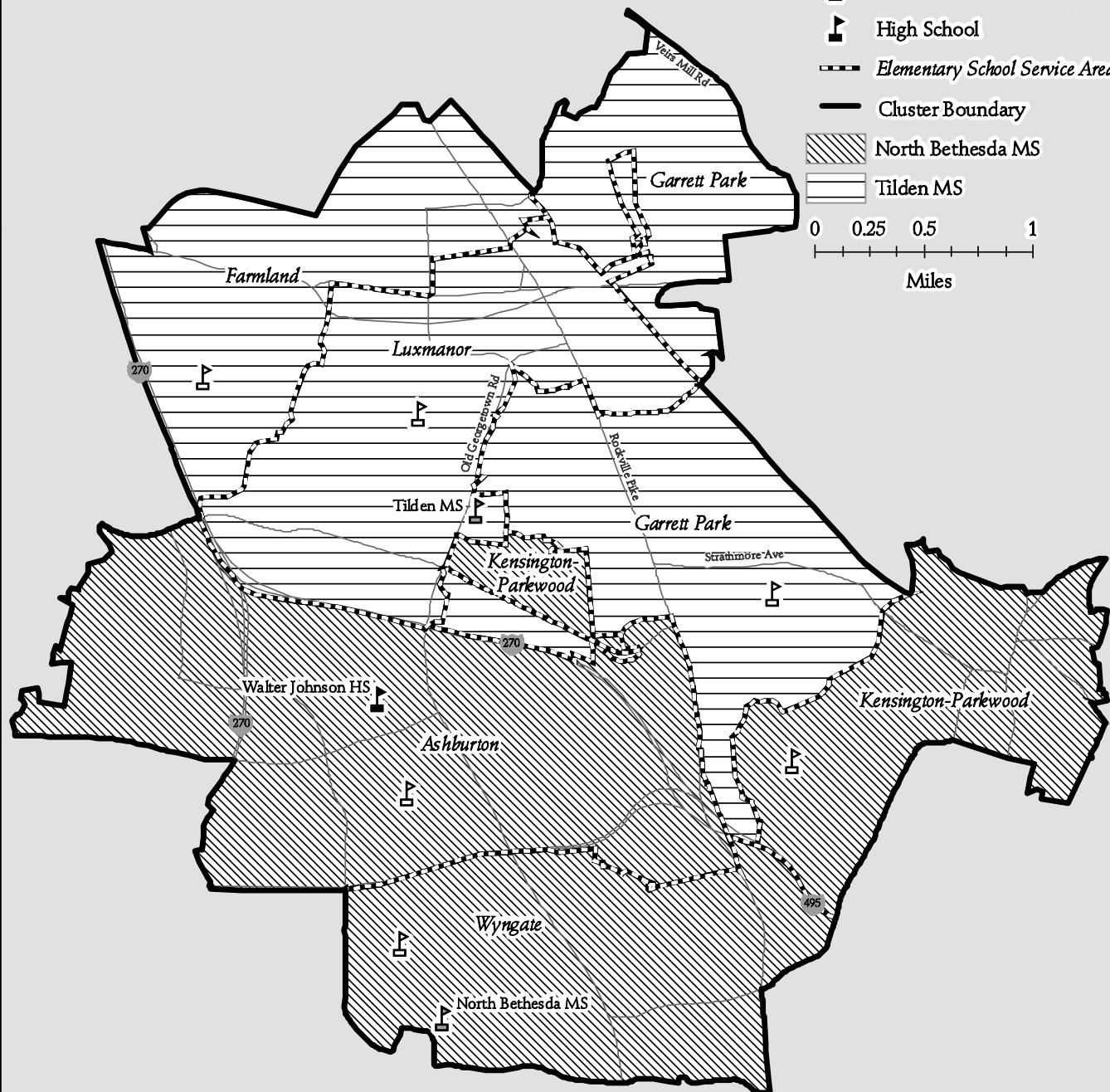
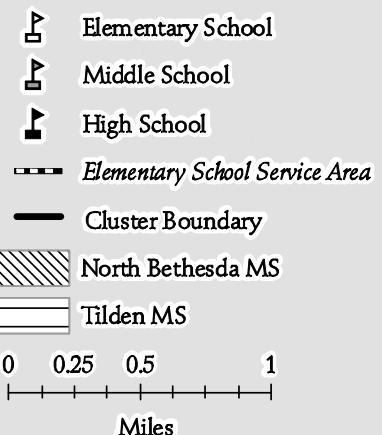
Gaithersburg Cluster

- Flag icon: Elementary School
- Flag icon: Middle School
- Flag icon: High School
- Dashed line: Elementary School Service Area
- Solid line: Cluster Boundary
- Hatched area: Forest Oak MS
- White area: Gaithersburg MS

0 1 2 4
Miles

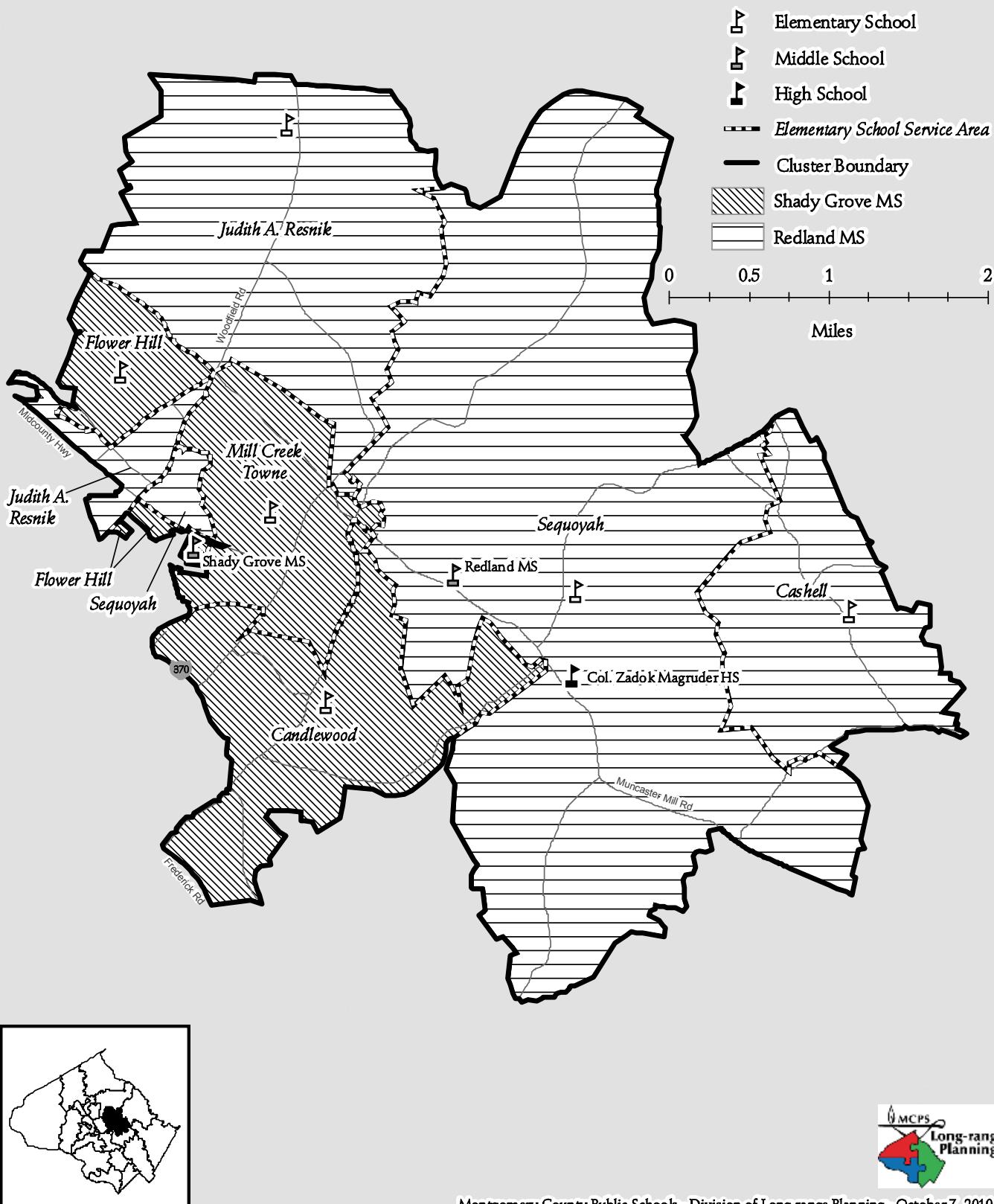


Walter Johnson Cluster



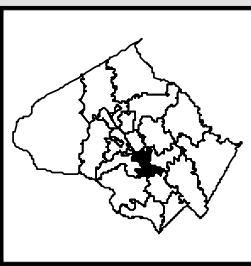
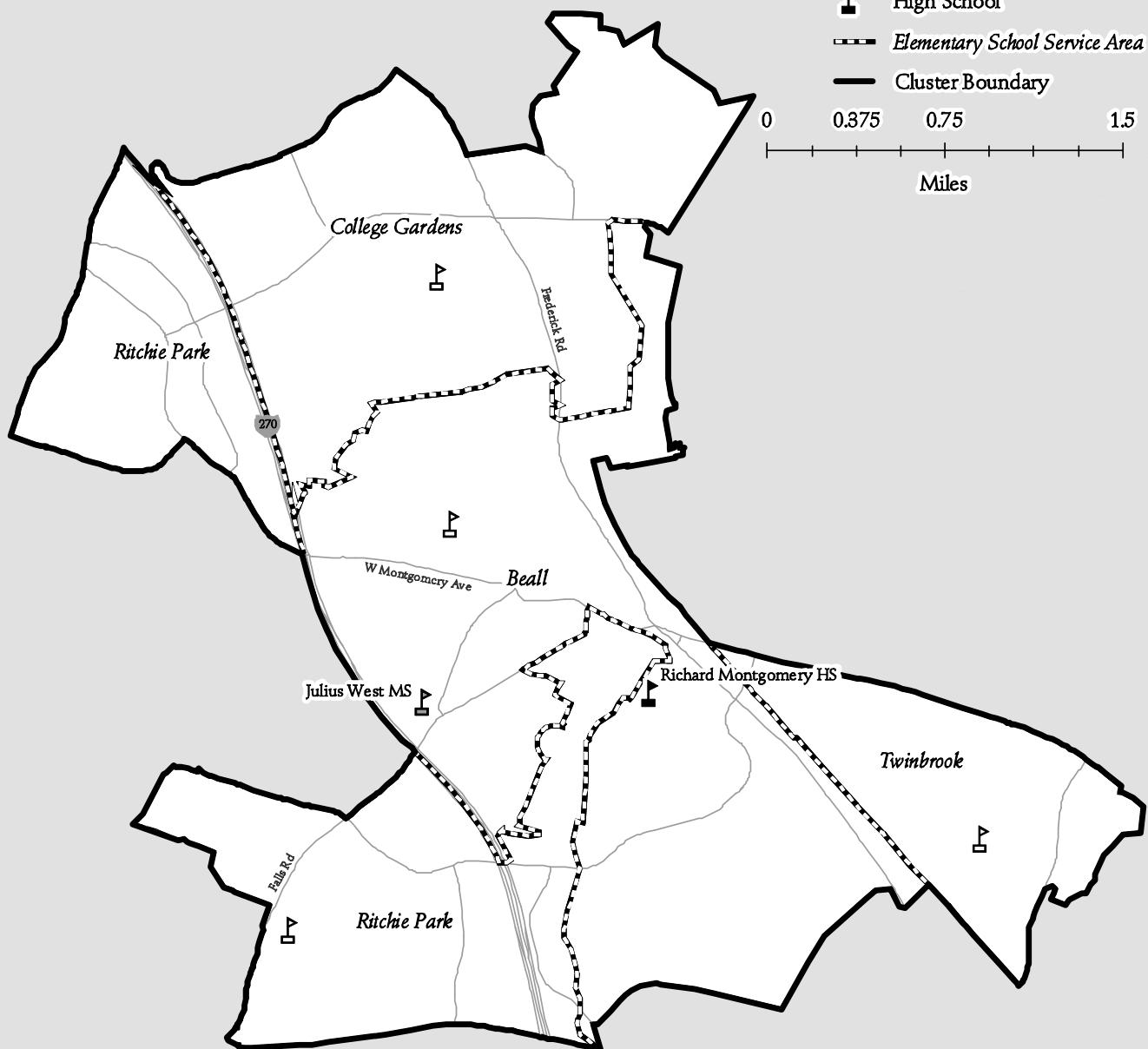
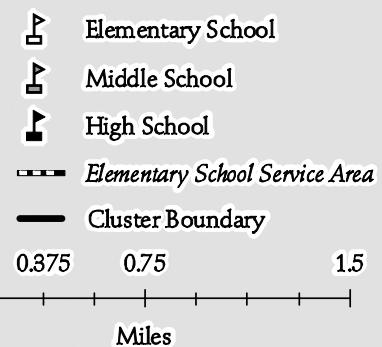
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Col. Zadok Magruder Cluster



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Richard Montgomery Cluster



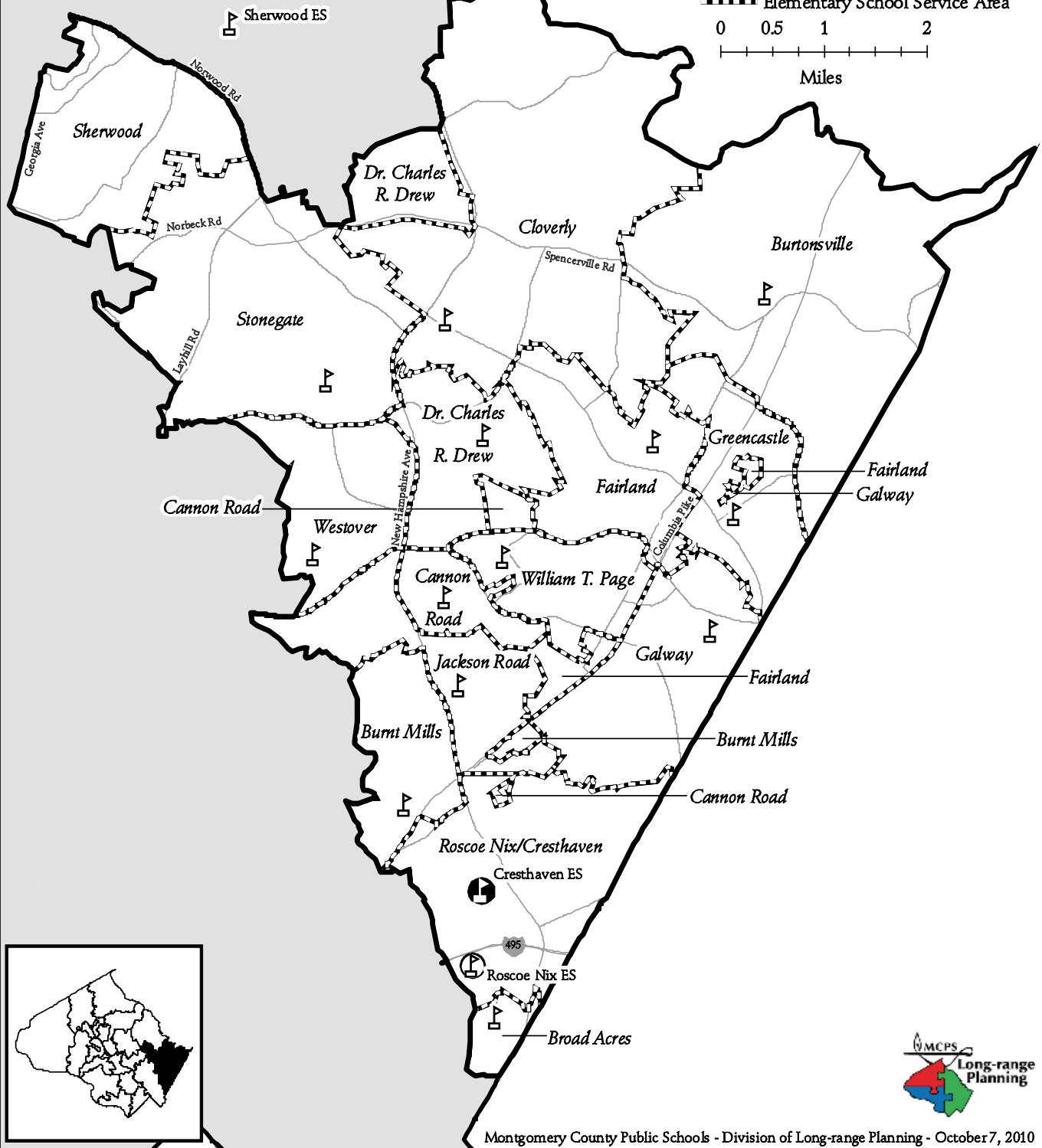
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Northeast Consortium Elementary Schools

-  Paired K-2
-  Paired 3-5
-  Elementary School

----- Elementary School Service Area
 0 0.5 1 2
 Miles



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Northeast Consortium Secondary Schools

Middle School

High School

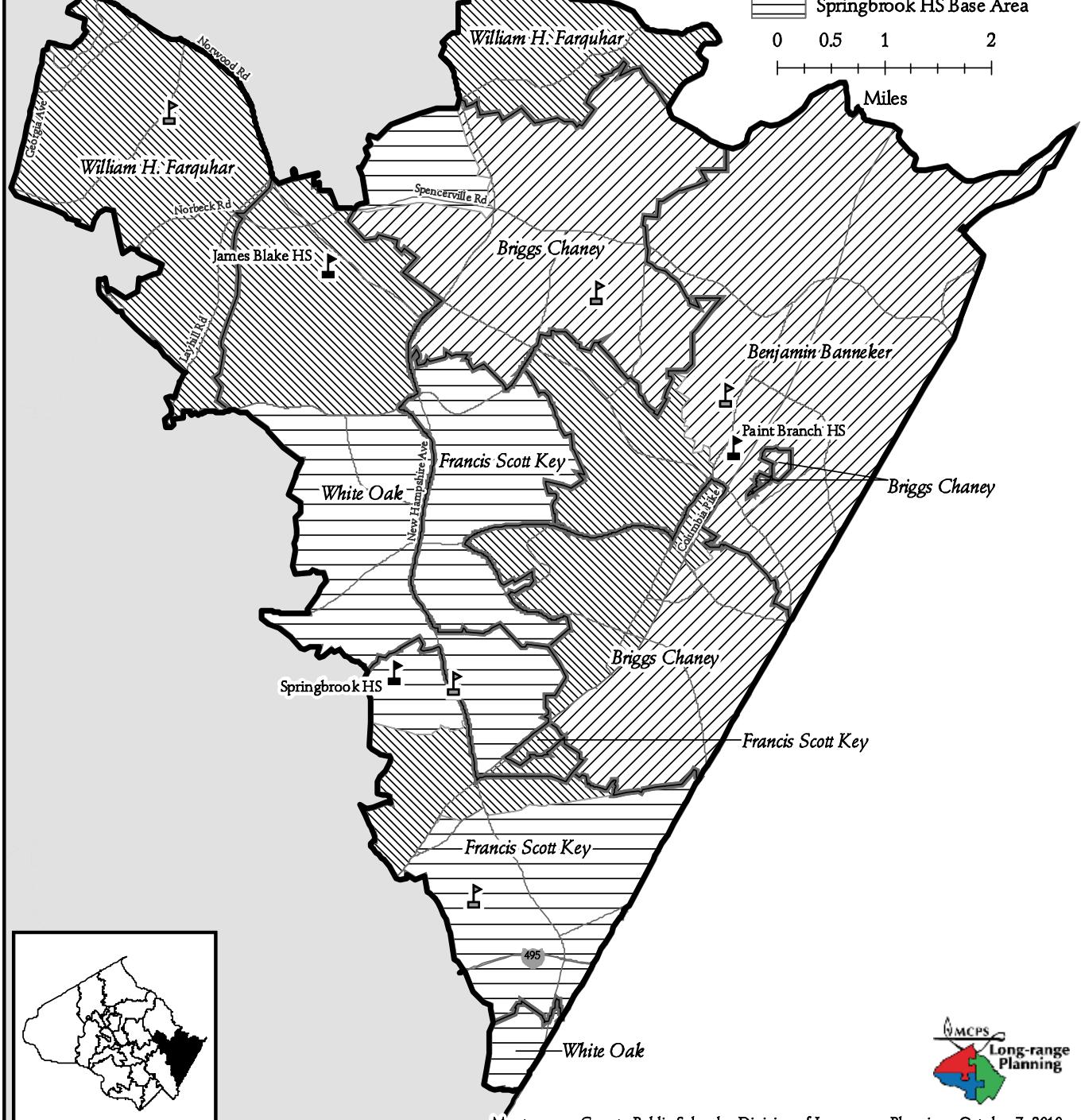
Middle School Service Area

James Blake HS Base Area

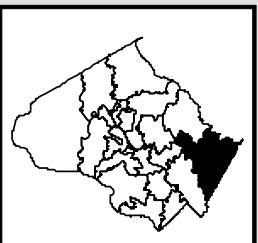
Paint Branch HS Base Area

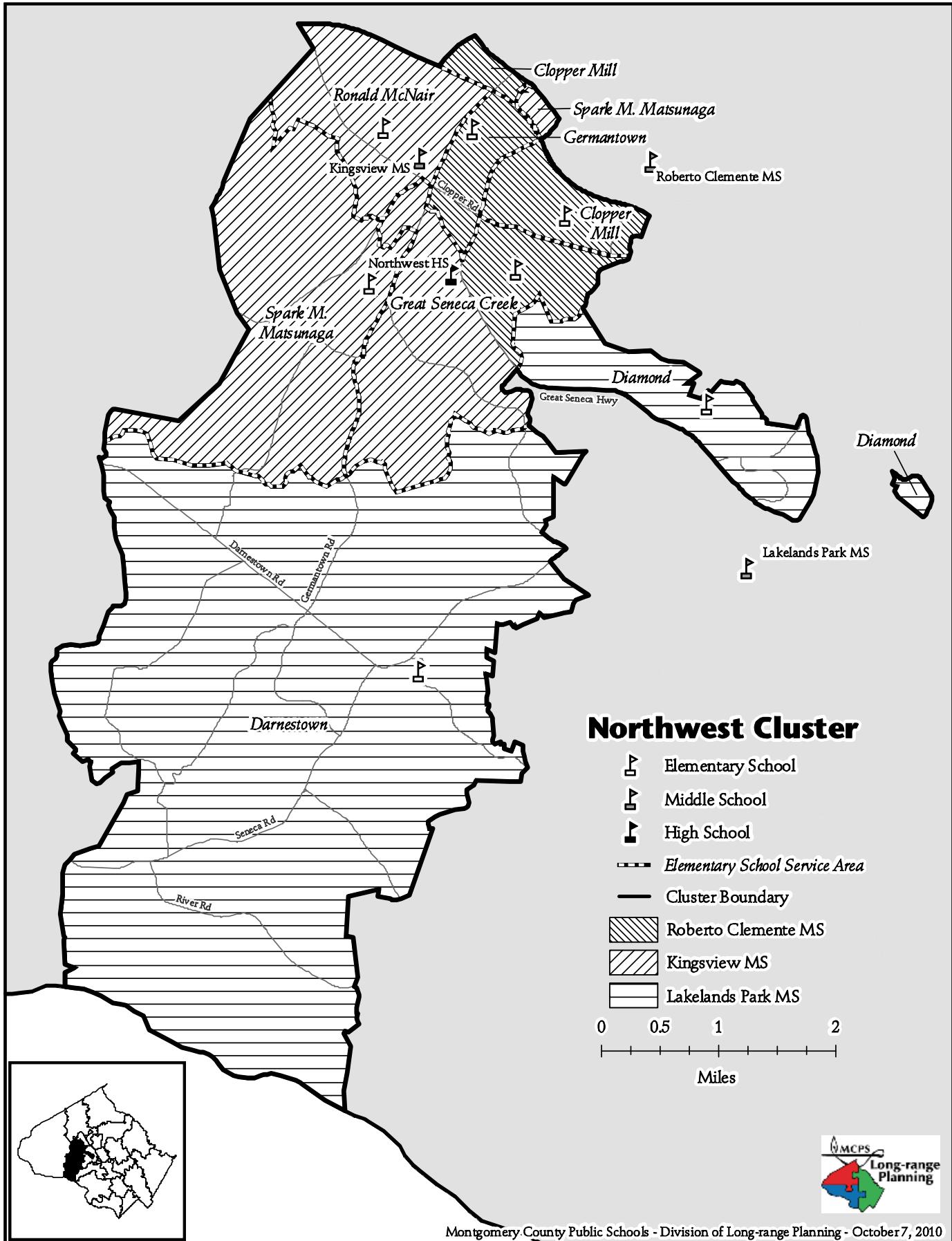
Springbrook HS Base Area

0 0.5 1 2 Miles

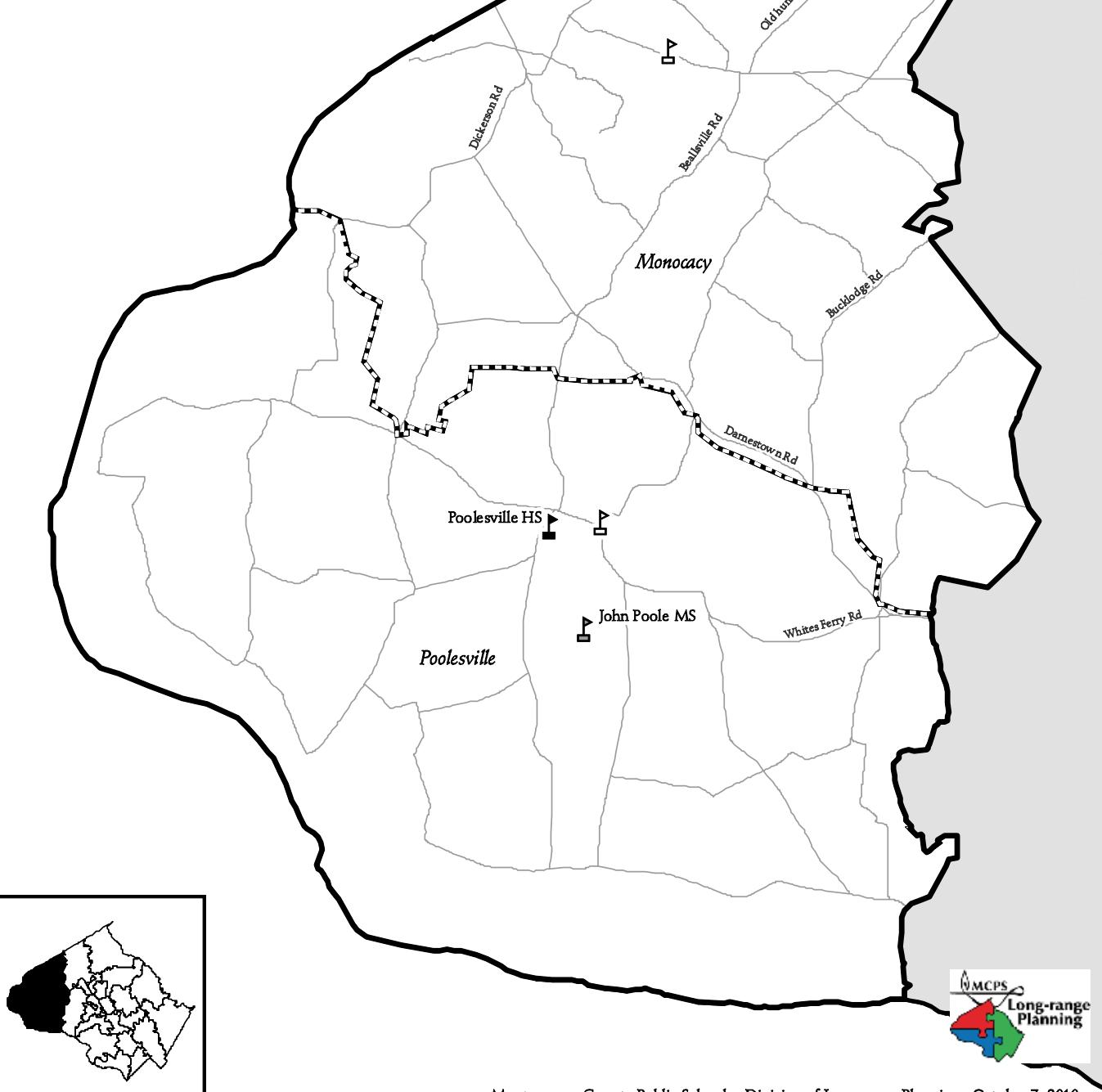
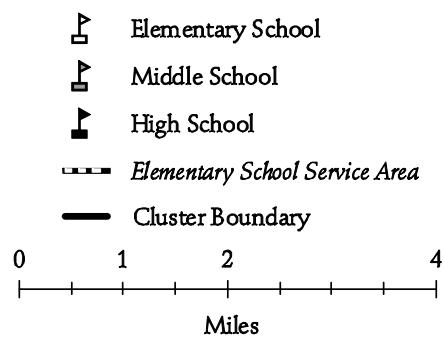


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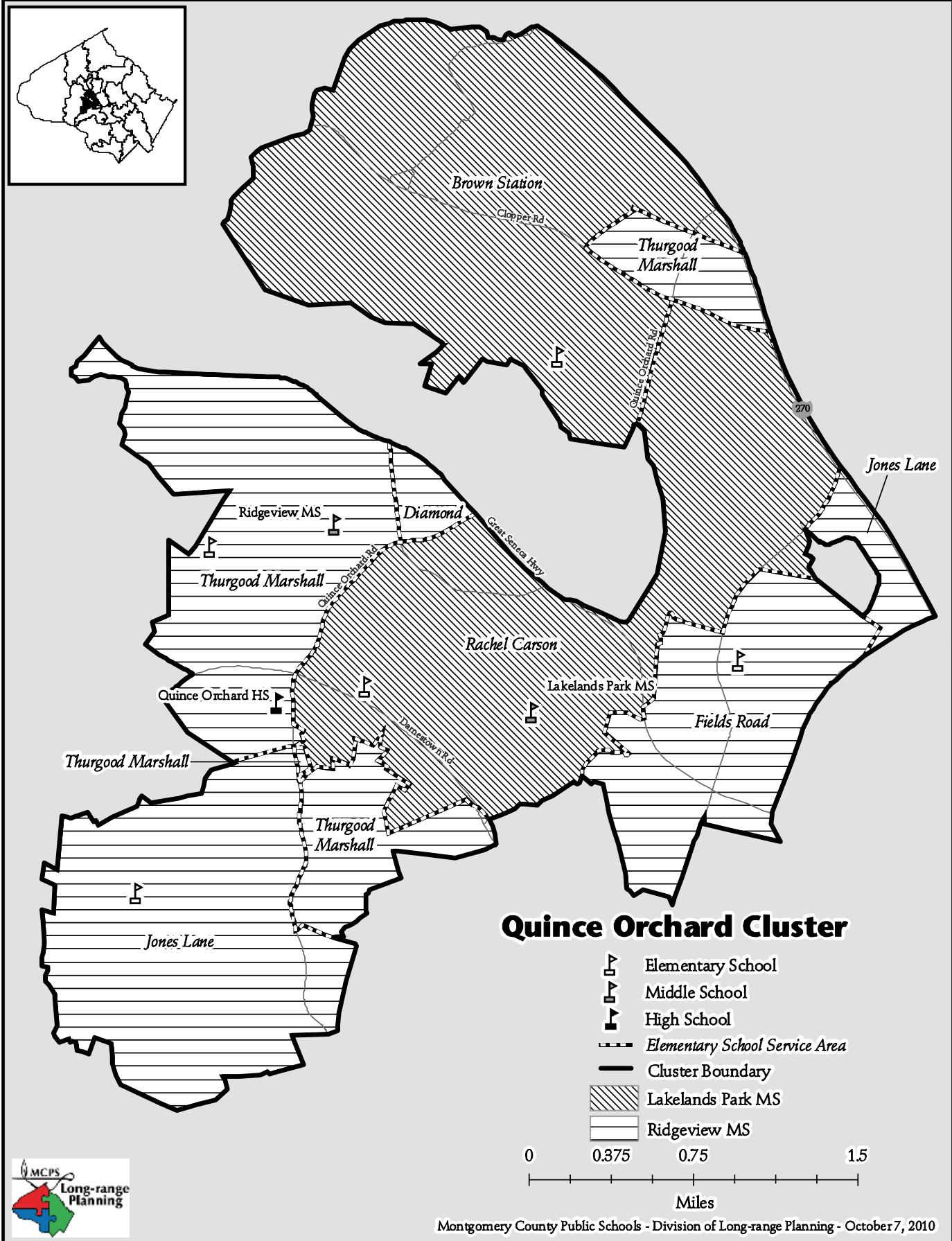




Poolesville Cluster



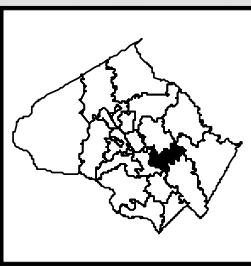
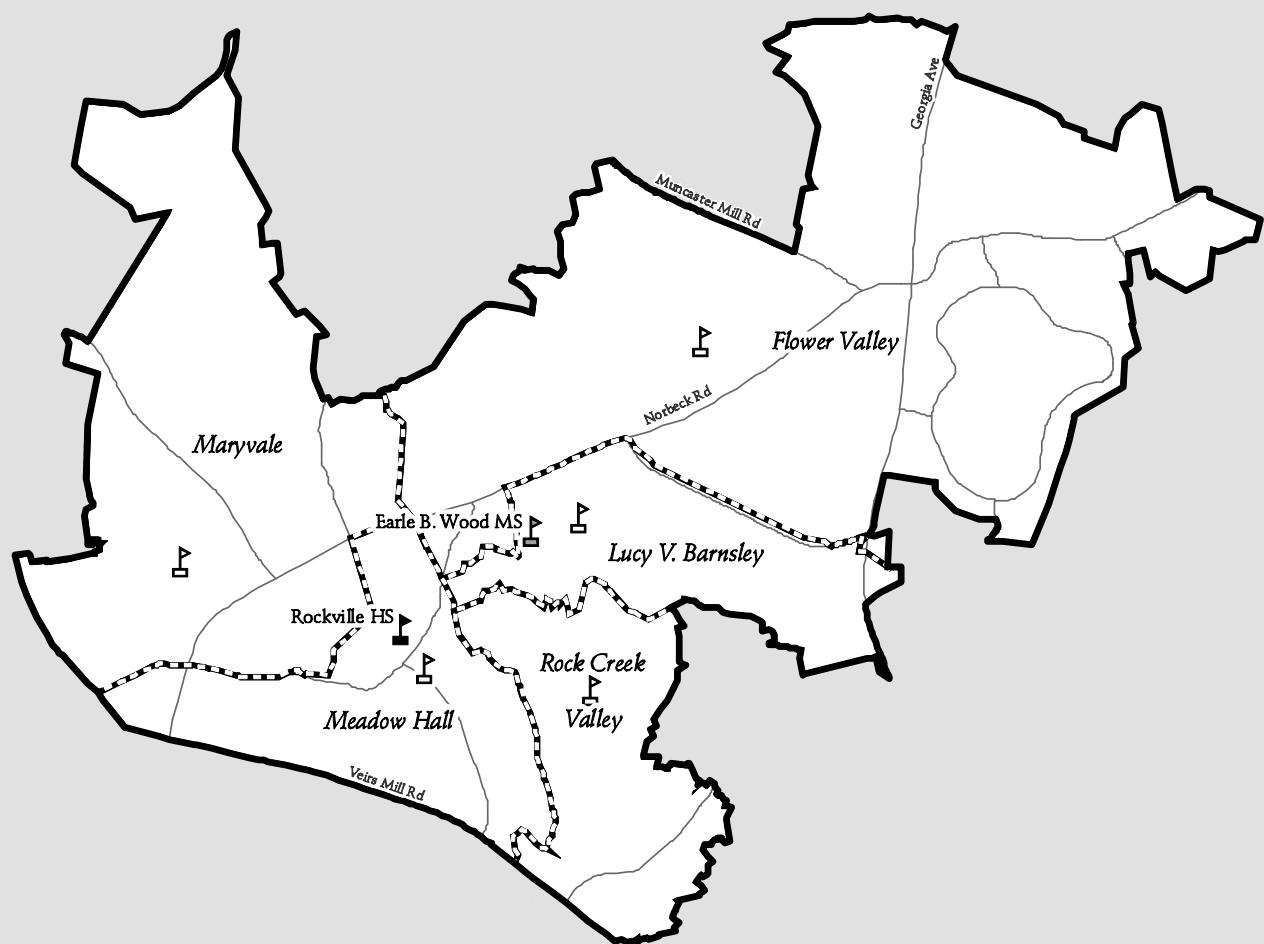
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Rockville Cluster

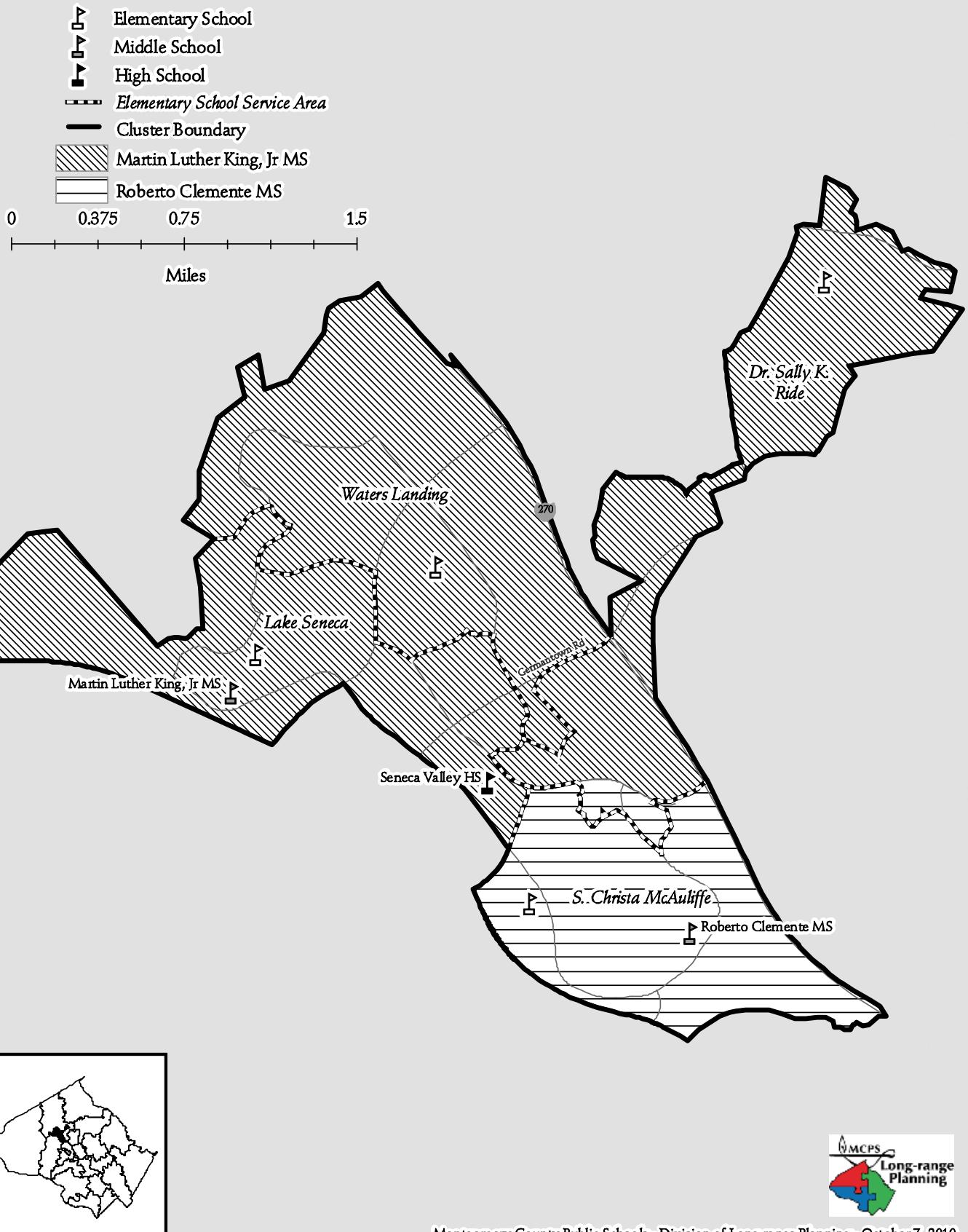
- ▶ Elementary School
- ▶ Middle School
- ▶ High School
- - - Elementary School Service Area
- Cluster Boundary

0 0.5 1 2
Miles

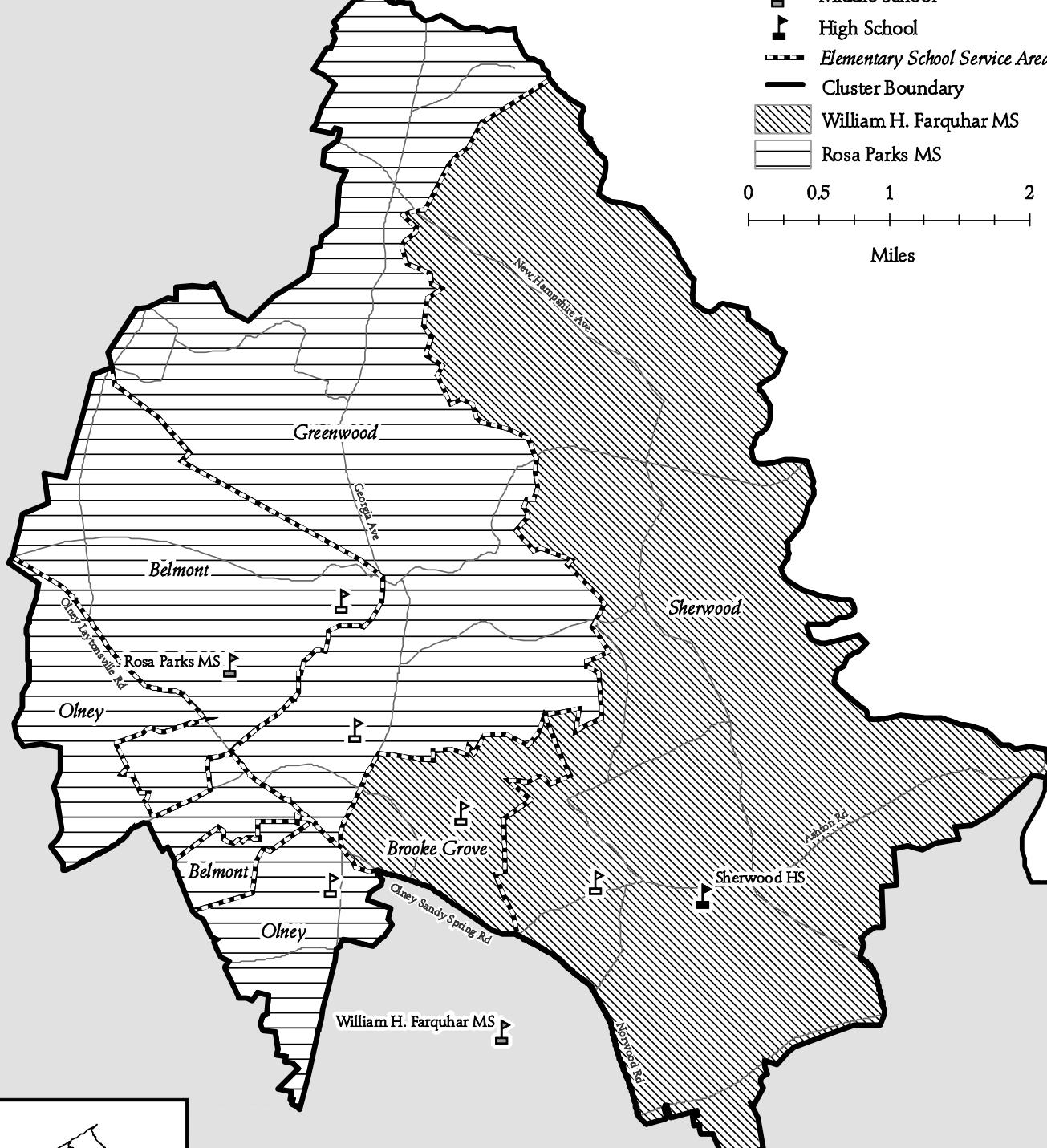
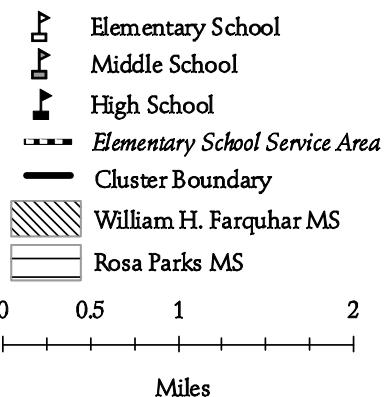


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Seneca Valley Cluster

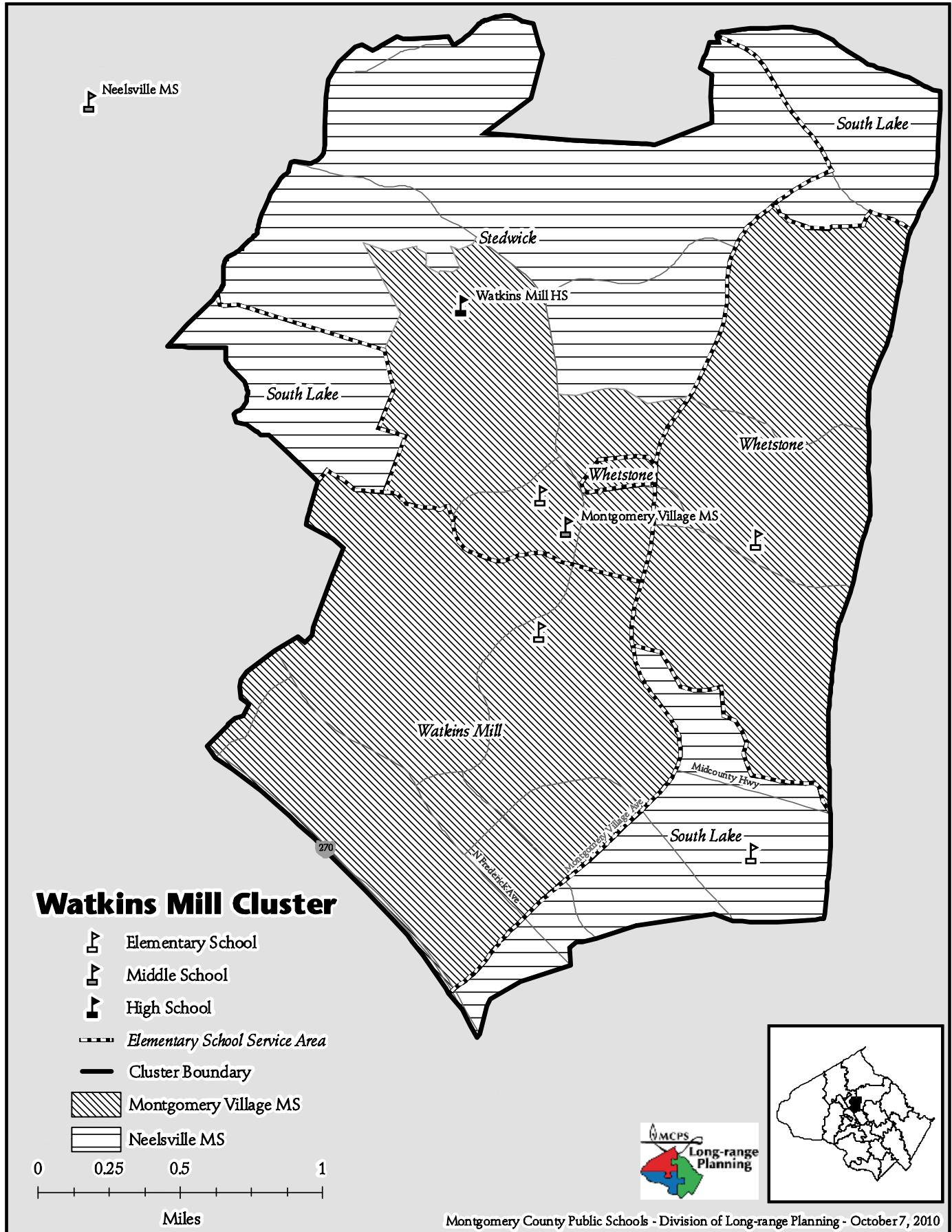


Sherwood Cluster



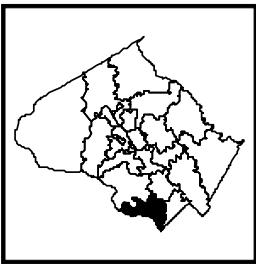
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Walt Whitman Cluster

- ▶ Elementary School
 - ▶ Middle School
 - ▶ High School
 - Elementary School Service Area
 - Cluster Boundary
- 0 0.5 1 2
Miles



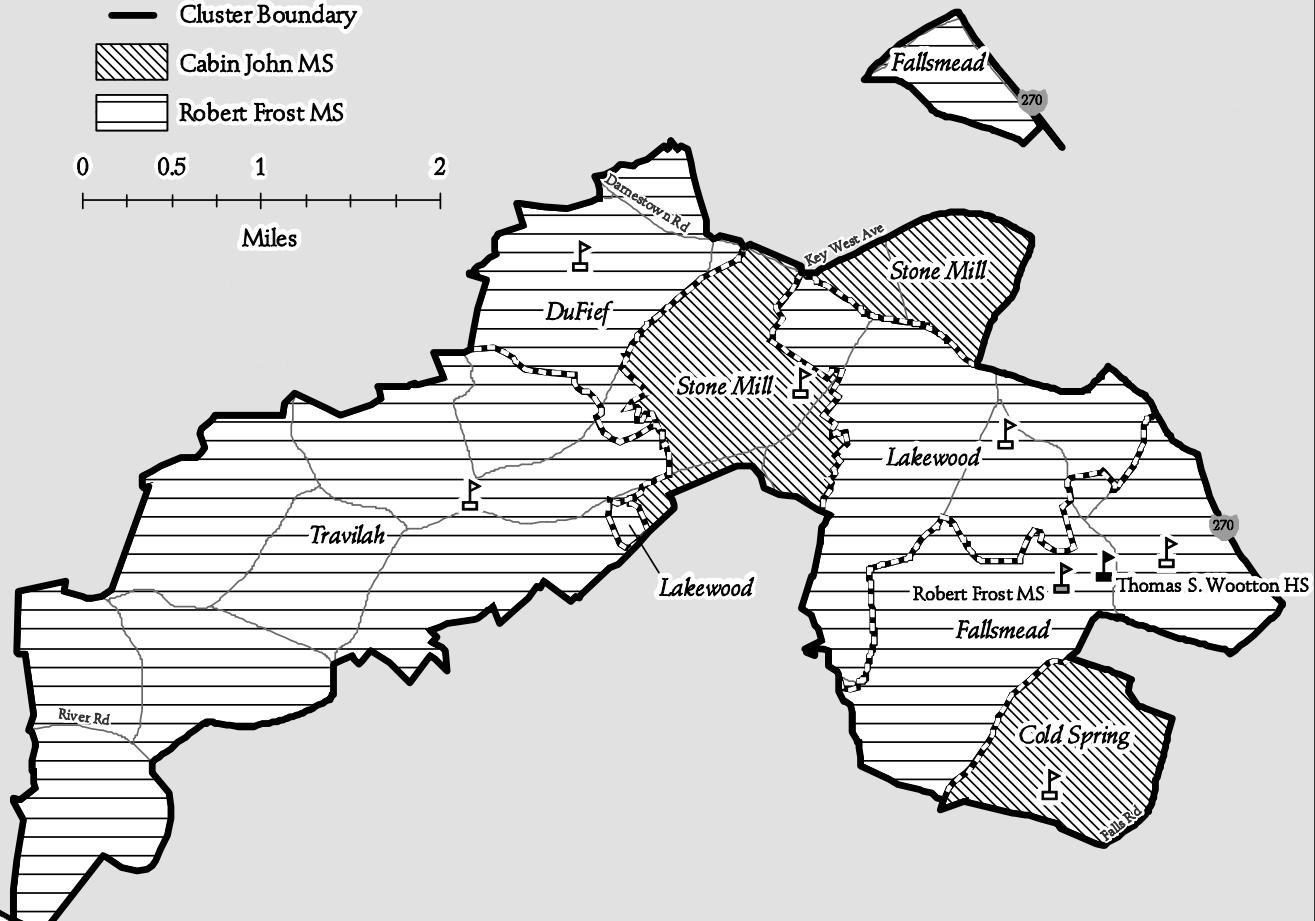
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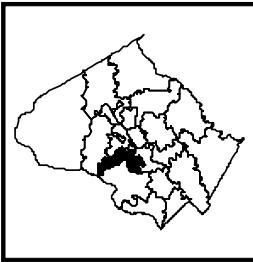
Thomas S. Wootton Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Cabin John MS
-  Robert Frost MS

0 0.5 1 2
Miles



Cabin John MS 



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Special Education Centers

► SP: Special Education Center

— Cluster Boundary

0 2.5 5 10
Miles



SECTION IX

DEFINITIONS AND DATA SOURCES

DEFINITIONS AND DATA SOURCES

Term	Definition	Source(s)																																			
Adequate Yearly Progress/System Improvement Status <p>Adequate Yearly Progress (AYP) is the gain that schools, school systems, and states must make each year in accordance with the federal <i>No Child Left Behind Act of 2001 (NCLB)</i>. To make AYP, schools and school systems in Maryland must meet the Annual Measurable Objective (AMO), or target, for all students and all student subgroups for each of the following measures: Maryland School Assessment (MSA) mathematics participation, MSA mathematics proficiency, MSA reading participation, MSA reading proficiency, graduation rate (high school only), and attendance (elementary and middle school only). MSAs administered in Grades 3–8, and high school (Algebra and English High School Assessment exams) are used for AYP. AYP subgroups include each racial/ethnic group, students receiving special education services, students receiving Free and Reduced-price Meal System services, and students receiving English for Speakers of Other Languages services.</p> <p>The 2009–2010 AMO for testing participation is 95% for all students and each subgroup. If a school has one assessed grade with fewer than 30 participants in a subgroup, or two assessed grades with fewer than 60 participants in a subgroup, the school is not reported for participation of that subgroup, and is designated not applicable, or “na,” in this publication. The 2009–2010 AMOs for testing proficiency are indicated in the chart below.</p> <p>2009–2010 AMOs for Mathematics and Reading Proficiency</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 25%;"><u>Level</u></th><th style="text-align: center; width: 25%;"><u>Math</u></th><th style="text-align: center; width: 25%;"><u>Reading</u></th></tr> </thead> <tbody> <tr> <td>Elementary</td><td></td><td></td></tr> <tr> <td>K–2</td><td style="text-align: center;">80.9</td><td style="text-align: center;">78.2</td></tr> <tr> <td>3–5/K–5</td><td style="text-align: center;">79.4</td><td style="text-align: center;">81.2</td></tr> <tr> <td>3–6</td><td style="text-align: center;">77.7</td><td style="text-align: center;">81.4</td></tr> <tr> <td>Middle</td><td style="text-align: center;">71.4</td><td style="text-align: center;">80.8</td></tr> <tr> <td>High</td><td style="text-align: center;">64.9</td><td style="text-align: center;">72.7</td></tr> <tr> <td>Stephen Knolls</td><td style="text-align: center;">74.5</td><td style="text-align: center;">79.9</td></tr> <tr> <td>Longview</td><td style="text-align: center;">72.8</td><td style="text-align: center;">80.1</td></tr> <tr> <td>RICA</td><td style="text-align: center;">71.1</td><td style="text-align: center;">79.2</td></tr> <tr> <td>Rock Terrace</td><td style="text-align: center;">69.8</td><td style="text-align: center;">78.7</td></tr> <tr> <td>Carl Sandburg</td><td style="text-align: center;">81.2</td><td style="text-align: center;">79.4</td></tr> </tbody> </table> <p><i>Note.</i> Proficiency rates are not reported for subgroups with fewer than 5 students, also designated “na” in this publication. “--” indicates no students in the category.</p> <p>For K–2 schools, AYP is calculated based on the Grade 3 MSA participation and performance of former students.</p>	<u>Level</u>	<u>Math</u>	<u>Reading</u>	Elementary			K–2	80.9	78.2	3–5/K–5	79.4	81.2	3–6	77.7	81.4	Middle	71.4	80.8	High	64.9	72.7	Stephen Knolls	74.5	79.9	Longview	72.8	80.1	RICA	71.1	79.2	Rock Terrace	69.8	78.7	Carl Sandburg	81.2	79.4	<i>MSDE Maryland Report Card at</i> <u>http://mdreportcard.org/</u>
<u>Level</u>	<u>Math</u>	<u>Reading</u>																																			
Elementary																																					
K–2	80.9	78.2																																			
3–5/K–5	79.4	81.2																																			
3–6	77.7	81.4																																			
Middle	71.4	80.8																																			
High	64.9	72.7																																			
Stephen Knolls	74.5	79.9																																			
Longview	72.8	80.1																																			
RICA	71.1	79.2																																			
Rock Terrace	69.8	78.7																																			
Carl Sandburg	81.2	79.4																																			

Term	Definition	Source(s)
Advanced Placement Tests (AP 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.	Office of Shared Accountability
Algebra Completion Rate	The Algebra completion rate is the percentage of students successfully completing Algebra 1 or a higher-level mathematics course by the end of Grade 8 for middle schools and by the end of Grade 9 for high schools.	Office of Shared Accountability
Alternative Programs	Alternative education programs are delivered in MCPS through a continuum of intervention services for at-risk students. Alternative programs include: Fleet Street Program, Glenmont MS, Hadley Farms MS, Karma Academy, Needwood Academy, Phoenix, Randolph Academy. Students enrolled in the Model Learning Center at the Montgomery County Correctional Facility also are included in this list.	Division of Long-range Planning
Attendance Rate	The attendance rate is calculated by dividing the aggregate number of students in attendance by the aggregate number of students in membership from the first day of school to March 15. The attendance rate is reported for the previous school year.	<i>MSDE Maryland Report Card at http://mdreportcard.org/</i>
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 <i>Official Class Size Report—School Year 2010–2011</i> as of October 31, 2010
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 <i>Official Class Size Report—School Year 2010–2011</i> as of October 31, 2010
Benefits	A calculated estimate based on staff salaries at individual schools. This total was adjusted for vacancies using a school average of the specific employee grouping (administrative, teachers, other professional, instructional support, other support, building services).	Office of the Chief Operating Officer
Capacity	The number of students who can be accommodated in the building, based on an allocation of space for different grades and types of programs.	Division of Long-range Planning
Cluster	The geographic grouping of schools within a defined attendance area that includes a high school and the elementary and middle schools which send students to that high school.	Regulation FAA-RA, <i>Long-Range Educational Facilities Planning</i>

Term	Definition	Source(s)
Community Superintendent	The administrative head of a cluster of schools. Each community superintendent has administrative responsibility for four or more high school clusters.	Office of School Performance
Downcounty Consortium	The Downcounty Consortium (DCC) is comprised of Montgomery Blair, Albert Einstein, John F. Kennedy, Northwood, and Wheaton high schools, and provides students the choice of attending one of these high schools.	Division of Consortia Choice and Application Program Services
Dropout Rate	The dropout rate is the number of dropouts divided by the total number of students in Grades 9–12 served by the school. A dropout is any student who leaves school for any reason, except death, before graduation or completion of a Maryland approved educational program and is not known to have enrolled in another school or Maryland approved educational program.	<i>MSDE Maryland Report Card at http://mdreportcard.org/</i>
Enrollment	The number of students enrolled in school as of September 30, 2010. Disaggregated figures are a percentage of the total enrollment.	Office of Shared Accountability
ESOL	The percentage of students participating in English for Speakers of Other Languages (ESOL) classes, as of October 31, 2010, compared with the official enrollment as of September 30, 2010. This percentage may differ from the ESOL percentage reported in the requested FY 2011 Capital Budget, due to different "as of" reporting dates.	Division of ESOL/Bilingual Programs
FARMS	The percentage of students receiving Free and Reduced-price Meals System (FARMS) services as of October 31, 2010, compared with the official enrollment as of September 30, 2010. This percentage may differ from the FARMS percentage reported in the requested FY 2011 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 Board of Education and funded by the County Council. This capacity would be in place within the coming six-year capital programming period.	Division of Long-range Planning
Geometry Completion Rate	The Geometry completion rate is the percentage of students successfully completing Geometry or a higher-level mathematics course by the end of Grades 9 and 10 for high schools.	Office of Shared Accountability

Term	Definition	Source(s)
Grade 12 Documented Decisions	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	<p>The percentage of students who received a Maryland high school diploma during the reported school year. This is an estimated cohort rate. It is calculated by dividing the number of high school graduates by the sum of the dropouts for Grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates.</p> <p><i>Note.</i> The class of 2010 is the last year for which this definition will apply.</p>	MSDE Maryland Report Card at http://mdreportcard.org/
Highly Qualified Teachers	<p>“Highly qualified” is a specific term defined by the <i>No Child Left Behind Act of 2001</i> (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.</p>	MSDE Maryland Report Card at http://mdreportcard.org/
Honors/AP/IB/ College-Level Enrollment	<p>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.</p> <p><i>Note.</i> Dual enrollment courses are excluded from the data.</p>	MCPS High School Course Bulletin
Least Restrictive Environment (LRE)	<p>Least Restrictive Environment (LRE) refers to the mandate in the <i>Individuals with Disabilities Education Act</i> (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.</p> <p>LRE A = Inside General Education Settings 80% or More. LRE C = Inside General Education Settings Less Than 40%.</p>	Office of Special Education and Student Services

Term	Definition	Source(s)
Limited English Proficient (LEP)	Limited English Proficient (LEP), as defined by AYP percent proficiency, includes both Redesignated English Language Learners (RELL) who exited ESOL within the previous two years and current ESOL students. LEP participation rate only includes ESOL students. 2010 RELL students include those who exited ESOL after June 1, 2008.	MSDE Maryland Report Card at http://mdreportcard.org/ Division of ESOL/Bilingual Programs
Maryland High School Assessment	The Maryland High School Assessments are end-of-course tests that students take as they complete the appropriate high school level course. All students, including middle school students taking high school level courses, must take the High School Assessment after they complete the appropriate course. These courses currently include Algebra/Data Analysis, Biology, English, and Government.	MSDE Maryland Report Card at http://mdreportcard.org/
Maryland School Assessment	The Maryland School Assessment (MSA) measures student achievement in reading, mathematics, and science. Schools at a Glance reports Grades 3–8 reading and mathematics performance and High School Assessment results in English 10 and Algebra for high school students. Percentage proficient includes students at or above the proficient level (proficient + advanced).	MSDE Maryland Report Card at http://mdreportcard.org/
Middle School Magnet Consortium	The Middle School Magnet Consortium (MSMC) is comprised of Argyle, A. Mario Loiederman, and Parkland middle schools, and provides students in the consortium the choice of attending one of these middle schools. Students from outside the consortium also may apply to attend through a lottery process.	Division of Consortia Choice and Application Program Services
Mobility Rate	Mobility is calculated by dividing the sum of entrants and withdrawals by the average daily membership. Entrants are 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. Withdrawals are 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, and provides students the choice of attending one of these high schools.	Division of Consortia Choice and Application Program Services

Term	Definition	Source(s)
Race/Ethnic Composition	<p>The number and percentage of students enrolled on September 30, 2010, based on the race/ethnic categories established by the U.S. Department of Education. These categories have changed for data reported beginning in the 2010–2011 school year. The abbreviations used in this publication reflect those set by MSDE. The new federal race codes and MSDE abbreviations follow:</p> <ul style="list-style-type: none"> • American Indian or Alaskan Native—AM • Asian – AS • Black or African American—BL • Hispanic/Latino—HI • Native Hawaiian or Other Pacific Islander—PI • White – WH • Two or more (multiple) races—MU <p>Note that outcome data reported in this publication are for the 2009–2010 school year and are reported with the old race codes.</p>	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, 2010. This total does not include future step increments/longevities and is adjusted for vacancies using a school average of the specific employee grouping (administrative, teachers, other professional, instructional support, other support, building services).	Office of the Chief Operating Officer/Department of Management, Budget, and Planning
SAT	The SAT is a college entrance exam accepted by several hundred colleges across the United States as part of the admissions process. The possible scores on the Critical Reading, Mathematics, and Writing sections range from 200–800, with a total possible score of 2400.	Office of Shared Accountability
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 Schools
Special School	A separate MCPS school/center providing services for children with special education needs. The intensity of student needs cannot be met in comprehensive schools. The special schools included are: Stephen Knolls School, Longview School, Regional Institute for Children and Adolescents (RICA), Rock Terrace School, and Carl Sandburg Learning Center.	Office of Special Education and Student Services
SPED	Special education (SPED) means specially designed instruction and related services, at no cost to the parents, to meet the unique needs of a child with a disability, including: (1) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (2) instruction in physical education.	<i>Individuals with Disabilities Education Act 2004 Regulations</i>

Term	Definition	Source(s)
Student/ Instructional Staff Ratio	The Student/Instructional Staff Ratio is calculated by dividing the weighted enrollment as of September 30, 2010, 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
TerraNova Comprehensive Tests of Basic Skills Second Edition	The <i>TerraNova</i> Second Edition (TN/2) is a nationally normed assessment administered to MCPS Grade 2 students in the spring. The TN/2 assesses skills in reading, language, mathematics, language mechanics, and mathematics computation.	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.	<i>MSDE Maryland Report Card</i> 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

- 144,064 students for 2010–2011
- Largest school system in Maryland
- 16th largest school system in the United States
- Students from 164 countries speaking 184 languages
- 13.1 million school lunches served
- More than 96,000 students transported on 1,268 buses
- 200 schools
 - 131 elementary schools
 - 38 middle schools
 - 25 high schools
 - 1 career and technology center
 - 5 special schools
- 34 National Blue Ribbon schools

Our students

- Demographics (2010–2011)
 - 0.2 percent American Indian or Alaskan Native
 - 14.3 percent Asian
 - 21.3 percent Black or African American
 - 25.3 percent Hispanic/Latino
 - 0.1 percent Native Hawaiian or other Pacific Islander
 - 34.6 percent White
 - 4.3 percent two or more races
- 30.7 percent participate in Free and Reduced-price Meals System (FARMS)
- 11.9 percent receive special education services
- 13.0 percent participate in English for Speakers of Other Languages (ESOL)
- 1653 average combined SAT score
- 126 National Merit Finalists

System resources

- \$2.104 billion FY 2011 operating budget
- \$1.386 billion six-year Capital Improvements Program (FY 2011–2016)
- 22,229 employees
 - 11,673 teachers
- 85.4 percent of teachers with a master's degree or equivalent



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