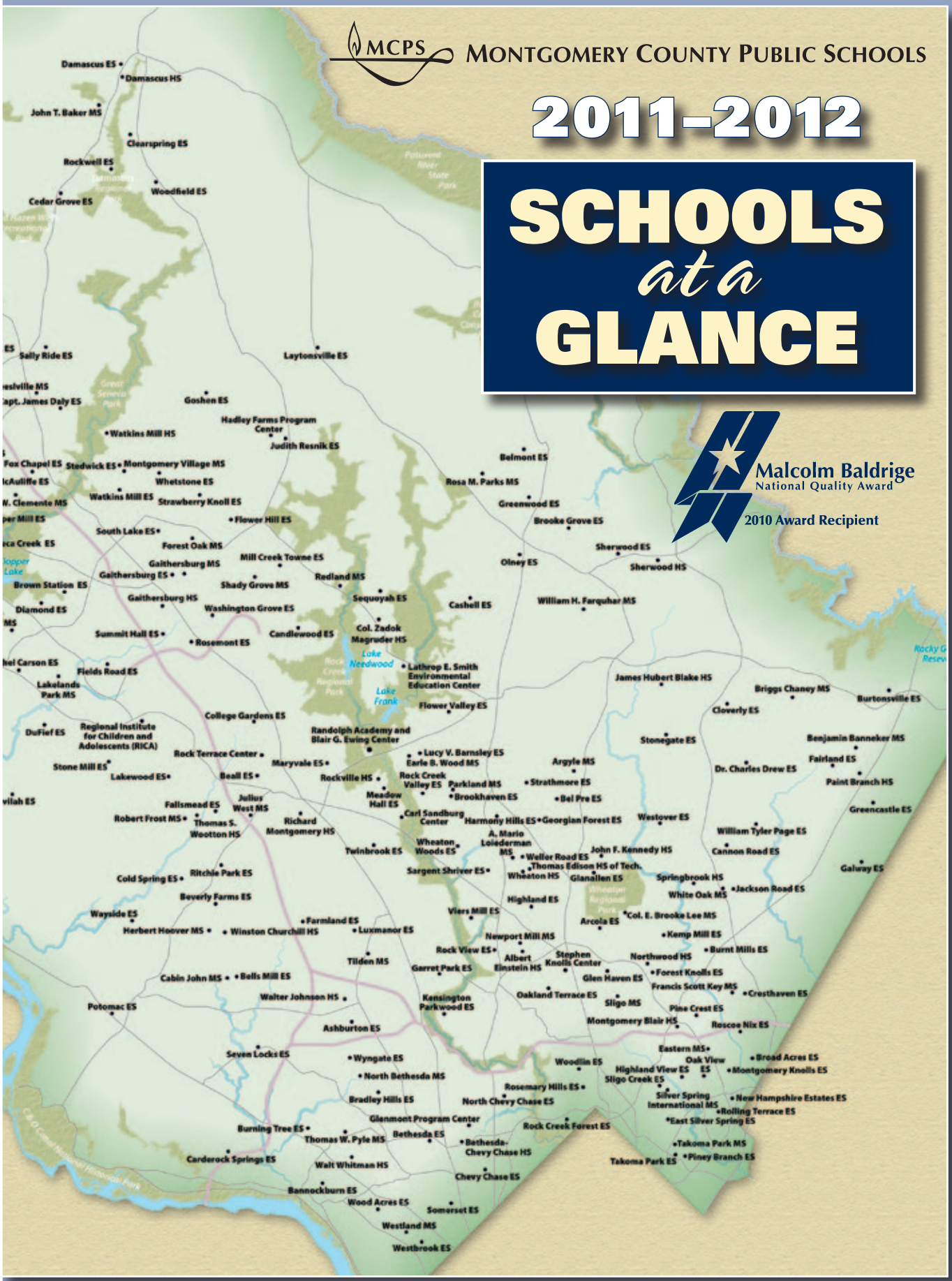
MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS

2011–2012

SCHOOLS *at a* GLANCE

Malcolm Baldrige National Quality Award

2010 Award Recipient



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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MCPS
Schools at a Glance
2011–2012

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 *2011–2012 Schools at a Glance* supports the *2011 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

Elementary School Listing

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

Arcola Elementary School - #790

Principal: Mr. Eric A. 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

2011–2012 Enrollment = 655

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.1**	**53.9**	**≤5.0**	**10.2**	**18.8**	**64.0**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**48.2**	20.3	27.9	≤5.0	5.8	≤5.0	39.5	≤5.0	≤5.0	≤5.0
FARMS	**78.9**	36.5	42.4	≤5.0	7.0	13.3	56.6	≤5.0	≤5.0	≤5.0
SPED	**11.0**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	20	3.1
Full-Day K	127	19.4
Grade 1	117	17.9
Grade 2	112	17.1
Grade 3	115	17.6
Grade 4	85	13.0
Grade 5	79	12.1
Total	655	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.3	≤5.0	16.7

Other Participation

Students now or have in the past received FARMS[2] = 81.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.6%
Attendance Rate[2 3] = 94.9%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
School/Community-Based (2–5)
Elementary Home School Model
Head Start

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	na	na	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.6	80.2	81.1	83.8	70.1	88.5
Asian	92.3	92.3	--	--	--	--
Black or African American	73.3	86.7	72.2	72.2	72.4	86.2
Hispanic/Latino	85.2	75.9	84.1	86.4	63.2	87.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	84.1	79.4	78.8	82.7	74.0	92.2
LEP	76.9	69.2	72.0	84.0	46.7	73.3
SPED	--	--	60.0	90.0	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Arcola Elementary School - #790

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	47.7	45.0	51.4	50.9	70.6	50.5
Asian	33.3	41.7	58.3	58.3	81.8	41.7
Black or African American	31.8	31.8	31.8	34.8	56.5	36.4
Hispanic/Latino	50.0	43.8	53.1	53.1	71.9	51.6
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	34.6	23.1	46.2	34.0	64.2	32.7
FARMS	44.4	35.8	47.6	46.9	65.4	44.4
SPED	9.1	9.1	18.2	18.2	50.0	9.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	15.7	4.3	72.9	0.0	92.9	7.1			
Supporting Services	19.4	16.1	25.8	32.3	6.5	90.3	9.7	196	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.9

Average Class Size Kindergarten = 18.4
Grades 1 to 3 = 18.9 Grades 4 to 5 = 22.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.1	50.0	22.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.000
Principal Intern		Special Education	6.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	32.000	**Instructional Support Total**	12.250
Staff Development	1.000		
ESOL	7.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	0.750
Music	1.500	Lunch Hour Aide	1.625
Instrumental Music	0.200	**Other Support Total**	4.375
Preschool	1.000		
Special Education:		Building Services	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	59.100	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.600	Food Services	1.625
Other Professional Total	3.600		
Total Professional	64.700	**Total Supporting Services**	23.750

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	2007	5.0	Y	1	3

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	18	3	1	0	7	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
486	624	719	751	745	745	731	702

School Personnel Costs

Professional Salaries	$4,310,383
Supporting Services Salaries	$855,188
Employee Benefits	$1,376,439
Total Allocated Cost	**$6,542,010**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Ashburton Elementary School - #425

Principal: Mrs. Charlene E. Garran
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 770

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.6**	**51.4**	**≤5.0**	**15.8**	**11.2**	**15.3**	**≤5.0**	**49.5**	**7.9**
ESOL	**12.9**	6.1	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0
FARMS	**11.4**	5.7	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**16.4**	≤5.0	11.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.6	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	50	6.5
Full-Day K	139	18.1
Grade 1	144	18.7
Grade 2	124	16.1
Grade 3	118	15.3
Grade 4	105	13.6
Grade 5	90	11.7
Total	770	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	52.4	23.0	24.6

Other Participation

Students now or have in the past received FARMS[2] = 14.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Learning and Academic Disabilities
Preschool Education Program (PEP)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.2	90.2	≥95.0	93.0	92.4	≥95.0
Asian	≥95.0	≥95.0	≥95.0	94.1	--	--
Black or African American	--	--	--	--	90.9	≥95.0
Hispanic/Latino	91.7	79.2	80.0	80.0	93.3	≥95.0
White	89.6	91.7	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	90.0	≥95.0	--	--	81.8	90.9
FARMS	86.7	80.0	--	--	81.3	≥95.0
LEP	--	--	--	--	--	--
SPED	60.0	≥95.0	90.0	90.0	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ashburton Elementary School - #425

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	70.2	77.2	83.8	78.3	81.7	78.1
Asian	71.4	81.0	78.3	86.4	≥95.0	90.5
Black or African American	--	--	--	--	--	--
Hispanic/Latino	57.9	68.4	63.2	63.2	73.7	68.4
White	75.4	80.3	91.9	83.6	80.3	80.3
Two or More Races	--	--	--	--	--	--
ESOL	39.1	65.2	72.0	66.7	70.8	65.2
FARMS	--	--	--	--	--	--
SPED	30.8	38.5	46.2	30.8	53.8	30.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.6	1.6	6.3	90.6	0.0	93.8	6.3	176	89.8	10.2
Supporting Services	7.4	14.8	25.9	51.9	0.0	81.5	18.5			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.1

Average Class Size Kindergarten = 26.2

Grades 1 to 3 = 23.3 Grades 4 to 5 = 27.3

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	48.4	26.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.124
Principal Intern		Special Education	7.998
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	24.500	**Instructional Support Total**	11.747
Staff Development	1.000		
ESOL	2.200	**Other Support**	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.496
Instrumental Music	0.200	**Other Support Total**	3.496
Preschool			
Special Education:		**Building Services**	
Classroom	11.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.900	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	3.200	**Food Services**	1.062
Other Professional Total	5.200		
Total Professional	56.100	**Total Supporting Services**	21.805

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1993	8.3	Y	0	3

Core Facility Teaching Stations

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

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
629	629	823	831	826	819	789	758

School Personnel Costs

Professional Salaries	$3,873,266
Supporting Services Salaries	$794,779
Employee Benefits	$1,241,138
Total Allocated Cost	**$5,909,183**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Bannockburn Elementary School - #420

Principal: Mr. Daniel Walder
Community Supt: Dr. Christopher S. Garran
School Hours: 9:15- 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

2011–2012 Enrollment = 361

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.3**	**50.7**	**≤5.0**	**8.3**	**≤5.0**	**≤5.0**	**≤5.0**	**74.8**	**8.9**
ESOL	**9.4**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**9.1**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.2	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	57	15.8
Grade 1	59	16.3
Grade 2	54	15.0
Grade 3	65	18.0
Grade 4	55	15.2
Grade 5	71	19.7
Total	361	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.5	≤5.0	9.4

Other Participation

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

School Programs

Resource
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bannockburn Elementary School - #420

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	90.2	≥95.0	90.2	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	87.2	≥95.0	91.5	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.4	0.0	0.0	96.6	0.0	79.3	20.7	94	100.0	0.0
Supporting Services	15.4	15.4	7.7	53.8	0.0	69.2	30.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size Kindergarten = 19.3
Grades 1 to 3 = 22.6 Grades 4 to 5 = 25.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.7	51.7	27.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	13.700	**Instructional Support Total**	2.500
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	1.300	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.874
Instrumental Music	0.200	**Other Support Total**	3.874
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	22.400	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	2.500
Media Specialist	0.500		
Spec Ed Related Services	0.500	Food Services	0.500
Other Professional Total	1.500		
Total Professional	24.900	**Total Supporting Services**	9.374

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1988	8.3	Y	0	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
20	14	4	0	0	2	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
366	366	370	381	390	400	402	397

School Personnel Costs

Professional Salaries	$1,722,022
Supporting Services Salaries	$334,959
Employee Benefits	$531,402
Total Allocated Cost	**$2,588,383**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Lucy V. Barnsley Elementary School - #505

Principal: Mr. Andrew J. Winter
Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

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

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

2011–2012 Enrollment = 669													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.2**	**53.8**	**≤5.0**	**16.0**	**13.5**	**29.0**	**≤5.0**	**35.0**	**6.3**	Pre-K	0	0.0
ESOL	**12.1**	≤5.0	7.2	≤5.0	≤5.0	≤5.0	10.0	≤5.0	≤5.0	≤5.0	Full-Day K	76	11.4
FARMS	**32.0**	14.8	17.2	≤5.0	≤5.0	6.7	18.4	≤5.0	≤5.0	≤5.0	Grade 1	86	12.9
SPED	**12.7**	≤5.0	9.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.8	≤5.0	Grade 2	90	13.5
											Grade 3	92	13.8
											Grade 4	170	25.4
											Grade 5	155	23.2
											Total	669	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.7	21.2	14.1

Other Participation

Students now or have in the past received FARMS[2] = 36.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Gifted and Talented/Learning Disabled
Primary & Intermediate Deaf & Hard/Hearing Program (Total Communication)
Center for the Highly Gifted

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.8	82.8	≥95.0	94.1	90.4	≥95.0
Asian	91.7	91.7	≥95.0	≥95.0	91.9	≥95.0
Black or African American	90.0	90.0	87.5	87.5	77.8	88.9
Hispanic/Latino	70.0	73.3	87.5	84.6	76.5	≥95.0
White	90.2	85.4	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	--	--
FARMS	70.6	73.5	85.1	82.6	82.1	94.9
LEP	--	--	76.9	83.3	--	--
SPED	60.0	53.3	81.0	81.0	83.3	87.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lucy V. Barnsley Elementary School - #505

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	71.1	72.3	71.1	68.7	56.6	71.1
Asian	75.0	83.3	83.3	83.3	75.0	83.3
Black or African American	53.8	84.6	69.2	53.8	69.2	76.9
Hispanic/Latino	64.3	50.0	53.6	50.0	25.0	53.6
White	84.0	84.0	88.0	84.0	76.0	80.0
Two or More Races	--	--	--	--	--	--
ESOL	50.0	21.4	28.6	14.3	≤5.0	14.3
FARMS	56.3	50.0	53.1	37.5	31.3	43.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.5	3.6	3.6	87.3	0.0	87.3	12.7	170	97.6	2.4
Supporting Services	12.0	20.0	16.0	48.0	4.0	72.0	28.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.0

Average Class Size Kindergarten = 19.0
Grades 1 to 3 = 19.0 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.5	50.9	34.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.500
Principal Intern		Special Education	4.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	29.700	**Instructional Support Total**	8.875
Staff Development	1.000		
ESOL	1.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.625
Instrumental Music	0.600	**Other Support Total**	3.625
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.900	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.600	Food Services	1.250
Other Professional Total	3.600		
Total Professional	50.500	**Total Supporting Services**	18.250

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	1998	10.0	Y	0	9

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	14	4	1	0	4	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
395	395	658	643	633	621	614	613

School Personnel Costs

Professional Salaries	$3,693,261
Supporting Services Salaries	$674,602
Employee Benefits	$1,148,687
Total Allocated Cost	**$5,516,550**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Beall Elementary School - #207

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

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

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

2011–2012 Enrollment = 760

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.6**	**51.4**	**≤5.0**	**24.5**	**14.3**	**16.4**	**≤5.0**	**35.3**	**9.3**
ESOL	**16.1**	5.5	10.5	≤5.0	8.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**25.4**	13.0	12.4	≤5.0	7.2	7.4	6.7	≤5.0	≤5.0	≤5.0
SPED	**8.2**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	46	6.1
Full-Day K	123	16.2
Grade 1	145	19.1
Grade 2	123	16.2
Grade 3	123	16.2
Grade 4	111	14.6
Grade 5	89	11.7
Total	760	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	62.9	11.3	25.8

Other Participation

Students now or have in the past received FARMS[2] = 30.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.3%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Head Start
Prekindergarten
Augmentative Communication (K–2)
Language Disabilities (Prekindergarten)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	86.4	94.2
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	87.5	87.5	81.8	90.9	72.2	88.9
Hispanic/Latino	≥95.0	92.3	93.8	93.8	76.9	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	86.1	88.9
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	91.3	86.4	≥95.0	61.5	84.6
LEP	90.9	90.0	--	--	--	--
SPED	--	--	--	--	70.0	80.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Beall Elementary School - #207

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	78.0	85.4	86.2	81.6	85.6	87.0
Asian	66.7	85.2	88.9	≥95.0	≥95.0	92.6
Black or African American	72.2	66.7	72.2	55.6	61.1	77.8
Hispanic/Latino	61.1	66.7	66.7	52.6	63.2	66.7
White	87.0	≥95.0	93.5	91.3	93.5	91.3
Two or More Races	≥95.0	≥95.0	≥95.0	92.9	92.9	≥95.0
ESOL	23.1	53.8	53.8	66.7	80.0	61.5
FARMS	58.1	64.5	71.0	58.1	64.5	71.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	5.3	1.8	87.7	0.0	87.7	12.3	168	97.0	3.0
Supporting Services	12.5	20.8	20.8	41.7	4.2	95.8	4.2			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.2

Average Class Size Kindergarten = 24.4
Grades 1 to 3 = 23.9 Grades 4 to 5 = 25.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.0	40.4	45.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.725
Principal Intern		Special Education	4.187
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	24.400	**Instructional Support Total**	8.537
Staff Development	1.000		
ESOL	2.500	**Other Support**	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.875
Instrumental Music	0.400	**Other Support Total**	3.875
Preschool	1.100		
Special Education:		**Building Services**	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.900	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.700	**Food Services**	1.250
Other Professional Total	4.700		
Total Professional	48.600	**Total Supporting Services**	17.662

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	20	4	2	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
641	641	808	826	825	827	805	800

School Personnel Costs

Professional Salaries	$3,655,969
Supporting Services Salaries	$671,750
Employee Benefits	$1,136,807
Total Allocated Cost	**$5,464,526**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Bel Pre Elementary School - #780

Principal: Ms. Carmen L. 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

2011–2012 Enrollment = 499

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.7**	**49.3**	**≤5.0**	**≤5.0**	**40.3**	**42.3**	**≤5.0**	**9.0**	**≤5.0**
ESOL	**44.9**	22.6	22.2	≤5.0	≤5.0	9.0	31.5	≤5.0	≤5.0	≤5.0
FARMS	**64.7**	33.1	31.7	≤5.0	≤5.0	25.5	33.5	≤5.0	≤5.0	≤5.0
SPED	**7.0**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	82	16.4
Full-Day K	115	23.0
Grade 1	154	30.9
Grade 2	148	29.7
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	499	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.3	5.7	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 68.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 18.2%
Attendance Rate[2 3] = 93.3%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Elementary Home School Model (K–2)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Not Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Met	Met	Met
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2010–2011 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bel Pre Elementary School - #780

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	58.2	60.0	63.6	67.6	74.8	66.4
Asian	70.0	90.0	90.0	80.0	90.0	90.0
Black or African American	60.5	58.1	60.5	60.5	62.8	60.5
Hispanic/Latino	52.3	50.0	63.6	66.7	80.0	61.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	40.6	43.8	46.9	57.6	84.8	53.1
FARMS	52.2	50.7	58.0	60.0	70.0	56.5
SPED	7.7	15.4	15.4	30.8	53.8	30.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	20.0	2.0	76.0	2.0	96.0	4.0			
Supporting Services	4.5	22.7	27.3	45.5	0.0	86.4	13.6	139	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 16.4

Grades 1 to 3 = 18.5 Grades 4 to 5 =

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.0	42.0	46.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.248
Principal Intern		Special Education	2.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	19.200	**Instructional Support Total**	7.498
Staff Development	1.000		
ESOL	4.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.125
Instrumental Music		**Other Support Total**	3.125
Preschool	2.000		
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.400	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.250
Other Professional Total	3.300		
Total Professional	44.700	**Total Supporting Services**	14.873

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	10	5	2	0	7	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
368	568	482	474	501	502	498	496

School Personnel Costs

Professional Salaries	$3,585,389
Supporting Services Salaries	$595,196
Employee Benefits	$1,107,437
Total Allocated Cost	**$5,288,022**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Bells Mill Elementary School - #607

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

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

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

2011–2012 Enrollment = 560													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.1**	**53.9**	**≤5.0**	**19.5**	**13.6**	**6.6**	**≤5.0**	**54.8**	**5.4**	Pre-K	20	3.6
ESOL	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	96	17.1
FARMS	**11.8**	5.5	6.3	≤5.0	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	88	15.7
SPED	**8.2**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0	Grade 2	91	16.3
											Grade 3	88	15.7
											Grade 4	84	15.0
											Grade 5	93	16.6
											Total	560	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.6	≤5.0	30.4

Other Participation

Students now or have in the past received FARMS[2] = 13.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Autism
Head Start

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	94.7	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	91.7	83.3	≥95.0	90.9	70.0	≥95.0
Hispanic/Latino	--	--	--	--	≥95.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bells Mill Elementary School - #607

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	91.1	≥95.0	≥95.0	91.3	93.8	94.9
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	70.0	50.0	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	93.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.5	2.5	0.0	95.0	0.0	90.0	10.0	125	100.0	0.0
Supporting Services	22.7	9.1	13.6	54.5	0.0	77.3	22.7			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.5

Average Class Size Kindergarten = 23.3
Grades 1 to 3 = 21.8 Grades 4 to 5 = 28.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.5	50.0	37.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.100
Principal Intern		Special Education	6.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	19.000	**Instructional Support Total**	9.975
Staff Development	1.000		
ESOL	1.000	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	1.375
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool	0.600		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.500	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	0.750
Other Professional Total	3.000		
Total Professional	38.500	**Total Supporting Services**	18.600

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
609	609	572	585	591	592	585	585

School Personnel Costs

Professional Salaries	$2,826,424
Supporting Services Salaries	$709,057
Employee Benefits	$940,719
Total Allocated Cost	**$4,476,200**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Belmont Elementary School - #513

Principal: Dr. Peter H. Bray
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 312

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.0**	**51.0**	**≤5.0**	**7.4**	**7.4**	**9.9**	**≤5.0**	**71.8**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**7.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**11.2**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.7	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	42	13.5
Grade 1	42	13.5
Grade 2	49	15.7
Grade 3	53	17.0
Grade 4	68	21.8
Grade 5	58	18.6
Total	312	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 11.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	91.7	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	91.7	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Belmont Elementary School - #513

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.3	65.3	69.4	77.6	81.6	73.5
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	68.4	68.4	65.8	81.6	78.9	76.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	3.7	96.3	0.0	92.6	7.4			
Supporting Services	7.7	30.8	23.1	38.5	0.0	84.6	15.4	65	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.5

Average Class Size Kindergarten = 21.0
Grades 1 to 3 = 24.0 Grades 4 to 5 = 25.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	40.7	59.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.500
Principal Intern		Special Education	2.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	11.500	**Instructional Support Total**	4.125
Staff Development	1.000		
ESOL	0.400	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	1.125
Instrumental Music	0.300	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.000	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	0.687
Other Professional Total	2.300		
Total Professional	22.300	**Total Supporting Services**	10.937

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
425	425	305	290	289	288	297	302

School Personnel Costs

Professional Salaries	$1,970,382
Supporting Services Salaries	$443,694
Employee Benefits	$641,998
Total Allocated Cost	**$3,056,074**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Bethesda Elementary School - #401

Principal: Ms. Lisa S. Seymour
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 491													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.3**	**50.7**	**≤5.0**	**13.0**	**6.9**	**11.4**	**≤5.0**	**62.5**	**6.1**	Pre-K	0	0.0
ESOL	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	80	16.3
FARMS	**5.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	73	14.9
SPED	**10.0**	≤5.0	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.5	≤5.0	Grade 2	77	15.7
											Grade 3	107	21.8
											Grade 4	79	16.1
											Grade 5	75	15.3
											Total	491	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.3	20.4	12.2

Other Participation

Students now or have in the past received FARMS[2] = 8.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Home School Model
School/Community-Based

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Not Met	Not Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.0	84.1	≥95.0	≥95.0	88.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	73.3	≥95.0
Hispanic/Latino	91.7	75.0	--	--	91.7	≥95.0
White	92.3	90.4	≥95.0	≥95.0	90.5	93.7
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	90.9	≥95.0
LEP	--	--	--	--	--	--
SPED	36.4	45.5	--	--	68.4	73.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bethesda Elementary School - #401

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	81.8	78.4	78.4	91.1	≥95.0	87.5
Asian	66.7	75.0	91.7	76.9	92.3	83.3
Black or African American	--	--	--	--	--	--
Hispanic/Latino	63.6	63.6	81.8	83.3	91.7	72.7
White	85.7	80.4	73.2	94.6	≥95.0	89.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.6	2.6	94.7	0.0	89.5	10.5	105	99.0	1.0
Supporting Services	19.0	33.3	4.8	42.9	0.0	66.7	33.3			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.5

Average Class Size Kindergarten = 25.7
Grades 1 to 3 = 23.7 Grades 4 to 5 = 26.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	47.4	39.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.624
Principal Intern		Special Education	3.996
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	17.900	**Instructional Support Total**	6.745
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.246
Instrumental Music	0.200	**Other Support Total**	3.246
Preschool			
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.300	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.000
Other Professional Total	2.800		
Total Professional	36.100	**Total Supporting Services**	14.991

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
384	568	515	434	405	410	429	430

School Personnel Costs

Professional Salaries	$2,769,365
Supporting Services Salaries	$578,414
Employee Benefits	$898,617
Total Allocated Cost	**$4,246,396**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Beverly Farms Elementary School - #226

Principal: Dr. Beth L. Brown
Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

15101 Bauer Drive, Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/beverlyfarmses/

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

2011–2012 Enrollment = 567													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**27.7**	**≤5.0**	**11.1**	**≤5.0**	**50.6**	**6.7**	Pre-K	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	83	14.6
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	87	15.3
SPED	**8.3**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	101	17.8
											Grade 3	92	16.2
											Grade 4	99	17.5
											Grade 5	105	18.5
											Total	567	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.2	23.4	6.4

Other Participation

Students now or have in the past received FARMS[2] = 5.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Learning and Academic Disabilities

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	93.3	≥95.0
Asian	≥95.0	91.7	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	93.3	≥95.0	86.7	93.3	86.7	93.8
White	≥95.0	≥95.0	≥95.0	94.1	94.3	≥95.0
Two or More Races	≥95.0	90.9	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	80.0	--	--	--	80.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Beverly Farms Elementary School - #226

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	86.9	84.8	92.9	88.9	88.9	89.9
Asian	93.1	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	88.2	82.4	92.2	90.2	88.2	92.2
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	63.6	63.6	72.7	81.8	≥95.0	72.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.0	0.0	5.0	87.5	2.5	92.5	7.5			
Supporting Services	26.3	26.3	10.5	36.8	0.0	84.2	15.8	131	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.0

Average Class Size Kindergarten = 20.5
Grades 1 to 3 = 23.6 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.5	52.5	40.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	3.935
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	20.000	**Instructional Support Total**	6.559
Staff Development	1.000		
ESOL	0.700	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	1.248
Instrumental Music	0.300	**Other Support Total**	3.248
Preschool			
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.200	Food Services	1.125
Other Professional Total	2.200		
Total Professional	37.400	**Total Supporting Services**	14.932

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	20	4	0	0	4	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
574	640	558	568	574	574	581	582

School Personnel Costs

Professional Salaries	$2,899,775
Supporting Services Salaries	$525,078
Employee Benefits	$896,260
Total Allocated Cost	**$4,321,113**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Bradley Hills Elementary School - #410

Principal: Ms. Sandra S. Reece
Community Supt: Dr. Christopher S. Garran
School Hours: 8:50 - 3:05
Feeder Schools:

Radnor Center, 7000 Radnor Road 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

2011–2012 Enrollment = 523													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**10.3**	**≤5.0**	**9.8**	**≤5.0**	**70.2**	**7.6**	Pre-K	0	0.0
ESOL	**6.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	74	14.1
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	92	17.6
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	85	16.3
											Grade 3	72	13.8
											Grade 4	100	19.1
											Grade 5	100	19.1
											Total	523	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	88.0	≤5.0	12.0

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Resource

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	na	na	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bradley Hills Elementary School - #410

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	91.3	92.8	85.7	89.9	87.1	94.2
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	92.5	92.5	84.9	88.7	84.9	94.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.6	5.7	5.7	80.0	0.0	82.9	17.1	98	100.0	0.0
Supporting Services	23.1	0.0	23.1	46.2	0.0	84.6	15.4			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.6

Average Class Size Kindergarten = 23.7
Grades 1 to 3 = 24.8 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.3	57.1	28.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	1.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	18.900	**Instructional Support Total**	3.500
Staff Development	1.000		
ESOL	0.800	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	1.375
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	28.700	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	0.750
Other Professional Total	2.600		
Total Professional	33.300	**Total Supporting Services**	11.625

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
19	12	4	0	0	3	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
342	638	504	560	587	591	581	588

School Personnel Costs

Professional Salaries	$2,442,482
Supporting Services Salaries	$443,698
Employee Benefits	$737,275
Total Allocated Cost	**$3,623,455**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Broad Acres Elementary School - #304

Principal: Mr. Michael D. Bayewitz
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 651													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**7.5**	**16.7**	**75.4**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	79	12.1
ESOL	**69.6**	32.6	37.0	≤5.0	≤5.0	6.6	59.4	≤5.0	≤5.0	≤5.0	Full-Day K	139	21.4
FARMS	**94.6**	46.2	48.4	≤5.0	6.0	14.9	73.6	≤5.0	≤5.0	≤5.0	Grade 1	97	14.9
SPED	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	Grade 2	88	13.5
											Grade 3	88	13.5
											Grade 4	76	11.7
											Grade 5	84	12.9
											Total	651	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.0	22.7	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 94.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 21.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
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[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	na	na	na	na
Two or More Races	na	na	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.7	84.6	≥95.0	89.9	≥95.0	92.0
Asian	--	--	--	--	≥95.0	≥95.0
Black or African American	92.3	≥95.0	94.4	83.3	92.9	92.9
Hispanic/Latino	85.5	82.1	≥95.0	92.7	≥95.0	89.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	84.7	83.6	≥95.0	90.6	≥95.0	90.9
LEP	81.8	77.8	≥95.0	83.8	≥95.0	78.6
SPED	--	50.0	--	--	90.9	81.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Broad Acres Elementary School - #304

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	47.7	50.0	59.8	51.7	75.0	52.3
Asian	70.0	70.0	80.0	70.0	90.0	80.0
Black or African American	45.5	54.5	72.7	72.7	72.7	63.6
Hispanic/Latino	44.6	46.2	54.7	45.5	73.8	46.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	45.5	45.5	56.9	47.8	72.7	48.5
FARMS	48.8	47.5	59.5	50.6	76.3	51.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	12.1	9.1	71.2	3.0	86.4	13.6			
Supporting Services	17.4	34.8	17.4	26.1	0.0	87.0	13.0	193	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 19.7

Grades 1 to 3 = 19.1 Grades 4 to 5 = 19.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.2	48.5	36.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.500
Principal Intern		Special Education	1.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	30.600	**Instructional Support Total**	7.375
Staff Development	1.000		
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	1.374
Instrumental Music	0.300	**Other Support Total**	4.249
Preschool	2.500		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	57.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	2.000
Other Professional Total	3.000		
Total Professional	62.600	**Total Supporting Services**	18.624

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	--	6.2	Y	0	2

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	22	6	3	1	6	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
638	638	697	718	722	729	727	688

School Personnel Costs

Professional Salaries	$4,884,029
Supporting Services Salaries	$774,961
Employee Benefits	$1,479,964
Total Allocated Cost	**$7,138,954**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Brooke Grove Elementary School - #518

Principal: Ms. Gail M. West
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 389													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.6**	**49.4**	**≤5.0**	**14.7**	**19.3**	**13.1**	**≤5.0**	**49.1**	**≤5.0**	Pre-K	20	5.1
ESOL	**9.8**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	49	12.6
FARMS	**24.2**	10.5	13.6	≤5.0	≤5.0	12.3	5.1	≤5.0	≤5.0	≤5.0	Grade 1	63	16.2
SPED	**18.3**	7.2	11.1	≤5.0	≤5.0	5.7	≤5.0	≤5.0	5.9	≤5.0	Grade 2	60	15.4
											Grade 3	69	17.7
											Grade 4	60	15.4
											Grade 5	68	17.5
											Total	389	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.3	21.1	22.5

Other Participation

Students now or have in the past received FARMS[2] = 27.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Prekindergarten
Elementary Home School Model
Elementary Learning Center

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.3	91.9	83.1	87.7	81.7	91.5
Asian	80.0	73.3	--	--	--	--
Black or African American	90.0	≥95.0	53.8	64.3	56.5	78.3
Hispanic/Latino	--	--	--	--	90.0	≥95.0
White	≥95.0	≥95.0	87.2	92.1	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	50.0	53.8	61.1	83.3
LEP	--	--	--	--	--	--
SPED	62.5	68.8	31.3	56.3	41.7	58.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Brooke Grove Elementary School - #518

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.8	85.9	84.4	89.1	93.8	90.6
Asian	72.7	72.7	90.9	72.7	90.9	81.8
Black or African American	90.9	≥95.0	72.7	81.8	90.9	90.9
Hispanic/Latino	--	--	--	--	--	--
White	88.2	91.2	91.2	94.1	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	78.6	92.9	78.6	78.6	78.6	85.7
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.8	5.6	2.8	88.9	0.0	94.4	5.6			
Supporting Services	0.0	4.5	18.2	77.3	0.0	81.8	18.2	98	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 24.5
Grades 1 to 3 = 20.8 Grades 4 to 5 = 28.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
2.8	16.7	80.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.250
Principal Intern		Special Education	4.996
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.625
Classroom	13.700	**Instructional Support Total**	7.371
Staff Development	0.500		
ESOL	0.700	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.998
Instrumental Music	0.200	**Other Support Total**	2.998
Preschool	0.500		
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.600	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.900	Food Services	1.062
Other Professional Total	3.400		
Total Professional	31.000	**Total Supporting Services**	15.431

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	11.0	Y	1	0

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
544	544	386	390	390	395	392	397

School Personnel Costs

Professional Salaries	$2,869,144
Supporting Services Salaries	$630,528
Employee Benefits	$949,507
Total Allocated Cost	**$4,449,179**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Brookhaven Elementary School - #807

Principal: Mr. Robert B. Grundy
4610 Renn Street Rockville, MD 20853
Office Phone: (301) 460-2140
Community Supt: Dr. Christopher S. Garran
Fax Number: (301) 460-2460
School Hours: 8:50 - 3:05
www.montgomeryschoolsmd.org/schools/brookhavenes/
Cluster Name: Downcounty Consortium
Feeder Schools:
Receiving Schools: Argyle, Loiederman, Parkland

2011–2012 Enrollment = 484

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**41.9**	**58.1**	**≤5.0**	**7.4**	**31.0**	**49.6**	**≤5.0**	**9.9**	**≤5.0**
ESOL	**42.1**	19.2	22.9	≤5.0	≤5.0	7.0	30.6	≤5.0	≤5.0	≤5.0
FARMS	**65.7**	27.7	38.0	≤5.0	≤5.0	21.5	36.2	≤5.0	≤5.0	≤5.0
SPED	**23.8**	6.6	17.1	≤5.0	≤5.0	6.8	11.2	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	109	22.5
Full-Day K	86	17.8
Grade 1	49	10.1
Grade 2	54	11.2
Grade 3	56	11.6
Grade 4	53	11.0
Grade 5	77	15.9
Total	484	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.8	≤5.0	31.3

Other Participation

Students now or have in the past received FARMS[2] = 73.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Prekindergarten
Learning and Academic Disabilities
Preschool Education Program (PEP)
Program of Assessment, Diagnosis and Instruction (PADI)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.8	79.2	82.4	83.8	80.8	88.5
Asian	--	--	--	--	--	--
Black or African American	87.5	81.3	72.7	81.8	76.2	85.7
Hispanic/Latino	86.2	79.3	90.9	86.4	79.2	87.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	88.2	79.4	80.9	85.1	72.7	84.8
LEP	83.3	70.8	70.0	60.0	68.8	75.0
SPED	--	--	58.3	66.7	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Brookhaven Elementary School - #807

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	50.0	46.4	51.8	48.2	48.2	57.1
Asian	--	--	--	--	--	--
Black or African American	52.9	64.7	52.9	52.9	52.9	70.6
Hispanic/Latino	41.4	41.4	44.8	44.8	44.8	48.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	37.5	34.4	43.8	40.6	43.8	43.8
FARMS	50.0	44.1	52.9	52.9	52.9	61.8
SPED	30.8	23.1	46.2	23.1	30.8	38.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.8	16.4	9.1	70.9	1.8	87.3	12.7	118	100.0	0.0
Supporting Services	13.8	10.3	27.6	48.3	0.0	86.2	13.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.1

Average Class Size Kindergarten = 17.0
Grades 1 to 3 = 15.8 Grades 4 to 5 = 20.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.2	47.3	34.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
Principal Intern		Special Education	8.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	20.000	**Instructional Support Total**	12.000
Staff Development	1.000		
ESOL	4.800	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	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool	1.000		
Special Education:		Building Services	
Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	0.500		
Spec Ed Related Services	3.000	Food Services	1.500
Other Professional Total	4.500		
Total Professional	50.500	**Total Supporting Services**	21.375

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	16	6	1	0	4	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
518	518	485	491	498	502	513	488

School Personnel Costs

Professional Salaries	$3,760,863
Supporting Services Salaries	$833,629
Employee Benefits	$1,229,380
Total Allocated Cost	**$5,823,872**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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/brownstationes/

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

2011–2012 Enrollment = 496													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.0**	**49.0**	**≤5.0**	**7.3**	**33.9**	**42.3**	**≤5.0**	**11.5**	**5.0**	Pre-K	76	15.3
ESOL	**23.6**	10.3	13.3	≤5.0	≤5.0	≤5.0	19.6	≤5.0	≤5.0	≤5.0	Full-Day K	75	15.1
FARMS	**65.1**	33.9	31.3	≤5.0	≤5.0	23.6	34.9	≤5.0	≤5.0	≤5.0	Grade 1	74	14.9
SPED	**12.7**	≤5.0	8.7	≤5.0	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	Grade 2	70	14.1
											Grade 3	74	14.9
											Grade 4	57	11.5
											Grade 5	70	14.1
											Total	496	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.4	≤5.0	28.6

Other Participation

Students now or have in the past received FARMS[2] = 68.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 24.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
Elementary Home School Model
Preschool Education Program (PEP)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.0	86.8	84.9	80.6	78.4	90.2
Asian	--	--	--	--	--	--
Black or African American	90.9	81.8	83.9	80.0	66.7	88.9
Hispanic/Latino	72.2	82.4	81.5	77.8	79.2	87.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	77.4	76.7	85.2	81.1	75.0	84.4
LEP	--	--	60.0	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Brown Station Elementary School - #559

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	58.9	69.9	63.0	56.8	59.5	66.7
Asian	--	--	--	--	--	--
Black or African American	37.5	62.5	59.4	50.0	56.3	53.1
Hispanic/Latino	68.2	68.2	50.0	45.5	63.6	61.9
White	75.0	75.0	75.0	76.9	61.5	91.7
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	47.6	57.1	52.4	41.9	58.1	54.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	17.9	1.8	75.0	0.0	87.5	12.5	128	100.0	0.0
Supporting Services	8.3	33.3	20.8	37.5	0.0	79.2	20.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.0

Average Class Size Kindergarten = 19.3
Grades 1 to 3 = 17.4 Grades 4 to 5 = 25.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	44.6	30.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.246
Principal Intern		Special Education	3.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	22.200	**Instructional Support Total**	10.621
Staff Development	1.000		
ESOL	2.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.248
Instrumental Music	0.200	**Other Support Total**	3.248
Preschool	2.000		
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.300	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.100	Food Services	1.500
Other Professional Total	4.100		
Total Professional	47.400	**Total Supporting Services**	19.369

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	9.0	Y	0	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	13	4	2	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
414	658	534	564	576	592	602	621

School Personnel Costs

Professional Salaries	$3,385,953
Supporting Services Salaries	$722,711
Employee Benefits	$1,094,334
Total Allocated Cost	**$5,202,998**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Burning Tree Elementary School - #419

Principal: Dr. Judith F. Lewis
Community Supt: Dr. Christopher S. Garran
School Hours: 9:10 - 3:30
Feeder Schools:

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

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

2011–2012 Enrollment = 497													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.9**	**50.1**	**≤5.0**	**16.1**	**5.0**	**9.3**	**≤5.0**	**61.6**	**7.6**	Pre-K	0	0.0
ESOL	**13.3**	6.0	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	75	15.1
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	80	16.1
SPED	**14.9**	≤5.0	10.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.4	≤5.0	Grade 2	74	14.9
											Grade 3	90	18.1
											Grade 4	95	19.1
											Grade 5	83	16.7
											Total	497	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	36.5	12.2	51.4

Other Participation

Students now or have in the past received FARMS[2] = 5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Learning Center
Resource

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	na	na
LEP	Met	Met	na	na
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.5	91.6	85.9	89.2	92.8	≥95.0
Asian	94.4	94.4	88.2	93.8	≥95.0	93.8
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	91.5	94.9	92.3	94.4	90.4	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	80.0	--	--	--
SPED	33.3	50.0	44.4	55.6	66.7	73.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Burning Tree Elementary School - #419

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	77.8	82.7	73.8	81.2	82.1	82.7
Asian	--	--	63.6	72.7	81.8	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	81.8	90.9	80.0	89.3	83.6	87.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	30.0	50.0	70.0	--
FARMS	--	--	--	--	--	--
SPED	--	--	10.0	10.0	80.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	4.8	2.4	90.5	0.0	97.6	2.4	117	100.0	0.0
Supporting Services	15.0	15.0	10.0	60.0	0.0	85.0	15.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = 24.7
Grades 1 to 3 = 24.2 Grades 4 to 5 = 23.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	40.5	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	4.748
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	16.900	**Instructional Support Total**	7.123
Staff Development	1.000		
ESOL	1.500	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.247
Instrumental Music	0.200	**Other Support Total**	3.247
Preschool			
Special Education:		Building Services	
Classroom	7.000	Manager	3.000
Resource Program		Leader	1.000
Teachers Total	33.000	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.800		
Other Professional Total	3.800	Food Services	1.000
Total Professional	38.800	**Total Supporting Services**	16.370

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1958	1991	6.8	Y	0	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	13	3	0	0	3	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
415	415	507	490	482	483	476	475

School Personnel Costs

Professional Salaries	$3,074,089
Supporting Services Salaries	$601,564
Employee Benefits	$953,091
Total Allocated Cost	**$4,628,744**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Burnt Mills Elementary School - #309

Principal: Ms. Lisa O. Thomas
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 483

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.2**	**52.8**	**≤5.0**	**≤5.0**	**64.8**	**22.8**	**≤5.0**	**7.7**	**≤5.0**
ESOL	**19.0**	7.7	11.4	≤5.0	≤5.0	10.6	6.8	≤5.0	≤5.0	≤5.0
FARMS	**67.1**	30.2	36.9	≤5.0	≤5.0	44.3	18.8	≤5.0	≤5.0	≤5.0
SPED	**6.4**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	21	4.3
Full-Day K	85	17.6
Grade 1	75	15.5
Grade 2	83	17.2
Grade 3	79	16.4
Grade 4	67	13.9
Grade 5	73	15.1
Total	483	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 70.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 36.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

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[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	na	na	na	na
Two or More Races	na	na	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.9	88.5	82.3	83.9	70.9	90.9
Asian	--	--	--	--	--	--
Black or African American	87.5	87.5	85.0	85.0	66.7	92.3
Hispanic/Latino	83.3	88.9	64.3	71.4	76.9	84.6
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	80.6	83.3	76.6	80.9	57.6	84.8
LEP	78.6	85.7	--	--	--	--
SPED	--	--	70.0	80.0	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Burnt Mills Elementary School - #309

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	51.6	64.1	57.6	56.9	75.8	59.4
Asian	--	--	--	--	--	--
Black or African American	58.1	67.4	51.1	56.8	73.3	60.5
Hispanic/Latino	40.0	53.3	73.3	53.3	80.0	53.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	42.9	57.1	57.1	42.9	71.4	50.0
FARMS	53.2	63.8	61.2	54.2	79.6	57.4
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	40.5	16.7	38.1	2.4	90.5	9.5	113	100.0	0.0
Supporting Services	0.0	38.9	50.0	11.1	0.0	72.2	27.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.7

Average Class Size Kindergarten = 21.8
Grades 1 to 3 = 21.5 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 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	3.625
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	20.900	**Instructional Support Total**	5.250
Staff Development	1.000		
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	1.250
Instrumental Music	0.200	**Other Support Total**	3.375
Preschool	0.500		
Special Education:		Building Services	
Classroom	2.500	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	34.400	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	1.625
Other Professional Total	2.500		
Total Professional	38.900	**Total Supporting Services**	14.750

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	1990	15.1	Y	0	3

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
344	344	501	521	531	534	535	523

School Personnel Costs

Professional Salaries	$3,063,552
Supporting Services Salaries	$583,104
Employee Benefits	$950,562
Total Allocated Cost	**$4,597,218**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Burtonsville Elementary School - #302

Principal: Ms. Kimberly L. Kimber
Community Supt: Ms. Beth Schiavino-Narvaez
School Hours: 9:15 - 3:30
Feeder Schools:

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

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

2011–2012 Enrollment = 686													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.9**	**50.1**	**≤5.0**	**14.1**	**61.5**	**11.4**	**≤5.0**	**7.3**	**5.4**	Pre-K	0	0.0
ESOL	**20.6**	10.3	10.2	≤5.0	5.4	8.6	5.8	≤5.0	≤5.0	≤5.0	Full-Day K	109	15.9
FARMS	**46.9**	23.9	23.0	≤5.0	≤5.0	33.5	6.4	≤5.0	≤5.0	≤5.0	Grade 1	103	15.0
SPED	**5.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	123	17.9
											Grade 3	114	16.6
											Grade 4	124	18.1
											Grade 5	113	16.5
											Total	686	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 56.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.3	92.7	92.5	≥95.0	86.1	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	92.6	92.6	90.9	93.5	82.1	≥95.0
Hispanic/Latino	90.9	90.9	85.7	92.9	81.8	≥95.0
White	≥95.0	90.0	--	--	--	--
Two or More Races	--	--	≥95.0	≥95.0	--	--
FARMS	87.8	91.8	90.6	88.7	84.2	≥95.0
LEP	85.0	85.0	--	--	--	--
SPED	91.7	75.0	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Burtonsville Elementary School - #302

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.1	78.9	82.6	63.3	70.6	70.6
Asian	73.7	78.9	94.7	84.2	89.5	78.9
Black or African American	59.0	80.3	83.6	59.0	67.2	72.1
Hispanic/Latino	57.1	57.1	78.6	42.9	50.0	42.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	45.2	61.3	83.9	45.2	71.0	48.4
FARMS	52.8	69.8	75.5	50.9	66.0	58.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.4	27.1	5.1	64.4	0.0	91.5	8.5			
Supporting Services	11.8	35.3	11.8	41.2	0.0	76.5	23.5	164	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.6

Average Class Size Kindergarten = 18.2
Grades 1 to 3 = 18.8 Grades 4 to 5 = 23.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.9	35.6	52.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.125
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	32.600	**Instructional Support Total**	5.250
Staff Development	1.000		
ESOL	2.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.749
Instrumental Music	0.400	**Other Support Total**	3.749
Preschool			
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	48.100	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	1.312
Other Professional Total	2.700		
Total Professional	52.800	**Total Supporting Services**	15.811

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1993	11.9	Y	0	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	21	4	0	0	5	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
492	492	675	665	660	650	659	657

School Personnel Costs

Professional Salaries	$4,097,582
Supporting Services Salaries	$645,771
Employee Benefits	$1,209,471
Total Allocated Cost	**$5,952,824**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Candlewood Elementary School - #508

Principal: Dr. Linda B. Sheppard
Community Supt: Dr. Darryl L. Williams
School Hours: 8:50 - 3:05
Feeder Schools:

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

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

2011–2012 Enrollment = 347

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.4**	**49.6**	**≤5.0**	**18.7**	**10.4**	**17.3**	**≤5.0**	**46.1**	**7.2**
ESOL	**7.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.8**	7.2	6.6	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0
SPED	**7.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	59	17.0
Grade 1	65	18.7
Grade 2	55	15.9
Grade 3	55	15.9
Grade 4	59	17.0
Grade 5	54	15.6
Total	347	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 17.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Resource

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.9	≥95.0	≥95.0	≥95.0	92.2	≥95.0
Asian	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	90.0	≥95.0	90.0	≥95.0	54.5	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Candlewood Elementary School - #508

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	73.6	75.5	69.8	78.4	67.9	78.4
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	63.6	63.6	72.7	70.0	54.5	60.0
White	79.2	83.3	70.8	83.3	70.8	87.5
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	14.8	7.4	0.0	77.8	0.0	92.6	7.4	79	94.9	5.1
Supporting Services	10.0	0.0	30.0	60.0	0.0	90.0	10.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.2

Average Class Size Kindergarten = 19.3
Grades 1 to 3 = 21.8 Grades 4 to 5 = 28.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.4	37.0	55.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	11.600	**Instructional Support Total**	2.000
Staff Development	0.500		
ESOL	0.600	Other Support	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.937
Instrumental Music	0.200	**Other Support Total**	2.937
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.200	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	0.750
Other Professional Total	2.600		
Total Professional	22.800	**Total Supporting Services**	8.687

Facilities Data

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

Core Facility Teaching Stations

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

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
434	502	355	363	377	385	388	392

School Personnel Costs

Professional Salaries	$1,896,510
Supporting Services Salaries	$338,847
Employee Benefits	$588,156
Total Allocated Cost	**$2,823,513**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Cannon Road Elementary School - #310

Principal: Mr. Norman L. Coleman
Community Supt: Ms. Beth Schiavino-Narvaez
School Hours: 9:15 - 3:30
Feeder Schools:

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

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

2011–2012 Enrollment = 398

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.0**	**55.0**	**≤5.0**	**11.3**	**34.7**	**38.9**	**≤5.0**	**10.6**	**≤5.0**
ESOL	**18.6**	8.5	10.1	≤5.0	≤5.0	≤5.0	12.6	≤5.0	≤5.0	≤5.0
FARMS	**58.3**	27.1	31.2	≤5.0	≤5.0	22.4	28.4	≤5.0	≤5.0	≤5.0
SPED	**18.3**	≤5.0	14.8	≤5.0	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	15	3.8
Full-Day K	69	17.3
Grade 1	62	15.6
Grade 2	57	14.3
Grade 3	60	15.1
Grade 4	73	18.3
Grade 5	62	15.6
Total	398	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.3	9.6	15.1

Other Participation

Students now or have in the past received FARMS[2] = 61.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	na	na
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Not Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.7	90.8	82.5	83.9	68.6	84.3
Asian	--	--	--	--	92.3	92.3
Black or African American	63.6	90.9	80.0	84.2	62.5	75.0
Hispanic/Latino	76.3	86.8	76.2	81.0	63.0	88.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	68.9	86.7	79.3	75.9	61.9	76.2
LEP	75.0	93.8	71.4	84.6	63.6	72.7
SPED	--	--	63.6	54.5	25.0	75.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cannon Road Elementary School - #310

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	40.7	50.8	47.5	55.9	72.9	52.5
Asian	--	--	--	--	--	--
Black or African American	33.3	38.1	42.9	38.1	57.1	38.1
Hispanic/Latino	40.9	59.1	45.5	68.2	72.7	59.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	25.0	33.3	41.7	33.3	58.3	25.0
FARMS	36.0	48.0	40.0	44.0	72.0	48.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	6.8	9.1	75.0	4.5	95.5	4.5	125	96.8	3.2
Supporting Services	8.7	21.7	17.4	52.2	0.0	82.6	17.4			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.5

Average Class Size Kindergarten = 16.0
Grades 1 to 3 = 17.8 Grades 4 to 5 = 19.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.4	43.2	45.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	6.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	19.100	**Instructional Support Total**	9.000
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	0.300	**Other Support Total**	3.000
Preschool			
Special Education:		Building Services	
Classroom	5.300	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	34.200	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	2.300	Food Services	1.000
Other Professional Total	4.300		
Total Professional	40.500	**Total Supporting Services**	19.500

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	17	4	0	0	5	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
456	456	414	413	426	441	448	447

School Personnel Costs

Professional Salaries	$3,209,173
Supporting Services Salaries	$770,513
Employee Benefits	$1,062,329
Total Allocated Cost	**$5,042,015**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Carderock Springs Elementary School - #604

Principal: Mr. Rock A. Palmisano | 7401 Persimmon Tree Lane Bethesda, MD 20817 | Office Phone: (301) 469-1034
Community Supt: Dr. Christopher S. Garran | Fax Number: (301) 469-1115
School Hours: 9:05 - 3:20 | www.montgomeryschoolsmd.org/schools/carderockspringses/ | Cluster Name: Walt Whitman
Feeder Schools: | Receiving Schools: Pyle

2011–2012 Enrollment = 368													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.0**	**53.0**	**≤5.0**	**14.1**	**≤5.0**	**7.1**	**≤5.0**	**72.6**	**≤5.0**	Pre-K	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	63	17.1
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	54	14.7
SPED	**11.7**	≤5.0	9.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.5	≤5.0	Grade 2	78	21.2
											Grade 3	67	18.2
											Grade 4	51	13.9
											Grade 5	55	14.9
											Total	368	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	58.1	≤5.0	41.9

Other Participation

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

School Programs

Autism
Resource

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	na	na	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	--	--	--	--
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Carderock Springs Elementary School - #604

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	88.5	93.4	86.7	85.0	82.0	93.3
Asian	90.9	90.9	90.9	81.8	90.9	90.9
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	87.8	≥95.0	85.0	90.0	85.4	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.9	5.9	88.2	2.9	85.3	14.7	83	100.0	0.0
Supporting Services	15.8	15.8	10.5	57.9	0.0	89.5	10.5			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.2

Average Class Size Kindergarten = 20.0
Grades 1 to 3 = 24.3 Grades 4 to 5 = 25.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
29.4	41.2	29.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	5.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	12.700	**Instructional Support Total**	7.875
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:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	23.600	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	0.500		
Spec Ed Related Services	0.800	Food Services	0.500
Other Professional Total	2.300		
Total Professional	26.900	**Total Supporting Services**	15.749

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	14	4	0	0	3	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
406	406	383	397	399	385	397	392

School Personnel Costs

Professional Salaries	$1,917,701
Supporting Services Salaries	$522,937
Employee Benefits	$667,216
Total Allocated Cost	**$3,107,854**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Rachel Carson Elementary School - #159

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

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

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

2011–2012 Enrollment = 870

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.7**	**48.3**	**≤5.0**	**11.8**	**5.2**	**15.7**	**≤5.0**	**62.5**	**≤5.0**
ESOL	**10.9**	5.3	5.6	≤5.0	≤5.0	≤5.0	8.0	≤5.0	≤5.0	≤5.0
FARMS	**16.8**	7.2	9.5	≤5.0	≤5.0	≤5.0	10.3	≤5.0	≤5.0	≤5.0
SPED	**9.7**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	36	4.1
Full-Day K	143	16.4
Grade 1	129	14.8
Grade 2	144	16.6
Grade 3	134	15.4
Grade 4	153	17.6
Grade 5	131	15.1
Total	870	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 16.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Prekindergarten
Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	94.3	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	89.5	≥95.0	≥95.0	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	≥95.0	≥95.0	≥95.0	≥95.0	88.9	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	84.6	92.9	≥95.0	82.4	≥95.0
LEP	--	--	--	--	--	--
SPED	≥95.0	82.6	≥95.0	≥95.0	78.6	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rachel Carson Elementary School - #159

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	77.4	79.7	78.0	79.4	83.7	85.0
Asian	75.0	93.8	93.8	72.2	≥95.0	87.5
Black or African American	70.0	50.0	40.0	54.5	45.5	50.0
Hispanic/Latino	60.0	50.0	65.0	55.0	65.0	60.0
White	82.9	87.8	82.7	90.2	90.1	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	50.0	35.7	57.1	35.3	70.6	42.9
FARMS	52.9	41.2	47.1	47.4	63.2	47.1
SPED	69.2	46.2	46.2	53.8	46.2	61.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.2	3.2	3.2	88.7	0.0	90.3	9.7			
Supporting Services	11.5	7.7	19.2	61.5	0.0	80.8	19.2	187	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size Kindergarten = 24.5
Grades 1 to 3 = 22.8 Grades 4 to 5 = 26.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.5	43.5	41.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
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	0.875
Kindergarten	6.000	Instructional Data Assistant	0.875
Classroom	30.500	**Instructional Support Total**	8.873
Staff Development	1.000		
ESOL	2.300	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.500
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	2.186
Instrumental Music	0.400	**Other Support Total**	4.686
Preschool	1.000		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.312
Other Professional Total	4.200		
Total Professional	57.100	**Total Supporting Services**	19.871

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	12.4	Y	1	6

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	21	5	1	0	6	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
668	668	905	887	885	880	875	856

School Personnel Costs

Professional Salaries	$4,247,969
Supporting Services Salaries	$717,876
Employee Benefits	$1,289,639
Total Allocated Cost	**$6,255,484**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Cashell Elementary School - #511

Principal: Ms. Maureen Ahern
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 318

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**42.5**	**57.5**	**≤5.0**	**11.0**	**14.5**	**20.1**	**≤5.0**	**48.7**	**5.0**
ESOL	**12.6**	5.7	6.9	≤5.0	≤5.0	≤5.0	8.5	≤5.0	≤5.0	≤5.0
FARMS	**25.2**	12.9	12.3	≤5.0	≤5.0	6.6	11.0	≤5.0	≤5.0	≤5.0
SPED	**14.5**	5.0	9.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.3	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	31	9.7
Full-Day K	56	17.6
Grade 1	57	17.9
Grade 2	39	12.3
Grade 3	51	16.0
Grade 4	43	13.5
Grade 5	41	12.9
Total	318	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	52.2	≤5.0	47.8

Other Participation

Students now or have in the past received FARMS[2] = 28.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Prekindergarten
School/Community-Based
Preschool Education Program (PEP) Comprehensive
Resource

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cashell Elementary School - #511

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	81.3	89.6	87.2	81.3	93.6	87.5
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	70.0	80.0	--	50.0	--	70.0
White	88.5	92.3	92.3	≥95.0	≥95.0	92.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	0.0	5.9	91.2	0.0	97.1	2.9	75	100.0	0.0
Supporting Services	0.0	20.0	20.0	60.0	0.0	85.0	15.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.1

Average Class Size Kindergarten = 18.3

Grades 1 to 3 = 24.2 Grades 4 to 5 = 27.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.8	26.5	61.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.125
Principal Intern		Special Education	6.937
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	9.700	**Instructional Support Total**	9.062
Staff Development	1.000		
ESOL	0.800	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	0.750
Instrumental Music	0.200	**Other Support Total**	2.750
Preschool	0.500		
Special Education:		Building Services	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	22.900	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.200	Food Services	0.750
Other Professional Total	3.700		
Total Professional	27.600	**Total Supporting Services**	16.562

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
341	341	327	337	338	349	345	339

School Personnel Costs

Professional Salaries	$2,407,392
Supporting Services Salaries	$613,385
Employee Benefits	$820,701
Total Allocated Cost	**$3,841,478**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Cedar Grove Elementary School - #703

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

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

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

2011–2012 Enrollment = 427

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.4**	**50.6**	**≤5.0**	**32.3**	**11.5**	**10.8**	**≤5.0**	**40.7**	**≤5.0**
ESOL	**11.9**	≤5.0	7.0	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.8**	6.8	7.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.2**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	90	21.1
Grade 1	75	17.6
Grade 2	94	22.0
Grade 3	60	14.1
Grade 4	58	13.6
Grade 5	50	11.7
Total	427	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	62.9	5.7	31.4

Other Participation

Students now or have in the past received FARMS[2] = 19.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Resource
Autism

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	na	na	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	92.7	≥95.0	≥95.0	91.3	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	≥95.0	92.3	≥95.0	≥95.0	--	--
White	≥95.0	91.3	≥95.0	≥95.0	90.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	90.9	90.9	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cedar Grove Elementary School - #703

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.7	77.2	70.2	91.2	80.7	91.2
Asian	89.5	≥95.0	89.5	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	76.2	71.4	61.9	≥95.0	81.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.1	6.3	0.0	90.6	0.0	87.5	12.5	85	100.0	0.0
Supporting Services	0.0	12.5	6.3	81.3	0.0	81.3	18.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.5

Average Class Size Kindergarten = 21.5
Grades 1 to 3 = 22.4 Grades 4 to 5 = 27.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.1	34.4	62.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	4.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	14.800	**Instructional Support Total**	6.875
Staff Development	0.500		
ESOL	1.300	Other Support	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.125
Instrumental Music	0.200	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	25.500	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	0.625
Other Professional Total	2.700		
Total Professional	29.200	**Total Supporting Services**	14.125

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1987	10.1	Y	0	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	15	5	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
423	423	468	513	558	575	604	613

School Personnel Costs

Professional Salaries	$2,524,372
Supporting Services Salaries	$568,923
Employee Benefits	$829,378
Total Allocated Cost	**$3,922,673**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Chevy Chase Elementary School - #403

Principal: Mrs. Jody L. Smith
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 504

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.6**	**53.4**	**≤5.0**	**6.2**	**8.9**	**7.7**	**≤5.0**	**71.2**	**5.8**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**8.9**	≤5.0	5.6	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.3**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	98	19.4
Grade 4	150	29.8
Grade 5	158	31.3
Grade 6	98	19.4
Total	504	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 10.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Center for Highly Gifted
Elementary Home School Model
International Baccalaureate Middle Years Programme

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	92.0	≥95.0	94.2	≥95.0	94.4	≥95.0	90.4	≥95.0
Asian	--	--	≥95.0	≥95.0	≥95.0	≥95.0	--	--
Black or African American	60.0	70.0	61.5	92.3	53.8	84.6	78.9	94.7
Hispanic/Latino	70.0	90.0	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	≥95.0	≥95.0	--	--
FARMS	54.5	81.8	58.3	75.0	--	--	72.7	≥95.0
LEP	--	--	--	--	--	--	--	--
SPED	--	--	58.3	91.7	--	--	45.5	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Chevy Chase Elementary School - #403

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
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.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
ESOL						
FARMS						
SPED						

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	10.8	0.0	83.8	0.0	86.5	13.5	110	100.0	0.0
Supporting Services	12.5	18.8	12.5	56.3	0.0	68.8	31.3			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.6

Average Class Size Kindergarten =

Grades 1 to 3 = 24.8 Grades 4 to 5 = 27.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.5	48.6	37.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	1.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	20.800	**Instructional Support Total**	3.500
Staff Development	1.000		
ESOL	0.200	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.250
Instrumental Music	0.600	**Other Support Total**	3.250
Preschool			
Special Education:		**Building Services**	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	27.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	**Food Services**	1.000
Other Professional Total	2.400		
Total Professional	31.900	**Total Supporting Services**	11.750

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1936	2000	3.8	Y	1	0

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
450	450	526	518	510	520	525	525

School Personnel Costs

Professional Salaries	$2,458,641
Supporting Services Salaries	$481,738
Employee Benefits	$783,643
Total Allocated Cost	**$3,724,022**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Clarksburg Elementary School - #101

Principal: Ms. Kwang-Ja Lee
Community Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

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

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

2011–2012 Enrollment = 261

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.8**	**50.2**	**≤5.0**	**33.0**	**13.4**	**14.6**	**≤5.0**	**33.7**	**≤5.0**
ESOL	**24.1**	11.5	12.6	≤5.0	16.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**18.8**	8.0	10.7	≤5.0	≤5.0	≤5.0	6.1	≤5.0	5.4	≤5.0
SPED	**12.6**	≤5.0	8.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.3	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	42	16.1
Grade 1	47	18.0
Grade 2	47	18.0
Grade 3	37	14.2
Grade 4	44	16.9
Grade 5	44	16.9
Total	261	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.9	≤5.0	6.1

Other Participation

Students now or have in the past received FARMS[2] = 24.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.8	93.9	≥95.0	≥95.0	≥95.0	≥95.0
Asian	89.5	≥95.0	--	--	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	92.9	92.9
Two or More Races	--	--	--	--	--	--
FARMS	72.7	90.9	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Clarksburg Elementary School - #101

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.9	82.9	77.1	82.9	94.3	85.7
Asian	92.3	≥95.0	≥95.0	92.3	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	92.3	92.3	84.6	84.6	84.6	92.3
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	0.0	3.6	89.3	0.0	92.9	7.1	72	100.0	0.0
Supporting Services	25.0	6.3	6.3	62.5	0.0	87.5	12.5			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten = 21.5
Grades 1 to 3 = 21.7 Grades 4 to 5 = 22.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	42.9	57.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	2.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	10.500	**Instructional Support Total**	4.250
Staff Development	0.500		
ESOL	1.300	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	0.624
Instrumental Music	0.200	**Other Support Total**	2.624
Preschool			
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.300	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.000
Other Professional Total	2.600		
Total Professional	22.900	**Total Supporting Services**	11.374

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1993	10.0	Y	1	4

Core Facility Teaching Stations

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

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
313	313	273	291	323	343	372	401

School Personnel Costs

Professional Salaries	$2,016,958
Supporting Services Salaries	$482,029
Employee Benefits	$679,424
Total Allocated Cost	**$3,178,411**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Clearspring Elementary School - #706

Principal: Mrs. Holly A. Steel
Community Supt: Dr. Darryl L. Williams
School Hours: 8:50 - 3:05
Feeder Schools:

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

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

2011–2012 Enrollment = 622

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.0**	**50.0**	**≤5.0**	**14.1**	**10.6**	**17.8**	**≤5.0**	**49.8**	**7.4**
ESOL	**7.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0
FARMS	**22.8**	11.7	11.1	≤5.0	≤5.0	6.6	8.5	≤5.0	≤5.0	≤5.0
SPED	**12.9**	≤5.0	8.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	20	3.2
Full-Day K	70	11.3
Grade 1	71	11.4
Grade 2	80	12.9
Grade 3	82	13.2
Grade 4	155	24.9
Grade 5	144	23.2
Total	622	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	53.8	≤5.0	42.5

Other Participation

Students now or have in the past received FARMS[2] = 24.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.8	90.4	93.8	≥95.0	89.5	≥95.0
Asian	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	91.7	91.7	53.8	69.2
Hispanic/Latino	92.9	85.7	70.6	82.4	80.0	≥95.0
White	≥95.0	92.7	≥95.0	≥95.0	93.0	≥95.0
Two or More Races	--	--	87.5	87.5	--	--
FARMS	80.0	60.0	90.0	90.0	58.3	79.2
LEP	--	--	--	--	--	--
SPED	70.6	70.6	46.7	66.7	76.9	76.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Clearspring Elementary School - #706

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	56.3	68.8	60.0	62.5	72.5	68.8
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	63.2	68.4	52.6	63.2	73.7	68.4
White	63.2	76.3	71.1	73.7	86.8	76.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	39.1	52.2	34.8	30.4	52.2	47.8
SPED	33.3	16.7	33.3	33.3	66.7	25.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	0.0	1.9	88.7	1.9	88.7	11.3			
Supporting Services	8.0	8.0	8.0	72.0	4.0	88.0	12.0	143	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size Kindergarten = 20.0
Grades 1 to 3 = 24.2 Grades 4 to 5 = 23.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.5	41.5	50.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.350
Principal Intern		Special Education	5.062
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	3.000	Instructional Data Assistant	0.750
Classroom	23.200	**Instructional Support Total**	9.037
Staff Development	1.000		
ESOL	0.900	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.624
Instrumental Music	0.400	**Other Support Total**	3.624
Preschool	0.600		
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.000	Food Services	1.125
Other Professional Total	4.000		
Total Professional	45.400	**Total Supporting Services**	18.786

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.0	Y	0	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	23	3	1	0	3	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
655	655	620	613	611	605	609	608

School Personnel Costs

Professional Salaries	$3,649,849
Supporting Services Salaries	$723,273
Employee Benefits	$1,163,919
Total Allocated Cost	**$5,537,041**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Clopper Mill Elementary School - #100

Principal: Ms. Stephanie B. Curry
Community Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

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

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

2011–2012 Enrollment = 427

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.6**	**50.4**	**≤5.0**	**7.5**	**38.2**	**42.9**	**≤5.0**	**8.0**	**≤5.0**
ESOL	**29.3**	15.2	14.1	≤5.0	≤5.0	≤5.0	23.4	≤5.0	≤5.0	≤5.0
FARMS	**72.1**	35.4	36.8	≤5.0	≤5.0	29.5	34.4	≤5.0	≤5.0	≤5.0
SPED	**15.7**	≤5.0	12.2	≤5.0	≤5.0	6.3	5.2	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	58	13.6
Full-Day K	74	17.3
Grade 1	51	11.9
Grade 2	69	16.2
Grade 3	63	14.8
Grade 4	65	15.2
Grade 5	47	11.0
Total	427	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.1	≤5.0	23.9

Other Participation

Students now or have in the past received FARMS[2] = 78.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 20.2%
Attendance Rate[2 3] = 94.9%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Not Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Not Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.3	75.0	86.7	89.1	52.1	78.9
Asian	--	--	--	--	--	--
Black or African American	55.6	50.0	76.5	76.5	41.9	74.2
Hispanic/Latino	78.6	85.7	94.7	94.7	62.5	87.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	62.5	65.0	86.7	83.3	46.9	73.5
LEP	66.7	80.0	90.0	≥95.0	46.7	73.3
SPED	--	--	--	--	38.5	53.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Clopper Mill Elementary School - #100

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	43.9	45.5	43.9	47.0	66.7	40.9
Asian	70.0	80.0	70.0	90.0	90.0	80.0
Black or African American	41.9	25.8	32.3	19.4	48.4	19.4
Hispanic/Latino	39.1	60.9	52.2	60.9	82.6	56.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	33.3	57.1	47.6	66.7	81.0	52.4
FARMS	32.6	34.9	30.2	39.5	58.1	30.2
SPED	16.7	16.7	25.0	8.3	58.3	8.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	12.5	10.4	70.8	0.0	91.7	8.3	136	94.1	5.9
Supporting Services	8.0	28.0	12.0	48.0	4.0	84.0	16.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.1

Average Class Size Kindergarten = 17.5
Grades 1 to 3 = 17.5 Grades 4 to 5 = 21.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.1	39.6	33.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.250
Principal Intern		Special Education	7.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	20.000	**Instructional Support Total**	11.875
Staff Development	1.000		
ESOL	2.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	0.875
Instrumental Music	0.100	**Other Support Total**	2.875
Preschool	2.000		
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	0.500		
Spec Ed Related Services	1.500	Food Services	1.875
Other Professional Total	3.000		
Total Professional	43.900	**Total Supporting Services**	21.625

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	14	5	2	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
416	416	456	461	471	474	492	486

School Personnel Costs

Professional Salaries	$3,202,378
Supporting Services Salaries	$805,961
Employee Benefits	$1,071,204
Total Allocated Cost	**$5,079,543**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Cloverly Elementary School - #308

Principal: Ms. Melissa A. Brunson
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 440													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.0**	**52.0**	**≤5.0**	**18.6**	**15.9**	**14.8**	**≤5.0**	**42.3**	**8.2**	Pre-K	25	5.7
ESOL	**11.6**	≤5.0	6.8	≤5.0	5.2	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Full-Day K	67	15.2
FARMS	**14.5**	7.0	7.5	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 1	71	16.1
SPED	**14.1**	≤5.0	10.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	70	15.9
											Grade 3	71	16.1
											Grade 4	70	15.9
											Grade 5	66	15.0
											Total	440	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.7	≤5.0	40.3

Other Participation

Students now or have in the past received FARMS[2] = 18.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Autism
Preschool Education Program (PEP)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.1	87.5	93.4	≥95.0	88.3	≥95.0
Asian	≥95.0	92.3	--	--	90.9	≥95.0
Black or African American	--	--	≥95.0	≥95.0	58.3	83.3
Hispanic/Latino	90.0	60.0	--	--	--	--
White	≥95.0	93.9	≥95.0	≥95.0	94.4	≥95.0
Two or More Races	--	--	--	--	≥95.0	≥95.0
FARMS	--	--	--	--	70.0	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cloverly Elementary School - #308

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	77.1	81.4	81.4	87.1	81.4	82.9
Asian	83.3	75.0	75.0	≥95.0	83.3	83.3
Black or African American	63.6	81.8	72.7	63.6	63.6	72.7
Hispanic/Latino	--	--	--	--	--	--
White	86.7	86.7	90.0	90.0	83.3	90.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	9.8	0.0	87.8	2.4	85.4	14.6			
Supporting Services	8.3	20.8	4.2	62.5	0.0	91.7	8.3	116	93.1	6.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 21.0
Grades 1 to 3 = 22.2 Grades 4 to 5 = 25.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.6	41.5	43.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	8.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	14.900	**Instructional Support Total**	10.625
Staff Development	1.000		
ESOL	1.100	Other Support	
Reading/Literacy	1.300	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.124
Instrumental Music	0.300	**Other Support Total**	3.124
Preschool			
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.400	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	1.700	Food Services	0.687
Other Professional Total	2.700		
Total Professional	36.100	**Total Supporting Services**	18.436

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1989	10.0	N	0	2

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
460	460	458	453	452	448	445	446

School Personnel Costs

Professional Salaries	$2,847,125
Supporting Services Salaries	$710,702
Employee Benefits	$967,287
Total Allocated Cost	**$4,525,114**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Cold Spring Elementary School - #238

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

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

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

2011–2012 Enrollment = 381													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.5**	**53.5**	**≤5.0**	**34.9**	**≤5.0**	**6.3**	**≤5.0**	**49.6**	**6.3**	Pre-K	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	34	8.9
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	52	13.6
SPED	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	48	12.6
											Grade 3	53	13.9
											Grade 4	91	23.9
											Grade 5	103	27.0
											Total	381	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Resource
Center for Highly Gifted (4-5)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	na	na	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	94.9	94.9	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cold Spring Elementary School - #238

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	92.0	92.0	88.0	≥95.0	94.0	92.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	90.9	93.9	90.9	≥95.0	93.9	93.9
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	3.6	96.4	0.0	85.7	14.3			
Supporting Services	0.0	9.1	0.0	90.9	0.0	81.8	18.2	78	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.7

Average Class Size Kindergarten = 17.0
Grades 1 to 3 = 25.3 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.1	42.9	50.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.625
Classroom	14.600	**Instructional Support Total**	2.000
Staff Development	0.500		
ESOL	0.300	Other Support	
Reading/Literacy	1.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.999
Instrumental Music	0.300	**Other Support Total**	2.999
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	21.200	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	0.688
Other Professional Total	1.900		
Total Professional	24.100	**Total Supporting Services**	8.687

Facilities Data

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

Core Facility Teaching Stations

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

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
458	458	376	388	387	389	381	391

School Personnel Costs

Professional Salaries	$2,016,891
Supporting Services Salaries	$379,904
Employee Benefits	$640,600
Total Allocated Cost	**$3,037,395**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

College Gardens Elementary School - #229

Principal: Mr. John D. Ewald
Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

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

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

2011–2012 Enrollment = 815													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.4**	**50.6**	**≤5.0**	**23.1**	**16.2**	**13.0**	**≤5.0**	**39.8**	**7.7**	Pre-K	17	2.1
ESOL	**11.8**	5.6	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	140	17.2
FARMS	**12.5**	5.9	6.6	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	140	17.2
SPED	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	144	17.7
											Grade 3	122	15.0
											Grade 4	152	18.7
											Grade 5	100	12.3
											Total	815	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.2	≤5.0	20.8

Other Participation

Students now or have in the past received FARMS[2] = 16.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.3	91.7	94.3	≥95.0	86.7	94.8
Asian	≥95.0	94.6	≥95.0	≥95.0	94.1	87.5
Black or African American	69.2	76.9	87.0	87.0	66.7	87.5
Hispanic/Latino	81.3	81.3	81.8	≥95.0	80.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	52.2	69.6	85.7	≥95.0	70.6	82.4
LEP	70.6	92.9	--	--	--	--
SPED	81.8	72.7	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

College Gardens Elementary School - #229

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	78.4	77.6	68.8	85.0	88.2	87.2
Asian	83.3	83.3	73.3	93.3	≥95.0	93.3
Black or African American	60.0	60.0	53.3	66.7	66.7	73.3
Hispanic/Latino	75.0	66.7	58.3	64.3	85.7	83.3
White	84.6	80.8	69.2	90.4	88.5	88.5
Two or More Races	68.8	81.3	81.3	87.5	87.5	87.5
ESOL	61.5	38.5	30.8	66.7	86.7	69.2
FARMS	58.3	50.0	41.7	53.8	69.2	58.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	15.3	10.2	6.8	67.8	0.0	89.8	10.2	178	97.2	2.8
Supporting Services	4.5	36.4	4.5	54.5	0.0	81.8	18.2			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.6

Average Class Size Kindergarten = 22.3
Grades 1 to 3 = 23.6 Grades 4 to 5 = 22.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
37.3	37.3	25.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.600
Principal Intern		Special Education	4.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.875
Classroom	28.000	**Instructional Support Total**	8.600
Staff Development	1.000		
ESOL	2.200	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	2.125
Instrumental Music	0.400	**Other Support Total**	4.125
Preschool	0.600		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	46.400	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.125
Other Professional Total	3.000		
Total Professional	52.400	**Total Supporting Services**	20.350

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	2008	7.9	N	0	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	23	5	1	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
671	671	840	823	834	824	824	817

School Personnel Costs

Professional Salaries	$3,463,332
Supporting Services Salaries	$730,569
Employee Benefits	$1,100,024
Total Allocated Cost	**$5,293,925**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Cresthaven Elementary School - #808

Principal: Ms. Sherri A. Gorden
Community Supt: Ms. Beth Schiavino-Narvaez
School Hours: 9:15 - 3:30
Feeder Schools: Nix

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

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

2011–2012 Enrollment = 405

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.2**	**53.8**	**≤5.0**	**11.9**	**34.1**	**46.9**	**≤5.0**	**5.7**	**≤5.0**
ESOL	**18.3**	7.7	10.6	≤5.0	≤5.0	≤5.0	11.9	≤5.0	≤5.0	≤5.0
FARMS	**67.7**	31.4	36.3	≤5.0	6.4	21.5	37.8	≤5.0	≤5.0	≤5.0
SPED	**11.1**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	7.2	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	142	35.1
Grade 4	139	34.3
Grade 5	124	30.6
Total	405	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	84.4	13.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 76.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 21.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.3	83.7	86.7	≥95.0	80.5	88.7
Asian	≥95.0	87.5	92.9	92.9	78.9	≥95.0
Black or African American	79.2	83.3	85.4	≥95.0	77.4	83.0
Hispanic/Latino	70.8	80.0	84.6	92.3	82.0	88.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	74.7	81.1	83.3	≥95.0	80.4	85.9
LEP	64.3	78.6	70.8	83.3	66.7	66.7
SPED	41.7	66.7	83.3	66.7	50.0	68.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cresthaven Elementary School - #808

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
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.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
ESOL						
FARMS						
SPED						

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.7	29.7	0.0	67.6	0.0	91.9	8.1			
Supporting Services	0.0	33.3	38.9	27.8	0.0	77.8	22.2	93	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.8

Average Class Size Kindergarten =

Grades 1 to 3 = 23.7 Grades 4 to 5 = 26.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.1	54.1	37.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
Principal Intern		Special Education	1.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	19.600	**Instructional Support Total**	5.750
Staff Development	1.000		
ESOL	1.800	**Other Support**	
Reading/Literacy	0.500	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	**Other Support Total**	3.000
Preschool			
Special Education:		**Building Services**	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.900	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	**Food Services**	1.062
Other Professional Total	2.800		
Total Professional	31.700	**Total Supporting Services**	14.312

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	22	4	0	0	0	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
519	519	455	461	516	531	540	495

School Personnel Costs

Professional Salaries	$2,494,208
Supporting Services Salaries	$538,262
Employee Benefits	$809,405
Total Allocated Cost	**$3,841,875**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Capt. James E. Daly Elementary School - #111

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

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

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

2011–2012 Enrollment = 565

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.1**	**51.9**	**≤5.0**	**6.7**	**34.3**	**42.5**	**≤5.0**	**11.3**	**≤5.0**
ESOL	**31.5**	14.7	16.8	≤5.0	≤5.0	≤5.0	26.0	≤5.0	≤5.0	≤5.0
FARMS	**65.3**	32.0	33.3	≤5.0	≤5.0	23.5	35.0	≤5.0	≤5.0	≤5.0
SPED	**9.9**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	36	6.4
Full-Day K	102	18.1
Grade 1	79	14.0
Grade 2	95	16.8
Grade 3	90	15.9
Grade 4	83	14.7
Grade 5	80	14.2
Total	565	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 69.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 18.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Not Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Not Met	Met	na	na
SPED	Not Met	Not Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.2	73.8	81.9	80.7	69.7	89.5
Asian	--	--	≥95.0	90.0	--	--
Black or African American	70.0	45.0	69.6	73.9	62.9	88.6
Hispanic/Latino	70.7	80.5	82.4	82.4	65.2	82.6
White	92.3	84.6	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	73.1	75.0	75.0	79.5	65.9	82.9
LEP	69.6	87.0	70.0	65.0	38.5	61.5
SPED	27.3	36.4	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Capt. James E. Daly Elementary School - #111

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	47.8	43.5	51.1	49.5	58.1	48.9
Asian	80.0	50.0	80.0	90.0	80.0	90.0
Black or African American	38.5	38.5	43.6	37.5	47.5	35.9
Hispanic/Latino	42.9	39.3	39.3	42.9	53.6	39.3
White	63.6	63.6	72.7	72.7	81.8	81.8
Two or More Races	--	--	--	--	--	--
ESOL	46.2	38.5	46.2	40.7	48.1	38.5
FARMS	39.0	35.6	42.4	33.9	49.2	37.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	3.8	9.4	86.8	0.0	90.6	9.4			
Supporting Services	11.5	23.1	15.4	50.0	0.0	76.9	23.1	153	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.9

Average Class Size Kindergarten = 17.0
Grades 1 to 3 = 18.9 Grades 4 to 5 = 27.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.3	26.4	45.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.123
Principal Intern		Special Education	2.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	24.200	**Instructional Support Total**	7.748
Staff Development	1.000		
ESOL	3.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.374
Instrumental Music	0.300	**Other Support Total**	3.374
Preschool	1.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.300	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.750
Other Professional Total	3.000		
Total Professional	47.300	**Total Supporting Services**	18.372

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1989	--	10.0	Y	1	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	17	6	1	0	5	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
485	485	597	610	611	612	624	619

School Personnel Costs

Professional Salaries	$3,591,142
Supporting Services Salaries	$720,362
Employee Benefits	$1,158,997
Total Allocated Cost	**$5,470,501**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Damascus Elementary School - #702

Principal: Mr. Sean P. McGee
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 306

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.6**	**48.4**	**≤5.0**	**≤5.0**	**≤5.0**	**23.5**	**≤5.0**	**65.0**	**≤5.0**
ESOL	**15.7**	7.5	8.2	≤5.0	≤5.0	≤5.0	13.4	≤5.0	≤5.0	≤5.0
FARMS	**28.4**	12.4	16.0	≤5.0	≤5.0	≤5.0	14.4	≤5.0	9.2	≤5.0
SPED	**17.0**	5.6	11.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.5	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	61	19.9
Grade 1	47	15.4
Grade 2	50	16.3
Grade 3	52	17.0
Grade 4	53	17.3
Grade 5	43	14.1
Total	306	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.1	23.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 33.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.9%
Attendance Rate[2 3] = 94.8%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Home School Model
School/Community-Based

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	na	na	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	94.1	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	70.6	88.2	--	--	90.9	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	84.2	94.7	90.0	≥95.0	93.3	≥95.0
LEP	80.0	90.0	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Damascus Elementary School - #702

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.0	68.0	62.0	72.0	74.0	72.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	91.2	82.4	79.4	82.4	82.4	88.2
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	46.7	26.7	33.3	40.0	53.3	26.7
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.4	0.0	6.9	89.7	0.0	82.8	17.2			
Supporting Services	5.6	11.1	5.6	77.8	0.0	88.9	11.1	76	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 19.3
Grades 1 to 3 = 23.7 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	44.8	55.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	5.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	11.000	**Instructional Support Total**	7.125
Staff Development	0.500		
ESOL	0.900	Other Support	
Reading/Literacy	1.300	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:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	22.100	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	2.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	0.687
Other Professional Total	2.500		
Total Professional	25.600	**Total Supporting Services**	13.062

Facilities Data

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

Core Facility Teaching Stations

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

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
344	344	324	326	323	327	336	327

School Personnel Costs

Professional Salaries	$2,108,053
Supporting Services Salaries	$530,925
Employee Benefits	$721,475
Total Allocated Cost	**$3,360,453**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 351													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**43.9**	**56.1**	**≤5.0**	**10.5**	**≤5.0**	**≤5.0**	**≤5.0**	**78.1**	**≤5.0**	Pre-K	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	42	12.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	52	14.8
SPED	**6.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.1	≤5.0	Grade 2	68	19.4
											Grade 3	60	17.1
											Grade 4	66	18.8
											Grade 5	63	17.9
											Total	351	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

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

School Programs

Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	92.6	93.4	93.4	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	92.5	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Darnestown Elementary School - #351

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.6	85.5	80.6	79.0	80.6	83.9
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	72.9	83.3	77.1	77.1	77.1	81.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	100.0	0.0	93.1	6.9			
Supporting Services	0.0	7.7	15.4	76.9	0.0	76.9	23.1	87	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size Kindergarten = 21.0
Grades 1 to 3 = 22.0 Grades 4 to 5 = 25.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.8	34.5	51.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.873
Principal Intern		Special Education	1.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.625
Classroom	13.600	**Instructional Support Total**	2.998
Staff Development	1.000		
ESOL	0.300	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	0.999
Instrumental Music	0.200	**Other Support Total**	2.999
Preschool			
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	20.900	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	0.800	**Building Services Total**	2.500
Media Specialist	0.700		
Spec Ed Related Services	0.400	Food Services	0.687
Other Professional Total	1.900		
Total Professional	23.800	**Total Supporting Services**	9.184

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1980	7.2	Y	0	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
16	9	4	0	0	2	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
264	455	340	336	340	330	341	352

School Personnel Costs

Professional Salaries	$2,001,639
Supporting Services Salaries	$373,717
Employee Benefits	$634,616
Total Allocated Cost	**$3,009,972**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Diamond Elementary School - #570

Principal: Ms. Carol A. 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

2011–2012 Enrollment = 587

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.5**	**52.5**	**≤5.0**	**38.3**	**7.0**	**10.7**	**≤5.0**	**38.5**	**5.5**
ESOL	**14.7**	6.8	7.8	≤5.0	9.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**10.9**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0
SPED	**10.7**	≤5.0	8.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.8	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	98	16.7
Grade 1	111	18.9
Grade 2	104	17.7
Grade 3	120	20.4
Grade 4	72	12.3
Grade 5	82	14.0
Total	587	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.9	30.2	7.9

Other Participation

Students now or have in the past received FARMS[2] = 14.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Asperger's Class
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.3	≥95.0	94.8	93.6	88.2	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	66.7	≥95.0
Hispanic/Latino	--	--	90.9	81.8	81.3	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	83.3	83.3	73.3	≥95.0
LEP	--	--	--	--	--	--
SPED	81.8	90.9	90.9	90.9	84.2	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Diamond Elementary School - #570

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	71.1	77.2	65.5	81.0	85.3	78.1
Asian	77.5	82.5	75.6	85.4	90.2	82.5
Black or African American	58.3	33.3	50.0	58.3	58.3	41.7
Hispanic/Latino	47.1	52.9	35.3	70.6	82.4	52.9
White	78.4	94.6	73.7	89.5	94.7	94.6
Two or More Races	--	--	--	--	--	--
ESOL	35.3	41.2	42.1	57.9	78.9	41.2
FARMS	35.7	57.1	42.9	50.0	64.3	57.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.0	8.0	6.0	80.0	0.0	94.0	6.0	147	100.0	0.0
Supporting Services	16.0	12.0	8.0	64.0	0.0	80.0	20.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.9

Average Class Size Kindergarten = 19.4
Grades 1 to 3 = 23.4 Grades 4 to 5 = 23.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.0	40.0	40.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	9.246
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	21.200	**Instructional Support Total**	11.996
Staff Development	1.000		
ESOL	2.100	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.495
Instrumental Music	0.300	**Other Support Total**	3.495
Preschool			
Special Education:		Building Services	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.400	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.062
Other Professional Total	3.000		
Total Professional	45.400	**Total Supporting Services**	20.553

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1975	--	10.0	Y	1	3

Core Facility Teaching Stations

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

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
463	463	618	646	626	623	608	603

School Personnel Costs

Professional Salaries	$3,374,375
Supporting Services Salaries	$814,400
Employee Benefits	$1,125,060
Total Allocated Cost	**$5,313,835**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Dr. Charles R. Drew Elementary School - #747

Principal: Ms. Gail Scott-Parizer
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 451

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.5**	**52.5**	**≤5.0**	**13.5**	**42.8**	**22.6**	**≤5.0**	**16.4**	**≤5.0**
ESOL	**17.7**	6.9	10.9	≤5.0	≤5.0	≤5.0	9.1	≤5.0	≤5.0	≤5.0
FARMS	**49.7**	21.7	27.9	≤5.0	5.1	26.8	16.0	≤5.0	≤5.0	≤5.0
SPED	**13.5**	≤5.0	10.9	≤5.0	≤5.0	8.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	56	12.4
Full-Day K	49	10.9
Grade 1	53	11.8
Grade 2	49	10.9
Grade 3	58	12.9
Grade 4	97	21.5
Grade 5	89	19.7
Total	451	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.0	≤5.0	33.3

Other Participation

Students now or have in the past received FARMS[2] = 52.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 16.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Center for Highly Gifted
Learning and Academic Disabilities
School/Community-Based
Arts Integrated Model School

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.6	87.8	93.1	90.8	85.3	92.6
Asian	--	--	≥95.0	93.8	93.3	93.3
Black or African American	72.0	80.0	81.8	86.4	76.3	92.1
Hispanic/Latino	83.3	91.7	88.2	76.5	73.3	86.7
White	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	72.4	82.8	85.0	65.0	67.5	85.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	30.8	53.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Dr. Charles R. Drew Elementary School - #747

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	44.7	53.2	50.0	45.7	46.8	41.3
Asian	--	--	--	--	--	--
Black or African American	47.8	56.5	45.8	43.5	39.1	43.5
Hispanic/Latino	26.7	60.0	46.7	46.7	46.7	33.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	20.0	40.0	30.0	30.0	50.0	20.0
FARMS	26.9	42.3	40.7	30.8	34.6	26.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	17.4	2.2	76.1	4.3	89.1	10.9			
Supporting Services	14.8	18.5	22.2	44.4	0.0	81.5	18.5	122	96.7	3.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.9

Average Class Size Kindergarten = 15.0
Grades 1 to 3 = 19.4 Grades 4 to 5 = 22.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.9	37.0	39.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
Principal Intern		Special Education	8.249
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	18.500	**Instructional Support Total**	12.374
Staff Development	0.500		
ESOL	2.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.000
Instrumental Music	0.300	**Other Support Total**	3.000
Preschool	1.500		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.900	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.125
Other Professional Total	3.300		
Total Professional	41.200	**Total Supporting Services**	20.999

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1991	--	12.0	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	13	4	2	0	3	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
431	431	474	474	472	475	475	475

School Personnel Costs

Professional Salaries	$3,160,962
Supporting Services Salaries	$803,106
Employee Benefits	$1,081,156
Total Allocated Cost	**$5,045,224**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

DuFief Elementary School - #241

Principal: Mrs. Dorothy J. Reitz
15001 DuFief Drive Gaithersburg, MD 20878
Office Phone: (301) 279-4980
Community Supt: Dr. Donna S. Hollingshead
Fax Number: (301) 279-4983
School Hours: 8:50 - 3:05
www.montgomeryschoolsmd.org/schools/dufiefes/index.shtml
Cluster Name: Thomas S. Wootton
Feeder Schools:
Receiving Schools: Frost

2011–2012 Enrollment = 374

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.6**	**52.4**	**≤5.0**	**30.5**	**5.9**	**6.1**	**≤5.0**	**51.9**	**5.6**
ESOL	**12.3**	5.1	7.2	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**16.6**	≤5.0	13.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.8	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	8	2.1
Full-Day K	45	12.0
Grade 1	63	16.8
Grade 2	50	13.4
Grade 3	71	19.0
Grade 4	71	19.0
Grade 5	66	17.6
Total	374	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	40.3	9.7	50.0

Other Participation

Students now or have in the past received FARMS[2] = 7.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Elementary Learning Center
Language Disabilities (Pre-K)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.8	92.8	90.6	93.8	90.6	93.8
Asian	94.7	94.7	91.7	91.7	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	90.3	93.5	93.5	93.5
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

DuFief Elementary School - #241

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.2	87.7	84.9	82.2	91.8	89.0
Asian	92.3	92.3	88.5	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	83.3	91.7	88.9	77.8	88.9	91.7
Two or More Races	--	--	--	--	--	--
ESOL	61.5	76.9	69.2	84.6	≥95.0	84.6
FARMS	--	--	--	--	--	--
SPED	36.4	45.5	45.5	≤5.0	63.6	36.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	0.0	0.0	97.1	0.0	94.3	5.7			
Supporting Services	23.8	4.8	9.5	61.9	0.0	85.7	14.3	94	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 21.5

Grades 1 to 3 = 20.6 Grades 4 to 5 = 20.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	40.0	60.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	6.061
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	1.000	Instructional Data Assistant	0.625
Classroom	13.600	**Instructional Support Total**	8.061
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	0.800	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	**Other Support Total**	3.000
Preschool			
Special Education:		Building Services	
Classroom	6.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	25.800	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	2.500	Food Services	1.000
Other Professional Total	4.000		
Total Professional	30.800	**Total Supporting Services**	15.561

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1975	--	10.0	Y	1	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	15	4	0	0	2	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
441	441	377	366	359	368	367	375

School Personnel Costs

Professional Salaries	$2,718,518
Supporting Services Salaries	$593,067
Employee Benefits	$897,099
Total Allocated Cost	**$4,208,684**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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/eastsilverspringes/

Office Phone: (301) 650-6420
Fax Number: (301) 650-6424
Cluster Name: Downcounty Consortium
Receiving Schools: Takoma Park MS

2011–2012 Enrollment = 419													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**5.5**	**48.9**	**25.5**	**≤5.0**	**16.0**	**≤5.0**	Pre-K	48	11.5
ESOL	**29.8**	11.9	17.9	≤5.0	≤5.0	13.8	11.9	≤5.0	≤5.0	≤5.0	Full-Day K	63	15.0
FARMS	**59.7**	29.8	29.8	≤5.0	≤5.0	33.7	20.5	≤5.0	≤5.0	≤5.0	Grade 1	79	18.9
SPED	**12.9**	≤5.0	10.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	55	13.1
											Grade 3	67	16.0
											Grade 4	56	13.4
											Grade 5	51	12.2
											Total	419	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.0	13.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 64.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.3%
Attendance Rate[2] [3] = 94.4%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Head Start
Prekindergarten
Program of Assessment, Diagnosis and Instruction (PADI)
Math Enhanced Program
Learning and Academic Disabilities (K–5)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	na	na	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	na	na	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.6	81.8	85.7	78.6	--	--
Asian	--	--	--	--	--	--
Black or African American	81.8	78.8	75.0	70.0	--	--
Hispanic/Latino	84.6	76.9	93.8	87.5	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	79.3	72.4	79.3	72.4	--	--
LEP	75.0	56.3	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

East Silver Spring Elementary School - #756

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	58.3	55.0	55.0	56.5	74.2	61.7
Asian	--	--	--	--	--	--
Black or African American	58.6	58.6	51.7	56.7	63.3	65.5
Hispanic/Latino	33.3	33.3	26.7	37.5	81.3	40.0
White	84.6	76.9	92.3	76.9	92.3	76.9
Two or More Races	--	--	--	--	--	--
ESOL	28.0	36.0	32.0	37.0	70.4	40.0
FARMS	42.9	48.6	42.9	43.2	67.6	51.4
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	26.2	4.8	61.9	2.4	90.5	9.5			
Supporting Services	5.0	65.0	20.0	10.0	0.0	65.0	35.0	87	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 15.8
Grades 1 to 3 = 17.9 Grades 4 to 5 = 27.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.2	35.7	38.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.975
Principal Intern		Special Education	2.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	**Instructional Support Total**	5.850
Classroom	18.100		
Staff Development	1.000	Other Support	
ESOL	2.600	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	0.875
Music	0.900	**Other Support Total**	2.875
Instrumental Music	0.200		
Preschool	1.600	Building Services	
Special Education:		Manager	1.000
Classroom	3.500	Leader	1.000
Resource Program		Worker	3.500
Teachers Total	34.300	Plant Equipment Operator	
		Building Services Total	5.500
Other Professional			
Counselor	1.000	Food Services	1.062
Media Specialist	1.000		
Spec Ed Related Services	1.000		
Other Professional Total	3.000		
Total Professional	39.300	**Total Supporting Services**	15.287

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1929	1975	8.4	Y	0	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	21	4	2	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
594	594	442	468	485	506	502	505

School Personnel Costs

Professional Salaries	$2,862,338
Supporting Services Salaries	$587,829
Employee Benefits	$922,361
Total Allocated Cost	**$4,372,528**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Fairland Elementary School - #303

Principal: Ms. Tillie C. Garfinkel
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 592

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.8**	**50.2**	**≤5.0**	**11.8**	**56.3**	**19.8**	**≤5.0**	**9.8**	**≤5.0**
ESOL	**19.6**	9.0	10.6	≤5.0	≤5.0	5.2	9.8	≤5.0	≤5.0	≤5.0
FARMS	**53.0**	26.0	27.0	≤5.0	5.7	31.3	14.9	≤5.0	≤5.0	≤5.0
SPED	**6.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	39	6.6
Full-Day K	83	14.0
Grade 1	73	12.3
Grade 2	99	16.7
Grade 3	105	17.7
Grade 4	96	16.2
Grade 5	97	16.4
Total	592	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	86.1	≤5.0	11.1

Other Participation

Students now or have in the past received FARMS[2] = 61.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Head Start
Emotional Disabilities
Prekindergarten

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.7	86.6	86.5	86.5	78.4	≥95.0
Asian	91.7	91.7	--	--	91.7	≥95.0
Black or African American	90.9	84.1	81.4	84.7	71.4	93.9
Hispanic/Latino	84.0	88.0	89.5	84.2	71.4	92.9
White	≥95.0	90.9	--	--	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	83.7	83.7	84.6	86.5	70.0	90.0
LEP	90.0	90.0	75.0	75.0	--	--
SPED	50.0	60.0	--	--	41.7	75.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Fairland Elementary School - #303

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	51.5	60.2	64.4	50.0	69.2	53.4
Asian	--	--	--	--	--	--
Black or African American	53.3	58.3	60.7	49.2	68.9	53.3
Hispanic/Latino	31.6	42.1	57.9	36.8	63.2	31.6
White	75.0	83.3	83.3	75.0	91.7	91.7
Two or More Races	--	--	--	--	--	--
ESOL	25.0	45.0	47.6	23.8	52.4	25.0
FARMS	39.3	53.6	60.7	39.3	62.5	42.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	24.5	5.7	69.8	0.0	88.7	11.3			
Supporting Services	8.3	33.3	4.2	54.2	0.0	75.0	25.0	169	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.3

Average Class Size Kindergarten = 14.0

Grades 1 to 3 = 18.5 Grades 4 to 5 = 20.9

Years Experience of Professional Personnel

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

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.850
Principal Intern		Special Education	3.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	26.100	**Instructional Support Total**	8.600
Staff Development	1.000		
ESOL	2.600	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool	1.100		
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.700	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	**Food Services**	1.250
Other Professional Total	2.600		
Total Professional	47.300	**Total Supporting Services**	18.850

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1992	--	11.8	Y	0	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
38	25	4	2	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
644	644	587	584	571	562	573	574

School Personnel Costs

Professional Salaries	$3,811,088
Supporting Services Salaries	$707,570
Employee Benefits	$1,200,764
Total Allocated Cost	**$5,719,422**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Fallsmead Elementary School - #233

Principal: Mrs. Roni Silverstein
Community Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

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

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

2011–2012 Enrollment = 550

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.6**	**50.4**	**≤5.0**	**34.9**	**7.1**	**9.1**	**≤5.0**	**44.2**	**≤5.0**
ESOL	**8.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**7.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.9**	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	80	14.5
Grade 1	90	16.4
Grade 2	91	16.5
Grade 3	97	17.6
Grade 4	76	13.8
Grade 5	116	21.1
Total	550	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.7	12.2	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 10.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Learning and Academic Disabilities

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.1	92.1	≥95.0	≥95.0	93.6	≥95.0
Asian	92.6	92.6	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	91.7	91.7	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	86.7	86.7	60.0	90.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Fallsmead Elementary School - #233

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	88.0	91.0	83.0	89.0	92.0	90.0
Asian	94.3	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	87.8	87.8	79.6	85.7	89.8	87.8
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.2	2.4	2.4	82.9	0.0	92.7	7.3	123	96.7	3.3
Supporting Services	27.3	22.7	4.5	45.5	0.0	86.4	13.6			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.7

Average Class Size Kindergarten = 19.8
Grades 1 to 3 = 23.2 Grades 4 to 5 = 27.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.0	36.6	41.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	17.900	**Instructional Support Total**	6.750
Staff Development	1.000		
ESOL	1.100	**Other Support**	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.375
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool			
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.100	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.062
Other Professional Total	3.000		
Total Professional	37.100	**Total Supporting Services**	15.687

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	9.0	Y	0	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	22	3	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
598	598	529	545	533	536	532	534

School Personnel Costs

Professional Salaries	$2,794,090
Supporting Services Salaries	$568,156
Employee Benefits	$893,215
Total Allocated Cost	**$4,255,461**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Farmland Elementary School - #219

Principal: Ms. Diane Smith
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 660

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.9**	**51.1**	**≤5.0**	**32.4**	**≤5.0**	**9.1**	**≤5.0**	**49.2**	**≤5.0**
ESOL	**25.2**	10.8	14.4	≤5.0	13.3	≤5.0	≤5.0	≤5.0	9.2	≤5.0
FARMS	**8.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.9**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	117	17.7
Grade 1	109	16.5
Grade 2	109	16.5
Grade 3	123	18.6
Grade 4	102	15.5
Grade 5	100	15.2
Total	660	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.1	≤5.0	33.9

Other Participation

Students now or have in the past received FARMS[2] = 13.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Resource
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	94.4	90.8	≥95.0
Asian	≥95.0	≥95.0	≥95.0	94.4	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	94.3	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	45.5	≥95.0
LEP	--	--	≥95.0	91.7	--	--
SPED	--	--	90.0	90.0	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Farmland Elementary School - #219

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	68.6	81.4	77.4	89.7	91.5	89.2
Asian	76.5	79.4	83.3	91.7	≥95.0	88.2
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	64.0	80.0	70.6	94.2	92.2	92.0
Two or More Races	--	--	--	--	--	--
ESOL	44.0	56.0	63.3	86.7	≥95.0	80.0
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.0	4.0	94.0	0.0	88.0	12.0			
Supporting Services	19.0	19.0	14.3	47.6	0.0	76.2	23.8	133	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.6

Average Class Size Kindergarten = 23.6

Grades 1 to 3 = 25.4 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	60.0	30.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	4.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	22.200	**Instructional Support Total**	7.000
Staff Development	1.000		
ESOL	3.500	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:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	40.300	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.062
Other Professional Total	2.800		
Total Professional	45.100	**Total Supporting Services**	17.937

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1963	2011	4.8	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	26	4	0	0	4	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
716	716	663	667	655	656	657	642

School Personnel Costs

Professional Salaries	$3,396,937
Supporting Services Salaries	$675,149
Employee Benefits	$1,070,647
Total Allocated Cost	**$5,142,733**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 474

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.4**	**49.6**	**≤5.0**	**19.2**	**16.7**	**26.4**	**≤5.0**	**31.9**	**5.5**
ESOL	**18.4**	9.7	8.6	≤5.0	5.3	≤5.0	10.3	≤5.0	≤5.0	≤5.0
FARMS	**37.1**	20.5	16.7	≤5.0	≤5.0	12.7	16.0	≤5.0	≤5.0	≤5.0
SPED	**8.6**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	35	7.4
Full-Day K	72	15.2
Grade 1	83	17.5
Grade 2	72	15.2
Grade 3	86	18.1
Grade 4	64	13.5
Grade 5	62	13.1
Total	474	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.6	≤5.0	22.0

Other Participation

Students now or have in the past received FARMS[2] = 39.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 17.4%
Attendance Rate[2 3] = 94.9%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.4	88.6	83.1	90.6	70.8	93.8
Asian	≥95.0	≥95.0	93.8	≥95.0	--	--
Black or African American	90.0	60.0	--	--	53.8	76.9
Hispanic/Latino	91.3	82.6	81.8	90.9	68.8	93.8
White	93.8	≥95.0	87.0	≥95.0	81.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	92.0	80.0	64.7	82.4	57.7	88.5
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Fields Road Elementary School - #566

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	62.4	64.7	67.1	61.6	66.3	62.4
Asian	64.3	64.3	57.1	57.1	85.7	71.4
Black or African American	20.0	40.0	40.0	13.3	40.0	13.3
Hispanic/Latino	55.0	45.0	60.0	47.6	47.6	50.0
White	85.3	85.3	88.2	94.1	82.4	88.2
Two or More Races	--	--	--	--	--	--
ESOL	35.3	41.2	58.8	38.9	55.6	41.2
FARMS	30.4	43.5	60.9	33.3	37.5	30.4
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	9.5	0.0	83.3	0.0	88.1	11.9			
Supporting Services	9.7	9.7	9.7	67.7	3.2	90.3	9.7	107	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.4

Average Class Size Kindergarten = 23.0

Grades 1 to 3 = 21.9 Grades 4 to 5 = 21.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.0	47.6	33.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.748
Principal Intern		Special Education	11.065
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	18.700	**Instructional Support Total**	13.938
Staff Development	1.000		
ESOL	2.200	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	1.122
Instrumental Music	0.200	**Other Support Total**	3.122
Preschool	0.500		
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	1.000
Other Professional Total	3.100		
Total Professional	39.600	**Total Supporting Services**	22.060

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
485	485	486	497	493	493	485	488

School Personnel Costs

Professional Salaries	$2,908,754
Supporting Services Salaries	$831,760
Employee Benefits	$1,004,216
Total Allocated Cost	**$4,744,730**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Flower Hill Elementary School - #549

Principal: Mr. Lamar Whitmore
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 481

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**53.0**	**47.0**	**≤5.0**	**15.8**	**27.7**	**42.8**	**≤5.0**	**8.9**	**≤5.0**
ESOL	**32.0**	16.6	15.4	≤5.0	≤5.0	≤5.0	24.7	≤5.0	≤5.0	≤5.0
FARMS	**62.8**	32.6	30.1	≤5.0	5.4	20.6	32.4	≤5.0	≤5.0	≤5.0
SPED	**12.1**	≤5.0	8.9	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	44	9.1
Full-Day K	63	13.1
Grade 1	78	16.2
Grade 2	80	16.6
Grade 3	80	16.6
Grade 4	65	13.5
Grade 5	71	14.8
Total	481	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.7	6.9	22.4

Other Participation

Students now or have in the past received FARMS[2] = 69.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 17.5%
Attendance Rate[2 3] = 94.4%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Emotional Disabilities
Resource
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Not Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.3	80.3	92.2	92.2	66.7	84.1
Asian	≥95.0	≥95.0	91.7	91.7	--	--
Black or African American	56.5	52.2	90.0	90.0	50.0	75.0
Hispanic/Latino	90.5	90.5	90.9	90.9	69.7	90.9
White	90.0	90.0	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	78.6	73.8	86.5	86.5	58.1	79.1
LEP	88.9	88.9	91.7	≥95.0	53.8	84.6
SPED	70.0	50.0	80.0	90.0	50.0	71.4

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Flower Hill Elementary School - #549

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	62.9	67.1	70.0	54.3	64.3	58.6
Asian	81.8	≥95.0	90.9	72.7	72.7	72.7
Black or African American	50.0	61.1	50.0	50.0	50.0	50.0
Hispanic/Latino	61.3	54.8	77.4	41.9	64.5	54.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	46.4	50.0	71.4	21.4	50.0	35.7
FARMS	62.2	57.8	68.9	44.4	60.0	53.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	8.9	11.1	71.1	2.2	95.6	4.4	152	97.4	2.6
Supporting Services	14.3	19.0	14.3	47.6	4.8	95.2	4.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten = 15.5
Grades 1 to 3 = 18.8 Grades 4 to 5 = 21.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.8	46.7	35.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.624
Principal Intern		Special Education	3.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	20.900	**Instructional Support Total**	7.749
Staff Development	1.000		
ESOL	3.800	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	1.125
Instrumental Music	0.300	**Other Support Total**	3.125
Preschool	1.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.200	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.312
Other Professional Total	3.000		
Total Professional	42.200	**Total Supporting Services**	15.186

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	16	5	1	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
434	434	479	498	501	502	505	515

School Personnel Costs

Professional Salaries	$3,238,819
Supporting Services Salaries	$583,670
Employee Benefits	$1,010,506
Total Allocated Cost	**$4,832,995**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Flower Valley Elementary School - #506

Principal: Ms. Wilma K. Holmes
Community Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

4615 Sunflower Drive Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/flowervalleyes/

Office Phone: (301) 924-3135
Fax Number: (301) 924-6789
Cluster Name: Rockville
Receiving Schools: Wood

2011–2012 Enrollment = 462													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.2**	**49.8**	**≤5.0**	**11.9**	**13.4**	**18.0**	**≤5.0**	**52.8**	**≤5.0**	Pre-K	0	0.0
ESOL	**9.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	Full-Day K	60	13.0
FARMS	**21.2**	11.7	9.5	≤5.0	≤5.0	5.6	10.6	≤5.0	≤5.0	≤5.0	Grade 1	94	20.3
SPED	**13.9**	6.3	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.8	≤5.0	Grade 2	75	16.2
											Grade 3	95	20.6
											Grade 4	67	14.5
											Grade 5	71	15.4
											Total	462	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.8	15.6	26.6

Other Participation

Students now or have in the past received FARMS[2] = 24.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.0	94.0	≥95.0	91.5	85.1	≥95.0
Asian	--	--	≥95.0	90.0	--	--
Black or African American	66.7	75.0	92.3	76.9	50.0	≥95.0
Hispanic/Latino	--	--	≥95.0	90.0	90.0	90.9
White	≥95.0	≥95.0	≥95.0	≥95.0	94.2	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	61.5	76.9	93.3	80.0	50.0	94.4
LEP	--	--	--	--	--	--
SPED	60.0	80.0	83.3	75.0	61.5	92.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Flower Valley Elementary School - #506

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.4	70.8	61.8	70.8	69.7	69.7
Asian	--	--	--	--	--	--
Black or African American	40.0	46.7	53.3	60.0	66.7	53.3
Hispanic/Latino	41.2	47.1	23.5	35.3	47.1	35.3
White	82.6	84.8	76.1	82.6	78.3	84.8
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	7.7	23.1	23.1	23.1	46.2	15.4
SPED	45.5	27.3	36.4	27.3	54.5	27.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	20.0	2.5	70.0	0.0	90.0	10.0			
Supporting Services	5.0	20.0	20.0	55.0	0.0	80.0	20.0	110	93.6	6.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size Kindergarten = 20.3
Grades 1 to 3 = 23.5 Grades 4 to 5 = 26.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.5	45.0	42.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	6.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	17.000	**Instructional Support Total**	9.125
Staff Development	1.000		
ESOL	0.900	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.436
Instrumental Music	0.200	**Other Support Total**	3.436
Preschool			
Special Education:		Building Services	
Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.700	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	2.000	Food Services	1.000
Other Professional Total	4.000		
Total Professional	37.700	**Total Supporting Services**	17.061

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
429	429	468	482	470	477	462	471

School Personnel Costs

Professional Salaries	$2,964,110
Supporting Services Salaries	$665,615
Employee Benefits	$959,448
Total Allocated Cost	**$4,589,173**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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/forestknollses/

Office Phone: (301) 649-8060
Fax Number: (301) 649-8196
Cluster Name: Downcounty Consortium
Receiving Schools: Silver Spring Internat'l

2011–2012 Enrollment = 673

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.9**	**50.1**	**≤5.0**	**6.7**	**14.4**	**44.6**	**≤5.0**	**30.3**	**≤5.0**
ESOL	**30.0**	15.3	14.7	≤5.0	≤5.0	≤5.0	25.6	≤5.0	≤5.0	≤5.0
FARMS	**41.9**	21.4	20.5	≤5.0	≤5.0	6.7	31.1	≤5.0	≤5.0	≤5.0
SPED	**9.4**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	51	7.6
Full-Day K	122	18.1
Grade 1	124	18.4
Grade 2	99	14.7
Grade 3	104	15.5
Grade 4	98	14.6
Grade 5	75	11.1
Total	673	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 47.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.9%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.5	94.3	93.4	93.4	88.1	≥95.0
Asian	--	--	≥95.0	≥95.0	83.3	91.7
Black or African American	80.0	86.7	86.7	73.3	--	--
Hispanic/Latino	87.2	94.9	90.0	≥95.0	80.6	≥95.0
White	94.6	94.6	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	78.8	93.9	85.7	88.6	80.0	94.3
LEP	71.4	90.5	87.5	93.8	66.7	83.3
SPED	--	--	--	--	58.3	83.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Forest Knolls Elementary School - #803

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.3	75.2	75.5	74.5	82.4	79.2
Asian	--	--	--	--	--	--
Black or African American	66.7	80.0	80.0	73.3	80.0	80.0
Hispanic/Latino	59.5	66.7	69.0	61.9	76.2	71.4
White	81.3	87.5	87.5	87.5	87.5	90.6
Two or More Races	--	--	--	--	--	--
ESOL	39.3	50.0	58.6	51.7	75.9	57.1
FARMS	55.8	62.8	65.9	61.4	77.3	65.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.6	10.8	9.2	72.3	3.1	86.2	13.8	170	96.5	3.5
Supporting Services	10.0	20.0	20.0	43.3	3.3	80.0	20.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 17.1
Grades 1 to 3 = 19.4 Grades 4 to 5 = 24.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.2	47.7	43.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.250
Principal Intern		Special Education	8.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	27.300	**Instructional Support Total**	13.375
Staff Development	1.000		
ESOL	4.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.625
Instrumental Music	0.300	**Other Support Total**	3.625
Preschool	1.000		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	51.900	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.500	Food Services	1.250
Other Professional Total	4.500		
Total Professional	58.400	**Total Supporting Services**	23.750

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1993	7.8	Y	0	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	17	4	2	0	7	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
539	539	711	720	721	729	707	688

School Personnel Costs

Professional Salaries	$4,525,803
Supporting Services Salaries	$837,426
Employee Benefits	$1,418,408
Total Allocated Cost	**$6,781,637**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Fox Chapel Elementary School - #106

Principal: Ms. Diana L. Zabetakis
Community Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

19315 Archdale Road Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/foxchapeles/

Office Phone: (301) 353-8055
Fax Number: (301) 353-0873
Cluster Name: Clarksburg
Receiving Schools: Neelsville

2011–2012 Enrollment = 585

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.4**	**50.6**	**≤5.0**	**22.4**	**24.1**	**37.6**	**≤5.0**	**11.5**	**≤5.0**
ESOL	**33.8**	16.4	17.4	≤5.0	≤5.0	≤5.0	25.8	≤5.0	≤5.0	≤5.0
FARMS	**51.1**	25.0	26.2	≤5.0	≤5.0	16.2	29.7	≤5.0	≤5.0	≤5.0
SPED	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	35	6.0
Full-Day K	75	12.8
Grade 1	73	12.5
Grade 2	92	15.7
Grade 3	76	13.0
Grade 4	119	20.3
Grade 5	115	19.7
Total	585	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 56.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.2	83.5	91.8	93.6	91.9	94.3
Asian	92.3	92.3	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	68.0	76.0	68.2	77.3	84.6	84.6
Hispanic/Latino	73.5	82.4	93.1	93.1	84.8	93.9
White	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	68.6	80.4	84.4	86.7	87.8	87.8
LEP	47.4	68.4	90.5	≥95.0	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Fox Chapel Elementary School - #106

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.3	77.3	67.1	78.9	78.9	74.7
Asian	93.8	93.8	93.8	≥95.0	93.8	93.8
Black or African American	57.9	73.7	65.0	70.0	75.0	68.4
Hispanic/Latino	51.7	62.1	44.8	65.5	69.0	62.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	48.5	63.6	52.9	64.7	70.6	60.6
FARMS	58.5	58.5	61.0	73.2	73.2	63.4
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.9	3.9	3.9	88.2	0.0	96.1	3.9	178	98.3	1.7
Supporting Services	30.0	15.0	15.0	40.0	0.0	65.0	35.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size Kindergarten = 18.8
Grades 1 to 3 = 18.5 Grades 4 to 5 = 23.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.8	47.1	45.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.124
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	26.800	**Instructional Support Total**	5.874
Staff Development	1.000		
ESOL	4.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.498
Instrumental Music	0.400	**Other Support Total**	3.498
Preschool	1.000		
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.312
Other Professional Total	2.800		
Total Professional	47.900	**Total Supporting Services**	15.684

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	10.3	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	25	5	1	0	4	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
628	628	592	599	604	597	603	603

School Personnel Costs

Professional Salaries	$3,737,451
Supporting Services Salaries	$623,684
Employee Benefits	$1,136,837
Total Allocated Cost	**$5,497,972**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Gaithersburg Elementary School - #553

Principal: Mrs. Stephanie Brant
Community Supt: Dr. Darryl L. Williams
School Hours: 8:50 - 3:05
Feeder Schools:

35 North Summit Avenue Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/gaithersburges/

Office Phone: (301) 840-7136
Fax Number: (301) 548-7524
Cluster Name: Gaithersburg
Receiving Schools: Gaithersburg MS

2011–2012 Enrollment = 654													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**5.7**	**19.9**	**65.0**	**≤5.0**	**6.9**	**≤5.0**	Pre-K	46	7.0
ESOL	**42.5**	19.9	22.6	≤5.0	≤5.0	≤5.0	38.5	≤5.0	≤5.0	≤5.0	Full-Day K	132	20.2
FARMS	**78.3**	38.8	39.4	≤5.0	≤5.0	14.7	58.1	≤5.0	≤5.0	≤5.0	Grade 1	107	16.4
SPED	**7.5**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	114	17.4
											Grade 3	89	13.6
											Grade 4	85	13.0
											Grade 5	81	12.4
											Total	654	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.5	≤5.0	26.5

Other Participation

Students now or have in the past received FARMS[2] = 82.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 22.2%
Attendance Rate[2 3] = 93.5%
Suspension Rate[2 3] = ≤5.0%

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: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Not Met	Not Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Not Met	Not Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.9	75.9	82.3	86.3	71.7	81.4
Asian	--	--	--	--	--	--
Black or African American	83.3	77.8	78.3	79.2	76.5	88.2
Hispanic/Latino	70.9	69.1	79.5	86.4	66.7	77.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	72.1	70.6	79.4	84.4	68.9	79.5
LEP	59.5	62.2	68.2	86.4	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Gaithersburg Elementary School - #553

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	33.7	40.7	40.7	53.5	75.6	44.2
Asian	--	--	--	--	--	--
Black or African American	33.3	22.2	33.3	44.4	61.1	27.8
Hispanic/Latino	16.7	29.2	22.9	39.6	72.9	31.3
White	81.8	≥95.0	90.9	≥95.0	90.9	90.9
Two or More Races	--	--	--	--	--	--
ESOL	7.7	17.9	15.4	28.2	74.4	23.1
FARMS	22.6	27.4	30.6	37.1	71.0	27.4
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	7.6	3.0	81.8	1.5	92.4	7.6	172	100.0	0.0
Supporting Services	7.4	22.2	29.6	40.7	0.0	74.1	25.9			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 18.4
Grades 1 to 3 = 19.1 Grades 4 to 5 = 19.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.2	48.5	30.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.375
Principal Intern		Special Education	6.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	30.400	**Instructional Support Total**	10.625
Staff Development	1.000		
ESOL	6.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool	1.000		
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	54.500	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	2.188
Other Professional Total	3.100		
Total Professional	59.600	**Total Supporting Services**	22.313

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1947	1983	9.2	Y	1	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	23	5	1	0	6	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
611	611	673	690	708	708	706	687

School Personnel Costs

Professional Salaries	$4,329,112
Supporting Services Salaries	$829,550
Employee Benefits	$1,382,585
Total Allocated Cost	**$6,541,247**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Galway Elementary School - #313

Principal: Ms. Yolanda Stanislaus
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 829

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.3**	**48.7**	**≤5.0**	**12.1**	**56.5**	**22.9**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**24.7**	12.7	12.1	≤5.0	6.3	7.5	10.3	≤5.0	≤5.0	≤5.0
FARMS	**57.7**	28.8	28.8	≤5.0	≤5.0	34.9	15.6	≤5.0	≤5.0	≤5.0
SPED	**10.6**	≤5.0	7.4	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	42	5.1
Full-Day K	126	15.2
Grade 1	136	16.4
Grade 2	147	17.7
Grade 3	142	17.1
Grade 4	123	14.8
Grade 5	113	13.6
Total	829	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	47.7	11.4	40.9

Other Participation

Students now or have in the past received FARMS[2] = 63.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 17.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Not Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Not Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Met	na	na
SPED	Not Met	Not Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.0	79.2	69.3	73.7	73.1	82.3
Asian	93.3	86.7	≥95.0	92.9	90.0	≥95.0
Black or African American	73.0	75.7	67.7	72.6	75.8	84.8
Hispanic/Latino	69.6	78.3	55.2	65.5	59.4	71.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	73.0	75.7	63.8	70.7	62.0	76.1
LEP	83.3	91.7	62.5	68.8	58.8	64.7
SPED	--	--	5.9	23.5	29.4	35.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Galway Elementary School - #313

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	53.0	65.2	72.7	63.6	74.2	62.1
Asian	78.9	89.5	≥95.0	89.5	≥95.0	89.5
Black or African American	50.0	61.4	65.7	55.7	64.3	55.7
Hispanic/Latino	38.7	58.1	67.7	61.3	80.6	54.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	34.3	57.1	74.3	57.1	82.9	54.3
FARMS	40.0	50.7	60.0	50.7	65.3	44.0
SPED	9.1	27.3	18.2	18.2	45.5	9.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.4	14.3	4.3	64.3	5.7	87.1	12.9			
Supporting Services	0.0	38.7	12.9	48.4	0.0	80.6	19.4	214	88.3	11.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.4

Average Class Size Kindergarten = 16.7
Grades 1 to 3 = 20.1 Grades 4 to 5 = 25.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.9	45.7	31.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.749
Principal Intern		Special Education	5.747
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	33.000	**Instructional Support Total**	12.121
Staff Development	1.000		
ESOL	4.000	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	1.870
Instrumental Music	0.400	**Other Support Total**	3.870
Preschool	1.000		
Special Education:		Building Services	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	58.300	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.200	Food Services	1.625
Other Professional Total	4.200		
Total Professional	64.500	**Total Supporting Services**	23.616

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	6	1	0	6	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
713	713	843	841	819	793	778	762

School Personnel Costs

Professional Salaries	$4,589,227
Supporting Services Salaries	$910,984
Employee Benefits	$1,475,407
Total Allocated Cost	**$6,975,618**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Garrett Park Elementary School - #204

Principal: Ms. Elaine L. Chang-Baxter
Community Supt: Dr. Christopher S. Garran
School Hours: 9:05 - 3:20
Feeder Schools:

4810 Oxford Street Garrett Park, MD 20896
www.montgomeryschoolsmd.org/schools/garrettparkes/

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

2011–2012 Enrollment = 563

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.8**	**52.2**	**≤5.0**	**16.7**	**8.2**	**23.1**	**≤5.0**	**44.9**	**6.4**
ESOL	**16.7**	7.8	8.9	≤5.0	5.5	≤5.0	7.5	≤5.0	≤5.0	≤5.0
FARMS	**14.0**	7.5	6.6	≤5.0	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0
SPED	**6.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	89	15.8
Grade 1	115	20.4
Grade 2	109	19.4
Grade 3	86	15.3
Grade 4	74	13.1
Grade 5	90	16.0
Total	563	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 19.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Resource
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	94.9	94.9	89.0	≥95.0
Asian	--	--	≥95.0	≥95.0	--	--
Black or African American	--	--	--	--	90.0	≥95.0
Hispanic/Latino	89.5	94.7	90.0	90.0	81.3	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	92.7	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	92.9	92.9	86.7	86.7	76.9	≥95.0
LEP	84.6	92.3	81.8	81.8	--	--
SPED	--	--	72.7	81.8	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Garrett Park Elementary School - #204

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.8	85.4	86.0	82.6	84.9	86.6
Asian	92.3	76.9	93.8	81.3	93.8	92.3
Black or African American	50.0	80.0	80.0	60.0	50.0	70.0
Hispanic/Latino	63.2	73.7	78.9	68.4	89.5	73.7
White	85.7	≥95.0	88.9	≥95.0	88.9	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	58.3	58.3	75.0	50.0	75.0	58.3
FARMS	--	--	90.0	60.0	80.0	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.4	2.2	0.0	88.9	4.4	86.7	13.3	117	100.0	0.0
Supporting Services	11.1	22.2	16.7	50.0	0.0	72.2	27.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.7

Average Class Size Kindergarten = 22.3
Grades 1 to 3 = 22.1 Grades 4 to 5 = 23.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	46.7	42.2

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.999
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	21.100	**Instructional Support Total**	3.249
Staff Development	1.000		
ESOL	2.500	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	0.200	**Other Support Total**	3.500
Preschool			
Special Education:		Building Services	
Classroom	1.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.500	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	1.062
Other Professional Total	2.500		
Total Professional	39.000	**Total Supporting Services**	13.311

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1948	2012	4.4	N	1	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	28	4	0	0	5	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
754	754	596	652	685	693	691	711

School Personnel Costs

Professional Salaries	$3,004,853
Supporting Services Salaries	$513,668
Employee Benefits	$923,695
Total Allocated Cost	**$4,442,216**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 541													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.9**	**52.1**	**≤5.0**	**9.1**	**39.9**	**38.4**	**≤5.0**	**9.2**	**≤5.0**	Pre-K	66	12.2
ESOL	**26.2**	12.6	13.7	≤5.0	≤5.0	≤5.0	18.7	≤5.0	≤5.0	≤5.0	Full-Day K	95	17.6
FARMS	**71.5**	34.4	37.2	≤5.0	≤5.0	29.2	32.9	≤5.0	≤5.0	≤5.0	Grade 1	80	14.8
SPED	**8.9**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	74	13.7
											Grade 3	79	14.6
											Grade 4	75	13.9
											Grade 5	72	13.3
											Total	541	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.3	≤5.0	16.7

Other Participation

Students now or have in the past received FARMS[2] = 77.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 24.2%
Attendance Rate[2 3] = 94.5%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Prekindergarten
Emotional Disabilities
Elementary Home School Model
Head Start
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.7	80.3	84.1	86.6	69.2	83.1
Asian	≥95.0	90.0	--	--	--	--
Black or African American	69.4	80.6	84.0	80.0	59.4	87.5
Hispanic/Latino	63.6	68.2	77.3	85.0	80.0	76.0
White	--	--	90.0	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	68.6	78.4	81.4	81.0	66.7	79.2
LEP	50.0	50.0	60.0	69.2	--	--
SPED	40.0	60.0	--	--	50.0	80.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Georgian Forest Elementary School - #786

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	59.5	73.0	56.8	60.8	62.0	66.2
Asian	--	--	--	--	--	--
Black or African American	58.6	75.9	58.6	58.1	64.5	65.5
Hispanic/Latino	45.5	50.0	40.9	48.0	52.0	45.5
White	78.6	92.9	64.3	78.6	71.4	85.7
Two or More Races	--	--	--	--	--	--
ESOL	42.9	42.9	28.6	42.1	47.4	42.9
FARMS	50.0	68.2	50.0	55.3	59.6	54.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.4	20.8	4.2	62.5	2.1	87.5	12.5	150	92.0	8.0
Supporting Services	12.5	12.5	8.3	66.7	0.0	79.2	20.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 18.8

Grades 1 to 3 = 19.4 Grades 4 to 5 = 23.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.3	50.0	18.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.874
Principal Intern		Special Education	5.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	23.100	**Instructional Support Total**	11.499
Staff Development	1.000		
ESOL	2.900	**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	1.124
Instrumental Music	0.200	**Other Support Total**	3.124
Preschool	2.000		
Special Education:		**Building Services**	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	**Food Services**	1.750
Other Professional Total	2.800		
Total Professional	46.000	**Total Supporting Services**	20.373

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1995	11.0	Y	0	11

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	9	4	2	0	4	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
312	583	558	569	574	585	587	574

School Personnel Costs

Professional Salaries	$3,051,233
Supporting Services Salaries	$793,299
Employee Benefits	$1,032,754
Total Allocated Cost	**$4,877,286**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Germantown Elementary School - #102

Principal: Ms. Amy D. Bryant
Community Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

19110 Liberty Mill Road Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/germantownes/

Office Phone: (301) 353-8050
Fax Number: (301) 601-0393
Cluster Name: Northwest
Receiving Schools: Clemente

2011–2012 Enrollment = 313													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.0**	**54.0**	**≤5.0**	**16.6**	**28.1**	**28.1**	**≤5.0**	**22.4**	**≤5.0**	Pre-K	24	7.7
ESOL	**11.8**	5.1	6.7	≤5.0	≤5.0	≤5.0	8.9	≤5.0	≤5.0	≤5.0	Full-Day K	64	20.4
FARMS	**28.8**	12.1	16.6	≤5.0	≤5.0	14.7	10.2	≤5.0	≤5.0	≤5.0	Grade 1	36	11.5
SPED	**14.7**	5.1	9.6	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	42	13.4
											Grade 3	48	15.3
											Grade 4	44	14.1
											Grade 5	55	17.6
											Total	313	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	34.8	≤5.0	65.2

Other Participation

Students now or have in the past received FARMS[2] = 38.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Home School Model
School/Community-Based
Preschool Education Program (PEP) Comprehensive
Prekindergarten

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	87.8	≥95.0	≥95.0	85.7	94.3
Asian	--	--	--	--	--	--
Black or African American	--	--	94.4	94.4	--	--
Hispanic/Latino	≥95.0	92.9	--	--	--	--
White	--	--	≥95.0	≥95.0	76.9	84.6
Two or More Races	--	--	--	--	--	--
FARMS	86.7	80.0	90.0	90.0	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Germantown Elementary School - #102

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.0	75.6	82.2	80.0	91.1	82.2
Asian	--	--	--	--	--	--
Black or African American	61.5	61.5	76.9	53.8	84.6	61.5
Hispanic/Latino	--	--	--	--	--	--
White	90.9	72.7	81.8	≥95.0	90.9	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	90.9	81.8	81.8	81.8	90.9	81.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.1	10.8	2.7	78.4	0.0	94.6	5.4			
Supporting Services	24.0	8.0	0.0	68.0	0.0	88.0	12.0	69	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 7.8

Average Class Size Kindergarten = 21.3
Grades 1 to 3 = 20.0 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.5	54.1	32.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.249
Principal Intern		Special Education	8.997
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	11.700	**Instructional Support Total**	11.246
Staff Development	0.500		
ESOL	0.900	Other Support	
Reading/Literacy	1.300	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.749
Instrumental Music	0.200	**Other Support Total**	2.749
Preschool	0.500		
Special Education:		Building Services	
Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.000	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	2.000	Food Services	1.062
Other Professional Total	3.500		
Total Professional	30.500	**Total Supporting Services**	18.557

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1935	1978	7.8	Y	0	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	8	4	1	0	3	6

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
313	313	328	323	328	335	351	334

School Personnel Costs

Professional Salaries	$2,388,310
Supporting Services Salaries	$706,991
Employee Benefits	$855,781
Total Allocated Cost	**$3,951,082**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

Principal: Mrs. Kimberly B. Bosnic
Community Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

12615 Royal Crown Drive Germantown, MD, 20876
www.montgomeryschoolsmd.org/schools/gibbses/

Office Phone: (301) 353-0800
Fax Number: (301) 353-0890
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2011–2012 Enrollment = 740													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**31.8**	**19.9**	**16.9**	**≤5.0**	**25.0**	**6.2**	Pre-K	78	10.5
ESOL	**15.0**	5.5	9.5	≤5.0	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	108	14.6
FARMS	**24.2**	9.9	14.3	≤5.0	≤5.0	10.5	7.8	≤5.0	≤5.0	≤5.0	Grade 1	115	15.5
SPED	**12.6**	≤5.0	9.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	126	17.0
											Grade 3	99	13.4
											Grade 4	116	15.7
											Grade 5	98	13.2
											Total	740	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.9	≤5.0	30.1

Other Participation

Students now or have in the past received FARMS[2] = 27.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Home School Model
Preschool Education Program (PEP)
Prekindergarten
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Not Met	Not Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.5	89.8	90.6	93.8	87.8	≥95.0
Asian	94.5	94.4	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	71.4	85.7	64.7	64.7	68.8	93.8
Hispanic/Latino	76.2	76.2	84.2	≥95.0	83.3	≥95.0
White	91.7	91.7	≥95.0	≥95.0	93.5	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	75.0	77.8	72.2	83.3	78.9	94.7
LEP	60.0	64.3	--	--	--	--
SPED	40.0	80.0	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

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

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	68.8	75.3	75.3	72.3	81.9	73.1
Asian	86.2	82.8	89.7	86.7	93.3	86.2
Black or African American	40.0	55.0	55.0	45.0	60.0	40.0
Hispanic/Latino	61.5	61.5	53.8	38.5	76.9	61.5
White	76.9	92.3	88.5	≥95.0	92.3	92.3
Two or More Races	--	--	--	--	--	--
ESOL	42.9	35.7	64.3	33.3	80.0	35.7
FARMS	33.3	40.0	40.0	25.0	75.0	33.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.2	3.4	1.7	84.7	0.0	86.4	13.6	149	97.3	2.7
Supporting Services	17.2	17.2	6.9	55.2	3.4	79.3	20.7			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.4

Average Class Size Kindergarten = 22.0
Grades 1 to 3 = 24.3 Grades 4 to 5 = 23.7

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.3	55.9	28.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.125
Principal Intern		Special Education	5.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	23.300	**Instructional Support Total**	10.500
Staff Development	1.000		
ESOL	2.900	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.750
Instrumental Music	0.400	**Other Support Total**	3.750
Preschool	1.000		
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	46.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.700	Food Services	1.125
Other Professional Total	4.700		
Total Professional	52.800	**Total Supporting Services**	20.375

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2009	--	10.8	N	0	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	24	4	1	0	4	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
735	735	722	720	732	722	724	722

School Personnel Costs

Professional Salaries	$3,778,189
Supporting Services Salaries	$748,188
Employee Benefits	$1,215,263
Total Allocated Cost	**$5,741,640**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 533

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.8**	**52.2**	**≤5.0**	**9.6**	**25.7**	**49.7**	**≤5.0**	**12.6**	**≤5.0**
ESOL	**37.5**	17.8	19.7	≤5.0	6.0	≤5.0	28.0	≤5.0	≤5.0	≤5.0
FARMS	**70.2**	34.3	35.8	≤5.0	6.6	16.3	40.3	≤5.0	5.8	≤5.0
SPED	**10.5**	≤5.0	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	57	10.7
Full-Day K	91	17.1
Grade 1	88	16.5
Grade 2	79	14.8
Grade 3	81	15.2
Grade 4	76	14.3
Grade 5	61	11.4
Total	533	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	58.9	≤5.0	39.3

Other Participation

Students now or have in the past received FARMS[2] = 75.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 32.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Prekindergarten
Learning and Academic Disabilities
School/Community-Based (K–1)
Preschool Education Program (PEP) Comprehensive
Program of Assessment, Diagnosis, and Instruction (PADI)
Preschool Education Program (PEP) Classic

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.1	79.3	92.1	87.1	68.3	86.4
Asian	≥95.0	85.7	--	--	70.0	80.0
Black or African American	92.9	82.1	≥95.0	87.0	67.9	89.3
Hispanic/Latino	66.7	69.7	92.3	92.0	64.5	83.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	80.6	74.2	≥95.0	80.6	56.9	80.0
LEP	74.4	66.7	92.3	75.0	37.5	56.3
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Glen Haven Elementary School - #767

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	68.2	52.9	60.0	63.5	75.0	56.5
Asian	--	--	--	--	--	--
Black or African American	55.0	60.0	50.0	65.0	80.0	60.0
Hispanic/Latino	73.1	46.2	57.7	61.5	73.1	53.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	64.3	40.5	54.8	59.5	71.4	47.6
FARMS	62.7	44.1	52.5	59.3	72.9	50.8
SPED	50.0	10.0	40.0	20.0	60.0	20.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	24.6	3.5	66.7	0.0	87.7	12.3	161	100.0	0.0
Supporting Services	14.8	29.6	33.3	22.2	0.0	81.5	18.5			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.0

Average Class Size Kindergarten = 17.4
Grades 1 to 3 = 17.2 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.1	47.4	31.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.511
Principal Intern		Special Education	6.124
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	23.600	**Instructional Support Total**	11.760
Staff Development	1.000		
ESOL	5.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	1.000
Music	1.300	Lunch Hour Aide	1.012
Instrumental Music	0.300	**Other Support Total**	4.012
Preschool	1.000		
Special Education:		Building Services	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.250
Other Professional Total	3.800		
Total Professional	50.800	**Total Supporting Services**	22.022

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	2004	10.0	Y	1	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	20	5	1	0	5	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
551	551	560	581	591	604	604	603

School Personnel Costs

Professional Salaries	$3,639,047
Supporting Services Salaries	$814,603
Employee Benefits	$1,172,595
Total Allocated Cost	**$5,626,245**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Glenallan Elementary School - #817

Principal: Mr. Peter O. Moran
Community Supt: Ms. Bronda L. Mills
School Hours: 9:30 - 3:45
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

2011–2012 Enrollment = 419													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.1**	**48.9**	**≤5.0**	**12.4**	**28.2**	**49.4**	**≤5.0**	**6.2**	**≤5.0**	Pre-K	11	2.6
ESOL	**29.6**	15.5	14.1	≤5.0	≤5.0	≤5.0	22.0	≤5.0	≤5.0	≤5.0	Full-Day K	82	19.6
FARMS	**63.0**	34.4	28.6	≤5.0	5.5	15.8	38.7	≤5.0	≤5.0	≤5.0	Grade 1	68	16.2
SPED	**8.4**	≤5.0	5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	81	19.3
											Grade 3	66	15.8
											Grade 4	64	15.3
											Grade 5	47	11.2
											Total	419	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.0	11.4	8.6

Other Participation

Students now or have in the past received FARMS[2] = 73.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 20.1%
Attendance Rate[2 3] = 94.7%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Head Start
Learning and Academic Disabilities (2–5)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.2	75.8	87.2	91.5	71.7	91.7
Asian	83.3	91.7	--	--	--	--
Black or African American	72.2	72.2	78.6	78.6	61.5	92.3
Hispanic/Latino	63.0	66.7	91.7	≥95.0	85.7	90.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	65.1	72.1	80.8	88.5	80.0	93.3
LEP	50.0	61.1	76.9	84.6	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Glenallan Elementary School - #817

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	59.7	54.8	66.7	45.2	63.5	56.5
Asian	--	--	--	--	--	--
Black or African American	73.7	63.2	73.7	47.4	68.4	63.2
Hispanic/Latino	48.1	48.1	53.6	37.0	64.3	51.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	32.0	36.0	46.2	32.0	46.2	36.0
FARMS	55.0	50.0	58.5	42.5	58.5	55.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	22.0	4.9	73.2	0.0	85.4	14.6			
Supporting Services	5.6	16.7	27.8	50.0	0.0	88.9	11.1	117	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 16.4

Grades 1 to 3 = 17.8 Grades 4 to 5 = 21.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.6	48.8	36.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.149
Principal Intern		Special Education	1.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	21.400	**Instructional Support Total**	6.149
Staff Development	1.000		
ESOL	3.000	**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	1.124
Instrumental Music	0.200	**Other Support Total**	3.124
Preschool	0.800		
Special Education:		**Building Services**	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.700	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	**Food Services**	1.250
Other Professional Total	2.800		
Total Professional	40.500	**Total Supporting Services**	13.523

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	--	12.1	Y	0	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	10	5	1	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
276	631	462	497	535	557	581	596

School Personnel Costs

Professional Salaries	$3,079,093
Supporting Services Salaries	$556,573
Employee Benefits	$950,130
Total Allocated Cost	**$4,585,796**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Goshen Elementary School - #546

Principal: Ms. Linda F. King
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 619													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.7**	**52.3**	**≤5.0**	**12.9**	**26.2**	**26.7**	**≤5.0**	**27.0**	**6.8**	Pre-K	22	3.6
ESOL	**17.3**	8.1	9.2	≤5.0	≤5.0	≤5.0	11.0	≤5.0	≤5.0	≤5.0	Full-Day K	97	15.7
FARMS	**37.6**	18.7	18.9	≤5.0	≤5.0	16.5	13.9	≤5.0	≤5.0	≤5.0	Grade 1	108	17.4
SPED	**12.1**	≤5.0	8.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	95	15.3
											Grade 3	110	17.8
											Grade 4	87	14.1
											Grade 5	100	16.2
											Total	619	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	77.3	≤5.0	22.7

Other Participation

Students now or have in the past received FARMS[2] = 44.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Prekindergarten Language Class

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.1	86.2	90.9	90.0	89.2	92.5
Asian	--	--	93.3	93.3	≥95.0	92.9
Black or African American	75.9	89.7	87.0	87.0	80.0	84.0
Hispanic/Latino	78.3	82.6	82.1	85.7	85.0	90.0
White	≥95.0	86.2	≥95.0	92.6	93.1	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	69.7	84.8	85.4	85.4	75.9	82.8
LEP	68.4	78.9	73.7	78.9	80.0	80.0
SPED	40.0	50.0	--	--	84.6	69.2

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Goshen Elementary School - #546

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	57.3	50.5	54.9	66.0	71.6	57.3
Asian	58.3	58.3	50.0	75.0	66.7	58.3
Black or African American	48.3	37.9	46.4	55.2	60.7	48.3
Hispanic/Latino	42.9	39.3	46.4	64.3	75.0	46.4
White	77.8	74.1	74.1	85.2	85.2	77.8
Two or More Races	--	--	--	--	--	--
ESOL	25.0	29.2	25.0	54.2	66.7	29.2
FARMS	33.3	25.0	33.3	47.2	61.1	36.1
SPED	33.3	16.7	33.3	41.7	58.3	16.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	0.0	1.9	94.3	0.0	88.7	11.3	135	100.0	0.0
Supporting Services	6.3	18.8	12.5	62.5	0.0	75.0	25.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size Kindergarten = 19.8

Grades 1 to 3 = 19.2 Grades 4 to 5 = 24.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.3	52.8	35.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.999
Principal Intern		Special Education	2.124
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	26.200	**Instructional Support Total**	5.748
Staff Development	1.000		
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	1.499
Instrumental Music	0.300	**Other Support Total**	3.499
Preschool			
Special Education:		**Building Services**	
Classroom	2.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.900	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.500	**Food Services**	1.250
Other Professional Total	4.500		
Total Professional	48.400	**Total Supporting Services**	14.997

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.5	Y	0	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	21	6	0	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
517	517	597	599	585	591	578	573

School Personnel Costs

Professional Salaries	$3,475,626
Supporting Services Salaries	$591,011
Employee Benefits	$1,054,133
Total Allocated Cost	**$5,120,770**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Great Seneca Creek Elementary School - #340

Principal: Mr. Gregory S. Edmundson
Community Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

13010 Dairymaid Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/greatsenecacreekes/

Office Phone: (301) 353-8500
Fax Number: (301) 515-3044
Cluster Name: Northwest
Receiving Schools: Kingsview, Clemente

2011–2012 Enrollment = 764													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**53.3**	**46.7**	**≤5.0**	**17.9**	**25.4**	**22.8**	**≤5.0**	**27.2**	**6.7**	Pre-K	0	0.0
ESOL	**10.5**	≤5.0	6.0	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	Full-Day K	111	14.5
FARMS	**33.1**	18.3	14.8	≤5.0	≤5.0	14.7	12.4	≤5.0	≤5.0	≤5.0	Grade 1	140	18.3
SPED	**8.9**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	128	16.8
											Grade 3	133	17.4
											Grade 4	126	16.5
											Grade 5	126	16.5
											Total	764	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	77.9	16.2	5.9

Other Participation

Students now or have in the past received FARMS[2] = 38.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.8	90.2	87.7	94.6	82.2	94.1
Asian	≥95.0	≥95.0	≥95.0	≥95.0	88.5	92.3
Black or African American	89.3	78.6	82.4	91.2	66.7	92.6
Hispanic/Latino	88.0	≥95.0	70.0	93.3	77.8	88.9
White	94.1	91.2	≥95.0	≥95.0	88.1	≥95.0
Two or More Races	92.3	92.3	--	--	--	--
FARMS	87.9	81.8	81.4	90.7	64.7	91.2
LEP	70.0	90.0	45.5	81.8	40.0	70.0
SPED	--	--	73.3	≥95.0	63.6	90.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Great Seneca Creek Elementary School - #340

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.6	75.8	74.4	68.2	81.4	75.8
Asian	79.2	91.7	87.5	87.5	91.7	91.7
Black or African American	54.5	63.6	63.6	50.0	68.2	68.2
Hispanic/Latino	44.8	55.2	58.6	44.8	62.1	48.3
White	77.8	84.4	82.6	78.3	91.3	86.7
Two or More Races	--	--	--	--	--	--
ESOL	13.3	46.7	56.3	37.5	68.8	40.0
FARMS	50.0	58.8	60.0	48.6	71.4	55.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	7.1	1.8	85.7	0.0	89.3	10.7	182	97.8	2.2
Supporting Services	28.0	8.0	16.0	48.0	0.0	80.0	20.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.5

Average Class Size Kindergarten = 22.0
Grades 1 to 3 = 24.8 Grades 4 to 5 = 24.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.7	57.1	32.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.249
Principal Intern		Special Education	4.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	28.400	**Instructional Support Total**	8.249
Staff Development	1.000		
ESOL	2.300	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.999
Instrumental Music	0.400	**Other Support Total**	3.999
Preschool			
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.300	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.374
Other Professional Total	2.900		
Total Professional	52.200	**Total Supporting Services**	18.622

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	13.7	Y	0	3

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	22	4	0	0	5	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
649	649	746	741	733	731	715	726

School Personnel Costs

Professional Salaries	$3,841,939
Supporting Services Salaries	$668,836
Employee Benefits	$1,180,918
Total Allocated Cost	**$5,691,693**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Greencastle Elementary School - #334

Principal: Mr. Reginald Kevin Payne Jr. 13611 Robey Road Silver Spring, MD 20904 Office Phone: (301) 595-2940
Community Supt: Ms. Beth Schiavino-Narvaez Fax Number: (301) 902-1222
School Hours: 8:50 - 3:05 www.montgomeryschoolsmd.org/schools/greencastlees/ Cluster Name: Northeast Consortium
Feeder Schools: Receiving Schools: Banneker

2011–2012 Enrollment = 721													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.9**	**52.1**	**≤5.0**	**10.0**	**71.3**	**15.1**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	73	10.1
ESOL	**17.6**	6.8	10.8	≤5.0	≤5.0	7.5	5.8	≤5.0	≤5.0	≤5.0	Full-Day K	96	13.3
FARMS	**58.9**	28.3	30.7	≤5.0	≤5.0	42.3	10.8	≤5.0	≤5.0	≤5.0	Grade 1	116	16.1
SPED	**11.5**	≤5.0	8.3	≤5.0	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	118	16.4
											Grade 3	115	16.0
											Grade 4	92	12.8
											Grade 5	111	15.4
											Total	721	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.7	≤5.0	31.3

Other Participation

Students now or have in the past received FARMS[2] = 67.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 24.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Linkages to Learning
Elementary Home School Model
Preschool Education Program (PEP)
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	na	na	na	na
Two or More Races	na	na	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.7	84.3	82.5	87.4	68.9	94.6
Asian	91.7	91.7	--	--	--	--
Black or African American	81.8	79.6	84.0	86.7	75.0	93.8
Hispanic/Latino	≥95.0	90.0	68.8	≥95.0	61.1	94.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	83.3	83.1	81.8	85.5	66.0	≥95.0
LEP	85.0	73.7	60.0	73.3	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Greencastle Elementary School - #334

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	47.3	56.4	61.8	50.9	80.0	53.6
Asian	20.0	50.0	70.0	40.0	70.0	40.0
Black or African American	48.1	63.3	59.5	57.0	81.0	58.2
Hispanic/Latino	55.6	27.8	66.7	27.8	77.8	38.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	38.7	38.7	67.7	35.5	74.2	38.7
FARMS	46.4	53.6	63.8	49.3	76.8	49.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.0	29.9	1.5	64.2	1.5	80.6	19.4	167	100.0	0.0
Supporting Services	12.5	41.7	4.2	41.7	0.0	75.0	25.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.6

Average Class Size Kindergarten = 16.8
Grades 1 to 3 = 20.4 Grades 4 to 5 = 25.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.4	38.8	35.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.100
Principal Intern		Special Education	5.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	29.700	**Instructional Support Total**	11.475
Staff Development	1.000		
ESOL	3.300	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.500
Instrumental Music	0.400	**Other Support Total**	3.500
Preschool	1.000		
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.500	Food Services	1.250
Other Professional Total	4.500		
Total Professional	59.900	**Total Supporting Services**	20.725

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	18.9	Y	0	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	19	5	1	0	6	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
556	556	737	739	724	705	681	666

School Personnel Costs

Professional Salaries	$4,296,509
Supporting Services Salaries	$763,510
Employee Benefits	$1,326,342
Total Allocated Cost	**$6,386,361**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Greenwood Elementary School - #512

Principal: Mrs. Cheryl A. Bunyan
Community Supt: Ms. Beth Schiavino-Narvaez
School Hours: 8:50 - 3:05
Feeder Schools:

3336 Gold Mine Road Brookeville, MD 20833
www.montgomeryschoolsmd.org/schools/greenwoodes/

Office Phone: (301) 924-3145
Fax Number: (301) 924-3296
Cluster Name: Sherwood
Receiving Schools: Rosa Parks

2011–2012 Enrollment = 534

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.5**	**51.5**	**≤5.0**	**9.0**	**5.8**	**9.6**	**≤5.0**	**69.5**	**6.2**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**5.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.0**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	81	15.2
Grade 1	84	15.7
Grade 2	81	15.2
Grade 3	106	19.9
Grade 4	79	14.8
Grade 5	103	19.3
Total	534	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.6	≤5.0	9.4

Other Participation

Students now or have in the past received FARMS[2] = 8.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	91.8	≥95.0
Asian	--	--	90.0	80.0	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	94.5	≥95.0	≥95.0	94.6	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Greenwood Elementary School - #512

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	78.4	90.2	88.2	89.2	88.2	90.2
Asian	80.0	86.7	93.3	93.3	≥95.0	86.7
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	79.7	94.6	89.2	91.9	86.5	93.2
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	14.6	0.0	82.9	0.0	92.7	7.3	115	96.5	3.5
Supporting Services	6.3	12.5	18.8	62.5	0.0	75.0	25.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.6

Average Class Size Kindergarten = 20.3

Grades 1 to 3 = 22.8 Grades 4 to 5 = 26.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	48.8	39.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
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	0.625
Classroom	19.900	**Instructional Support Total**	2.500
Staff Development	1.000		
ESOL	0.200	**Other Support**	
Reading/Literacy	1.300	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.375
Instrumental Music	0.400	**Other Support Total**	3.375
Preschool			
Special Education:		**Building Services**	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.600	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	**Food Services**	0.938
Other Professional Total	2.600		
Total Professional	35.200	**Total Supporting Services**	10.813

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
29	21	3	0	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
584	584	512	520	502	507	504	504

School Personnel Costs

Professional Salaries	$2,714,466
Supporting Services Salaries	$434,141
Employee Benefits	$827,453
Total Allocated Cost	**$3,976,060**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Harmony Hills Elementary School - #797

Principal: Ms. Robin Weaver | 13407 Lydia Street Silver Spring, MD 20906 | Office Phone: (301) 929-2157
Community Supt: Dr. Christopher S. Garran | Fax Number: (301) 962-5976
School Hours: 9:15 - 3:30 | www.montgomeryschoolsmd.org/schools/harmonyhillses/ | Cluster Name: Downcounty Consortium
Feeder Schools: | Receiving Schools: Argyle, Loiederman, Parkland

2011–2012 Enrollment = 640													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.4**	**51.6**	**≤5.0**	**7.2**	**21.3**	**67.3**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	64	10.0
ESOL	**50.9**	23.8	27.2	≤5.0	≤5.0	≤5.0	45.0	≤5.0	≤5.0	≤5.0	Full-Day K	134	20.9
FARMS	**88.9**	42.8	46.1	≤5.0	5.2	17.3	63.0	≤5.0	≤5.0	≤5.0	Grade 1	102	15.9
SPED	**7.0**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	100	15.6
											Grade 3	95	14.8
											Grade 4	74	11.6
											Grade 5	71	11.1
											Total	640	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 87.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
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: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	na	na	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.6	74.3	86.4	87.9	79.2	83.3
Asian	--	--	--	--	--	--
Black or African American	64.7	64.7	78.6	85.7	85.7	92.9
Hispanic/Latino	70.8	72.9	90.7	88.4	77.6	79.6
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	68.8	73.4	85.7	89.3	78.5	81.5
LEP	58.1	61.3	80.8	80.8	71.0	67.7
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Harmony Hills Elementary School - #797

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	39.6	45.1	52.7	42.9	76.9	46.2
Asian	--	--	--	--	--	--
Black or African American	46.2	46.2	53.8	46.2	53.8	53.8
Hispanic/Latino	35.7	41.4	50.0	38.6	80.0	41.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	30.0	35.0	40.0	35.0	76.7	36.7
FARMS	36.5	41.9	47.3	39.2	75.7	41.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.1	20.6	9.5	58.7	0.0	84.1	15.9	175	97.7	2.3
Supporting Services	16.0	16.0	32.0	32.0	4.0	80.0	20.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size Kindergarten = 17.1
Grades 1 to 3 = 18.3 Grades 4 to 5 = 25.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
44.4	36.5	19.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	6.400
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	8.000	Instructional Data Assistant	0.625
Classroom	27.800	**Instructional Support Total**	8.900
Staff Development	1.000		
ESOL	7.100	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	1.500
Instrumental Music	0.200	**Other Support Total**	4.250
Preschool	2.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.937
Other Professional Total	3.000		
Total Professional	59.200	**Total Supporting Services**	20.087

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1999	10.2	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
41	25	6	2	0	7	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
681	681	693	720	728	727	727	687

School Personnel Costs

Professional Salaries	$3,747,202
Supporting Services Salaries	$751,850
Employee Benefits	$1,196,703
Total Allocated Cost	**$5,695,755**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Highland Elementary School - #774

Principal: Mr. Scott R. 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

2011–2012 Enrollment = 485

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.3**	**50.7**	**≤5.0**	**6.6**	**13.8**	**74.0**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**61.6**	27.8	33.8	≤5.0	≤5.0	≤5.0	54.6	≤5.0	≤5.0	≤5.0
FARMS	**81.9**	38.8	43.1	≤5.0	≤5.0	9.3	67.0	≤5.0	≤5.0	≤5.0
SPED	**15.9**	5.4	10.5	≤5.0	≤5.0	≤5.0	12.4	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	61	12.6
Full-Day K	85	17.5
Grade 1	64	13.2
Grade 2	67	13.8
Grade 3	68	14.0
Grade 4	69	14.2
Grade 5	71	14.6
Total	485	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 87.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.6%
Attendance Rate[2 3] = 94.7%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
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: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	na	na	na	na
Two or More Races	na	na	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.3	84.7	91.3	≥95.0	90.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	81.8	90.9	--	--
Hispanic/Latino	84.9	83.0	92.2	≥95.0	89.1	≥95.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	83.9	85.5	90.2	≥95.0	86.7	93.3
LEP	76.7	81.4	87.9	≥95.0	89.7	93.1
SPED	53.3	73.3	70.6	94.1	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Highland Elementary School - #774

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	50.7	60.6	71.4	62.0	72.9	64.8
Asian	--	--	--	--	--	--
Black or African American	61.5	61.5	69.2	61.5	69.2	61.5
Hispanic/Latino	48.1	55.8	68.6	57.7	72.5	61.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	49.0	52.9	68.0	54.9	70.0	58.8
FARMS	46.6	56.9	66.7	56.9	70.2	60.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.4	3.7	5.6	83.3	0.0	92.6	7.4	165	100.0	0.0
Supporting Services	18.2	13.6	22.7	45.5	0.0	77.3	22.7			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.7

Average Class Size Kindergarten = 17.6

Grades 1 to 3 = 18.4 Grades 4 to 5 = 23.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.8	57.4	27.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.875
Principal Intern		Special Education	4.749
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	22.900	**Instructional Support Total**	8.749
Staff Development	0.500		
ESOL	6.900	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	1.000
Music	1.000	Lunch Hour Aide	1.125
Instrumental Music	0.200	**Other Support Total**	4.125
Preschool	2.000		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	0.875
Other Professional Total	3.100		
Total Professional	50.100	**Total Supporting Services**	18.749

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1989	11.0	Y	1	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	16	7	2	0	5	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
468	468	486	477	484	485	492	481

School Personnel Costs

Professional Salaries	$3,640,260
Supporting Services Salaries	$787,823
Employee Benefits	$1,188,207
Total Allocated Cost	**$5,616,290**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Highland View Elementary School - #784

Principal: Miss Anne M. Dardarian
Community Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools:

9010 Providence Avenue Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/highlandviewes/

Office Phone: (301) 650-6426
Fax Number: (301) 650-6506
Cluster Name: Downcounty Consortium
Receiving Schools: Silver Spring Internat'l

2011–2012 Enrollment = 385													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.7**	**55.3**	**≤5.0**	**≤5.0**	**23.6**	**31.2**	**≤5.0**	**37.4**	**5.7**	Pre-K	0	0.0
ESOL	**31.7**	13.5	18.2	≤5.0	≤5.0	13.8	16.6	≤5.0	≤5.0	≤5.0	Full-Day K	72	18.7
FARMS	**45.2**	18.4	26.8	≤5.0	≤5.0	19.7	22.6	≤5.0	≤5.0	≤5.0	Grade 1	62	16.1
SPED	**5.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	69	17.9
											Grade 3	68	17.7
											Grade 4	57	14.8
											Grade 5	57	14.8
											Total	385	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.0	15.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 47.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 21.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	na	na	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.3	86.7	86.5	≥95.0	78.9	94.7
Asian	--	--	--	--	--	--
Black or African American	≥95.0	93.3	84.6	≥95.0	90.0	90.0
Hispanic/Latino	78.6	64.3	73.7	≥95.0	57.1	92.9
White	≥95.0	≥95.0	≥95.0	≥95.0	91.7	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	84.0	76.0	70.8	≥95.0	68.2	90.9
LEP	82.4	64.7	61.5	92.9	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Highland View Elementary School - #784

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	60.0	73.3	69.3	71.4	80.5	72.0
Asian	--	--	--	--	--	--
Black or African American	38.5	61.5	61.5	60.0	80.0	61.5
Hispanic/Latino	20.0	40.0	55.0	40.0	65.0	35.0
White	88.6	91.4	77.1	94.3	88.6	94.3
Two or More Races	--	--	--	--	--	--
ESOL	9.1	40.9	59.1	41.7	62.5	36.4
FARMS	22.2	51.9	63.0	48.3	69.0	48.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.0	15.0	5.0	75.0	0.0	92.5	7.5			
Supporting Services	6.7	26.7	20.0	40.0	6.7	73.3	26.7	117	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.6

Average Class Size Kindergarten = 16.8
Grades 1 to 3 = 17.8 Grades 4 to 5 = 28.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.5	40.0	47.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.875
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	19.400	**Instructional Support Total**	3.750
Staff Development	1.000		
ESOL	2.800	Other Support	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.000
Instrumental Music	0.200	**Other Support Total**	3.000
Preschool			
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.125
Other Professional Total	2.600		
Total Professional	35.600	**Total Supporting Services**	11.875

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1994	6.6	Y	0	6

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	12	4	0	0	4	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
301	547	413	424	430	431	437	426

School Personnel Costs

Professional Salaries	$2,904,927
Supporting Services Salaries	$466,355
Employee Benefits	$883,677
Total Allocated Cost	**$4,254,959**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Jackson Road Elementary School - #305

Principal: Ms. Sally Ann Macias
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 637

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.1**	**52.9**	**≤5.0**	**13.5**	**47.1**	**33.4**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**28.9**	12.6	16.3	≤5.0	≤5.0	6.8	17.6	≤5.0	≤5.0	≤5.0
FARMS	**68.3**	33.1	35.2	≤5.0	6.1	30.8	28.9	≤5.0	≤5.0	≤5.0
SPED	**14.1**	≤5.0	11.3	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	98	15.4
Full-Day K	84	13.2
Grade 1	111	17.4
Grade 2	92	14.4
Grade 3	93	14.6
Grade 4	88	13.8
Grade 5	71	11.1
Total	637	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	53.9	≤5.0	46.1

Other Participation

Students now or have in the past received FARMS[2] = 73.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Prekindergarten
Preschool Education Program (PEP)
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.9	82.6	78.7	86.7	78.8	87.5
Asian	--	--	90.9	≥95.0	--	--
Black or African American	74.3	80.0	77.4	90.3	77.4	90.3
Hispanic/Latino	76.5	82.4	73.3	76.7	70.0	80.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	74.6	76.3	77.1	83.3	69.6	80.4
LEP	71.4	76.2	66.7	77.8	36.4	63.6
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Jackson Road Elementary School - #305

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	54.7	67.4	65.9	64.8	73.9	65.1
Asian	66.7	77.8	88.9	83.3	94.4	83.3
Black or African American	46.5	67.4	59.1	65.9	68.2	62.8
Hispanic/Latino	47.4	47.4	50.0	40.0	60.0	42.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	53.8	53.8	57.1	42.9	64.3	53.8
FARMS	50.0	60.4	58.0	58.0	68.0	58.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.3	14.5	5.8	72.5	2.9	87.0	13.0	159	100.0	0.0
Supporting Services	7.7	23.1	19.2	46.2	3.8	65.4	34.6			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 17.2
Grades 1 to 3 = 19.9 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.6	37.7	37.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
Principal Intern		Special Education	7.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	29.800	**Instructional Support Total**	11.250
Staff Development	1.000		
ESOL	4.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.375
Instrumental Music	0.200	**Other Support Total**	3.375
Preschool	1.000		
Special Education:		Building Services	
Classroom	8.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.600	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	3.600	Food Services	1.875
Other Professional Total	5.600		
Total Professional	61.200	**Total Supporting Services**	22.500

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1959	1995	8.8	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	24	5	1	0	5	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
667	667	657	666	669	676	658	664

School Personnel Costs

Professional Salaries	$4,354,686
Supporting Services Salaries	$816,305
Employee Benefits	$1,354,019
Total Allocated Cost	**$6,525,010**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Jones Lane Elementary School - #360

Principal: Ms. Carole A. 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/joneslanees/

Office Phone: (301) 840-8160
Fax Number: (301) 840-8162
Cluster Name: Quince Orchard
Receiving Schools: Ridgeview

2011–2012 Enrollment = 515

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.6**	**53.4**	**≤5.0**	**14.4**	**9.9**	**24.7**	**≤5.0**	**44.9**	**5.8**
ESOL	**14.0**	6.0	8.0	≤5.0	≤5.0	≤5.0	10.7	≤5.0	≤5.0	≤5.0
FARMS	**21.4**	9.9	11.5	≤5.0	≤5.0	5.0	14.4	≤5.0	≤5.0	≤5.0
SPED	**11.5**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	1	0.2
Full-Day K	87	16.9
Grade 1	78	15.1
Grade 2	95	18.4
Grade 3	82	15.9
Grade 4	84	16.3
Grade 5	88	17.1
Total	515	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	44.1	15.3	40.7

Other Participation

Students now or have in the past received FARMS[2] = 28.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Not Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.6	88.0	92.0	93.2	83.6	93.2
Asian	≥95.0	91.7	92.9	92.9	90.0	≥95.0
Black or African American	--	--	72.7	81.8	70.0	90.0
Hispanic/Latino	80.0	70.0	87.0	87.0	53.3	73.3
White	94.9	94.9	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	81.0	66.7	77.3	81.8	55.6	77.8
LEP	75.0	58.3	--	--	--	--
SPED	--	--	40.0	50.0	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Jones Lane Elementary School - #360

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.7	83.1	85.4	80.0	87.6	78.7
Asian	80.0	90.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	70.0	--	--
Hispanic/Latino	35.3	52.9	58.8	35.3	64.7	35.3
White	80.0	85.7	91.4	91.4	91.4	85.7
Two or More Races	--	--	--	--	--	--
ESOL	28.6	71.4	78.6	57.1	78.6	50.0
FARMS	52.2	65.2	73.9	65.2	73.9	60.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.2	6.1	8.2	75.5	0.0	87.8	12.2	140	94.3	5.7
Supporting Services	15.8	10.5	5.3	68.4	0.0	84.2	15.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten = 19.3
Grades 1 to 3 = 22.0 Grades 4 to 5 = 23.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.3	38.8	46.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	5.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	19.600	**Instructional Support Total**	8.500
Staff Development	1.000		
ESOL	1.600	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	1.375
Instrumental Music	0.300	**Other Support Total**	3.375
Preschool			
Special Education:		Building Services	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.800	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.125
Other Professional Total	3.800		
Total Professional	43.600	**Total Supporting Services**	17.000

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1987	--	12.1	Y	0	6

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	14	5	0	0	3	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
441	441	507	505	503	490	491	485

School Personnel Costs

Professional Salaries	$3,412,144
Supporting Services Salaries	$688,372
Employee Benefits	$1,069,847
Total Allocated Cost	**$5,170,363**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Kemp Mill Elementary School - #805

Principal: Mr. Floyd D. 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

2011–2012 Enrollment = 458													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.5**	**51.5**	**≤5.0**	**6.3**	**24.9**	**60.7**	**≤5.0**	**6.1**	**≤5.0**	Pre-K	45	9.8
ESOL	**46.9**	23.1	23.8	≤5.0	≤5.0	≤5.0	40.2	≤5.0	≤5.0	≤5.0	Full-Day K	67	14.6
FARMS	**73.8**	37.6	36.2	≤5.0	≤5.0	17.7	52.0	≤5.0	≤5.0	≤5.0	Grade 1	74	16.2
SPED	**9.8**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 2	61	13.3
											Grade 3	61	13.3
											Grade 4	80	17.5
											Grade 5	70	15.3
											Total	458	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	91.1	≤5.0	6.7

Other Participation

Students now or have in the past received FARMS[2] = 80.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.9%
Attendance Rate[2] [3] = 94.8%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Prekindergarten
Elementary Home School Model
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[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	na	na	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Met	Met	Met
SPED	Not Met	Not Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.2	75.8	82.4	86.8	71.4	77.4
Asian	--	--	--	--	--	--
Black or African American	76.9	76.9	94.1	94.1	70.8	73.9
Hispanic/Latino	65.1	75.0	75.0	82.5	66.7	75.8
White	71.4	64.3	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	66.7	69.0	79.6	85.7	64.4	72.7
LEP	60.0	72.2	74.2	90.3	44.4	70.6
SPED	50.0	70.0	60.0	60.0	45.5	45.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Kemp Mill Elementary School - #805

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	41.3	42.9	31.3	37.5	46.9	36.5
Asian	--	--	--	--	--	--
Black or African American	57.9	42.1	31.6	31.6	36.8	36.8
Hispanic/Latino	27.0	32.4	26.3	28.9	42.1	24.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	18.8	25.0	18.2	21.2	42.4	15.6
FARMS	31.9	31.9	25.0	27.1	37.5	25.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	18.8	12.5	68.8	0.0	91.7	8.3			
Supporting Services	5.9	23.5	29.4	41.2	0.0	76.5	23.5	134	98.5	1.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 16.3

Grades 1 to 3 = 16.4 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.3	33.3	35.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.000
Principal Intern		Special Education	1.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	23.600	**Instructional Support Total**	3.875
Staff Development	1.000		
ESOL	5.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	0.750
Music	1.000	Lunch Hour Aide	1.250
Instrumental Music	0.200	**Other Support Total**	4.000
Preschool	1.000		
Special Education:		Building Services	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.625
Other Professional Total	2.900		
Total Professional	45.600	**Total Supporting Services**	13.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1996	10.0	Y	0	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	17	5	1	0	4	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
450	450	462	451	463	466	459	461

School Personnel Costs

Professional Salaries	$3,334,493
Supporting Services Salaries	$508,377
Employee Benefits	$998,915
Total Allocated Cost	**$4,841,785**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Kensington Parkwood Elementary School - #783

Principal: Ms. Barbara A. Liess
Community Supt: Dr. Christopher S. Garran
School Hours: 9:15- 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

2011–2012 Enrollment = 683													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.3**	**50.7**	**≤5.0**	**7.8**	**5.1**	**11.0**	**≤5.0**	**71.9**	**≤5.0**	Pre-K	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	118	17.3
FARMS	**7.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	115	16.8
SPED	**9.1**	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.2	≤5.0	Grade 2	116	17.0
											Grade 3	134	19.6
											Grade 4	101	14.8
											Grade 5	99	14.5
											Total	683	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 10.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Learning and Academic Disabilities
Model Arts Integration School

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	93.8	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	90.0	≥95.0	≥95.0	93.8	92.3	≥95.0
White	≥95.0	93.2	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	≥95.0	92.3	90.0	70.0	≥95.0	84.2

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Kensington Parkwood Elementary School - #783

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	83.1	86.2	72.5	86.9	85.5	90.8
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	78.6	78.6	57.1	78.6	78.6	85.7
White	83.7	86.7	74.7	88.8	88.9	91.8
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	58.3	58.3	50.0	66.7	58.3	58.3
SPED	73.3	60.0	40.0	86.7	86.7	80.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	3.8	94.2	1.9	88.5	11.5	144	100.0	0.0
Supporting Services	11.1	22.2	27.8	38.9	0.0	77.8	22.2			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.5

Average Class Size Kindergarten = 23.4

Grades 1 to 3 = 24.3 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.1	38.5	38.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.875
Principal Intern		Special Education	3.624
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	24.200	**Instructional Support Total**	7.124
Staff Development	1.000		
ESOL	0.700	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	1.749
Instrumental Music	0.300	**Other Support Total**	3.749
Preschool			
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.000
Other Professional Total	3.000		
Total Professional	44.000	**Total Supporting Services**	16.373

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	2006	9.9	Y	0	5

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	14	5	0	0	5	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
471	471	699	721	700	701	697	687

School Personnel Costs

Professional Salaries	$3,266,555
Supporting Services Salaries	$610,980
Employee Benefits	$1,004,619
Total Allocated Cost	**$4,882,154**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 413

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.4**	**51.6**	**≤5.0**	**11.4**	**33.4**	**25.9**	**≤5.0**	**25.2**	**≤5.0**
ESOL	**20.3**	9.2	11.1	≤5.0	≤5.0	5.1	9.7	≤5.0	≤5.0	≤5.0
FARMS	**44.1**	21.1	23.0	≤5.0	≤5.0	20.3	14.5	≤5.0	≤5.0	≤5.0
SPED	**19.4**	5.6	13.8	≤5.0	≤5.0	6.1	≤5.0	≤5.0	5.8	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	67	16.2
Full-Day K	82	19.9
Grade 1	65	15.7
Grade 2	48	11.6
Grade 3	54	13.1
Grade 4	49	11.9
Grade 5	48	11.6
Total	413	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.5	≤5.0	41.3

Other Participation

Students now or have in the past received FARMS[2] = 48.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 28.6%
Attendance Rate[2 3] = 94.4%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Preschool Education Program (PEP)
Prekindergarten
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.5	78.0	84.1	≥95.0	82.7	94.2
Asian	--	--	--	--	--	--
Black or African American	68.8	68.8	81.3	87.5	63.6	90.9
Hispanic/Latino	69.2	69.2	--	--	--	--
White	92.3	92.9	90.9	≥95.0	≥95.0	93.8
Two or More Races	--	--	--	--	--	--
FARMS	60.9	65.2	78.6	92.9	65.0	90.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lake Seneca Elementary School - #108

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	66.1	58.9	51.8	59.3	60.7	68.5
Asian	--	--	--	--	--	--
Black or African American	73.3	73.3	53.3	66.7	66.7	73.3
Hispanic/Latino	57.9	42.1	42.1	50.0	36.8	50.0
White	72.7	72.7	45.5	54.5	72.7	81.8
Two or More Races	--	--	--	--	--	--
ESOL	57.1	21.4	21.4	25.0	42.9	33.3
FARMS	68.2	50.0	40.9	52.4	54.5	57.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	10.2	2.0	83.7	2.0	91.8	8.2			
Supporting Services	4.5	22.7	13.6	59.1	0.0	86.4	13.6	104	96.2	3.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.8

Average Class Size Kindergarten = 16.2
Grades 1 to 3 = 16.5 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.3	42.9	42.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	5.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.500
Classroom	16.000	**Instructional Support Total**	7.875
Staff Development	1.000		
ESOL	1.900	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	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool	0.500		
Special Education:		Building Services	
Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.600	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	2.800	Food Services	1.000
Other Professional Total	4.300		
Total Professional	41.900	**Total Supporting Services**	15.250

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1985	--	9.4	Y	0	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	14	4	1	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
399	399	452	468	479	499	499	481

School Personnel Costs

Professional Salaries	$3,297,175
Supporting Services Salaries	$580,581
Employee Benefits	$1,024,755
Total Allocated Cost	**$4,902,511**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Lakewood Elementary School - #209

Principal: Ms. Robin L. Malcotti
Community Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

2534 Lindley Terrace Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/lakewoodes/

Office Phone: (301) 279-8465
Fax Number: (301) 279-8596
Cluster Name: Thomas S. Wootton
Receiving Schools: Frost

2011–2012 Enrollment = 585

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.4**	**51.6**	**≤5.0**	**41.5**	**≤5.0**	**6.7**	**≤5.0**	**44.4**	**≤5.0**
ESOL	**9.9**	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	75	12.8
Grade 1	89	15.2
Grade 2	93	15.9
Grade 3	90	15.4
Grade 4	117	20.0
Grade 5	121	20.7
Total	585	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.7	≤5.0	39.3

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Learning for Independence

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	na	na	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lakewood Elementary School - #209

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	86.9	84.5	82.1	90.6	89.4	91.7
Asian	87.9	93.9	90.9	94.1	94.1	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	84.2	81.6	73.7	89.5	86.8	89.5
Two or More Races	--	--	--	--	--	--
ESOL	53.8	76.9	76.9	71.4	71.4	76.9
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.0	2.5	5.0	87.5	0.0	92.5	7.5	144	97.2	2.8
Supporting Services	25.0	18.8	18.8	37.5	0.0	75.0	25.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.9

Average Class Size Kindergarten = 26.0

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

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.5	37.5	50.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	1.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.750
Classroom	21.000	**Instructional Support Total**	4.500
Staff Development	1.000		
ESOL	1.500	**Other Support**	
Reading/Literacy	1.900	Administrative Secretary	
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**	2.500
Preschool			
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	**Food Services**	1.125
Other Professional Total	2.600		
Total Professional	38.300	**Total Supporting Services**	12.125

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2003	13.1	Y	1	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	21	4	0	0	3	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
569	569	559	531	532	529	526	529

School Personnel Costs

Professional Salaries	$3,078,437
Supporting Services Salaries	$471,720
Employee Benefits	$926,895
Total Allocated Cost	**$4,477,052**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Laytonsville Elementary School - # 51

Principal: Mrs. Donna M. Sagona
Community Supt: Dr. Darryl L. Williams
School Hours: 9:15 - 3:30
Feeder Schools:

21401 Laytonsville Road Gaithersburg, MD 20882
www.montgomeryschoolsmd.org/schools/laytonsvillees/

Office Phone: (301) 840-7145
Fax Number: (301) 840-7147
Cluster Name: Gaithersburg
Receiving Schools: Baker, Gaithersburg MS

2011–2012 Enrollment = 455

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.6**	**51.4**	**≤5.0**	**8.6**	**11.0**	**10.8**	**≤5.0**	**62.2**	**7.5**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.6**	5.7	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**12.1**	≤5.0	8.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	68	14.9
Grade 1	79	17.4
Grade 2	81	17.8
Grade 3	92	20.2
Grade 4	67	14.7
Grade 5	68	14.9
Total	455	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.9	≤5.0	29.1

Other Participation

Students now or have in the past received FARMS[2] = 17.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Home School Model
School/Community-Based

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	94.9	91.5	94.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	90.0	90.0
Hispanic/Latino	--	--	--	--	84.6	≥95.0
White	≥95.0	≥95.0	≥95.0	94.6	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Laytonsville Elementary School - # 51

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	68.2	77.6	58.8	71.8	77.6	71.8
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	63.6	81.8	63.6	54.5	54.5	54.5
White	75.0	80.4	66.1	83.9	85.7	82.1
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	5.4	94.6	0.0	89.2	10.8	116	96.6	3.4
Supporting Services	8.7	8.7	4.3	78.3	0.0	87.0	13.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 22.0
Grades 1 to 3 = 24.2 Grades 4 to 5 = 26.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.1	54.1	37.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	5.747
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	16.900	**Instructional Support Total**	7.997
Staff Development	1.000		
ESOL	0.500	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.250
Instrumental Music	0.200	**Other Support Total**	3.250
Preschool			
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.600	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	1.000	Food Services	1.000
Other Professional Total	2.000		
Total Professional	34.600	**Total Supporting Services**	15.747

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1951	1989	10.4	Y	0	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	16	4	0	0	3	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
465	465	469	485	475	471	468	475

School Personnel Costs

Professional Salaries	$2,724,433
Supporting Services Salaries	$582,642
Employee Benefits	$852,556
Total Allocated Cost	**$4,159,631**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Little Bennett Elementary School - #336

Principal: Mr. Shawn D. Miller
Community Supt: Dr. Laverne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

23930 Burdette Forest Road Clarksburg, MD 20871
www.montgomeryschoolsmd.org/schools/littlebennettes/

Office Phone: (301) 540-5535
Fax Number: (301) 540-5792
Cluster Name: Clarksburg
Receiving Schools: Rocky Hill

2011–2012 Enrollment = 883													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.6**	**50.4**	**≤5.0**	**27.7**	**19.0**	**10.1**	**≤5.0**	**35.0**	**7.9**	Pre-K	0	0.0
ESOL	**8.0**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	162	18.3
FARMS	**11.9**	5.2	6.7	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	173	19.6
SPED	**5.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	179	20.3
											Grade 3	143	16.2
											Grade 4	121	13.7
											Grade 5	105	11.9
											Total	883	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 16.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.7	94.7	≥95.0	≥95.0	90.6	≥95.0
Asian	≥95.0	94.9	≥95.0	≥95.0	94.9	94.9
Black or African American	86.2	89.7	≥95.0	90.5	80.0	91.4
Hispanic/Latino	--	--	≥95.0	≥95.0	87.5	93.8
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	85.7	≥95.0	--	--	--	--
FARMS	87.5	81.3	≥95.0	94.1	81.8	90.9
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Little Bennett Elementary School - #336

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	79.0	81.9	87.7	79.0	86.2	81.9
Asian	85.4	92.7	≥95.0	90.2	≥95.0	92.7
Black or African American	57.7	65.4	65.4	53.8	69.2	61.5
Hispanic/Latino	58.3	41.7	83.3	50.0	75.0	50.0
White	88.2	90.2	90.2	86.3	88.2	90.2
Two or More Races	--	--	--	--	--	--
ESOL	46.2	46.2	84.6	46.2	69.2	38.5
FARMS	53.3	60.0	53.3	53.3	73.3	53.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.1	1.4	5.8	79.7	2.9	89.9	10.1	192	95.8	4.2
Supporting Services	20.0	20.0	5.0	55.0	0.0	85.0	15.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.7

Average Class Size Kindergarten = 23.3
Grades 1 to 3 = 24.5 Grades 4 to 5 = 25.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.1	52.2	37.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	8.000	Instructional Data Assistant	0.875
Classroom	30.500	**Instructional Support Total**	5.250
Staff Development	1.000		
ESOL	1.800	Other Support	
Reading/Literacy	2.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	2.250
Instrumental Music	0.400	**Other Support Total**	4.250
Preschool			
Special Education:		Building Services	
Classroom	6.200	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.312
Other Professional Total	3.500		
Total Professional	58.900	**Total Supporting Services**	15.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	4.8	Y	0	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	23	4	0	0	6	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
674	674	956	1018	1057	1058	1066	1071

School Personnel Costs

Professional Salaries	$4,492,708
Supporting Services Salaries	$600,149
Employee Benefits	$1,315,034
Total Allocated Cost	**$6,407,891**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Luxmanor Elementary School - #220

Principal: Mr. Ryan D. Forkert
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 456													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.7**	**51.3**	**≤5.0**	**21.5**	**12.1**	**17.8**	**≤5.0**	**45.4**	**≤5.0**	Pre-K	7	1.5
ESOL	**17.8**	7.9	9.9	≤5.0	7.7	≤5.0	5.3	≤5.0	≤5.0	≤5.0	Full-Day K	75	16.4
FARMS	**12.7**	6.1	6.6	≤5.0	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	Grade 1	92	20.2
SPED	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	76	16.7
											Grade 3	80	17.5
											Grade 4	51	11.2
											Grade 5	75	16.4
											Total	456	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.8	6.3	25.0

Other Participation

Students now or have in the past received FARMS[2] = 15.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 17.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Preschool Education Program (PEP) Comprehensive
School/Community-Based

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	90.9	≥95.0
Asian	≥95.0	≥95.0	--	--	94.1	≥95.0
Black or African American	--	--	90.0	90.0	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Luxmanor Elementary School - #220

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	86.2	90.8	93.8	94.0	89.6	89.2
Asian	81.3	93.8	≥95.0	93.8	≥95.0	93.8
Black or African American	90.0	90.0	≥95.0	90.0	90.0	90.0
Hispanic/Latino	63.6	72.7	81.8	91.7	83.3	63.6
White	≥95.0	≥95.0	≥95.0	≥95.0	88.9	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	70.0	70.0	≥95.0	83.3	≥95.0	70.0
FARMS	80.0	70.0	90.0	90.0	90.0	70.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	2.4	0.0	92.7	0.0	90.2	9.8	112	100.0	0.0
Supporting Services	21.1	15.8	15.8	47.4	0.0	78.9	21.1			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.5

Average Class Size Kindergarten = 19.0

Grades 1 to 3 = 22.2 Grades 4 to 5 = 25.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.0	41.5	36.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	2.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	16.900	**Instructional Support Total**	5.000
Staff Development	0.500		
ESOL	2.000	**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	1.500
Instrumental Music	0.200	**Other Support Total**	3.500
Preschool			
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.000	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.000
Other Professional Total	3.000		
Total Professional	35.000	**Total Supporting Services**	13.000

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	--	6.5	Y	0	3

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	14	4	0	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
422	642	474	519	541	562	567	580

School Personnel Costs

Professional Salaries	$2,600,071
Supporting Services Salaries	$475,202
Employee Benefits	$809,819
Total Allocated Cost	**$3,885,092**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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/thurgoodmarshalles/

Office Phone: (301) 670-8282
Fax Number: (301) 670-8256
Cluster Name: Quince Orchard
Receiving Schools: Ridgeview

2011–2012 Enrollment = 571

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.7**	**54.3**	**≤5.0**	**15.6**	**12.8**	**24.7**	**≤5.0**	**39.9**	**6.3**
ESOL	**13.8**	6.5	7.4	≤5.0	≤5.0	≤5.0	9.6	≤5.0	≤5.0	≤5.0
FARMS	**27.8**	12.4	15.4	≤5.0	≤5.0	6.3	17.3	≤5.0	≤5.0	≤5.0
SPED	**15.8**	≤5.0	11.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.6	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	56	9.8
Full-Day K	92	16.1
Grade 1	99	17.3
Grade 2	82	14.4
Grade 3	86	15.1
Grade 4	76	13.3
Grade 5	80	14.0
Total	571	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	58.9	≤5.0	40.0

Other Participation

Students now or have in the past received FARMS[2] = 33.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 17.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Preschool Education Program (PEP)
Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.7	≥95.0	93.8	≥95.0	91.6	91.6
Asian	--	--	--	--	≥95.0	≥95.0
Black or African American	80.0	90.0	83.3	91.7	80.0	80.0
Hispanic/Latino	≥95.0	≥95.0	85.0	≥95.0	88.2	88.2
White	≥95.0	≥95.0	≥95.0	≥95.0	93.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	93.3	≥95.0	78.3	91.3	75.0	70.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Thurgood Marshall Elementary School - #244

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.8	71.1	69.2	65.4	67.1	61.8
Asian	--	--	--	--	--	--
Black or African American	40.0	20.0	45.5	27.3	63.6	30.0
Hispanic/Latino	42.1	63.2	57.9	52.6	55.6	36.8
White	87.9	87.9	79.4	85.3	78.8	84.8
Two or More Races	--	--	--	--	--	--
ESOL	28.6	50.0	46.7	26.7	46.7	14.3
FARMS	42.3	53.8	46.2	42.3	54.2	34.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.8	5.9	7.8	76.5	2.0	94.1	5.9	115	100.0	0.0
Supporting Services	10.0	20.0	20.0	50.0	0.0	85.0	15.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.3

Average Class Size Kindergarten = 23.3
Grades 1 to 3 = 22.5 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.6	37.3	45.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	5.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	20.200	**Instructional Support Total**	7.625
Staff Development	1.000		
ESOL	1.800	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	0.200	**Other Support Total**	3.375
Preschool			
Special Education:		Building Services	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	3.200	Food Services	1.250
Other Professional Total	5.200		
Total Professional	46.200	**Total Supporting Services**	16.750

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
535	535	594	606	605	609	593	585

School Personnel Costs

Professional Salaries	$3,610,751
Supporting Services Salaries	$644,310
Employee Benefits	$1,105,850
Total Allocated Cost	**$5,360,911**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Maryvale Elementary School - #210

Principal: Ms. Karen Gregory
Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

1000 First Street Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/maryvalees/

Office Phone: (301) 279-4990
Fax Number: (301) 279-4993
Cluster Name: Rockville
Receiving Schools: Wood

2011–2012 Enrollment = 571

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.9**	**51.1**	**≤5.0**	**8.1**	**26.8**	**32.4**	**≤5.0**	**24.7**	**7.7**
ESOL	**25.2**	13.5	11.7	≤5.0	≤5.0	≤5.0	17.2	≤5.0	≤5.0	≤5.0
FARMS	**44.0**	20.7	23.3	≤5.0	≤5.0	15.2	21.9	≤5.0	≤5.0	≤5.0
SPED	**7.5**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	79	13.8
Full-Day K	88	15.4
Grade 1	92	16.1
Grade 2	87	15.2
Grade 3	74	13.0
Grade 4	82	14.4
Grade 5	69	12.1
Total	571	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	88.4	≤5.0	11.6

Other Participation

Students now or have in the past received FARMS[2] = 45.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.7%
Attendance Rate[2] [3] = 94.7%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Head Start
Prekindergarten
Total French Immersion
Linkages to Learning
Prekindergarten Autism
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Not Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.6	85.9	≥95.0	78.8	84.0	≥95.0
Asian	≥95.0	≥95.0	--	--	--	--
Black or African American	≥95.0	81.3	86.7	80.0	70.0	85.0
Hispanic/Latino	71.4	71.4	≥95.0	54.2	78.3	≥95.0
White	≥95.0	93.3	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	85.2	77.8	≥95.0	66.7	77.4	93.5
LEP	78.9	84.2	≥95.0	63.6	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Maryvale Elementary School - #210

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	54.4	50.6	49.4	73.4	82.3	59.5
Asian	--	--	--	--	--	--
Black or African American	44.4	55.6	44.4	66.7	72.2	55.6
Hispanic/Latino	50.0	33.3	37.5	45.8	83.3	37.5
White	68.2	63.6	63.6	90.9	86.4	81.8
Two or More Races	40.0	40.0	40.0	≥95.0	90.0	60.0
ESOL	54.5	50.0	36.4	50.0	81.8	50.0
FARMS	33.3	29.6	14.8	48.1	74.1	29.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	20.8	3.8	73.6	0.0	86.8	13.2	138	100.0	0.0
Supporting Services	15.2	15.2	21.2	48.5	0.0	87.9	12.1			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size Kindergarten = 21.8
Grades 1 to 3 = 21.4 Grades 4 to 5 = 18.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.0	47.2	35.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.575
Principal Intern		Special Education	10.252
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	21.100	**Instructional Support Total**	14.952
Staff Development	1.000		
ESOL	3.300	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.125
Instrumental Music	0.300	**Other Support Total**	3.125
Preschool	2.200		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.900	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.312
Other Professional Total	3.300		
Total Professional	45.200	**Total Supporting Services**	24.889

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	17.7	Y	1	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	20	6	3	0	4	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
570	740	605	612	631	639	633	632

School Personnel Costs

Professional Salaries	$3,274,150
Supporting Services Salaries	$956,830
Employee Benefits	$1,159,024
Total Allocated Cost	**$5,390,004**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Spark M. Matsunaga Elementary School - #523

Principal: Ms. Judy K. Brubaker
Community Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

13902 Bromfield Road Germantown, Maryland 20874
www.montgomeryschoolsmd.org/schools/matsunagaes/

Office Phone: (301) 601-4350
Fax Number: (301) 601-4358
Cluster Name: Northwest
Receiving Schools: Kingsview

2011–2012 Enrollment = 1,036

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.4**	**50.6**	**≤5.0**	**37.3**	**14.5**	**10.6**	**≤5.0**	**31.7**	**5.9**
ESOL	**8.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**13.7**	5.4	8.3	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**5.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	164	15.8
Grade 1	173	16.7
Grade 2	186	18.0
Grade 3	189	18.2
Grade 4	159	15.3
Grade 5	165	15.9
Total	1,036	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.3	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 18.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.4	94.4	≥95.0	≥95.0	90.4	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	94.2	≥95.0
Black or African American	84.0	84.0	91.3	91.3	79.2	≥95.0
Hispanic/Latino	85.7	85.7	77.8	83.3	90.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	90.0	≥95.0
Two or More Races	90.0	90.0	--	--	≥95.0	≥95.0
FARMS	85.7	82.1	88.0	84.0	71.4	90.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Spark M. Matsunaga Elementary School - #523

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.2	87.8	85.2	81.9	85.7	85.6
Asian	79.7	94.6	≥95.0	94.6	≥95.0	94.6
Black or African American	63.0	74.1	66.7	55.6	59.3	63.0
Hispanic/Latino	73.3	86.7	75.0	62.5	68.8	80.0
White	83.9	89.3	83.9	87.5	87.5	91.1
Two or More Races	--	--	--	--	--	--
ESOL	40.0	60.0	36.4	36.4	54.5	40.0
FARMS	66.7	72.2	66.7	50.0	55.6	61.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.6	0.0	3.0	80.3	1.5	90.9	9.1	223	98.2	1.8
Supporting Services	7.1	28.6	7.1	57.1	0.0	75.0	25.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.8

Average Class Size Kindergarten = 23.6
Grades 1 to 3 = 23.7 Grades 4 to 5 = 26.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.1	50.0	43.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	3.437
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.875
Classroom	35.700	**Instructional Support Total**	7.312
Staff Development	1.000		
ESOL	2.100	Other Support	
Reading/Literacy	2.300	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.700	Parent/Community Coord	
Music	1.700	Lunch Hour Aide	2.750
Instrumental Music	0.500	**Other Support Total**	5.750
Preschool			
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	55.500	Worker	7.000
Other Professional		Plant Equipment Operator	
Counselor	2.000	**Building Services Total**	9.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.750
Other Professional Total	4.000		
Total Professional	62.500	**Total Supporting Services**	23.812

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2001	--	11.8	Y	1	15

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	21	4	0	0	7	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
650	650	1038	1052	1035	1018	1013	1016

School Personnel Costs

Professional Salaries	$4,972,762
Supporting Services Salaries	$920,948
Employee Benefits	$1,535,271
Total Allocated Cost	**$7,428,981**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

S. Christa McAuliffe Elementary School - #110

Principal: Mrs. Wanda Coates
Community Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

12500 Wisteria Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/mcauliffees/

Office Phone: (301) 353-0910
Fax Number: (301) 353-0923
Cluster Name: Seneca Valley
Receiving Schools: Clemente, King

2011–2012 Enrollment = 628

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.5**	**49.5**	**≤5.0**	**11.8**	**27.9**	**34.7**	**≤5.0**	**18.5**	**6.8**
ESOL	**24.2**	11.1	13.1	≤5.0	≤5.0	≤5.0	15.1	≤5.0	≤5.0	≤5.0
FARMS	**49.4**	24.2	25.2	≤5.0	≤5.0	17.8	20.1	≤5.0	≤5.0	≤5.0
SPED	**7.2**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	20	3.2
Full-Day K	115	18.3
Grade 1	124	19.7
Grade 2	98	15.6
Grade 3	112	17.8
Grade 4	82	13.1
Grade 5	77	12.3
Total	628	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.8	11.1	31.1

Other Participation

Students now or have in the past received FARMS[2] = 56.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

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[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.5	93.6	87.2	93.6	71.6	87.5
Asian	≥95.0	≥95.0	--	--	--	--
Black or African American	80.0	90.0	≥95.0	≥95.0	64.7	88.2
Hispanic/Latino	85.7	92.9	80.6	87.1	66.7	81.5
White	≥95.0	92.3	90.5	≥95.0	84.6	84.6
Two or More Races	--	--	--	--	--	--
FARMS	80.5	92.7	84.6	92.3	61.9	81.0
LEP	82.4	94.1	72.7	90.9	53.8	≥95.0
SPED	--	--	--	--	66.7	58.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

S. Christa McAuliffe Elementary School - #110

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	53.6	68.8	61.6	66.1	75.0	67.0
Asian	71.4	78.6	85.7	85.7	85.7	85.7
Black or African American	40.7	55.6	37.0	44.4	55.6	48.1
Hispanic/Latino	44.4	72.2	61.1	63.9	77.8	69.4
White	70.4	74.1	66.7	85.2	85.2	77.8
Two or More Races	--	--	--	--	--	--
ESOL	41.7	69.4	55.6	58.3	80.6	61.1
FARMS	46.9	59.2	51.0	53.1	69.4	55.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.7	9.3	3.7	83.3	0.0	87.0	13.0	169	100.0	0.0
Supporting Services	5.0	10.0	10.0	75.0	0.0	80.0	20.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size Kindergarten = 18.7
Grades 1 to 3 = 19.3 Grades 4 to 5 = 25.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.5	48.1	33.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.097
Principal Intern		Special Education	1.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	25.300	**Instructional Support Total**	6.472
Staff Development	1.000		
ESOL	3.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.625
Instrumental Music	0.200	**Other Support Total**	3.625
Preschool	0.600		
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.375
Other Professional Total	3.000		
Total Professional	48.700	**Total Supporting Services**	15.972

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1987	--	10.6	Y	0	3

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	19	5	1	0	6	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
507	507	659	692	690	704	690	682

School Personnel Costs

Professional Salaries	$3,488,577
Supporting Services Salaries	$684,152
Employee Benefits	$1,109,746
Total Allocated Cost	**$5,282,475**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Ronald McNair Elementary School - #158

Principal: Mrs. Eileen K. MacFarlane
Community Supt: Dr. LaVerne G. Kimball
School Hours: 9:15 - 3:30
Feeder Schools:

13881 Hopkins Road Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/ronaldmcnaires/

Office Phone: (301) 353-0854
Fax Number: (301) 353-0964
Cluster Name: Northwest
Receiving Schools: Kingsview

2011–2012 Enrollment = 734

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.2**	**50.8**	**≤5.0**	**29.3**	**22.3**	**15.8**	**≤5.0**	**27.5**	**5.0**
ESOL	**14.4**	6.9	7.5	≤5.0	5.6	≤5.0	5.2	≤5.0	≤5.0	≤5.0
FARMS	**23.4**	11.9	11.6	≤5.0	≤5.0	10.9	7.1	≤5.0	≤5.0	≤5.0
SPED	**8.7**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	14	1.9
Full-Day K	120	16.3
Grade 1	126	17.2
Grade 2	126	17.2
Grade 3	121	16.5
Grade 4	113	15.4
Grade 5	114	15.5
Total	734	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 28.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	94.2	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	92.0	≥95.0
Black or African American	≥95.0	90.5	94.1	≥95.0	90.0	≥95.0
Hispanic/Latino	≥95.0	92.9	≥95.0	≥95.0	94.4	94.4
White	≥95.0	≥95.0	≥95.0	93.1	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	88.5	≥95.0	92.9	90.3	93.5
LEP	≥95.0	92.3	≥95.0	--	--	--
SPED	90.0	80.0	≥95.0	90.0	75.0	91.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ronald McNair Elementary School - #158

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.3	79.8	84.0	83.2	91.6	80.7
Asian	81.3	87.5	≥95.0	87.5	93.8	87.5
Black or African American	65.4	69.2	73.1	65.4	80.8	69.2
Hispanic/Latino	63.6	81.8	77.3	81.8	≥95.0	77.3
White	78.8	78.8	84.8	93.9	≥95.0	87.9
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	45.5	68.2	68.2	68.2	81.8	63.6
SPED	27.3	36.4	63.6	36.4	72.7	36.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	11.1	3.7	81.5	1.9	92.6	7.4			
Supporting Services	17.4	17.4	13.0	52.2	0.0	82.6	17.4	167	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.8

Average Class Size Kindergarten = 24.6
Grades 1 to 3 = 25.1 Grades 4 to 5 = 25.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.3	61.1	29.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
Principal Intern		Special Education	4.124
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	24.500	**Instructional Support Total**	8.749
Staff Development	1.000		
ESOL	2.500	Other Support	
Reading/Literacy	1.900	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.875
Instrumental Music	0.300	**Other Support Total**	3.875
Preschool	1.000		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.300	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.375
Other Professional Total	3.200		
Total Professional	48.500	**Total Supporting Services**	18.999

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	10.0	Y	0	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	20	5	1	0	5	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
623	623	771	775	767	755	741	732

School Personnel Costs

Professional Salaries	$3,543,306
Supporting Services Salaries	$734,827
Employee Benefits	$1,131,727
Total Allocated Cost	**$5,409,860**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Meadow Hall Elementary School - #212

Principal: Mr. Cabell W. Lloyd
Community Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

951 Twinbrook Parkway Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/meadowhalles/

Office Phone: (301) 279-4988
Fax Number: (301) 517-5887
Cluster Name: Rockville
Receiving Schools: Wood

2011–2012 Enrollment = 415

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.3**	**53.7**	**≤5.0**	**8.4**	**14.7**	**48.0**	**≤5.0**	**23.4**	**≤5.0**
ESOL	**20.0**	9.9	10.1	≤5.0	≤5.0	≤5.0	16.9	≤5.0	≤5.0	≤5.0
FARMS	**51.8**	24.8	27.0	≤5.0	≤5.0	10.4	33.0	≤5.0	≤5.0	≤5.0
SPED	**18.1**	≤5.0	13.7	≤5.0	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	78	18.8
Grade 1	77	18.6
Grade 2	59	14.2
Grade 3	77	18.6
Grade 4	58	14.0
Grade 5	66	15.9
Total	415	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.3	18.7	24.0

Other Participation

Students now or have in the past received FARMS[2] = 59.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.5%
Attendance Rate[2 3] = 94.3%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Autism
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.1	89.8	68.7	68.7	80.4	94.1
Asian	--	--	--	--	--	--
Black or African American	--	--	61.5	69.2	--	--
Hispanic/Latino	79.3	82.8	70.0	60.0	61.9	85.7
White	≥95.0	≥95.0	64.3	78.6	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	70.0	80.0	65.6	56.3	67.7	90.3
LEP	--	--	66.7	50.0	--	--
SPED	--	--	50.0	50.0	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Meadow Hall Elementary School - #212

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	52.9	60.3	58.5	55.2	70.8	59.7
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	48.5	48.5	48.5	48.5	66.7	51.5
White	57.1	76.2	68.4	65.0	84.2	65.0
Two or More Races	--	--	--	--	--	--
ESOL	30.8	46.2	46.2	23.1	53.8	30.8
FARMS	45.7	45.7	52.9	42.9	61.8	48.6
SPED	9.1	36.4	27.3	18.2	72.7	27.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.8	0.0	7.1	88.1	0.0	78.6	21.4	118	100.0	0.0
Supporting Services	4.2	8.3	12.5	75.0	0.0	79.2	20.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.8

Average Class Size Kindergarten = 19.0

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

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.8	38.1	38.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.749
Principal Intern		Special Education	7.812
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	19.000	**Instructional Support Total**	11.686
Staff Development	1.000		
ESOL	2.100	Other Support	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music		Lunch Hour Aide	1.124
Instrumental Music	0.200	**Other Support Total**	3.124
Preschool			
Special Education:		Building Services	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.200	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	0.750
Other Professional Total	3.200		
Total Professional	38.400	**Total Supporting Services**	19.060

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
344	344	424	440	443	455	452	450

School Personnel Costs

Professional Salaries	$2,865,770
Supporting Services Salaries	$779,574
Employee Benefits	$996,505
Total Allocated Cost	**$4,641,849**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Mill Creek Towne Elementary School - #556

Principal: Mr. Kenneth L. Marcus
Community Supt: Dr. Darryl L. Williams
School Hours: 8:50 - 3:05
Feeder Schools:

17700 Park Mill Drive Rockville, MD 20855
www.montgomeryschoolsmd.org/schools/mctes/

Office Phone: (301) 840-7149
Fax Number: (301) 670-2245
Cluster Name: Col. Zadok Magruder
Receiving Schools: Shady Grove

2011–2012 Enrollment = 415

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**42.2**	**57.8**	**≤5.0**	**12.8**	**13.5**	**42.9**	**≤5.0**	**26.3**	**≤5.0**
ESOL	**24.3**	10.8	13.5	≤5.0	≤5.0	≤5.0	17.6	≤5.0	≤5.0	≤5.0
FARMS	**40.0**	18.3	21.7	≤5.0	≤5.0	6.5	27.2	≤5.0	≤5.0	≤5.0
SPED	**16.9**	≤5.0	12.0	≤5.0	≤5.0	≤5.0	7.5	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	24	5.8
Full-Day K	63	15.2
Grade 1	74	17.8
Grade 2	62	14.9
Grade 3	57	13.7
Grade 4	61	14.7
Grade 5	74	17.8
Total	415	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	62.9	≤5.0	37.1

Other Participation

Students now or have in the past received FARMS[2] = 46.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 14.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Elementary Learning Center
Language Disabilities (Prekindergarten)
Resource

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Not Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.6	86.6	81.4	87.1	73.0	82.5
Asian	--	--	90.0	90.0	--	--
Black or African American	≥95.0	90.0	60.0	60.0	66.7	80.0
Hispanic/Latino	70.8	79.2	75.0	83.3	65.0	80.0
White	87.0	87.0	90.5	≥95.0	80.0	85.0
Two or More Races	--	--	--	--	--	--
FARMS	74.1	81.5	57.1	76.2	41.7	62.5
LEP	50.0	80.0	54.5	63.6	--	--
SPED	40.0	60.0	--	--	36.4	45.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Mill Creek Towne Elementary School - #556

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	50.0	60.3	56.9	55.2	72.4	55.2
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	39.1	47.8	43.5	43.5	65.2	43.5
White	75.0	75.0	75.0	80.0	85.0	80.0
Two or More Races	--	--	--	--	--	--
ESOL	25.0	45.0	40.0	40.0	65.0	40.0
FARMS	27.8	33.3	44.4	38.9	66.7	38.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.2	14.6	4.9	68.3	0.0	85.4	14.6	122	90.2	9.8
Supporting Services	11.1	16.7	33.3	33.3	5.6	83.3	16.7			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten = 13.8
Grades 1 to 3 = 19.3 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	34.1	53.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	3.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	14.600	**Instructional Support Total**	5.999
Staff Development	1.000		
ESOL	2.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	0.998
Instrumental Music	0.300	**Other Support Total**	2.998
Preschool	0.500		
Special Education:		Building Services	
Classroom	4.800	Manager	
Resource Program		Leader	1.000
Teachers Total	30.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	2.600	Food Services	1.000
Other Professional Total	4.100		
Total Professional	36.300	**Total Supporting Services**	13.497

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	2000	8.4	Y	0	3

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	11	5	1	0	4	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
333	333	421	421	427	425	411	405

School Personnel Costs

Professional Salaries	$2,908,126
Supporting Services Salaries	$537,348
Employee Benefits	$914,644
Total Allocated Cost	**$4,360,118**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Monocacy Elementary School - #652

Principal: Ms. Cynthia R. Duranko
Community Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

18801 Barnesville Road Dickerson, MD 20842
www.montgomeryschoolsmd.org/schools/monocacyes/

Office Phone: (301) 972-7990
Fax Number: (301) 972-7995
Cluster Name: Poolesville
Receiving Schools: John Poole

2011–2012 Enrollment = 160													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**53.1**	**46.9**	**≤5.0**	**≤5.0**	**5.6**	**8.8**	**≤5.0**	**75.6**	**6.3**	Pre-K	0	0.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	23	14.4
FARMS	**14.4**	7.5	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.3	≤5.0	Grade 1	30	18.8
SPED	**11.9**	≤5.0	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.4	≤5.0	Grade 2	22	13.8
											Grade 3	25	15.6
											Grade 4	23	14.4
											Grade 5	37	23.1
											Total	160	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.7	5.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 18.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.2%
Attendance Rate[2 3] = 94.1%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	na	na	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	na	na	na	na
White	Met	Met	Met	Met
Two or More Races	na	na	na	na
FARMS	Met	Met	na	na
LEP	na	na	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.3	≥95.0	92.1	92.1	92.5	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	92.6	92.6	94.6	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Monocacy Elementary School - #652

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	60.9	65.2	82.6	78.3	78.3	69.6
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	55.6	66.7	88.9	77.8	77.8	66.7
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	100.0	0.0	94.7	5.3			
Supporting Services	0.0	25.0	8.3	66.7	0.0	83.3	16.7	43	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size Kindergarten = 23.0

Grades 1 to 3 = 19.5 Grades 4 to 5 = 30.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.5	36.8	52.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.375
Principal Intern		Special Education	1.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	1.000	Instructional Data Assistant	0.500
Classroom	5.700	**Instructional Support Total**	3.000
Staff Development	0.700		
ESOL	0.100	Other Support	
Reading/Literacy	0.800	Administrative Secretary	1.000
Physical Education		Secretary	0.500
Art	0.200	Parent/Community Coord	
Music	0.300	Lunch Hour Aide	0.375
Instrumental Music	0.100	**Other Support Total**	1.875
Preschool			
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	10.900	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	0.500		
Spec Ed Related Services	0.400	Food Services	0.500
Other Professional Total	1.900		
Total Professional	13.800	**Total Supporting Services**	8.375

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1989	27.0	Y	0	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
13	8	3	0	0	1	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
219	219	152	162	169	175	178	177

School Personnel Costs

Professional Salaries	$1,236,826
Supporting Services Salaries	$338,961
Employee Benefits	$430,115
Total Allocated Cost	**$2,005,902**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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/knollses/

Office Phone: (301) 431-7667
Fax Number: (301) 431-7669
Cluster Name: Downcounty Consortium
Receiving Schools: Pine Crest

2011–2012 Enrollment = 475

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.7**	**49.3**	**≤5.0**	**8.2**	**23.2**	**47.8**	**≤5.0**	**18.1**	**≤5.0**
ESOL	**46.3**	23.6	22.7	≤5.0	5.1	6.5	34.3	≤5.0	≤5.0	≤5.0
FARMS	**64.2**	30.3	33.9	≤5.0	≤5.0	16.2	42.5	≤5.0	≤5.0	≤5.0
SPED	**16.0**	≤5.0	13.1	≤5.0	≤5.0	6.5	6.5	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	105	22.1
Full-Day K	147	30.9
Grade 1	103	21.7
Grade 2	120	25.3
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	475	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	50.0	≤5.0	50.0

Other Participation

Students now or have in the past received FARMS[2] = 64.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.5%
Attendance Rate[2 3] = 94.7%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Head Start
Prekindergarten
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: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2010–2011 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Montgomery Knolls Elementary School - #776

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.5	72.7	73.0	75.7	83.6	75.5
Asian	69.2	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	60.0	65.0	65.0	65.0	80.0	70.0
Hispanic/Latino	43.6	48.7	55.0	55.0	66.7	48.7
White	90.9	93.9	87.9	93.9	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	44.4	51.1	60.9	54.3	68.9	53.3
FARMS	53.7	59.3	61.8	58.2	72.2	59.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.5	15.8	1.8	66.7	5.3	91.2	8.8			
Supporting Services	9.1	22.7	40.9	27.3	0.0	86.4	13.6	122	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.4

Average Class Size Kindergarten = 18.5

Grades 1 to 3 = 17.5 Grades 4 to 5 =

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.1	40.4	31.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.850
Principal Intern		Special Education	4.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	8.000	Instructional Data Assistant	0.500
Classroom	17.000	**Instructional Support Total**	9.475
Staff Development	1.000		
ESOL	5.000	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	0.875
Instrumental Music		**Other Support Total**	2.875
Preschool	1.600		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.500	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	1.250
Other Professional Total	4.600		
Total Professional	50.100	**Total Supporting Services**	19.100

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1989	10.3	N	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	15	6	2	0	8	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
501	501	526	548	517	488	484	482

School Personnel Costs

Professional Salaries	$3,637,357
Supporting Services Salaries	$721,370
Employee Benefits	$1,139,115
Total Allocated Cost	**$5,497,842**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

New Hampshire Estates Elementary School - #791

Principal: Mrs. Marinda Thomas Evans
Community Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:00
Feeder Schools:

8720 Carroll Avenue Silver Spring, MD 20903
www.montgomeryschoolsmd.org/schools/nhees/

Office Phone: (301) 431-7607
Fax Number: (301) 431-7644
Cluster Name: Downcounty Consortium
Receiving Schools: Oak View

2011–2012 Enrollment = 484

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.8**	**49.2**	**≤5.0**	**≤5.0**	**16.1**	**75.6**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**72.9**	37.6	35.3	≤5.0	≤5.0	6.4	64.3	≤5.0	≤5.0	≤5.0
FARMS	**89.9**	46.9	43.0	≤5.0	≤5.0	13.8	72.1	≤5.0	≤5.0	≤5.0
SPED	**10.5**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	8.1	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	120	24.8
Full-Day K	124	25.6
Grade 1	128	26.4
Grade 2	112	23.1
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	484	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	92.2	≤5.0	5.9

Other Participation

Students now or have in the past received FARMS[2] = 89.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 21.3%
Attendance Rate[2 3] = 94.8%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
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[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2010–2011 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

New Hampshire Estates Elementary School - #791

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	47.3	56.0	53.8	58.2	75.0	53.8
Asian	--	--	--	--	--	--
Black or African American	46.7	66.7	60.0	60.0	60.0	53.3
Hispanic/Latino	39.0	45.8	47.5	50.8	73.3	45.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	30.9	43.6	44.6	45.5	78.9	40.0
FARMS	43.4	51.3	52.6	53.9	75.3	50.0
SPED	7.7	15.4	15.4	15.4	69.2	15.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	17.0	9.4	64.2	5.7	94.3	5.7			
Supporting Services	5.0	20.0	45.0	30.0	0.0	85.0	15.0	119	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.7

Average Class Size Kindergarten = 17.7
Grades 1 to 3 = 16.9 Grades 4 to 5 =

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.4	32.1	41.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	7.358
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	7.000	Instructional Data Assistant	0.625
Classroom	20.000	**Instructional Support Total**	8.483
Staff Development	1.000		
ESOL	7.700	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	0.874
Instrumental Music		**Other Support Total**	1.874
Preschool	4.600		
Special Education:		Building Services	
Classroom	1.000	Manager	
Resource Program		Leader	1.000
Teachers Total	44.800	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	0.500		
Spec Ed Related Services	1.600	Food Services	1.875
Other Professional Total	3.100		
Total Professional	50.900	**Total Supporting Services**	16.232

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	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	13	6	6	0	7	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
446	446	494	484	471	467	464	462

School Personnel Costs

Professional Salaries	$3,706,779
Supporting Services Salaries	$626,407
Employee Benefits	$1,103,412
Total Allocated Cost	**$5,436,598**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Roscoe R. Nix Elementary School - #307

Principal: Ms. Annette M. Ffolkes
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 548

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.3**	**52.7**	**≤5.0**	**13.0**	**34.1**	**44.9**	**≤5.0**	**6.0**	**≤5.0**
ESOL	**36.1**	16.8	19.3	≤5.0	5.5	6.2	23.9	≤5.0	≤5.0	≤5.0
FARMS	**66.1**	29.0	37.0	≤5.0	7.7	21.0	35.6	≤5.0	≤5.0	≤5.0
SPED	**7.7**	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	53	9.7
Full-Day K	196	35.8
Grade 1	139	25.4
Grade 2	160	29.2
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	548	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.0	14.3	16.7

Other Participation

Students now or have in the past received FARMS[2] = 71.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.7%
Attendance Rate[2] [3] = 94.4%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Prekindergarten Autism
Prekindergarten
Autism K-2

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2010–2011 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Roscoe R. Nix Elementary School - #307

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	41.8	38.8	32.1	39.9	48.6	40.3
Asian	57.9	47.4	35.0	60.0	65.0	47.4
Black or African American	36.1	41.7	30.0	32.4	37.5	38.9
Hispanic/Latino	35.4	32.3	29.2	31.8	44.6	33.8
White	58.3	50.0	46.2	69.2	69.2	66.7
Two or More Races	--	--	--	--	--	--
ESOL	15.2	15.2	8.1	13.5	29.7	9.1
FARMS	35.2	31.9	22.9	33.0	40.6	33.0
SPED	29.4	11.8	11.8	27.8	47.1	17.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	23.2	7.1	58.9	3.6	91.1	8.9			
Supporting Services	13.3	26.7	26.7	30.0	3.3	80.0	20.0	155	94.8	5.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.7

Average Class Size Kindergarten = 19.6

Grades 1 to 3 = 17.6 Grades 4 to 5 =

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
33.9	35.7	30.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.250
Principal Intern		Special Education	9.689
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	10.000	Instructional Data Assistant	0.625
Classroom	22.800	**Instructional Support Total**	14.064
Staff Development	1.000		
ESOL	4.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.374
Instrumental Music		**Other Support Total**	3.374
Preschool	1.000		
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	46.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.500
Other Professional Total	3.200		
Total Professional	52.100	**Total Supporting Services**	23.938

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
480	480	569	577	533	504	500	498

School Personnel Costs

Professional Salaries	$3,648,518
Supporting Services Salaries	$858,695
Employee Benefits	$1,193,400
Total Allocated Cost	**$5,700,613**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

North Chevy Chase Elementary School - #415

Principal: Ms. Renee D. Stevens
Community Supt: Dr. Christopher S. Garran
School Hours: 9:00 - 3:30
Feeder Schools: Rosemary Hills

3700 Jones Bridge Road Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/nchevychasees/

Office Phone: (301) 657-4950
Fax Number: (301) 951-6658
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2011–2012 Enrollment = 421

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**51.3**	**48.7**	**≤5.0**	**5.9**	**12.8**	**13.1**	**≤5.0**	**61.5**	**6.4**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**7.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.6**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	102	24.2
Grade 4	109	25.9
Grade 5	111	26.4
Grade 6	99	23.5
Total	421	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.4	5.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 11.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Mathematics, Science and Computer Technology Program
Elementary Home School Model
International Baccalaureate Middle Years Programme

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	90.4	93.9	91.4	91.4	94.0	≥95.0	≥95.0	≥95.0
Asian	80.0	80.0	--	--	--	--	--	--
Black or African American	90.9	≥95.0	--	--	83.3	≥95.0	≥95.0	≥95.0
Hispanic/Latino	--	--	77.3	72.7	--	--	≥95.0	91.7
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	--	--	--	--
FARMS	--	--	72.7	63.6	--	--	--	--
LEP	--	--	--	--	--	--	--	--
SPED	72.7	81.8	57.1	57.1	--	--	91.7	83.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

North Chevy Chase Elementary School - #415

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
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.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
ESOL						
FARMS						
SPED						

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.0	12.1	0.0	72.7	12.1	69.7	30.3			
Supporting Services	15.4	30.8	7.7	38.5	7.7	84.6	15.4	84	95.2	4.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.5

Average Class Size Kindergarten =

Grades 1 to 3 = 25.0 Grades 4 to 5 = 26.4

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.1	36.4	51.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	18.100	**Instructional Support Total**	3.500
Staff Development	0.500		
ESOL	0.200	**Other Support**	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.125
Instrumental Music	0.600	**Other Support Total**	3.125
Preschool			
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.200	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	**Food Services**	1.000
Other Professional Total	2.400		
Total Professional	27.600	**Total Supporting Services**	10.625

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1995	7.9	N	0	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
15	9	5	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
220	358	443	451	455	470	470	470

School Personnel Costs

Professional Salaries	$2,228,811
Supporting Services Salaries	$437,923
Employee Benefits	$708,310
Total Allocated Cost	**$3,375,044**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 329

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.5**	**50.5**	**≤5.0**	**8.8**	**21.6**	**51.1**	**≤5.0**	**15.8**	**≤5.0**
ESOL	**24.9**	11.2	13.7	≤5.0	≤5.0	≤5.0	20.7	≤5.0	≤5.0	≤5.0
FARMS	**71.7**	33.4	38.3	≤5.0	6.4	16.1	47.1	≤5.0	≤5.0	≤5.0
SPED	**13.1**	≤5.0	9.4	≤5.0	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	0	0.0
Grade 1	0	0.0
Grade 2	0	0.0
Grade 3	99	30.1
Grade 4	125	38.0
Grade 5	105	31.9
Total	329	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.1	20.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 77.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 17.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Linkages to Learning
Elementary Home School Model
Center for the Highly Gifted

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.5	89.4	93.2	93.2	83.0	88.7
Asian	--	--	≥95.0	90.0	90.0	90.0
Black or African American	85.2	88.5	91.7	87.5	73.9	82.6
Hispanic/Latino	87.7	87.5	89.4	93.6	78.4	86.3
White	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	89.3	89.2	89.4	89.4	76.1	83.6
LEP	84.8	86.4	82.6	82.6	54.5	81.8
SPED	72.2	72.2	≥95.0	90.9	53.3	53.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Oak View Elementary School - #766

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
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.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
ESOL						
FARMS						
SPED						

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.3	6.7	3.3	86.7	0.0	83.3	16.7	75	100.0	0.0
Supporting Services	5.9	23.5	35.3	35.3	0.0	88.2	11.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten =

Grades 1 to 3 = 24.3 Grades 4 to 5 = 25.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.3	33.3	53.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.250
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.500
Classroom	15.400	**Instructional Support Total**	6.625
Staff Development	1.000		
ESOL	1.800	**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	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	23.600	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	0.500		
Spec Ed Related Services	0.400	**Food Services**	1.250
Other Professional Total	1.900		
Total Professional	27.500	**Total Supporting Services**	15.250

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	15	3	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
358	358	357	391	420	422	413	400

School Personnel Costs

Professional Salaries	$2,255,162
Supporting Services Salaries	$630,471
Employee Benefits	$773,805
Total Allocated Cost	**$3,659,438**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Oakland Terrace Elementary School - #769

Principal: Mrs. Cheryl D. 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

2011–2012 Enrollment = 870

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**8.0**	**16.2**	**28.5**	**≤5.0**	**40.8**	**6.0**
ESOL	**18.7**	9.0	9.8	≤5.0	≤5.0	≤5.0	13.0	≤5.0	≤5.0	≤5.0
FARMS	**32.8**	15.4	17.4	≤5.0	≤5.0	7.2	19.9	≤5.0	≤5.0	≤5.0
SPED	**8.9**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	169	19.4
Grade 1	156	17.9
Grade 2	170	19.5
Grade 3	150	17.2
Grade 4	121	13.9
Grade 5	104	12.0
Total	870	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.8	≤5.0	5.2

Other Participation

Students now or have in the past received FARMS[2] = 37.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.7	94.3	94.4	93.5	87.7	≥95.0
Asian	84.6	84.6	93.8	≥95.0	71.4	92.9
Black or African American	84.2	84.2	92.3	88.5	84.2	≥95.0
Hispanic/Latino	89.7	≥95.0	90.6	87.5	81.3	93.8
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	79.4	94.1	90.2	90.2	77.8	93.3
LEP	92.9	≥95.0	≥95.0	≥95.0	--	--
SPED	71.4	71.4	--	--	57.1	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Oakland Terrace Elementary School - #769

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	73.4	79.2	76.6	77.9	87.7	77.9
Asian	80.0	≥95.0	90.0	80.0	≥95.0	≥95.0
Black or African American	60.0	72.0	72.0	68.0	88.0	68.0
Hispanic/Latino	57.1	45.7	54.3	42.9	71.4	45.7
White	84.9	91.8	86.3	≥95.0	91.8	91.8
Two or More Races	72.7	≥95.0	81.8	90.9	≥95.0	90.9
ESOL	65.2	52.2	56.5	34.8	69.6	52.2
FARMS	48.8	51.2	55.8	41.9	72.1	46.5
SPED	46.2	46.2	69.2	38.5	84.6	38.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.4	8.7	1.4	84.1	4.3	91.3	8.7	228	98.2	1.8
Supporting Services	7.4	7.4	37.0	48.1	0.0	88.9	11.1			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.4

Average Class Size Kindergarten = 19.1
Grades 1 to 3 = 20.6 Grades 4 to 5 = 25.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.1	39.1	34.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.624
Principal Intern		Special Education	4.498
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	9.000	Instructional Data Assistant	0.875
Classroom	35.700	**Instructional Support Total**	8.872
Staff Development	1.000		
ESOL	3.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.875
Art	1.700	Parent/Community Coord	
Music	1.700	Lunch Hour Aide	2.248
Instrumental Music	0.500	**Other Support Total**	5.123
Preschool			
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	58.800	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.500	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.500
Other Professional Total	3.500		
Total Professional	65.300	**Total Supporting Services**	20.995

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	18	4	0	0	9	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
460	460	952	995	1005	998	1004	995

School Personnel Costs

Professional Salaries	$4,661,176
Supporting Services Salaries	$798,298
Employee Benefits	$1,418,412
Total Allocated Cost	**$6,877,886**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Olney Elementary School - #502

Principal: Mrs. Carla Glawe
Community Supt: Ms. Beth Schiavino-Narvaez
School Hours: 9:15 - 3:30
Feeder Schools:

3401 Queen Mary Drive Olney, MD 20832
www.montgomeryschoolsmd.org/schools/olneyes/

Office Phone: (301) 924-3126
Fax Number: (301) 570-1094
Cluster Name: Sherwood
Receiving Schools: Rosa Parks

2011–2012 Enrollment = 610

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.2**	**53.8**	**≤5.0**	**11.0**	**13.3**	**17.0**	**≤5.0**	**53.0**	**5.4**
ESOL	**5.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**18.4**	8.2	10.2	≤5.0	≤5.0	5.9	6.7	≤5.0	≤5.0	≤5.0
SPED	**7.7**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	96	15.7
Grade 1	91	14.9
Grade 2	99	16.2
Grade 3	99	16.2
Grade 4	126	20.7
Grade 5	99	16.2
Total	610	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.2	8.5	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 20.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.7	89.3	≥95.0	91.9	93.6	≥95.0
Asian	92.3	92.3	≥95.0	≥95.0	--	--
Black or African American	78.6	78.6	92.9	78.6	81.3	81.3
Hispanic/Latino	94.4	≥95.0	≥95.0	81.0	84.2	≥95.0
White	94.1	88.2	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	78.9	84.2	94.1	76.5	93.8	93.8
LEP	--	--	--	--	--	--
SPED	--	--	83.3	91.7	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Olney Elementary School - #502

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	75.0	66.0	74.0	74.0	78.0	75.0
Asian	84.6	76.9	69.2	76.9	84.6	84.6
Black or African American	50.0	50.0	35.7	57.1	50.0	57.1
Hispanic/Latino	80.0	70.0	80.0	70.0	70.0	70.0
White	76.8	66.1	83.9	78.6	85.7	78.6
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	64.7	41.2	64.7	64.7	64.7	58.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	7.3	4.9	85.4	0.0	92.7	7.3	119	100.0	0.0
Supporting Services	0.0	18.8	12.5	68.8	0.0	87.5	12.5			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.9

Average Class Size Kindergarten = 24.8
Grades 1 to 3 = 24.9 Grades 4 to 5 = 25.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	53.7	34.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	2.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	22.000	**Instructional Support Total**	5.125
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	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool			
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.400	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	**Food Services**	1.000
Other Professional Total	3.000		
Total Professional	39.400	**Total Supporting Services**	13.625

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1990	9.9	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	21	4	0	0	4	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
584	584	607	592	585	582	584	573

School Personnel Costs

Professional Salaries	$2,924,761
Supporting Services Salaries	$563,687
Employee Benefits	$915,174
Total Allocated Cost	**$4,403,622**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

William Tyler Page Elementary School - #312

Principal: Ms. Debra A. Berner
Community Supt: Ms. Beth Schiavino-Narvaez
School Hours: 8:50 - 3:05
Feeder Schools:

13400 Tamarack Road Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/pagees/

Office Phone: (301) 989-5672
Fax Number: (301) 879-1036
Cluster Name: Northeast Consortium
Receiving Schools: Briggs Chaney

2011–2012 Enrollment = 413

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.6**	**50.4**	**≤5.0**	**21.1**	**48.9**	**18.2**	**≤5.0**	**6.5**	**5.3**
ESOL	**20.1**	8.0	12.1	≤5.0	6.5	6.5	6.8	≤5.0	≤5.0	≤5.0
FARMS	**46.5**	24.7	21.8	≤5.0	8.0	24.7	12.1	≤5.0	≤5.0	≤5.0
SPED	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	43	10.4
Full-Day K	72	17.4
Grade 1	71	17.2
Grade 2	55	13.3
Grade 3	59	14.3
Grade 4	49	11.9
Grade 5	64	15.5
Total	413	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 52.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.9%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	90.2	87.5	92.3	88.3	≥95.0
Asian	93.3	86.7	90.9	90.9	≥95.0	≥95.0
Black or African American	82.1	89.3	80.0	88.6	86.7	≥95.0
Hispanic/Latino	--	--	≥95.0	≥95.0	84.6	≥95.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	73.7	84.2	81.5	85.7	84.6	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

William Tyler Page Elementary School - #312

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	66.1	79.7	74.6	69.5	84.7	72.9
Asian	86.7	93.3	93.3	≥95.0	93.3	93.3
Black or African American	48.0	60.0	64.0	48.0	72.0	48.0
Hispanic/Latino	72.7	90.9	63.6	63.6	90.9	90.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	54.5	63.6	54.5	54.5	72.7	54.5
FARMS	64.7	70.6	52.9	64.7	82.4	70.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.6	16.7	2.8	75.0	0.0	91.7	8.3			
Supporting Services	6.3	43.8	0.0	43.8	6.3	87.5	12.5	105	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 18.0
Grades 1 to 3 = 17.0 Grades 4 to 5 = 22.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	30.6	58.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
Principal Intern		Special Education	1.748
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	17.300	**Instructional Support Total**	5.123
Staff Development	0.500		
ESOL	1.800	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	0.200	**Other Support Total**	2.998
Preschool	1.000		
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.300	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	2.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.000
Other Professional Total	2.600		
Total Professional	33.900	**Total Supporting Services**	11.621

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	2003	9.8	Y	1	2

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	12	4	1	0	4	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
347	347	403	417	428	438	434	427

School Personnel Costs

Professional Salaries	$2,861,857
Supporting Services Salaries	$478,893
Employee Benefits	$878,085
Total Allocated Cost	**$4,218,835**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Pine Crest Elementary School - #761

Principal: Ms. Meredith A. Casper
Community Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools: Montgomery Knolls

201 Woodmoor Drive Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/pinecrestes/

Office Phone: (301) 649-8066
Fax Number: (301) 649-8194
Cluster Name: Downcounty Consortium
Receiving Schools: Eastern

2011–2012 Enrollment = 418													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**53.3**	**46.7**	**≤5.0**	**14.1**	**19.9**	**32.1**	**≤5.0**	**27.5**	**6.2**	Pre-K	0	0.0
ESOL	**20.8**	9.1	11.7	≤5.0	≤5.0	≤5.0	14.6	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	**44.0**	24.2	19.9	≤5.0	5.7	11.7	24.9	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	119	28.5
											Grade 4	153	36.6
											Grade 5	146	34.9
											Total	418	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 52.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 11.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Center for Highly Gifted (4-5)
Technology Magnet
Linkages to Learning
Elementary Home School Model (Inclusion)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.5	86.8	86.8	88.7	83.2	91.9
Asian	78.9	84.2	93.3	93.3	91.3	≥95.0
Black or African American	74.1	84.6	75.8	78.8	66.7	80.0
Hispanic/Latino	71.2	84.6	82.0	82.0	75.0	87.5
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	90.0	≥95.0	≥95.0	≥95.0
FARMS	70.4	84.3	77.8	80.6	72.2	87.3
LEP	70.6	84.0	41.7	66.7	--	--
SPED	--	--	57.1	71.4	60.0	40.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Pine Crest Elementary School - #761

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
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.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
ESOL						
FARMS						
SPED						

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	16.7	2.8	80.6	0.0	91.7	8.3			
Supporting Services	0.0	21.4	21.4	57.1	0.0	92.9	7.1	99	96.0	4.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.7

Average Class Size Kindergarten =

Grades 1 to 3 = 23.6 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel

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

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.998
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	19.700	**Instructional Support Total**	3.623
Staff Development	1.000		
ESOL	1.900	**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	1.124
Instrumental Music	0.500	**Other Support Total**	3.124
Preschool			
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	27.000	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor		**Building Services Total**	2.500
Media Specialist	0.500		
Spec Ed Related Services	0.400	**Food Services**	1.250
Other Professional Total	0.900		
Total Professional	29.900	**Total Supporting Services**	10.497

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1941	1992	5.6	Y	0	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	16	4	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
381	381	433	420	453	479	502	470

School Personnel Costs

Professional Salaries	$2,275,226
Supporting Services Salaries	$437,795
Employee Benefits	$717,082
Total Allocated Cost	**$3,430,103**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 479													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.9**	**50.1**	**≤5.0**	**≤5.0**	**34.2**	**16.1**	**≤5.0**	**38.4**	**6.5**	Pre-K	0	0.0
ESOL	**15.7**	7.3	8.4	≤5.0	≤5.0	6.7	8.1	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	**32.8**	16.1	16.7	≤5.0	≤5.0	19.0	11.3	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**8.6**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	173	36.1
											Grade 4	151	31.5
											Grade 5	155	32.4
											Total	479	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 37.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Gifted and Talented Program

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.0	92.6	88.1	89.5	87.7	92.0
Asian	--	--	--	--	90.9	90.9
Black or African American	87.0	87.0	87.0	82.6	83.8	86.8
Hispanic/Latino	80.0	85.0	65.4	80.8	75.9	89.7
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	90.9	90.9	--	--
FARMS	86.0	86.0	76.1	78.3	77.2	91.2
LEP	85.7	85.7	70.4	70.4	68.4	73.7
SPED	--	--	50.0	64.3	83.3	83.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Piney Branch Elementary School - #749

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
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.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
ESOL						
FARMS						
SPED						

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.9	21.1	10.5	57.9	2.6	78.9	21.1			
Supporting Services	5.6	50.0	27.8	16.7	0.0	72.2	27.8	111	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.1

Average Class Size Kindergarten =

Grades 1 to 3 = 25.1 Grades 4 to 5 = 25.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.7	42.1	34.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.373
Principal Intern		Special Education	2.124
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.625
Classroom	21.900	**Instructional Support Total**	4.622
Staff Development	1.000		
ESOL	1.900	**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	1.248
Instrumental Music	0.500	**Other Support Total**	3.248
Preschool			
Special Education:		**Building Services**	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.700	Worker	2.500
Other Professional		Plant Equipment Operator	1.000
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.500	**Food Services**	1.250
Other Professional Total	2.500		
Total Professional	35.200	**Total Supporting Services**	14.620

Facilities Data

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

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	26	4	0	0	0	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
611	611	503	537	562	579	577	570

School Personnel Costs

Professional Salaries	$2,558,301
Supporting Services Salaries	$592,515
Employee Benefits	$848,154
Total Allocated Cost	**$3,998,970**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Poolesville Elementary School - #153

Principal: Mr. Doug Robbins
Community Supt: Dr. Donna S. Hollingshead
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

2011–2012 Enrollment = 387

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.6**	**49.4**	**≤5.0**	**≤5.0**	**5.7**	**12.4**	**≤5.0**	**75.7**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**15.0**	7.2	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.2	≤5.0
SPED	**10.9**	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.8	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	57	14.7
Grade 1	81	20.9
Grade 2	69	17.8
Grade 3	49	12.7
Grade 4	70	18.1
Grade 5	61	15.8
Total	387	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 19.9%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.9%
Attendance Rate[2] [3] = 94.5%
Suspension Rate[2] [3] = ≤5.0%

School Programs

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

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	92.5	85.5	90.9	87.8	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	≥95.0	90.0	--	--
White	94.5	94.5	86.1	94.4	91.1	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	60.0	60.0	72.7	81.8
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Poolesville Elementary School - #153

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.1	89.1	76.1	87.0	84.8	89.1
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	82.4	94.1	76.5	88.2	85.3	94.1
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	100.0	0.0	84.4	15.6			
Supporting Services	13.3	13.3	0.0	73.3	0.0	86.7	13.3	79	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.4

Average Class Size Kindergarten = 19.3
Grades 1 to 3 = 25.1 Grades 4 to 5 = 21.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.1	37.5	59.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	2.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	14.700	**Instructional Support Total**	4.500
Staff Development	0.500		
ESOL	0.400	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	1.124
Instrumental Music	0.200	**Other Support Total**	3.124
Preschool			
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.800	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.000
Other Professional Total	2.800		
Total Professional	28.600	**Total Supporting Services**	12.624

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
539	539	406	420	470	459	457	475

School Personnel Costs

Professional Salaries	$2,459,562
Supporting Services Salaries	$518,104
Employee Benefits	$775,912
Total Allocated Cost	**$3,753,578**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Potomac Elementary School - #601

Principal: Ms. Linda Z. Goldberg
Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

10311 River Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/potomaces/

Office Phone: (301) 469-1042
Fax Number: (301) 469-1045
Cluster Name: Winston Churchill
Receiving Schools: Hoover

2011–2012 Enrollment = 518													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.9**	**53.1**	**≤5.0**	**30.5**	**≤5.0**	**≤5.0**	**≤5.0**	**58.1**	**≤5.0**	Pre-K	0	0.0
ESOL	**5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	56	10.8
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	88	17.0
SPED	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	85	16.4
											Grade 3	100	19.3
											Grade 4	89	17.2
											Grade 5	100	19.3
											Total	518	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.8	6.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Partial Chinese Immersion
Integrated Arts Model School
Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	94.8	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	80.0	70.0	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Potomac Elementary School - #601

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	74.0	78.1	62.5	87.6	87.6	84.4
Asian	78.1	78.1	75.0	90.6	≥95.0	87.5
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	69.2	78.8	55.8	88.5	82.7	84.6
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	2.3	2.3	88.4	0.0	88.4	11.6			
Supporting Services	43.8	6.3	18.8	31.3	0.0	87.5	12.5	112	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.2

Average Class Size Kindergarten = 19.0

Grades 1 to 3 = 22.8 Grades 4 to 5 = 23.6

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.0	46.5	39.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	1.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	20.900	**Instructional Support Total**	3.749
Staff Development	1.000		
ESOL	0.700	**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	1.624
Instrumental Music	0.300	**Other Support Total**	3.624
Preschool			
Special Education:		**Building Services**	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.600	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	**Food Services**	1.000
Other Professional Total	2.600		
Total Professional	36.200	**Total Supporting Services**	11.373

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
424	550	496	496	486	488	478	490

School Personnel Costs

Professional Salaries	$2,758,701
Supporting Services Salaries	$449,796
Employee Benefits	$846,680
Total Allocated Cost	**$4,055,177**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Judith A. Resnik Elementary School - #514

Principal: Dr. Roy Settles, Jr.
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 587													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.6**	**49.4**	**≤5.0**	**12.3**	**31.0**	**39.2**	**≤5.0**	**13.3**	**≤5.0**	Pre-K	42	7.2
ESOL	**32.4**	17.0	15.3	≤5.0	≤5.0	≤5.0	24.4	≤5.0	≤5.0	≤5.0	Full-Day K	106	18.1
FARMS	**54.2**	28.3	25.9	≤5.0	≤5.0	17.4	29.5	≤5.0	≤5.0	≤5.0	Grade 1	109	18.6
SPED	**8.5**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	82	14.0
											Grade 3	93	15.8
											Grade 4	84	14.3
											Grade 5	71	12.1
											Total	587	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 57.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 18.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Physical Disabilities

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Not Met	Met	na	na
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.6	84.7	86.8	88.1	84.2	≥95.0
Asian	--	--	--	--	--	--
Black or African American	82.1	85.7	85.0	90.0	80.0	93.3
Hispanic/Latino	62.5	78.1	76.9	80.8	72.4	≥95.0
White	93.3	93.3	≥95.0	91.7	92.3	≥95.0
Two or More Races	--	--	--	--	≥95.0	≥95.0
FARMS	62.8	76.7	77.4	77.4	78.9	94.7
LEP	42.1	68.4	62.5	80.0	66.7	91.7
SPED	30.0	50.0	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Judith A. Resnik Elementary School - #514

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.9	69.3	70.5	64.8	76.1	71.6
Asian	81.3	87.5	81.3	75.0	87.5	81.3
Black or African American	47.8	60.9	60.9	60.9	65.2	65.2
Hispanic/Latino	59.3	63.0	59.3	48.1	66.7	59.3
White	87.5	75.0	87.5	87.5	93.8	87.5
Two or More Races	--	--	--	--	--	--
ESOL	50.0	53.3	50.0	40.0	63.3	53.3
FARMS	57.5	60.0	65.0	52.5	65.0	65.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	12.7	7.3	72.7	3.6	90.9	9.1	157	100.0	0.0
Supporting Services	7.4	22.2	18.5	51.9	0.0	85.2	14.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.1

Average Class Size Kindergarten = 17.7
Grades 1 to 3 = 18.6 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.2	40.0	41.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.875
Principal Intern		Special Education	7.123
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	24.100	**Instructional Support Total**	12.123
Staff Development	1.000		
ESOL	4.100	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.374
Instrumental Music	0.200	**Other Support Total**	3.374
Preschool	1.000		
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.200	Food Services	1.375
Other Professional Total	4.200		
Total Professional	49.500	**Total Supporting Services**	21.372

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1991	--	12.8	Y	1	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	18	5	1	0	5	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
477	477	623	633	638	652	636	624

School Personnel Costs

Professional Salaries	$3,771,352
Supporting Services Salaries	$836,730
Employee Benefits	$1,218,712
Total Allocated Cost	**$5,826,794**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Dr. Sally K. Ride Elementary School - #242

Principal: Mr. Christopher A. Wynne
Community Supt: Dr. LaVerne G. Kimball
School Hours: 8:50 - 3:05
Feeder Schools:

21301 Seneca Crossing Drive Germantown, MD 20876
www.montgomeryschoolsmd.org/schools/ridees/

Office Phone: (301) 353-0994
Fax Number: (301) 601-0349
Cluster Name: Seneca Valley
Receiving Schools: Clemente, King

2011–2012 Enrollment = 520

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**44.8**	**55.2**	**≤5.0**	**22.5**	**29.6**	**22.3**	**≤5.0**	**17.9**	**7.3**
ESOL	**15.0**	6.7	8.3	≤5.0	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0
FARMS	**44.4**	20.0	24.4	≤5.0	≤5.0	21.9	14.8	≤5.0	≤5.0	≤5.0
SPED	**15.2**	≤5.0	10.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	45	8.7
Full-Day K	89	17.1
Grade 1	65	12.5
Grade 2	85	16.3
Grade 3	72	13.8
Grade 4	86	16.5
Grade 5	78	15.0
Total	520	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	31.6	≤5.0	64.6

Other Participation

Students now or have in the past received FARMS[2] = 46.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Head Start
Elementary Learning Center
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.5	82.4	78.5	78.5	87.5	93.8
Asian	90.5	90.5	89.5	89.5	≥95.0	≥95.0
Black or African American	58.3	70.8	75.0	80.0	78.3	87.0
Hispanic/Latino	75.0	81.3	65.0	70.0	92.9	≥95.0
White	≥95.0	≥95.0	80.0	73.3	83.3	94.4
Two or More Races	--	--	--	--	--	--
FARMS	64.7	64.7	64.5	64.5	81.8	90.9
LEP	--	--	--	--	--	--
SPED	25.0	33.3	60.0	40.0	53.8	61.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Dr. Sally K. Ride Elementary School - #242

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	68.0	72.0	73.3	76.0	84.0	73.3
Asian	82.6	82.6	91.3	82.6	≥95.0	82.6
Black or African American	62.5	62.5	56.3	56.3	62.5	62.5
Hispanic/Latino	63.6	63.6	63.6	72.7	81.8	63.6
White	61.9	71.4	76.2	85.7	90.5	76.2
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	47.1	41.2	47.1	52.9	58.8	41.2
SPED	41.7	25.0	33.3	33.3	66.7	33.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.9	11.8	3.9	78.4	2.0	88.2	11.8			
Supporting Services	8.0	12.0	0.0	80.0	0.0	92.0	8.0	154	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.0

Average Class Size Kindergarten = 17.0
Grades 1 to 3 = 17.8 Grades 4 to 5 = 25.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.9	51.0	45.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.412
Principal Intern		Special Education	6.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	19.200	**Instructional Support Total**	9.787
Staff Development	1.000		
ESOL	1.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.311
Instrumental Music	0.200	**Other Support Total**	3.311
Preschool	1.600		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.200	Food Services	1.250
Other Professional Total	4.200		
Total Professional	45.400	**Total Supporting Services**	19.348

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1994	--	13.5	Y	1	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	16	5	2	0	4	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
503	503	540	535	542	535	546	541

School Personnel Costs

Professional Salaries	$3,629,770
Supporting Services Salaries	$791,962
Employee Benefits	$1,183,924
Total Allocated Cost	**$5,605,656**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Ritchie Park Elementary School - #227

Principal: Ms. M. Catherine Long
Community Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

1514 Dunster Road Rockville, MD 20854
www.montgomeryschoolsmd.org/schools/ritchieparkes/

Office Phone: (301) 279-8475
Fax Number: (301) 517-5047
Cluster Name: Richard Montgomery
Receiving Schools: Julius West

2011–2012 Enrollment = 531

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.1**	**49.9**	**≤5.0**	**22.2**	**9.8**	**17.3**	**≤5.0**	**46.3**	**≤5.0**
ESOL	**8.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**14.7**	7.5	7.2	≤5.0	≤5.0	≤5.0	7.0	≤5.0	≤5.0	≤5.0
SPED	**6.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	82	15.4
Grade 1	97	18.3
Grade 2	106	20.0
Grade 3	95	17.9
Grade 4	79	14.9
Grade 5	72	13.6
Total	531	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.6	≤5.0	9.4

Other Participation

Students now or have in the past received FARMS[2] = 19.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 9.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Resource

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.2	92.7	89.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	86.7	93.3	≥95.0	≥95.0
Black or African American	63.6	72.7	--	--	--	--
Hispanic/Latino	85.7	85.7	73.3	93.3	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	78.6	≥95.0	--	--
LEP	90.0	70.0	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ritchie Park Elementary School - #227

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	64.9	74.5	73.4	81.9	82.3	80.9
Asian	46.7	73.3	80.0	86.7	93.3	80.0
Black or African American	63.6	54.5	63.6	63.6	63.6	81.8
Hispanic/Latino	41.2	41.2	29.4	41.2	61.1	41.2
White	81.4	93.0	90.7	≥95.0	88.6	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	54.5	--
FARMS	33.3	33.3	33.3	46.7	68.8	53.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	5.4	8.1	81.1	0.0	91.9	8.1	125	100.0	0.0
Supporting Services	22.2	5.6	22.2	50.0	0.0	77.8	22.2			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.4

Average Class Size Kindergarten = 20.5
Grades 1 to 3 = 25.0 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.1	45.9	45.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	18.900	**Instructional Support Total**	3.250
Staff Development	1.000		
ESOL	1.200	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	1.375
Instrumental Music	0.400	**Other Support Total**	3.375
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	1.062
Other Professional Total	2.500		
Total Professional	34.700	**Total Supporting Services**	11.687

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	14	4	0	0	3	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
388	388	545	554	549	536	527	529

School Personnel Costs

Professional Salaries	$2,691,793
Supporting Services Salaries	$460,162
Employee Benefits	$814,043
Total Allocated Cost	**$3,965,998**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Rock Creek Forest Elementary School - #773

Principal: Mr. David T. Chia
Community Supt: Dr. Christopher S. Garran
School Hours: 9:15 - 3:30
Feeder Schools:

8330 Grubb Road Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/rcforestes/

Office Phone: (301) 650-6410
Fax Number: (301) 650-6477
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2011–2012 Enrollment = 578

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.5**	**50.5**	**≤5.0**	**5.0**	**15.4**	**29.2**	**≤5.0**	**44.3**	**5.5**
ESOL	**18.3**	7.6	10.7	≤5.0	≤5.0	≤5.0	13.0	≤5.0	≤5.0	≤5.0
FARMS	**22.0**	10.4	11.6	≤5.0	≤5.0	5.5	14.2	≤5.0	≤5.0	≤5.0
SPED	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	106	18.3
Grade 1	112	19.4
Grade 2	84	14.5
Grade 3	101	17.5
Grade 4	85	14.7
Grade 5	90	15.6
Total	578	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.5	≤5.0	9.5

Other Participation

Students now or have in the past received FARMS[2] = 26.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Total Spanish Immersion
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Not Met	na	na
LEP	Met	Not Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.7	85.7	92.1	86.5	89.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	75.0	62.5	78.6	71.4	84.2	89.5
Hispanic/Latino	80.6	83.9	83.3	70.8	80.8	≥95.0
White	93.3	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	62.5	66.7	76.0	56.0	80.0	85.0
LEP	50.0	50.0	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rock Creek Forest Elementary School - #773

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.1	76.0	67.3	83.7	88.5	80.8
Asian	--	--	--	--	--	--
Black or African American	72.2	66.7	83.3	66.7	88.9	77.8
Hispanic/Latino	46.7	60.0	50.0	70.0	76.7	63.3
White	83.7	87.8	69.4	≥95.0	93.9	91.8
Two or More Races	--	--	--	--	--	--
ESOL	33.3	44.4	33.3	50.0	77.8	38.9
FARMS	36.4	45.5	45.5	50.0	81.8	45.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.7	2.6	38.5	51.3	0.0	84.6	15.4	134	100.0	0.0
Supporting Services	0.0	28.6	35.7	35.7	0.0	85.7	14.3			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.0

Average Class Size Kindergarten = 21.0
Grades 1 to 3 = 22.6 Grades 4 to 5 = 25.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
30.8	35.9	33.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.373
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	22.000	**Instructional Support Total**	2.623
Staff Development	1.000		
ESOL	2.400	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	1.497
Instrumental Music	0.300	**Other Support Total**	3.497
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.700	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	1.125
Other Professional Total	2.700		
Total Professional	39.400	**Total Supporting Services**	10.745

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1971	8.0	Y	1	6

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	12	4	0	0	5	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
310	745	594	615	620	689	680	673

School Personnel Costs

Professional Salaries	$2,937,028
Supporting Services Salaries	$397,947
Employee Benefits	$838,101
Total Allocated Cost	**$4,173,076**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Rock Creek Valley Elementary School - #819

Principal: Ms. Catherine A. Jasperse
Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:10 - 3:30
Feeder Schools:

5121 Russett Road Rockville, MD 20853
www.montgomeryschoolsmd.org/schools/rcvalleyes/

Office Phone: (301) 460-2195
Fax Number: (301) 460-2196
Cluster Name: Rockville
Receiving Schools: Wood

2011–2012 Enrollment = 420

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.0**	**54.0**	**≤5.0**	**9.3**	**9.3**	**38.8**	**≤5.0**	**35.5**	**6.4**
ESOL	**28.1**	13.6	14.5	≤5.0	≤5.0	≤5.0	22.6	≤5.0	≤5.0	≤5.0
FARMS	**35.2**	17.1	18.1	≤5.0	≤5.0	≤5.0	25.2	≤5.0	≤5.0	≤5.0
SPED	**22.9**	8.1	14.8	≤5.0	≤5.0	≤5.0	7.9	≤5.0	7.6	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	25	6.0
Full-Day K	90	21.4
Grade 1	58	13.8
Grade 2	62	14.8
Grade 3	56	13.3
Grade 4	59	14.0
Grade 5	70	16.7
Total	420	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	44.8	8.3	46.9

Other Participation

Students now or have in the past received FARMS[2] = 43.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Preschool Deaf & Hard/Hearing (Oral/Aural, Cued Speech, Total Comm.)
Deaf & Hard/Hearing Program (Oral/Aural)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.8	≥95.0	≥95.0	≥95.0	93.8	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	89.5	≥95.0	92.0	≥95.0	≥95.0	≥95.0
White	92.3	≥95.0	≥95.0	≥95.0	94.4	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	84.2	≥95.0	90.0	90.0	≥95.0	≥95.0
LEP	78.6	≥95.0	87.5	93.8	≥95.0	≥95.0
SPED	90.9	90.9	92.9	≥95.0	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rock Creek Valley Elementary School - #819

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.7	76.4	87.3	74.5	74.5	76.4
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	63.6	77.3	86.4	63.6	63.6	77.3
White	75.0	66.7	87.5	75.0	75.0	66.7
Two or More Races	--	--	--	--	--	--
ESOL	50.0	81.3	87.5	68.8	68.8	81.3
FARMS	76.5	88.2	88.2	70.6	58.8	88.2
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.3	4.3	8.5	80.9	2.1	87.2	12.8			
Supporting Services	4.0	24.0	12.0	60.0	0.0	88.0	12.0	112	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.3

Average Class Size Kindergarten = 16.4
Grades 1 to 3 = 18.6 Grades 4 to 5 = 25.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.9	42.6	42.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	8.312
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	14.300	**Instructional Support Total**	10.562
Staff Development	1.000		
ESOL	2.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.125
Instrumental Music	0.200	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	9.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	3.700	Food Services	1.000
Other Professional Total	5.200		
Total Professional	42.900	**Total Supporting Services**	19.187

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	14	4	0	0	4	7

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
395	395	445	452	463	462	471	443

School Personnel Costs

Professional Salaries	$3,390,903
Supporting Services Salaries	$736,199
Employee Benefits	$1,112,013
Total Allocated Cost	**$5,239,115**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 645

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.2**	**51.8**	**≤5.0**	**10.2**	**17.4**	**42.2**	**≤5.0**	**24.3**	**5.7**
ESOL	**29.5**	13.8	15.7	≤5.0	≤5.0	≤5.0	22.0	≤5.0	≤5.0	≤5.0
FARMS	**49.5**	25.1	24.3	≤5.0	≤5.0	10.7	31.5	≤5.0	≤5.0	≤5.0
SPED	**15.5**	≤5.0	11.8	≤5.0	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	50	7.8
Full-Day K	134	20.8
Grade 1	115	17.8
Grade 2	109	16.9
Grade 3	93	14.4
Grade 4	70	10.9
Grade 5	74	11.5
Total	645	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	46.0	≤5.0	49.0

Other Participation

Students now or have in the past received FARMS[2] = 53.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 14.3%
Attendance Rate[2] [3] = 94.6%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Preschool Vision
Elementary Learning Center (K–3)
Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.7	74.7	91.4	87.1	90.7	≥95.0
Asian	--	--	≥95.0	≥95.0	≥95.0	90.9
Black or African American	61.9	71.4	90.9	81.8	--	--
Hispanic/Latino	70.3	67.6	84.8	84.8	92.6	≥95.0
White	92.3	84.6	≥95.0	92.9	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	68.3	65.9	85.7	82.9	87.5	90.6
LEP	44.4	55.6	84.6	84.6	--	--
SPED	14.3	23.8	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rock View Elementary School - #795

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	58.8	55.7	59.4	54.6	72.9	59.8
Asian	--	--	--	--	--	--
Black or African American	18.2	45.5	45.5	36.4	54.5	45.5
Hispanic/Latino	53.5	44.2	51.2	41.9	60.5	46.5
White	76.7	70.0	69.0	76.7	86.2	76.7
Two or More Races	--	--	--	--	--	--
ESOL	34.5	27.6	44.8	20.7	58.6	27.6
FARMS	43.2	43.2	52.3	34.1	59.1	43.2
SPED	33.3	16.7	25.0	25.0	83.3	25.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.6	19.4	6.5	69.4	3.2	93.5	6.5	186	100.0	0.0
Supporting Services	6.7	33.3	13.3	46.7	0.0	83.3	16.7			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 19.3
Grades 1 to 3 = 19.7 Grades 4 to 5 = 24.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.7	40.3	41.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.125
Principal Intern		Special Education	9.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	24.300	**Instructional Support Total**	13.875
Staff Development	1.000		
ESOL	4.300	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.499
Instrumental Music	0.300	**Other Support Total**	3.499
Preschool	1.000		
Special Education:		Building Services	
Classroom	9.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.400	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.100	Food Services	1.250
Other Professional Total	4.100		
Total Professional	56.500	**Total Supporting Services**	24.624

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1955	1999	7.4	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	21	5	1	0	6	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
617	617	670	701	721	726	720	704

School Personnel Costs

Professional Salaries	$4,072,577
Supporting Services Salaries	$954,816
Employee Benefits	$1,349,622
Total Allocated Cost	**$6,377,015**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Lois P. Rockwell Elementary School - #156

Principal: Ms. Cheryl Ann Clark
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 441

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.2**	**50.8**	**≤5.0**	**12.0**	**13.6**	**15.9**	**≤5.0**	**51.5**	**6.6**
ESOL	**14.3**	6.3	7.9	≤5.0	≤5.0	≤5.0	6.8	≤5.0	≤5.0	≤5.0
FARMS	**23.4**	10.0	13.4	≤5.0	≤5.0	7.7	7.7	≤5.0	5.2	≤5.0
SPED	**20.6**	6.3	14.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.8	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	51	11.6
Full-Day K	67	15.2
Grade 1	71	16.1
Grade 2	81	18.4
Grade 3	61	13.8
Grade 4	54	12.2
Grade 5	56	12.7
Total	441	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	63.7	≤5.0	36.3

Other Participation

Students now or have in the past received FARMS[2] = 27.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.9%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Preschool Education Program (PEP)
Resource
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	91.5	≥95.0	≥95.0	92.2	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	92.3	84.6	--	--	77.8	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	92.9	90.0	≥95.0	77.8	≥95.0
LEP	≥95.0	70.0	--	--	--	--
SPED	--	--	--	--	76.9	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lois P. Rockwell Elementary School - #156

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.7	73.7	75.4	71.9	77.2	84.2
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	45.5	45.5	45.5	54.5	72.7	63.6
White	93.1	82.8	82.8	75.9	86.2	86.2
Two or More Races	--	--	--	--	--	--
ESOL	54.5	63.6	54.5	63.6	63.6	72.7
FARMS	60.0	80.0	60.0	60.0	70.0	80.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	4.9	7.3	85.4	0.0	90.2	9.8			
Supporting Services	15.0	0.0	15.0	70.0	0.0	80.0	20.0	96	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.5

Average Class Size Kindergarten = 22.3

Grades 1 to 3 = 21.5 Grades 4 to 5 = 28.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.9	34.1	61.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.061
Principal Intern		Special Education	5.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	14.900	**Instructional Support Total**	7.311
Staff Development	1.000		
ESOL	1.800	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.000
Instrumental Music	0.200	**Other Support Total**	3.000
Preschool			
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.500
Media Specialist	0.500		
Spec Ed Related Services	3.200	Food Services	0.938
Other Professional Total	4.200		
Total Professional	37.500	**Total Supporting Services**	15.749

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1992	--	10.6	Y	1	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	17	4	0	0	3	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
523	523	471	495	512	507	510	511

School Personnel Costs

Professional Salaries	$3,176,439
Supporting Services Salaries	$611,832
Employee Benefits	$997,219
Total Allocated Cost	**$4,785,490**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Rolling Terrace Elementary School - #771

Principal: Ms. Jennifer L. Connors
705 Bayfield Street Takoma Park, MD 20912
Office Phone: (301) 431-7600
Community Supt: Ms. Bronda L. Mills
Fax Number: (301) 431-7643
School Hours: 8:50 - 3:05
www.montgomeryschoolsmd.org/schools/rollinges/
Cluster Name: Downcounty Consortium
Feeder Schools:
Receiving Schools: Silver Spring Internat'l, Takoma Park MS, Eastern MS

2011–2012 Enrollment = 753													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.3**	**49.7**	**≤5.0**	**≤5.0**	**14.6**	**59.5**	**≤5.0**	**16.7**	**5.0**	Pre-K	65	8.6
ESOL	**46.6**	21.9	24.7	≤5.0	≤5.0	≤5.0	42.2	≤5.0	≤5.0	≤5.0	Full-Day K	146	19.4
FARMS	**65.3**	31.5	33.9	≤5.0	≤5.0	10.4	52.2	≤5.0	≤5.0	≤5.0	Grade 1	116	15.4
SPED	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	123	16.3
											Grade 3	104	13.8
											Grade 4	104	13.8
											Grade 5	95	12.6
											Total	753	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.8	6.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 67.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.6%
Attendance Rate[2] [3] = 94.3%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Head Start
Prekindergarten
Spanish Immersion Magnet
Linkages to Learning
Program of Assessment, Diagnosis, and Instruction (PADI)
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)
Judy P. Hoyer Center

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.2	83.8	78.8	83.7	83.8	88.3
Asian	--	--	--	--	--	--
Black or African American	80.0	--	72.2	72.2	88.5	84.6
Hispanic/Latino	85.7	76.2	71.9	80.4	78.1	85.9
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	85.7	74.2	67.7	78.1	77.1	82.9
LEP	82.4	70.0	57.6	71.9	73.5	64.7
SPED	63.6	45.5	70.0	50.0	45.5	72.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rolling Terrace Elementary School - #771

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	53.8	48.1	56.6	56.1	73.8	56.6
Asian	--	--	--	--	--	--
Black or African American	33.3	25.0	37.5	32.0	48.0	37.5
Hispanic/Latino	48.1	44.2	53.8	50.0	78.8	48.1
White	93.8	75.0	87.5	87.5	87.5	87.5
Two or More Races	--	--	--	--	--	--
ESOL	34.3	37.1	45.7	41.7	75.0	37.1
FARMS	38.1	34.9	41.3	40.6	65.6	41.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	11.8	26.5	55.9	2.9	86.8	13.2			
Supporting Services	9.1	27.3	45.5	18.2	0.0	81.8	18.2	201	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.7

Average Class Size Kindergarten = 18.4
Grades 1 to 3 = 20.4 Grades 4 to 5 = 24.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.2	39.7	44.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.475
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	8.000	Instructional Data Assistant	0.750
Classroom	30.500	**Instructional Support Total**	7.475
Staff Development	1.000		
ESOL	7.600	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	1.625
Instrumental Music	0.400	**Other Support Total**	3.625
Preschool	1.600		
Special Education:		Building Services	
Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	55.900	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.500
Other Professional Total	3.000		
Total Professional	60.900	**Total Supporting Services**	18.100

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	4.3	Y	0	3

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
43	26	6	2	0	7	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
698	698	779	788	803	803	803	777

School Personnel Costs

Professional Salaries	$4,807,736
Supporting Services Salaries	$720,376
Employee Benefits	$1,455,697
Total Allocated Cost	**$6,983,809**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Rosemary Hills Elementary School - #794

Principal: Mr. Ralph Viggiano | 2111 Porter Road Silver Spring, MD 20910 | Office Phone: (301) 650-6400
Community Supt: Dr. Christopher S. Garran | Fax Number: (301) 650-6404
School Hours: 9:15 - 3:30 | www.montgomeryschoolsmd.org/schools/rosemaryhillses/ | Cluster Name: Bethesda-Chevy Chase
Feeder Schools: | Receiving Schools: Bethesda, Chevy Chase, North Chevy Chase

2011–2012 Enrollment = 690

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.0**	**52.0**	**≤5.0**	**5.1**	**13.0**	**15.8**	**≤5.0**	**58.8**	**6.8**
ESOL	**13.2**	6.5	6.7	≤5.0	≤5.0	≤5.0	8.7	≤5.0	≤5.0	≤5.0
FARMS	**19.1**	8.3	10.9	≤5.0	≤5.0	8.1	9.6	≤5.0	≤5.0	≤5.0
SPED	**8.4**	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	51	7.4
Full-Day K	216	31.3
Grade 1	214	31.0
Grade 2	209	30.3
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	690	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.3	≤5.0	19.0

Other Participation

Students now or have in the past received FARMS[2] = 20.9%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.2%
Attendance Rate[2 3] = 94.3%
Suspension Rate[2 3] = ≤5.0%

School Programs

Prekindergarten
Elementary Home School Model
Autism (K-1)
Prekindergarten Autism

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Not Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	Met	Met
FARMS	Not Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2010–2011 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rosemary Hills Elementary School - #794

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	81.7	84.8	81.2	82.7	78.5	88.0
Asian	--	--	--	--	--	--
Black or African American	68.4	68.4	52.6	63.2	47.4	68.4
Hispanic/Latino	53.6	67.9	57.1	57.1	57.1	71.4
White	89.1	89.8	89.1	89.1	87.5	93.0
Two or More Races	81.8	≥95.0	≥95.0	≥95.0	81.8	≥95.0
ESOL	27.3	45.5	36.4	45.5	36.4	36.4
FARMS	52.6	68.4	63.2	57.9	42.1	63.2
SPED	46.2	30.8	46.2	38.5	53.8	53.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	10.2	4.1	83.7	0.0	87.8	12.2			
Supporting Services	12.5	18.8	21.9	46.9	0.0	87.5	12.5	134	97.0	3.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.7

Average Class Size Kindergarten = 23.8

Grades 1 to 3 = 24.8 Grades 4 to 5 =

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.5	44.9	28.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.624
Principal Intern		Special Education	10.752
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	9.000	Instructional Data Assistant	0.750
Classroom	16.700	**Instructional Support Total**	15.001
Staff Development	1.000		
ESOL	1.900	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	0.200	Lunch Hour Aide	1.624
Instrumental Music		**Other Support Total**	3.624
Preschool	1.000		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	Food Services	1.000
Other Professional Total	3.500		
Total Professional	43.200	**Total Supporting Services**	24.125

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	9	4	1	0	9	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
476	615	715	714	702	651	651	651

School Personnel Costs

Professional Salaries	$3,080,019
Supporting Services Salaries	$920,275
Employee Benefits	$1,101,892
Total Allocated Cost	**$5,102,186**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Rosemont Elementary School - #555

Principal: Mr. James A. Sweeney
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 522													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.2**	**54.8**	**≤5.0**	**10.0**	**22.8**	**44.6**	**≤5.0**	**15.9**	**6.1**	Pre-K	56	10.7
ESOL	**34.7**	16.1	18.6	≤5.0	≤5.0	≤5.0	24.3	≤5.0	≤5.0	≤5.0	Full-Day K	101	19.3
FARMS	**58.2**	25.7	32.6	≤5.0	≤5.0	14.9	34.5	≤5.0	≤5.0	≤5.0	Grade 1	73	14.0
SPED	**10.2**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	80	15.3
											Grade 3	69	13.2
											Grade 4	80	15.3
											Grade 5	63	12.1
											Total	522	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	92.5	≤5.0	5.7

Other Participation

Students now or have in the past received FARMS[2] = 62.6%
Mobility Rate (Entrants + Withdrawals)[2 3] = 21.5%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Prekindergarten Autism
Elementary Home School Model
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.0	87.8	79.1	91.0	83.3	91.3
Asian	--	--	--	--	--	--
Black or African American	78.9	73.7	56.3	87.5	85.7	78.6
Hispanic/Latino	88.5	84.6	85.7	94.3	80.0	94.7
White	≥95.0	≥95.0	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	84.2	84.2	78.7	91.5	79.2	87.5
LEP	88.9	77.8	61.1	83.3	60.0	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rosemont Elementary School - #555

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.2	64.2	70.1	67.2	79.1	68.7
Asian	61.5	76.9	84.6	69.2	≥95.0	69.2
Black or African American	62.5	62.5	68.8	75.0	68.8	68.8
Hispanic/Latino	72.0	56.0	64.0	56.0	72.0	64.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	61.9	52.4	61.9	71.4	85.7	61.9
FARMS	70.6	61.8	73.5	67.6	79.4	70.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	1.9	3.7	92.6	0.0	85.2	14.8	148	100.0	0.0
Supporting Services	19.4	22.2	13.9	44.4	0.0	88.9	11.1			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.4

Average Class Size Kindergarten = 16.8

Grades 1 to 3 = 16.8 Grades 4 to 5 = 24.2

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.5	33.3	48.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.562
Principal Intern		Special Education	11.939
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	21.700	**Instructional Support Total**	16.626
Staff Development	1.000		
ESOL	4.200	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	1.309
Instrumental Music	0.200	**Other Support Total**	3.309
Preschool	1.000		
Special Education:		Building Services	
Classroom	5.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	43.500	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	1.812
Other Professional Total	3.400		
Total Professional	48.900	**Total Supporting Services**	28.247

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	1995	8.9	Y	1	1

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	22	4	1	0	5	4

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
592	592	551	558	576	582	591	577

School Personnel Costs

Professional Salaries	$3,895,292
Supporting Services Salaries	$1,079,366
Employee Benefits	$1,349,257
Total Allocated Cost	**$6,323,915**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Sequoyah Elementary School - #565

Principal: Dr. Barbara A. Jasper
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 402

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.5**	**53.5**	**≤5.0**	**8.5**	**17.2**	**41.0**	**≤5.0**	**28.9**	**≤5.0**
ESOL	**33.8**	12.9	20.9	≤5.0	≤5.0	≤5.0	27.1	≤5.0	≤5.0	≤5.0
FARMS	**48.5**	21.4	27.1	≤5.0	≤5.0	11.7	30.3	≤5.0	≤5.0	≤5.0
SPED	**14.2**	≤5.0	10.9	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	58	14.4
Grade 1	70	17.4
Grade 2	68	16.9
Grade 3	79	19.7
Grade 4	67	16.7
Grade 5	60	14.9
Total	402	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 54.5%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 20.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.9	89.4	86.0	86.0	88.3	91.8
Asian	--	--	--	--	90.9	90.9
Black or African American	--	--	80.0	80.0	--	--
Hispanic/Latino	85.7	89.3	75.0	79.2	90.5	90.9
White	≥95.0	92.3	≥95.0	≥95.0	93.8	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	79.2	83.3	77.4	80.6	86.2	90.0
LEP	76.5	82.4	77.8	77.8	91.7	76.9
SPED	70.0	70.0	63.6	63.6	69.2	61.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sequoyah Elementary School - #565

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	66.7	68.1	69.4	65.8	90.4	69.4
Asian	--	--	--	--	--	--
Black or African American	50.0	50.0	42.9	50.0	71.4	50.0
Hispanic/Latino	68.0	68.0	76.0	57.7	88.5	68.0
White	74.1	74.1	77.8	81.5	≥95.0	77.8
Two or More Races	--	--	--	--	--	--
ESOL	59.1	63.6	63.6	52.2	91.3	63.6
FARMS	56.3	53.1	62.5	48.5	84.8	56.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.3	9.8	2.4	80.5	0.0	82.9	17.1	128	100.0	0.0
Supporting Services	5.3	15.8	15.8	63.2	0.0	89.5	10.5			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 19.7
Grades 1 to 3 = 17.9 Grades 4 to 5 = 25.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.0	31.7	46.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.247
Principal Intern		Special Education	2.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	19.600	**Instructional Support Total**	5.997
Staff Development	1.000		
ESOL	3.000	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	1.125
Instrumental Music	0.200	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.250
Other Professional Total	3.000		
Total Professional	39.100	**Total Supporting Services**	15.372

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	10.0	Y	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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
459	459	419	422	415	414	413	408

School Personnel Costs

Professional Salaries	$3,082,615
Supporting Services Salaries	$612,592
Employee Benefits	$958,103
Total Allocated Cost	**$4,653,310**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Seven Locks Elementary School - #603

Principal: Mrs. Rebecca (Robin) T. Gordon
Community Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
Feeder Schools:

9500 Seven Locks Road Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/sevenlockses/

Office Phone: (301) 469-1038
Fax Number: (301) 469-1041
Cluster Name: Winston Churchill
Receiving Schools: Cabin John

2011–2012 Enrollment = 321													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.8**	**54.2**	**≤5.0**	**16.5**	**8.1**	**9.3**	**≤5.0**	**61.7**	**≤5.0**	Pre-K	0	0.0
ESOL	**8.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	44	13.7
FARMS	**7.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	66	20.6
SPED	**6.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	52	16.2
											Grade 3	54	16.8
											Grade 4	56	17.4
											Grade 5	49	15.3
											Total	321	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 8.1%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.2%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	na	na	na	na
FARMS	na	na	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	93.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	94.9	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Seven Locks Elementary School - #603

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.9	92.3	76.9	73.1	84.6	80.8
Asian	69.2	≥95.0	≥95.0	92.3	≥95.0	92.3
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	85.7	≥95.0	78.6	71.4	82.1	85.7
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	3.6	0.0	89.3	3.6	92.9	7.1			
Supporting Services	13.3	26.7	0.0	60.0	0.0	93.3	6.7	76	94.7	5.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.9

Average Class Size Kindergarten = 22.0
Grades 1 to 3 = 24.4 Grades 4 to 5 = 21.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.1	53.6	39.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	11.600	**Instructional Support Total**	2.375
Staff Development	1.000		
ESOL	0.600	**Other Support**	
Reading/Literacy	0.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	**Food Services**	0.625
Other Professional Total	1.900		
Total Professional	22.600	**Total Supporting Services**	9.875

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	2012	9.9	N	0	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	15	4	0	0	3	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
424	424	335	345	360	371	372	387

School Personnel Costs

Professional Salaries	$1,742,322
Supporting Services Salaries	$397,412
Employee Benefits	$576,967
Total Allocated Cost	**$2,716,701**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Sherwood Elementary School - #501

Principal: Mr. Jerrold C. Perlet
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 455

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**53.6**	**46.4**	**≤5.0**	**14.5**	**16.0**	**11.0**	**≤5.0**	**53.2**	**5.3**
ESOL	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**10.8**	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**11.9**	5.3	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.7	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	7	1.5
Full-Day K	76	16.7
Grade 1	70	15.4
Grade 2	74	16.3
Grade 3	91	20.0
Grade 4	70	15.4
Grade 5	67	14.7
Total	455	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.9	≤5.0	20.4

Other Participation

Students now or have in the past received FARMS[2] = 16.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Home School Model
School/Community-Based
Preschool Education Program (PEP) Comprehensive

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.0	93.2	≥95.0	≥95.0	86.2	≥95.0
Asian	≥95.0	89.5	≥95.0	≥95.0	90.0	≥95.0
Black or African American	85.7	≥95.0	--	--	66.7	93.3
Hispanic/Latino	--	--	83.3	≥95.0	--	--
White	87.1	93.3	≥95.0	≥95.0	89.4	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	63.6	80.0	--	--	64.3	85.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sherwood Elementary School - #501

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.2	87.8	85.6	84.4	90.0	91.1
Asian	--	--	--	--	--	--
Black or African American	80.0	80.0	80.0	70.0	80.0	80.0
Hispanic/Latino	64.3	85.7	71.4	78.6	78.6	85.7
White	87.0	90.7	87.0	87.0	94.4	94.4
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	66.7	75.0	83.3	83.3	75.0	83.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	2.5	0.0	85.0	2.5	90.0	10.0			
Supporting Services	13.6	22.7	13.6	50.0	0.0	77.3	22.7	107	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.3

Average Class Size Kindergarten = 24.3
Grades 1 to 3 = 23.3 Grades 4 to 5 = 28.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	32.5	57.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	7.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	15.900	**Instructional Support Total**	9.375
Staff Development	1.000		
ESOL	0.600	Other Support	
Reading/Literacy	1.400	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.250
Instrumental Music	0.300	**Other Support Total**	3.250
Preschool			
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.600	Food Services	0.750
Other Professional Total	3.100		
Total Professional	34.100	**Total Supporting Services**	18.375

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1977	--	10.9	Y	1	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	21	3	0	0	3	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
580	580	461	474	467	473	483	481

School Personnel Costs

Professional Salaries	$2,896,762
Supporting Services Salaries	$704,160
Employee Benefits	$964,236
Total Allocated Cost	**$4,565,158**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Sargent Shriver Elementary School - #779

Principal: Mrs. Tamisha L. Sampson | 12518 Greenly Drive Silver Spring, MD 20906 | Office Phone: (301) 929-4426
Community Supt: Dr. Christopher S. Garran | Fax Number: (301) 929-4428
School Hours: 8:50 - 3:05 | www.montgomeryschoolsmd.org/schools/shriverES/ | Cluster Name: Downcounty Consortium, Wheaton
Feeder Schools: | Receiving Schools: Argyle, Loiderman, Parkland

2011–2012 Enrollment = 731

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.2**	**49.8**	**≤5.0**	**9.4**	**12.3**	**73.2**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**61.0**	30.6	30.4	≤5.0	≤5.0	≤5.0	53.8	≤5.0	≤5.0	≤5.0
FARMS	**81.1**	41.3	39.8	≤5.0	≤5.0	11.2	63.3	≤5.0	≤5.0	≤5.0
SPED	**8.8**	≤5.0	6.4	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	46	6.3
Full-Day K	126	17.2
Grade 1	126	17.2
Grade 2	107	14.6
Grade 3	110	15.0
Grade 4	112	15.3
Grade 5	104	14.2
Total	731	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 86.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.3%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

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[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	na	na	na	na
FARMS	Not Met	Met	Met	Met
LEP	Not Met	Not Met	Met	Met
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.8	76.9	85.0	80.2	65.6	90.6
Asian	92.3	92.3	93.8	93.3	72.7	90.9
Black or African American	73.3	73.3	81.3	68.8	83.3	91.7
Hispanic/Latino	74.6	73.2	83.1	78.9	59.7	89.6
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	74.2	71.9	81.7	77.8	63.5	89.2
LEP	63.0	60.9	70.5	65.1	33.3	79.2
SPED	58.3	66.7	46.2	61.5	30.0	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sargent Shriver Elementary School - #779

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	42.7	43.6	54.9	45.1	69.0	41.8
Asian	66.7	93.3	93.3	73.3	93.3	73.3
Black or African American	50.0	60.0	50.0	60.0	80.0	70.0
Hispanic/Latino	32.9	29.1	45.1	34.1	61.0	27.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	25.8	27.3	43.5	21.7	56.5	18.2
FARMS	41.5	37.8	57.6	37.6	64.7	36.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.5	15.5	5.6	70.4	0.0	93.0	7.0			
Supporting Services	9.5	9.5	33.3	47.6	0.0	95.2	4.8	201	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size Kindergarten = 18.1

Grades 1 to 3 = 19.0 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
35.2	43.7	21.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.999
Principal Intern		Special Education	1.374
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	8.000	Instructional Data Assistant	0.750
Classroom	34.600	**Instructional Support Total**	6.998
Staff Development	1.000		
ESOL	9.300	Other Support	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.400	Parent/Community Coord	1.000
Music	1.400	Lunch Hour Aide	1.749
Instrumental Music	0.300	**Other Support Total**	5.749
Preschool	1.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	62.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.999
Other Professional Total	3.000		
Total Professional	67.000	**Total Supporting Services**	19.246

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	2006	9.2	Y	1	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	21	6	1	1	6	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
563	563	748	749	754	767	757	742

School Personnel Costs

Professional Salaries	$4,537,783
Supporting Services Salaries	$696,835
Employee Benefits	$1,332,656
Total Allocated Cost	**$6,567,274**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 557

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**54.8**	**45.2**	**≤5.0**	**5.9**	**20.1**	**11.7**	**≤5.0**	**52.6**	**9.3**
ESOL	**6.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**15.6**	8.8	6.8	≤5.0	≤5.0	9.3	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	107	19.2
Grade 1	93	16.7
Grade 2	91	16.3
Grade 3	105	18.9
Grade 4	87	15.6
Grade 5	74	13.3
Total	557	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.0	15.0	10.0

Other Participation

Students now or have in the past received FARMS[2] = 18.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Total French Immersion
Asperger's Program
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.6	≥95.0	≥95.0	≥95.0	86.9	≥95.0
Asian	--	--	--	--	--	--
Black or African American	73.9	≥95.0	--	--	87.0	≥95.0
Hispanic/Latino	83.3	≥95.0	--	--	66.7	83.3
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	84.6	≥95.0
FARMS	61.1	94.4	--	--	61.5	84.6
LEP	--	--	--	--	--	--
SPED	--	--	--	--	78.6	92.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sligo Creek Elementary School - #517

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	62.4	58.6	53.4	69.4	77.1	65.4
Asian	--	--	--	--	--	--
Black or African American	44.8	44.8	43.3	50.0	60.0	44.8
Hispanic/Latino	40.0	35.0	45.0	35.0	30.0	40.0
White	73.7	63.2	57.4	84.2	94.4	73.7
Two or More Races	78.9	94.7	68.4	94.7	≥95.0	94.7
ESOL	23.8	23.8	36.4	22.7	50.0	33.3
FARMS	31.0	34.5	36.7	33.3	43.3	34.5
SPED	50.0	50.0	58.3	58.3	58.3	50.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	14.3	2.4	78.6	2.4	88.1	11.9	158	100.0	0.0
Supporting Services	19.0	14.3	14.3	47.6	4.8	76.2	23.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.8

Average Class Size Kindergarten = 21.8
Grades 1 to 3 = 25.9 Grades 4 to 5 = 22.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.5	47.6	42.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	3.999
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	20.700	**Instructional Support Total**	6.498
Staff Development	1.000		
ESOL	1.200	Other Support	
Reading/Literacy	2.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.000	Parent/Community Coord	
Music	1.000	Lunch Hour Aide	1.373
Instrumental Music	0.200	**Other Support Total**	3.373
Preschool			
Special Education:		Building Services	
Classroom	3.500	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	35.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	
Other Professional Total	2.800		
Total Professional	40.400	**Total Supporting Services**	15.871

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1934	1999	15.6	Y	1	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	24	4	0	0	4	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
665	665	564	574	568	583	586	584

School Personnel Costs

Professional Salaries	$3,051,138
Supporting Services Salaries	$639,829
Employee Benefits	$946,294
Total Allocated Cost	**$4,637,261**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Somerset Elementary School - #405

Principal: Mrs. Kelly Morris
Community Supt: Dr. Christopher S. Garran
School Hours: 8:50 - 3:05
Feeder Schools:

5811 Warwick Place Chevy Chase, MD 20815
www.montgomeryschoolsmd.org/schools/somersetes/

Office Phone: (301) 657-4985
Fax Number: (301) 657-4907
Cluster Name: Bethesda-Chevy Chase
Receiving Schools: Westland

2011–2012 Enrollment = 509													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.7**	**51.3**	**≤5.0**	**11.0**	**≤5.0**	**7.7**	**≤5.0**	**72.5**	**5.1**	Pre-K	0	0.0
ESOL	**16.1**	7.3	8.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.4	≤5.0	Full-Day K	75	14.7
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	89	17.5
SPED	**5.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	99	19.4
											Grade 3	100	19.6
											Grade 4	75	14.7
											Grade 5	71	13.9
											Total	509	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 5.1%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	93.7	94.9
Asian	≥95.0	≥95.0	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	84.6	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Somerset Elementary School - #405

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	86.7	85.7	89.8	91.9	91.9	94.9
Asian	92.9	78.6	≥95.0	85.7	92.9	92.9
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	86.1	88.9	88.9	≥95.0	93.2	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	85.7	78.6	≥95.0	93.3	≥95.0	92.9
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.3	10.3	5.1	71.8	2.6	84.6	15.4	111	100.0	0.0
Supporting Services	0.0	14.3	14.3	64.3	7.1	64.3	35.7			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.6

Average Class Size Kindergarten = 24.7
Grades 1 to 3 = 23.8 Grades 4 to 5 = 24.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.4	28.2	56.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	18.900	**Instructional Support Total**	2.999
Staff Development	1.000		
ESOL	1.800	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	1.373
Instrumental Music	0.300	**Other Support Total**	3.373
Preschool			
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	0.750
Other Professional Total	2.500		
Total Professional	35.200	**Total Supporting Services**	11.622

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1949	2005	3.7	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	19	4	0	0	3	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
516	516	533	555	547	534	529	532

School Personnel Costs

Professional Salaries	$2,813,878
Supporting Services Salaries	$445,679
Employee Benefits	$848,409
Total Allocated Cost	**$4,107,966**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

South Lake Elementary School - #564

Principal: Ms. Celeste King
Community Supt: Dr. Darryl L. Williams
School Hours: 8:50 - 3:05
Feeder Schools:

18201 Contour Road Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/southlakees/

Office Phone: (301) 840-7141
Fax Number: (301) 840-4549
Cluster Name: Watkins Mill
Receiving Schools: Neelsville

2011–2012 Enrollment = 691													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.1**	**50.9**	**≤5.0**	**6.5**	**30.8**	**54.6**	**≤5.0**	**≤5.0**	**≤5.0**	Pre-K	66	9.6
ESOL	**44.9**	20.1	24.7	≤5.0	≤5.0	≤5.0	35.2	≤5.0	≤5.0	≤5.0	Full-Day K	113	16.4
FARMS	**77.9**	37.6	40.2	≤5.0	≤5.0	23.2	47.0	≤5.0	≤5.0	≤5.0	Grade 1	119	17.2
SPED	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	112	16.2
											Grade 3	108	15.6
											Grade 4	92	13.3
											Grade 5	81	11.7
											Total	691	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 83.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 28.7%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
Multidisciplinary Educational Training and Support (METS)
Resource

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.0	87.1	81.7	86.6	76.1	86.4
Asian	--	--	--	--	90.9	90.9
Black or African American	78.6	85.7	81.8	81.8	88.9	92.6
Hispanic/Latino	93.2	93.2	79.2	87.5	65.1	83.7
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	85.1	83.6	79.4	84.1	73.8	85.2
LEP	81.8	90.9	73.3	80.0	47.6	76.2
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

South Lake Elementary School - #564

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	42.2	51.4	55.5	46.8	70.9	49.5
Asian	60.0	≥95.0	80.0	80.0	≥95.0	90.0
Black or African American	38.7	35.5	40.6	40.6	53.1	32.3
Hispanic/Latino	37.1	48.4	59.7	41.3	72.6	46.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	33.3	43.8	49.0	32.0	67.3	35.4
FARMS	37.6	47.1	51.2	40.2	67.4	44.7
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	10.9	6.3	73.4	4.7	85.9	14.1	175	100.0	0.0
Supporting Services	11.1	22.2	22.2	44.4	0.0	85.2	14.8			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.3

Average Class Size Kindergarten = 18.7
Grades 1 to 3 = 17.4 Grades 4 to 5 = 20.8

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.5	48.4	39.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	8.901
Principal Intern		Special Education	1.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	32.500	**Instructional Support Total**	11.526
Staff Development	1.000		
ESOL	7.400	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.624
Instrumental Music	0.200	**Other Support Total**	3.624
Preschool	2.000		
Special Education:		Building Services	
Classroom	1.000	Manager	2.000
Resource Program		Leader	1.000
Teachers Total	54.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	2.000
Other Professional Total	3.000		
Total Professional	59.100	**Total Supporting Services**	23.150

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1972	--	10.2	Y	0	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	25	5	2	2	6	0

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
671	671	701	715	714	712	697	687

School Personnel Costs

Professional Salaries	$4,390,331
Supporting Services Salaries	$836,578
Employee Benefits	$1,361,326
Total Allocated Cost	**$6,588,235**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Stedwick Elementary School - #568

Principal: Dr. Margaret Pastor
Community Supt: Dr. Darryl L. Williams
School Hours: 9:15 - 3:30
Feeder Schools:

10631 Stedwick Road Montgomery Village, MD 20886
www.montgomeryschoolsmd.org/schools/stedwickes/

Office Phone: (301) 840-7187
Fax Number: (301) 548-7532
Cluster Name: Watkins Mill
Receiving Schools: Montgomery Village, Neelsville

2011–2012 Enrollment = 602

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.5**	**51.5**	**≤5.0**	**8.5**	**36.7**	**30.4**	**≤5.0**	**17.6**	**6.3**
ESOL	**26.4**	13.1	13.3	≤5.0	≤5.0	≤5.0	16.8	≤5.0	≤5.0	≤5.0
FARMS	**55.6**	24.8	30.9	≤5.0	≤5.0	25.1	22.9	≤5.0	≤5.0	≤5.0
SPED	**10.3**	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	37	6.1
Full-Day K	98	16.3
Grade 1	86	14.3
Grade 2	98	16.3
Grade 3	108	17.9
Grade 4	86	14.3
Grade 5	89	14.8
Total	602	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	48.4	≤5.0	50.0

Other Participation

Students now or have in the past received FARMS[2] = 61.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.1%
Attendance Rate[2 3] = 94.8%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Learning for Independence
Resource

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.4	88.1	89.0	93.9	75.8	86.9
Asian	≥95.0	80.0	--	--	--	--
Black or African American	63.3	86.7	75.9	82.8	66.7	76.9
Hispanic/Latino	72.0	92.0	91.7	≥95.0	65.4	92.3
White	93.3	93.3	≥95.0	≥95.0	93.3	86.7
Two or More Races	--	--	≥95.0	≥95.0	90.0	≥95.0
FARMS	63.4	85.4	86.7	91.1	62.7	80.4
LEP	73.7	84.2	90.0	≥95.0	80.0	90.0
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Stedwick Elementary School - #568

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	66.0	71.1	81.3	64.9	72.9	71.1
Asian	84.6	92.3	92.3	76.9	≥95.0	≥95.0
Black or African American	53.8	64.1	71.8	46.2	53.8	51.3
Hispanic/Latino	61.9	61.9	81.0	66.7	71.4	71.4
White	77.8	77.8	88.9	88.9	88.9	83.3
Two or More Races	--	--	--	--	--	--
ESOL	55.6	55.6	74.1	48.1	63.0	63.0
FARMS	51.1	63.8	69.6	51.1	58.7	55.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	15.7	0.0	78.4	3.9	80.4	19.6	171	97.7	2.3
Supporting Services	8.0	12.0	32.0	48.0	0.0	72.0	28.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 15.5

Grades 1 to 3 = 19.4 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.8	35.3	56.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.625
Principal Intern		Special Education	3.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.750
Classroom	23.500	**Instructional Support Total**	8.875
Staff Development	1.000		
ESOL	3.600	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.000	Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.875
Other Professional Total	3.000		
Total Professional	47.000	**Total Supporting Services**	20.750

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	10.0	Y	1	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
39	23	6	1	0	5	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
614	614	613	623	611	610	615	609

School Personnel Costs

Professional Salaries	$3,775,060
Supporting Services Salaries	$781,666
Employee Benefits	$1,221,193
Total Allocated Cost	**$5,777,919**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Stone Mill Elementary School - #653

Principal: Ms. Kimberly A. Williams
Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

14323 Stonebridge View Drive North Potomac, MD 20878
www.montgomeryschoolsmd.org/schools/stonemilles/

Office Phone: (301) 279-4975
Fax Number: (301) 279-4979
Cluster Name: Thomas S. Wootton
Receiving Schools: Cabin John

2011–2012 Enrollment = 598

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.3**	**51.7**	**≤5.0**	**45.5**	**11.4**	**5.2**	**≤5.0**	**33.3**	**≤5.0**
ESOL	**8.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**10.4**	≤5.0	5.5	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**14.0**	≤5.0	9.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	42	7.0
Full-Day K	81	13.5
Grade 1	95	15.9
Grade 2	101	16.9
Grade 3	88	14.7
Grade 4	92	15.4
Grade 5	99	16.6
Total	598	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	48.8	≤5.0	50.0

Other Participation

Students now or have in the past received FARMS[2] = 12.2%
Mobility Rate (Entrants + Withdrawals)[2 3] = 6.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Preschool Education Program (PEP)
Resource

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Stone Mill Elementary School - #653

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	86.9	88.1	84.9	94.2	91.9	92.9
Asian	87.5	90.0	90.5	≥95.0	≥95.0	≥95.0
Black or African American	80.0	70.0	60.0	80.0	50.0	80.0
Hispanic/Latino	--	--	--	--	--	--
White	84.6	88.5	84.6	≥95.0	≥95.0	92.3
Two or More Races	--	--	--	--	--	--
ESOL	60.0	70.0	75.0	83.3	83.3	90.0
FARMS	70.0	80.0	60.0	70.0	70.0	70.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.3	7.4	1.9	81.5	0.0	96.3	3.7			
Supporting Services	23.8	9.5	14.3	52.4	0.0	81.0	19.0	121	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size Kindergarten = 20.0
Grades 1 to 3 = 23.9 Grades 4 to 5 = 23.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
1.9	42.6	55.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	6.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	21.200	**Instructional Support Total**	9.000
Staff Development	1.000		
ESOL	1.100	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.500
Instrumental Music	0.400	**Other Support Total**	3.500
Preschool			
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	3.700	Food Services	1.312
Other Professional Total	5.700		
Total Professional	46.400	**Total Supporting Services**	18.312

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	11.8	Y	1	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	22	5	0	0	4	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
654	654	603	595	613	617	615	619

School Personnel Costs

Professional Salaries	$3,877,660
Supporting Services Salaries	$716,332
Employee Benefits	$1,209,496
Total Allocated Cost	**$5,803,488**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Stonegate Elementary School - #316

Principal: Miss Audra M. Fladung
14811 Notley Road Silver Spring, MD 20905
Office Phone: (301) 989-5668
Community Supt: Ms. Beth Schiavino-Narvaez
Fax Number: (301) 989-5671
School Hours: 8:50 - 3:05
www.montgomeryschoolsmd.org/schools/stonegatees/
Cluster Name: Northeast Consortium
Feeder Schools:
Receiving Schools: Farquhar, White Oak

2011–2012 Enrollment = 457

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.0**	**54.0**	**≤5.0**	**15.5**	**30.6**	**14.9**	**≤5.0**	**33.3**	**5.7**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**19.0**	9.4	9.6	≤5.0	≤5.0	7.7	6.1	≤5.0	≤5.0	≤5.0
SPED	**12.5**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	73	16.0
Grade 1	78	17.1
Grade 2	76	16.6
Grade 3	71	15.5
Grade 4	76	16.6
Grade 5	83	18.2
Total	457	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.6	≤5.0	36.8

Other Participation

Students now or have in the past received FARMS[2] = 21.7%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.7%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning for Independence (K–5)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.1	92.9	93.6	93.6	86.8	≥95.0
Asian	85.7	≥95.0	≥95.0	≥95.0	--	--
Black or African American	82.4	87.5	87.5	91.7	86.4	≥95.0
Hispanic/Latino	--	--	92.9	85.7	--	--
White	92.0	92.0	≥95.0	≥95.0	92.9	92.9
Two or More Races	--	--	--	--	--	--
FARMS	--	--	93.8	81.3	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Stonegate Elementary School - #316

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.1	94.0	86.6	74.6	83.6	83.6
Asian	--	--	--	--	--	--
Black or African American	80.0	≥95.0	75.0	65.0	70.0	70.0
Hispanic/Latino	--	--	--	--	--	--
White	92.6	≥95.0	≥95.0	88.9	92.6	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.8	5.9	0.0	85.3	0.0	82.4	17.6			
Supporting Services	5.3	31.6	10.5	52.6	0.0	84.2	15.8	107	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.6

Average Class Size Kindergarten = 23.0
Grades 1 to 3 = 23.4 Grades 4 to 5 = 24.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.5	44.1	29.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	5.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	15.900	**Instructional Support Total**	7.375
Staff Development	1.000		
ESOL	0.500	Other Support	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	1.125
Instrumental Music	0.200	**Other Support Total**	3.125
Preschool			
Special Education:		Building Services	
Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	27.500	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	1.000	Food Services	1.000
Other Professional Total	2.500		
Total Professional	32.000	**Total Supporting Services**	15.000

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971	--	10.3	N	1	4

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	13	4	0	0	3	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
395	395	442	439	442	436	429	421

School Personnel Costs

Professional Salaries	$2,336,926
Supporting Services Salaries	$587,826
Employee Benefits	$787,663
Total Allocated Cost	**$3,712,415**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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/strathmorees/

Office Phone: (301) 460-2135
Fax Number: (301) 460-2137
Cluster Name: Downcounty Consortium
Receiving Schools: Argyle, Loiederman, Parkland

2011–2012 Enrollment = 397													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.9**	**50.1**	**≤5.0**	**6.5**	**46.1**	**36.0**	**≤5.0**	**7.3**	**≤5.0**	Pre-K	0	0.0
ESOL	**14.6**	6.3	8.3	≤5.0	≤5.0	≤5.0	11.3	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	**62.2**	31.0	31.2	≤5.0	≤5.0	30.5	26.7	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	**14.9**	≤5.0	10.6	≤5.0	≤5.0	6.3	7.3	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	116	29.2
											Grade 4	153	38.5
											Grade 5	128	32.2
											Total	397	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.3	6.8	33.9

Other Participation

Students now or have in the past received FARMS[2] = 73.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 16.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Elementary Learning Center (4–5)
Elementary Home School Model
21st Century Community Learning Center (Afterschool Program)
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.0	76.5	87.1	78.8	79.2	89.6
Asian	--	--	--	--	90.0	90.0
Black or African American	72.3	76.9	84.6	73.8	77.8	92.6
Hispanic/Latino	81.3	81.3	88.1	81.0	76.1	91.3
White	--	--	90.0	90.0	83.3	66.7
Two or More Races	--	--	--	--	--	--
FARMS	72.5	75.0	84.0	74.7	77.3	90.9
LEP	57.7	65.4	70.0	60.0	--	--
SPED	50.0	62.5	47.1	29.4	60.0	55.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Strathmore Elementary School - #822

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
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.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
ESOL						
FARMS						
SPED						

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.5	23.7	2.6	60.5	2.6	97.4	2.6			
Supporting Services	4.8	38.1	19.0	28.6	4.8	76.2	23.8	93	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten =

Grades 1 to 3 = 22.6 Grades 4 to 5 = 23.5

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	55.3	31.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.500
Principal Intern		Special Education	5.062
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	
Classroom	18.100	**Instructional Support Total**	8.062
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	0.999
Instrumental Music	0.400	**Other Support Total**	2.999
Preschool			
Special Education:		**Building Services**	
Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.700	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.100	**Food Services**	1.312
Other Professional Total	3.100		
Total Professional	34.800	**Total Supporting Services**	15.873

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
447	447	412	416	411	392	394	420

School Personnel Costs

Professional Salaries	$2,565,325
Supporting Services Salaries	$606,602
Employee Benefits	$854,991
Total Allocated Cost	**$4,026,918**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Strawberry Knoll Elementary School - #569

Principal: Mr. Egon Frank Kaplan
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 543													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.8**	**53.2**	**≤5.0**	**14.4**	**30.8**	**34.6**	**≤5.0**	**16.6**	**≤5.0**	Pre-K	51	9.4
ESOL	**19.7**	9.8	9.9	≤5.0	≤5.0	≤5.0	14.5	≤5.0	≤5.0	≤5.0	Full-Day K	85	15.7
FARMS	**47.9**	23.4	24.5	≤5.0	≤5.0	18.0	23.2	≤5.0	≤5.0	≤5.0	Grade 1	90	16.6
SPED	**14.0**	≤5.0	10.3	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	Grade 2	90	16.6
											Grade 3	82	15.1
											Grade 4	64	11.8
											Grade 5	81	14.9
											Total	543	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.8	≤5.0	32.9

Other Participation

Students now or have in the past received FARMS[2] = 54.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

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[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.6	86.6	≥95.0	≥95.0	89.8	94.9
Asian	92.3	≥95.0	≥95.0	≥95.0	--	--
Black or African American	65.4	76.9	≥95.0	≥95.0	88.5	≥95.0
Hispanic/Latino	68.4	89.5	93.5	87.1	88.2	88.2
White	--	--	≥95.0	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	58.8	73.5	94.1	88.2	83.3	87.5
LEP	60.0	90.0	92.3	69.2	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Strawberry Knoll Elementary School - #569

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	62.1	60.9	64.8	58.6	70.5	62.1
Asian	--	--	--	--	--	--
Black or African American	55.6	59.3	55.6	55.6	63.0	55.6
Hispanic/Latino	51.6	51.6	54.8	48.4	67.7	48.4
White	78.9	78.9	89.5	78.9	78.9	84.2
Two or More Races	--	--	--	--	--	--
ESOL	40.0	45.0	35.0	30.0	60.0	30.0
FARMS	47.8	45.7	45.7	39.1	63.0	41.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.5	7.5	4.5	85.1	1.5	88.1	11.9			
Supporting Services	13.3	10.0	20.0	53.3	3.3	86.7	13.3	157	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.2

Average Class Size Kindergarten = 16.2
Grades 1 to 3 = 17.9 Grades 4 to 5 = 24.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.9	37.3	50.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.275
Principal Intern		Special Education	8.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	22.800	**Instructional Support Total**	13.150
Staff Development	1.000		
ESOL	2.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.374
Instrumental Music	0.200	**Other Support Total**	3.374
Preschool	1.300		
Special Education:		Building Services	
Classroom	11.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	4.100	Food Services	1.374
Other Professional Total	6.100		
Total Professional	56.600	**Total Supporting Services**	22.898

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.8	Y	0	5

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	13	5	2	0	5	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
433	433	580	596	603	598	591	590

School Personnel Costs

Professional Salaries	$4,581,451
Supporting Services Salaries	$916,138
Employee Benefits	$1,453,539
Total Allocated Cost	**$6,951,128**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Summit Hall Elementary School - #563

Principal: Mr. Keith R. Jones
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 537

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.6**	**51.4**	**≤5.0**	**≤5.0**	**25.0**	**63.1**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**48.2**	22.0	26.3	≤5.0	≤5.0	≤5.0	41.7	≤5.0	≤5.0	≤5.0
FARMS	**78.4**	36.5	41.9	≤5.0	≤5.0	16.8	55.9	≤5.0	≤5.0	≤5.0
SPED	**9.3**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	66	12.3
Full-Day K	105	19.6
Grade 1	91	16.9
Grade 2	85	15.8
Grade 3	59	11.0
Grade 4	69	12.8
Grade 5	62	11.5
Total	537	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 82.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 20.0%
Attendance Rate[2 3] = 94.7%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
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[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	na	na	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.3	80.6	92.3	≥95.0	88.5	93.6
Asian	--	--	--	--	--	--
Black or African American	68.0	64.0	75.0	81.3	≥95.0	≥95.0
Hispanic/Latino	89.5	89.5	≥95.0	≥95.0	82.6	91.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	82.0	80.3	92.0	≥95.0	90.0	91.7
LEP	86.4	86.4	≥95.0	≥95.0	78.9	84.2
SPED	--	--	66.7	83.3	90.9	81.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summit Hall Elementary School - #563

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	48.5	48.5	40.9	47.0	63.6	43.9
Asian	--	--	--	--	--	--
Black or African American	38.5	38.5	30.8	46.2	53.8	38.5
Hispanic/Latino	46.7	44.4	40.0	46.7	64.4	44.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	42.9	45.2	38.1	42.9	59.5	40.5
FARMS	46.2	46.2	36.5	46.2	59.6	42.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.4	5.2	1.7	89.7	0.0	93.1	6.9	141	100.0	0.0
Supporting Services	8.7	17.4	30.4	43.5	0.0	82.6	17.4			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 17.2
Grades 1 to 3 = 18.5 Grades 4 to 5 = 21.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.1	62.1	25.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	4.937
Principal Intern		Special Education	1.874
Asst School Administrator		IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	23.900	**Instructional Support Total**	7.936
Staff Development	1.000		
ESOL	5.800	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.248
Instrumental Music	0.300	**Other Support Total**	3.248
Preschool	2.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	2.125
Other Professional Total	3.000		
Total Professional	51.900	**Total Supporting Services**	18.309

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971	--	10.2	Y	0	8

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
427	427	568	588	617	624	620	603

School Personnel Costs

Professional Salaries	$3,855,672
Supporting Services Salaries	$724,816
Employee Benefits	$1,219,409
Total Allocated Cost	**$5,799,897**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 560

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.6**	**51.4**	**≤5.0**	**≤5.0**	**33.8**	**18.2**	**≤5.0**	**38.0**	**6.1**
ESOL	**30.2**	14.1	16.1	≤5.0	≤5.0	15.2	12.5	≤5.0	≤5.0	≤5.0
FARMS	**37.9**	17.3	20.5	≤5.0	≤5.0	23.4	12.0	≤5.0	≤5.0	≤5.0
SPED	**5.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	23	4.1
Full-Day K	176	31.4
Grade 1	187	33.4
Grade 2	174	31.1
Grade 3	0	0.0
Grade 4	0	0.0
Grade 5	0	0.0
Total	560	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 39.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Primary Magnet Program
Resource
Prekindergarten

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2010–2011 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Takoma Park Elementary School - #754

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.6	82.6	73.7	75.8	78.2	82.6
Asian	--	--	--	--	--	--
Black or African American	66.7	74.5	54.9	55.8	66.7	74.5
Hispanic/Latino	55.6	44.4	47.4	36.8	36.8	44.4
White	≥95.0	≥95.0	92.3	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	92.3	≥95.0	76.9	≥95.0
ESOL	56.7	63.3	37.5	37.5	65.6	60.0
FARMS	54.1	54.1	42.1	46.2	52.6	56.8
SPED	54.5	45.5	45.5	45.5	54.5	45.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	22.4	10.2	59.2	2.0	89.8	10.2			
Supporting Services	0.0	26.7	20.0	53.3	0.0	73.3	26.7	135	94.1	5.9

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.5

Average Class Size Kindergarten = 19.1

Grades 1 to 3 = 19.9 Grades 4 to 5 =

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.5	40.8	34.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.311
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	8.000	Instructional Data Assistant	0.625
Classroom	22.200	**Instructional Support Total**	3.936
Staff Development	1.000		
ESOL	3.600	**Other Support**	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.500
Instrumental Music		**Other Support Total**	3.500
Preschool	0.500		
Special Education:		**Building Services**	
Classroom	1.000	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	0.800	**Food Services**	1.000
Other Professional Total	2.800		
Total Professional	44.500	**Total Supporting Services**	12.436

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
40	25	4	1	0	8	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
565	565	575	572	566	561	558	556

School Personnel Costs

Professional Salaries	$3,265,746
Supporting Services Salaries	$468,653
Employee Benefits	$936,526
Total Allocated Cost	**$4,670,925**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Travilah Elementary School - #216

Principal: Ms. Susan Shenk
Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

13801 DuFief Mill Road North Potomac, MD 20878
www.montgomeryschoolsmd.org/schools/travilahes/

Office Phone: (301) 840-7153
Fax Number: (301) 670-8230
Cluster Name: Thomas S. Wootton
Receiving Schools: Frost

2011–2012 Enrollment = 430

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.6**	**51.4**	**≤5.0**	**38.4**	**≤5.0**	**≤5.0**	**≤5.0**	**45.1**	**7.4**
ESOL	**12.1**	6.0	6.0	≤5.0	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**8.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	66	15.3
Grade 1	63	14.7
Grade 2	75	17.4
Grade 3	65	15.1
Grade 4	80	18.6
Grade 5	81	18.8
Total	430	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 8.8%
Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Resource

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Travilah Elementary School - #216

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	87.9	87.9	91.4	89.7	94.8	91.4
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	89.3	92.9	92.9	89.3	≥95.0	92.9
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	0.0	3.1	90.6	0.0	93.8	6.3			
Supporting Services	18.8	18.8	6.3	56.3	0.0	75.0	25.0	101	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.6

Average Class Size Kindergarten = 22.7

Grades 1 to 3 = 22.7 Grades 4 to 5 = 26.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.3	37.5	56.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	1.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	15.800	**Instructional Support Total**	3.125
Staff Development	0.500		
ESOL	1.100	Other Support	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.123
Instrumental Music	0.300	**Other Support Total**	3.123
Preschool			
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.400	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.063
Other Professional Total	2.900		
Total Professional	29.300	**Total Supporting Services**	11.311

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1992	9.3	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	20	3	0	0	3	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
526	526	419	418	432	432	441	445

School Personnel Costs

Professional Salaries	$2,456,139
Supporting Services Salaries	$438,862
Employee Benefits	$765,514
Total Allocated Cost	**$3,660,515**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Twinbrook Elementary School - #206

Principal: Mrs. Karen L. Johnson
Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:25
Feeder Schools:

5911 Ridgway Avenue Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/twinbrookes/

Office Phone: (301) 230-5925
Fax Number: (301) 230-5929
Cluster Name: Richard Montgomery
Receiving Schools: Julius West

2011–2012 Enrollment = 566

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.9**	**54.1**	**≤5.0**	**17.3**	**10.8**	**57.4**	**≤5.0**	**11.1**	**≤5.0**
ESOL	**50.5**	22.8	27.7	≤5.0	9.9	≤5.0	38.0	≤5.0	≤5.0	≤5.0
FARMS	**68.0**	32.3	35.7	≤5.0	7.2	7.8	47.9	≤5.0	≤5.0	≤5.0
SPED	**9.7**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	59	10.4
Full-Day K	93	16.4
Grade 1	81	14.3
Grade 2	81	14.3
Grade 3	86	15.2
Grade 4	76	13.4
Grade 5	90	15.9
Total	566	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 73.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 19.6%
Attendance Rate[2 3] = 94.5%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
Learning and Academic Disabilities
Program of Assessment, Diagnosis and Instruction (PADI)
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	na	na
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Not Met	Met	Met	Met
SPED	Not Met	Not Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.5	88.6	72.1	75.9	58.0	87.1
Asian	87.5	≥95.0	≥95.0	≥95.0	72.7	81.8
Black or African American	--	--	70.0	70.0	--	--
Hispanic/Latino	84.4	91.1	64.6	68.8	47.4	84.6
White	80.0	80.0	72.7	81.8	--	--
Two or More Races	--	--	--	--	--	--
FARMS	80.4	86.3	73.5	72.0	54.0	86.3
LEP	76.9	92.3	56.8	67.6	23.8	61.9
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Twinbrook Elementary School - #206

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	44.9	44.9	44.9	36.8	58.4	40.2
Asian	62.5	56.3	68.8	43.8	75.0	50.0
Black or African American	35.7	42.9	50.0	35.7	78.6	42.9
Hispanic/Latino	38.6	38.6	36.4	23.3	40.9	27.9
White	53.8	61.5	38.5	66.7	76.9	66.7
Two or More Races	--	--	--	--	--	--
ESOL	44.0	40.0	42.0	24.5	56.0	32.7
FARMS	40.0	30.0	34.0	25.0	54.0	27.1
SPED	25.0	16.7	25.0	9.1	58.3	18.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.9	12.9	6.5	66.1	0.0	90.3	9.7			
Supporting Services	20.0	8.0	28.0	36.0	4.0	80.0	20.0	171	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.8

Average Class Size Kindergarten = 18.6
Grades 1 to 3 = 17.8 Grades 4 to 5 = 23.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
30.6	38.7	30.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.184
Principal Intern		Special Education	2.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	25.900	**Instructional Support Total**	8.309
Staff Development	1.000		
ESOL	6.500	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	1.372
Instrumental Music	0.200	**Other Support Total**	3.372
Preschool	2.000		
Special Education:		Building Services	
Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	2.000
Other Professional Total	3.100		
Total Professional	52.600	**Total Supporting Services**	18.681

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
538	538	565	580	586	593	600	599

School Personnel Costs

Professional Salaries	$3,718,207
Supporting Services Salaries	$761,655
Employee Benefits	$1,203,849
Total Allocated Cost	**$5,683,711**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Viers Mill Elementary School - #772

Principal: Mr. Matthew A. Devan
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 619													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.9**	**50.1**	**≤5.0**	**7.8**	**12.8**	**64.0**	**≤5.0**	**12.3**	**≤5.0**	Pre-K	94	15.2
ESOL	**46.8**	25.0	21.8	≤5.0	≤5.0	≤5.0	39.7	≤5.0	≤5.0	≤5.0	Full-Day K	100	16.2
FARMS	**73.0**	38.0	35.1	≤5.0	≤5.0	9.5	55.9	≤5.0	≤5.0	≤5.0	Grade 1	91	14.7
SPED	**19.2**	6.0	13.2	≤5.0	≤5.0	≤5.0	12.8	≤5.0	≤5.0	≤5.0	Grade 2	91	14.7
											Grade 3	91	14.7
											Grade 4	79	12.8
											Grade 5	73	11.8
											Total	619	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.4	≤5.0	16.8

Other Participation

Students now or have in the past received FARMS[2] = 77.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
Linkages to Learning
Elementary Home School Model
Preschool Education Program (PEP)
Program of Assessment, Diagnosis and Instruction (PADI)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	93.6	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	90.0	90.0	--	--
Hispanic/Latino	≥95.0	90.4	≥95.0	≥95.0	≥95.0	≥95.0
White	≥95.0	≥95.0	--	--	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	92.9	≥95.0	≥95.0	≥95.0	≥95.0
LEP	≥95.0	87.2	≥95.0	≥95.0	≥95.0	≥95.0
SPED	≥95.0	76.5	≥95.0	≥95.0	90.9	90.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Viers Mill Elementary School - #772

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	59.8	55.4	60.9	59.8	67.4	60.9
Asian	90.0	70.0	70.0	80.0	60.0	80.0
Black or African American	33.3	50.0	50.0	66.7	66.7	50.0
Hispanic/Latino	60.0	53.3	60.0	53.3	66.7	58.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	54.0	48.0	50.0	50.0	62.0	56.0
FARMS	56.3	46.9	53.1	50.0	62.5	51.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.3	8.7	5.8	79.7	1.4	92.8	7.2	153	100.0	0.0
Supporting Services	6.3	6.3	25.0	59.4	3.1	87.5	12.5			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.6

Average Class Size Kindergarten = 17.0
Grades 1 to 3 = 18.9 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.3	55.1	40.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.561
Principal Intern		Special Education	7.247
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	28.000	**Instructional Support Total**	13.308
Staff Development	1.000		
ESOL	6.500	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	0.250
Music	1.300	Lunch Hour Aide	1.372
Instrumental Music	0.200	**Other Support Total**	3.622
Preschool	2.000		
Special Education:		Building Services	
Classroom	8.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	54.800	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.800	Food Services	1.875
Other Professional Total	4.800		
Total Professional	61.600	**Total Supporting Services**	24.805

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1991	10.5	Y	1	15

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	11	7	2	0	5	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
377	740	651	675	684	695	701	695

School Personnel Costs

Professional Salaries	$4,723,744
Supporting Services Salaries	$904,672
Employee Benefits	$1,505,645
Total Allocated Cost	**$7,134,061**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Washington Grove Elementary School - #552

Principal: Mrs. Susan B. Barranger
Community Supt: Dr. Darryl L. Williams
School Hours: 9:15 - 3:30
Feeder Schools:

8712 Oakmont Street Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/washingtongrovees/

Office Phone: (301) 840-7120
Fax Number: (301) 840-4523
Cluster Name: Gaithersburg
Receiving Schools: Forest Oak

2011–2012 Enrollment = 394													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**11.2**	**15.7**	**55.8**	**≤5.0**	**12.9**	**≤5.0**	Pre-K	80	20.3
ESOL	**59.6**	28.9	30.7	≤5.0	6.6	≤5.0	45.4	≤5.0	≤5.0	≤5.0	Full-Day K	53	13.5
FARMS	**72.1**	34.3	37.8	≤5.0	5.1	12.2	49.0	≤5.0	≤5.0	≤5.0	Grade 1	53	13.5
SPED	**14.7**	5.1	9.6	≤5.0	≤5.0	≤5.0	8.6	≤5.0	≤5.0	≤5.0	Grade 2	41	10.4
											Grade 3	56	14.2
											Grade 4	60	15.2
											Grade 5	51	12.9
											Total	394	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	79.3	≤5.0	20.7

Other Participation

Students now or have in the past received FARMS[2] = 75.6%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.3%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Prekindergarten
Head Start
Linkages to Learning
Program of Assessment, Diagnosis and Instruction (PADI)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Comprehensive
Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	83.7	≥95.0	92.7	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	≥95.0	93.9	71.4	90.5	92.3	92.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	94.6	≥95.0	80.0	94.3	90.3	93.5
LEP	93.5	93.5	70.0	90.0	81.8	81.8
SPED	--	--	--	--	80.0	90.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Washington Grove Elementary School - #552

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	51.7	65.5	67.2	62.1	79.3	63.8
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	45.2	64.5	54.8	51.6	71.0	58.1
White	58.3	75.0	83.3	75.0	91.7	75.0
Two or More Races	--	--	--	--	--	--
ESOL	42.1	57.9	65.8	60.5	78.9	60.5
FARMS	42.5	57.5	60.0	55.0	72.5	55.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.4	4.3	14.9	70.2	2.1	89.4	10.6			
Supporting Services	20.0	15.0	15.0	50.0	0.0	90.0	10.0	120	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 8.4

Average Class Size Kindergarten = 17.0

Grades 1 to 3 = 16.3 Grades 4 to 5 = 22.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.4	44.7	48.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.500
Principal Intern		Special Education	3.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.500
Classroom	18.200	**Instructional Support Total**	7.625
Staff Development	1.000		
ESOL	5.300	Other Support	
Reading/Literacy	0.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.900	Parent/Community Coord	
Music	0.900	Lunch Hour Aide	0.874
Instrumental Music	0.200	**Other Support Total**	2.874
Preschool	2.000		
Special Education:		Building Services	
Classroom	4.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	36.500	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.500
Other Professional Total	3.700		
Total Professional	42.200	**Total Supporting Services**	17.999

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1984	10.7	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	22	4	1	0	3	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
592	592	407	414	428	456	475	496

School Personnel Costs

Professional Salaries	$3,437,747
Supporting Services Salaries	$763,777
Employee Benefits	$1,116,802
Total Allocated Cost	**$5,318,326**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Waters Landing Elementary School - #109

Principal: Mr. Shahid A. 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

2011–2012 Enrollment = 663

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.0**	**52.0**	**≤5.0**	**12.1**	**28.7**	**28.2**	**≤5.0**	**24.4**	**6.2**
ESOL	**21.9**	9.8	12.1	≤5.0	≤5.0	≤5.0	12.5	≤5.0	≤5.0	≤5.0
FARMS	**42.5**	20.8	21.7	≤5.0	≤5.0	17.3	17.8	≤5.0	≤5.0	≤5.0
SPED	**9.4**	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	125	18.9
Grade 1	118	17.8
Grade 2	123	18.6
Grade 3	92	13.9
Grade 4	115	17.3
Grade 5	90	13.6
Total	663	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.0	≤5.0	29.0

Other Participation

Students now or have in the past received FARMS[2] = 49.5%
Mobility Rate (Entrants + Withdrawals)[2 3] = 17.4%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Elementary Home School Model
Learning for Independence
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	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

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.2	78.2	79.3	77.1	72.7	88.6
Asian	94.4	83.3	72.7	72.7	--	--
Black or African American	54.1	70.3	76.2	76.2	59.3	85.2
Hispanic/Latino	84.8	78.8	77.8	71.4	55.6	85.2
White	85.7	78.6	88.9	94.4	94.4	88.9
Two or More Races	--	--	--	--	--	--
FARMS	65.3	69.4	62.5	65.0	62.2	81.1
LEP	69.6	60.9	53.3	53.3	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Waters Landing Elementary School - #109

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	64.2	64.2	63.8	69.8	77.9	66.3
Asian	75.0	91.7	91.7	83.3	91.7	83.3
Black or African American	58.6	55.2	50.0	65.5	71.4	62.1
Hispanic/Latino	54.5	40.9	50.0	47.8	69.6	45.5
White	73.9	78.3	69.6	82.6	78.3	78.3
Two or More Races	--	--	--	--	--	--
ESOL	52.9	41.2	52.9	44.4	66.7	41.2
FARMS	43.2	40.5	38.9	47.4	62.2	43.2
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	8.6	5.2	79.3	0.0	86.2	13.8	183	95.6	4.4
Supporting Services	8.0	20.0	4.0	68.0	0.0	72.0	28.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.2

Average Class Size Kindergarten = 16.9

Grades 1 to 3 = 19.9 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.7	51.7	27.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.124
Principal Intern		Special Education	5.249
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	7.000	Instructional Data Assistant	0.750
Classroom	26.900	**Instructional Support Total**	9.998
Staff Development	1.000		
ESOL	3.800	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.748
Instrumental Music	0.300	**Other Support Total**	3.748
Preschool			
Special Education:		Building Services	
Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	47.800	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	1.312
Other Professional Total	3.100		
Total Professional	52.900	**Total Supporting Services**	20.058

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.0	Y	1	5

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	19	5	0	0	6	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
488	736	681	691	717	713	710	697

School Personnel Costs

Professional Salaries	$3,751,997
Supporting Services Salaries	$810,966
Employee Benefits	$1,223,076
Total Allocated Cost	**$5,786,039**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Watkins Mill Elementary School - #561

Principal: Ms. Stephanie G. Spencer
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 574													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.1**	**55.9**	**≤5.0**	**12.0**	**33.3**	**41.5**	**≤5.0**	**7.1**	**5.7**	Pre-K	37	6.4
ESOL	**41.3**	18.3	23.0	≤5.0	8.0	5.6	26.3	≤5.0	≤5.0	≤5.0	Full-Day K	103	17.9
FARMS	**65.0**	28.4	36.6	≤5.0	5.2	19.3	34.5	≤5.0	≤5.0	≤5.0	Grade 1	93	16.2
SPED	**10.3**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	91	15.9
											Grade 3	92	16.0
											Grade 4	91	15.9
											Grade 5	67	11.7
											Total	574	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	49.2	5.1	45.8

Other Participation

Students now or have in the past received FARMS[2] = 68.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 20.5%
Attendance Rate[2 3] = 94.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Head Start
Elementary Learning Center
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Not Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Not Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Not Met	Not Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.5	71.9	80.6	77.4	65.3	84.7
Asian	--	--	--	--	≥95.0	91.7
Black or African American	65.5	69.0	66.7	66.7	48.4	77.4
Hispanic/Latino	80.0	65.0	80.8	80.8	64.9	89.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	63.6	81.8
FARMS	72.7	65.5	66.7	69.7	58.3	78.3
LEP	81.5	70.4	68.8	56.3	54.5	81.8
SPED	--	--	27.3	36.4	41.7	41.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Watkins Mill Elementary School - #561

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	39.2	59.8	59.2	59.6	73.8	57.8
Asian	--	--	--	--	--	--
Black or African American	34.3	51.4	50.0	47.2	63.9	51.4
Hispanic/Latino	35.9	61.5	61.5	60.0	74.4	56.4
White	58.3	83.3	75.0	≥95.0	≥95.0	91.7
Two or More Races	--	--	--	--	--	--
ESOL	36.2	59.6	56.3	55.1	77.1	53.2
FARMS	29.2	58.5	50.0	52.2	68.2	52.3
SPED	10.0	30.0	40.0	30.0	70.0	30.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.3	11.7	8.3	76.7	0.0	91.7	8.3			
Supporting Services	12.5	29.2	16.7	41.7	0.0	83.3	16.7	190	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.6

Average Class Size Kindergarten = 16.8
Grades 1 to 3 = 19.2 Grades 4 to 5 = 24.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.0	38.3	46.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.849
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	6.000	Instructional Data Assistant	0.625
Classroom	23.500	**Instructional Support Total**	10.974
Staff Development	1.000		
ESOL	5.200	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	1.125
Instrumental Music	0.200	**Other Support Total**	3.125
Preschool	1.100		
Special Education:		Building Services	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	46.600	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.312
Other Professional Total	3.700		
Total Professional	52.300	**Total Supporting Services**	19.911

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	27	5	2	0	5	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
706	706	623	631	635	642	650	642

School Personnel Costs

Professional Salaries	$4,085,171
Supporting Services Salaries	$738,825
Employee Benefits	$1,281,798
Total Allocated Cost	**$6,105,794**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Wayside Elementary School - #235

Principal: Ms. Yong-Mi Kim
Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:15 - 3:30
Feeder Schools:

10011 Glen Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/waysidees/

Office Phone: (301) 279-8484
Fax Number: (301) 279-3326
Cluster Name: Winston Churchill
Receiving Schools: Hoover

2011–2012 Enrollment = 576

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.0**	**50.0**	**≤5.0**	**28.8**	**5.9**	**≤5.0**	**≤5.0**	**54.3**	**6.1**
ESOL	**11.6**	6.6	5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**7.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	4	0.7
Full-Day K	82	14.2
Grade 1	72	12.5
Grade 2	96	16.7
Grade 3	84	14.6
Grade 4	111	19.3
Grade 5	127	22.0
Total	576	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	62.8	≤5.0	34.9

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.8%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

School/Community-Based
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wayside Elementary School - #235

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	75.3	86.4	86.4	≥95.0	≥95.0	≥95.0
Asian	81.5	92.6	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	71.4	83.3	78.6	92.9	≥95.0	90.5
Two or More Races	--	--	--	--	--	--
ESOL	64.7	82.4	88.2	≥95.0	≥95.0	94.1
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.5	3.8	1.9	80.8	0.0	88.5	11.5	144	94.4	5.6
Supporting Services	24.0	12.0	12.0	52.0	0.0	80.0	20.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.4

Average Class Size Kindergarten = 19.8
Grades 1 to 3 = 22.4 Grades 4 to 5 = 25.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.2	50.0	30.8

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	7.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	21.100	**Instructional Support Total**	10.875
Staff Development	1.000		
ESOL	1.500	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	1.500
Instrumental Music	0.300	**Other Support Total**	3.500
Preschool			
Special Education:		Building Services	
Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.900	Food Services	1.000
Other Professional Total	3.900		
Total Professional	43.100	**Total Supporting Services**	20.375

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	9.3	Y	0	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	24	4	0	0	4	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
664	664	601	585	596	597	613	606

School Personnel Costs

Professional Salaries	$3,100,766
Supporting Services Salaries	$740,223
Employee Benefits	$1,021,487
Total Allocated Cost	**$4,862,476**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Weller Road Elementary School - #777

Principal: Mrs. Michaele O. Simmons
5701 Grosvenor Lane Bethesda, MD 20814
Office Phone: (301) 929-2010
Community Supt: Dr. Christopher S. Garran
Fax Number: (301) 929-2284
School Hours: 9:30 - 3:45
www.montgomeryschoolsmd.org/schools/wellerroades/
Cluster Name: Downcounty Consortium
Feeder Schools:
Receiving Schools: Argyle, Loiederman, Parkland

2011–2012 Enrollment = 586

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**46.6**	**53.4**	**≤5.0**	**10.9**	**11.4**	**72.0**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**52.9**	23.4	29.5	≤5.0	5.3	≤5.0	45.6	≤5.0	≤5.0	≤5.0
FARMS	**78.5**	38.1	40.4	≤5.0	5.6	9.7	60.6	≤5.0	≤5.0	≤5.0
SPED	**7.3**	≤5.0	5.8	≤5.0	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	62	10.6
Full-Day K	105	17.9
Grade 1	89	15.2
Grade 2	90	15.4
Grade 3	81	13.8
Grade 4	73	12.5
Grade 5	86	14.7
Total	586	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.0	≤5.0	7.0

Other Participation

Students now or have in the past received FARMS[2] = 85.0%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.4%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Resource

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.5	85.4	88.6	86.1	85.9	89.1
Asian	--	--	--	--	--	--
Black or African American	81.8	63.6	--	--	--	--
Hispanic/Latino	86.2	87.9	86.5	84.6	84.1	88.6
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	83.1	84.4	85.5	83.9	81.8	84.1
LEP	86.7	86.4	83.9	87.1	71.4	81.0
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Weller Road Elementary School - #777

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	49.4	64.4	66.7	55.2	67.8	57.5
Asian	75.0	91.7	91.7	83.3	91.7	83.3
Black or African American	--	--	--	--	--	--
Hispanic/Latino	42.9	58.7	63.5	50.8	66.7	52.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	41.0	59.0	67.2	54.1	70.5	50.8
FARMS	52.9	64.3	65.7	52.9	67.1	58.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.6	17.2	5.2	69.0	0.0	91.4	8.6			
Supporting Services	14.3	19.0	28.6	33.3	4.8	90.5	9.5	166	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.2

Average Class Size Kindergarten = 17.8

Grades 1 to 3 = 18.9 Grades 4 to 5 = 20.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
46.6	34.5	19.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.875
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	26.500	**Instructional Support Total**	7.500
Staff Development	1.000		
ESOL	7.800	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	1.125
Instrumental Music	0.300	**Other Support Total**	4.125
Preschool	2.000		
Special Education:		Building Services	
Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.937
Other Professional Total	3.000		
Total Professional	53.200	**Total Supporting Services**	18.062

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1975	11.1	Y	0	0

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
527	743	604	629	649	661	670	662

School Personnel Costs

Professional Salaries	$3,342,788
Supporting Services Salaries	$678,804
Employee Benefits	$1,059,994
Total Allocated Cost	**$5,081,586**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Westbrook Elementary School - #408

Principal: Ms. Rebecca A. Jones
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 411

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.9**	**49.1**	**≤5.0**	**≤5.0**	**≤5.0**	**7.1**	**≤5.0**	**81.8**	**6.6**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.8**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.8	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	64	15.6
Grade 1	66	16.1
Grade 2	69	16.8
Grade 3	85	20.7
Grade 4	68	16.5
Grade 5	59	14.4
Total	411	

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

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.3	5.6	11.1

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 5.2%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Emotional Disabilities
Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.3	≥95.0	≥95.0	≥95.0	93.2	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	92.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	72.7	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Westbrook Elementary School - #408

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	84.1	87.8	82.7	91.5	87.7	89.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	84.6	86.2	82.8	93.8	92.2	87.7
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.9	0.0	0.0	94.1	0.0	97.1	2.9			
Supporting Services	12.5	18.8	18.8	43.8	6.3	68.8	31.3	98	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.1

Average Class Size Kindergarten = 21.3
Grades 1 to 3 = 21.6 Grades 4 to 5 = 24.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.6	55.9	26.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	4.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	15.800	**Instructional Support Total**	6.250
Staff Development	1.000		
ESOL	0.500	Other Support	
Reading/Literacy	1.100	Administrative Secretary	1.000
Physical Education		Secretary	
Art	0.800	Parent/Community Coord	
Music	0.800	Lunch Hour Aide	1.125
Instrumental Music	0.200	**Other Support Total**	2.125
Preschool			
Special Education:		Building Services	
Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.700	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	0.500
Other Professional Total	2.000		
Total Professional	29.700	**Total Supporting Services**	11.875

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1939	1990	12.5	N	1	5

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
18	8	4	0	0	3	3

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
283	558	425	434	429	434	441	445

School Personnel Costs

Professional Salaries	$2,027,195
Supporting Services Salaries	$431,031
Employee Benefits	$658,213
Total Allocated Cost	**$3,116,439**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Westover Elementary School - #504

Principal: Dr. Patricia A. Kelly
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 325

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**42.8**	**57.2**	**≤5.0**	**16.6**	**31.4**	**18.8**	**≤5.0**	**27.1**	**5.8**
ESOL	**12.3**	6.2	6.2	≤5.0	≤5.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0
FARMS	**24.0**	9.5	14.5	≤5.0	≤5.0	10.5	9.8	≤5.0	≤5.0	≤5.0
SPED	**16.3**	≤5.0	15.1	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	13	4.0
Full-Day K	56	17.2
Grade 1	60	18.5
Grade 2	60	18.5
Grade 3	55	16.9
Grade 4	40	12.3
Grade 5	41	12.6
Total	325	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	47.2	≤5.0	52.8

Other Participation

Students now or have in the past received FARMS[2] = 29.8%
Mobility Rate (Entrants + Withdrawals)[2 3] = 12.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Autism
Language Disabilities (Pre-K)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.0	≥95.0	≥95.0	≥95.0	81.8	≥95.0
Asian	--	--	--	--	--	--
Black or African American	90.0	90.0	--	--	81.0	≥95.0
Hispanic/Latino	--	--	--	--	--	--
White	83.3	91.7	≥95.0	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Westover Elementary School - #504

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	77.1	79.2	87.5	68.8	75.0	77.1
Asian	--	--	--	--	--	--
Black or African American	81.3	75.0	93.8	56.3	56.3	81.3
Hispanic/Latino	--	--	--	--	--	--
White	73.7	84.2	78.9	84.2	89.5	78.9
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	18.8	3.1	68.8	0.0	90.6	9.4	72	94.4	5.6
Supporting Services	9.5	33.3	4.8	52.4	0.0	81.0	19.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 26.5
Grades 1 to 3 = 20.4 Grades 4 to 5 = 25.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.8	31.3	50.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	7.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	11.900	**Instructional Support Total**	9.500
Staff Development	0.500		
ESOL	0.400	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	0.750
Instrumental Music	0.200	**Other Support Total**	2.750
Preschool			
Special Education:		Building Services	
Classroom	4.600	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	22.600	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.500
Media Specialist	0.500		
Spec Ed Related Services	2.600	Food Services	0.750
Other Professional Total	4.100		
Total Professional	27.700	**Total Supporting Services**	16.500

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	1998	7.6	Y	0	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
19	9	3	0	0	2	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
293	293	355	373	376	369	365	360

School Personnel Costs

Professional Salaries	$2,110,233
Supporting Services Salaries	$606,027
Employee Benefits	$726,786
Total Allocated Cost	**$3,443,046**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Wheaton Woods Elementary School - #788

Principal: Dr. Kimberly A. Statham | 4510 Faroe Place Rockville, MD 20853 | Office Phone: (301) 929-2018
Community Supt: Dr. Christopher S. Garran | Fax Number: (301) 929-6974
School Hours: 9:10 - 3:30 | www.montgomeryschoolsmd.org/schools/wheatonwoodses/ | Cluster Name: Downcounty Consortium
Feeder Schools: | Receiving Schools: Argyle, Loiederman, Parkland

2011–2012 Enrollment = 480

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.1**	**52.9**	**≤5.0**	**7.1**	**30.0**	**57.3**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**61.7**	29.8	31.9	≤5.0	≤5.0	14.6	43.3	≤5.0	≤5.0	≤5.0
FARMS	**79.0**	36.7	42.3	≤5.0	≤5.0	22.1	50.2	≤5.0	≤5.0	≤5.0
SPED	**7.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	63	13.1
Full-Day K	79	16.5
Grade 1	72	15.0
Grade 2	76	15.8
Grade 3	65	13.5
Grade 4	62	12.9
Grade 5	63	13.1
Total	480	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 85.4%
Mobility Rate (Entrants + Withdrawals)[2 3] = 15.1%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Federal Title I Funds
Head Start
Prekindergarten
Linkages to Learning
Resource

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	--	--	--	--
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.2	93.5	91.5	91.5	90.9	≥95.0
Asian	--	--	--	--	--	--
Black or African American	83.3	≥95.0	≥95.0	≥95.0	84.6	92.3
Hispanic/Latino	92.5	90.0	84.0	84.0	93.0	≥95.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	91.1	≥95.0	92.9	88.1	94.3	94.3
LEP	88.5	84.6	88.0	84.0	85.7	92.9
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wheaton Woods Elementary School - #788

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	51.5	63.6	62.1	63.6	77.3	74.2
Asian	--	--	--	--	--	--
Black or African American	61.1	66.7	83.3	83.3	88.9	88.9
Hispanic/Latino	40.0	57.5	47.5	47.5	67.5	62.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	40.9	54.5	50.0	52.3	72.7	68.2
FARMS	49.2	61.0	57.6	61.0	78.0	72.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	13.5	7.7	73.1	1.9	80.8	19.2	133	97.0	3.0
Supporting Services	5.0	20.0	45.0	30.0	0.0	90.0	10.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.2

Average Class Size Kindergarten = 14.8
Grades 1 to 3 = 16.5 Grades 4 to 5 = 20.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.5	53.8	34.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.749
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	23.700	**Instructional Support Total**	7.374
Staff Development	1.000		
ESOL	6.400	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	1.125
Instrumental Music	0.200	**Other Support Total**	3.125
Preschool	2.000		
Special Education:		Building Services	
Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	43.000	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.813
Other Professional Total	2.800		
Total Professional	47.800	**Total Supporting Services**	16.812

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1976	8.0	Y	0	8

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	12	7	2	0	4	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
336	740	492	520	543	552	564	569

School Personnel Costs

Professional Salaries	$3,540,304
Supporting Services Salaries	$659,989
Employee Benefits	$1,099,768
Total Allocated Cost	**$5,300,061**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Whetstone Elementary School - #558

Principal: Mrs. Victoria A. Casey
Community Supt: Dr. Darryl L. Williams
School Hours: 8:50 - 3:05
Feeder Schools:

19201 Thomas Farm Drive Gaithersburg, MD 20879
www.montgomeryschoolsmd.org/schools/whetstonees/

Office Phone: (301) 840-7191
Fax Number: (301) 840-7185
Cluster Name: Watkins Mill
Receiving Schools: Montgomery Village

2011–2012 Enrollment = 683

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**45.4**	**54.6**	**≤5.0**	**9.5**	**26.6**	**46.3**	**≤5.0**	**13.9**	**≤5.0**
ESOL	**32.4**	13.2	19.2	≤5.0	≤5.0	≤5.0	27.7	≤5.0	≤5.0	≤5.0
FARMS	**58.6**	26.4	32.2	≤5.0	≤5.0	17.4	34.7	≤5.0	≤5.0	≤5.0
SPED	**17.9**	≤5.0	13.0	≤5.0	≤5.0	≤5.0	7.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	83	12.2
Full-Day K	113	16.5
Grade 1	103	15.1
Grade 2	103	15.1
Grade 3	100	14.6
Grade 4	97	14.2
Grade 5	84	12.3
Total	683	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	74.4	≤5.0	24.8

Other Participation

Students now or have in the past received FARMS[2] = 66.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 17.6%
Attendance Rate[2 3] = 94.6%
Suspension Rate[2 3] = ≤5.0%

School Programs

Focused Academic Support—Local Funds
Prekindergarten
Learning and Academic Disabilities
Preschool Education Program (PEP)
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Not Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.7	77.3	78.9	76.0	73.7	91.5
Asian	--	--	--	--	--	--
Black or African American	90.9	72.7	67.9	71.4	58.3	79.2
Hispanic/Latino	86.5	71.2	84.6	72.0	69.4	94.3
White	≥95.0	91.7	80.0	70.0	90.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	87.5	71.9	74.4	69.0	64.7	88.0
LEP	79.2	62.5	75.0	66.7	50.0	80.0
SPED	--	--	42.9	42.9	53.8	76.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Whetstone Elementary School - #558

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	57.3	55.2	65.6	57.3	76.0	57.3
Asian	66.7	58.3	75.0	75.0	83.3	75.0
Black or African American	47.6	57.1	57.1	28.6	52.4	47.6
Hispanic/Latino	43.2	43.2	56.8	56.8	81.1	40.5
White	80.0	80.0	90.0	80.0	90.0	85.0
Two or More Races	--	--	--	--	--	--
ESOL	40.5	40.5	62.2	48.6	81.1	37.8
FARMS	45.7	43.5	54.3	47.8	69.6	43.5
SPED	20.0	10.0	30.0	20.0	40.0	10.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.6	9.2	7.7	76.9	1.5	89.2	10.8	167	100.0	0.0
Supporting Services	12.9	12.9	25.8	48.4	0.0	83.9	16.1			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 9.9

Average Class Size Kindergarten = 19.2
Grades 1 to 3 = 19.1 Grades 4 to 5 = 26.1

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.8	61.5	24.6

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.873
Principal Intern		Special Education	5.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	1.500
Classroom	26.800	**Instructional Support Total**	12.748
Staff Development	1.000		
ESOL	5.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	2.000
Art	1.500	Parent/Community Coord	
Music	1.500	Lunch Hour Aide	1.499
Instrumental Music	0.300	**Other Support Total**	4.499
Preschool	1.000		
Special Education:		Building Services	
Classroom	8.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	52.600	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.800	Food Services	2.000
Other Professional Total	4.800		
Total Professional	59.400	**Total Supporting Services**	24.747

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	--	8.8	Y	0	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
43	26	5	1	0	6	5

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
730	730	718	737	738	744	739	725

School Personnel Costs

Professional Salaries	$4,170,632
Supporting Services Salaries	$902,874
Employee Benefits	$1,345,038
Total Allocated Cost	**$6,418,544**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Wood Acres Elementary School - #417

Principal: Mrs. Marita R. Sherburne
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 739

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.8**	**51.2**	**≤5.0**	**9.5**	**≤5.0**	**7.2**	**≤5.0**	**74.0**	**6.1**
ESOL	**5.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**6.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	1	0.1
Full-Day K	102	13.8
Grade 1	109	14.7
Grade 2	149	20.2
Grade 3	138	18.7
Grade 4	131	17.7
Grade 5	109	14.7
Total	739	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.7	25.5	7.8

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 8.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Learning and Academic Disabilities

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.7	93.9	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	≥95.0	≥95.0	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	92.3	92.3	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wood Acres Elementary School - #417

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.3	86.9	85.3	84.1	80.9	85.4
Asian	--	--	--	54.5	81.8	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	84.6	87.5	85.4	89.4	81.6	86.5
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	27.3	45.5	36.4	27.3	36.4	18.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	4.0	0.0	92.0	2.0	96.0	4.0			
Supporting Services	9.1	18.2	9.1	59.1	4.5	86.4	13.6	149	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.0

Average Class Size Kindergarten = 25.5
Grades 1 to 3 = 26.6 Grades 4 to 5 = 26.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
2.0	62.0	36.0

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.000
Principal Intern		Special Education	4.749
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	4.000	Instructional Data Assistant	0.750
Classroom	25.200	**Instructional Support Total**	8.374
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.875
Instrumental Music	0.300	**Other Support Total**	3.875
Preschool			
Special Education:		Building Services	
Classroom	3.700	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.800	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.062
Other Professional Total	3.000		
Total Professional	44.800	**Total Supporting Services**	17.811

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	2002	4.8	Y	0	6

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	19	3	0	0	4	2

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
551	735	740	735	717	691	696	702

School Personnel Costs

Professional Salaries	$3,368,555
Supporting Services Salaries	$620,280
Employee Benefits	$1,041,480
Total Allocated Cost	**$5,030,315**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Woodfield Elementary School - #704

Principal: Mrs. Gayle J. Starr
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 338

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.6**	**49.4**	**≤5.0**	**5.3**	**5.6**	**16.0**	**≤5.0**	**68.3**	**≤5.0**
ESOL	**6.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**12.7**	7.4	5.3	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0
SPED	**7.7**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	2	0.6
Full-Day K	38	11.2
Grade 1	54	16.0
Grade 2	59	17.5
Grade 3	62	18.3
Grade 4	60	17.8
Grade 5	63	18.6
Total	338	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	88.5	≤5.0	11.5

Other Participation

Students now or have in the past received FARMS[2] = 17.2%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.5%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Resource
Preschool Education Program (PEP) Comprehensive

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.8	93.1	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Woodfield Elementary School - #704

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	73.0	84.1	66.7	81.0	68.3	81.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	81.8	90.9	72.7	81.8	54.5	81.8
White	72.7	81.8	68.2	86.4	75.0	81.8
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.4	3.4	0.0	89.7	3.4	93.1	6.9			
Supporting Services	0.0	8.3	8.3	83.3	0.0	91.7	8.3	77	100.0	0.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.7

Average Class Size Kindergarten = 19.0
Grades 1 to 3 = 21.8 Grades 4 to 5 = 24.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.9	27.6	65.5

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.250
Principal Intern		Special Education	1.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	2.000	Instructional Data Assistant	0.500
Classroom	13.600	**Instructional Support Total**	3.750
Staff Development	0.500		
ESOL	0.400	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	0.875
Instrumental Music	0.200	**Other Support Total**	2.875
Preschool			
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	20.700	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	3.000
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	0.687
Other Professional Total	3.400		
Total Professional	25.100	**Total Supporting Services**	10.312

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1962	1985	10.0	Y	0	0

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	18	3	0	0	2	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
464	464	330	327	325	320	324	338

School Personnel Costs

Professional Salaries	$2,264,823
Supporting Services Salaries	$439,209
Employee Benefits	$710,685
Total Allocated Cost	**$3,414,717**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Woodlin Elementary School - #764

Principal: Mrs. Sarah E. 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

2011–2012 Enrollment = 543

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**50.1**	**49.9**	**≤5.0**	**6.1**	**26.5**	**17.7**	**≤5.0**	**44.4**	**5.2**
ESOL	**10.9**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**23.2**	12.9	10.3	≤5.0	≤5.0	11.8	8.3	≤5.0	≤5.0	≤5.0
SPED	**14.0**	≤5.0	9.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	116	21.4
Grade 1	92	16.9
Grade 2	117	21.5
Grade 3	82	15.1
Grade 4	61	11.2
Grade 5	75	13.8
Total	543	

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

Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.5	9.2	30.3

Other Participation

Students now or have in the past received FARMS[2] = 27.3%
Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.1%
Attendance Rate[2] [3] = ≥95.0%
Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning for Independence
Elementary Home School Model

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

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

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.2	93.0	87.3	≥95.0	89.8	≥95.0
Asian	--	--	--	--	--	--
Black or African American	82.4	82.4	84.6	92.3	75.0	90.0
Hispanic/Latino	--	--	81.8	≥95.0	--	--
White	91.7	≥95.0	91.2	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	85.7	85.7	78.9	94.7	69.2	84.6
LEP	--	--	--	--	--	--
SPED	--	--	63.6	90.9	--	--

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Woodlin Elementary School - #764

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	75.9	83.5	62.0	79.7	81.0	81.0
Asian	--	--	--	--	--	--
Black or African American	55.0	70.0	45.0	50.0	70.0	55.0
Hispanic/Latino	41.7	75.0	33.3	58.3	66.7	75.0
White	92.7	90.2	73.2	≥95.0	87.8	92.7
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	57.1	78.6	42.9	64.3	71.4	64.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	6.7	2.2	82.2	2.2	93.3	6.7	153	97.4	2.6
Supporting Services	15.0	15.0	25.0	45.0	0.0	80.0	20.0			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.7

Average Class Size Kindergarten = 22.4
Grades 1 to 3 = 21.2 Grades 4 to 5 = 25.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.4	64.4	31.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	5.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	5.000	Instructional Data Assistant	0.625
Classroom	17.700	**Instructional Support Total**	7.750
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	1.373
Instrumental Music	0.300	**Other Support Total**	3.373
Preschool			
Special Education:		Building Services	
Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.600	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.312
Other Professional Total	3.200		
Total Professional	41.800	**Total Supporting Services**	16.435

Facilities Data					
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1944	1974	11.0	Y	1	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	13	3	0	0	5	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
452	452	579	612	625	601	606	580

School Personnel Costs

Professional Salaries	$3,114,891
Supporting Services Salaries	$639,135
Employee Benefits	$1,005,601
Total Allocated Cost	**$4,759,627**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Wyngate Elementary School - #422

Principal: Ms. Barbara J. Leister
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 694

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**49.9**	**50.1**	**≤5.0**	**9.4**	**≤5.0**	**8.1**	**≤5.0**	**70.6**	**7.9**
ESOL	**6.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
SPED	**8.1**	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.5	≤5.0

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

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	126	18.2
Grade 1	138	19.9
Grade 2	119	17.1
Grade 3	111	16.0
Grade 4	113	16.3
Grade 5	87	12.5
Total	694	

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.7	≤5.0	14.3

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%
Mobility Rate (Entrants + Withdrawals)[2 3] = 7.6%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

Gifted and Talented/Learning Disabled

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	na	na	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	92.9	92.9	--	--	92.3	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	71.4	92.9	≥95.0	≥95.0	82.4	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wyngate Elementary School - #422

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	90.5	92.2	89.7	90.5	94.8	93.1
Asian	92.9	92.9	92.9	85.7	≥95.0	92.9
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	92.8	91.6	91.6	90.4	94.0	94.0
Two or More Races	90.0	≥95.0	80.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.5	4.3	2.1	85.1	0.0	91.5	8.5	158	92.4	7.6
Supporting Services	11.8	23.5	5.9	58.8	0.0	76.5	23.5			

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.8

Average Class Size Kindergarten = 25.4
Grades 1 to 3 = 23.1 Grades 4 to 5 = 27.9

Years Experience of Professional Personnel

% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.9	46.8	38.3

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	24.200	**Instructional Support Total**	4.750
Staff Development	1.000		
ESOL	1.000	Other Support	
Reading/Literacy	2.200	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.200	Parent/Community Coord	
Music	1.200	Lunch Hour Aide	1.875
Instrumental Music	0.300	**Other Support Total**	3.875
Preschool			
Special Education:		Building Services	
Classroom	2.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	38.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	**Building Services Total**	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	0.905
Other Professional Total	2.900		
Total Professional	43.000	**Total Supporting Services**	14.530

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	13	3	0	0	5	1

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
422	734	713	723	732	734	718	711

School Personnel Costs

Professional Salaries	$3,245,262
Supporting Services Salaries	$567,329
Employee Benefits	$982,121
Total Allocated Cost	**$4,794,712**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

SECTION III

MIDDLE SCHOOL PROFILES

Middle School Listing

Argyle MS 270
John T. Baker MS 272
Benjamin Banneker MS 274
Briggs Chaney MS 276
Cabin John MS 278
Roberto W. Clemente MS 280
Eastern MS 282
William H. Farquhar MS 284
Forest Oak MS 286
Robert Frost MS 288
Gaithersburg MS 290
Herbert Hoover MS 292
Francis Scott Key MS 294
Dr. Martin Luther King, Jr. MS 296
Kingsview MS 298
Lakelands Park MS 300
Col. E. Brooke Lee MS 302
A. Mario Loiederman MS 304
Montgomery Village MS 306
Neelsville MS 308
Newport Mill MS 310
North Bethesda MS 312
Parkland MS 314
Rosa M. Parks MS 316
John Poole MS 318
Thomas W. Pyle MS 320
Redland MS 322
Ridgeview MS 324
Rocky Hill MS 326
Shady Grove MS 328
Silver Spring International MS 330
Sligo MS 332
Takoma Park MS 334
Tilden MS 336
Julius West MS 338
Westland MS 340
White Oak MS 342
Earle B. Wood MS 344

Argyle Middle School - #823

Principal: Mr. Robert W. Dodd | 2400 Bel Pre Road Silver Spring, MD 20906 | Office Phone: (301) 460-2400
Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 460-2423
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/argylems/ | Cluster: Downcounty Consortium
Feeder Schools: Middle School Magnet Consortium | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2011–2012 Enrollment = 760													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.2**	**55.8**	**≤5.0**	**9.9**	**38.2**	**40.1**	**≤5.0**	**9.5**	**≤5.0**	Grade 6	259	34.1
ESOL	**6.8**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	262	34.5
FARMS	**61.4**	28.2	33.3	≤5.0	≤5.0	23.8	30.0	≤5.0	≤5.0	≤5.0	Grade 8	239	31.4
SPED	**10.0**	≤5.0	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	760	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	92.1	7.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 73.4%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.2%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = 7.8%

School Programs

Second Step Social Skills
Learning and Academic Disabilities
Magnet School for Digital Design and Development
Positive Behavioral Interventions and Supports (PBIS)
Men of Distinction Mentoring Program
Ladies of Excellence Mentoring Program
Excel Beyond the Bell

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Not Met	Not Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.4	86.2	78.4	86.8	61.6	83.3
Asian	≥95.0	88.5	≥95.0	≥95.0	75.0	≥95.0
Black or African American	67.4	84.2	80.9	87.5	58.1	88.6
Hispanic/Latino	71.2	86.4	70.8	80.9	59.4	72.9
White	88.5	92.3	84.2	94.7	81.8	81.8
Two or More Races	80.0	80.0	--	--	--	--
FARMS	68.3	82.3	73.3	85.6	58.3	80.6
LEP	46.2	54.5	41.2	35.7	41.7	41.7
SPED	54.5	54.5	61.5	65.4	39.1	73.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Argyle Middle School - #823

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	48.6	82.3
Asian	75.0	85.0
Black or African American	52.3	83.1
Hispanic/Latino	37.0	77.4
White	54.5	91.7
Two or More Races	--	--
ESOL	21.1	--
FARMS	43.1	--
SPED	≤5.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.6	29.0	8.1	61.3	0.0	66.1	33.9			
Supporting Services	9.7	41.9	16.1	32.3	0.0	71.0	29.0	170	88.2	11.8

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.2
Average Class Size (English) = 23.8
Average Class Size (Other) = 28.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.4	40.3	32.3

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	5.000
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	7.125
Classroom	33.700	Other Support	
Resource/Team Leader/ Content Specialist	6.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	
ESOL	1.400	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	5.800	Lunch Hour Aide	0.500
Resource Program	1.000		
		Other Support Total	6.250
Teachers Total	50.300	Building Services	
		Manager	2.000
Other Professional		Leader	1.000
Counselor	3.500	Worker	3.500
Media Specialist	1.000	Plant Equipment Operator	
Spec Ed Related Services	0.700		
		Building Services Total	6.500
Other Professional Total	5.200	Food Services	3.625
Total Professional	59.500	**Total Supporting Services**	23.500

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	1993	19.9	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
43	38	0	1	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
871	871	774	789	784	807	815	831

School Personnel Costs	
Professional Salaries	$4,368,463
Supporting Services Salaries	$880,805
Employee Benefits	$1,398,303
Total Allocated Cost	**$6,647,571**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

John T. Baker Middle School - #705

Principal: Ms. Louise J. Worthington
25400 Oak Drive Damascus, MD 20872
Office Phone: (301) 253-7010
Community Supt: Dr. Darryl L. Williams
Fax Number: (301) 253-7020
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/bakerms/
Cluster: Damascus
Feeder Schools: Clearspring, Damascus, Laytonsville, Rockwell, Woodfield
Receiving Schools: Damascus

2011–2012 Enrollment = 837													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.0**	**51.0**	**≤5.0**	**≤5.0**	**8.7**	**15.8**	**≤5.0**	**65.9**	**≤5.0**	Grade 6	288	34.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	252	30.1
FARMS	**17.9**	8.6	9.3	≤5.0	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	Grade 8	297	35.5
SPED	**10.9**	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.2	≤5.0	Total	837	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.9	18.7	15.4

Other Participation

Students now or have in the past received FARMS[2] = 23.2%

Mobility Rate (Entrants + Withdrawals)[2 3] = 5.7%

Attendance Rate[2 3] = 94.6%

Suspension Rate[2 3] = ≤5.0%

School Programs

Learning and Academic Disabilities
Learning for Independence
School/Community-Based

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.2	92.7	89.1	93.7	75.2	93.5
Asian	91.7	≥95.0	≥95.0	93.8	--	--
Black or African American	70.4	74.1	65.2	73.9	54.2	79.2
Hispanic/Latino	79.5	87.2	81.1	94.6	65.5	86.2
White	88.1	≥95.0	92.3	≥95.0	81.4	≥95.0
Two or More Races	--	--	92.9	≥95.0	--	--
FARMS	66.7	80.6	75.5	87.8	58.3	77.8
LEP	--	--	--	--	--	--
SPED	50.0	77.3	66.7	74.1	52.4	66.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John T. Baker Middle School - #705

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	55.7	93.2
Asian	--	--
Black or African American	21.7	70.0
Hispanic/Latino	55.2	86.7
White	62.3	≥95.0
Two or More Races	20.0	--
ESOL	--	--
FARMS	27.8	--
SPED	16.7	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	3.3	6.6	86.9	0.0	72.1	27.9			
Supporting Services	6.9	3.4	3.4	82.8	0.0	72.4	27.6	159	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.9
Average Class Size (English) = 25.5
Average Class Size (Other) = 27.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.9	41.0	54.1

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	7.187
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	10.312
Classroom	35.000	Other Support	
Resource/Team Leader/ Content Specialist	7.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL		Secretary	2.750
Alternative	0.200	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	1.000
Classroom	6.200	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	6.125
Teachers Total	50.800	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	0.800		
		Building Services Total	6.500
Other Professional Total	5.300	Food Services	2.500
Total Professional	59.100	**Total Supporting Services**	25.437

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	22.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
37	33	0	0	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
740	740	778	778	739	772	759	758

School Personnel Costs	
Professional Salaries	$5,069,519
Supporting Services Salaries	$1,106,165
Employee Benefits	$1,643,545
Total Allocated Cost	**$7,819,229**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Benjamin Banneker Middle School - #333

Principal: Ms. Ruschelle Reuben | 14800 Perrywood Drive Burtonsville, MD 20866 | Office Phone: (301) 989-5747
Community Supt: Ms. Beth Schiavino-Narvaez | Fax Number: (301) 879-1032
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/bannekerms/ | Cluster: Northeast Consortium
Feeder Schools: Burtonsville, Fairland, Greencastle | Receiving Schools: Blake, Paint Branch, Springbrook

2011–2012 Enrollment = 788													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.6**	**50.4**	**≤5.0**	**13.8**	**58.4**	**13.2**	**≤5.0**	**9.8**	**≤5.0**	Grade 6	240	30.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	253	32.1
FARMS	**40.1**	20.9	19.2	≤5.0	≤5.0	25.8	7.1	≤5.0	≤5.0	≤5.0	Grade 8	295	37.4
SPED	**11.8**	≤5.0	6.9	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	Total	788	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.1	33.3	7.5

Other Participation

Students now or have in the past received FARMS[2] = 57.4%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.2%

Attendance Rate[2 3] = ≥95.0%

Suspension Rate[2 3] = ≤5.0%

School Programs

Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.6	91.0	71.3	89.6	64.2	84.0
Asian	92.9	89.3	91.1	≥95.0	≥95.0	92.1
Black or African American	78.2	91.0	63.1	86.9	57.1	79.4
Hispanic/Latino	75.0	87.5	66.7	90.0	51.6	87.1
White	94.4	94.4	88.5	≥95.0	78.3	≥95.0
Two or More Races	90.9	≥95.0	90.0	90.0	--	--
FARMS	74.2	89.2	56.1	86.9	50.4	81.4
LEP	--	--	--	--	30.8	53.8
SPED	58.8	76.5	45.0	65.0	40.9	54.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Benjamin Banneker Middle School - #333

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	47.5	84.3
Asian	82.5	87.9
Black or African American	39.9	84.7
Hispanic/Latino	28.1	68.2
White	70.8	90.5
Two or More Races	--	--
ESOL	10.5	--
FARMS	35.0	--
SPED	14.3	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	35.3	0.0	60.3	1.5	75.0	25.0	198	94.9	5.1
Supporting Services	9.1	24.2	18.2	48.5	0.0	75.8	24.2			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.9
Average Class Size (English) = 25.1
Average Class Size (Other) = 26.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.2	48.5	35.3

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	8.185
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	30.600	**Instructional Support Total**	10.310
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	10.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
Teachers Total	57.200	**Other Support Total**	7.125
Other Professional		Building Services	
Counselor	3.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.800	Worker	2.500
		Plant Equipment Operator	1.000
Other Professional Total	5.300	**Building Services Total**	5.500
		Food Services	2.999
Total Professional	65.500	**Total Supporting Services**	25.934

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1974	--	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
40	33	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
778	778	785	815	842	845	830	823

School Personnel Costs	
Professional Salaries	$5,028,122
Supporting Services Salaries	$1,067,087
Employee Benefits	$1,640,950
Total Allocated Cost	**$7,736,159**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Briggs Chaney Middle School - #335

Principal: Mrs. Kimberly Johnson | 1901 Rainbow Drive Silver Spring, MD 20905 | Office Phone: (301) 989-6000
Community Supt: Ms. Beth Schiavino-Narvaez | Fax Number: (301) 989-6020
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/briggschaneyms/ | Cluster: Northeast Consortium
Feeder Schools: Cloverly, Fairland, Galway, Page | Receiving Schools: Blake, Paint Branch, Springbrook

2011–2012 Enrollment = 881													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.4**	**50.6**	**≤5.0**	**14.3**	**46.8**	**20.3**	**≤5.0**	**13.7**	**≤5.0**	Grade 6	289	32.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	285	32.3
FARMS	**43.2**	20.5	22.7	≤5.0	≤5.0	24.1	12.8	≤5.0	≤5.0	≤5.0	Grade 8	307	34.8
SPED	**10.9**	≤5.0	6.2	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	Total	881	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	62.5	36.5	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 54.1%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.4%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = 7.3%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Not Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.7	85.1	69.2	88.8	71.8	87.6
Asian	≥95.0	≥95.0	82.5	≥95.0	88.9	93.3
Black or African American	65.4	79.5	62.8	85.8	65.4	84.9
Hispanic/Latino	66.2	83.1	56.4	81.8	59.6	80.7
White	91.7	91.7	87.0	≥95.0	≥95.0	≥95.0
Two or More Races	90.0	90.0	87.5	93.3	64.3	92.9
FARMS	57.3	75.6	54.1	80.3	60.6	79.5
LEP	18.2	27.3	30.0	--	--	--
SPED	40.7	59.3	50.0	70.6	54.8	71.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Briggs Chaney Middle School - #335

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	54.9	92.7
Asian	73.9	91.7
Black or African American	45.7	88.3
Hispanic/Latino	35.7	≥95.0
White	94.9	≥95.0
Two or More Races	57.1	94.4
ESOL	--	--
FARMS	37.8	--
SPED	17.2	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	31.4	2.9	57.1	1.4	71.4	28.6	218	94.5	5.5
Supporting Services	8.3	30.6	13.9	44.4	2.8	80.6	19.4			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.4
Average Class Size (English) = 21.9
Average Class Size (Other) = 25.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	35.7	54.3

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.624
Asst School Administrator		Special Education	9.375
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	12.624
Classroom	38.600	Other Support	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.600	Secretary	3.250
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	7.800	Lunch Hour Aide	0.500
Resource Program	2.000		
		Other Support Total	7.750
Teachers Total	60.400	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	4.000	Worker	3.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.700		
		Building Services Total	6.500
Other Professional Total	5.700		
		Food Services	3.500
Total Professional	69.100	**Total Supporting Services**	30.374

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1991	--	29.4	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	39	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
910	910	863	873	897	933	943	937

School Personnel Costs	
Professional Salaries	$5,780,941
Supporting Services Salaries	$1,216,306
Employee Benefits	$1,876,739
Total Allocated Cost	**$8,873,986**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Cabin John Middle School - #606

Principal: Dr. Paulette L. Smith
Community Supt: Dr. Donna S. Hollingshead
School Hours: 7:55 - 2:40
Feeder Schools: Bells Mill, Cold Spring, Seven Locks, Stone Mill

10701 Gainsborough Road, Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/cabinjohnms/

Office Phone: (301) 469-1150
Fax Number: (301) 469-1003
Cluster: Churchill, Wootton
Receiving Schools: Churchill, Wootton

2011–2012 Enrollment = 918													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**26.8**	**9.5**	**8.0**	**≤5.0**	**52.9**	**≤5.0**	Grade 6	296	32.2
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	287	31.3
FARMS	**7.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	335	36.5
SPED	**15.5**	5.0	10.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.1	≤5.0	Total	918	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.2	6.3	27.5

Other Participation

Students now or have in the past received FARMS[2] = 11.2%

Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Autism
Learning and Academic Disabilities
Learning For Independence
School/Community-Based

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	na	na
LEP	Met	Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.3	94.8	87.4	94.0	88.4	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	56.5	78.3	46.7	86.7	62.5	79.2
Hispanic/Latino	85.0	94.7	81.0	76.2	81.8	90.9
White	90.9	≥95.0	89.1	94.9	90.3	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	80.0	90.0
FARMS	41.2	76.5	36.8	78.9	53.8	84.6
LEP	--	--	--	--	--	--
SPED	42.4	66.7	48.8	68.3	33.3	61.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Cabin John Middle School - #606

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	82.5	≥95.0
Asian	93.4	≥95.0
Black or African American	53.8	≥95.0
Hispanic/Latino	66.7	≥95.0
White	84.7	≥95.0
Two or More Races	80.0	--
ESOL	--	--
FARMS	38.9	--
SPED	21.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	5.6	4.2	81.9	1.4	76.4	23.6			
Supporting Services	27.3	9.1	13.6	45.5	2.3	70.5	29.5	201	96.5	3.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.0
Average Class Size (English) = 25.5
Average Class Size (Other) = 27.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.4	29.2	44.4

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.624
Asst School Administrator		Special Education	15.874
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	19.123
Classroom	37.800	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	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	10.600	Lunch Hour Aide	0.374
Resource Program	1.000		
		Other Support Total	7.624
Teachers Total	59.600	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	4.000	Worker	5.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.600		
		Building Services Total	8.500
Other Professional Total	6.600		
		Food Services	3.125
Total Professional	69.200	**Total Supporting Services**	38.372

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1967	2011	18.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
55	43	0	1	11

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,018	1,018	915	938	938	933	962	966

School Personnel Costs	
Professional Salaries	$5,353,701
Supporting Services Salaries	$1,449,865
Employee Benefits	$1,849,056
Total Allocated Cost	**$8,652,622**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Roberto W. Clemente Middle School - #157

Principal: Mrs. Khadija F. Barkley
18808 Waring Station Road Germantown, MD 20874
Office Phone: (301) 601-0344
Community Supt: Dr. LaVerne G. Kimball
Fax Number: (301) 601-0370
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/clementems/
Cluster: Northwest, S. Valley
Feeder Schools: Clopper Mill, Germantown, Great Seneca Creek, McAuliffe, Ride
Receiving Schools: Northwest, Seneca Valley

2011–2012 Enrollment = 1,159													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.6**	**50.4**	**≤5.0**	**23.9**	**26.9**	**24.7**	**≤5.0**	**18.7**	**5.5**	Grade 6	427	36.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	364	31.4
FARMS	**34.3**	17.3	17.0	≤5.0	≤5.0	14.7	13.6	≤5.0	≤5.0	≤5.0	Grade 8	368	31.8
SPED	**11.9**	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,159	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	58.0	28.3	13.8

Other Participation

Students now or have in the past received FARMS[2] = 46.8%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.9%

Attendance Rate[2 3] = ≥95.0%

Suspension Rate[2 3] = ≤5.0%

School Programs

Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Humanities and Communication Program
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[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met
Hispanic/Latino	Not Met	Not Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Not Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.5	83.2	70.5	88.7	69.5	86.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	54.5	69.6	47.5	81.8	52.5	75.8
Hispanic/Latino	65.6	75.3	58.1	83.7	47.5	78.6
White	91.3	≥95.0	86.2	94.0	84.4	92.7
Two or More Races	68.4	73.7	82.4	94.1	84.6	≥95.0
FARMS	54.1	63.9	44.0	81.8	46.0	75.9
LEP	--	--	--	--	36.4	27.3
SPED	48.6	56.8	40.5	62.2	40.0	60.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Roberto W. Clemente Middle School - #157

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	55.7	90.9
Asian	85.5	≥95.0
Black or African American	37.4	85.4
Hispanic/Latino	33.0	79.2
White	73.7	≥95.0
Two or More Races	53.8	72.7
ESOL	25.0	--
FARMS	27.9	--
SPED	20.0	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	16.5	4.7	76.5	2.4	74.1	25.9			
Supporting Services	4.3	28.3	21.7	43.5	0.0	76.1	23.9	243	93.8	6.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.4
Average Class Size (English) = 24.8
Average Class Size (Other) = 27.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.1	44.7	41.2

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator	1.000	Special Education	11.437
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	5.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.875
Classroom	46.200	**Instructional Support Total**	14.812
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	4.250
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	11.600	Security Assistant	2.000
Resource Program		Lunch Hour Aide	0.499
Teachers Total	72.400	**Other Support Total**	8.749
Other Professional		Building Services	
Counselor	4.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.100	Worker	6.000
		Plant Equipment Operator	1.000
Other Professional Total	6.600	**Building Services Total**	9.000
		Food Services	4.250
Total Professional	84.000	**Total Supporting Services**	36.811

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1992	--	19.9	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
60	52	0	1	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,193	1,193	1,141	1,147	1,120	1,117	1,144	1,171

School Personnel Costs	
Professional Salaries	$6,419,639
Supporting Services Salaries	$1,502,875
Employee Benefits	$2,114,895
Total Allocated Cost	**$10,037,409**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Eastern Middle School - #775

Principal: Ms. Casey B. Crouse
300 University Boulevard, East Silver Spring, MD 20901
Office Phone: (301) 650-6650
Community Supt: Ms. Bronda L. Mills
Fax Number: (301) 650-6657
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/easternms/
Cluster: Downcounty Consortium
Feeder Schools: Montgomery Knolls, New Hampshire Estates, Oak View, Pine Crest
Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2011–2012 Enrollment = 859													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**57.2**	**42.8**	**≤5.0**	**12.6**	**22.4**	**36.6**	**≤5.0**	**23.4**	**5.0**	Grade 6	305	35.5
ESOL	**7.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	Grade 7	281	32.7
FARMS	**46.3**	24.2	22.1	≤5.0	≤5.0	11.8	29.2	≤5.0	≤5.0	≤5.0	Grade 8	273	31.8
SPED	**9.5**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	5.0	≤5.0	≤5.0	≤5.0	Total	859	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.3	24.4	7.3

Other Participation

Students now or have in the past received FARMS[2] = 58.1%

Mobility Rate (Entrants + Withdrawals)[2 3] = 12.9%

Attendance Rate[2 3] = ≥95.0%

Suspension Rate[2 3] = 5.7%

School Programs

Multidisciplinary Educational Training and Support (METS)
Humanities and Communication Magnet Program
Linkages to Learning
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[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Not Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Not Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.9	87.3	73.3	89.8	61.9	82.8
Asian	≥95.0	94.4	86.2	≥95.0	88.2	94.1
Black or African American	66.1	83.9	64.5	91.9	50.0	81.6
Hispanic/Latino	68.6	78.1	52.5	77.8	33.8	64.1
White	≥95.0	≥95.0	≥95.0	≥95.0	93.3	≥95.0
Two or More Races	88.2	≥95.0	72.7	90.9	--	--
FARMS	64.0	77.0	46.2	77.6	33.9	68.3
LEP	44.4	38.9	8.3	16.7	15.4	27.3
SPED	36.0	72.0	37.5	50.0	22.2	48.1

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Eastern Middle School - #775

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	47.2	≥95.0
Asian	84.8	≥95.0
Black or African American	31.6	≥95.0
Hispanic/Latino	14.8	83.3
White	88.3	≥95.0
Two or More Races	--	≥95.0
ESOL	≤5.0	--
FARMS	14.0	--
SPED	≤5.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.5	23.3	8.2	61.6	1.4	72.6	27.4			
Supporting Services	5.9	35.3	38.2	20.6	0.0	76.5	23.5	180	97.8	2.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.5
Average Class Size (English) = 24.2
Average Class Size (Other) = 25.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.0	45.2	43.8

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.750
Asst School Administrator		Special Education	6.000
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	9.375
Classroom	36.200	Other Support	
Resource/Team Leader/ Content Specialist	12.000	Administrative Secretary	1.000
Staff Development		School Financial Assistant	1.000
ESOL	2.400	Secretary	3.500
Alternative	1.000	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	0.750
Special Education:		Security Assistant	2.000
Classroom	6.800	Lunch Hour Aide	
Resource Program	2.000		
		Other Support Total	8.250
Teachers Total	61.000	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	3.500	Worker	6.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.500		
		Building Services Total	9.500
Other Professional Total	5.000	Food Services	2.875
Total Professional	70.000	**Total Supporting Services**	30.000

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	1976	14.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
51	44	0	2	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,003	1,003	862	887	896	947	965	1,030

School Personnel Costs	
Professional Salaries	$5,609,429
Supporting Services Salaries	$1,276,356
Employee Benefits	$1,824,619
Total Allocated Cost	**$8,710,404**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

William H. Farquhar Middle School - #507

Principal: Mrs. Diane D. Morris | 16915 Batchellors Forest Road Olney, MD 20832 | Office Phone: (301) 924-3100
Community Supt: Ms. Beth Schiavino-Narvaez | Fax Number: (301) 924-3152
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/farquharms/ | Cluster: NE Consort.,Sherwood
Feeder Schools: Brooke Grove, Cloverly, Sherwood, Stonegate | Receiving Schools: Blake, Paint Branch, Sherwood, Springbrook

2011–2012 Enrollment = 636													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.7**	**50.3**	**≤5.0**	**12.6**	**20.3**	**11.8**	**≤5.0**	**51.3**	**≤5.0**	Grade 6	196	30.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	244	38.4
FARMS	**12.9**	5.7	7.2	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	196	30.8
SPED	**12.9**	≤5.0	8.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.8	≤5.0	Total	636	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.9	25.6	8.5

Other Participation

Students now or have in the past received FARMS[2] = 21.2%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 5.1%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning and Academic Disabilities
Learning for Independence
School/Community-Based

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.0	93.2	90.4	94.1	84.5	93.4
Asian	≥95.0	≥95.0	≥95.0	≥95.0	93.8	93.5
Black or African American	93.5	88.7	75.8	84.8	77.1	≥95.0
Hispanic/Latino	65.4	88.5	78.6	92.9	66.7	76.2
White	89.0	94.5	≥95.0	≥95.0	90.1	≥95.0
Two or More Races	--	--	--	--	70.0	90.0
FARMS	70.0	83.3	75.0	82.1	62.5	91.3
LEP	--	--	--	--	--	--
SPED	57.1	67.9	57.9	84.2	27.3	81.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

William H. Farquhar Middle School - #507

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	73.4	≥95.0
Asian	90.9	≥95.0
Black or African American	55.3	≥95.0
Hispanic/Latino	54.5	92.3
White	81.0	≥95.0
Two or More Races	60.0	--
ESOL	--	--
FARMS	50.0	--
SPED	19.2	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	11.3	1.9	84.9	0.0	73.6	26.4	146	97.9	2.1
Supporting Services	6.9	24.1	10.3	55.2	3.4	75.9	24.1			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.5
Average Class Size (English) = 24.7
Average Class Size (Other) = 25.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.7	49.1	45.3

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	25.600
Resource/Team Leader/ Content Specialist	6.000
Staff Development	0.600
ESOL	0.200
Alternative	0.200
Reading/Literacy	1.000
Special Education:	
Classroom	7.800
Resource Program	1.000
Teachers Total	42.400
Other Professional	
Counselor	3.000
Media Specialist	1.000
Spec Ed Related Services	0.700
Other Professional Total	4.700
Total Professional	50.100

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.500
Special Education	6.562
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	8.687
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.500
Media Services Technician	
Parent/Community Coord	
Security Assistant	1.000
Lunch Hour Aide	0.375
Other Support Total	5.875
Building Services	
Manager	1.000
Leader	1.000
Worker	3.500
Plant Equipment Operator	1.000
Building Services Total	6.500
Food Services	2.500
Total Supporting Services	23.562

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1968	--	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
44	39	0	0	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
881	796	644	583	586	580	586	572

School Personnel Costs	
Professional Salaries	$4,167,725
Supporting Services Salaries	$973,856
Employee Benefits	$1,391,164
Total Allocated Cost	**$6,532,745**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Forest Oak Middle School - #248

Principal: Mr. Arthur Williams
651 Saybrooke Oaks Boulevard Gaithersburg, MD 20877
Office Phone: (301) 670-8242
Community Supt: Dr. Darryl L. Williams
Fax Number: (301) 840-5322
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/forestoakms/
Cluster: Gaithersburg
Feeder Schools: Goshen, Rosemont, Summit Hall, Washington Grove
Receiving Schools: Gaithersburg HS

2011–2012 Enrollment = 787													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.3**	**52.7**	**≤5.0**	**9.9**	**25.3**	**41.3**	**≤5.0**	**18.0**	**5.2**	Grade 6	262	33.3
ESOL	**8.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Grade 7	242	30.7
FARMS	**51.7**	26.4	25.3	≤5.0	≤5.0	15.9	29.0	≤5.0	≤5.0	≤5.0	Grade 8	283	36.0
SPED	**13.7**	≤5.0	10.4	≤5.0	≤5.0	≤5.0	6.6	≤5.0	≤5.0	≤5.0	Total	787	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.3	9.3	7.4

Other Participation

Students now or have in the past received FARMS[2] = 64.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.8%

Attendance Rate[2] [3] = 94.8%

Suspension Rate[2] [3] = 5.8%

School Programs

Learning and Academic Disabilities
School/Community-Based
Linkages to Learning
Identity

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.5	83.1	73.3	86.3	70.0	83.2
Asian	≥95.0	≥95.0	90.6	93.8	88.9	88.6
Black or African American	79.7	83.1	64.6	80.0	59.5	77.9
Hispanic/Latino	80.0	74.5	64.0	82.5	59.4	76.2
White	93.2	≥95.0	90.0	≥95.0	84.1	≥95.0
Two or More Races	63.6	90.9	84.6	92.3	91.7	81.8
FARMS	76.6	75.2	63.5	81.6	61.4	74.6
LEP	63.2	42.1	21.1	47.1	56.3	58.3
SPED	56.3	68.8	63.6	60.6	40.5	56.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Forest Oak Middle School - #248

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	35.9	≥95.0
Asian	60.5	≥95.0
Black or African American	21.5	≥95.0
Hispanic/Latino	25.2	≥95.0
White	52.9	≥95.0
Two or More Races	42.9	--
ESOL	9.1	--
FARMS	21.9	--
SPED	14.6	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.4	12.9	7.1	78.6	0.0	74.3	25.7	190	96.3	3.7
Supporting Services	5.9	11.8	14.7	67.6	0.0	85.3	14.7			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.7
Average Class Size (English) = 23.3
Average Class Size (Other) = 24.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.9	32.9	54.3

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	7.685
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	10.810
Classroom	35.600	Other Support	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	1.000	School Financial Assistant	1.000
ESOL	1.800	Secretary	2.750
Alternative	0.800	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	8.200	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	7.125
Teachers Total	58.400	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	3.500	Worker	6.500
Media Specialist	1.000	Plant Equipment Operator	
Spec Ed Related Services	1.000		
		Building Services Total	8.500
Other Professional Total	5.500	Food Services	3.375
Total Professional	66.900	**Total Supporting Services**	29.810

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1999	--	41.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	37	0	1	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
873	873	786	842	861	866	879	947

School Personnel Costs	
Professional Salaries	$5,596,226
Supporting Services Salaries	$1,299,454
Employee Benefits	$1,844,066
Total Allocated Cost	**$8,739,746**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Robert Frost Middle School - #237

Principal: Dr. Joey N. Jones
Community Supt: Dr. Donna S. Hollingshead
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

2011–2012 Enrollment = 1,133													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.3**	**50.7**	**≤5.0**	**35.3**	**5.5**	**6.9**	**≤5.0**	**48.1**	**≤5.0**	Grade 6	359	31.7
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	372	32.8
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	402	35.5
SPED	**7.9**	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,133	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 9.5%

Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning and Academic Disabilities

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	94.2	≥95.0	91.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	78.9	84.2	64.7	94.1	68.2	90.9
Hispanic/Latino	93.5	90.3	87.5	≥95.0	65.2	78.3
White	≥95.0	≥95.0	94.5	≥95.0	90.9	≥95.0
Two or More Races	≥95.0	≥95.0	94.1	≥95.0	≥95.0	≥95.0
FARMS	82.6	82.6	56.3	93.8	66.7	87.5
LEP	--	--	--	--	--	--
SPED	≥95.0	90.0	73.3	66.7	27.3	63.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Robert Frost Middle School - #237

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	79.9	≥95.0
Asian	85.6	≥95.0
Black or African American	54.5	≥95.0
Hispanic/Latino	39.1	≥95.0
White	83.5	≥95.0
Two or More Races	78.6	≥95.0
ESOL	--	--
FARMS	28.0	--
SPED	12.9	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	3.8	5.1	84.6	1.3	66.7	33.3	228	99.6	0.4
Supporting Services	24.1	20.7	6.9	48.3	0.0	65.5	34.5			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 14.7
Average Class Size (English) = 24.6
Average Class Size (Other) = 28.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	39.7	50.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator	1.000	Special Education	2.625
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.875
Teachers		**Instructional Support Total**	6.000
Classroom	49.000	**Other Support**	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.600	Secretary	3.250
Alternative	0.400	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	4.200	Lunch Hour Aide	0.375
Resource Program	1.000		
Teachers Total	65.600	**Other Support Total**	7.625
Other Professional		**Building Services**	
Counselor	4.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.700	Worker	5.500
		Plant Equipment Operator	1.000
Other Professional Total	6.200	**Building Services Total**	8.500
		Food Services	3.500
Total Professional	75.800	**Total Supporting Services**	25.625

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	24.8	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
51	48	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,058	1,058	1,127	1,118	1,091	1,018	982	951

School Personnel Costs	
Professional Salaries	$6,366,441
Supporting Services Salaries	$1,125,033
Employee Benefits	$1,948,975
Total Allocated Cost	**$9,440,449**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Gaithersburg Middle School - #554

Principal: Ms. Carol L. Goddard
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 656													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.9**	**51.1**	**≤5.0**	**7.5**	**24.7**	**32.2**	**≤5.0**	**29.7**	**5.8**	Grade 6	208	31.7
ESOL	**5.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	236	36.0
FARMS	**40.1**	19.8	20.3	≤5.0	≤5.0	12.5	22.4	≤5.0	≤5.0	≤5.0	Grade 8	212	32.3
SPED	**17.2**	≤5.0	12.5	≤5.0	≤5.0	5.5	5.2	≤5.0	≤5.0	≤5.0	Total	656	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	44.2	26.5	29.2

Other Participation

Students now or have in the past received FARMS[2] = 53.4%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.7%

Attendance Rate[2] [3] = 94.9%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Partial French Immersion
Bridge
Learning and Academic Disabilities
Autism
Linkages to Learning

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.2	80.9	78.7	86.8	65.3	85.8
Asian	82.4	82.4	93.8	87.5	82.4	94.1
Black or African American	65.6	73.8	71.7	87.0	49.0	81.6
Hispanic/Latino	69.4	75.0	66.1	72.9	56.2	76.4
White	85.5	91.9	93.5	≥95.0	82.4	≥95.0
Two or More Races	76.9	92.3	69.2	≥95.0	63.6	81.8
FARMS	67.7	71.7	70.1	80.5	49.4	74.4
LEP	56.3	81.3	--	--	10.0	--
SPED	50.0	65.0	62.1	51.7	23.3	53.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Gaithersburg Middle School - #554

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	51.3	94.8
Asian	72.2	84.6
Black or African American	41.7	≥95.0
Hispanic/Latino	35.0	≥95.0
White	73.9	94.6
Two or More Races	36.4	--
ESOL	12.5	--
FARMS	30.0	--
SPED	9.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.8	14.3	3.2	76.2	1.6	74.6	25.4	167	99.4	0.6
Supporting Services	15.2	15.2	6.5	60.9	0.0	67.4	32.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.6
Average Class Size (English) = 23.6
Average Class Size (Other) = 23.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.3	52.4	33.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.687
Asst School Administrator		Special Education	16.747
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	19.059
Classroom	26.400	**Other Support**	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.200	Secretary	3.000
Alternative	0.800	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	13.200	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	7.375
Teachers Total	53.000	**Building Services**	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	1.000	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	5.000	**Food Services**	3.062
Total Professional	61.000	**Total Supporting Services**	38.496

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1960	1988	22.8	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	39	0	1	9

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
924	924	666	633	654	690	738	764

School Personnel Costs	
Professional Salaries	$4,860,246
Supporting Services Salaries	$1,523,206
Employee Benefits	$1,754,294
Total Allocated Cost	**$8,137,746**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Herbert Hoover Middle School - #228

Principal: Ms. Billie-Jean Bensen
Community Supt: Dr. Donna S. Hollingshead
School Hours: 7:55 - 2:40
Feeder Schools: Beverly Farms, Potomac, Wayside

8810 Post Oak Road Potomac, MD 20854
www.montgomeryschoolsmd.org/schools/hooverms/

Office Phone: (301) 469-1010
Fax Number: (301) 469-1013
Cluster: Winston Churchill
Receiving Schools: Churchill

2011–2012 Enrollment = 1,015													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.2**	**51.8**	**≤5.0**	**23.4**	**6.1**	**7.8**	**≤5.0**	**56.9**	**5.5**	Grade 6	324	31.9
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	313	30.8
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	378	37.2
SPED	**9.0**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.7	≤5.0	Total	1,015	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	45.1	26.4	28.6

Other Participation

Students now or have in the past received FARMS[2] = 6.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Partial Chinese Immersion
Bridge
Learning and Academic Disabilities

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	≥95.0	≥95.0	90.5	85.7	87.5	93.8
Hispanic/Latino	91.3	≥95.0	≥95.0	86.2	85.3	91.2
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	90.5	≥95.0	≥95.0	90.9	≥95.0
FARMS	≥95.0	90.0	92.9	71.4	77.8	88.9
LEP	--	--	--	--	--	--
SPED	79.3	86.2	88.6	65.7	71.1	86.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Herbert Hoover Middle School - #228

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	87.6	≥95.0
Asian	93.6	≥95.0
Black or African American	43.8	--
Hispanic/Latino	73.5	≥95.0
White	90.8	≥95.0
Two or More Races	90.9	≥95.0
ESOL	--	--
FARMS	41.2	--
SPED	44.7	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.3	6.4	3.8	79.5	0.0	75.6	24.4	228	98.7	1.3
Supporting Services	20.6	11.8	5.9	61.8	0.0	67.6	32.4			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.4
Average Class Size (English) = 22.9
Average Class Size (Other) = 27.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.4	41.0	52.6

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	0.300
Asst School Administrator		Special Education	7.500
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.875
Teachers		**Instructional Support Total**	10.550
Classroom	44.300	Other Support	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.600	Secretary	3.750
Alternative	0.400	Media Services Technician	
Reading/Literacy		Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	9.600	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	8.125
Teachers Total	66.300	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	4.000	Worker	5.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000		
		Building Services Total	8.000
Other Professional Total	6.000		
		Food Services	3.187
Total Professional	76.300	**Total Supporting Services**	29.862

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1966	--	19.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	43	0	1	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
978	1,084	990	964	936	898	864	862

School Personnel Costs	
Professional Salaries	$6,353,648
Supporting Services Salaries	$1,265,804
Employee Benefits	$2,031,114
Total Allocated Cost	**$9,650,566**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Francis Scott Key Middle School - #311

Principal: Mrs. Myriam A. Rogers | 910 Schindler Dr. Silver Spring, MD 20903 | Office Phone: (301) 422-5600
Community Supt: Ms. Beth Schiavino-Narvaez | Fax Number: (301) 434-1375
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/fskms/ | Cluster: Northeast Consortium
Feeder Schools: Burnt Mills, Cannon Road, Cresthaven, Drew, Nix | Receiving Schools: Blake, Paint Branch, Springbrook

2011–2012 Enrollment = 898													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.8**	**50.2**	**≤5.0**	**8.5**	**48.3**	**34.2**	**≤5.0**	**6.6**	**≤5.0**	Grade 6	301	33.5
ESOL	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	301	33.5
FARMS	**58.4**	28.0	30.4	≤5.0	≤5.0	28.8	24.6	≤5.0	≤5.0	≤5.0	Grade 8	296	33.0
SPED	**11.9**	≤5.0	7.8	≤5.0	≤5.0	5.7	5.1	≤5.0	≤5.0	≤5.0	Total	898	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.2	17.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 71.2%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.9%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = 5.3%

School Programs

Middle Years Programme
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Not Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Not Met	Met	Met
Hispanic/Latino	Met	Not Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Met	Not Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.9	76.3	79.6	84.9	66.0	79.8
Asian	94.1	76.5	93.8	93.8	80.0	86.7
Black or African American	77.3	79.3	77.0	82.4	61.2	77.6
Hispanic/Latino	75.0	65.3	77.9	85.3	61.5	76.7
White	≥95.0	93.1	93.8	93.8	88.9	94.4
Two or More Races	--	--	--	--	--	--
FARMS	71.8	68.3	72.0	82.6	61.5	76.8
LEP	60.9	38.1	58.8	76.5	21.1	44.4
SPED	45.9	37.8	64.1	69.2	22.6	35.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Francis Scott Key Middle School - #311

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	53.5	71.7
Asian	75.8	82.4
Black or African American	47.0	67.9
Hispanic/Latino	46.7	68.6
White	83.3	87.5
Two or More Races	--	--
ESOL	14.8	--
FARMS	47.3	--
SPED	17.6	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	32.4	4.2	50.7	5.6	73.2	26.8	218	85.8	14.2
Supporting Services	15.6	40.6	15.6	25.0	3.1	62.5	37.5			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.4
Average Class Size (English) = 23.3
Average Class Size (Other) = 26.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.7	53.5	33.8

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator		Special Education	5.688
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	8.938
Classroom	39.400	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.800	Secretary	2.750
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	0.500
Resource Program	1.000		
		Other Support Total	7.250
Teachers Total	59.400	Building Services	
		Manager	1.000
Other Professional		Leader	2.000
Counselor	4.000	Worker	6.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.500		
		Building Services Total	10.000
Other Professional Total	5.500	Food Services	3.375
Total Professional	67.900	**Total Supporting Services**	29.563

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1966	2009	20.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	42	0	2	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
944	944	907	941	972	1,021	1,028	1,107

School Personnel Costs	
Professional Salaries	$5,156,882
Supporting Services Salaries	$1,235,731
Employee Benefits	$1,697,434
Total Allocated Cost	**$8,090,047**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Dr. Martin Luther King Middle School - #107

Principal: Ms. Dana E. Davison
13737 Wisteria Drive Germantown, MD 20874
Office Phone: (301) 353-8080
Community Supt: Dr. LaVerne G. Kimball
Fax Number: (301) 601-0399
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/mlkms/
Cluster: Seneca Valley
Feeder Schools: Lake Seneca, Dr. Sally K. Ride, Waters Landing
Receiving Schools: Seneca Valley

2011–2012 Enrollment = 611													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.2**	**47.8**	**≤5.0**	**11.0**	**31.9**	**25.4**	**≤5.0**	**25.5**	**6.1**	Grade 6	196	32.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	199	32.6
FARMS	**39.6**	18.5	21.1	≤5.0	≤5.0	18.5	13.7	≤5.0	≤5.0	≤5.0	Grade 8	216	35.4
SPED	**11.8**	≤5.0	8.5	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	Total	611	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.6	33.3	11.1

Other Participation

Students now or have in the past received FARMS[2] = 54.2%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.5%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = 7.0%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.9	88.3	69.3	86.9	70.4	85.4
Asian	≥95.0	≥95.0	85.0	≥95.0	≥95.0	85.7
Black or African American	60.0	84.0	55.6	77.8	56.3	79.7
Hispanic/Latino	65.6	82.0	69.6	82.6	65.4	92.2
White	85.4	≥95.0	81.0	≥95.0	79.6	83.3
Two or More Races	60.0	93.3	58.3	91.7	86.7	93.3
FARMS	55.4	81.1	53.1	84.0	54.5	76.6
LEP	--	--	--	--	--	--
SPED	31.8	63.6	33.3	44.4	20.0	56.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Dr. Martin Luther King Middle School - #107

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	64.7	90.6
Asian	80.0	92.9
Black or African American	54.5	83.3
Hispanic/Latino	51.9	≥95.0
White	79.6	90.9
Two or More Races	86.7	92.3
ESOL	--	--
FARMS	50.6	--
SPED	10.7	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.9	25.5	5.9	62.7	0.0	72.5	27.5	139	96.4	3.6
Supporting Services	11.1	22.2	14.8	51.9	0.0	66.7	33.3			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.1
Average Class Size (English) = 26.7
Average Class Size (Other) = 25.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.9	62.7	33.3

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.500
Asst School Administrator	1.000	Special Education	5.000
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	24.200	**Instructional Support Total**	7.125
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.000
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.000	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	43.200	**Other Support Total**	6.500
Other Professional		Building Services	
Counselor	2.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.600	Worker	4.000
		Plant Equipment Operator	1.000
Other Professional Total	4.100	**Building Services Total**	7.000
		Food Services	3.000
Total Professional	50.300	**Total Supporting Services**	23.625

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1996	--	19.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
43	40	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
888	888	593	624	617	645	637	716

School Personnel Costs	
Professional Salaries	$4,010,715
Supporting Services Salaries	$958,893
Employee Benefits	$1,329,527
Total Allocated Cost	**$6,299,135**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

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

2011–2012 Enrollment = 924													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.6**	**47.4**	**≤5.0**	**23.9**	**22.4**	**13.7**	**≤5.0**	**33.7**	**6.3**	Grade 6	323	35.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	290	31.4
FARMS	**19.0**	10.1	9.0	≤5.0	≤5.0	8.1	5.1	≤5.0	≤5.0	≤5.0	Grade 8	311	33.7
SPED	**9.1**	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	924	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	92.9	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 30.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.8%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.7	94.4	85.2	94.9	79.9	93.5
Asian	≥95.0	≥95.0	≥95.0	≥95.0	92.9	≥95.0
Black or African American	73.8	90.8	67.1	87.3	60.3	82.8
Hispanic/Latino	79.4	≥95.0	80.4	94.1	72.7	93.9
White	89.0	≥95.0	92.4	≥95.0	89.8	≥95.0
Two or More Races	89.5	84.2	90.0	≥95.0	47.4	89.5
FARMS	85.2	91.8	64.3	85.7	57.1	84.1
LEP	--	--	--	--	--	--
SPED	52.2	78.3	58.8	79.4	38.5	69.2

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Kingsview Middle School - #708

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	76.2	≥95.0
Asian	91.8	≥95.0
Black or African American	50.9	90.5
Hispanic/Latino	62.9	≥95.0
White	88.7	≥95.0
Two or More Races	47.4	93.3
ESOL	--	--
FARMS	49.2	--
SPED	25.9	70.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.4	10.0	8.6	75.7	4.3	64.3	35.7			
Supporting Services	26.5	8.8	17.6	47.1	0.0	76.5	23.5	190	92.6	7.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.7
Average Class Size (English) = 23.8
Average Class Size (Other) = 27.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.6	48.6	42.9

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator		Special Education	6.125
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	9.375
Classroom	39.800	Other Support	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.400	Secretary	3.250
Alternative	0.600	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	7.200	Lunch Hour Aide	0.500
Resource Program	1.000		
		Other Support Total	7.750
Teachers Total	59.400	Building Services	
		Manager	2.000
Other Professional		Leader	1.000
Counselor	4.000	Worker	4.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.400		
		Building Services Total	8.500
Other Professional Total	5.400		
		Food Services	3.750
Total Professional	67.800	**Total Supporting Services**	29.375

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1997	--	18.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	45	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,007	1,007	962	1,016	1,069	1,097	1,131	1,097

School Personnel Costs	
Professional Salaries	$5,469,723
Supporting Services Salaries	$1,230,989
Employee Benefits	$1,798,832
Total Allocated Cost	**$8,499,544**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Lakelands Park Middle School - #522

Principal: Mrs. Deborah R. Higdon | 1200 Main Street Gaithersburg, MD 20878 | Office Phone: (301) 670-1400
Community Supt: Dr. LaVerne G. Kimball | Fax Number: (301) 670-1418
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/lakelandsparkms/ | Cluster: Northwest, Quince Orchard
Feeder Schools: Brown Station, Rachel Carson, Darnestown, Diamond | Receiving Schools: Northwest, Quince Orchard

2011–2012 Enrollment = 919													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.3**	**52.7**	**≤5.0**	**12.3**	**13.7**	**19.4**	**≤5.0**	**49.9**	**≤5.0**	Grade 6	301	32.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	328	35.7
FARMS	**20.5**	9.1	11.3	≤5.0	≤5.0	6.5	10.2	≤5.0	≤5.0	≤5.0	Grade 8	290	31.6
SPED	**12.7**	≤5.0	8.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.5	≤5.0	Total	919	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.9	9.4	13.7

Other Participation

Students now or have in the past received FARMS[2] = 27.7%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.6%

Attendance Rate[2 3] = ≥95.0%

Suspension Rate[2 3] = ≤5.0%

School Programs

Extensions

Learning and Academic Disabilties

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.2	93.6	83.3	94.9	82.9	89.1
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	63.6	84.1	45.0	87.5	56.4	79.5
Hispanic/Latino	81.8	90.9	76.8	87.5	65.3	75.5
White	94.0	≥95.0	94.9	≥95.0	92.7	94.9
Two or More Races	73.3	86.7	70.0	90.0	--	--
FARMS	64.4	79.7	62.1	82.8	56.3	75.0
LEP	--	--	--	--	--	--
SPED	55.0	70.0	50.0	83.3	65.0	70.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Lakelands Park Middle School - #522

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	73.9	94.4
Asian	81.4	≥95.0
Black or African American	52.5	70.0
Hispanic/Latino	59.6	≥95.0
White	82.1	≥95.0
Two or More Races	--	--
ESOL	25.0	--
FARMS	43.3	--
SPED	34.0	67.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	13.3	5.3	74.7	1.3	74.7	25.3			
Supporting Services	13.3	8.9	13.3	64.4	0.0	73.3	26.7	192	94.8	5.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.7
Average Class Size (English) = 25.2
Average Class Size (Other) = 27.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.3	46.7	36.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator		Special Education	15.371
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	18.621
Classroom	38.200	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	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	10.900	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	7.625
Teachers Total	61.900		
		Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	1.600	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	6.600		
		Food Services	3.750
Total Professional	71.500	**Total Supporting Services**	38.496

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2005	--	8.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
57	49	0	1	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,120	1,120	978	996	1,072	1,112	1,141	1,131

School Personnel Costs	
Professional Salaries	$5,387,850
Supporting Services Salaries	$1,502,315
Employee Benefits	$1,876,015
Total Allocated Cost	**$8,766,180**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Col. E. Brooke Lee Middle School - #818

Principal: Mr. Joe L. Rubens, Jr. | 11800 Monticello Avenue Silver Spring, MD 20902 | Office Phone: (301) 649-8100
Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 649-8110
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/leems/ | Cluster: Downcounty Consortium
Feeder Schools: Arcola, Glenallan, Kemp Mill | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2011–2012 Enrollment = 586													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.3**	**52.7**	**≤5.0**	**8.7**	**32.6**	**50.0**	**≤5.0**	**7.0**	**≤5.0**	Grade 6	193	32.9
ESOL	**10.8**	≤5.0	6.1	≤5.0	≤5.0	≤5.0	7.2	≤5.0	≤5.0	≤5.0	Grade 7	191	32.6
FARMS	**61.3**	29.9	31.4	≤5.0	≤5.0	15.5	39.6	≤5.0	≤5.0	≤5.0	Grade 8	202	34.5
SPED	**15.7**	≤5.0	10.8	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Total	586	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	71.7	28.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 76.8%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 15.8%

Attendance Rate[2] [3] = 94.7%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning and Academic Disabilities
Physical Disabilities
Gifted and Talented/Learning Disabled
Information Communication Technologies
Web Design
Dual Language
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	na	na
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Not Met	Met	Met	Met
SPED	Not Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.6	87.8	60.5	83.5	58.1	83.4
Asian	90.9	90.9	≥95.0	≥95.0	88.2	93.8
Black or African American	80.4	83.9	63.6	80.0	54.8	88.1
Hispanic/Latino	78.9	87.1	51.2	78.8	47.2	76.1
White	86.7	≥95.0	70.6	≥95.0	79.2	91.7
Two or More Races	--	--	--	--	--	--
FARMS	78.0	86.1	52.3	76.9	48.4	77.4
LEP	76.7	78.6	43.8	66.7	42.1	71.4
SPED	69.7	81.8	46.2	69.2	35.7	78.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Col. E. Brooke Lee Middle School - #818

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	49.3	92.2
Asian	77.8	≥95.0
Black or African American	56.3	94.4
Hispanic/Latino	36.3	89.2
White	58.3	90.0
Two or More Races	--	--
ESOL	28.0	--
FARMS	39.8	--
SPED	25.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	33.3	9.8	52.9	2.0	74.5	25.5	132	88.6	11.4
Supporting Services	6.7	33.3	20.0	36.7	3.3	70.0	30.0			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.7
Average Class Size (English) = 23.9
Average Class Size (Other) = 24.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.7	52.9	33.3

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.500
Asst School Administrator	1.000	Special Education	6.275
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.500
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	8.025
Classroom	23.400	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.800	Secretary	1.000
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	5.400	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	5.375
Teachers Total	42.000	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	2.500	Worker	4.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.800		
		Building Services Total	7.000
Other Professional Total	4.300	Food Services	3.187
Total Professional	49.300	**Total Supporting Services**	23.587

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1966	--	16.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
39	33	0	1	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
768	768	580	609	638	703	746	793

School Personnel Costs	
Professional Salaries	$3,884,103
Supporting Services Salaries	$971,049
Employee Benefits	$1,315,731
Total Allocated Cost	**$6,170,883**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

A. Mario Loiederman Middle School - #787

Principal: Ms. Alison L. Serino | 12701 Goodhill Road Silver Spring, MD 20906 | Office Phone: (301) 929-2282
Community Supt: Dr. Christopher S. Garran | Fax Number: (301) 962-5993
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/loiedermanms/ | Cluster: Downcounty Consortium, Wheaton
Feeder Schools: Brookhaven, Georgian Forest, Harmony Hills, Shriver, Strathmore, Viers Mill, Weller Road, Wheaton Woods | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2011–2012 Enrollment = 801													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**56.4**	**43.6**	**≤5.0**	**6.5**	**26.2**	**49.2**	**≤5.0**	**14.7**	**≤5.0**	Grade 6	275	34.3
ESOL	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	Grade 7	249	31.1
FARMS	**56.1**	29.8	26.2	≤5.0	≤5.0	15.2	35.3	≤5.0	≤5.0	≤5.0	Grade 8	277	34.6
SPED	**12.7**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Total	801	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.4	20.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 71.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.8%

Attendance Rate[2] [3] = 94.8%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Linkages to Learning
Magnet School for Creative & Performing Arts
Learning and Academic Disabilities
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Community Circles

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Not Met	Met	Met
Hispanic/Latino	Not Met	Not Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Not Met	Met	Met
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.7	84.8	63.8	84.2	50.2	77.0
Asian	94.7	≥95.0	80.0	73.3	72.2	83.3
Black or African American	48.1	77.8	56.6	82.9	38.8	72.7
Hispanic/Latino	74.4	81.0	57.5	82.5	46.3	75.4
White	92.9	≥95.0	86.4	93.2	74.1	88.9
Two or More Races	--	--	--	--	70.0	80.0
FARMS	65.9	77.3	51.3	78.7	38.7	66.7
LEP	50.0	64.3	33.3	33.3	22.2	26.7
SPED	41.2	61.8	55.2	62.1	16.2	58.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

A. Mario Loiederman Middle School - #787

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	51.0	84.7
Asian	65.0	85.7
Black or African American	34.8	77.8
Hispanic/Latino	50.8	83.8
White	74.1	93.5
Two or More Races	70.0	--
ESOL	14.3	--
FARMS	39.6	--
SPED	17.9	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.0	24.2	12.1	56.1	3.0	77.3	22.7	191	92.7	7.3
Supporting Services	18.2	24.2	24.2	33.3	0.0	69.7	30.3			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.4
Average Class Size (English) = 26.1
Average Class Size (Other) = 27.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	51.5	31.8

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Asst School Administrator	1.000	Special Education	6.625
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	9.500
Classroom	36.800	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	2.000	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy		Parent/Community Coord	
Special Education:		Security Assistant	3.000
Classroom	5.800	Lunch Hour Aide	0.437
Resource Program	1.000		
		Other Support Total	8.187
Teachers Total	55.000	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	0.700		
		Building Services Total	7.000
Other Professional Total	5.200		
		Food Services	5.125
Total Professional	64.200	**Total Supporting Services**	29.812

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	2005	17.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
43	37	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
863	863	811	857	889	911	941	1,003

School Personnel Costs	
Professional Salaries	$4,827,107
Supporting Services Salaries	$1,116,568
Employee Benefits	$1,559,176
Total Allocated Cost	**$7,502,851**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Montgomery Village Middle School - #557

Principal: Dr. Edgar E. Malker | 19300 Watkins Mill Road Montgomery Village, MD 20886 | Office Phone: (301) 840-4660
Community Supt: Dr. Darryl L. Williams | Fax Number: (301) 840-6388
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/mvms/ | Cluster: Watkins Mill
Feeder Schools: Stedwick, Watkins Mill, Whetstone | Receiving Schools: Watkins Mill

2011–2012 Enrollment = 628													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**8.9**	**33.0**	**39.5**	**≤5.0**	**12.6**	**5.9**	Grade 6	222	35.4
ESOL	**12.1**	6.4	5.7	≤5.0	≤5.0	≤5.0	9.1	≤5.0	≤5.0	≤5.0	Grade 7	178	28.3
FARMS	**58.1**	27.5	30.6	≤5.0	≤5.0	21.0	29.1	≤5.0	≤5.0	≤5.0	Grade 8	228	36.3
SPED	**10.7**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	628	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	45.5	33.3	21.2

Other Participation

Students now or have in the past received FARMS[2] = 72.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 17.2%

Attendance Rate[2] [3] = 94.3%

Suspension Rate[2] [3] = 5.8%

School Programs

Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase I

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Not Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	58.9	77.4	63.5	81.8	51.7	87.9
Asian	84.6	84.6	61.5	90.0	81.0	≥95.0
Black or African American	47.7	80.0	56.3	75.4	41.7	86.1
Hispanic/Latino	56.9	67.7	60.3	84.0	45.7	83.5
White	88.9	94.4	82.4	88.2	78.9	94.7
Two or More Races	--	--	69.2	76.9	--	--
FARMS	50.5	70.9	55.1	76.6	44.6	85.5
LEP	34.6	38.5	22.2	40.0	31.3	50.0
SPED	11.1	66.7	35.0	50.0	10.7	85.2

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Montgomery Village Middle School - #557

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	44.8	80.1
Asian	72.7	76.9
Black or African American	36.5	77.1
Hispanic/Latino	41.2	73.6
White	52.2	≥95.0
Two or More Races	--	--
ESOL	27.8	--
FARMS	40.0	--
SPED	12.5	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.7	27.8	3.7	64.8	0.0	72.2	27.8	150	82.7	17.3
Supporting Services	10.8	24.3	13.5	45.9	2.7	70.3	29.7			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.0
Average Class Size (English) = 25.2
Average Class Size (Other) = 25.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	46.3	37.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Asst School Administrator	1.000	Special Education	8.311
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers			
Classroom	21.200	**Instructional Support Total**	11.186
Resource/Team Leader/ Content Specialist	12.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	2.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.500
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
Teachers Total	46.200	**Other Support Total**	7.000
Other Professional		Building Services	
Counselor	3.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.900	Worker	5.000
		Plant Equipment Operator	1.000
Other Professional Total	4.900	**Building Services Total**	8.000
		Food Services	3.250
Total Professional	54.100	**Total Supporting Services**	29.436

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1968	2003	15.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	39	0	3	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
910	910	590	645	668	717	721	746

School Personnel Costs	
Professional Salaries	$4,209,241
Supporting Services Salaries	$1,140,364
Employee Benefits	$1,426,616
Total Allocated Cost	**$6,776,221**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Neelsville Middle School - #115

Principal: Ms. Lily Vicky Lake-Parcan | 11700 Neelsville Church Road Germantown, MD 20876 | Office Phone: (301) 353-8064
Community Supt: Dr. Darryl L. Williams | Fax Number: (301) 353-8094
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/neelsvillems/ | Cluster: Clarksburg, Watkins Mill
Feeder Schools: Daly, Fox Chapel, South Lake, Stedwick | Receiving Schools: Clarksburg, Watkins Mill

2011–2012 Enrollment = 853													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.4**	**50.6**	**≤5.0**	**10.7**	**35.6**	**37.4**	**≤5.0**	**10.4**	**5.4**	Grade 6	281	32.9
ESOL	**7.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	287	33.6
FARMS	**56.7**	29.1	27.7	≤5.0	≤5.0	23.9	27.2	≤5.0	≤5.0	≤5.0	Grade 8	285	33.4
SPED	**10.9**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	853	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.2	37.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 70.3%

Mobility Rate (Entrants + Withdrawals)[2 3] = 20.3%

Attendance Rate[2 3] = 94.7%

Suspension Rate[2 3] = 11.7%

School Programs

Learning and Academic Disabilities
Infants and Toddlers
Multidisiplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Identity

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Not Met	Met	Met
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.1	84.3	60.7	84.2	52.7	83.3
Asian	93.1	92.9	93.1	≥95.0	78.1	90.6
Black or African American	67.4	78.0	49.0	80.8	48.3	80.0
Hispanic/Latino	62.5	82.9	58.4	84.0	38.8	79.4
White	91.4	91.4	75.9	89.7	76.9	92.3
Two or More Races	85.7	≥95.0	68.8	75.0	70.0	≥95.0
FARMS	58.7	77.7	49.7	79.7	42.4	78.7
LEP	44.8	69.2	43.8	73.3	20.7	57.1
SPED	46.7	56.7	40.0	55.0	18.2	54.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Neelsville Middle School - #115

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	26.7	≥95.0
Asian	68.8	≥95.0
Black or African American	20.5	≥95.0
Hispanic/Latino	11.3	≥95.0
White	51.3	93.8
Two or More Races	--	--
ESOL	≤5.0	--
FARMS	12.9	--
SPED	≤5.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	23.9	2.8	64.8	1.4	76.1	23.9	207	91.8	8.2
Supporting Services	15.2	27.3	15.2	42.4	0.0	75.8	24.2			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.6
Average Class Size (English) = 24.8
Average Class Size (Other) = 24.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.5	35.2	42.3

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.374
Asst School Administrator		Special Education	5.873
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	8.872
Classroom	38.900	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development		School Financial Assistant	1.000
ESOL	3.000	Secretary	3.500
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	8.000	Lunch Hour Aide	0.248
Resource Program	1.000	**Other Support Total**	7.748
Teachers Total	60.900	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	3.500	Worker	4.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.700	**Building Services Total**	7.500
Other Professional Total	5.200	Food Services	3.625
Total Professional	69.100	**Total Supporting Services**	27.745

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1981	--	29.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	38	0	3	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
897	897	857	871	905	976	977	985

School Personnel Costs	
Professional Salaries	$5,347,637
Supporting Services Salaries	$1,218,434
Employee Benefits	$1,770,526
Total Allocated Cost	**$8,336,597**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Newport Mill Middle School - #792

Principal: Ms. Panagiota K. Tsonis | 11311 Newport Mill Road Kensington, Maryland 20895 | Office Phone: (301) 929-2244
Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 929-2274
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/newportmillms/ | Cluster: Downcounty Consortium
Feeder Schools: Highland, Oakland Terrace, Rock View | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2011–2012 Enrollment = 580													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.7**	**48.3**	**≤5.0**	**13.1**	**17.6**	**45.7**	**≤5.0**	**20.5**	**≤5.0**	Grade 6	206	35.5
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	180	31.0
FARMS	**52.9**	26.0	26.9	≤5.0	6.6	8.6	34.1	≤5.0	≤5.0	≤5.0	Grade 8	194	33.4
SPED	**20.2**	8.1	12.1	≤5.0	≤5.0	≤5.0	9.8	≤5.0	≤5.0	≤5.0	Total	580	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.6	≤5.0	26.5

Other Participation

Students now or have in the past received FARMS[2] = 66.0%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 13.0%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning and Academic Disabilities
Learning for Independence
Middle Years Programme
Middle School Reform Phase II

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Not Met	Met	na	na
SPED	Not Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.7	88.7	73.5	87.0	66.2	86.1
Asian	86.4	≥95.0	73.3	83.3	87.5	90.6
Black or African American	75.0	90.6	65.7	91.4	60.0	83.3
Hispanic/Latino	68.8	82.9	70.7	81.8	58.9	82.1
White	≥95.0	≥95.0	88.2	≥95.0	71.8	94.9
Two or More Races	--	--	--	--	--	--
FARMS	72.0	80.4	66.7	79.6	61.0	81.5
LEP	--	--	18.2	27.3	--	--
SPED	68.0	68.0	65.7	82.9	34.4	75.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Newport Mill Middle School - #792

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	53.2	≥95.0
Asian	76.5	≥95.0
Black or African American	46.2	≥95.0
Hispanic/Latino	46.2	≥95.0
White	57.5	≥95.0
Two or More Races	--	--
ESOL	14.3	--
FARMS	46.6	--
SPED	9.8	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	26.3	8.8	54.4	3.5	77.2	22.8	161	93.8	6.2
Supporting Services	12.9	22.6	25.8	38.7	0.0	80.6	19.4			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.9
Average Class Size (English) = 23.0
Average Class Size (Other) = 22.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.5	43.9	38.6

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	1.000
Asst School Administrator	1.000
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	25.200
Resource/Team Leader/ Content Specialist	11.000
Staff Development	0.800
ESOL	0.800
Alternative	0.600
Reading/Literacy	0.200
Special Education:	
Classroom	9.200
Resource Program	1.000
Teachers Total	48.800
Other Professional	
Counselor	3.000
Media Specialist	1.000
Spec Ed Related Services	1.200
Other Professional Total	5.200
Total Professional	57.000

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.500
Special Education	8.312
IT Systems Specialist	
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	10.437
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.500
Media Services Technician	
Parent/Community Coord	
Security Assistant	2.000
Lunch Hour Aide	0.500
Other Support Total	7.000
Building Services	
Manager	1.000
Leader	1.000
Worker	3.000
Plant Equipment Operator	
Building Services Total	5.000
Food Services	2.875
Total Supporting Services	25.312

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1958	2002	8.4	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
41	33	0	1	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
778	778	588	621	658	730	788	843

School Personnel Costs	
Professional Salaries	$4,314,290
Supporting Services Salaries	$974,486
Employee Benefits	$1,397,455
Total Allocated Cost	**$6,686,231**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

North Bethesda Middle School - #413

Principal: Mr. Alton E. Sumner
8935 Bradmoor Drive Bethesda, MD 20817
Office Phone: (301) 571-3883
Community Supt: Dr. Christopher S. Garran
Fax Number: (301) 571-3881
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/northbethesdams/
Cluster: Walter Johnson
Feeder Schools: Ashburton, Kensington Parkwood, Wyngate
Receiving Schools: Walter Johnson

2011–2012 Enrollment = 838													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.0**	**53.0**	**≤5.0**	**9.5**	**7.0**	**13.1**	**≤5.0**	**62.2**	**7.6**	Grade 6	284	33.9
ESOL	**5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	289	34.5
FARMS	**5.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	265	31.6
SPED	**11.7**	≤5.0	8.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.8	≤5.0	Total	838	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	63.3	34.7	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 10.6%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 7.8%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.2	≥95.0	93.8	94.9	91.7	≥95.0
Asian	≥95.0	≥95.0	≥95.0	85.2	≥95.0	≥95.0
Black or African American	90.9	90.9	84.2	89.5	77.3	90.9
Hispanic/Latino	84.4	93.8	82.1	85.7	83.3	≥95.0
White	93.4	≥95.0	≥95.0	≥95.0	94.5	≥95.0
Two or More Races	88.5	≥95.0	94.4	≥95.0	88.9	≥95.0
FARMS	75.0	80.0	75.0	87.5	38.9	94.4
LEP	--	--	80.0	60.0	--	--
SPED	70.7	87.8	66.7	70.8	57.1	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

North Bethesda Middle School - #413

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	83.6	≥95.0
Asian	≥95.0	≥95.0
Black or African American	56.5	73.3
Hispanic/Latino	74.4	93.1
White	86.7	≥95.0
Two or More Races	88.9	≥95.0
ESOL	--	--
FARMS	33.3	--
SPED	38.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.1	11.3	1.6	77.4	1.6	74.2	25.8	173	98.3	1.7
Supporting Services	13.8	17.2	20.7	44.8	3.4	75.9	24.1			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.7
Average Class Size (English) = 24.3
Average Class Size (Other) = 28.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.7	56.5	25.8

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	2.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	3.000
Teachers	
Classroom	32.800
Resource/Team Leader/ Content Specialist	8.000
Staff Development	0.400
ESOL	1.000
Alternative	0.400
Reading/Literacy	1.000
Special Education:	
Classroom	5.000
Resource Program	1.000
Teachers Total	49.600
Other Professional	
Counselor	3.500
Media Specialist	1.000
Spec Ed Related Services	0.400
Other Professional Total	4.900
Total Professional	57.500

Supporting Services	
Instructional Support	
Paraeducators	
Regular	0.500
Special Education	5.124
IT Systems Specialist	1.000
Teacher Assistant	
Media Assistant	0.875
Instructional Data Assistant	0.750
Instructional Support Total	8.249
Other Support	
Administrative Secretary	1.000
School Financial Assistant	1.000
Secretary	2.250
Media Services Technician	
Parent/Community Coord	
Security Assistant	1.500
Lunch Hour Aide	0.373
Other Support Total	6.123
Building Services	
Manager	1.000
Leader	1.000
Worker	4.000
Plant Equipment Operator	1.000
Building Services Total	7.000
Food Services	2.125
Total Supporting Services	23.497

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1955	1999	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
42	37	0	1	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
847	847	859	900	975	1,039	1,107	1,134

School Personnel Costs	
Professional Salaries	$4,264,263
Supporting Services Salaries	$991,491
Employee Benefits	$1,419,348
Total Allocated Cost	**$6,675,102**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Parkland Middle School - #812

Principal: Dr. Benjamin T. OuYang | 4610 West Frankfort Drive Rockville, MD 20853 | Office Phone: (301) 438-5700
Community Supt: Dr. Christopher S. Garran | Fax Number: (301) 460-2699
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/parklandms/ | Cluster: Downcounty Consortium
Feeder Schools: Brookhaven, Harmony Hills, Shriver, Viers Mill, Weller Road, Wheaton Woods | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2011–2012 Enrollment = 828													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**45.0**	**55.0**	**≤5.0**	**15.2**	**24.4**	**45.2**	**≤5.0**	**12.8**	**≤5.0**	Grade 6	290	35.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	264	31.9
FARMS	**51.2**	24.0	27.2	≤5.0	≤5.0	12.9	32.5	≤5.0	≤5.0	≤5.0	Grade 8	274	33.1
SPED	**10.9**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	7.0	≤5.0	≤5.0	≤5.0	Total	828	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	62.2	30.0	7.8

Other Participation

Students now or have in the past received FARMS[2] = 66.3%

Mobility Rate (Entrants + Withdrawals)[2 3] = 6.0%

Attendance Rate[2 3] = ≥95.0%

Suspension Rate[2 3] = ≤5.0%

School Programs

Multidisciplinary Educational Training and Support (METS)
Linkages to Learning
Learning and Academic Disabilities
School/Community-Based
Magnet School for Aerospace Technology and Advanced Mathematics
Positive Behavioral Interventions and Supports (PBIS)
All Pro DAD's Program
Mentoring Program for Latino's and African American Students

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Not Met	Not Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.2	87.6	73.4	90.7	57.8	85.5
Asian	93.8	91.7	≥95.0	≥95.0	77.8	88.9
Black or African American	78.3	82.6	70.4	≥95.0	54.8	86.5
Hispanic/Latino	77.8	84.8	63.5	83.9	47.6	79.8
White	≥95.0	≥95.0	90.3	≥95.0	73.5	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	76.6	79.8	65.8	85.8	47.6	81.3
LEP	70.6	52.9	31.3	33.3	25.0	41.7
SPED	65.5	69.0	36.0	80.0	47.2	69.4

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Parkland Middle School - #812

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	43.3	94.3
Asian	71.1	≥95.0
Black or African American	36.5	≥95.0
Hispanic/Latino	29.9	89.8
White	69.7	92.0
Two or More Races	--	--
ESOL	6.7	--
FARMS	29.1	--
SPED	16.7	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.4	16.2	4.4	70.6	1.5	73.5	26.5			
Supporting Services	18.9	16.2	27.0	35.1	2.7	62.2	37.8	184	97.8	2.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.8
Average Class Size (English) = 26.4
Average Class Size (Other) = 27.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.5	36.8	36.8

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.499
Asst School Administrator		Special Education	6.937
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	10.061
Classroom	36.200	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.400	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	7.000	Lunch Hour Aide	0.500
Resource Program	1.000		
		Other Support Total	7.250
Teachers Total	56.000	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	3.500	Worker	5.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.900		
		Building Services Total	8.500
Other Professional Total	5.400		
		Food Services	4.375
Total Professional	65.400	**Total Supporting Services**	30.186

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1963	2007	9.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	40	0	1	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
906	906	817	797	770	798	828	919

School Personnel Costs	
Professional Salaries	$4,908,988
Supporting Services Salaries	$1,176,377
Employee Benefits	$1,639,860
Total Allocated Cost	**$7,725,225**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Rosa M. Parks Middle School - #155

Principal: Dr. Donna Redmond Jones
19200 Olney Mill Road Olney, MD 20832
Office Phone: (301) 924-3180
Community Supt: Ms. Beth Schiavino-Narvaez
Fax Number: (301) 924-3288
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/rosaparksms/
Cluster: Sherwood
Feeder Schools: Belmont, Greenwood, Olney
Receiving Schools: Sherwood

2011–2012 Enrollment = 887													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**9.4**	**13.0**	**9.9**	**≤5.0**	**63.6**	**≤5.0**	Grade 6	275	31.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	294	33.1
FARMS	**9.9**	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	318	35.9
SPED	**9.6**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	887	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.1	30.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 15.2%

Mobility Rate (Entrants + Withdrawals)[2] [3] = ≤5.0%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning and Academic Disabilities

Infants and Toddlers

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.1	≥95.0	90.8	94.9	86.2	93.6
Asian	90.6	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	75.0	91.7	78.0	≥95.0	65.9	84.1
Hispanic/Latino	82.4	88.2	79.2	87.5	73.1	80.8
White	93.8	≥95.0	93.2	≥95.0	90.5	≥95.0
Two or More Races	≥95.0	93.3	92.9	≥95.0	≥95.0	≥95.0
FARMS	65.8	86.5	63.2	94.7	70.4	70.4
LEP	--	--	--	--	--	--
SPED	61.9	71.4	58.8	85.3	43.8	71.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rosa M. Parks Middle School - #155

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	73.8	≥95.0
Asian	91.7	≥95.0
Black or African American	50.0	≥95.0
Hispanic/Latino	57.7	≥95.0
White	77.9	≥95.0
Two or More Races	92.9	≥95.0
ESOL	--	--
FARMS	46.2	--
SPED	25.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.5	18.5	3.1	76.9	0.0	72.3	27.7	190	87.4	12.6
Supporting Services	6.3	15.6	15.6	62.5	0.0	75.0	25.0			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.5
Average Class Size (English) = 24.3
Average Class Size (Other) = 28.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.5	40.0	41.5

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	5.625
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	8.750
Classroom	37.200	Other Support	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development		School Financial Assistant	1.000
ESOL		Secretary	2.750
Alternative		Media Services Technician	
Reading/Literacy		Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	6.200	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	7.125
Teachers Total	53.400	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	3.500	Worker	4.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.600		
		Building Services Total	7.500
Other Professional Total	5.100	Food Services	2.875
Total Professional	61.500	**Total Supporting Services**	26.250

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1992	--	24.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	42	0	0	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
944	944	842	836	834	804	751	727

School Personnel Costs	
Professional Salaries	$4,924,965
Supporting Services Salaries	$1,104,678
Employee Benefits	$1,622,343
Total Allocated Cost	**$7,651,986**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

John Poole Middle School - #247

Principal: Ms. Charlotte W. Boucher
Community Supt: Dr. Donna S. Hollingshead
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

2011–2012 Enrollment = 380													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.3**	**48.7**	**≤5.0**	**≤5.0**	**5.8**	**9.5**	**≤5.0**	**75.3**	**6.1**	Grade 6	127	33.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	126	33.2
FARMS	**12.9**	6.6	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.5	≤5.0	Grade 8	127	33.4
SPED	**9.7**	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.6	≤5.0	Total	380	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 22.6%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.0%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = 5.9%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.9	90.2	93.7	≥95.0	83.5	94.2
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	81.3	93.8	75.0	91.7	--	--
White	90.9	93.3	94.9	≥95.0	86.3	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	53.8	70.4	85.7	85.7	64.3	78.6
LEP	--	--	--	--	--	--
SPED	80.0	80.0	--	--	69.2	92.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John Poole Middle School - #247

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	68.3	≥95.0
Asian	--	--
Black or African American	--	--
Hispanic/Latino	--	--
White	72.5	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	28.6	--
SPED	23.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.9	8.6	88.6	0.0	85.7	14.3			
Supporting Services	0.0	15.0	5.0	80.0	0.0	80.0	20.0	79	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.6
Average Class Size (English) = 25.3
Average Class Size (Other) = 25.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.4	31.4	57.1

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator		Special Education	4.711
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	2.000	Media Assistant	0.500
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	6.336
Classroom	16.200	Other Support	
Resource/Team Leader/ Content Specialist	5.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL		Secretary	2.000
Alternative	0.600	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	1.000
Classroom	3.000	Lunch Hour Aide	0.250
Resource Program	1.000		
		Other Support Total	5.250
Teachers Total	27.200	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	1.500	Worker	2.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.300		
		Building Services Total	5.000
Other Professional Total	2.800	Food Services	0.750
Total Professional	32.000	**Total Supporting Services**	17.336

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1997	--	20.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
22	21	0	0	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
459	459	355	333	292	290	294	317

School Personnel Costs	
Professional Salaries	$2,802,530
Supporting Services Salaries	$782,256
Employee Benefits	$977,348
Total Allocated Cost	**$4,562,134**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Thomas W. Pyle Middle School - #428

Principal: Ms. Jennifer L. Webster
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 1,338													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.4**	**49.6**	**≤5.0**	**10.8**	**≤5.0**	**8.4**	**≤5.0**	**72.3**	**6.1**	Grade 6	439	32.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	456	34.1
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	443	33.1
SPED	**8.4**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.7	≤5.0	Total	1,338	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	77.9	21.2	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = ≤5.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Attendance Rate[2 3] = ≥95.0%

Suspension Rate[2 3] = ≤5.0%

School Programs

Emotional Disabilities

Learning and Academic Disabilities

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	Met	Met
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	93.2	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	93.8	≥95.0
Black or African American	--	--	--	--	76.9	≥95.0
Hispanic/Latino	≥95.0	≥95.0	≥95.0	≥95.0	85.2	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	94.4	≥95.0
Two or More Races	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
FARMS	--	--	--	--	--	--
LEP	--	--	93.8	94.1	--	--
SPED	85.3	91.2	87.9	90.9	68.4	89.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Thomas W. Pyle Middle School - #428

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	82.3	≥95.0
Asian	81.6	≥95.0
Black or African American	61.5	--
Hispanic/Latino	66.7	≥95.0
White	84.9	≥95.0
Two or More Races	80.0	≥95.0
ESOL	50.0	≥95.0
FARMS	--	
SPED	34.1	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.1	4.2	1.0	91.7	0.0	74.0	26.0	279	98.2	1.8
Supporting Services	13.9	19.4	16.7	47.2	2.8	80.6	19.4			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.6
Average Class Size (English) = 25.6
Average Class Size (Other) = 28.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.3	42.7	50.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.934
Asst School Administrator	1.000	Special Education	8.249
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	1.375
		Instructional Data Assistant	0.875
Teachers		**Instructional Support Total**	12.433
Classroom	56.600	**Other Support**	
Resource/Team Leader/ Content Specialist	10.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.400	Secretary	3.500
Alternative	0.600	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	7.800	Lunch Hour Aide	0.124
Resource Program	2.000		
		Other Support Total	7.624
Teachers Total	79.800	**Building Services**	
Other Professional		Manager	1.000
Counselor	5.500	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	7.100	**Food Services**	3.750
Total Professional	90.900	**Total Supporting Services**	32.307

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1993	14.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
63	56	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,271	1,271	1,368	1,412	1,460	1,500	1,484	1,474

School Personnel Costs	
Professional Salaries	$8,381,766
Supporting Services Salaries	$1,314,113
Employee Benefits	$2,452,882
Total Allocated Cost	**$12,148,761**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Redland Middle School - #562

Principal: Mr. Robert Sinclair, Jr.
Community Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Cashell, Resnik, Sequoyah

6505 Muncaster Mill Road Rockville, MD 20855
www.montgomeryschoolsmd.org/schools/redlandms/

Office Phone: (301) 840-4680
Fax Number: (301) 670-2231
Cluster: Col. Zadok Magruder
Receiving Schools: Magruder

2011–2012 Enrollment = 534													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.7**	**48.3**	**≤5.0**	**15.5**	**18.9**	**29.8**	**≤5.0**	**31.1**	**≤5.0**	Grade 6	178	33.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	178	33.3
FARMS	**38.2**	19.9	18.4	≤5.0	≤5.0	11.4	20.2	≤5.0	≤5.0	≤5.0	Grade 8	178	33.3
SPED	**12.0**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	534	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.6	34.4	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 49.8%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 11.6%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Not Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.0	87.3	75.8	83.7	67.7	84.6
Asian	≥95.0	93.1	90.0	≥95.0	81.3	87.5
Black or African American	74.4	79.5	52.8	75.0	58.1	79.1
Hispanic/Latino	72.7	85.5	64.0	68.0	49.1	72.7
White	≥95.0	92.3	91.1	94.6	85.5	≥95.0
Two or More Races	--	--	--	--	72.7	≥95.0
FARMS	71.3	82.5	64.7	76.5	43.8	72.6
LEP	--	--	--	--	--	--
SPED	66.7	75.0	41.2	64.7	29.2	62.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Redland Middle School - #562

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	57.3	≥95.0
Asian	81.3	≥95.0
Black or African American	43.2	≥95.0
Hispanic/Latino	40.4	90.3
White	75.7	≥95.0
Two or More Races	54.5	--
ESOL	15.4	--
FARMS	29.9	--
SPED	24.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	8.2	8.2	81.6	0.0	71.4	28.6			
Supporting Services	19.2	19.2	26.9	30.8	0.0	69.2	30.8	129	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.5
Average Class Size (English) = 23.7
Average Class Size (Other) = 25.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.2	40.8	49.0

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator	1.000	Special Education	4.623
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.500
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	6.248
Classroom	23.400	**Other Support**	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.600	Secretary	2.000
Alternative	0.600	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	1.000
Classroom	4.800	Lunch Hour Aide	0.500
Resource Program	1.000		
		Other Support Total	5.500
Teachers Total	39.800	**Building Services**	
Other Professional		Manager	1.000
Counselor	2.500	Leader	1.000
Media Specialist	1.000	Worker	3.500
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	6.500
Other Professional Total	4.000	**Food Services**	3.000
Total Professional	46.800	**Total Supporting Services**	21.248

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	20.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
36	33	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
740	740	524	555	602	617	657	649

School Personnel Costs	
Professional Salaries	$4,024,389
Supporting Services Salaries	$882,423
Employee Benefits	$1,302,424
Total Allocated Cost	**$6,209,236**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Ridgeview Middle School - #105

Principal: Mrs. Monifa McKnight
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: (240) 406-1300
Fax Number: (301) 840-4679
Cluster: Quince Orchard
Receiving Schools: Quince Orchard

2011–2012 Enrollment = 688													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**53.3**	**46.7**	**≤5.0**	**16.1**	**12.8**	**20.8**	**≤5.0**	**44.5**	**5.7**	Grade 6	223	32.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	240	34.9
FARMS	**22.7**	11.9	10.8	≤5.0	≤5.0	5.8	11.6	≤5.0	≤5.0	≤5.0	Grade 8	225	32.7
SPED	**7.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	688	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.4	9.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 35.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.9%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning and Academic Disabilities

Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Met	Not Met	na	na
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.8	92.6	80.0	92.0	70.9	90.7
Asian	≥95.0	≥95.0	91.4	≥95.0	87.5	93.8
Black or African American	69.0	89.7	48.4	71.0	46.2	76.9
Hispanic/Latino	56.5	80.4	61.9	85.4	55.1	85.7
White	≥95.0	≥95.0	93.0	≥95.0	85.3	≥95.0
Two or More Races	--	--	82.4	94.1	58.3	91.7
FARMS	63.5	80.8	51.0	70.0	44.6	78.6
LEP	50.0	60.0	--	--	--	--
SPED	41.2	82.4	62.5	81.3	28.6	64.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Ridgeview Middle School - #105

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	67.5	92.7
Asian	81.3	≥95.0
Black or African American	41.0	64.0
Hispanic/Latino	48.0	92.1
White	85.3	≥95.0
Two or More Races	58.3	≥95.0
ESOL	--	--
FARMS	32.8	--
SPED	13.3	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.1	9.1	5.5	76.4	0.0	72.7	27.3	149	96.6	3.4
Supporting Services	20.7	27.6	3.4	48.3	0.0	75.9	24.1			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.0
Average Class Size (English) = 23.5
Average Class Size (Other) = 25.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.4	49.1	34.5

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.250
Asst School Administrator		Special Education	4.375
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	7.250
Classroom	30.000	Other Support	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.800	Secretary	2.250
Alternative	0.800	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	4.200	Lunch Hour Aide	0.500
Resource Program	1.000		
		Other Support Total	6.750
Teachers Total	47.200	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	0.300		
		Building Services Total	7.500
Other Professional Total	4.300	Food Services	3.063
Total Professional	54.500	**Total Supporting Services**	24.563

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1975	--	20.0	0	4

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	46	0	0	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,016	1,016	689	683	715	740	770	774

School Personnel Costs	
Professional Salaries	$4,303,870
Supporting Services Salaries	$1,005,051
Employee Benefits	$1,390,268
Total Allocated Cost	**$6,699,189**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Rocky Hill Middle School - #707

Principal: Mr. Stephen C. Whiting
Community Supt: Dr. LaVerne G. Kimball
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

2011–2012 Enrollment = 983													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.2**	**49.8**	**≤5.0**	**24.7**	**21.2**	**15.9**	**≤5.0**	**33.7**	**≤5.0**	Grade 6	322	32.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	332	33.8
FARMS	**19.5**	9.0	10.6	≤5.0	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	329	33.5
SPED	**8.7**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	983	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.3	22.1	11.6

Other Participation

Students now or have in the past received FARMS[2] = 31.8%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 10.3%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = 5.5%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.2	91.2	79.8	89.4	73.7	89.2
Asian	≥95.0	94.3	≥95.0	≥95.0	85.9	≥95.0
Black or African American	72.1	85.2	66.7	77.3	51.6	75.8
Hispanic/Latino	48.9	83.0	73.2	87.5	55.6	81.0
White	88.3	≥95.0	81.6	90.8	87.6	≥95.0
Two or More Races	75.0	91.7	77.8	94.4	69.2	84.6
FARMS	62.5	79.7	57.1	71.4	47.3	71.4
LEP	--	--	--	--	--	--
SPED	32.3	74.2	43.8	56.3	22.0	75.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rocky Hill Middle School - #707

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	58.7	≥95.0
Asian	73.8	≥95.0
Black or African American	37.2	≥95.0
Hispanic/Latino	38.5	≥95.0
White	72.3	≥95.0
Two or More Races	53.8	≥95.0
ESOL	7.7	--
FARMS	31.2	--
SPED	10.3	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.3	5.1	2.6	89.7	0.0	69.2	30.8	246	99.2	0.8
Supporting Services	2.6	15.8	13.2	68.4	0.0	73.7	26.3			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.5
Average Class Size (English) = 22.7
Average Class Size (Other) = 25.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
1.3	39.7	59.0

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator	1.000	Special Education	10.811
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.875
Teachers		**Instructional Support Total**	14.186
Classroom	45.000	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.400	Secretary	3.250
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	1.000
Classroom	8.200	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	6.625
Teachers Total	66.000	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	4.500	Worker	5.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.400		
		Building Services Total	8.500
Other Professional Total	5.900	Food Services	4.375
Total Professional	75.900	**Total Supporting Services**	33.686

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2004	--	23.3	0	8

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
48	40	0	0	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
944	944	963	1,004	1,048	1,203	1,275	1,378

School Personnel Costs	
Professional Salaries	$6,675,609
Supporting Services Salaries	$1,361,846
Employee Benefits	$2,120,828
Total Allocated Cost	**$10,158,283**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Shady Grove Middle School - #521

Principal: Mr. Edward K. Owusu
Community Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Feeder Schools: Candlewood, Flower Hill, Mill Creek Towne

8100 Midcounty Highway Gaithersburg, MD 20877
www.montgomeryschoolsmd.org/schools/shadygrovems/

Office Phone: (301) 548-7540
Fax Number: (301) 548-7535
Cluster: Col. Zadok Magruder
Receiving Schools: Magruder

2011–2012 Enrollment = 569													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.4**	**53.6**	**≤5.0**	**14.9**	**20.7**	**33.6**	**≤5.0**	**26.0**	**≤5.0**	Grade 6	184	32.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	175	30.8
FARMS	**35.1**	15.3	19.9	≤5.0	≤5.0	12.0	16.9	≤5.0	≤5.0	≤5.0	Grade 8	210	36.9
SPED	**12.3**	≤5.0	8.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	569	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.0	28.6	11.4

Other Participation

Students now or have in the past received FARMS[2] = 46.9%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 12.1%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
Middle School Reform Phase II

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Not Met	Met	na	na

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.1	87.5	72.0	90.4	79.3	87.9
Asian	86.1	91.7	89.3	89.3	82.4	88.2
Black or African American	66.7	78.8	44.7	81.3	63.4	82.9
Hispanic/Latino	78.8	84.6	68.2	90.9	76.7	81.7
White	89.4	91.5	87.5	≥95.0	90.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	67.9	75.0	53.2	81.3	61.0	72.7
LEP	80.0	40.0	--	--	--	--
SPED	81.3	93.8	27.3	82.6	22.7	63.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Shady Grove Middle School - #521

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	67.7	≥95.0
Asian	76.5	≥95.0
Black or African American	53.5	85.7
Hispanic/Latino	52.5	≥95.0
White	87.3	≥95.0
Two or More Races	--	--
ESOL	10.0	--
FARMS	41.0	--
SPED	11.5	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.7	16.7	1.9	75.9	0.0	74.1	25.9			
Supporting Services	17.9	39.3	17.9	25.0	0.0	64.3	35.7	125	88.0	12.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.1
Average Class Size (English) = 24.2
Average Class Size (Other) = 24.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.8	59.3	25.9

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator	1.000	Special Education	6.062
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.500
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	7.687
Classroom	21.600	Other Support	
Resource/Team Leader/ Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.800	Secretary	2.000
Alternative	0.600	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	1.000
Classroom	6.200	Lunch Hour Aide	0.375
Resource Program	2.000		
		Other Support Total	5.375
Teachers Total	44.200	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	2.500	Worker	5.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.400		
		Building Services Total	8.000
Other Professional Total	3.900	Food Services	2.875
Total Professional	51.100	**Total Supporting Services**	23.937

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1995	1999	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	39	0	1	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
897	897	546	576	585	587	608	628

School Personnel Costs	
Professional Salaries	$3,831,436
Supporting Services Salaries	$941,179
Employee Benefits	$1,271,488
Total Allocated Cost	**$6,044,103**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Silver Spring International Middle School - #647

Principal: Mr. John W. Haas | 313 Wayne Avenue Silver Spring, MD 20910 | Office Phone: (301) 650-6544
Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 562-5244
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/ssims/ | Cluster: Downcounty Consortium
Feeder Schools: Forest Knolls, Highland View, Sligo Creek, Rolling Terrace | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2011–2012 Enrollment = 830													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.6**	**48.4**	**≤5.0**	**6.7**	**26.0**	**37.7**	**≤5.0**	**24.8**	**≤5.0**	Grade 6	321	38.7
ESOL	**8.3**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	273	32.9
FARMS	**48.8**	25.7	23.1	≤5.0	≤5.0	15.5	28.9	≤5.0	≤5.0	≤5.0	Grade 8	236	28.4
SPED	**10.8**	≤5.0	7.1	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0	Total	830	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.1	38.9	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 59.3%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.7%

Attendance Rate[2 3] = ≥95.0%

Suspension Rate[2 3] = ≤5.0%

School Programs

Partial French Immersion/Spanish Immersion
Linkages to Learning
Learning and Academic Disabilities
Middle Years Programme
Middle School Reform Phase II
Positive Behavioral Interventions and Supports (PBIS)
Autism Resource Services

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Not Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Not Met	Met	Met
LEP	Met	Met	Met	Met
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.8	80.8	83.5	86.9	71.2	88.8
Asian	--	--	≥95.0	94.7	≥95.0	≥95.0
Black or African American	79.3	78.2	83.3	86.4	59.7	89.6
Hispanic/Latino	79.0	71.0	71.3	78.2	58.7	78.3
White	≥95.0	≥95.0	94.7	≥95.0	93.1	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	79.6	67.6	73.9	73.9	56.6	78.3
LEP	75.9	65.5	72.2	55.6	--	--
SPED	59.3	63.0	61.5	57.7	21.2	66.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Silver Spring International Middle School - #647

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	71.6	80.6
Asian	86.4	92.0
Black or African American	67.5	73.9
Hispanic/Latino	56.4	68.6
White	93.1	≥95.0
Two or More Races	--	--
ESOL	16.7	--
FARMS	57.5	--
SPED	27.3	50.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	32.9	7.1	51.4	0.0	68.6	31.4	170	88.8	11.2
Supporting Services	31.4	25.7	17.1	25.7	0.0	74.3	25.7			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.2
Average Class Size (English) = 25.5
Average Class Size (Other) = 27.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.0	47.1	32.9

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	7.750
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	10.875
Classroom	32.600	Other Support	
Resource/Team Leader/ Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	2.000	Secretary	2.750
Alternative	0.800	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	10.000	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	7.125
Teachers Total	59.400	Building Services	
		Manager	1.000
Other Professional		Leader	2.000
Counselor	3.500	Worker	5.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.600		
		Building Services Total	9.500
Other Professional Total	5.100	Food Services	4.875
Total Professional	67.500	**Total Supporting Services**	32.375

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1934	1999	10.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
53	48	0	2	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,084	1,084	877	929	947	1,002	1,037	1,106

School Personnel Costs	
Professional Salaries	$5,070,894
Supporting Services Salaries	$1,255,383
Employee Benefits	$1,671,796
Total Allocated Cost	**$7,998,073**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Sligo Middle School - #778

Principal: Mr. Richard J. Rhodes | 1401 Dennis Avenue Silver Spring, MD 20902 | Office Phone: (301) 649-8121
Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 649-8145
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/sligoms/ | Cluster: Downcounty Consortium
Feeder Schools: Glen Haven, Highland, Oakland Terrace, Woodlin | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2011–2012 Enrollment = 430													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.1**	**50.9**	**≤5.0**	**8.8**	**27.4**	**37.4**	**≤5.0**	**24.0**	**≤5.0**	Grade 6	156	36.3
ESOL	**5.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	126	29.3
FARMS	**49.3**	22.8	26.5	≤5.0	≤5.0	14.4	27.7	≤5.0	≤5.0	≤5.0	Grade 8	148	34.4
SPED	**14.4**	≤5.0	10.2	≤5.0	≤5.0	≤5.0	6.7	≤5.0	≤5.0	≤5.0	Total	430	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	77.4	8.1	14.5

Other Participation

Students now or have in the past received FARMS[2] = 62.6%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 19.5%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = 7.7%

School Programs

Learning and Academic Disabilities
School/Community-Based
Infants and Toddlers
Oakland Terrace ES Satellite Campus
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	na	na
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	64.3	76.0	80.7	87.2	69.9	81.4
Asian	81.8	81.8	--	--	85.7	90.5
Black or African American	62.5	66.7	79.5	86.4	69.0	83.3
Hispanic/Latino	55.9	72.4	68.0	80.0	53.9	69.7
White	76.9	92.3	90.7	≥95.0	90.2	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	57.1	69.0	77.0	79.7	55.3	76.5
LEP	≤5.0	27.3	--	--	25.0	41.7
SPED	27.3	54.5	76.2	66.7	45.5	63.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sligo Middle School - #778

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	58.6	83.1
Asian	77.3	81.3
Black or African American	56.1	92.3
Hispanic/Latino	41.8	64.7
White	80.5	≥95.0
Two or More Races	--	--
ESOL	15.4	--
FARMS	48.3	--
SPED	29.6	76.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.3	26.1	2.2	65.2	2.2	80.4	19.6			
Supporting Services	9.1	45.5	27.3	18.2	0.0	63.6	36.4	139	95.0	5.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.4
Average Class Size (English) = 22.8
Average Class Size (Other) = 23.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.7	47.8	43.5

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator	1.000	Special Education	7.000
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.500
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	8.625
Classroom	15.800	Other Support	
Resource/Team Leader/ Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.800	Secretary	2.000
Alternative	1.000	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	6.800	Lunch Hour Aide	0.500
Resource Program	1.000		
		Other Support Total	6.500
Teachers Total	38.400	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	2.000	Worker	5.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.800		
		Building Services Total	8.000
Other Professional Total	3.800		
		Food Services	3.187
Total Professional	45.200	**Total Supporting Services**	26.312

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1959	1991	21.7	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
50	40	0	2	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
924	924	454	504	556	632	677	729

School Personnel Costs	
Professional Salaries	$3,529,518
Supporting Services Salaries	$1,038,344
Employee Benefits	$1,252,464
Total Allocated Cost	**$5,820,326**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Takoma Park Middle School - #755

Principal: Ms. Mildred Charley Greene | 7611 Piney Branch Road Silver Spring, MD 20910 | Office Phone: (301) 650-6444
Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 650-6430
School Hours: 7:55 - 2:40 | www.montgomeryschoolsmd.org/schools/takomaparkms/ | Cluster: Downcounty Consortium
Feeder Schools: East Silver Spring, Piney Branch, Takoma Park | Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2011–2012 Enrollment = 840													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.8**	**55.2**	**≤5.0**	**19.8**	**27.6**	**14.0**	**≤5.0**	**32.4**	**6.2**	Grade 6	295	35.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	276	32.9
FARMS	**25.0**	12.1	12.9	≤5.0	≤5.0	14.2	7.5	≤5.0	≤5.0	≤5.0	Grade 8	269	32.0
SPED	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	840	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	50.0	48.1	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 32.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.4%

Attendance Rate[2 3] = ≥95.0%

Suspension Rate[2 3] = ≤5.0%

School Programs

Multidisciplinary Educational Training and Support (METS)
Mathematics/Science/Computer Science Magnet Program
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.0	94.5	87.6	94.3	87.8	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	83.3	88.5	78.0	88.9	73.4	90.3
Hispanic/Latino	78.1	81.3	68.3	87.5	71.8	92.3
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	93.8	≥95.0	94.1	≥95.0	≥95.0	≥95.0
FARMS	79.4	86.8	63.5	82.0	75.6	84.6
LEP	57.1	78.6	--	--	--	--
SPED	75.0	81.3	70.6	76.5	55.0	85.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Takoma Park Middle School - #755

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	73.5	≥95.0
Asian	93.3	≥95.0
Black or African American	53.7	≥95.0
Hispanic/Latino	38.6	≥95.0
White	90.7	≥95.0
Two or More Races	81.0	≥95.0
ESOL	20.0	--
FARMS	43.8	--
SPED	38.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.5	18.2	7.6	68.2	3.0	80.3	19.7	178	97.8	2.2
Supporting Services	10.3	34.5	20.7	34.5	0.0	72.4	27.6			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.5
Average Class Size (English) = 25.8
Average Class Size (Other) = 26.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.1	43.9	43.9

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.900
Asst School Administrator		Special Education	2.625
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	6.150
Classroom	35.700	Other Support	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.000	Secretary	3.750
Alternative	0.400	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	4.400	Lunch Hour Aide	0.500
Resource Program	1.000		
		Other Support Total	8.250
Teachers Total	52.900	Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	3.500	Worker	4.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.400		
		Building Services Total	7.500
Other Professional Total	4.900		
		Food Services	3.813
Total Professional	61.800	**Total Supporting Services**	25.713

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1939	1999	18.8	1	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	40	0	3	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
914	914	868	895	920	942	1,000	1,038

School Personnel Costs	
Professional Salaries	$4,980,029
Supporting Services Salaries	$1,093,322
Employee Benefits	$1,614,649
Total Allocated Cost	**$7,688,000**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Tilden Middle School - #232

Principal: Mrs. Irina LaGrange
Community Supt: Dr. Christopher S. Garran
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

2011–2012 Enrollment = 738													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.2**	**52.8**	**≤5.0**	**16.5**	**8.7**	**14.9**	**≤5.0**	**55.3**	**≤5.0**	Grade 6	233	31.6
ESOL	**8.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	240	32.5
FARMS	**13.6**	5.0	8.5	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0	Grade 8	265	35.9
SPED	**14.1**	≤5.0	9.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.5	≤5.0	Total	738	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	41.3	38.5	20.2

Other Participation

Students now or have in the past received FARMS[2] = 19.4%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 8.7%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Learning and Academic Disabilities
Learning for Independence
Asperger's Program
Middle School Reform Phase II

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.6	94.6	91.6	≥95.0	85.5	≥95.0
Asian	82.9	≥95.0	≥95.0	94.1	92.9	≥95.0
Black or African American	63.2	84.2	76.2	≥95.0	65.4	≥95.0
Hispanic/Latino	82.8	86.2	84.8	93.9	82.4	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	88.1	≥95.0
Two or More Races	--	--	80.0	≥95.0	--	--
FARMS	78.4	81.1	65.4	92.3	72.0	≥95.0
LEP	76.9	83.3	84.6	76.9	60.0	--
SPED	80.0	83.3	77.4	≥95.0	48.1	88.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Tilden Middle School - #232

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	72.4	≥95.0
Asian	89.1	≥95.0
Black or African American	46.2	90.9
Hispanic/Latino	63.6	≥95.0
White	75.2	≥95.0
Two or More Races	--	--
ESOL	55.6	90.0
FARMS	52.0	93.3
SPED	22.6	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.5	12.9	1.6	79.0	0.0	75.8	24.2	175	91.4	8.6
Supporting Services	20.5	25.6	10.3	43.6	0.0	66.7	33.3			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.8
Average Class Size (English) = 26.0
Average Class Size (Other) = 25.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.8	37.1	58.1

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	14.500
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	16.625
Classroom	26.200	Other Support	
Resource/Team Leader/ Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.800	Secretary	2.250
Alternative	0.800	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	1.500
Classroom	11.200	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	6.125
Teachers Total	54.000	Building Services	
		Manager	1.000
Other Professional		Leader	2.000
Counselor	3.000	Worker	5.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.800		
		Building Services Total	9.500
Other Professional Total	4.800	Food Services	2.875
Total Professional	61.800	**Total Supporting Services**	35.125

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1967	1991	29.8	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	43	0	1	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
984	984	745	745	795	820	899	923

School Personnel Costs	
Professional Salaries	$5,277,923
Supporting Services Salaries	$1,345,166
Employee Benefits	$1,744,707
Total Allocated Cost	**$8,367,796**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Julius West Middle School - #211

Principal: Ms. Nanette W. Poirier
Community Supt: Dr. Donna S. Hollingshead
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

2011–2012 Enrollment = 1,093													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**51.3**	**48.7**	**≤5.0**	**19.9**	**18.2**	**24.2**	**≤5.0**	**32.4**	**≤5.0**	Grade 6	373	34.1
ESOL	**8.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	356	32.6
FARMS	**26.0**	13.4	12.6	≤5.0	≤5.0	8.3	10.1	≤5.0	≤5.0	≤5.0	Grade 8	364	33.3
SPED	**10.2**	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,093	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	56.3	36.6	7.1

Other Participation

Students now or have in the past received FARMS[2] = 37.8%

Mobility Rate (Entrants + Withdrawals)[2 3] = 13.1%

Attendance Rate[2 3] = ≥95.0%

Suspension Rate[2 3] = 6.3%

School Programs

Multidisciplinary Educational Training and Support (METS)
Emotional Disabilities
Learning and Academic Disabilities
International Baccalaureate Middle Years Programme
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Met	Met	Met
LEP	Not Met	Met	Met	Met
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.8	91.6	84.8	93.8	74.5	91.1
Asian	94.1	94.1	93.4	≥95.0	84.9	88.9
Black or African American	75.9	82.8	69.8	92.1	63.1	90.8
Hispanic/Latino	75.0	86.3	69.9	84.5	63.2	86.3
White	≥95.0	≥95.0	≥95.0	≥95.0	81.6	≥95.0
Two or More Races	87.5	≥95.0	≥95.0	≥95.0	94.4	≥95.0
FARMS	70.3	81.3	69.2	86.7	60.4	84.5
LEP	52.6	73.7	41.7	60.0	33.3	28.6
SPED	64.9	67.6	79.4	70.6	43.2	84.1

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Julius West Middle School - #211

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	57.3	≥95.0
Asian	66.7	≥95.0
Black or African American	50.8	90.0
Hispanic/Latino	40.4	≥95.0
White	69.0	≥95.0
Two or More Races	72.2	92.9
ESOL	10.0	--
FARMS	39.0	--
SPED	14.9	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.0	13.4	7.3	68.3	0.0	64.6	35.4	229	93.9	6.1
Supporting Services	15.8	23.7	13.2	42.1	5.3	76.3	23.7			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.5
Average Class Size (English) = 25.5
Average Class Size (Other) = 27.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	40.2	47.6

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.374
Asst School Administrator	1.000	Special Education	9.562
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.875
Teachers		**Instructional Support Total**	13.686
Classroom	43.600	**Other Support**	
Resource/Team Leader/ Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	3.200	Secretary	3.250
Alternative	0.600	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	8.800	Lunch Hour Aide	0.375
Resource Program	2.000		
Teachers Total	68.600	**Other Support Total**	7.625
Other Professional		**Building Services**	
Counselor	4.500	Manager	1.000
Media Specialist	1.000	Leader	2.000
Spec Ed Related Services	0.600	Worker	5.000
		Plant Equipment Operator	1.000
Other Professional Total	6.100	**Building Services Total**	9.000
		Food Services	3.875
Total Professional	78.700	**Total Supporting Services**	34.186

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1961	1995	21.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	39	0	7	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
986	1,444	1,137	1,202	1,234	1,284	1,313	1,331

School Personnel Costs	
Professional Salaries	$7,435,734
Supporting Services Salaries	$1,414,917
Employee Benefits	$2,118,048
Total Allocated Cost	**$10,968,699**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Westland Middle School - #412

Principal: Mr. Daniel J. Vogelman
5511 Massachusetts Avenue Bethesda, MD 20816
Office Phone: (301) 320-6515
Community Supt: Dr. Christopher S. Garran
Fax Number: (301) 320-7054
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/westlandms/
Cluster: Bethesda-Chevy Chase
Feeder Schools: Bethesda, Chevy Chase, N. Chevy Chase, Rock Creek Forest, Rosemary Hills, Somerset, Westbrook
Receiving Schools: Bethesda-Chevy Chase

2011–2012 Enrollment = 1,159													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**≤5.0**	**12.2**	**17.2**	**≤5.0**	**59.8**	**5.7**	Grade 6	301	26.0
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	457	39.4
FARMS	**9.8**	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	401	34.6
SPED	**11.5**	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.1	≤5.0	Total	1,159	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	75.2	20.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 16.6%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 6.3%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = ≤5.0%

School Programs

Partial Spanish Immersion
Learning and Academic Disabilities
Middle Years Programme

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	94.6	≥95.0	88.3	94.6
Asian	≥95.0	91.7	≥95.0	≥95.0	≥95.0	92.0
Black or African American	82.6	82.6	89.8	92.0	64.3	82.1
Hispanic/Latino	92.9	92.9	84.2	85.7	85.5	91.9
White	≥95.0	≥95.0	≥95.0	≥95.0	93.6	≥95.0
Two or More Races	≥95.0	≥95.0	≥95.0	≥95.0	89.5	≥95.0
FARMS	77.8	74.1	75.0	77.3	66.7	79.5
LEP	--	--	73.3	71.4	--	--
SPED	≥95.0	≥95.0	84.3	78.8	58.8	74.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Westland Middle School - #412

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	72.4	≥95.0
Asian	76.0	≥95.0
Black or African American	44.6	89.7
Hispanic/Latino	54.0	≥95.0
White	81.6	≥95.0
Two or More Races	84.2	≥95.0
ESOL	41.7	--
FARMS	25.0	--
SPED	22.9	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.5	5.9	9.4	78.8	1.2	77.6	22.4			
Supporting Services	15.2	24.2	9.1	51.5	0.0	69.7	30.3	214	95.8	4.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.6
Average Class Size (English) = 26.7
Average Class Size (Other) = 27.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.9	51.8	35.3

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator	1.000	Special Education	5.750
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	4.000	Media Assistant	0.875
		Instructional Data Assistant	0.875
Teachers		**Instructional Support Total**	9.125
Classroom	51.400		
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	1.000	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.250
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
Teachers Total	70.400	**Other Support Total**	7.625
Other Professional		Building Services	
Counselor	4.500	Manager	1.000
Media Specialist	1.000	Leader	2.000
Spec Ed Related Services	0.700	Worker	4.500
		Plant Equipment Operator	1.000
Other Professional Total	6.200	**Building Services Total**	8.500
		Food Services	3.249
Total Professional	80.600	**Total Supporting Services**	28.499

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	1997	25.1	1	3

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	47	0	1	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,063	1,063	1,232	1,298	1,401	1,409	1,422	1,388

School Personnel Costs	
Professional Salaries	$6,301,386
Supporting Services Salaries	$1,150,981
Employee Benefits	$1,963,794
Total Allocated Cost	**$9,416,161**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

White Oak Middle School - #811

Principal: Ms. Virginia A. de los Santos 12201 New Hampshire Avenue Silver Spring, MD 20904 Office Phone: (301) 989-5780
Community Supt: Ms. Beth Schiavino-Narvaez Fax Number: (301) 989-5696
School Hours: 7:55 - 2:40 www.montgomeryschoolsmd.org/schools/whiteoakms/ Cluster: Northeast Consortium
Feeder Schools: Broad Acres, Jackson Road, Stonegate, Westover Receiving Schools: Blake, Paint Branch, Springbrook

2011–2012 Enrollment = 699													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**46.5**	**53.5**	**≤5.0**	**12.6**	**37.2**	**34.3**	**≤5.0**	**13.3**	**≤5.0**	Grade 6	244	34.9
ESOL	**7.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	230	32.9
FARMS	**55.5**	26.9	28.6	≤5.0	5.7	20.7	27.5	≤5.0	≤5.0	≤5.0	Grade 8	225	32.2
SPED	**12.2**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	699	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.5	10.6	12.9

Other Participation

Students now or have in the past received FARMS[2] = 67.1%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 16.6%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = 5.1%

School Programs

Multidisciplinary Educational Training and Support (METS)
Learning and Academic Disabilities
School/Community-Based
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[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Not Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Not Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Not Met	Not Met	Met	Met
LEP	Not Met	Not Met	na	na
SPED	Not Met	Not Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.7	78.2	58.7	83.5	71.6	85.6
Asian	81.8	85.0	69.7	81.8	80.8	≥95.0
Black or African American	69.9	80.3	52.4	87.7	73.4	85.9
Hispanic/Latino	64.0	71.4	45.0	71.7	61.4	78.4
White	87.0	87.0	86.7	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	62.6	70.4	43.8	75.7	60.9	77.3
LEP	27.3	47.1	--	--	--	--
SPED	54.2	45.8	22.7	36.4	55.0	80.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

White Oak Middle School - #811

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	65.9	79.9
Asian	82.8	93.3
Black or African American	67.6	76.5
Hispanic/Latino	52.2	71.8
White	90.5	92.9
Two or More Races	--	--
ESOL	30.8	--
FARMS	56.7	--
SPED	34.8	40.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	25.9	6.9	58.6	1.7	81.0	19.0	168	91.1	8.9
Supporting Services	3.0	36.4	21.2	39.4	0.0	75.8	24.2			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.2
Average Class Size (English) = 23.9
Average Class Size (Other) = 26.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.8	43.1	24.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.250
Asst School Administrator		Special Education	6.937
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	9.812
Classroom	24.200	**Other Support**	
Resource/Team Leader/ Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	2.000	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	7.200	Lunch Hour Aide	0.250
Resource Program	1.000		
		Other Support Total	7.000
Teachers Total	48.400	**Building Services**	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.500	**Food Services**	3.187
Total Professional	55.900	**Total Supporting Services**	27.499

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1993	17.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	41	0	3	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
945	945	722	742	777	790	852	902

School Personnel Costs	
Professional Salaries	$4,034,438
Supporting Services Salaries	$1,093,980
Employee Benefits	$1,389,488
Total Allocated Cost	**$6,517,906**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

Earle B. Wood Middle School - #820

Principal: Ms. Eugenia S. Dawson
14615 Bauer Drive Rockville, MD 20853
Office Phone: (301) 460-2150
Community Supt: Dr. Donna S. Hollingshead
Fax Number: (301) 460-2104
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/woodms/
Cluster: Rockville
Feeder Schools: Barnsley, Flower Valley, Maryvale, Meadow Hall, Rock Creek Valley
Receiving Schools: Rockville

2011–2012 Enrollment = 908													
	% Total	% Gender		% Racial/Ethnic Composition[1] [2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.4**	**50.6**	**≤5.0**	**11.5**	**15.4**	**33.5**	**≤5.0**	**35.0**	**≤5.0**	Grade 6	319	35.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	302	33.3
FARMS	**34.4**	17.6	16.7	≤5.0	≤5.0	8.5	20.0	≤5.0	≤5.0	≤5.0	Grade 8	287	31.6
SPED	**13.5**	5.1	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	908	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.0	13.8	8.1

Other Participation

Students now or have in the past received FARMS[2] = 46.6%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 9.2%

Attendance Rate[2] [3] = ≥95.0%

Suspension Rate[2] [3] = 6.0%

School Programs

Autism
Deaf & Hard/Hearing
Learning and Academic Disabilities
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3] [4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met
Hispanic/Latino	Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2] [3] [4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.9	86.6	87.1	93.0	83.2	90.5
Asian	≥95.0	≥95.0	93.5	93.5	84.6	≥95.0
Black or African American	67.3	79.6	80.0	91.1	79.6	81.5
Hispanic/Latino	71.1	74.4	80.6	88.8	74.4	89.5
White	≥95.0	≥95.0	93.1	≥95.0	92.6	94.4
Two or More Races	68.8	87.5	≥95.0	≥95.0	80.0	≥95.0
FARMS	69.2	72.6	82.1	88.4	72.3	87.1
LEP	62.5	62.5	--	--	--	--
SPED	50.0	64.9	73.7	76.3	56.3	75.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Earle B. Wood Middle School - #820

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	72.5	93.9
Asian	85.2	≥95.0
Black or African American	58.5	91.1
Hispanic/Latino	65.1	91.7
White	81.8	≥95.0
Two or More Races	80.0	92.3
ESOL	--	--
FARMS	60.4	--
SPED	48.6	81.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.8	15.3	5.6	73.6	2.8	79.2	20.8			
Supporting Services	15.0	20.0	17.5	47.5	0.0	70.0	30.0	184	96.7	3.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.1
Average Class Size (English) = 26.4
Average Class Size (Other) = 27.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	48.6	34.7

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	11.311
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
Administrative Total	3.000	Media Assistant	0.875
		Instructional Data Assistant	0.750
Teachers		**Instructional Support Total**	14.436
Classroom	34.800	Other Support	
Resource/Team Leader/ Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.000	Secretary	2.750
Alternative	0.800	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	11.200	Lunch Hour Aide	0.375
Resource Program	1.000		
		Other Support Total	7.125
Teachers Total	61.800		
		Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	1.800	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	6.800		
		Food Services	3.187
Total Professional	71.600	**Total Supporting Services**	33.748

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1965	2001	8.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
50	42	0	1	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
952	952	950	993	1,013	1,031	1,075	1,099

School Personnel Costs	
Professional Salaries	$5,422,037
Supporting Services Salaries	$1,363,335
Employee Benefits	$1,824,504
Total Allocated Cost	**$8,609,876**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

SECTION IV

HIGH SCHOOL PROFILES

High School Listing

Bethesda-Chevy Chase HS 350
Montgomery Blair HS 352
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Winston Churchill HS 356
Clarksburg HS 358
Damascus HS 360
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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
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Northwood HS 378
Paint Branch HS 380
Poolesville HS 382
Quince Orchard HS 384
Rockville HS 386
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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 | 4301 East-West Highway Bethesda, MD 20814 | Office Phone: (240) 497-6300
Community Supt: Dr. Christopher S. Garran | Fax Number: (240) 497-6306
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/bcchs/ | Cluster Name: Bethesda-Chevy Chase
Feeder Schools: Westland

2011–2012 Enrollment = 1,828

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.5**	**50.5**	**≤5.0**	**6.3**	**15.3**	**16.0**	**≤5.0**	**58.6**	**≤5.0**	Grade 9	488	26.7
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	437	23.9
FARMS	**10.3**	≤5.0	5.9	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	456	24.9
SPED	**8.8**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	447	24.5
											Total	1,828	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.1	24.4	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 18.8%

Mobility Rate (Entrants + Withdrawals)[2 3] = 8.2%

Graduation Rate[2 3] = ≥95.0%

Attendance Rate[2 3] = 94.8%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 77.9%

School Programs

International Baccalaureate (IB) Diploma Program
International Baccalaureate Middle Years Program
Learning and Academic Disabilities
Career Pathway Programs
Multidisciplinary Educational Training and Support (METS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	na	na
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Not Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	91.9	92.0
AS	84.0	89.3
BL	72.3	75.7
HI	86.3	86.2
WH	≥95.0	≥95.0
MU	--	--
FARMS	68.9	68.9
LEP	80.0	63.2
SPED	64.1	56.4

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	93.4	94.0	93.1	≥95.0
AS	92.3	≥95.0	93.1	≥95.0	81.0	92.0	89.3	≥95.0
BL	86.5	94.6	87.2	≥95.0	76.7	77.0	78.1	91.2
HI	83.8	80.5	≥95.0	90.2	89.1	92.7	88.9	94.8
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	--	--	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	74.1	84.6	80.8	88.5	71.4	67.6	74.4	92.3
SPED	70.6	87.5	82.4	76.5	67.9	70.0	56.7	90.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Bethesda-Chevy Chase High School - #406

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	73.4	71.7	94.5
Asian	70.0	73.9	93.8
Black or African American	49.4	48.2	86.3
Hispanic/Latino	69.9	50.0	88.5
White	83.1	84.3	≥95.0
Two or More Races	87.0	63.2	≥95.0
ESOL	35.3	31.3	59.2
FARMS	53.1	29.8	80.3
SPED	45.6	41.5	70.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.6	8.2	5.7	82.8	1.6	61.5	38.5	372	96.0	4.0
Supporting Services	13.5	26.9	7.7	51.9	0.0	57.7	42.3			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.3	54.1	33.6

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 15.0

Average Class Size: English = 26.4 Other = 28.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	4.062
Asst School Administrator		Special Education	5.574
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.999
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	15.635
Classroom	79.200	**Other Support**	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	2.800	School Financial Assistant	1.000
Alternative	0.400	Secretary	5.000
Career/Technical Ed	0.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	7.000	Security Assistant	4.000
Resource Program	1.000	Student Monitor	
Teachers Total	100.400	**Other Support Total**	15.000
		Building Services	
		Manager	1.000
Other Professional		Leader	2.000
Counselor	7.200	Worker	11.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.500	**Building Services Total**	15.500
Other Professional Total	8.700	**Food Services**	2.813
Total Professional	113.100	**Total Supporting Services**	48.948

Average SAT Scores[3 5] (84.6% Tested)			
	School	County	National
Critical Reading	582	542	497
Math	578	554	514
Writing	583	541	489
Total	1742	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
417	291	69.8

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.0%	≤5.0%	≤5.0%	29.9%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1934	2001	16.4	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
76	71	0	2	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,665	1,642	1,875	1,843	1,940	1,969	2,060	2,162

School Personnel Costs	
Professional Salaries	$8,863,795
Supporting Services Salaries	$1,994,685
Employee Benefits	$2,897,224
Total Allocated Cost	**$13,755,704**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Montgomery Blair High School - #757

Principal: Mrs. Renay Johnson | 51 University Boulevard, East Silver Spring, MD 20901 | Office Phone: (301) 649-2800
Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 649-2830
School Hours: 7:25 - 3:00 | www.mbhs.edu/ | Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2011–2012 Enrollment = 2,797

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.4**	**52.6**	**≤5.0**	**16.8**	**25.9**	**29.2**	**≤5.0**	**24.0**	**≤5.0**	Grade 9	722	25.8
ESOL	**9.3**	≤5.0	5.1	≤5.0	≤5.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0	Grade 10	718	25.7
FARMS	**35.0**	17.2	17.8	≤5.0	≤5.0	12.8	17.3	≤5.0	≤5.0	≤5.0	Grade 11	702	25.1
SPED	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	655	23.4
											Total	2,797	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.0	14.4	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 54.3%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.2%

Graduation Rate[2 3] = 82.6%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 12.3%

Suspension Rate[2 3] = 5.4%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 68.9%

School Programs

Multidisciplinary Educational Training and Support (METS)
Communication Arts Program
Mathematics/Science/Computer Science Magnet Program
Learning and Academic Disabilities
International Studies Academy
Entrepreneurship Academy
Human Services Professions Academy
Media Literacy Academy
Science, Math & Technology Academy

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Not Met	Met	Met
SPED	Met	Met	na	na

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	91.7	90.0
AS	94.2	92.5
BL	84.9	86.5
HI	88.1	80.5
WH	≥95.0	≥95.0
MU	≥95.0	≥95.0
FARMS	86.4	83.6
LEP	82.5	62.5
SPED	69.7	65.5

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	89.4	89.3	84.6	94.6	92.4	93.9	91.3	≥95.0
AS	≥95.0	≥95.0	94.6	≥95.0	94.9	≥95.0	92.2	≥95.0
BL	83.0	81.9	73.4	91.4	85.5	87.8	88.5	94.0
HI	76.1	75.8	69.1	88.0	89.1	91.9	82.1	91.4
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	55.2	35.0	23.5	78.4	62.5	33.3	38.9	75.0
FARMS	77.9	75.8	66.0	89.3	84.3	84.6	85.3	91.9
SPED	63.6	69.0	65.6	84.8	69.6	73.9	69.6	78.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Montgomery Blair High School - #757

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	65.5	60.7	69.5
Asian	86.2	81.6	86.6
Black or African American	53.3	49.7	58.8
Hispanic/Latino	43.2	38.9	45.9
White	94.5	89.9	≥95.0
Two or More Races	≥95.0	71.9	90.4
ESOL	26.7	45.1	21.1
FARMS	42.4	45.9	46.8
SPED	56.1	29.4	29.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.5	24.2	6.6	65.2	0.5	59.1	40.9	609	98.0	2.0
Supporting Services	8.9	36.7	21.5	32.9	0.0	69.6	30.4			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.1	43.9	50.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.7

Average Class Size: English = 23.7 Other = 25.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	5.875
Asst School Administrator		Special Education	8.575
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	6.000	English Composition Assistant	3.000
		Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.500
		Teacher Assistant	
Teachers		**Instructional Support Total**	21.950
Classroom	134.000	**Other Support**	
Resource/Team Leader/ Content Specialist	12.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	9.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	8.000
Career/Technical Ed	1.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	11.600	Security Assistant	8.000
Resource Program	1.000	Student Monitor	
Teachers Total	171.600	**Other Support Total**	22.000
		Building Services	
		Manager	
Other Professional		Leader	2.000
Counselor	11.600	Worker	17.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	20.500
Other Professional Total	13.600	**Food Services**	5.561
Total Professional	191.200	**Total Supporting Services**	70.011

Average SAT Scores[3 5] (79.7% Tested)			
	School	County	National
Critical Reading	576	542	497
Math	580	554	514
Writing	570	541	489
Total	1725	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
591	325	55.0

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.5%	≤5.0%	≤5.0%	51.4%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	30.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
133	120	0	6	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
2,875	2,875	2,747	2,689	2,726	2,744	2,874	2,980

School Personnel Costs	
Professional Salaries	$15,713,896
Supporting Services Salaries	$2,830,342
Employee Benefits	$4,934,355
Total Allocated Cost	**$23,478,593**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

James Hubert Blake High School - #321

Principal: Mr. Christopher S. Berry | 300 Norwood Road Silver Spring, MD 20905 | Office Phone: (301) 879-1300
Community Supt: Ms. Beth Schiavino-Narvaez | Fax Number: (301) 879-1306
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/blakehs/ | Cluster Name: Northeast Consortium
Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

2011–2012 Enrollment = 1,842

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.5**	**47.5**	**≤5.0**	**9.0**	**43.5**	**19.7**	**≤5.0**	**24.2**	**≤5.0**	Grade 9	524	28.4
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	458	24.9
FARMS	**29.0**	14.7	14.3	≤5.0	≤5.0	16.9	8.5	≤5.0	≤5.0	≤5.0	Grade 11	435	23.6
SPED	**9.3**	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	425	23.1
											Total	1,842	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	90.1	5.2	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 49.1%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.8%

Graduation Rate[2 3] = 88.1%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 6.8%

Suspension Rate[2 3] = 7.8%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 78.0%

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: Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	85.8	86.7
AS	92.3	84.6
BL	75.0	80.4
HI	88.5	82.8
WH	≥95.0	≥95.0
MU	≥95.0	92.3
FARMS	74.1	69.9
LEP	72.7	--
SPED	71.1	65.9

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.4	93.8	91.7	≥95.0	86.9	87.8	87.9	93.4
AS	≥95.0	≥95.0	≥95.0	≥95.0	94.6	94.7	86.5	94.7
BL	84.3	89.1	87.5	94.1	75.8	81.4	82.1	92.7
HI	92.9	91.5	83.3	91.5	90.0	86.9	84.1	86.2
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.8	≥95.0	≥95.0
MU	--	--	--	--	≥95.0	92.3	92.3	92.3
ESOL	--	--	--	--	--	--	--	--
FARMS	85.4	88.0	84.7	91.6	79.0	82.1	73.6	87.9
SPED	61.9	60.9	56.5	78.3	64.7	61.8	61.8	76.5

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

James Hubert Blake High School - #321

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	64.1	65.1	79.1
Asian	73.8	78.6	89.0
Black or African American	52.4	56.9	68.3
Hispanic/Latino	53.3	55.9	81.2
White	91.4	84.6	91.3
Two or More Races	64.7	68.8	82.5
ESOL	20.0	--	64.0
FARMS	45.8	43.2	65.7
SPED	31.3	24.3	30.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	13.1	6.9	77.7	0.0	61.5	38.5			
Supporting Services	9.4	29.7	17.2	43.8	0.0	62.5	37.5	356	95.2	4.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.8	46.9	42.3

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 13.1		
Average Class Size:	English = 25.3	Other = 26.7

Average SAT Scores[3 5] (77.3% Tested)			
	School	County	National
Critical Reading	498	542	497
Math	486	554	514
Writing	490	541	489
Total	1474	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
431	158	36.7

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.4%	≤5.0%	≤5.0%	54.0%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	91.1	0	4

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
79	74	0	0	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,724	1,724	1,806	1,766	1,783	1,788	1,805	1,840

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.125
Asst School Administrator	1.000	Special Education	13.385
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.000
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	83.900	**Instructional Support Total**	21.510
Resource/Team Leader/ Content Specialist	9.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	0.400	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	1.600	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	12.500	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	110.800	**Other Support Total**	16.000
		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	125.100	**Total Supporting Services**	56.885

School Personnel Costs	
Professional Salaries	$9,925,369
Supporting Services Salaries	$2,266,255
Employee Benefits	$3,284,861
Total Allocated Cost	**$15,476,485**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Winston Churchill High School - #602

Principal: Dr. Joan C. Benz | 11300 Gainsborough Road Potomac, MD 20854 | Office Phone: (301) 469-1200
Community Supt: Dr. Donna S. Hollingshead | Fax Number: (301) 469-1208
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/churchillhs/ | Cluster Name: Winston Churchill
Feeder Schools: Cabin John, Hoover

2011–2012 Enrollment = 2,085

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**21.8**	**7.2**	**7.9**	**≤5.0**	**59.5**	**≤5.0**	Grade 9	486	23.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	554	26.6
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	512	24.6
SPED	**11.5**	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.2	≤5.0	Grade 12	533	25.6
											Total	2,085	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.9	13.0	17.2

Other Participation

Students now or have in the past received FARMS[2] = 8.8%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Graduation Rate[2 3] = ≥95.0%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 89.9%

School Programs

Autism
Bridge
Learning and Academic Disabilities
Career Pathway Programs
Mathematics, Technology and Science Academy
Academy of Creative and Performing Arts
International Studies Academy

Maryland School Assessment Overall Adequate Yearly Progress: Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	na	na	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	≥95.0	≥95.0
AS	≥95.0	≥95.0
BL	78.8	79.4
HI	≥95.0	94.1
WH	≥95.0	≥95.0
MU	≥95.0	≥95.0
FARMS	78.3	78.3
LEP	--	--
SPED	86.9	86.9

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	84.4	93.8	84.8	≥95.0	81.5	89.3	85.7	85.7
HI	94.9	94.7	90.7	≥95.0	≥95.0	93.5	93.8	≥95.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	73.3	86.7	62.5	94.1	81.3	87.5	81.3	82.4
SPED	88.5	84.0	80.4	88.7	87.0	92.6	87.0	89.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Winston Churchill High School - #602

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	90.1	86.4	90.5
Asian	94.6	90.0	≥95.0
Black or African American	69.2	66.7	67.5
Hispanic/Latino	85.7	74.4	89.5
White	92.3	88.7	91.6
Two or More Races	91.7	87.0	91.0
ESOL	--	--	--
FARMS	60.7	54.5	54.8
SPED	61.5	55.0	50.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.6	8.3	3.5	79.2	0.7	57.6	42.4	419	98.3	1.7
Supporting Services	6.9	19.4	18.1	55.6	0.0	62.5	37.5			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	42.4	46.5

Average SAT Scores[3 5] (83.2% Tested)			
	School	County	National
Critical Reading	593	542	497
Math	627	554	514
Writing	605	541	489
Total	1825	1637	1500

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.2
Average Class Size: English = 25.5 Other = 28.7

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
495	410	82.8

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	27.5%

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.000
Asst School Administrator	1.000	Special Education	19.575
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.250
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	27.825
Classroom	91.200	Other Support	
Resource/Team Leader/ Content Specialist	7.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.400	Secretary	6.500
Career/Technical Ed	0.400	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	18.600	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	121.000	**Other Support Total**	17.500
		Building Services	
		Manager	1.000
		Leader	1.000
		Worker	14.000
Other Professional		Plant Equipment Operator	1.000
Counselor	8.000	**Building Services Total**	17.000
Media Specialist	1.000		
Spec Ed Related Services	1.500		
Other Professional Total	10.500	Food Services	2.813
Total Professional	136.500	**Total Supporting Services**	65.138

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,941	1,941	2,078	2,030	1,970	1,961	1,887	1,860

School Personnel Costs	
Professional Salaries	$11,032,888
Supporting Services Salaries	$2,616,967
Employee Benefits	$3,679,123
Total Allocated Cost	**$17,328,978**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Clarksburg High School - #249

Principal: Mr. James P. Koutsos | 22500 Wims Road Clarksburg, MD 20871 | Office Phone: (301) 444-3000
Community Supt: Dr. LaVerne G. Kimball | Fax Number: (301) 444-3595
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/clarksburghs/index.htm | Cluster Name: Clarksburg
Feeder Schools: Neelsville, Rocky Hill

2011–2012 Enrollment = 1,863

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**16.3**	**28.4**	**22.2**	**≤5.0**	**29.5**	**≤5.0**	Grade 9	574	30.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	507	27.2
FARMS	**25.6**	12.9	12.6	≤5.0	≤5.0	11.3	9.1	≤5.0	≤5.0	≤5.0	Grade 11	398	21.4
SPED	**10.6**	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	384	20.6
											Total	1,863	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.7	14.2	5.1

Other Participation

Students now or have in the past received FARMS[2] = 47.1%

Mobility Rate (Entrants + Withdrawals)[2 3] = 13.1%

Graduation Rate[2 3] = 89.7%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 5.2%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 66.3%

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[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	na	na	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	na
SPED	Met	Not Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	88.5	86.4
AS	≥95.0	90.0
BL	78.3	76.7
HI	84.3	80.6
WH	≥95.0	≥95.0
MU	--	--
FARMS	78.8	73.5
LEP	79.1	62.2
SPED	60.0	51.4

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	89.2	91.2	84.8	90.0	89.9	≥95.0	88.3	91.5
AS	≥95.0	≥95.0	92.9	≥95.0	≥95.0	≥95.0	90.0	94.9
BL	81.1	86.7	77.2	82.8	80.4	87.3	81.7	86.8
HI	81.5	86.4	75.0	86.4	84.4	≥95.0	80.3	85.5
WH	≥95.0	94.6	92.2	94.8	≥95.0	≥95.0	≥95.0	≥95.0
MU	86.7	86.7	86.7	86.7	--	--	--	--
ESOL	54.5	63.6	--	--	--	--	--	--
FARMS	71.4	79.2	68.9	78.9	81.4	89.8	77.5	86.7
SPED	43.8	56.3	39.4	57.6	57.7	80.8	57.7	60.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Clarksburg High School - #249

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	68.2	62.9	71.8
Asian	85.7	84.6	87.9
Black or African American	56.1	48.4	58.4
Hispanic/Latino	54.2	45.5	60.9
White	81.3	76.7	83.3
Two or More Races	77.3	70.0	74.0
ESOL	31.8	44.4	17.5
FARMS	49.4	40.8	50.8
SPED	30.5	20.0	22.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	12.2	6.9	76.3	0.8	67.2	32.8	343	94.5	5.5
Supporting Services	11.8	22.1	14.7	51.5	0.0	58.8	41.2			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.9	55.0	35.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.7

Average Class Size: English = 26.7 Other = 27.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.250
Asst School Administrator	1.000	Special Education	17.700
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.000
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
Teachers		Teacher Assistant	
Classroom	80.600	**Instructional Support Total**	25.950
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	2.800	Registrar	1.000
Alternative	0.800	School Financial Assistant	1.000
Career/Technical Ed	1.400	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	17.000	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	113.000	**Other Support Total**	15.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	7.200	Worker	13.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.600	**Building Services Total**	16.500
Other Professional Total	8.800	**Food Services**	4.125
Total Professional	126.800	**Total Supporting Services**	61.575

Average SAT Scores[3 5] (65.0% Tested)			
	School	County	National
Critical Reading	511	542	497
Math	526	554	514
Writing	509	541	489
Total	1546	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
370	131	35.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
92.5%	≤5.0%	≤5.0%	52.1%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1995	2006	62.7	0	9

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,566	1,971	1,916	1,970	1,950	1,843	1,885	1,933

School Personnel Costs	
Professional Salaries	$10,897,088
Supporting Services Salaries	$2,377,139
Employee Benefits	$3,348,334
Total Allocated Cost	**$16,622,561**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Damascus High School - #701

Principal: Mr. Robert G. Domergue
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 1,308

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.9**	**50.1**	**≤5.0**	**≤5.0**	**8.6**	**13.0**	**≤5.0**	**68.7**	**≤5.0**	Grade 9	324	24.8
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	315	24.1
FARMS	**11.9**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	333	25.5
SPED	**13.8**	≤5.0	9.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.7	≤5.0	Grade 12	336	25.7
											Total	1,308	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	77.9	6.6	15.5

Other Participation

Students now or have in the past received FARMS[2] = 22.5%

Mobility Rate (Entrants + Withdrawals)[2 3] = 6.7%

Graduation Rate[2 3] = 91.5%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 73.1%

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: Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	na	na
BL	Met	Met	na	na
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	--	--	--	--
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	92.2	89.6
AS	≥95.0	85.7
BL	71.4	85.7
HI	82.2	76.1
WH	≥95.0	92.9
MU	--	--
FARMS	77.8	81.0
LEP	--	--
SPED	69.6	68.9

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	94.0	94.0	≥95.0	93.0	92.4	90.8	94.7
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	84.6	≥95.0
BL	91.3	91.3	92.3	≥95.0	75.0	85.0	89.5	90.5
HI	85.7	80.6	93.3	87.5	83.7	86.4	79.5	84.4
WH	≥95.0	≥95.0	94.4	≥95.0	≥95.0	93.4	93.4	≥95.0
MU	90.0	90.9	90.9	90.0	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	86.7	74.2	93.5	83.9	81.3	84.8	84.4	85.3
SPED	67.7	66.7	60.0	73.3	69.4	69.4	80.0	77.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Damascus High School - #701

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	87.7	78.4	79.5
Asian	93.8	90.9	85.7
Black or African American	50.0	58.1	54.3
Hispanic/Latino	82.2	62.2	69.6
White	92.2	82.5	83.5
Two or More Races	87.5	83.3	83.6
ESOL	--	--	--
FARMS	67.4	53.8	54.2
SPED	51.1	34.0	24.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.1	3.2	92.6	1.1	50.0	50.0			
Supporting Services	1.8	12.7	9.1	76.4	0.0	72.7	27.3	281	96.1	3.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.3	31.9	62.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size: English = 24.7 Other = 24.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	1.500
Asst School Administrator		Special Education	14.261
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.375
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
Teachers		Teacher Assistant	
Classroom	56.400	**Instructional Support Total**	20.136
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL		Registrar	1.000
Alternative	0.600	School Financial Assistant	1.000
Career/Technical Ed	1.600	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	13.200	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	81.200	**Other Support Total**	14.000
		Building Services	
		Manager	2.000
Other Professional		Leader	1.000
Counselor	5.500	Worker	10.000
Media Specialist	1.000	Plant Equipment Operator	
Spec Ed Related Services	0.700	**Building Services Total**	13.000
Other Professional Total	7.200	**Food Services**	3.000
Total Professional	92.400	**Total Supporting Services**	50.136

Average SAT Scores[3 5] (66.3% Tested)			
	School	County	National
Critical Reading	538	542	497
Math	566	554	514
Writing	537	541	489
Total	1642	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
323	147	45.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.8%	≤5.0%	≤5.0%	42.9%

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	58	0	0	16

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,479	1,479	1,304	1,279	1,322	1,301	1,268	1,267

School Personnel Costs	
Professional Salaries	$8,171,146
Supporting Services Salaries	$2,144,115
Employee Benefits	$2,786,626
Total Allocated Cost	**$13,101,887**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Thomas Edison High School of Technology - #748

Principal: Mr. Carlos Hamlin
Community Supt: Dr. Christopher S. Garran
School Hours: 7:45 - 1:30

12501 Dalewood Drive Silver Spring, MD 20906
www.montgomeryschoolsmd.org/schools/edison/

Office Phone: (301) 929-2175
Fax Number: (301) 929-2177
Cluster Name: Downcounty Consortium

2011–2012 Enrollment = 553

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade*		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**34.9**	**65.1**	**≤5.0**	**6.0**	**26.9**	**44.5**	**≤5.0**	**19.3**	**≤5.0**	Grade 9	12	2.2
ESOL	**10.1**	≤5.0	7.4	≤5.0	≤5.0	≤5.0	9.0	≤5.0	≤5.0	≤5.0	Grade 10	93	16.8
FARMS	**49.5**	16.6	32.9	≤5.0	≤5.0	13.2	30.4	≤5.0	≤5.0	≤5.0	Grade 11	233	42.1
SPED	**28.6**	6.9	21.7	≤5.0	≤5.0	8.1	11.4	≤5.0	7.6	≤5.0	Grade 12	215	38.9
											Total	553	

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

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

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

Other Participation

Students now or have in the past received FARMS[2] = 70.9%

Mobility Rate (Entrants + Withdrawals)[2 3] = N/A

Graduation Rate[2 3] = N/A

Attendance Rate[2 3] = N/A

Dropout Rate[2 3] = N/A

Suspension Rate[2 3] = N/A

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = N/A

School Programs

Thomas Edison High School of Technology is the place for advanced career technical education at the secondary level. It provides students with the technological, academic, and interpersonal skills needed to achieve excellence in their chosen careers and to serve as the foundation for their continuing education. Students from all areas of Montgomery County are eligible to attend.

Students Engaged in Pathways to Achievement (SEPA)

Maryland School Assessment Overall Adequate Yearly Progress[1 3 4]

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Adequate Yearly Progress does not apply for the Thomas Edison High School of Technology. Students take the Maryland School Assessment at their home school.			
AS				
BL				
HI				
WH				
MU				
FARMS				
LEP				
SPED				

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	Individual student scores are reported back to the student's home school.	
AS		
BL		
HI		
WH		
MU		
FARMS		
LEP		
SPED		

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	Individual student scores are reported back to the student's home school.							
AS								
BL								
HI								
WH								
MU								
ESOL								
FARMS								
SPED								

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

* Enrollment by Grade shows attendance for both sessions. Students are officially enrolled at their home high school. Capacity reflects a morning and afternoon session of 500 students each.

Thomas Edison High School of Technology - #748

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at Thomas Edison High School of Technology. These courses are offered at the student's home school.		
Asian			
Black or African American			
Hispanic/Latino			
White			
Two or More Races			
ESOL			
FARMS			
SPED			

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.5	16.1	0.0	77.4	0.0	45.2	54.8			
Supporting Services	6.7	20.0	40.0	33.3	0.0	60.0	40.0	N/A	N/A	N/A

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.2	9.7	87.1

Class Size/Staff Ratio		
Student/Instructional Staff Ratio = 18.3		
Average Class Size:	English = N/A	Other = N/A

Average SAT Scores[3 5]	School	County	National
Critical Reading	N/A	542	497
Math	N/A	554	514
Writing	N/A	541	489
Total	N/A	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal/ Asst School Administrator	1.000	Regular	6.125
Magnet/Special Program Coordinator		Special Education	
		IT Systems Specialist	1.000
Administrative Total	2.000	English Composition Assistant	
		College/Career Information Coord	1.000
		Media Assistant	
		Teacher Assistant	
Teachers		**Instructional Support Total**	8.125
Classroom	19.500		
Resource/Team Leader/ Content Specialist	4.000	Other Support	
Staff Development		Business Manager	1.000
Athletic Director		Administrative Secretary	1.000
ESOL	0.400	Registrar	
Alternative		School Financial Assistant	1.000
Career/Technical Ed		Secretary	1.000
Special Education:		Media Services Technician	
Classroom	1.000	Security Team Leader	
Resource Program		Security Assistant	
		Student Monitor	
Teachers Total	24.900	**Other Support Total**	4.000
		Building Services	
Other Professional		Manager	1.000
Counselor	1.000	Leader	1.000
Media Specialist		Worker	2.000
Spec Ed Related Services		Plant Equipment Operator	
Other Professional Total	1.000	**Building Services Total**	4.000
		Food Services	
Total Professional	27.900	**Total Supporting Services**	16.125

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1954	1983	28.2	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
19	19	0	0

Capacity/Enrollment Projections								
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000

School Personnel Costs	
Professional Salaries	$2,655,004.00
Supporting Services Salaries	$742,618.00
Employee Benefits	$886,812.36
Total Allocated Cost	**$4,284,434.36**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Albert Einstein High School - #789

Principal: Mr. James G. Fernandez | 11135 Newport Mill Road Kensington, MD 20895 | Office Phone: (301) 929-2200
Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 962-1016
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/einsteinhs/ | Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2011–2012 Enrollment = 1,595

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**53.4**	**46.6**	**≤5.0**	**9.8**	**21.6**	**44.3**	**≤5.0**	**21.1**	**≤5.0**	Grade 9	462	29.0
ESOL	**8.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Grade 10	423	26.5
FARMS	**40.8**	22.3	18.5	≤5.0	≤5.0	10.0	24.6	≤5.0	≤5.0	≤5.0	Grade 11	295	18.5
SPED	**14.7**	5.5	9.2	≤5.0	≤5.0	≤5.0	7.5	≤5.0	≤5.0	≤5.0	Grade 12	415	26.0
											Total	1,595	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.0	8.5	26.5

Other Participation

Students now or have in the past received FARMS[2] = 65.8%

Mobility Rate (Entrants + Withdrawals)[2 3] = 14.2%

Graduation Rate[2 3] = 81.0%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 9.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 59.1%

School Programs

The Visual Art Center
Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Career Pathway Programs
International Baccalaureate (IB) Diploma Program
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: Not Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	na	na
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Not Met	Met	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	85.6	81.1
AS	92.3	88.5
BL	83.1	79.6
HI	84.6	74.0
WH	92.7	≥95.0
MU	73.3	93.8
FARMS	84.8	75.8
LEP	75.5	53.5
SPED	74.3	73.8

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.8	89.5	87.8	92.2	87.8	84.8	85.8	88.7
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	90.9	90.9	85.0
BL	84.4	84.8	78.7	93.6	87.0	83.8	82.7	87.5
HI	92.9	81.1	79.4	82.5	86.3	79.9	80.6	86.8
WH	≥95.0	≥95.0	≥95.0	≥95.0	94.1	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	≥95.0	71.4	80.0	93.3	80.0
ESOL	--	--	--	--	66.7	71.4	46.7	53.3
FARMS	89.3	82.7	78.4	88.6	82.0	76.6	80.0	79.7
SPED	77.3	59.1	59.1	77.3	69.4	63.9	71.4	74.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Albert Einstein High School - #789

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	54.3	49.2	71.4
Asian	71.1	58.8	76.7
Black or African American	46.2	47.0	67.6
Hispanic/Latino	42.1	37.7	62.6
White	86.0	75.7	92.3
Two or More Races	--	50.0	84.9
ESOL	22.4	24.4	35.3
FARMS	38.0	37.8	59.2
SPED	30.6	24.6	22.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.6	18.9	9.4	69.3	0.8	64.6	35.4			
Supporting Services	14.1	28.2	16.7	41.0	0.0	67.9	32.1	340	95.0	5.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.7	40.2	44.1

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.1

Average Class Size: English = 25.4 Other = 25.3

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.375
Asst School Administrator	1.000	Special Education	20.508
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.750
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	69.700	**Instructional Support Total**	29.133
Resource/Team Leader/ Content Specialist	10.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	4.400	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	0.800	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	18.200	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	106.500	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	6.900	Worker	11.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.800	**Building Services Total**	14.000
Other Professional Total	9.700	**Food Services**	4.500
Total Professional	120.200	**Total Supporting Services**	63.633

Average SAT Scores[3 5] (43.2% Tested)			
	School	County	National
Critical Reading	534	542	497
Math	537	554	514
Writing	536	541	489
Total	1607	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
329	132	40.1

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
88.1%	≤5.0%	≤5.0%	53.9%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1997	26.7	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
80	62	0	4	14

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,588	1,618	1,481	1,439	1,399	1,327	1,357	1,468

School Personnel Costs	
Professional Salaries	$9,594,319
Supporting Services Salaries	$2,488,359
Employee Benefits	$3,307,032
Total Allocated Cost	**$15,389,710**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Gaithersburg High School - #551

Principal: Dr. Christine C. Handy-Collins
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 2,008

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.1**	**51.9**	**≤5.0**	**10.0**	**26.7**	**37.3**	**≤5.0**	**22.3**	**≤5.0**	Grade 9	618	30.8
ESOL	**10.0**	5.1	≤5.0	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	Grade 10	565	28.1
FARMS	**40.0**	19.7	20.3	≤5.0	≤5.0	13.0	21.8	≤5.0	≤5.0	≤5.0	Grade 11	450	22.4
SPED	**15.9**	5.0	10.9	≤5.0	≤5.0	≤5.0	6.6	≤5.0	≤5.0	≤5.0	Grade 12	375	18.7
											Total	2,008	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.8	13.4	28.8

Other Participation

Students now or have in the past received FARMS[2] = 61.4%

Mobility Rate (Entrants + Withdrawals)[2 3] = 14.8%

Graduation Rate[2 3] = 76.2%

Attendance Rate[2 3] = 94.3%

Dropout Rate[2 3] = 12.1%

Suspension Rate[2 3] = 8.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 64.9%

School Programs

Multidisciplinary Educational Training and Support (METS)
Bridge
Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Career Pathway Programs
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[1 3 4]

Graduation Rate: Not Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	na	na	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Not Met	Met	Met
SPED	Met	Not Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	89.7	83.1
AS	≥95.0	85.4
BL	87.6	80.2
HI	81.9	71.5
WH	≥95.0	≥95.0
MU	--	--
FARMS	85.8	79.2
LEP	83.9	63.3
SPED	67.7	59.4

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.5	92.4	88.5	91.9	90.8	88.3	85.0	92.7
AS	≥95.0	≥95.0	94.1	≥95.0	≥95.0	≥95.0	93.0	≥95.0
BL	87.5	88.9	87.3	90.4	86.7	85.3	79.5	92.2
HI	94.4	87.4	83.0	86.7	86.4	77.5	75.2	86.0
WH	92.7	≥95.0	92.8	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	90.9	≥95.0	81.8	≥95.0	--	--	--	--
ESOL	89.5	68.8	57.1	43.8	80.0	69.2	43.8	75.0
FARMS	91.3	88.6	78.4	84.4	86.4	81.0	78.6	91.3
SPED	70.3	69.4	56.8	75.7	56.4	64.1	48.7	76.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Gaithersburg High School - #551

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	56.6	41.8	66.2
Asian	76.6	58.8	85.6
Black or African American	54.4	29.9	60.9
Hispanic/Latino	46.8	32.2	54.4
White	74.8	64.4	81.2
Two or More Races	66.7	47.1	74.5
ESOL	19.0	19.3	44.3
FARMS	40.8	29.5	51.2
SPED	28.0	19.8	22.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.6	19.2	7.7	69.2	1.3	60.3	39.7			
Supporting Services	10.2	29.5	11.4	47.7	0.0	69.3	30.7	425	95.3	4.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	48.7	39.1

Average SAT Scores[3 5] (57.9% Tested)			
	School	County	National
Critical Reading	499	542	497
Math	513	554	514
Writing	490	541	489
Total	1502	1637	1500

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.8

Average Class Size: English = 23.7 Other = 24.1

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
414	123	29.7

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	5.375
Asst School Administrator	1.000	Special Education	27.836
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.249
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	88.700	**Instructional Support Total**	39.460
Resource/Team Leader/ Content Specialist	8.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	7.800	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	2.400	Secretary	6.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	24.400	Security Team Leader	1.000
Resource Program	2.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	135.700	**Other Support Total**	17.500
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	8.600	Worker	14.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.800	**Building Services Total**	17.000
Other Professional Total	11.400	**Food Services**	3.750
Total Professional	152.100	**Total Supporting Services**	77.710

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.6%	≤5.0%	≤5.0%	54.4%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	--	41.1	0	15

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
104	71	0	8	25

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,974	2,284	2,092	2,087	2,050	2,036	2,053	2,087

School Personnel Costs	
Professional Salaries	$11,686,376
Supporting Services Salaries	$3,065,991
Employee Benefits	$4,022,356
Total Allocated Cost	**$18,774,723**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Walter Johnson High School - #424

Principal: Mrs. Jennifer A. Baker
Community Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: North Bethesda, Tilden

6400 Rock Spring Drive Bethesda, MD 20814
www.montgomeryschoolsmd.org/schools/wjhs/

Office Phone: (301) 803-7100
Fax Number: (301) 571-6986
Cluster Name: Walter Johnson

2011–2012 Enrollment = 2,237													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.1**	**51.9**	**≤5.0**	**13.4**	**8.5**	**18.1**	**≤5.0**	**54.7**	**5.1**	Grade 9	583	26.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	572	25.6
FARMS	**7.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	528	23.6
SPED	**12.7**	≤5.0	8.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.6	≤5.0	Grade 12	554	24.8
											Total	2,237	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	58.5	24.6	16.9

Other Participation

Students now or have in the past received FARMS[2] = 19.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 7.8%

Graduation Rate[2 3] = 91.9%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 76.1%

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[1 3 4]				
Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	na	na
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]		
	Mathematics	Reading
ALL	94.3	94.5
AS	≥95.0	≥95.0
BL	77.8	74.1
HI	85.1	85.9
WH	≥95.0	≥95.0
MU	86.7	86.7
FARMS	77.3	75.7
LEP	91.1	≥95.0
SPED	70.9	69.7

Maryland High School Assessment Performance Status[1 2 3 4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	93.9	≥95.0	94.9	≥95.0	94.7	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	88.6	91.1	80.9	93.9	76.0	83.3	72.0	82.8
HI	≥95.0	≥95.0	89.5	94.4	87.5	91.5	87.4	94.4
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	92.6	90.0	93.3	≥95.0	84.6	92.9	84.6	93.3
ESOL	93.3	≥95.0	84.2	94.7	83.3	≥95.0	≥95.0	≥95.0
FARMS	76.9	81.5	70.4	88.9	75.0	75.0	69.0	86.2
SPED	76.4	81.5	68.5	85.2	67.7	79.0	65.1	77.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Walter Johnson High School - #424

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	81.1	70.5	92.5
Asian	82.0	87.7	≥95.0
Black or African American	65.4	53.7	82.2
Hispanic/Latino	74.8	43.8	86.7
White	84.5	78.3	≥95.0
Two or More Races	81.5	74.1	91.2
ESOL	50.0	51.6	76.9
FARMS	61.2	42.6	81.0
SPED	58.4	42.6	62.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	5.4	6.1	83.1	0.0	65.5	34.5			
Supporting Services	5.6	23.9	11.3	59.2	0.0	63.4	36.6	462	98.3	1.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.8	45.9	41.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.8

Average Class Size: English = 26.2 Other = 28.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	1.999
Asst School Administrator	1.000	Special Education	16.828
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.375
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.500
		Teacher Assistant	0.500
Teachers		**Instructional Support Total**	26.202
Classroom	92.800	**Other Support**	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development		Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	3.400	School Financial Assistant	1.000
Alternative	0.400	Secretary	6.000
Career/Technical Ed		Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	19.700	Security Assistant	4.000
Resource Program	1.000	Student Monitor	
Teachers Total	126.300	**Other Support Total**	16.000
		Building Services	
		Manager	
Other Professional		Leader	1.000
Counselor	8.700	Worker	16.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.600	**Building Services Total**	18.000
Other Professional Total	11.300	**Food Services**	2.125
Total Professional	142.600	**Total Supporting Services**	62.327

Average SAT Scores[3 5] (80.0% Tested)			
	School	County	National
Critical Reading	579	542	497
Math	590	554	514
Writing	576	541	489
Total	1744	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
490	345	70.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
91.3%	≤5.0%	≤5.0%	31.8%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	1977	30.9	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
107	94	0	3	10

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
2,252	2,292	2,261	2,273	2,270	2,288	2,311	2,437

School Personnel Costs	
Professional Salaries	$11,213,915
Supporting Services Salaries	$2,506,640
Employee Benefits	$3,702,394
Total Allocated Cost	**$17,422,949**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

John F. Kennedy High School - #815

Principal: Dr. Eric L. Minus | 1901 Randolph Road Silver Spring, MD 20902 | Office Phone: (301) 929-2100
Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 929-2240
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/kennedyhs/ | Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2011–2012 Enrollment = 1,674

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.2**	**50.8**	**≤5.0**	**10.0**	**39.5**	**42.5**	**≤5.0**	**5.6**	**≤5.0**	Grade 9	549	32.8
ESOL	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	487	29.1
FARMS	**48.3**	23.2	25.1	≤5.0	≤5.0	19.0	25.7	≤5.0	≤5.0	≤5.0	Grade 11	378	22.6
SPED	**13.9**	≤5.0	9.1	≤5.0	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0	Grade 12	260	15.5
											Total	1,674	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	42.1	30.9	27.0

Other Participation

Students now or have in the past received FARMS[2] = 76.8%

Mobility Rate (Entrants + Withdrawals)[2 3] = 12.7%

Graduation Rate[2 3] = 79.6%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 9.8%

Suspension Rate[2 3] = 6.6%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 60.2%

School Programs

Leadership Training Institute
Learning and Academic Disabilities
Physical Disabilities/Secondary Learning Center
Positive Behavioral Interventions and Supports (PBIS)
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 Baccalacreate (IB) Diploma Program
SALTO al FUTMO
African American Males Aiming Towards Excellence (AMATE)
Woman Aiming Towards Excellence (WATE)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	na	na
BL	Met	Met	Met	Met
HI	Met	Not Met	Met	Met
WH	Met	Met	na	na
MU	Met	Met	na	na
FARMS	Met	Not Met	Met	Met
LEP	Met	Met	Met	na
SPED	Not Met	Not Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	82.6	75.9
AS	≥95.0	90.0
BL	78.8	75.2
HI	79.8	68.1
WH	≥95.0	≥95.0
MU	92.3	85.7
FARMS	83.7	67.8
LEP	87.7	67.4
SPED	55.6	57.4

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	85.6	87.3	83.8	91.6	87.5	81.0	79.9	89.7
AS	91.4	≥95.0	91.7	93.9	≥95.0	≥95.0	93.1	≥95.0
BL	88.6	88.8	83.3	91.5	82.5	77.7	76.9	87.5
HI	78.0	79.0	76.8	88.3	88.1	75.2	74.8	87.9
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	--	--	91.7	91.7	92.3	92.3
ESOL	63.2	86.7	52.6	80.0	91.7	--	58.3	91.7
FARMS	78.0	82.8	71.8	86.0	87.4	74.6	69.8	83.3
SPED	63.2	78.9	47.4	72.2	72.2	72.2	77.8	89.2

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

John F. Kennedy High School - #815

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	49.0	46.7	66.6
Asian	69.0	61.1	83.5
Black or African American	46.2	49.0	68.0
Hispanic/Latino	45.2	37.2	57.9
White	74.1	57.7	77.7
Two or More Races	46.2	--	84.4
ESOL	40.4	38.7	51.9
FARMS	43.7	46.5	60.2
SPED	27.9	20.0	12.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	36.3	5.6	54.0	1.6	63.7	36.3			
Supporting Services	15.4	41.5	18.5	24.6	0.0	69.2	30.8	359	95.0	5.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.1	44.4	39.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.0

Average Class Size: English = 25.7 Other = 25.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.500
Asst School Administrator	1.000	Special Education	14.186
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.125
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.250
Teachers		Teacher Assistant	
Classroom	71.400	**Instructional Support Total**	23.061
Resource/Team Leader/ Content Specialist	10.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	4.200	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	2.200	Secretary	6.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	16.100	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	107.300	**Other Support Total**	16.500
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	6.900	Worker	11.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.500	**Building Services Total**	14.500
Other Professional Total	9.400	**Food Services**	4.250
Total Professional	120.700	**Total Supporting Services**	58.311

Average SAT Scores[3 5] (54.7% Tested)			
	School	County	National
Critical Reading	468	542	497
Math	475	554	514
Writing	470	541	489
Total	1413	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
342	94	27.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
83.9%	≤5.0%	≤5.0%	51.1%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1964	1999	29.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
86	71	0	4	11

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,769	1,793	1,742	1,793	1,729	1,661	1,689	1,694

School Personnel Costs	
Professional Salaries	$9,377,381
Supporting Services Salaries	$2,389,204
Employee Benefits	$3,173,348
Total Allocated Cost	**$14,939,933**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Col. Zadok Magruder High School - #510

Principal: Mr. Leroy C. Evans | 5939 Muncaster Mill Road Rockville, MD 20855 | Office Phone: (301) 840-4600
Community Supt: Dr. Darryl L. Williams | Fax Number: (301) 840-4617
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/magruderhs/ | Cluster Name: Col. Zadok Magruder
Feeder Schools: Redland, Shady Grove

2011–2012 Enrollment = 1,747

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.5**	**52.5**	**≤5.0**	**15.1**	**19.2**	**29.9**	**≤5.0**	**31.7**	**≤5.0**	Grade 9	459	26.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	479	27.4
FARMS	**31.5**	14.5	16.9	≤5.0	≤5.0	9.1	16.9	≤5.0	≤5.0	≤5.0	Grade 11	397	22.7
SPED	**10.5**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	412	23.6
											Total	1,747	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.8	17.4	9.8

Other Participation

Students now or have in the past received FARMS[2] = 48.4%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.6%

Graduation Rate[2 3] = 88.0%

Attendance Rate[2 3] = 94.9%

Dropout Rate[2 3] = 7.6%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 73.5%

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[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Not Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	89.4	87.1
AS	93.2	84.9
BL	78.1	80.0
HI	77.0	76.0
WH	≥95.0	≥95.0
MU	--	--
FARMS	73.9	74.3
LEP	78.1	52.2
SPED	68.2	51.4

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.7	≥95.0	89.3	≥95.0	90.2	≥95.0	88.0	94.9
AS	≥95.0	≥95.0	93.9	≥95.0	94.4	≥95.0	86.1	≥95.0
BL	85.7	90.7	78.6	86.0	78.0	89.8	80.0	90.2
HI	90.8	92.3	87.3	87.7	78.3	88.2	77.2	86.3
WH	≥95.0	≥95.0	91.1	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	≥95.0	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	87.3	88.9	75.7	83.3	75.6	86.4	75.6	84.8
SPED	76.9	73.1	61.5	69.2	58.6	62.1	48.3	72.4

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Col. Zadok Magruder High School - #510

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	73.5	55.3	71.5
Asian	94.9	83.6	87.8
Black or African American	55.7	38.7	51.2
Hispanic/Latino	61.3	32.8	53.2
White	83.9	77.6	87.9
Two or More Races	≥95.0	56.3	89.3
ESOL	39.1	17.9	27.3
FARMS	53.2	31.3	44.9
SPED	41.7	24.4	17.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	15.8	4.5	73.7	1.5	63.2	36.8			
Supporting Services	12.5	23.6	13.9	50.0	0.0	63.9	36.1	362	97.0	3.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.3	43.6	45.1

Average SAT Scores[3 5] (68.5% Tested)			
	School	County	National
Critical Reading	519	542	497
Math	539	554	514
Writing	517	541	489
Total	1576	1637	1500

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size: English = 24.7 Other = 26.2

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
411	199	48.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
94.3%	≤5.0%	≤5.0%	50.8%

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.750
Asst School Administrator	1.000	Special Education	19.575
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.000
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	29.325
Classroom	81.200	**Other Support**	
Resource/Team Leader/ Content Specialist	7.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	2.600	School Financial Assistant	1.000
Alternative	0.800	Secretary	4.999
Career/Technical Ed	2.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	17.000	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	114.000	**Other Support Total**	15.999
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	7.700	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	9.900	**Food Services**	6.062
Total Professional	128.900	**Total Supporting Services**	66.886

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1970	--	30.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
91	77	0	2	12

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,896	1,896	1,694	1,673	1,608	1,572	1,565	1,626

School Personnel Costs	
Professional Salaries	$10,547,698
Supporting Services Salaries	$2,620,187
Employee Benefits	$3,499,640
Total Allocated Cost	**$16,667,525**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Richard Montgomery High School - #201

Principal: Dr. Nelson McLeod, II
250 Richard Montgomery Drive Rockville, MD 20852
Office Phone: (301) 610-8000
Community Supt: Dr. Donna S. Hollingshead
Fax Number: (301) 279-8428
School Hours: 7:25 - 2:10
www.montgomeryschoolsmd.org/schools/rmhs/
Cluster Name: Richard Montgomery
Feeder Schools: Julius West

2011–2012 Enrollment = 2,101

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**52.6**	**47.4**	**≤5.0**	**25.6**	**14.6**	**22.3**	**≤5.0**	**32.4**	**≤5.0**	Grade 9	552	26.3
ESOL	**6.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	546	26.0
FARMS	**20.6**	10.1	10.4	≤5.0	≤5.0	5.3	8.9	≤5.0	≤5.0	≤5.0	Grade 11	494	23.5
SPED	**7.7**	≤5.0	5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	509	24.2
											Total	2,101	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.7	14.8	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 37.6%

Mobility Rate (Entrants + Withdrawals)[2 3] = 12.2%

Graduation Rate[2 3] = 90.7%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 68.8%

School Programs

International Baccalaureate (IB) Diploma Program
Emotional Disabilities
Learning and Academic Disabilities
International Baccalaureate Middle Years Program

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Not Met	na	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	89.9	89.7
AS	≥95.0	91.7
BL	72.2	79.3
HI	77.5	81.3
WH	≥95.0	≥95.0
MU	90.0	≥95.0
FARMS	76.1	73.3
LEP	82.2	53.7
SPED	50.0	61.0

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	94.2	90.2	≥95.0	90.3	92.5	90.9	≥95.0
AS	≥95.0	≥95.0	90.6	≥95.0	≥95.0	94.0	92.3	≥95.0
BL	88.5	85.7	75.5	92.2	72.4	84.6	81.0	91.6
HI	90.8	87.3	84.1	92.8	78.8	89.2	84.3	≥95.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	≥95.0	90.0	≥95.0	≥95.0	≥95.0
ESOL	56.3	56.3	40.9	64.3	80.0	--	36.4	90.9
FARMS	90.8	85.5	72.1	90.8	72.7	75.4	72.1	90.0
SPED	86.7	70.0	63.3	80.0	45.9	67.6	60.0	83.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Richard Montgomery High School - #201

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	70.7	70.0	79.2
Asian	86.5	90.3	90.9
Black or African American	52.3	44.3	60.5
Hispanic/Latino	48.9	50.0	59.8
White	80.9	78.5	88.4
Two or More Races	90.6	78.6	90.5
ESOL	35.8	37.2	28.5
FARMS	48.4	51.3	53.1
SPED	11.1	28.3	22.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	8.3	4.8	79.3	0.7	62.8	37.2	424	98.1	1.9
Supporting Services	9.4	26.6	23.4	40.6	0.0	62.5	37.5			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	46.9	42.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.6

Average Class Size: English = 26.0 Other = 26.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.625
Asst School Administrator		Special Education	13.263
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	5.000	English Composition Assistant	2.250
		Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	23.138
Classroom	93.000	**Other Support**	
Resource/Team Leader/ Content Specialist	7.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	4.800	School Financial Assistant	1.000
Alternative	0.800	Secretary	6.000
Career/Technical Ed	0.800	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	14.200	Security Assistant	4.000
Resource Program	2.000	Student Monitor	
Teachers Total	124.000	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
		Leader	1.000
		Worker	13.500
		Plant Equipment Operator	1.000
Other Professional		**Building Services Total**	16.500
Counselor	8.400		
Media Specialist	1.000		
Spec Ed Related Services	0.700		
Other Professional Total	10.100	**Food Services**	2.875
Total Professional	139.100	**Total Supporting Services**	58.513

Average SAT Scores[3 5] (79.0% Tested)			
	School	County	National
Critical Reading	593	542	497
Math	593	554	514
Writing	584	541	489
Total	1770	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
471	297	63.1

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
92.5%	≤5.0%	≤5.0%	47.3%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1942	2007	29.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
102	96	0	2	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
2,232	2,232	2,107	2,113	2,158	2,187	2,251	2,301

School Personnel Costs	
Professional Salaries	$11,227,762
Supporting Services Salaries	$2,288,428
Employee Benefits	$3,595,493
Total Allocated Cost	**$17,111,683**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Northwest High School - #246

Principal: Mrs. 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

2011–2012 Enrollment = 2,068

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.1**	**51.9**	**≤5.0**	**18.0**	**26.3**	**20.0**	**≤5.0**	**31.1**	**≤5.0**	Grade 9	531	25.7
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	512	24.8
FARMS	**24.5**	11.8	12.7	≤5.0	≤5.0	11.7	8.4	≤5.0	≤5.0	≤5.0	Grade 11	584	28.2
SPED	**12.2**	≤5.0	8.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	441	21.3
											Total	2,068	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	89.3	6.3	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 43.8%

Mobility Rate (Entrants + Withdrawals)[2 3] = 9.8%

Graduation Rate[2 3] = 89.3%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 6.4%

Suspension Rate[2 3] = 6.5%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 78.3%

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: Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	92.9	90.2
AS	≥95.0	94.9
BL	84.3	84.3
HI	94.8	93.0
WH	≥95.0	90.1
MU	≥95.0	≥95.0
FARMS	89.6	91.1
LEP	91.7	--
SPED	75.4	71.9

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.6	94.7	91.5	94.1	93.7	92.0	90.0	92.1
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.9	≥95.0
BL	90.6	92.0	86.1	91.3	86.7	83.8	83.8	81.7
HI	83.1	84.5	83.1	85.9	94.7	91.8	92.9	94.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	90.0	≥95.0
MU	≥95.0	≥95.0	92.3	≥95.0	≥95.0	94.1	≥95.0	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	85.7	88.0	82.4	90.6	90.7	87.8	88.9	84.2
SPED	62.8	72.1	56.8	61.4	74.5	81.8	70.9	73.2

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Northwest High School - #246

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	76.1	75.8	81.1
Asian	92.5	92.5	≥95.0
Black or African American	60.1	54.6	67.3
Hispanic/Latino	72.8	66.1	72.6
White	82.1	88.5	89.9
Two or More Races	85.2	81.5	86.9
ESOL	--	--	--
FARMS	61.5	51.2	64.0
SPED	53.8	51.9	40.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	9.8	4.2	78.3	2.1	69.2	30.8			
Supporting Services	19.4	23.9	9.0	47.8	0.0	58.2	41.8	428	98.1	1.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	55.2	35.0

Average SAT Scores[3 5] (66.9% Tested)			
	School	County	National
Critical Reading	517	542	497
Math	530	554	514
Writing	514	541	489
Total	1561	1637	1500

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.1
Average Class Size: English = 24.2 Other = 26.8

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
487	193	39.6

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
91.5%	≤5.0%	≤5.0%	50.0%

Staff Positions			
Professional		**Supporting Services**	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.000
Asst School Administrator	1.000	Special Education	15.137
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**	24.512
Classroom	93.600	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.800	Secretary	5.000
Career/Technical Ed	2.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	17.200	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	125.000	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
		Leader	1.000
		Worker	15.000
		Plant Equipment Operator	1.000
Other Professional		**Building Services Total**	18.000
Counselor	8.500		
Media Specialist	1.000		
Spec Ed Related Services	0.500		
Other Professional Total	10.000	Food Services	2.875
Total Professional	140.000	**Total Supporting Services**	61.387

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	34.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
102	88	0	0	14

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
2,151	2,151	2,059	1,953	1,994	2,061	2,123	2,246

School Personnel Costs	
Professional Salaries	$10,751,318
Supporting Services Salaries	$2,427,032
Employee Benefits	$3,556,887
Total Allocated Cost	**$16,735,237**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Northwood High School - #796

Principal: Dr. Henry R. Johnson, Jr.
919 University Blvd. W. Silver Spring MD 20901
Office Phone: (301) 649-8088
Community Supt: Ms. Bronda L. Mills
Fax Number: (301) 649-8285
School Hours: 7:20 - 2:10
www.montgomeryschoolsmd.org/schools/northwoodhs/
Cluster Name: Downcounty Consortium
Feeder Schools: Lee, Silver Spring Int'l, Sligo MS

2011–2012 Enrollment = 1,454

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.0**	**52.0**	**≤5.0**	**5.9**	**28.8**	**42.6**	**≤5.0**	**19.9**	**≤5.0**	Grade 9	451	31.0
ESOL	**7.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	381	26.2
FARMS	**42.8**	20.3	22.5	≤5.0	≤5.0	12.5	25.1	≤5.0	≤5.0	≤5.0	Grade 11	345	23.7
SPED	**17.0**	5.3	11.7	≤5.0	≤5.0	5.5	6.9	≤5.0	≤5.0	≤5.0	Grade 12	277	19.1
											Total	1,454	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.2	14.6	5.3

Other Participation

Students now or have in the past received FARMS[2] = 66.9%

Mobility Rate (Entrants + Withdrawals)[2 3] = 16.1%

Graduation Rate[2 3] = 76.3%

Attendance Rate[2 3] = 93.3%

Dropout Rate[2 3] = 15.9%

Suspension Rate[2 3] = 7.1%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 61.7%

School Programs

Emotional Disabilities
Learning and Academic Disabilities
The Academy of Technology, Environmental, and Systems Science
The Academy of Humanities, Art, and Media
The Academy of Politics, Advocacy, and Law
The Academy of Musical Theatre
Early College Scholars Program
Advancement Via Individual Determination (AVID)
Gifted and Talented/Learning Disabled

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[1 3 4]

Graduation Rate: Not Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	na	na
BL	Met	Not Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Not Met	Met	Met
LEP	Met	Not Met	Met	na
SPED	Met	Not Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	80.3	76.4
AS	80.0	81.8
BL	73.6	64.2
HI	75.7	73.4
WH	92.6	93.0
MU	≥95.0	≥95.0
FARMS	71.0	65.6
LEP	57.5	29.4
SPED	66.0	55.3

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	83.3	84.6	76.0	87.6	83.5	90.5	80.4	90.2
AS	93.8	85.7	80.0	88.2	84.2	89.5	85.7	85.7
BL	78.9	76.7	68.4	84.6	79.3	89.7	69.8	88.0
HI	74.4	80.2	67.4	81.8	78.2	85.1	78.3	87.2
WH	94.7	≥95.0	91.4	≥95.0	93.4	≥95.0	93.9	≥95.0
MU	--	--	--	--	--	--	--	--
ESOL	57.1	70.0	40.0	66.7	46.2	--	16.7	64.3
FARMS	76.4	81.6	68.9	86.2	70.9	83.5	74.7	85.9
SPED	53.3	60.0	51.6	71.0	77.1	91.4	68.6	80.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Northwood High School - #796

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	56.6	51.9	66.6
Asian	73.1	52.6	71.4
Black or African American	48.8	42.3	58.3
Hispanic/Latino	52.7	43.8	61.0
White	74.6	77.6	84.9
Two or More Races	63.6	63.6	82.4
ESOL	28.9	25.8	43.5
FARMS	48.1	36.6	60.3
SPED	32.9	36.9	30.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.4	32.7	10.0	50.0	0.9	55.5	44.5	378	92.1	7.9
Supporting Services	13.6	28.8	16.9	39.0	0.0	67.8	32.2			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.5	52.7	32.7

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size: English = 23.7 Other = 23.9

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.749
Asst School Administrator	1.000	Special Education	15.888
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.499
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
		Instructional Support Total	23.636
Classroom	65.000	Other Support	
Resource/Team Leader/ Content Specialist	7.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	3.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.000
Career/Technical Ed	1.400	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	14.200	Security Assistant	3.000
Resource Program	2.000	Student Monitor	
Teachers Total	95.800	**Other Support Total**	12.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	6.200	Worker	9.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.700	**Building Services Total**	12.500
Other Professional Total	7.900	Food Services	3.625
Total Professional	107.700	**Total Supporting Services**	51.761

Average SAT Scores[3 5] (52.3% Tested)			
	School	County	National
Critical Reading	491	542	497
Math	478	554	514
Writing	481	541	489
Total	1450	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
286	104	36.4

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
89.6%	≤5.0%	≤5.0%	48.2%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	2004	29.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
73	60	0	3	10

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,512	1,512	1,466	1,470	1,530	1,512	1,602	1,686

School Personnel Costs	
Professional Salaries	$8,032,302
Supporting Services Salaries	$1,946,650
Employee Benefits	$2,664,435
Total Allocated Cost	**$12,643,387**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Paint Branch High School - #315

Principal: Ms. Jeanette E. Dixon | 14121 Old Columbia Pike Burtonsville, MD 20866 | Office Phone: (301) 989-5600
Community Supt: Ms. Beth Schiavino-Narvaez | Fax Number: (301) 989-5609
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/paintbranchhs/ | Cluster Name: Northeast Consortium
Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

2011–2012 Enrollment = 1,832

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.1**	**49.9**	**≤5.0**	**16.9**	**51.1**	**15.8**	**≤5.0**	**12.1**	**≤5.0**	Grade 9	533	29.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	501	27.3
FARMS	**32.2**	16.9	15.3	≤5.0	≤5.0	19.9	6.8	≤5.0	≤5.0	≤5.0	Grade 11	451	24.6
SPED	**9.2**	≤5.0	6.1	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	347	18.9
											Total	1,832	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	54.4	42.6	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 54.8%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.6%

Graduation Rate[2 3] = 85.8%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 8.7%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 68.7%

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: Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	85.7	85.6
AS	94.9	88.8
BL	77.7	80.9
HI	88.9	93.5
WH	≥95.0	90.9
MU	87.5	82.4
FARMS	79.1	82.4
LEP	80.0	--
SPED	60.6	66.7

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	91.3	93.2	87.6	≥95.0	86.3	88.5	86.9	92.9
AS	94.1	≥95.0	91.3	≥95.0	94.8	91.1	88.6	≥95.0
BL	87.4	89.3	88.5	≥95.0	78.2	84.3	83.1	88.9
HI	86.8	87.2	71.1	87.2	90.7	84.1	93.0	93.6
WH	≥95.0	≥95.0	94.3	≥95.0	≥95.0	≥95.0	90.9	≥95.0
MU	--	--	--	--	85.7	87.5	87.5	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	83.3	86.4	75.8	90.0	78.7	86.0	86.2	90.6
SPED	41.7	46.2	30.8	71.4	62.5	68.0	73.1	69.2

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Paint Branch High School - #315

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	56.3	43.5	84.8
Asian	74.1	75.0	≥95.0
Black or African American	47.6	36.0	79.9
Hispanic/Latino	51.7	25.0	79.0
White	81.3	57.8	91.5
Two or More Races	33.3	59.1	89.1
ESOL	--	--	58.3
FARMS	42.3	33.1	76.0
SPED	16.1	14.0	46.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.6	19.8	2.3	67.9	4.6	69.5	30.5	362	96.4	3.6
Supporting Services	8.7	30.4	8.7	49.3	1.4	63.8	36.2			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.7	45.0	44.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.9

Average Class Size: English = 25.4 Other = 26.9

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	3.750
Asst School Administrator		Special Education	16.699
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.874
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	26.323
Classroom	79.800	**Other Support**	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	0.200	School Financial Assistant	1.000
Alternative	1.000	Secretary	5.000
Career/Technical Ed	1.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	16.000	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	110.000	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	7.200	Worker	11.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.700	**Building Services Total**	14.000
Other Professional Total	8.900	**Food Services**	3.688
Total Professional	123.900	**Total Supporting Services**	60.011

Average SAT Scores[3 5] (76.0% Tested)			
	School	County	National
Critical Reading	487	542	497
Math	495	554	514
Writing	486	541	489
Total	1469	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
436	160	36.7

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
92.2%	≤5.0%	≤5.0%	54.4%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1969	--	46.0	0	10

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
75	65	0	0	10

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,579	1,899	1,922	1,900	1,869	1,858	1,838	1,881

School Personnel Costs	
Professional Salaries	$9,992,602
Supporting Services Salaries	$2,466,085
Employee Benefits	$3,387,816
Total Allocated Cost	**$15,846,503**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Poolesville High School - #152

Principal: Ms. Deena Levine
Community Supt: Dr. Donna S. Hollingshead
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

2011–2012 Enrollment = 1,194													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**50.4**	**49.6**	**≤5.0**	**23.1**	**5.4**	**7.2**	**≤5.0**	**59.5**	**≤5.0**	Grade 9	300	25.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	314	26.3
FARMS	**5.1**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	312	26.1
SPED	**6.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	268	22.4
											Total	1,194	

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

Students with Disabilities Least Restrictive Environment (LRE)[2]			
	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≥95.0	≤5.0	≤5.0

Other Participation

Students now or have in the past received FARMS[2] = 12.4%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Graduation Rate[2 3] = ≥95.0%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 87.6%

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[1 3 4]				
Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	na	na
HI	Met	Met	na	na
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	na	na	na	na
SPED	Met	Met	na	na

Adequate Yearly Progress Proficiency Rate[1 2 3 4]		
	Mathematics	Reading
ALL	≥95.0	≥95.0
AS	≥95.0	≥95.0
BL	--	--
HI	≥95.0	82.4
WH	≥95.0	94.6
MU	≥95.0	94.4
FARMS	92.9	85.7
LEP	--	--
SPED	85.0	66.7

Maryland High School Assessment Performance Status[1 2 3 4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	87.5	87.5	68.8	81.3	--	--	--	--
HI	94.4	94.4	88.9	≥95.0	≥95.0	≥95.0	82.4	≥95.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.5	≥95.0
MU	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.4	94.4	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	--	--	--	--	≥95.0	93.3	93.3	≥95.0
SPED	71.4	71.4	57.1	66.7	83.3	88.9	66.7	≥95.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Poolesville High School - #152

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	86.9	88.5	≥95.0
Asian	89.2	≥95.0	≥95.0
Black or African American	73.3	62.5	≥95.0
Hispanic/Latino	85.2	92.0	≥95.0
White	87.6	87.0	≥95.0
Two or More Races	--	86.7	92.3
ESOL	--	--	--
FARMS	73.7	60.0	93.7
SPED	81.3	69.6	88.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.8	1.2	3.6	90.4	0.0	59.0	41.0			
Supporting Services	3.0	15.2	9.1	72.7	0.0	66.7	33.3	229	98.3	1.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.2	44.6	48.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.5

Average Class Size: English = 25.8 Other = 27.8

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.250
Asst School Administrator		Special Education	4.125
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
Administrative Total	4.000	English Composition Assistant	0.750
		Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	9.125
Classroom	53.600	**Other Support**	
Resource/Team Leader/ Content Specialist	6.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.200	Secretary	2.500
Career/Technical Ed	0.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	6.100	Security Assistant	2.000
Resource Program	1.000	Student Monitor	
Teachers Total	68.900	**Other Support Total**	10.500
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	4.500	Worker	5.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	0.200	**Building Services Total**	8.000
Other Professional Total	5.700	**Food Services**	1.562
Total Professional	78.600	**Total Supporting Services**	29.187

Average SAT Scores[3 5] (86.9% Tested)			
	School	County	National
Critical Reading	611	542	497
Math	628	554	514
Writing	607	541	489
Total	1846	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
267	193	72.3

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
93.8%	≤5.0%	≤5.0%	36.2%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1953	1978	37.2	1	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	50	0	0	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,152	1,152	1,205	1,182	1,172	1,153	1,144	1,097

School Personnel Costs	
Professional Salaries	$6,531,146
Supporting Services Salaries	$1,251,446
Employee Benefits	$2,072,813
Total Allocated Cost	**$9,855,405**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Quince Orchard High School - #125

Principal: Mrs. Carole A. Working
Community Supt: Dr. LaVerne G. Kimball
School Hours: 7:25 - 2:10
Feeder Schools: Lakelands Park, Ridgeview

15800 Quince Orchard Road Gaithersburg, MD 20878
www.qohs.org/

Office Phone: (301) 840-4686
Fax Number: (301) 840-4699
Cluster Name: Quince Orchard

2011–2012 Enrollment = 1,780

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.4**	**52.6**	**≤5.0**	**12.7**	**15.7**	**21.6**	**≤5.0**	**46.3**	**≤5.0**	Grade 9	451	25.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	510	28.7
FARMS	**21.3**	10.0	11.3	≤5.0	≤5.0	7.3	10.6	≤5.0	≤5.0	≤5.0	Grade 11	442	24.8
SPED	**12.6**	≤5.0	8.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	377	21.2
											Total	1,780	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.3	6.3	12.5

Other Participation

Students now or have in the past received FARMS[2] = 36.5%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.6%

Graduation Rate[2 3] = 88.7%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 7.1%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 81.9%

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[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	91.4	92.8
AS	≥95.0	≥95.0
BL	78.3	87.3
HI	83.3	84.9
WH	≥95.0	≥95.0
MU	85.7	85.7
FARMS	80.6	79.6
LEP	87.5	78.6
SPED	71.7	87.0

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	93.8	≥95.0	91.1	89.4	92.8	90.6
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	92.2	≥95.0	≥95.0
BL	85.3	83.8	82.4	86.5	77.2	83.9	86.9	81.3
HI	91.7	91.7	88.3	93.4	82.1	73.4	85.4	76.2
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	≥95.0	≥95.0	84.6	85.7	85.7	85.7
ESOL	--	--	--	--	60.0	70.0	63.6	50.0
FARMS	93.0	83.7	81.0	93.2	78.4	66.2	77.5	71.3
SPED	73.7	75.0	70.0	80.0	67.4	72.9	87.8	77.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Quince Orchard High School - #125

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	71.5	66.5	90.4
Asian	82.0	82.8	94.4
Black or African American	52.3	45.5	82.9
Hispanic/Latino	48.5	41.1	81.8
White	83.5	80.8	≥95.0
Two or More Races	92.9	94.1	87.7
ESOL	23.5	16.0	57.5
FARMS	44.6	42.7	76.8
SPED	35.0	38.2	64.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.2	6.9	5.4	80.0	1.5	66.9	33.1			
Supporting Services	11.7	19.5	11.7	57.1	0.0	62.3	37.7	363	96.7	3.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.8	46.9	39.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.6

Average Class Size: English = 25.6 Other = 26.4

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.250
Asst School Administrator	1.000	Special Education	23.388
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.374
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
Teachers		Teacher Assistant	
Classroom	81.400	**Instructional Support Total**	32.012
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.600	Registrar	1.000
Alternative	0.600	School Financial Assistant	1.000
Career/Technical Ed	0.400	Secretary	6.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	15.600	Security Team Leader	3.000
Resource Program	2.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	112.000	**Other Support Total**	18.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	7.900	Worker	11.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	14.000
Other Professional Total	9.900	**Food Services**	3.500
Total Professional	126.900	**Total Supporting Services**	67.512

Average SAT Scores[3 5] (68.1% Tested)			
	School	County	National
Critical Reading	533	542	497
Math	551	554	514
Writing	537	541	489
Total	1621	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
420	202	48.1

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.2%	≤5.0%	≤5.0%	41.1%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1988	--	30.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
86	72	0	4	10

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,777	1,777	1,777	1,806	1,764	1,810	1,862	1,903

School Personnel Costs	
Professional Salaries	$9,887,626
Supporting Services Salaries	$2,678,541
Employee Benefits	$3,373,267
Total Allocated Cost	**$15,939,434**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Rockville High School - #230

Principal: Dr. Debra S. Munk
Community Supt: Dr. Donna S. Hollingshead
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

2011–2012 Enrollment = 1,265

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.9**	**51.1**	**≤5.0**	**10.5**	**16.4**	**31.7**	**≤5.0**	**38.2**	**≤5.0**	Grade 9	348	27.5
ESOL	**5.2**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	333	26.3
FARMS	**31.9**	16.2	15.7	≤5.0	≤5.0	8.3	17.4	≤5.0	≤5.0	≤5.0	Grade 11	288	22.8
SPED	**16.4**	7.1	9.2	≤5.0	≤5.0	≤5.0	5.3	≤5.0	5.8	≤5.0	Grade 12	296	23.4
											Total	1,265	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	48.3	15.0	36.7

Other Participation

Students now or have in the past received FARMS[2] = 47.5%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.1%

Graduation Rate[2 3] = 82.0%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 7.7%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 69.7%

School Programs

Autism
Deaf & Hard/Hearing
Learning and Academic Disabilities
Learning for Independence
Project Lead the Way Academy
Journalism Academy
International Baccalaureate (IB) Diploma Program
Advancement Via Individual Determination (AVID)

Maryland School Assessment Overall Adequate Yearly Progress: Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	na	na

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	90.7	88.7
AS	≥95.0	89.7
BL	72.7	80.0
HI	91.0	87.7
WH	≥95.0	92.9
MU	87.5	88.9
FARMS	87.6	80.5
LEP	84.6	52.2
SPED	80.0	86.2

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.5	92.4	90.8	93.4	91.4	91.3	89.0	93.6
AS	≥95.0	≥95.0	88.0	≥95.0	≥95.0	≥95.0	89.7	92.3
BL	81.3	78.8	84.4	91.2	73.8	82.9	79.1	84.1
HI	89.1	91.1	88.9	89.1	90.5	83.1	87.2	92.5
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.6	≥95.0
MU	--	--	--	--	93.3	93.3	94.1	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	79.5	79.5	73.0	82.5	86.8	81.4	77.8	85.3
SPED	65.4	65.4	50.0	70.4	75.0	81.0	86.4	77.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rockville High School - #230

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	76.1	61.3	76.1
Asian	88.2	77.1	85.2
Black or African American	53.7	48.8	60.6
Hispanic/Latino	73.6	45.9	68.3
White	87.0	74.6	86.8
Two or More Races	--	71.4	78.4
ESOL	40.0	38.5	32.8
FARMS	59.6	43.0	59.4
SPED	59.6	37.0	29.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	10.8	3.9	82.4	0.0	65.7	34.3	268	95.1	4.9
Supporting Services	6.5	32.3	19.4	41.9	0.0	67.7	32.3			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.7	46.1	39.2

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.0

Average Class Size: English = 25.6 Other = 25.6

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	18.199
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.375
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
Teachers		Teacher Assistant	
Classroom	49.800	**Instructional Support Total**	25.324
Resource/Team Leader/ Content Specialist	8.000	**Other Support**	
Staff Development		Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	2.600	Registrar	1.000
Alternative	0.800	School Financial Assistant	1.000
Career/Technical Ed	0.600	Secretary	3.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	18.500	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	3.000
		Student Monitor	
Teachers Total	82.300	**Other Support Total**	12.500
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	5.200	Worker	12.500
Media Specialist	1.000	Plant Equipment Operator	2.000
Spec Ed Related Services	2.400	**Building Services Total**	16.500
Other Professional Total	8.600	**Food Services**	2.875
Total Professional	94.900	**Total Supporting Services**	57.199

Average SAT Scores[3 5] (68.9% Tested)			
	School	County	National
Critical Reading	504	542	497
Math	513	554	514
Writing	506	541	489
Total	1524	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
283	121	42.8

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
90.0%	≤5.0%	≤5.0%	48.7%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1968	2004	29.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
78	60	0	2	16

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,530	1,530	1,222	1,286	1,347	1,392	1,443	1,499

School Personnel Costs	
Professional Salaries	$7,731,655
Supporting Services Salaries	$2,301,818
Employee Benefits	$2,754,678
Total Allocated Cost	**$12,788,151**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Seneca Valley High School - #104

Principal: Mr. Marc J. Cohen
Community Supt: Dr. LaVerne G. Kimball
School Hours: 7:25 - 2:10
Feeder Schools: Clemente, King

19401 Crystal Rock Drive Germantown, MD 20874
www.montgomeryschoolsmd.org/schools/senecavalleyhs/

Office Phone: (301) 353-8000
Fax Number: (301) 353-8004
Cluster Name: Seneca Valley

2011–2012 Enrollment = 1,327

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.4**	**50.6**	**≤5.0**	**10.2**	**32.0**	**26.5**	**≤5.0**	**26.1**	**≤5.0**	Grade 9	401	30.2
ESOL	**6.7**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	341	25.7
FARMS	**34.5**	17.0	17.6	≤5.0	≤5.0	15.1	13.0	≤5.0	≤5.0	≤5.0	Grade 11	310	23.4
SPED	**14.7**	5.5	9.2	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	275	20.7
											Total	1,327	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.7	6.2	25.1

Other Participation

Students now or have in the past received FARMS[2] = 58.9%

Mobility Rate (Entrants + Withdrawals)[2 3] = 15.0%

Graduation Rate[2 3] = 81.6%

Attendance Rate[2 3] = 94.0%

Dropout Rate[2 3] = 5.3%

Suspension Rate[2 3] = 6.4%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 62.7%

School Programs

Junior Reserve Officer Training Core (JROTC)
Learning and Academic Disabilities/Learning for Independence
School/Community-Based
International Baccalaureate (IB) Diploma Program
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

Maryland School Assessment Overall Adequate Yearly Progress: Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	na
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	91.6	83.7
AS	≥95.0	84.4
BL	81.8	78.9
HI	92.8	77.6
WH	≥95.0	≥95.0
MU	≥95.0	90.9
FARMS	90.2	75.0
LEP	87.2	53.7
SPED	74.5	72.3

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.2	≥95.0	90.4	≥95.0	92.3	91.4	83.6	93.5
AS	≥95.0	≥95.0	≥95.0	90.5	≥95.0	≥95.0	85.7	≥95.0
BL	85.7	92.9	78.6	91.1	85.1	87.7	78.9	90.1
HI	91.1	≥95.0	90.5	≥95.0	91.9	88.0	77.0	90.8
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.5	≥95.0
MU	92.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	90.0	≥95.0
ESOL	--	--	--	--	--	--	20.0	70.0
FARMS	89.7	90.9	81.1	86.2	90.0	82.3	74.4	89.0
SPED	83.3	92.3	76.9	92.3	70.4	80.8	70.4	92.6

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Seneca Valley High School - #104

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	57.7	46.6	82.6
Asian	80.0	70.3	87.8
Black or African American	47.8	33.9	75.4
Hispanic/Latino	52.3	41.9	79.9
White	67.6	59.0	89.8
Two or More Races	64.7	35.7	93.0
ESOL	42.5	37.0	58.4
FARMS	48.6	38.3	76.1
SPED	23.5	33.3	42.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.4	12.7	5.5	70.9	3.6	60.9	39.1	295	90.5	9.5
Supporting Services	8.5	16.9	22.0	49.2	3.4	71.2	28.8			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.5	40.0	44.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.7

Average Class Size: English = 21.8 Other = 24.1

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.749
Asst School Administrator	1.000	Special Education	16.362
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.250
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
Teachers		Teacher Assistant	
Classroom	57.400	**Instructional Support Total**	24.361
Resource/Team Leader/ Content Specialist	8.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.600	Registrar	2.000
Alternative	0.800	School Financial Assistant	1.000
Career/Technical Ed	2.200	Secretary	4.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	17.900	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	4.000
		Student Monitor	
Teachers Total	92.300	**Other Support Total**	15.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	5.900	Worker	9.500
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.200	**Building Services Total**	12.500
Other Professional Total	8.100	**Food Services**	2.250
Total Professional	104.400	**Total Supporting Services**	54.111

Average SAT Scores[3 5] (61.8% Tested)			
	School	County	National
Critical Reading	476	542	497
Math	480	554	514
Writing	479	541	489
Total	1435	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
283	93	32.9

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
91.1%	≤5.0%	≤5.0%	59.5%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1974	--	29.4	0	1

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
66	49	0	3	14

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,298	1,694	1,344	1,352	1,367	1,351	1,371	1,376

School Personnel Costs	
Professional Salaries	$8,390,941
Supporting Services Salaries	$2,303,451
Employee Benefits	$2,912,660
Total Allocated Cost	**$13,607,052**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Sherwood High School - #503

Principal: Mr. William M. Gregory | 300 Olney-Sandy Spring Road Sandy Spring, MD 20860 | Office Phone: (301) 924-3200
Community Supt: Ms. Beth Schiavino-Narvaez | Fax Number: (301) 924-3220
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/sherwoodhs/ | Cluster Name: Sherwood
Feeder Schools: Farquhar, Rosa Parks

2011–2012 Enrollment = 2,071

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.9**	**52.1**	**≤5.0**	**10.6**	**15.4**	**12.8**	**≤5.0**	**57.6**	**≤5.0**	Grade 9	499	24.1
ESOL	**7.4**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	532	25.7
FARMS	**14.0**	5.8	8.2	≤5.0	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	565	27.3
SPED	**9.6**	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.7	≤5.0	Grade 12	475	22.9
											Total	2,071	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.3	9.1	9.6

Other Participation

Students now or have in the past received FARMS[2] = 24.3%

Mobility Rate (Entrants + Withdrawals)[2 3] = 8.2%

Graduation Rate[2 3] = 92.7%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 75.8%

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[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Not Met	Met	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	92.0	86.2
AS	92.0	82.4
BL	81.5	71.6
HI	81.2	71.0
WH	≥95.0	94.5
MU	≥95.0	≥95.0
FARMS	75.9	58.8
LEP	73.9	47.8
SPED	82.0	72.0

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.5	≥95.0	92.1	≥95.0	92.2	93.0	86.4	93.6
AS	≥95.0	≥95.0	≥95.0	≥95.0	91.5	89.6	83.3	89.6
BL	78.9	83.9	78.0	82.5	81.4	83.3	70.8	88.9
HI	85.1	89.6	76.6	93.2	82.8	85.7	70.3	85.9
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.9	≥95.0
MU	--	--	--	--	≥95.0	93.3	≥95.0	≥95.0
ESOL	55.0	58.8	20.0	45.5	57.9	83.3	25.0	75.0
FARMS	78.6	82.1	72.1	82.1	76.9	81.3	59.1	77.3
SPED	69.0	78.6	65.5	72.4	67.7	74.2	59.4	71.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Sherwood High School - #503

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	73.0	69.2	88.2
Asian	68.8	73.3	86.4
Black or African American	57.1	48.8	77.7
Hispanic/Latino	53.7	51.5	74.5
White	82.9	76.9	93.9
Two or More Races	71.4	81.5	≥95.0
ESOL	35.1	43.6	43.7
FARMS	45.4	47.2	64.4
SPED	50.8	57.4	54.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.5	13.5	6.4	75.2	0.7	73.0	27.0			
Supporting Services	8.8	23.5	8.8	55.9	2.9	63.2	36.8	433	98.2	1.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.1	47.5	45.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 13.6

Average Class Size: English = 24.7 Other = 26.7

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.000
Asst School Administrator	1.000	Special Education	13.636
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.250
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	22.886
Classroom	88.800	Other Support	
Resource/Team Leader/ Content Specialist	8.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	5.000	School Financial Assistant	1.000
Alternative	0.800	Secretary	6.000
Career/Technical Ed	1.400	Parent/Community Coord	
Reading/Literacy		Media Services Technician	
Special Education:		Security Team Leader	1.000
Classroom	14.600	Security Assistant	5.000
Resource Program	1.000	Student Monitor	
Teachers Total	121.000	**Other Support Total**	16.000
		Building Services	
		Manager	1.000
		Leader	1.000
		Worker	14.000
		Plant Equipment Operator	1.000
Other Professional		**Building Services Total**	17.000
Counselor	8.200		
Media Specialist	1.000		
Spec Ed Related Services	1.000		
Other Professional Total	10.200	Food Services	3.750
Total Professional	136.200	**Total Supporting Services**	59.636

Average SAT Scores[3 5] (77.0% Tested)			
	School	County	National
Critical Reading	525	542	497
Math	542	554	514
Writing	525	541	489
Total	1592	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
505	246	48.7

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
89.1%	≤5.0%	≤5.0%	44.2%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1950	1991	49.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
96	82	0	4	10

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
2,013	2,013	2,075	2,030	1,980	1,941	1,913	1,868

School Personnel Costs	
Professional Salaries	$11,399,427
Supporting Services Salaries	$2,382,438
Employee Benefits	$3,711,806
Total Allocated Cost	**$17,493,671**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Springbrook High School - #798

Principal: Mr. Samuel A. Rivera | 201 Valley Brook Drive Silver Spring, MD 20904 | Office Phone: (301) 989-5700
Community Supt: Ms. Beth Schiavino-Narvaez | Fax Number: (301) 622-1875
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/springbrookhs/ | Cluster Name: Northeast Consortium
Feeder Schools: Banneker, Briggs Chaney, Farquhar, Key, White Oak

2011–2012 Enrollment = 1,718

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**44.1**	**55.9**	**≤5.0**	**13.7**	**40.7**	**33.8**	**≤5.0**	**9.4**	**≤5.0**	Grade 9	482	28.1
ESOL	**5.6**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	486	28.3
FARMS	**45.1**	19.6	25.5	≤5.0	≤5.0	17.7	22.0	≤5.0	≤5.0	≤5.0	Grade 11	385	22.4
SPED	**11.6**	≤5.0	8.3	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	365	21.2
											Total	1,718	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.0	5.5	14.5

Other Participation

Students now or have in the past received FARMS[2] = 64.1%

Mobility Rate (Entrants + Withdrawals)[2 3] = 13.4%

Graduation Rate[2 3] = 83.4%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 10.3%

Suspension Rate[2 3] = 7.4%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 63.0%

School Programs

Multidisciplinary Educational Training and Support (METS)
International Studies and Technology
International Baccalaureate Diploma Program
Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Career Pathway Programs
International Baccalaureate Middle Years Program
Academy of Information Technology (AOIT)
Justice, Law and Society Academy
Cisco Academy

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	na
SPED	Met	Not Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	86.0	84.0
AS	≥95.0	89.7
BL	85.4	85.9
HI	75.5	71.4
WH	≥95.0	≥95.0
MU	--	--
FARMS	82.1	76.6
LEP	75.6	52.4
SPED	54.8	54.8

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	88.3	94.1	91.6	≥95.0	87.1	89.7	85.4	90.6
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	92.4	89.6	91.0
BL	82.2	94.7	88.1	≥95.0	86.0	88.8	86.5	92.5
HI	85.9	85.9	90.5	≥95.0	78.1	84.6	74.3	82.6
WH	93.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	--	--	--	--	--	--
ESOL	--	--	--	--	54.5	--	18.2	27.3
FARMS	80.4	89.8	83.8	91.9	84.1	86.3	77.4	86.1
SPED	60.0	73.3	53.3	66.7	58.1	68.8	58.1	68.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Springbrook High School - #798

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	56.8	41.0	77.2
Asian	78.8	77.6	91.2
Black or African American	57.0	35.5	75.7
Hispanic/Latino	39.9	28.5	66.9
White	88.6	66.7	91.5
Two or More Races	63.6	46.2	94.7
ESOL	17.9	≤5.0	62.9
FARMS	46.4	30.7	67.7
SPED	22.6	14.0	34.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	28.9	5.5	58.6	2.3	62.5	37.5	340	96.2	3.8
Supporting Services	9.5	36.5	15.9	34.9	1.6	63.5	36.5			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.0	42.2	50.8

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.2

Average Class Size: English = 25.6 Other = 26.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.125
Asst School Administrator		Special Education	13.074
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
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	79.000	**Instructional Support Total**	21.574
Resource/Team Leader/ Content Specialist	10.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	3.800	Registrar	1.000
Alternative	1.000	School Financial Assistant	1.000
Career/Technical Ed	1.800	Secretary	5.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	14.000	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	6.000
Teachers Total	112.000	Student Monitor	
		Other Support Total	17.000
		Building Services	
Other Professional		Manager	1.000
Counselor	7.400	Leader	1.000
Media Specialist	1.000	Worker	11.500
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
Other Professional Total	9.200	**Building Services Total**	14.500
		Food Services	3.500
Total Professional	125.200	**Total Supporting Services**	56.574

Average SAT Scores[3 5] (69.7% Tested)

	School	County	National
Critical Reading	488	542	497
Math	492	554	514
Writing	482	541	489
Total	1463	1637	1500

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
394	142	36.0

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
90.1%	≤5.0%	≤5.0%	52.7%

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1960	1994	25.1	0	0

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
101	84	0	4	13

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
2,082	2,082	1,683	1,719	1,719	1,731	1,754	1,806

School Personnel Costs

Professional Salaries	$10,488,663
Supporting Services Salaries	$2,265,390
Employee Benefits	$3,390,419
Total Allocated Cost	**$16,144,472**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

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

[5] The combined SAT score may differ by 1 point because of rounding.

Watkins Mill High School - #545

Principal: Mr. Scott W. Murphy
Community Supt: Dr. Darryl L. Williams
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

2011–2012 Enrollment = 1,458

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**47.4**	**52.6**	**≤5.0**	**11.0**	**36.6**	**34.6**	**≤5.0**	**13.9**	**≤5.0**	Grade 9	390	26.7
ESOL	**6.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	411	28.2
FARMS	**47.1**	23.3	23.7	≤5.0	≤5.0	20.3	20.2	≤5.0	≤5.0	≤5.0	Grade 11	297	20.4
SPED	**14.8**	5.7	9.1	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	360	24.7
											Total	1,458	

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

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

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	39.8	32.9	27.3

Other Participation

Students now or have in the past received FARMS[2] = 71.7%

Mobility Rate (Entrants + Withdrawals)[2 3] = 17.3%

Graduation Rate[2 3] = 78.8%

Attendance Rate[2 3] = 94.0%

Dropout Rate[2 3] = 8.5%

Suspension Rate[2 3] = 5.5%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 60.0%

School Programs

International Baccalaureate (IB) Diploma Program
Learning and Academic Disabilities
Learning for Independence
Montgomery College Dual Enrollment
Gifted and Talented/Learning Disabled
Career Pathway Programs
Academy of Finance
Teacher Education of Maryland
Project Lead the Way
Academy of Hospitality Management
Positive Behavioral Interventions and Supports (PBIS)
Medical Careers

Maryland School Assessment Overall Adequate Yearly Progress: Met[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	na	na
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	80.9	83.2
AS	87.5	90.6
BL	74.4	70.6
HI	79.2	86.9
WH	≥95.0	93.2
MU	88.0	≥95.0
FARMS	74.4	79.5
LEP	76.7	65.4
SPED	59.5	57.7

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	81.1	82.3	79.8	90.3	82.7	83.7	84.4	85.8
AS	94.3	94.6	89.2	94.6	87.5	84.8	90.6	85.3
BL	73.7	70.7	71.1	88.6	74.6	73.4	71.7	77.1
HI	85.1	82.1	79.1	89.6	82.5	85.7	87.6	90.2
WH	75.7	89.7	87.5	92.5	≥95.0	≥95.0	≥95.0	93.6
MU	84.6	92.3	84.6	84.6	91.7	≥95.0	≥95.0	91.3
ESOL	75.0	81.3	61.1	82.4	45.5	60.0	69.2	61.5
FARMS	76.3	75.5	72.2	84.5	75.7	74.6	78.6	78.4
SPED	32.5	42.5	35.0	55.0	54.9	54.0	54.9	57.7

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Watkins Mill High School - #545

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	54.1	40.5	66.8
Asian	73.2	68.2	82.4
Black or African American	42.5	33.3	56.0
Hispanic/Latino	53.4	27.3	65.2
White	74.6	62.0	82.9
Two or More Races	64.3	36.4	77.8
ESOL	38.1	22.9	36.5
FARMS	47.5	33.2	57.2
SPED	18.6	15.8	13.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	21.4	5.1	67.5	0.9	64.1	35.9			
Supporting Services	16.4	17.8	13.7	50.7	1.4	64.4	35.6	348	94.3	5.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.7	41.9	44.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.8

Average Class Size: English = 22.6 Other = 23.4

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.000
Asst School Administrator	1.000	Special Education	18.390
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.750
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.500
Teachers		Teacher Assistant	
Classroom	64.200	**Instructional Support Total**	26.640
Resource/Team Leader/ Content Specialist	9.000	Other Support	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	4.000	Registrar	1.000
Alternative		School Financial Assistant	1.000
Career/Technical Ed	2.000	Secretary	5.500
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	18.800	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	100.400	**Other Support Total**	16.500
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	6.900	Worker	14.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	17.000
Other Professional Total	8.900	Food Services	4.125
Total Professional	113.300	**Total Supporting Services**	64.265

Average SAT Scores[3 5] (41.9% Tested)			
	School	County	National
Critical Reading	499	542	497
Math	514	554	514
Writing	488	541	489
Total	1501	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
354	134	37.9

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
76.4%	≤5.0%	≤5.0%	41.1%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1989	--	51.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
93	78	0	3	12

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,917	1,980	1,431	1,403	1,396	1,394	1,413	1,499

School Personnel Costs	
Professional Salaries	$9,037,876
Supporting Services Salaries	$2,565,325
Employee Benefits	$3,164,371
Total Allocated Cost	**$14,767,572**

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

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Wheaton High School - #782

Principal: Mr. Kevin E. Lowndes | 12601 Dalewood Drive Silver Spring, MD 20906 | Office Phone: (301) 929-2050
Community Supt: Dr. Christopher S. Garran | Fax Number: (301) 929-2081
School Hours: 7:25 - 2:10 | www.montgomeryschoolsmd.org/schools/wheatonhs/ | Cluster Name: Downcounty Consortium
Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

2011–2012 Enrollment = 1,240

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**43.3**	**56.7**	**≤5.0**	**9.0**	**22.1**	**58.8**	**≤5.0**	**8.1**	**≤5.0**	Grade 9	384	31.0
ESOL	**17.1**	7.2	9.9	≤5.0	≤5.0	≤5.0	13.5	≤5.0	≤5.0	≤5.0	Grade 10	357	28.8
FARMS	**61.5**	27.3	34.2	≤5.0	≤5.0	12.1	41.6	≤5.0	≤5.0	≤5.0	Grade 11	245	19.8
SPED	**13.6**	5.1	8.5	≤5.0	≤5.0	≤5.0	7.2	≤5.0	≤5.0	≤5.0	Grade 12	254	20.5
											Total	1,240	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	59.2	16.0	24.9

Other Participation

Students now or have in the past received FARMS[2] = 81.9%

Mobility Rate (Entrants + Withdrawals)[2 3] = 15.0%

Graduation Rate[2 3] = 76.4%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 11.7%

Suspension Rate[2 3] = 5.6%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 54.0%

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 (Project Lead the Way)
Academy of Information Technology
Engineering and BioScience Magnet
Cisco Academy
Oracle Academy
Institute of Global and Cultural Studies Academy
Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Not Met[1 3 4]

Graduation Rate: Not Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	na	na
MU	na	na	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	Met	na
SPED	Met	Met	na	na

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	88.6	81.9
AS	91.7	91.7
BL	79.4	79.4
HI	89.8	77.4
WH	≥95.0	≥95.0
MU	--	--
FARMS	86.3	78.5
LEP	82.0	64.3
SPED	79.2	73.9

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	87.0	89.8	77.9	91.8	90.0	81.4	83.3	92.3
AS	90.9	≥95.0	90.9	≥95.0	94.3	88.2	94.3	94.3
BL	85.1	88.0	76.5	≥95.0	81.7	78.9	80.0	90.3
HI	85.6	87.5	73.5	89.0	90.8	77.3	79.0	92.0
WH	≥95.0	≥95.0	≥95.0	85.7	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	--	--	--	--	--	--
ESOL	67.7	70.8	30.0	70.0	76.9	83.3	53.3	81.3
FARMS	85.4	88.6	74.6	91.6	87.8	79.4	80.0	90.5
SPED	86.7	85.7	73.3	84.6	77.8	72.2	72.2	72.2

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Wheaton High School - #782

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	50.7	48.0	69.9
Asian	73.3	62.5	82.9
Black or African American	57.3	49.0	72.4
Hispanic/Latino	42.4	42.9	65.0
White	77.8	71.4	81.5
Two or More Races	--	--	73.3
ESOL	20.8	31.1	30.4
FARMS	42.4	41.4	64.9
SPED	27.6	30.0	36.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.8	20.8	7.5	66.0	1.9	66.0	34.0			
Supporting Services	11.1	36.5	25.4	27.0	0.0	65.1	34.9	280	97.1	2.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	51.9	34.9

Average SAT Scores[3 5] (52.6% Tested)			
	School	County	National
Critical Reading	446	542	497
Math	459	554	514
Writing	439	541	489
Total	1344	1637	1500

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 10.4

Average Class Size: English = 24.6 Other = 23.2

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
252	70	27.8

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
86.7%	≤5.0%	≤5.0%	57.1%

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.250
Asst School Administrator	1.000	Special Education	13.263
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.250
Administrative Total	4.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	1.000
		Teacher Assistant	
Teachers		**Instructional Support Total**	20.763
Classroom	55.000	**Other Support**	
Resource/Team Leader/ Content Specialist	9.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	7.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.500
Career/Technical Ed	0.800	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	1.000	Student Monitor	
Teachers Total	91.400	**Other Support Total**	13.500
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	5.400	Worker	11.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	14.000
Other Professional Total	7.400	**Food Services**	4.500
Total Professional	102.800	**Total Supporting Services**	52.763

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1954	1983	28.2	0	2

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
65	46	0	7	12

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,258	1,604	1,255	1,316	1,322	1,327	1,333	1,388

School Personnel Costs	
Professional Salaries	$8,042,769
Supporting Services Salaries	$2,142,673
Employee Benefits	$2,766,449
Total Allocated Cost	**$12,951,891**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Walt Whitman High School - #427

Principal: Dr. Alan S. Goodwin
Community Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Pyle

7100 Whittier Boulevard Bethesda, MD 20817
www.montgomeryschoolsmd.org/schools/whitmanhs/

Office Phone: (301) 320-6600
Fax Number: (301) 320-7193
Cluster Name: Walt Whitman

2011–2012 Enrollment = 1,928

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.6**	**50.4**	**≤5.0**	**12.2**	**≤5.0**	**9.1**	**≤5.0**	**70.4**	**≤5.0**	Grade 9	481	24.9
ESOL	**5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	521	27.0
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	474	24.6
SPED	**11.3**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.2	≤5.0	Grade 12	452	23.4
											Total	1,928	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.6	15.7	16.7

Other Participation

Students now or have in the past received FARMS[2] = 5.0%

Mobility Rate (Entrants + Withdrawals)[2 3] = 9.2%

Graduation Rate[2 3] = 94.3%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 79.7%

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[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	na	na
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	na	na
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	≥95.0	≥95.0
AS	≥95.0	91.8
BL	76.5	83.3
HI	≥95.0	91.7
WH	≥95.0	≥95.0
MU	≥95.0	91.7
FARMS	90.0	80.0
LEP	89.3	88.2
SPED	87.9	83.1

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.6	94.6
BL	66.7	85.7	84.6	≥95.0	75.0	≥95.0	88.2	≥95.0
HI	91.7	≥95.0	94.9	≥95.0	≥95.0	≥95.0	91.4	93.1
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	≥95.0	≥95.0	91.7	--
ESOL	--	--	--	--	--	90.9	71.4	78.6
FARMS	--	--	--	--	--	--	--	--
SPED	73.3	87.1	74.2	92.9	85.1	83.7	83.7	91.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Walt Whitman High School - #427

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	80.5	81.5	93.6
Asian	73.8	74.2	≥95.0
Black or African American	42.1	50.0	80.8
Hispanic/Latino	72.0	78.4	88.8
White	84.4	85.0	94.1
Two or More Races	87.5	76.0	≥95.0
ESOL	44.7	35.3	84.8
FARMS	30.8	56.3	72.7
SPED	53.1	56.9	70.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.4	4.4	2.2	89.0	0.0	64.0	36.0			
Supporting Services	13.0	20.3	14.5	50.7	1.4	69.6	30.4	419	95.2	4.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.1	41.9	50.0

Average SAT Scores[3 5] (87.4% Tested)			
	School	County	National
Critical Reading	611	542	497
Math	628	554	514
Writing	617	541	489
Total	1857	1637	1500

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.7
Average Class Size: English = 26.5 Other = 26.3

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
461	362	78.5

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	36.8%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1992	30.7	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
88	75	0	3	10

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
1,828	1,828	1,977	1,975	1,930	1,945	1,973	1,998

Staff Positions

Professional	
Administrative	
Principal	1.000
Assistant Principal	3.000
Asst School Administrator	
Magnet/Special Program Coordinator	
Administrative Total	4.000
Teachers	
Classroom	83.400
Resource/Team Leader/ Content Specialist	7.000
Staff Development	0.400
Athletic Director	1.000
ESOL	3.400
Alternative	0.400
Career/Technical Ed	1.000
Reading/Literacy	
Special Education:	
Classroom	18.200
Resource Program	2.000
Teachers Total	116.800
Other Professional	
Counselor	7.700
Media Specialist	1.000
Spec Ed Related Services	1.000
Other Professional Total	9.700
Total Professional	130.500

Supporting Services	
Instructional Support	
Paraeducators	
Regular	2.375
Special Education	18.750
IT Systems Specialist	1.000
English Composition Assistant	2.375
Hearing Interpreter	
College/Career Information Coord	1.000
Media Assistant	2.000
Teacher Assistant	
Instructional Support Total	27.500
Other Support	
Business Manager	1.000
Administrative Secretary	1.000
Registrar	1.000
School Financial Assistant	1.000
Secretary	5.000
Parent/Community Coord	
Media Services Technician	1.000
Security Team Leader	1.000
Security Assistant	3.000
Student Monitor	
Other Support Total	14.000
Building Services	
Manager	1.000
Leader	1.000
Worker	11.000
Plant Equipment Operator	1.000
Building Services Total	14.000
Food Services	4.562
Total Supporting Services	60.062

School Personnel Costs	
Professional Salaries	$11,493,178
Supporting Services Salaries	$2,374,371
Employee Benefits	$3,607,256
Total Allocated Cost	**$17,474,805**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Thomas S. Wootton High School - #234

Principal: Dr. Michael J. Doran
2100 Wootton Parkway Rockville, MD 20850
Office Phone: (301) 279-8550
Community Supt: Dr. Donna S. Hollingshead
Fax Number: (301) 279-8569
School Hours: 7:25 - 2:10
www.montgomeryschoolsmd.org/schools/woottonhs/
Cluster Name: Thomas S. Wootton
Feeder Schools: Cabin John, Frost

2011–2012 Enrollment = 2,318

	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.6**	**50.4**	**≤5.0**	**34.6**	**5.3**	**6.9**	**≤5.0**	**48.2**	**≤5.0**	Grade 9	582	25.1
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	574	24.8
FARMS	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	568	24.5
SPED	**7.9**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	594	25.6
											Total	2,318	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	84.7	5.5	9.8

Other Participation

Students now or have in the past received FARMS[2] = 10.8%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≤5.0%

Graduation Rate[2 3] = ≥95.0%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 83.9%

School Programs

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[1 3 4]

Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	na	na
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	na	na
FARMS	Met	Met	Met	Met
LEP	Met	Met	na	na
SPED	Met	Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]

	Mathematics	Reading
ALL	≥95.0	≥95.0
AS	≥95.0	≥95.0
BL	81.5	82.1
HI	≥95.0	88.1
WH	≥95.0	≥95.0
MU	94.4	90.0
FARMS	84.8	74.4
LEP	≥95.0	76.9
SPED	82.5	84.7

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	90.9	≥95.0	91.7	≥95.0	80.8	89.3	81.5	92.9
HI	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	92.1	≥95.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	93.8	≥95.0	93.8	94.1	88.9	94.7
ESOL	--	--	--	--	--	--	70.0	81.8
FARMS	72.7	≥95.0	85.7	≥95.0	82.8	90.3	80.6	90.9
SPED	90.9	≥95.0	82.6	91.3	83.7	88.6	88.4	93.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Thomas S. Wootton High School - #234

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	84.7	87.6	91.1
Asian	90.5	92.6	≥95.0
Black or African American	58.6	63.3	70.6
Hispanic/Latino	64.0	76.2	78.0
White	86.9	89.5	92.4
Two or More Races	86.8	84.4	90.7
ESOL	69.2	40.0	53.3
FARMS	58.1	53.3	60.2
SPED	37.7	50.9	47.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	3.1	3.1	85.5	0.0	67.3	32.7			
Supporting Services	24.3	18.6	10.0	45.7	0.0	68.6	31.4	459	98.3	1.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.4	47.2	43.4

Average SAT Scores[3 5] (82.5% Tested)			
	School	County	National
Critical Reading	584	542	497
Math	623	554	514
Writing	592	541	489
Total	1800	1637	1500

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 14.1

Average Class Size: English = 25.5 Other = 27.5

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
600	439	73.2

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	2.625
Asst School Administrator		Special Education	13.638
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.501
Administrative Total	5.000	Hearing Interpreter	
		College/Career Information Coord	1.000
		Media Assistant	2.500
Teachers		Teacher Assistant	
Classroom	105.400	**Instructional Support Total**	23.264
Resource/Team Leader/ Content Specialist	8.000	**Other Support**	
Staff Development	0.400	Business Manager	1.000
Athletic Director	1.000	Administrative Secretary	1.000
ESOL	1.200	Registrar	1.000
Alternative	0.400	School Financial Assistant	1.000
Career/Technical Ed	2.000	Secretary	7.000
Reading/Literacy		Parent/Community Coord	
Special Education:		Media Services Technician	1.000
Classroom	13.200	Security Team Leader	1.000
Resource Program	1.000	Security Assistant	5.000
		Student Monitor	
Teachers Total	132.600	**Other Support Total**	18.000
		Building Services	
		Manager	1.000
Other Professional		Leader	1.000
Counselor	9.700	Worker	12.000
Media Specialist	1.000	Plant Equipment Operator	1.000
Spec Ed Related Services	1.000	**Building Services Total**	15.000
Other Professional Total	11.700	**Food Services**	4.125
Total Professional	149.300	**Total Supporting Services**	60.389

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	32.0%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1970	--	27.4	0	10

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
98	89	0	1	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
2,091	2,091	2,311	2,281	2,270	2,293	2,267	2,249

School Personnel Costs	
Professional Salaries	$11,940,618
Supporting Services Salaries	$2,482,962
Employee Benefits	$3,885,722
Total Allocated Cost	**$18,309,302**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

SECTION V

SPECIAL SCHOOL PROFILES

Special School Listing

Alternative Programs 406
Stephen Knolls School 408
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: Dr. Christopher S. Garran | Fax Number: (301) 279-4962
School Hours: | Cluster Name: Office of School Performance

2011–2012 Enrollment = 185

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**23.2**	**76.8**	**≤5.0**	**≤5.0**	**51.9**	**37.3**	**≤5.0**	**≤5.0**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**77.3**	18.9	58.4	≤5.0	≤5.0	43.2	27.0	≤5.0	≤5.0	≤5.0
SPED	**14.6**	≤5.0	12.4	≤5.0	≤5.0	5.4	8.1	≤5.0	≤5.0	≤5.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	Number	Percent
Grade 6	0	0.0
Grade 7	10	5.4
Grade 8	28	15.1
Grade 9	82	44.3
Grade 10	38	20.5
Grade 11	16	8.6
Grade 12	11	5.9
Total	185	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.2	≤5.0	14.8

Other Participation

Students now or have in the past received FARMS[2] = 92.4%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≥95.0%

Graduation Rate[2 3] = 11.4%

Attendance Rate[2 3] = 74.8%

Dropout Rate[2 3] = 63.3%

Suspension Rate[2 3] = 41.9%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 11.5%

School Programs

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.

Positive Behavioral Interventions and Supports (PBIS)
Glenmont MS, Hadley Farms MS and Needwood Academy HS only

Maryland School Assessment Overall Adequate Yearly Progress[1 3 4]

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	AYP is not reported for Alternative Programs. Individual student scores are reported back to their home school.			
AS				
BL				
HI				
WH				
MU				
FARMS				
LEP				
SPED				

Maryland School Assessment Proficiency Rate[1 2 3 4]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
ALL	Individual student scores are reported back to the student's home school.					
AS						
BL						
HI						
WH						
MU						
FARMS						
LEP						
SPED						

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	Individual student scores are reported back to the student's home school.							
AS								
BL								
HI								
WH								
MU								
FARMS								
LEP								
SPED								

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Alternative Programs - #239

Algebra and Geometry Completion With a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion With a "C" or Higher		Geometry Completion With a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	8.9	7.1	15.0	25.9
Asian	--	--	--	--
Black or African American	≤5.0	9.3	14.8	27.8
Hispanic/Latino	11.1	≤5.0	10.0	27.5
White	--	--	--	--
Two or More Races	--	--	--	--
ESOL	--	--	--	--
FARMS	10.3	9.4	≤5.0	30.1
SPED	--	5.3	20.0	10.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.1	22.9	10.4	58.3	6.3	60.4	39.6			
Supporting Services	0.0	38.5	11.5	50.0	0.0	65.4	34.6	125	81.6	18.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.3	47.9	45.8

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	542	497
Math	N/A	554	514
Writing	N/A	541	489
Total	N/A	1637	1500

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 4.1

Average Class Size: English = N/A Other = N/A

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal		Paraeducators	
Assistant Principal		Regular	16.350
Asst School Administrator		Special Education	
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	0.500
Administrative Total	1.000	English Composition Assistant	
		College/Career Information Coord	
		Media Assistant	
		Teacher Assistant	
Teachers		**Instructional Support Total**	16.850
Classroom Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development		Business Manager	
Athletic Director		Administrative Secretary	
ESOL	0.500	Registrar	1.000
Alternative	30.700	School Financial Assistant	
Career/Technical Ed		Secretary	
Special Education:		Media Services Technician	
Classroom	1.000	Security Team Leader	1.000
Resource Program		Security Assistant	2.000
		Student Monitor	
Teachers Total	39.200	**Other Support Total**	4.000
		Building Services	
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	45.200	**Total Supporting Services**	20.850

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
92.3%	7.7%	≤5.0%	38.5%

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
300	300	300	300	300	300	300	300

School Personnel Costs	
Professional Salaries	$3,947,459
Supporting Services Salaries	$865,574
Employee Benefits	$1,301,977
Total Allocated Cost	**$6,115,010**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Stephen Knolls School - #799

Coordinator: Ms. Kathy Lertora | 10731 St. Margaret's Way Kensington, MD 20895 | Office Phone: (301) 929-2151
Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 929-2245
School Hours: 8:55 - 3:10 | www.montgomeryschoolsmd.org/schools/knolls/ | Cluster Name: Downcounty Consortium

2011–2012 Enrollment = 94

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**40.4**	**59.6**	**≤5.0**	**≤5.0**	**29.8**	**40.4**	**≤5.0**	**22.3**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**41.5**	14.9	26.6	≤5.0	≤5.0	10.6	26.6	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	44.7	62.8	≤5.0	≤5.0	29.8	44.7	≤5.0	23.4	≤5.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	N	%		N	%
Pre-K	50	53.2	Grade 6	2	2.1
Full K	6	6.4	Grade 7	4	4.3
Grade 1	2	0.0	Grade 8	5	5.3
Grade 2	1	1.1	Grade 9	5	5.3
Grade 3	4	4.3	Grade 10	0	0.0
Grade 4	1	1.1	Grade 11	2	2.1
Grade 5	1	1.1	Grade 12	11	11.7
			Total	94	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	14.9	≤5.0	85.1

Other Participation

Students now or have in the past received FARMS[2] = 47.9%

Mobility Rate (Entrants + Withdrawals)[2 3] = 10.5%

Attendance Rate[2 3] = 89.7%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = N/A

School Programs

Stephen Knolls School provides collaborative comprehensive educational services utilizing a transdisciplinary approach within a center-based school. Students who attend Stephen Knolls live in the southern part of Montgomery County. Classes are comprised of pre-school students in the Preschool Educational Programs (PEP-Intensive Needs Class, Beginnings, Classic, and Comprehensive), as well as, school-aged students 5 to 21 years old with severe to profound/multiple disabilities. Instruction is based on the 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[1 3 4]

Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	na	na
AS	na	na	na	na
BL	Met	Met	na	na
HI	Met	Met	na	na
WH	Met	Met	na	na
MU	--	--	--	--
FARMS	Met	Met	na	na
LEP	--	--	--	--
SPED	Met	Met	na	na

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11	Grade 12
ALL	Stephen Knolls students are Maryland Certificate bound students and therefore do not take the Maryland High School Assessment.	
AS		
BL		
HI		
WH		
MU		
FARMS		
LEP		
SPED		

Maryland School Assessment Proficiency Rate[1 2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
ALL	Stephen Knolls students do not take the Maryland School Assessment. Stephen Knolls students take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used to determine Adequate Yearly Progress (AYP).											
AS												
BL												
HI												
WH												
MU												
FARMS												
LEP												
SPED												

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Stephen Knolls School - #799

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at the Stephen Knolls School.			
Asian				
Black or African American				
Hispanic/Latino				
White				
Two or More Races				
ESOL				
FARMS				
SPED				

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	5.4	2.7	86.5	2.7	89.2	10.8			
Supporting Services	2.8	27.8	19.4	50.0	0.0	88.9	11.1	37	81.1	18.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.8	40.5	48.6

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	542	497
Math	N/A	554	514
Writing	N/A	541	489
Total	N/A	1637	1500

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 1.8

Average Class Size: English = N/A Other = N/A

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	22.869
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		English Composition Assistant	
Administrative Total	1.000	Instructional Data Assistant	0.250
		Media Assistant	0.500
Teachers		Teacher Assistant	
Classroom	0.800	**Instructional Support Total**	23.619
Resource/Team Leader/ Content Specialist		**Other Support**	
Staff Development	0.300	Business Manager	
Athletic Director		Administrative Secretary	1.000
ESOL	0.600	Registrar	
Art	0.700	School Financial Assistant	
Music	0.700	Secretary	0.500
Preschool		Lunch Hour Aide	0.934
Special Education:		Security Team Leader	
Classroom	15.300	Security Assistant	
Resource Program		Student Monitor	
Teachers Total	18.400	**Other Support Total**	2.434
Other Professional		**Building Services**	
Counselor		Manager	1.000
Media Specialist	0.500	Leader	1.000
Spec Ed Related Services	8.800	Worker	0.500
		Plant Equipment Operator	
Other Professional Total	9.300	**Building Services Total**	2.500
		Food Services	0.750
Total Professional	28.700	**Total Supporting Services**	29.303

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1958	1979	6.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	Head Start	Special/Alt Education
19	0	4	1	14

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
190	190	42	42	42	42	42	42

School Personnel Costs	
Professional Salaries	$2,310,213
Supporting Services Salaries	$1,184,475
Employee Benefits	$985,845
Total Allocated Cost	**$4,480,533**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Longview School - #951

Coordinator: Ms. Michelle M. Mach | 13900 Bromfield Road Germantown, MD 20874 | Office Phone: (301) 601-4830
Community Supt: Dr. LaVerne G. Kimball | Fax Number: (301) 601-4828
School Hours: 9:15 - 3:30 | www.montgomeryschoolsmd.org/schools/longview/ | Cluster Name: Northwest

2011–2012 Enrollment = 44

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**47.7**	**52.3**	**≤5.0**	**18.2**	**20.5**	**22.7**	**≤5.0**	**29.5**	**9.1**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**22.7**	15.9	6.8	≤5.0	≤5.0	≤5.0	11.4	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	47.7	52.3	≤5.0	18.2	20.5	22.7	≤5.0	29.5	9.1

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	N	%		N	%
Pre-K	0	0.0	Grade 6	2	4.5
Full K	3	6.8	Grade 7	2	4.5
Grade 1	2	4.5	Grade 8	1	2.3
Grade 2	2	4.5	Grade 9	7	15.9
Grade 3	5	11.4	Grade 10	2	4.5
Grade 4	4	9.1	Grade 11	3	6.8
Grade 5	0	0.0	Grade 12	11	25.0
			Total	44	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 34.1%

Mobility Rate (Entrants + Withdrawals)[2 3] = 14.3%

Attendance Rate[2 3] = 82.5%

Dropout Rate[2 3] = ≤5.0%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = N/A

School Programs

The Longview School provides comprehensive educational services in a center-based program to students 5 to 21 years of age with severe to profound disabilities and/or multiple disabilities. Longview students are often challenged with: expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. Instruction is based on the 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.

Maryland School Assessment
Overall Adequate Yearly Progress: Not Met[1 3 4]

Attendance Rate: Not Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	na	na
AS	na	na	na	na
BL	Met	Met	na	na
HI	na	na	na	na
WH	na	na	na	na
MU	na	na	na	na
FARMS	Met	Met	na	na
LEP	--	--	--	--
SPED	Met	Met	na	na

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11	Grade 12
ALL	Longview students are Maryland Certificate bound students and therefore do not take the Maryland High School Assessment.	
AS		
BL		
HI		
WH		
MU		
FARMS		
LEP		
SPED		

Maryland School Assessment Proficiency Rate[1 2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
ALL	Longview students do not take the Maryland School Assessment. Longview students take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used to determine Adequate Yearly Progress (AYP).											
AS												
BL												
HI												
WH												
MU												
FARMS												
LEP												
SPED												

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Longview School - #951

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at the Longview School.			
Asian				
Black or African American				
Hispanic/Latino				
White				
Two or More Races				
ESOL				
FARMS				
SPED				

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.7	8.7	0.0	82.6	0.0	73.9	26.1			
Supporting Services	14.3	25.0	10.7	46.4	0.0	96.4	3.6	40	70.0	30.0

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[3 5]			
	School	County	National
Critical Reading	N/A	542	497
Math	N/A	554	514
Writing	N/A	541	489
Total	N/A	1637	1500

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 1.3

Average Class Size: English = N/A Other = N/A

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	18.054
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		English Composition Assistant	
Administrative Total	1.000	College/Career Information Coord	
		Media Assistant	0.500
Teachers		Teacher Assistant	
		Instructional Support Total	18.554
Classroom	0.500	**Other Support**	
Resource/Team Leader/ Content Specialist		Business Manager	
Staff Development	0.300	Administrative Secretary	1.000
Athletic Director		Registrar	
ESOL		School Financial Assistant	
Art	0.500	Secretary	0.500
Music	0.400	Lunch Hour Aide	0.935
Special Education:		Security Team Leader	
Classroom	10.200	Security Assistant	
Resource Program		Student Monitor	
Teachers Total	11.900	**Other Support Total**	2.435
		Building Services	
Other Professional		Manager	
Counselor		Leader	
Media Specialist		Worker	
Spec Ed Related Services	4.200	Plant Equipment Operator	
Other Professional Total	4.200	**Building Services Total**	
		Food Services	
Total Professional	17.100	**Total Supporting Services**	20.989

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2001	--	10.0	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
10	0	2	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
48	48	53	53	53	53	53	53

School Personnel Costs	
Professional Salaries	$1,239,146
Supporting Services Salaries	$849,159
Employee Benefits	$622,970
Total Allocated Cost	**$2,711,275**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Regional Institute For Children And Adolescents - #965

Principal: Mrs. Michelle Schultze | 15000 Broschart Road Rockville, MD 20850 | Office Phone: (301) 251-6900
Community Supt: Dr. Donna S. Hollingshead | Fax Number: (301) 251-6906
School Hours: 9:30 - 3:30 | www.montgomeryschoolsmd.org/schools/rica/ | Cluster Name: Thomas S. Wootton

2011–2012 Enrollment = 101

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**28.7**	**71.3**	**≤5.0**	**≤5.0**	**36.6**	**14.9**	**≤5.0**	**44.6**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**37.6**	11.9	25.7	≤5.0	≤5.0	20.8	9.9	≤5.0	5.9	≤5.0
SPED	**≥95.0**	29.7	72.3	≤5.0	≤5.0	34.7	15.8	≤5.0	47.5	≤5.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	Number	Percent
Grade 4	0	0.0
Grade 5	3	3.0
Grade 6	4	4.0
Grade 7	10	9.9
Grade 8	17	16.8
Grade 9	26	25.7
Grade 10	18	17.8
Grade 11	16	15.8
Grade 12	7	6.9
Total	101	

Students with Disabilities Least Restrictive Environment (LRE)[2]
Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 64.4%

Mobility Rate (Entrants + Withdrawals)[2 3] = ≥95.0%

Graduation Rate[2 3] = 34.6%

Attendance Rate[2 3] = 89.4%

Dropout Rate[2 3] = 30.8%

Suspension Rate[2 3] = 15.7%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 13.3%

School Programs

The John L. Gildner Regional Institute for Children and Adolescents (RICA) — Rockville is an MCPS special education school for students with emotional disabilities, autism, specific learning disabilities, and other health impairments, serving Montgomery County and several counties in the state of Maryland.

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:[1 3 4]

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL				
AS				
BL				
HI				
WH				
MU				
FARMS				
LEP				
SPED				

Maryland School Assessment (MSA) scores for the Regional Institute for Children and Adolescents (RICA) are counted towards the Overall Adequate Yearly Progress (AYP) for the State of Maryland. Therefore, RICA has no reported AYP indicators.

Maryland School Assessment Proficiency Rate[1 2 3 4]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
ALL	--	--	36.4	45.5	21.4	57.1
AS	--	--	--	--	--	--
BL	--	--	--	--	--	--
HI	--	--	--	--	--	--
WH	--	--	--	--	--	--
MU	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	36.4	45.5	23.1	61.5

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	--	--	--	--	63.6	90.9	81.8	90.9
AS	--	--	--	--	--	--	--	--
BL	--	--	--	--	--	--	--	--
HI	--	--	--	--	--	--	--	--
WH	--	--	--	--	--	--	--	--
MU	--	--	--	--	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	--	--	--	--	--	--	--	--
SPED	--	--	--	--	63.6	90.9	81.8	90.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Regional Institute For Children And Adolescents - #965

Algebra and Geometry Completion With a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion With a "C" or Higher		Geometry Completion With a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	11.1	42.1	14.3	5.1
Asian	--	--	--	--
Black or African American	--	--	--	≤5.0
Hispanic/Latino	--	--	--	--
White	--	--	27.3	10.0
Two or More Races	--	--	--	--
ESOL	--	--	--	--
FARMS	≤5.0	--	--	≤5.0
SPED	11.8	38.9	15.0	5.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	23.3	6.7	66.7	3.3	83.3	16.7			
Supporting Services	7.7	42.3	3.8	46.2	0.0	69.2	30.8	75	84.0	16.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.7	40.0	53.3

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	542	497
Math	N/A	554	514
Writing	N/A	541	489
Total	N/A	1637	1500

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 2.2

Average Class Size: English = N/A Other = N/A

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	
Asst School Administrator		Special Education	19.250
Magnet/Special Program Coordinator		IT Systems Specialist	
		English Composition Assistant	
		College/Career Information Coord	
Administrative Total	2.000	Media Assistant	0.500
		Instructional Data Assistant	0.250
Teachers		**Instructional Support Total**	20.000
Classroom	1.500	**Other Support**	
Resource/Team Leader/ Content Specialist		Business Manager	
Staff Development		Administrative Secretary	1.000
Athletic Director		Registrar	
ESOL		School Financial Assistant	
Art	1.000	Secretary	1.000
Career/Technical Ed		Media Services Technician	
Special Education:		Security Team Leader	
Classroom	21.000	Security Assistant	1.000
Resource Program	2.000	Student Monitor	
Teachers Total	25.500	**Other Support Total**	3.000
Other Professional		**Building Services**	
Counselor		Manager	
Media Specialist	1.000	Leader	
Spec Ed Related Services	0.200	Worker	
		Plant Equipment Operator	
Other Professional Total	1.200	**Building Services Total**	
		Food Services	
Total Professional	28.700	**Total Supporting Services**	23.000

Grade 12 Documented Decisions[2 3 4]			
College/Training	Employment	Military	College/Employment
--	--	--	--

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1977	--	14.3	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
18	0	0	18

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
180	180	95	95	95	95	95	95

School Personnel Costs	
Professional Salaries	$2,351,600
Supporting Services Salaries	$913,392
Employee Benefits	$919,053
Total Allocated Cost	**$4,184,045**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Rock Terrace School - #916

Principal: Dr. Dianne G. Thornton
Community Supt: Dr. Christopher S. Garran
School Hours: 8:30 - 3:15

390 Martins Lane Rockville, MD 20850
www.montgomeryschoolsmd.org/schools/rockterrace/

Office Phone: (301) 279-4940
Fax Number: (301) 279-4943
Cluster Name: Walter Johnson

2011–2012 Enrollment = 92

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**23.9**	**76.1**	**≤5.0**	**7.6**	**35.9**	**20.7**	**≤5.0**	**29.3**	**6.5**
ESOL	**6.5**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**33.7**	10.9	22.8	≤5.0	≤5.0	17.4	13.0	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	23.9	77.2	≤5.0	8.7	34.8	20.7	≤5.0	29.3	7.6

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	Number	Percent
Grade 6	7	7.6
Grade 7	11	12.0
Grade 8	5	5.4
Grade 9	13	14.1
Grade 10	11	12.0
Grade 11	9	9.8
Grade 12	36	39.1
Total	92	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 53.3%

Mobility Rate (Entrants + Withdrawals)[2 3] = 13.8%

Graduation Rate[2 3] = N/A

Attendance Rate[2 3] = 89.5%

Dropout Rate[2 3] = 20.0%

Suspension Rate[2 3] = 11.9%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = N/A

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[1 3 4]

Graduation Rate: na	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	na	na
AS	na	na	na	na
BL	Met	Met	na	na
HI	Met	Met	na	na
WH	Met	Met	na	na
MU	na	na	na	na
FARMS	Met	Met	na	na
LEP	na	na	na	na
SPED	Met	Met	na	na

Maryland High School Assessment Performance Status[1 2 3 4]

	Grade 11	Grade 12
ALL	Rock Terrace students are Maryland Certificate bound students and therefore do not take the Maryland High School Assessment.	
AS		
BL		
HI		
WH		
MU		
FARMS		
LEP		
SPED		

Maryland School Assessment Proficiency Rate[1 2 3 4]

	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
ALL	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).					
AS						
BL						
HI						
WH						
MU						
FARMS						
LEP						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Rock Terrace School - #916

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]				
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	Algebra, Geometry, and Honors, Advanced Placement, International Baccalaureate, and college-level courses are not offered at the Rock Terrace School.			
Asian				
Black or African American				
Hispanic/Latino				
White				
Two or More Races				
ESOL				
FARMS				
SPED				

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.7	29.0	3.2	58.1	0.0	80.6	19.4			
Supporting Services	21.2	33.3	6.1	39.4	0.0	66.7	33.3	43	83.7	16.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
29.0	35.5	35.5

Average SAT Scores[3 5]			
	School	County	National
Critical Reading	N/A	542	497
Math	N/A	554	514
Writing	N/A	541	489
Total	N/A	1637	1500

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 1.9

Average Class Size: English = N/A Other = N/A

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	
Asst School Administrator		Special Education	21.000
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	0.250
Teachers		**Instructional Support Total**	22.250
Classroom	0.600	**Other Support**	
Resource/Team Leader/ Content Specialist		Business Manager	
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director		Registrar	
ESOL	0.200	School Financial Assistant	
Art	0.600	Secretary	2.000
Music	0.600	Media Services Technician	
Special Education:		Security Team Leader	
Classroom	19.600	Security Assistant	1.000
Resource Program		Student Monitor	
Teachers Total	22.000	**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	1.500	Plant Equipment Operator	
Other Professional Total	3.000	**Building Services Total**	3.000
		Food Services	0.875
Total Professional	27.000	**Total Supporting Services**	30.125

Grade 12 Documented Decisions[2 3 4]			
College/Training	Employment	Military	College/Employment
--	7.1%	≤5.0%	14.3%

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1950	1974	10.3	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
16	0	2	14

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
100	100	110	110	110	110	110	110

School Personnel Costs	
Professional Salaries	$2,049,417
Supporting Services Salaries	$1,092,979
Employee Benefits	$879,398
Total Allocated Cost	**$4,021,794**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Carl Sandburg Learning Center - #215

Principal: Ms. Marlene R. Kenny
Community Supt: Ms. Beth Schiavino-Narvaez
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

2011–2012 Enrollment = 120

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**12.5**	**87.5**	**≤5.0**	**12.5**	**27.5**	**23.3**	**≤5.0**	**30.8**	**5.8**
ESOL	**11.7**	≤5.0	10.8	≤5.0	≤5.0	≤5.0	7.5	≤5.0	≤5.0	≤5.0
FARMS	**40.0**	≤5.0	35.0	≤5.0	≤5.0	13.3	17.5	≤5.0	≤5.0	≤5.0
SPED	**≥95.0**	11.7	87.5	≤5.0	11.7	27.5	23.3	≤5.0	30.8	5.8

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	Number	Percent
Pre-K	0	0.0
Full-Day K	25	20.8
Grade 1	31	25.8
Grade 2	16	13.3
Grade 3	12	10.0
Grade 4	21	17.5
Grade 5	15	12.5
Grade 6	0	0.0
Total	120	

Students with Disabilities Least Restrictive Environment (LRE)[2]

	Percent of Instructional Time Inside a General Education Class		
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	≤5.0	≤5.0	≥95.0

Other Participation

Students now or have in the past received FARMS[2] = 43.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 24.7%
Attendance Rate[2 3] = 92.6%
Suspension Rate[2 3] = ≤5.0%

School Programs

Carl Sandburg is a special school that serves students with multiple disabilities including autism, language impairments, intellectual disabilities, specific learning disabilities and emotional disabilities.

This is a school serving students county wide.

Positive Behavioral Interventions and Supports (PBIS)

Maryland School Assessment Overall Adequate Yearly Progress: Met[3 4]

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	na	na
Asian	na	na	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino	Met	Met	na	na
White	Met	Met	na	na
Two or More Races	na	na	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[2 3 4]

	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	The majority of students at Carl Sandburg take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used to determine Adequate Yearly Progress (AYP).							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Carl Sandburg Learning Center - #215

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	The Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition is not given to students in special schools.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
ESOL						
FARMS						
SPED						

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.9	5.9	8.8	79.4	0.0	82.4	17.6			
Supporting Services	2.7	24.3	10.8	59.5	2.7	83.8	16.2	76	94.7	5.3

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 2.2

Average Class Size Kindergarten = N/A
Grades 1 to 3 = N/A Grades 4 to 5 = N/A

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
29.4	47.1	23.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	
Principal Trainee		Special Education	25.750
Administrative Total	1.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten		Instructional Data Assistant	0.250
Classroom	1.000	**Instructional Support Total**	26.500
Staff Development	0.500		
ESOL	0.300	**Other Support**	
Reading/Literacy		Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.500	Lunch Hour Aide	0.875
Instrumental Music		**Other Support Total**	2.875
Preschool			
Special Education:		**Building Services**	
Classroom	16.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.000	Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor		**Building Services Total**	2.500
Media Specialist	0.500		
Spec Ed Related Services	8.300	**Food Services**	0.500
Other Professional Total	8.800		
Total Professional	28.800	**Total Supporting Services**	32.375

Facilities Data

Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1962	--	7.6	N	0	2

Core Facility Teaching Stations

Total	Grades 1–6	Support A/M/R	Pre-K	Kindergarten	Special Education
16	0	0	0	0	16

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
102	142	115	115	115	115	115	115

School Personnel Costs

Professional Salaries	$1,968,475
Supporting Services Salaries	$1,264,357
Employee Benefits	$944,158
Total Allocated Cost	**$4,176,990**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

SECTION VI

COUNTY SUMMARY PROFILES

Summary Listing

Elementary School Summary 422
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County Summary 431

Summary: County Elementary Schools

Total Number of Elementary Schools = 131

2011–2012 Enrollment = 69,941													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.6**	**51.4**	**≤5.0**	**14.3**	**20.3**	**28.0**	**≤5.0**	**32.3**	**≤5.0**	Pre-K	3,574	5.1
ESOL	**22.0**	10.2	11.7	≤5.0	≤5.0	≤5.0	14.5	≤5.0	≤5.0	≤5.0	Full-Day K	11,385	16.3
FARMS	**37.2**	17.9	19.2	≤5.0	≤5.0	12.0	19.8	≤5.0	≤5.0	≤5.0	Grade 1	11,303	16.2
SPED	**10.3**	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	11,270	16.1
											Grade 3	11,039	15.8
											Grade 4	10,739	15.4
											Grade 5	10,434	14.9
											Grade 6	197	0.3
											Total	69,941	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.6	5.1	21.2

Other Participation

Students now or have in the past received FARMS[2] = 41.3%
Mobility Rate (Entrants + Withdrawals)[2 3] = 13.0%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs

School Programs are listed separately for each elementary school.

Maryland School Assessment System Improvement Status: Not Met[3 4]				
Attendance Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	Met	Met
FARMS	Not Met	Met	Met	Met
LEP	Not Met	Met	Met	Met
SPED	Not Met	Met	Met	Met

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.0	89.4	91.2	92.1	86.4	94.2
Asian	≥95.0	94.8	≥95.0	≥95.0	94.5	≥95.0
Black or African American	78.7	81.0	82.8	84.6	74.7	89.3
Hispanic/Latino	82.4	83.4	84.7	86.8	78.0	90.9
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	90.5	92.6	≥95.0	≥95.0	91.0	≥95.0
FARMS	77.9	80.1	82.3	83.6	73.5	87.3
LEP	76.6	78.5	77.1	80.2	65.6	79.2
SPED	64.0	69.8	68.6	77.1	65.4	77.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Elementary Schools

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.0	71.4	70.3	71.2	78.6	72.6
Asian	77.4	84.1	86.0	84.6	92.0	86.2
Black or African American	52.9	59.7	57.6	54.0	64.4	57.7
Hispanic/Latino	49.5	52.9	55.2	51.8	68.1	52.9
White	81.6	84.8	80.9	87.8	87.8	88.0
Two or More Races	77.3	80.5	77.8	83.1	83.9	82.7
ESOL	41.2	47.6	52.7	46.1	68.5	47.1
FARMS	46.6	50.6	53.1	48.7	65.2	50.0
SPED	36.5	34.3	39.5	34.6	61.4	34.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.0	10.0	4.9	78.6	1.3	89.5	10.5			
Supporting Services	11.6	19.5	17.6	50.1	0.9	82.0	18.0	17,382	98.5	1.5

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.2

Average Class Size Kindergarten = 19.6
Grades 1 to 3 = 20.9 Grades 4 to 5 = 24.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.5	43.9	39.5

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	131.000	Paraeducators	
Assistant Principal	115.000	Regular	331.249
Principal Intern		Special Education	536.579
Asst School Administrator	2.000	IT Systems Specialist	
Administrative Total	248.000	Teacher Assistant	
		Media Assistant	77.625
Teachers		Instructional Data Assistant	86.125
Kindergarten	573.000	**Instructional Support Total**	1,031.578
Classroom	2,759.600		
Staff Development	122.200	**Other Support**	
ESOL	347.800	Administrative Secretary	130.000
Reading/Literacy	173.900	Secretary	133.875
Physical Education		Parent/Community Coord	7.500
Art	139.100	Lunch Hour Aide	171.849
Music	137.500	**Other Support Total**	443.224
Instrumental Music	34.800		
Preschool	78.000	**Building Services**	
Special Education:		Manager	135.000
Classroom	559.500	Leader	138.000
Resource Program		Worker	315.000
Teachers Total	4,925.400	Plant Equipment Operator	1.000
		Building Services Total	589.000
Other Professional			
Counselor	125.300	**Food Services**	157.390
Media Specialist	122.700		
Spec Ed Related Services	178.700		
Other Professional Total	426.700		
Total Professional	5,600.100	**Total Supporting Services**	2,221.192

Facilities Data			
Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1260.0	113	38	314

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre-K	ESOL	Kindergarten	Special Education
3861	2276	574	94	4	539	374

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
64,801	70,290	72,046	73,255	73,831	74,045	74,010	73,498

School Personnel Costs

Professional Salaries	$424,031,714
Supporting Services Salaries	$85,451,093
Employee Benefits	$134,792,493
Total Allocated Cost	**$644,275,300**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Middle Schools

Total Number of Middle Schools = 38

2011–2012 Enrollment = 30,971													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**49.5**	**50.5**	**≤5.0**	**14.3**	**21.7**	**24.3**	**≤5.0**	**34.8**	**≤5.0**	Grade 6	10,315	33.3
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	10,208	33.0
FARMS	**30.7**	15.1	15.6	≤5.0	≤5.0	11.1	14.6	≤5.0	≤5.0	≤5.0	Grade 8	10,448	33.7
SPED	**11.3**	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	30,971	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.3	22.2	9.5

Other Participation
Students now or have in the past received FARMS[2] = 40.7%
Mobility Rate (Entrants + Withdrawals)[2 3] = 10.8%
Attendance Rate[2 3] = ≥95.0%
Suspension Rate[2 3] = ≤5.0%

School Programs
School Programs are listed separately for each middle school.

Maryland School Assessment System Improvement Status: Not Met[3 4]				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Met	Met	Met
Hispanic/Latino	Not Met	Not Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	Met	Met
FARMS	Not Met	Not Met	Met	Met
LEP	Met	Not Met	Met	Met
SPED	Not Met	Met	Met	Met
Attendance Rate: Met				

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.7	89.4	81.1	91.0	75.1	89.5
Asian	≥95.0	≥95.0	94.3	≥95.0	90.8	94.6
Black or African American	71.1	82.1	65.6	85.1	59.0	82.8
Hispanic/Latino	72.7	81.1	68.1	83.8	58.8	80.8
White	94.0	≥95.0	93.2	≥95.0	89.4	≥95.0
Two or More Races	85.8	93.3	87.8	≥95.0	80.9	94.3
FARMS	67.8	77.1	61.2	81.1	53.9	78.2
LEP	56.5	61.1	47.3	57.4	35.9	48.7
SPED	57.3	70.4	58.8	69.6	39.8	69.9

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Middle Schools

Algebra Performance[2 3 4]		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2011
All Students	62.8	93.7
Asian	81.9	≥95.0
Black or African American	44.7	86.3
Hispanic/Latino	43.3	87.0
White	79.4	≥95.0
Two or More Races	68.1	≥95.0
ESOL	20.6	80.8
FARMS	37.9	83.2
SPED	20.9	81.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.6	16.8	5.2	71.9	1.2	73.7	26.3	6,919	94.6	5.4
Supporting Services	13.6	23.1	16.1	45.9	0.9	72.5	27.5			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.6
Average Class Size (English) = 24.6
Average Class Size (Other) = 26.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.0	44.4	41.6

Staff Positions

Professional	
Administrative	
Principal	38.000
Assistant Principal	68.000
Asst School Administrator	14.000
Magnet/Special Program Coordinator	6.000
Administrative Total	126.000
Teachers	
Classroom	1289.400
Resource/Team Leader/ Content Specialist	352.000
Staff Development	15.200
ESOL	43.800
Alternative	27.400
Reading/Literacy	29.200
Special Education:	
Classroom	288.300
Resource Program	46.000
Teachers Total	2091.300
Other Professional	
Counselor	132.500
Media Specialist	38.000
Spec Ed Related Services	28.600
Other Professional Total	199.100
Total Professional	2416.400

Supporting Services	
Instructional Support	
Paraeducators	
Regular	24.441
Special Education	293.709
IT Systems Specialist	22.000
Teacher Assistant	
Media Assistant	31.875
Instructional Data Assistant	29.375
Instructional Support Total	401.400
Other Support	
Administrative Secretary	38.000
School Financial Assistant	37.000
Secretary	106.750
Media Services Technician	
Parent/Community Coord	0.750
Security Assistant	70.000
Lunch Hour Aide	14.930
Other Support Total	267.430
Building Services	
Manager	40.000
Leader	43.000
Worker	178.500
Plant Equipment Operator	35.000
Building Services Total	296.500
Food Services	125.871
Total Supporting Services	1091.201

Facilities Data		
Site Size in Acres	Joint Occupancy	Relocatable Classrooms
749.5	2	15

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
1778	1538	0	52	188

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
35,278	35,757	31,145	31,951	32,756	33,806	34,626	35,549

School Personnel Costs	
Professional Salaries	$193,751,423
Supporting Services Salaries	$44,350,483
Employee Benefits	$63,265,270
Total Allocated Cost	**$301,367,176**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County High Schools

Total Number of High Schools = 25

Plus 1 High School of Technology Education

2011–2012 Enrollment = 44,865													
	% Total	% Gender		% Racial/Ethnic Composition[1 2]							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		**48.8**	**51.2**	**≤5.0**	**14.5**	**22.1**	**24.0**	**≤5.0**	**35.5**	**≤5.0**	Grade 9	12,182	27.2
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	11,874	26.5
FARMS	**25.7**	12.4	13.3	≤5.0	≤5.0	9.6	11.9	≤5.0	≤5.0	≤5.0	Grade 11	10,694	23.8
SPED	**11.4**	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	10,115	22.5
											Total*	44,865	

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE)[2]			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.1	14.9	15.0

Other Participation

Students now or have in the past received FARMS[2] = 42.1%

Mobility Rate (Entrants + Withdrawals)[2 3] = 11.5%

Graduation Rate[2 3] = 87.4%

Attendance Rate[2 3] = ≥95.0%

Dropout Rate[2 3] = 6.6%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 72.1%

School Programs

School Programs are listed separately for each high school.

Maryland School Assessment System Improvement Status: Not Met[1 3 4]				
Graduation Rate: Met	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Met	Met	Met	Met
AS	Met	Met	Met	Met
BL	Met	Met	Met	Met
HI	Met	Met	Met	Met
WH	Met	Met	Met	Met
MU	Met	Met	Met	Met
FARMS	Met	Met	Met	Met
LEP	Met	Not Met	Met	Met
SPED	Not Met	Not Met	Met	Met

Adequate Yearly Progress Proficiency Rate[1 2 3 4]		
	Mathematics	Reading
ALL	90.2	88.1
AS	≥95.0	91.9
BL	79.3	79.2
HI	84.6	79.5
WH	≥95.0	≥95.0
MU	93.7	93.7
FARMS	81.2	76.3
LEP	81.5	61.7
SPED	70.1	68.6

Maryland High School Assessment Performance Status[1 2 3 4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	Maryland High School Assessment performance status is reflected in the Summary of County Schools which includes Alternative Programs and one special school (see page 432).							
AS								
BL								
HI								
WH								
MU								
ESOL								
FARMS								
SPED								

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

* Actual/Total Enrollment includes 127 students enrolled in the Gateway to College program.

Summary: County High Schools

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	68.6	63.5	80.3
Asian	83.4	82.0	91.1
Black or African American	52.2	44.8	68.0
Hispanic/Latino	53.3	43.0	66.6
White	85.0	80.8	91.4
Two or More Races	78.2	70.6	88.1
ESOL	31.8	31.9	43.5
FARMS	47.2	40.0	60.8
SPED	38.5	34.5	38.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.3	14.5	5.4	74.4	1.1	63.3	36.7			
Supporting Services	11.2	25.9	15.0	47.2	0.5	65.3	34.7	9,497	96.3	3.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.9	45.7	43.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 12.4

Average Class Size: English = 25.0 Other = 26.1

Staff Positions

Professional		Supporting Services	
Administrative		Instructional Support	
Principal	26.000	Paraeducators	
Assistant Principal	71.000	Regular	84.434
Asst School Administrator	16.000	Special Education	391.815
Magnet/Special Program Coordinator	3.000	IT Systems Specialist	26.000
		English Composition Assistant	46.871
Administrative Total	116.000	Hearing Interpreter	
		College/Career Information Coord	26.000
		Media Assistant	43.750
		Teacher Assistant	0.500
Teachers		**Instructional Support Total**	619.370
Classroom	1998.000	Other Support	
Resource/Team Leader/ Content Specialist	207.000	Business Manager	26.000
Staff Development	9.200	Administrative Secretary	26.000
Athletic Director	25.000	Registrar	26.000
ESOL	81.800	School Financial Assistant	26.000
Alternative	18.000	Secretary	130.499
Career/Technical Ed	32.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	24.000
Special Education:		Security Team Leader	27.000
Classroom	390.600	Security Assistant	111.000
Resource Program	35.000	Student Monitor	
Teachers Total	2797.200	**Other Support Total**	396.499
		Building Services	
		Manager	25.000
		Leader	28.000
Other Professional		Worker	307.000
Counselor	186.100	Plant Equipment Operator	25.000
Media Specialist	25.000		
Spec Ed Related Services	26.000	**Building Services Total**	385.000
Other Professional Total	237.100	Food Services	90.186
Total Professional	3150.300	**Total Supporting Services**	1491.055

Average SAT Scores[3 5] (70.6% Tested)

	School	County	National
Critical Reading	542	542	497
Math	554	554	514
Writing	541	541	489
Total	1637	1637	1500

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
10,112	5,111	50.5

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
91.1%	≤5.0%	≤5.0%	45.0%

Facilities Data

Site Size in Acres	Joint Occupancy	Relocatable Classrooms
898.4	1	51

Core Facility Teaching Stations

Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
2174	1834	0	67	273

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
45,149	47,060	44,830	44,628	44,565	44,445	44,041	46,151

School Personnel Costs

Professional Salaries	$254,626,758
Supporting Services Salaries	$59,919,112
Employee Benefits	$84,366,176
Total Allocated Cost	**$398,912,046**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Summary: County Special Schools

Total Number of Special Schools = 5

Plus Alternative Programs

2011–2012 Enrollment = 679

	% Total	% Gender		% Racial/Ethnic Composition[1] [2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**26.8**	**73.2**	**≤5.0**	**6.6**	**36.5**	**28.0**	**≤5.0**	**24.4**	**≤5.0**
ESOL	**≤5.0**	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
FARMS	**50.2**	14.9	35.3	≤5.0	≤5.0	23.0	19.9	≤5.0	≤5.0	≤5.0
SPED	**78.8**	21.8	57.0	≤5.0	6.0	23.6	20.8	≤5.0	24.0	≤5.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	N	%		N	%
Pre-K	50	7.4	Grade 6	15	2.2
Full K	34	5.0	Grade 7	37	5.4
Grade 1	35	10.2	Grade 8	56	8.2
Grade 2	19	2.8	Grade 9	133	19.6
Grade 3	21	3.1	Grade 10	69	10.2
Grade 4	26	3.8	Grade 11	46	6.8
Grade 5	19	2.8	Grade 12	119	17.5
			Total*	679	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	8.6	8.0	83.4

Other Participation

Students now or have in the past received FARMS[2] = 61.7%

Mobility Rate (Entrants + Withdrawals)[2] [3] = 81.2%

Attendance Rate[2] [3] = 85.3%

Graduation Rate[2] [3] = 14.5%

Dropout Rate[2] [3] = 48.4%

Suspension Rate[2] [3] = 16.2%

Percent of Students Meeting University System of Maryland Entrance Requirements[2] [3] = 12.2%

School Programs

School Programs are listed separately for each school.

Maryland School Assessment Overall Adequate Yearly Progress[3] [4]

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Adequate Yearly Progress is calculated separately for each special school. There is no combined calculation for all special schools.			
Asian				
Black or African American				
Hispanic/Latino				
White				
Two or More Races				
FARMS				
LEP				
SPED				

Maryland School Assessment Proficiency Rate[2] [3] [4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The majority of students in MCPS special schools do not take the Maryland School Assessment (MSA). These schools administer the Alternate Maryland School Assessment (ALT-MSA).					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

* Actual/Total Enrollment includes 43 students enrolled in the Transitions School program.

Summary: County Special Schools

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	21.4	50.0	24.1	58.6	14.6	44.2
Asian	--	--	--	--	--	--
Black or African American	--	--	5.6	55.6	≤5.0	33.3
Hispanic/Latino	--	--	--	--	8.3	26.7
White	--	--	--	--	27.3	72.7
Two or More Races	--	--	--	--	--	--
FARMS	10.0	36.4	15.8	63.2	≤5.0	23.1
LEP	--	--	--	--	--	--
SPED	--	--	41.7	50.0	20.0	62.5

Maryland High School Assessment Performance Status[2 3 4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	Maryland High School Assessment performance status for special schools are included in the Summary of County Schools on page 432.							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition[2 3 4]						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	The Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition is not given to students in special schools.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

Algebra Completion with a "C" or Higher[2 3 4]		
	Grade 8	Grade 9
All Students	6.8	11.3
Asian	≤5.0	10.0
Black or African American	10.0	--
Hispanic/Latino	7.1	5.6
White	5.3	27.3
Two or More Races	--	--
FARMS	--	--
LEP	6.1	13.9
SPED	≤5.0	16.0

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Special Schools

Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]		
	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	11.4	14.6
Asian	--	--
Black or African American	10.0	17.2
Hispanic/Latino	7.7	20.0
White	19.4	6.3
Two or More Races	--	≤5.0
ESOL	--	--
FARMS	7.1	19.8
SPED	14.9	≤5.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.9	16.3	5.9	70.9	2.5	77.3	22.7			
Supporting Services	8.6	31.0	10.7	48.7	0.5	79.1	20.9	396	83.6	16.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.8	43.8	40.4

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 2.4

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	3.000	Paraeducators	
Assistant Principal	2.000	Regular	16.350
Asst School Administrator		Special Education	106.923
Magnet Coordinator	3.000	IT Systems Specialist	0.500
Principal Intern		English Composition Assistant	
Administrative Total	8.000	College/Career Information Coord	
		Media Assistant	3.000
Teachers		Teacher Assistant, Regular	
Kindergarten		Instructional Data Assistant	1.000
Classroom	4.400	**Instructional Support Total**	127.773
Athletic Director			
Resource/Team Leader/ Content Specialist	7.000	**Other Support**	
Staff Development	1.500	Administrative Secretary	5.000
ESOL	1.600	Business Manager	
Alternative	30.700	Registrar	1.000
Career/Technical Ed		School Financial Assistant	
Reading/Literacy		Secretary	5.000
Physical Education		Parent/Community Coord	
Art	3.500	Media Services Technician	
Music	2.200	Security Team Leader	1.000
Instrumental Music		Security Assistant	4.000
Preschool		Student Monitor	
Special Education:		Lunch Hour Aide	2.744
Classroom	83.100	**Other Support Total**	18.744
Resource Program	2.000		
Teachers Total	136.000	**Building Services**	
		Manager	3.000
Other Professional		Leader	3.000
Counselor	2.000	Worker	2.000
Media Specialist	3.500	Plant Equipment Operator	
Spec Ed Related Services	26.000	**Building Services Total**	8.000
Other Professional Total	31.500		
		Food Services	2.125
Total Professional	175.500	**Total Support Services**	156.642

Average SAT Scores[3 5]	School	County	National
Critical Reading	N/A	542	497
Math	N/A	554	514
Writing	N/A	541	489
Total	N/A	1637	1500

Advanced Placement/International Baccalaureate Tests[3]		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions[2 3]			
College/Training	Employment	Military	College/Employment
48.1%	7.4%	≤5.0%	25.9%

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	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
920	960	715	715	715	715	715	715

School Personnel Costs	
Professional Salaries	$13,866,310
Supporting Services Salaries	$6,169,936
Employee Benefits	$5,653,402
Total Allocated Cost	**$25,689,648**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

Summary: County Schools

Total Number of Elementary, Middle, High, and Special Schools = 200

Plus 1 High School of Technology

2011–2012 Enrollment = 146,456

	% Total	% Gender		% Racial/Ethnic Composition[1 2]						
		Female	Male	AM	AS	BL	HI	PI	WH	MU
All Students		**48.7**	**51.3**	**≤5.0**	**14.3**	**21.2**	**26.0**	**≤5.0**	**33.8**	**≤5.0**
ESOL	**13.0**	6.0	6.9	≤5.0	≤5.0	≤5.0	8.3	≤5.0	≤5.0	≤5.0
FARMS	**32.3**	15.6	16.7	≤5.0	≤5.0	11.1	16.2	≤5.0	≤5.0	≤5.0
SPED	**11.2**	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Enrollment by Grade

	N	%		N	%
Pre-K	3,624	2.5	Grade 6	10,527	7.2
Full K	11,419	7.8	Grade 7	10,245	7.0
Grade 1	11,338	8.2	Grade 8	10,504	7.2
Grade 2	11,289	7.7	Grade 9	12,315	8.4
Grade 3	11,060	7.6	Grade 10	11,943	8.2
Grade 4	10,765	7.4	Grade 11	10,740	7.3
Grade 5	10,453	7.1	Grade 12	10,234	7.0
			Total	146,456	

Students with Disabilities Least Restrictive Environment (LRE)[2]

Percent of Instructional Time Inside a General Education Class

	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.3	12.0	18.8

Other Participation

Students now or have in the past received FARMS[2] = 41.5%

Mobility Rate (Entrants + Withdrawals)[2 3] = 12.1%

Attendance Rate[2 3] = ≥95.0%

Graduation Rate[2 3] = 86.2%

Dropout Rate[2 3] = 7.4%

Suspension Rate[2 3] = ≤5.0%

Percent of Students Meeting University System of Maryland Entrance Requirements[2 3] = 70.8%

School Programs

School Programs are listed separately for each school.

Maryland School Assessment Adequate Yearly Progress: Not Met[3 4]

	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Met	Met	Met	Met
Asian	Met	Met	Met	Met
Black or African American	Not Met	Not Met	Met	Met
Hispanic/Latino	Not Met	Met	Met	Met
White	Met	Met	Met	Met
Two or More Races	Met	Met	Met	Met
FARMS	Not Met	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[2 3 4]

	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.9	89.3	91.1	92.0	86.2	94.1
Asian	≥95.0	94.8	≥95.0	≥95.0	94.5	≥95.0
Black or African American	78.7	81.0	82.6	84.4	74.5	89.1
Hispanic/Latino	82.4	83.4	84.7	86.7	78.0	90.8
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	90.5	92.4	≥95.0	≥95.0	91.0	≥95.0
FARMS	77.9	80.1	82.3	83.6	73.4	87.3
LEP	76.6	78.5	77.1	80.2	65.6	79.2
SPED	63.8	69.4	67.8	76.7	64.5	77.3

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Schools

Maryland School Assessment Proficiency Rate[2 3 4]						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.7	89.5	80.8	90.7	74.7	89.2
Asian	≥95.0	≥95.0	94.2	≥95.0	90.7	94.6
Black or African American	70.8	82.0	64.9	84.6	58.5	82.3
Hispanic/Latino	72.8	81.2	67.9	83.7	58.4	80.4
White	93.9	≥95.0	92.9	≥95.0	89.1	≥95.0
Two or More Races	85.6	93.5	87.6	≥95.0	80.8	94.3
FARMS	67.7	77.0	60.9	80.9	53.4	77.6
LEP	56.7	61.2	47.3	57.4	35.8	48.6
SPED	56.7	70.4	57.6	68.4	39.2	69.2

Maryland High School Assessment Performance Status[2 3 4]								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	93.0	93.8	90.5	≥95.0	91.5	91.9	89.5	93.9
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	92.7	≥95.0
Black or African American	84.2	87.0	81.1	91.2	80.8	84.0	80.7	88.5
Hispanic/Latino	86.6	86.6	81.5	89.6	86.7	85.6	82.0	89.2
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	93.7	≥95.0	94.3	94.5	94.6	≥95.0
ESOL	61.8	64.3	40.7	68.8	68.6	73.5	46.4	71.4
FARMS	82.0	83.7	74.9	87.9	81.9	81.1	77.9	85.8
SPED	68.0	71.2	60.6	75.7	69.3	75.0	69.7	78.9

Grade 2 Comprehensive Test of Basic Skills[2 3 4]						
Percent at or above the 50th National Percentile						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.0	71.4	70.3	71.2	78.6	72.6
Asian	77.4	84.1	86.0	84.6	92.0	86.2
Black or African American	52.9	59.7	57.6	54.0	64.4	57.7
Hispanic/Latino	49.5	52.9	55.2	51.8	68.1	52.9
White	81.6	84.8	80.9	87.8	87.8	88.0
Two or More Races	77.3	80.5	77.8	83.1	83.9	82.7
ESOL	41.2	47.6	52.7	46.1	68.5	47.1
FARMS	46.6	50.6	53.1	48.7	65.2	50.0
SPED	36.5	34.3	39.5	34.6	61.4	34.1

Algebra Performance[2 3 4]			
	Algebra Completion with a "C" or Higher by the End of Grade 8	Algebra HSA Pass Rates in Middle School for Tests Taken in May 2011	Algebra Completion with a "C" or Higher by the End of Grade 9
All Students	62.3	93.7	68.0
Asian	81.4	≥95.0	83.3
Black or African American	44.2	86.3	51.3
Hispanic/Latino	42.9	87.0	52.7
White	79.0	≥95.0	84.6
Two or More Races	67.6	≥95.0	77.5
ESOL	20.5	80.8	31.6
FARMS	37.4	83.2	46.5
SPED	20.2	81.1	37.8

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.
[3] Outcome data reflect 2010–2011 school year.
[4] Results are not reported (--) for groups with fewer than ten students enrolled.

Summary: County Schools

Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment[2 3 4]		
	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	62.9	79.9
Asian	82.0	90.9
Black or African American	44.1	67.4
Hispanic/Latino	42.7	66.3
White	80.3	91.1
Two or More Races	69.9	87.6
ESOL	31.9	43.4
FARMS	39.6	60.2
SPED	33.8	37.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers[3]		
	% Racial/Ethnic Composition[1]					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	12.7	5.1	76.0	1.2	79.0	21.0	34,194	96.9	3.1
Supporting Services	11.8	22.4	16.4	48.3	0.8	75.1	24.9			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.5	44.5	41.0

Class Size/Staff Ratio

Student/Instructional Staff Ratio = 11.5

Average Class Size: English = N/A Other = N/A

Staff Positions

Professional		Supporting Services	
Administrative		**Instructional Support**	
Principal	198.000	Paraeducators	
Assistant Principal	256.000	Regular	456.474
Magnet Coordinator	12.000	Special Education	1,329.026
Principal Intern		IT Systems Specialist	48.500
Asst School Administrator	32.000	English Composition Assistant	46.871
Administrative Total	498.000	College/Career Information Coord	26.000
		Hearing Interpreter	
Teachers		Media Assistant	156.250
Kindergarten	573.000	Teacher Assistant, Regular	0.500
Classroom	6,051.400	Instructional Data Assistant	116.500
Athletic Director	25.000	**Instructional Support Total**	2,180.121
Resource/Team Leader/ Content Specialist	566.000		
Staff Development	148.100	**Other Support**	
ESOL	475.000	Administrative Secretary	199.000
Alternative	76.100	Business Manager	26.000
Career/Technical Ed	32.600	Registrar	27.000
Reading/Literacy	203.100	School Financial Assistant	63.000
Physical Education		Secretary	376.124
Art	142.600	Parent/Community Coord	8.250
Music	139.700	Media Services Technician	24.000
Instrumental Music	34.800	Security Team Leader	28.000
Preschool	78.000	Security Assistant	185.000
Special Education:		Student Monitor	
Classroom	1,321.500	Lunch Hour Aide	189.523
Resource Program	83.000	**Other Support Total**	1,125.897
Teachers Total	9,949.900		
		Building Services	
Other Professional		Manager	203.000
Counselor	445.900	Leader	212.000
Media Specialist	189.200	Worker	802.500
Spec Ed Related Services	259.300	Plant Equipment Operator	61.000
Other Professional Total	894.400	**Building Services Total**	1,278.500
		Food Services	375.572
Total Professional	11,342.300	**Total Support Services**	4,960.090

Average SAT Scores[3 5] (71.4% Tested)

	County	National
Critical Reading	542	497
Math	554	514
Writing	541	489
Total	1637	1500

Advanced Placement/International Baccalaureate Tests[3]

Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
10158	5112	50.3

Grade 12 Documented Decisions[2 3]

College/Training	Employment	Military	College/Employment
90.9%	≤5.0%	≤5.0%	45.8%

Facilities Data

Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2984.9	113	41	382

Core Facility Teaching Stations

Total	Grades 1–12	Support A/M/R	Pre-K	Kindergarten	ESOL	Special Education
7,911	5,667	582	95	539	123	905

Capacity/Enrollment Projections

Current Capacity	Future Capacity	2012 –2013	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018
147,148	155,067	149,736	151,549	152,867	154,011	155,392	156,913

School Personnel Costs

Professional Salaries	$886,276,205
Supporting Services Salaries	$195,890,624
Employee Benefits	$288,077,341
Total Allocated Cost	**$1,370,244,170**

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[3] Outcome data reflect 2010–2011 school year.

[4] Results are not reported (--) for groups with fewer than ten students enrolled.

[5] The combined SAT score may differ by 1 point because of rounding.

SECTION VII

SELECT SCHOOL INFORMATION

Elementary Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Arcola ES	655	53.9	46.1	≤5.0	10.2	18.8	64.0	≤5.0	≤5.0	≤5.0	48.2	78.9	11.0
Ashburton ES	770	51.4	48.6	≤5.0	15.8	11.2	15.3	≤5.0	49.5	7.9	12.9	11.4	16.4
Bannockburn ES	361	50.7	49.3	≤5.0	8.3	≤5.0	≤5.0	≤5.0	74.8	8.9	9.4	≤5.0	9.1
Lucy V. Barnsley ES	669	53.8	46.2	≤5.0	16.0	13.5	29.0	≤5.0	35.0	6.3	12.1	32.0	12.7
Beall ES	760	51.4	48.6	≤5.0	24.5	14.3	16.4	≤5.0	35.3	9.3	16.1	25.4	8.2
Bel Pre ES	499	49.3	50.7	≤5.0	≤5.0	40.3	42.3	≤5.0	9.0	≤5.0	44.9	64.7	7.0
Bells Mill ES	560	53.9	46.1	≤5.0	19.5	13.6	6.6	≤5.0	54.8	5.4	7.0	11.8	8.2
Belmont ES	312	51.0	49.0	≤5.0	7.4	7.4	9.9	≤5.0	71.8	≤5.0	≤5.0	7.4	11.2
Bethesda ES	491	50.7	49.3	≤5.0	13.0	6.9	11.4	≤5.0	62.5	6.1	6.7	5.5	10.0
Beverly Farms ES	567	50.8	49.2	≤5.0	27.7	≤5.0	11.1	≤5.0	50.6	6.7	≤5.0	≤5.0	8.3
Bradley Hills ES	523	51.8	48.2	≤5.0	10.3	≤5.0	9.8	≤5.0	70.2	7.6	6.1	≤5.0	≤5.0
Broad Acres ES	651	51.8	48.2	≤5.0	7.5	16.7	75.4	≤5.0	≤5.0	≤5.0	69.6	94.6	6.8
Brooke Grove ES	389	49.4	50.6	≤5.0	14.7	19.3	13.1	≤5.0	49.1	≤5.0	9.8	24.2	18.3
Brookhaven ES	484	58.1	41.9	≤5.0	7.4	31.0	49.6	≤5.0	9.9	≤5.0	42.1	65.7	23.8
Brown Station ES	496	49.0	51.0	≤5.0	7.3	33.9	42.3	≤5.0	11.5	5.0	23.6	65.1	12.7
Burning Tree ES	497	50.1	49.9	≤5.0	16.1	5.0	9.3	≤5.0	61.6	7.6	13.3	≤5.0	14.9
Burnt Mills ES	483	52.8	47.2	≤5.0	≤5.0	64.8	22.8	≤5.0	7.7	≤5.0	19.0	67.1	6.4
Burtonsville ES	686	50.1	49.9	≤5.0	14.1	61.5	11.4	≤5.0	7.3	5.4	20.6	46.9	5.7
Candlewood ES	347	49.6	50.4	≤5.0	18.7	10.4	17.3	≤5.0	46.1	7.2	7.8	13.8	7.5
Cannon Road ES	398	55.0	45.0	≤5.0	11.3	34.7	38.9	≤5.0	10.6	≤5.0	18.6	58.3	18.3
Carderock Springs ES	368	53.0	47.0	≤5.0	14.1	≤5.0	7.1	≤5.0	72.6	≤5.0	≤5.0	≤5.0	11.7
Rachel Carson ES	870	48.3	51.7	≤5.0	11.8	5.2	15.7	≤5.0	62.5	≤5.0	10.9	16.8	9.7
Cashell ES	318	57.5	42.5	≤5.0	11.0	14.5	20.1	≤5.0	48.7	5.0	12.6	25.2	14.5
Cedar Grove ES	427	50.6	49.4	≤5.0	32.3	11.5	10.8	≤5.0	40.7	≤5.0	11.9	13.8	8.2
Chevy Chase ES	504	53.4	46.6	≤5.0	6.2	8.9	7.7	≤5.0	71.2	5.8	≤5.0	8.9	6.3
Clarksburg ES	261	50.2	49.8	≤5.0	33.0	13.4	14.6	≤5.0	33.7	≤5.0	24.1	18.8	12.6
Clearspring ES	622	50.0	50.0	≤5.0	14.1	10.6	17.8	≤5.0	49.8	7.4	7.1	22.8	12.9
Clopper Mill ES	427	50.4	49.6	≤5.0	7.5	38.2	42.9	≤5.0	8.0	≤5.0	29.3	72.1	15.7
Cloverly ES	440	52.0	48.0	≤5.0	18.6	15.9	14.8	≤5.0	42.3	8.2	11.6	14.5	14.1
Cold Spring ES	381	53.5	46.5	≤5.0	34.9	≤5.0	6.3	≤5.0	49.6	6.3	≤5.0	≤5.0	7.3
College Gardens ES	815	50.6	49.4	≤5.0	23.1	16.2	13.0	≤5.0	39.8	7.7	11.8	12.5	5.9
Cresthaven ES	405	53.8	46.2	≤5.0	11.9	34.1	46.9	≤5.0	5.7	≤5.0	18.3	67.7	11.1
Capt. James E. Daly ES	565	51.9	48.1	≤5.0	6.7	34.3	42.5	≤5.0	11.3	≤5.0	31.5	65.3	9.9
Damascus ES	306	48.4	51.6	≤5.0	≤5.0	≤5.0	23.5	≤5.0	65.0	≤5.0	15.7	28.4	17.0
Darnestown ES	351	56.1	43.9	≤5.0	10.5	≤5.0	≤5.0	≤5.0	78.1	≤5.0	≤5.0	≤5.0	6.0
Diamond ES	587	52.5	47.5	≤5.0	38.3	7.0	10.7	≤5.0	38.5	5.5	14.7	10.9	10.7
Dr. Charles R. Drew ES	451	52.5	47.5	≤5.0	13.5	42.8	22.6	≤5.0	16.4	≤5.0	17.7	49.7	13.5
DuFief ES	374	52.4	47.6	≤5.0	30.5	5.9	6.1	≤5.0	51.9	5.6	12.3	6.4	16.6
East Silver Spring ES	419	52.5	47.5	≤5.0	5.5	48.9	25.5	≤5.0	16.0	≤5.0	29.8	59.7	12.9
Fairland ES	592	50.2	49.8	≤5.0	11.8	56.3	19.8	≤5.0	9.8	≤5.0	19.6	53.0	6.1
Fallsmead ES	550	50.4	49.6	≤5.0	34.9	7.1	9.1	≤5.0	44.2	≤5.0	8.7	7.5	8.9
Farmland ES	660	51.1	48.9	≤5.0	32.4	≤5.0	9.1	≤5.0	49.2	≤5.0	25.2	8.5	8.9
Fields Road ES	474	49.6	50.4	≤5.0	19.2	16.7	26.4	≤5.0	31.9	5.5	18.4	37.1	8.6
Flower Hill ES	481	47.0	53.0	≤5.0	15.8	27.7	42.8	≤5.0	8.9	≤5.0	32.0	62.8	12.1
Flower Valley ES	462	49.8	50.2	≤5.0	11.9	13.4	18.0	≤5.0	52.8	≤5.0	9.7	21.2	13.9
Forest Knolls ES	673	50.1	49.9	≤5.0	6.7	14.4	44.6	≤5.0	30.3	≤5.0	30.0	41.9	9.4
Fox Chapel ES	585	50.6	49.4	≤5.0	22.4	24.1	37.6	≤5.0	11.5	≤5.0	33.8	51.1	6.8
Gaithersburg ES	654	50.8	49.2	≤5.0	5.7	19.9	65.0	≤5.0	6.9	≤5.0	42.5	78.3	7.5
Galway ES	829	48.7	51.3	≤5.0	12.1	56.5	22.9	≤5.0	≤5.0	≤5.0	24.7	57.7	10.6
Garrett Park ES	563	52.2	47.8	≤5.0	16.7	8.2	23.1	≤5.0	44.9	6.4	16.7	14.0	6.6
Georgian Forest ES	541	52.1	47.9	≤5.0	9.1	39.9	38.4	≤5.0	9.2	≤5.0	26.2	71.5	8.9
Germantown ES	313	54.0	46.0	≤5.0	16.6	28.1	28.1	≤5.0	22.4	≤5.0	11.8	28.8	14.7

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Elementary Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
William B. Gibbs, Jr. ES	740	51.8	48.2	≤5.0	31.8	19.9	16.9	≤5.0	25.0	6.2	15.0	24.2	12.6
Glen Haven ES	533	52.2	47.8	≤5.0	9.6	25.7	49.7	≤5.0	12.6	≤5.0	37.5	70.2	10.5
Glenallan ES	419	48.9	51.1	≤5.0	12.4	28.2	49.4	≤5.0	6.2	≤5.0	29.6	63.0	8.4
Goshen ES	619	52.3	47.7	≤5.0	12.9	26.2	26.7	≤5.0	27.0	6.8	17.3	37.6	12.1
Great Seneca Creek ES	764	46.7	53.3	≤5.0	17.9	25.4	22.8	≤5.0	27.2	6.7	10.5	33.1	8.9
Greencastle ES	721	52.1	47.9	≤5.0	10.0	71.3	15.1	≤5.0	≤5.0	≤5.0	17.6	58.9	11.5
Greenwood ES	534	51.5	48.5	≤5.0	9.0	5.8	9.6	≤5.0	69.5	6.2	≤5.0	5.4	6.0
Harmony Hills ES	640	51.6	48.4	≤5.0	7.2	21.3	67.3	≤5.0	≤5.0	≤5.0	50.9	88.9	7.0
Highland ES	485	50.7	49.3	≤5.0	6.6	13.8	74.0	≤5.0	≤5.0	≤5.0	61.6	81.9	15.9
Highland View ES	385	55.3	44.7	≤5.0	≤5.0	23.6	31.2	≤5.0	37.4	5.7	31.7	45.2	5.2
Jackson Road ES	637	52.9	47.1	≤5.0	13.5	47.1	33.4	≤5.0	≤5.0	≤5.0	28.9	68.3	14.1
Jones Lane ES	515	53.4	46.6	≤5.0	14.4	9.9	24.7	≤5.0	44.9	5.8	14.0	21.4	11.5
Kemp Mill ES	458	51.5	48.5	≤5.0	6.3	24.9	60.7	≤5.0	6.1	≤5.0	46.9	73.8	9.8
Kensington Parkwood ES	683	50.7	49.3	≤5.0	7.8	5.1	11.0	≤5.0	71.9	≤5.0	≤5.0	7.5	9.1
Lake Seneca ES	413	51.6	48.4	≤5.0	11.4	33.4	25.9	≤5.0	25.2	≤5.0	20.3	44.1	19.4
Lakewood ES	585	51.6	48.4	≤5.0	41.5	≤5.0	6.7	≤5.0	44.4	≤5.0	9.9	≤5.0	≤5.0
Laytonsville ES	455	51.4	48.6	≤5.0	8.6	11.0	10.8	≤5.0	62.2	7.5	≤5.0	13.6	12.1
Little Bennett ES	883	50.4	49.6	≤5.0	27.7	19.0	10.1	≤5.0	35.0	7.9	8.0	11.9	5.9
Luxmanor ES	456	51.3	48.7	≤5.0	21.5	12.1	17.8	≤5.0	45.4	≤5.0	17.8	12.7	7.0
Thurgood Marshall ES	571	54.3	45.7	≤5.0	15.6	12.8	24.7	≤5.0	39.9	6.3	13.8	27.8	15.8
Maryvale ES	571	51.1	48.9	≤5.0	8.1	26.8	32.4	≤5.0	24.7	7.7	25.2	44.0	7.5
Spark M. Matsunaga ES	1036	50.6	49.4	≤5.0	37.3	14.5	10.6	≤5.0	31.7	5.9	8.0	13.7	5.1
S. Christa McAuliffe ES	628	49.5	50.5	≤5.0	11.8	27.9	34.7	≤5.0	18.5	6.8	24.2	49.4	7.2
Ronald McNair ES	734	50.8	49.2	≤5.0	29.3	22.3	15.8	≤5.0	27.5	5.0	14.4	23.4	8.7
Meadow Hall ES	415	53.7	46.3	≤5.0	8.4	14.7	48.0	≤5.0	23.4	≤5.0	20.0	51.8	18.1
Mill Creek Towne ES	415	57.8	42.2	≤5.0	12.8	13.5	42.9	≤5.0	26.3	≤5.0	24.3	40.0	16.9
Monocacy ES	160	46.9	53.1	≤5.0	≤5.0	5.6	8.8	≤5.0	75.6	6.3	≤5.0	14.4	11.9
Montgomery Knolls ES	475	49.3	50.7	≤5.0	8.2	23.2	47.8	≤5.0	18.1	≤5.0	46.3	64.2	16.0
New Hampshire Estates ES	484	49.2	50.8	≤5.0	≤5.0	16.1	75.6	≤5.0	≤5.0	≤5.0	72.9	89.9	10.5
Roscoe R. Nix ES	548	52.7	47.3	≤5.0	13.0	34.1	44.9	≤5.0	6.0	≤5.0	36.1	66.1	7.7
North Chevy Chase ES	421	48.7	51.3	≤5.0	5.9	12.8	13.1	≤5.0	61.5	6.4	≤5.0	7.1	8.6
Oak View ES	329	50.5	49.5	≤5.0	8.8	21.6	51.1	≤5.0	15.8	≤5.0	24.9	71.7	13.1
Oakland Terrace ES	870	51.8	48.2	≤5.0	8.0	16.2	28.5	≤5.0	40.8	6.0	18.7	32.8	8.9
Olney ES	610	53.8	46.2	≤5.0	11.0	13.3	17.0	≤5.0	53.0	5.4	5.1	18.4	7.7
William Tyler Page ES	413	50.4	49.6	≤5.0	21.1	48.9	18.2	≤5.0	6.5	5.3	20.1	46.5	6.8
Pine Crest ES	418	46.7	53.3	≤5.0	14.1	19.9	32.1	≤5.0	27.5	6.2	20.8	44.0	6.2
Piney Branch ES	479	50.1	49.9	≤5.0	≤5.0	34.2	16.1	≤5.0	38.4	6.5	15.7	32.8	8.6
Poolesville ES	387	49.4	50.6	≤5.0	≤5.0	5.7	12.4	≤5.0	75.7	≤5.0	≤5.0	15.0	10.9
Potomac ES	518	53.1	46.9	≤5.0	30.5	≤5.0	≤5.0	≤5.0	58.1	≤5.0	5.0	≤5.0	6.2
Judith A. Resnik ES	587	49.4	50.6	≤5.0	12.3	31.0	39.2	≤5.0	13.3	≤5.0	32.4	54.2	8.5
Dr. Sally K. Ride ES	520	55.2	44.8	≤5.0	22.5	29.6	22.3	≤5.0	17.9	7.3	15.0	44.4	15.2
Ritchie Park ES	531	49.9	50.1	≤5.0	22.2	9.8	17.3	≤5.0	46.3	≤5.0	8.7	14.7	6.0
Rock Creek Forest ES	578	50.5	49.5	≤5.0	5.0	15.4	29.2	≤5.0	44.3	5.5	18.3	22.0	7.3
Rock Creek Valley ES	420	54.0	46.0	≤5.0	9.3	9.3	38.8	≤5.0	35.5	6.4	28.1	35.2	22.9
Rock View ES	645	51.8	48.2	≤5.0	10.2	17.4	42.2	≤5.0	24.3	5.7	29.5	49.5	15.5
Lois P. Rockwell ES	441	50.8	49.2	≤5.0	12.0	13.6	15.9	≤5.0	51.5	6.6	14.3	23.4	20.6
Rolling Terrace ES	753	49.7	50.3	≤5.0	≤5.0	14.6	59.5	≤5.0	16.7	5.0	46.6	65.3	6.4
Rosemary Hills ES	690	52.0	48.0	≤5.0	5.1	13.0	15.8	≤5.0	58.8	6.8	13.2	19.1	8.4
Rosemont ES	522	54.8	45.2	≤5.0	10.0	22.8	44.6	≤5.0	15.9	6.1	34.7	58.2	10.2
Sequoyah ES	402	53.5	46.5	≤5.0	8.5	17.2	41.0	≤5.0	28.9	≤5.0	33.8	48.5	14.2
Seven Locks ES	321	54.2	45.8	≤5.0	16.5	8.1	9.3	≤5.0	61.7	≤5.0	8.1	7.2	6.9
Sherwood ES	455	46.4	53.6	≤5.0	14.5	16.0	11.0	≤5.0	53.2	5.3	7.0	10.8	11.9

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Elementary Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Sargent Shriver ES	731	49.8	50.2	≤5.0	9.4	12.3	73.2	≤5.0	≤5.0	≤5.0	61.0	81.1	8.8
Sligo Creek ES	557	45.2	54.8	≤5.0	5.9	20.1	11.7	≤5.0	52.6	9.3	6.6	15.6	7.2
Somerset ES	509	51.3	48.7	≤5.0	11.0	≤5.0	7.7	≤5.0	72.5	5.1	16.1	≤5.0	5.1
South Lake ES	691	50.9	49.1	≤5.0	6.5	30.8	54.6	≤5.0	≤5.0	≤5.0	44.9	77.9	6.2
Stedwick ES	602	51.5	48.5	≤5.0	8.5	36.7	30.4	≤5.0	17.6	6.3	26.4	55.6	10.3
Stone Mill ES	598	51.7	48.3	≤5.0	45.5	11.4	5.2	≤5.0	33.3	≤5.0	8.5	10.4	14.0
Stonegate ES	457	54.0	46.0	≤5.0	15.5	30.6	14.9	≤5.0	33.3	5.7	≤5.0	19.0	12.5
Strathmore ES	397	50.1	49.9	≤5.0	6.5	46.1	36.0	≤5.0	7.3	≤5.0	14.6	62.2	14.9
Strawberry Knoll ES	543	53.2	46.8	≤5.0	14.4	30.8	34.6	≤5.0	16.6	≤5.0	19.7	47.9	14.0
Summit Hall ES	537	51.4	48.6	≤5.0	≤5.0	25.0	63.1	≤5.0	≤5.0	≤5.0	48.2	78.4	9.3
Takoma Park ES	560	51.4	48.6	≤5.0	≤5.0	33.8	18.2	≤5.0	38.0	6.1	30.2	37.9	5.5
Travilah ES	430	51.4	48.6	≤5.0	38.4	≤5.0	≤5.0	≤5.0	45.1	7.4	12.1	8.4	6.0
Twinbrook ES	566	54.1	45.9	≤5.0	17.3	10.8	57.4	≤5.0	11.1	≤5.0	50.5	68.0	9.7
Viers Mill ES	619	50.1	49.9	≤5.0	7.8	12.8	64.0	≤5.0	12.3	≤5.0	46.8	73.0	19.2
Washington Grove ES	394	50.8	49.2	≤5.0	11.2	15.7	55.8	≤5.0	12.9	≤5.0	59.6	72.1	14.7
Waters Landing ES	663	52.0	48.0	≤5.0	12.1	28.7	28.2	≤5.0	24.4	6.2	21.9	42.5	9.4
Watkins Mill ES	574	55.9	44.1	≤5.0	12.0	33.3	41.5	≤5.0	7.1	5.7	41.3	65.0	10.3
Wayside ES	576	50.0	50.0	≤5.0	28.8	5.9	≤5.0	≤5.0	54.3	6.1	11.6	≤5.0	7.5
Weller Road ES	586	53.4	46.6	≤5.0	10.9	11.4	72.0	≤5.0	≤5.0	≤5.0	52.9	78.5	7.3
Westbrook ES	411	49.1	50.9	≤5.0	≤5.0	≤5.0	7.1	≤5.0	81.8	6.6	≤5.0	≤5.0	8.8
Westover ES	325	57.2	42.8	≤5.0	16.6	31.4	18.8	≤5.0	27.1	5.8	12.3	24.0	16.3
Wheaton Woods ES	480	52.9	47.1	≤5.0	7.1	30.0	57.3	≤5.0	≤5.0	≤5.0	61.7	79.0	7.3
Whetstone ES	683	54.6	45.4	≤5.0	9.5	26.6	46.3	≤5.0	13.9	≤5.0	32.4	58.6	17.9
Wood Acres ES	739	51.2	48.8	≤5.0	9.5	≤5.0	7.2	≤5.0	74.0	6.1	5.1	≤5.0	6.9
Woodfield ES	338	49.4	50.6	≤5.0	5.3	5.6	16.0	≤5.0	68.3	≤5.0	6.5	12.7	7.7
Woodlin ES	543	49.9	50.1	≤5.0	6.1	26.5	17.7	≤5.0	44.4	5.2	10.9	23.2	14.0
Wyngate ES	694	50.1	49.9	≤5.0	9.4	≤5.0	8.1	≤5.0	70.6	7.9	6.9	≤5.0	8.1

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[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Elementary Schools Other Information							
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Mobility Rate[1 2]	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Arcola ES	81.5	94.9	13.6	8.9	18.4	18.9	22.6
Ashburton ES	14.5	≥95.0	12.7	12.1	26.2	23.3	27.3
Bannockburn ES	≤5.0	≥95.0	≤5.0	14.1	19.3	22.6	25.2
Lucy V. Barnsley ES	36.9	≥95.0	9.4	12.0	19.0	19.0	24.3
Beall ES	30.3	≥95.0	12.3	14.2	24.4	23.9	25.1
Bel Pre ES	68.1	93.3	18.2	10.1	16.4	18.5	
Bells Mill ES	13.8	≥95.0	≤5.0	12.5	23.3	21.8	28.7
Belmont ES	11.9	≥95.0	6.2	12.5	21.0	24.0	25.4
Bethesda ES	8.1	≥95.0	8.2	12.5	25.7	23.7	26.7
Beverly Farms ES	5.3	≥95.0	6.5	14.0	20.5	23.6	25.5
Bradley Hills ES	≤5.0	≥95.0	5.2	15.6	23.7	24.8	25.0
Broad Acres ES	94.8	≥95.0	21.6	9.8	19.7	19.1	19.4
Brooke Grove ES	27.5	≥95.0	9.5	10.7	24.5	20.8	28.5
Brookhaven ES	73.8	≥95.0	13.0	8.1	17.0	15.8	20.8
Brown Station ES	68.8	≥95.0	24.2	9.0	19.3	17.4	25.6
Burning Tree ES	5.0	≥95.0	7.9	11.6	24.7	24.2	23.6
Burnt Mills ES	70.0	≥95.0	36.0	11.7	21.8	21.5	23.5
Burtonsville ES	56.3	≥95.0	14.9	12.6	18.2	18.8	23.9
Candlewood ES	17.6	≥95.0	6.1	15.2	19.3	21.8	28.0
Cannon Road ES	61.8	≥95.0	19.8	8.5	16.0	17.8	19.1
Carderock Springs ES	≤5.0	≥95.0	≤5.0	11.2	20.0	24.3	25.3
Rachel Carson ES	16.9	≥95.0	7.4	14.1	24.5	22.8	26.4
Cashell ES	28.0	≥95.0	8.5	9.1	18.3	24.2	27.3
Cedar Grove ES	19.2	≥95.0	11.6	12.5	21.5	22.4	27.8
Chevy Chase ES	10.7	≥95.0	≤5.0	15.6		24.8	27.1
Clarksburg ES	24.5	≥95.0	10.1	10.3	21.5	21.7	22.8
Clearspring ES	24.0	≥95.0	8.3	12.2	20.0	24.2	23.7
Clopper Mill ES	78.5	94.9	20.2	8.1	17.5	17.5	21.6
Cloverly ES	18.0	≥95.0	9.2	10.1	21.0	22.2	25.4
Cold Spring ES	≤5.0	≥95.0	5.9	15.7	17.0	25.3	24.3
College Gardens ES	16.6	≥95.0	13.8	14.6	22.3	23.6	22.8
Cresthaven ES	76.8	≥95.0	21.0	11.8		23.7	26.5
Capt. James E. Daly ES	69.7	≥95.0	18.2	10.9	17.0	18.9	27.3
Damascus ES	33.3	94.8	6.9	9.9	19.3	23.7	23.5
Darnestown ES	≤5.0	≥95.0	≤5.0	14.1	21.0	22.0	25.6
Diamond ES	14.5	≥95.0	15.5	10.9	19.4	23.4	23.7
Dr. Charles R. Drew ES	52.5	≥95.0	16.1	8.9	15.0	19.4	22.4
DuFief ES	7.8	≥95.0	10.5	10.1	21.5	20.6	20.7
East Silver Spring ES	64.7	94.4	19.3	9.9	15.8	17.9	27.8
Fairland ES	61.1	≥95.0	19.5	11.3	14.0	18.5	20.9
Fallsmead ES	10.9	≥95.0	11.8	13.7	19.8	23.2	27.6
Farmland ES	13.3	≥95.0	11.7	13.6	23.6	25.4	24.3
Fields Road ES	39.5	94.9	17.4	9.4	23.0	21.9	21.5
Flower Hill ES	69.2	94.4	17.5	10.3	15.5	18.8	21.7
Flower Valley ES	24.0	≥95.0	8.2	10.7	20.3	23.5	26.8
Forest Knolls ES	47.8	≥95.0	7.9	9.9	17.1	19.4	24.6
Fox Chapel ES	56.2	≥95.0	14.3	11.6	18.8	18.5	23.7
Gaithersburg ES	82.1	93.5	22.2	9.8	18.4	19.1	19.4
Galway ES	63.3	≥95.0	17.5	11.4	16.7	20.1	25.2
Garrett Park ES	19.7	≥95.0	14.0	14.7	22.3	22.1	23.4
Georgian Forest ES	77.8	94.5	24.2	9.9	18.8	19.4	23.8
Germantown ES	38.7	≥95.0	19.9	7.8	21.3	20.0	22.0

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2010–2011 school year.

Elementary Schools Other Information							
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Mobility Rate[1 2]	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
William B. Gibbs, Jr. ES	27.8	≥95.0	11.7	12.4	22.0	24.3	23.7
Glen Haven ES	75.8	≥95.0	32.1	9.0	17.4	17.2	23.0
Glenallan ES	73.3	94.7	20.1	9.6	16.4	17.8	21.4
Goshen ES	44.7	≥95.0	14.1	12.2	19.8	19.2	24.1
Great Seneca Creek ES	38.9	≥95.0	12.1	13.5	22.0	24.8	24.7
Greencastle ES	67.4	≥95.0	24.1	10.6	16.8	20.4	25.1
Greenwood ES	8.2	≥95.0	≤5.0	15.6	20.3	22.8	26.1
Harmony Hills ES	87.7	≥95.0	19.1	10.0	17.1	18.3	25.2
Highland ES	87.0	94.7	15.6	8.7	17.6	18.4	23.8
Highland View ES	47.3	≥95.0	21.1	10.6	16.8	17.8	28.8
Jackson Road ES	73.2	≥95.0	19.4	9.2	17.2	19.9	23.0
Jones Lane ES	28.7	≥95.0	8.9	10.5	19.3	22.0	23.0
Kemp Mill ES	80.1	94.8	12.9	9.9	16.3	16.4	25.5
Kensington Parkwood ES	10.4	≥95.0	5.5	14.5	23.4	24.3	24.8
Lake Seneca ES	48.2	94.4	28.6	8.8	16.2	16.5	25.0
Lakewood ES	≤5.0	≥95.0	11.6	14.9	26.0	21.7	26.1
Laytonsville ES	17.1	≥95.0	8.8	11.5	22.0	24.2	26.0
Little Bennett ES	16.1	≥95.0	10.2	14.7	23.3	24.5	25.2
Luxmanor ES	15.6	≥95.0	17.6	12.5	19.0	22.2	25.2
Thurgood Marshall ES	33.8	≥95.0	17.2	11.3	23.3	22.5	25.8
Maryvale ES	45.9	94.7	12.7	10.0	21.8	21.4	18.8
Spark M. Matsunaga ES	18.2	≥95.0	9.0	15.8	23.6	23.7	26.9
S. Christa McAuliffe ES	56.2	≥95.0	15.0	12.2	18.7	19.3	25.3
Ronald McNair ES	28.5	≥95.0	10.3	13.8	24.6	25.1	25.1
Meadow Hall ES	59.8	94.3	13.5	8.8	19.0	20.1	20.3
Mill Creek Towne ES	46.5	≥95.0	14.4	10.5	13.8	19.3	25.0
Monocacy ES	18.1	94.1	8.2	10.4	23.0	19.5	30.0
Montgomery Knolls ES	64.4	94.7	15.5	8.4	18.5	17.5	
New Hampshire Estates ES	89.3	94.8	21.3	8.7	17.7	16.9	
Roscoe R. Nix ES	71.7	94.4	20.7	8.7	19.6	17.6	
North Chevy Chase ES	11.6	≥95.0	≤5.0	14.5		25.0	26.4
Oak View ES	77.2	≥95.0	17.5	10.5		24.3	25.6
Oakland Terrace ES	37.7	≥95.0	8.2	12.4	19.1	20.6	25.1
Olney ES	20.5	≥95.0	7.5	14.9	24.8	24.9	25.2
William Tyler Page ES	52.3	≥95.0	12.9	11.5	18.0	17.0	22.6
Pine Crest ES	52.6	≥95.0	11.3	13.7		23.6	24.8
Piney Branch ES	37.8	≥95.0	9.2	13.1		25.1	25.3
Poolesville ES	19.9	94.5	9.9	12.4	19.3	25.1	21.8
Potomac ES	≤5.0	≥95.0	6.3	14.2	19.0	22.8	23.6
Judith A. Resnik ES	57.8	≥95.0	18.2	10.1	17.7	18.6	25.5
Dr. Sally K. Ride ES	46.3	≥95.0	12.0	10.0	17.0	17.8	25.3
Ritchie Park ES	19.6	≥95.0	9.6	15.4	20.5	25.0	25.0
Rock Creek Forest ES	26.8	≥95.0	8.4	15.0	21.0	22.6	25.1
Rock Creek Valley ES	43.6	≥95.0	≤5.0	8.3	16.4	18.6	25.2
Rock View ES	53.5	94.6	14.3	9.6	19.3	19.7	24.2
Lois P. Rockwell ES	27.2	≥95.0	10.9	10.5	22.3	21.5	28.0
Rolling Terrace ES	67.5	94.3	11.6	11.7	18.4	20.4	24.9
Rosemary Hills ES	20.9	94.3	6.2	12.7	23.8	24.8	
Rosemont ES	62.6	≥95.0	21.5	8.4	16.8	16.8	24.2
Sequoyah ES	54.5	≥95.0	20.2	9.6	19.7	17.9	25.0
Seven Locks ES	8.1	≥95.0	8.2	13.9	22.0	24.4	21.0
Sherwood ES	16.0	≥95.0	5.1	11.3	24.3	23.3	28.2

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2010–2011 school year.

Elementary Schools Other Information							
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Mobility Rate[1 2]	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Sargent Shriver ES	86.0	≥95.0	12.3	10.4	18.1	19.0	25.5
Sligo Creek ES	18.5	≥95.0	8.4	12.8	21.8	25.9	22.3
Somerset ES	5.1	≥95.0	10.6	14.6	24.7	23.8	24.5
South Lake ES	83.2	≥95.0	28.7	10.3	18.7	17.4	20.8
Stedwick ES	61.3	94.8	19.1	11.5	15.5	19.4	24.0
Stone Mill ES	12.2	≥95.0	6.1	11.5	20.0	23.9	23.9
Stonegate ES	21.7	≥95.0	9.7	12.6	23.0	23.4	24.5
Strathmore ES	73.0	≥95.0	16.4	9.9		22.6	23.5
Strawberry Knoll ES	54.3	≥95.0	13.8	8.2	16.2	17.9	24.0
Summit Hall ES	82.7	94.7	20.0	9.6	17.2	18.5	21.2
Takoma Park ES	39.8	≥95.0	13.4	12.5	19.1	19.9	
Travilah ES	8.8	≥95.0	≤5.0	14.6	22.7	22.7	26.8
Twinbrook ES	73.5	94.5	19.6	9.8	18.6	17.8	23.4
Viers Mill ES	77.4	≥95.0	13.1	8.6	17.0	18.9	24.8
Washington Grove ES	75.6	≥95.0	13.3	8.4	17.0	16.3	22.0
Waters Landing ES	49.5	≥95.0	17.4	11.2	16.9	19.9	24.8
Watkins Mill ES	68.3	94.0	20.5	9.6	16.8	19.2	24.3
Wayside ES	≤5.0	≥95.0	5.8	11.4	19.8	22.4	25.8
Weller Road ES	85.0	≥95.0	16.4	10.2	17.8	18.9	20.0
Westbrook ES	≤5.0	≥95.0	5.2	12.1	21.3	21.6	24.2
Westover ES	29.8	≥95.0	12.6	9.2	26.5	20.4	25.3
Wheaton Woods ES	85.4	≥95.0	15.1	9.2	14.8	16.5	20.3
Whetstone ES	66.0	94.6	17.6	9.9	19.2	19.1	26.1
Wood Acres ES	≤5.0	≥95.0	8.8	15.0	25.5	26.6	26.6
Woodfield ES	17.2	≥95.0	5.5	12.7	19.0	21.8	24.8
Woodlin ES	27.3	≥95.0	15.1	11.7	22.4	21.2	25.4
Wyngate ES	≤5.0	≥95.0	7.6	15.8	25.4	23.1	27.9

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2010–2011 school year.

Middle Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Argyle MS	760	55.8	44.2	≤5.0	9.9	38.2	40.1	≤5.0	9.5	≤5.0	6.8	61.4	10.0
John T. Baker MS	837	51.0	49.0	≤5.0	≤5.0	8.7	15.8	≤5.0	65.9	≤5.0	≤5.0	17.9	10.9
Benjamin Banneker MS	788	50.4	49.6	≤5.0	13.8	58.4	13.2	≤5.0	9.8	≤5.0	≤5.0	40.1	11.8
Briggs Chaney MS	881	50.6	49.4	≤5.0	14.3	46.8	20.3	≤5.0	13.7	≤5.0	≤5.0	43.2	10.9
Cabin John MS	918	52.5	47.5	≤5.0	26.8	9.5	8.0	≤5.0	52.9	≤5.0	≤5.0	7.0	15.5
Roberto W. Clemente MS	1159	50.4	49.6	≤5.0	23.9	26.9	24.7	≤5.0	18.7	5.5	≤5.0	34.3	11.9
Eastern MS	859	42.8	57.2	≤5.0	12.6	22.4	36.6	≤5.0	23.4	5.0	7.5	46.3	9.5
William H. Farquhar MS	636	50.3	49.7	≤5.0	12.6	20.3	11.8	≤5.0	51.3	≤5.0	≤5.0	12.9	12.9
Forest Oak MS	787	52.7	47.3	≤5.0	9.9	25.3	41.3	≤5.0	18.0	5.2	8.3	51.7	13.7
Robert Frost MS	1133	50.7	49.3	≤5.0	35.3	5.5	6.9	≤5.0	48.1	≤5.0	≤5.0	≤5.0	7.9
Gaithersburg MS	656	51.1	48.9	≤5.0	7.5	24.7	32.2	≤5.0	29.7	5.8	5.6	40.1	17.2
Herbert Hoover MS	1015	51.8	48.2	≤5.0	23.4	6.1	7.8	≤5.0	56.9	5.5	≤5.0	≤5.0	9.0
Francis Scott Key MS	898	50.2	49.8	≤5.0	8.5	48.3	34.2	≤5.0	6.6	≤5.0	6.2	58.4	11.9
Dr. Martin Luther King, Jr. MS	611	47.8	52.2	≤5.0	11.0	31.9	25.4	≤5.0	25.5	6.1	≤5.0	39.6	11.8
Kingsview MS	924	47.4	52.6	≤5.0	23.9	22.4	13.7	≤5.0	33.7	6.3	≤5.0	19.0	9.1
Lakelands Park MS	919	52.7	47.3	≤5.0	12.3	13.7	19.4	≤5.0	49.9	≤5.0	≤5.0	20.5	12.7
Col. E. Brooke Lee MS	586	52.7	47.3	≤5.0	8.7	32.6	50.0	≤5.0	7.0	≤5.0	10.8	61.3	15.7
A. Mario Loiederman MS	801	43.6	56.4	≤5.0	6.5	26.2	49.2	≤5.0	14.7	≤5.0	6.4	56.1	12.7
Montgomery Village MS	628	50.8	49.2	≤5.0	8.9	33.0	39.5	≤5.0	12.6	5.9	12.1	58.1	10.7
Neelsville MS	853	50.6	49.4	≤5.0	10.7	35.6	37.4	≤5.0	10.4	5.4	7.2	56.7	10.9
Newport Mill MS	580	48.3	51.7	≤5.0	13.1	17.6	45.7	≤5.0	20.5	≤5.0	≤5.0	52.9	20.2
North Bethesda MS	838	53.0	47.0	≤5.0	9.5	7.0	13.1	≤5.0	62.2	7.6	5.0	5.4	11.7
Parkland MS	828	55.0	45.0	≤5.0	15.2	24.4	45.2	≤5.0	12.8	≤5.0	≤5.0	51.2	10.9
Rosa M. Parks MS	887	50.8	49.2	≤5.0	9.4	13.0	9.9	≤5.0	63.6	≤5.0	≤5.0	9.9	9.6
John Poole MS	380	48.7	51.3	≤5.0	≤5.0	5.8	9.5	≤5.0	75.3	6.1	≤5.0	12.9	9.7
Thomas W. Pyle MS	1338	49.6	50.4	≤5.0	10.8	≤5.0	8.4	≤5.0	72.3	6.1	≤5.0	≤5.0	8.4
Redland MS	534	48.3	51.7	≤5.0	15.5	18.9	29.8	≤5.0	31.1	≤5.0	≤5.0	38.2	12.0
Ridgeview MS	688	46.7	53.3	≤5.0	16.1	12.8	20.8	≤5.0	44.5	5.7	≤5.0	22.7	7.6
Rocky Hill MS	983	49.8	50.2	≤5.0	24.7	21.2	15.9	≤5.0	33.7	≤5.0	≤5.0	19.5	8.7
Shady Grove MS	569	53.6	46.4	≤5.0	14.9	20.7	33.6	≤5.0	26.0	≤5.0	≤5.0	35.1	12.3
Silver Spring International MS	830	48.4	51.6	≤5.0	6.7	26.0	37.7	≤5.0	24.8	≤5.0	8.3	48.8	10.8
Sligo MS	430	50.9	49.1	≤5.0	8.8	27.4	37.4	≤5.0	24.0	≤5.0	5.6	49.3	14.4
Takoma Park MS	840	55.2	44.8	≤5.0	19.8	27.6	14.0	≤5.0	32.4	6.2	≤5.0	25.0	6.2
Tilden MS	738	52.8	47.2	≤5.0	16.5	8.7	14.9	≤5.0	55.3	≤5.0	8.0	13.6	14.1
Julius West MS	1093	48.7	51.3	≤5.0	19.9	18.2	24.2	≤5.0	32.4	≤5.0	8.5	26.0	10.2
Westland MS	1159	50.8	49.2	≤5.0	≤5.0	12.2	17.2	≤5.0	59.8	5.7	≤5.0	9.8	11.5
White Oak MS	699	53.5	46.5	≤5.0	12.6	37.2	34.3	≤5.0	13.3	≤5.0	7.6	55.5	12.2
Earle B. Wood MS	908	50.6	49.4	≤5.0	11.5	15.4	33.5	≤5.0	35.0	≤5.0	≤5.0	34.4	13.5

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

Middle Schools Other Information						
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Mobility Rate[1 2]	Stud/Instr Staff Ratio	English Class Size	Other Class Size
Argyle MS	73.4	≥95.0	15.2	12.2	23.8	28.1
John T. Baker MS	23.2	94.6	5.7	12.9	25.5	27.7
Benjamin Banneker MS	57.4	≥95.0	11.2	10.9	25.1	26.0
Briggs Chaney MS	54.1	≥95.0	13.4	11.4	21.9	25.7
Cabin John MS	11.2	≥95.0	≤5.0	11.0	25.5	27.3
Roberto W. Clemente MS	46.8	≥95.0	10.9	12.4	24.8	27.2
Eastern MS	58.1	≥95.0	12.9	11.5	24.2	25.1
William H. Farquhar MS	21.2	≥95.0	5.1	11.5	24.7	25.5
Forest Oak MS	64.9	94.8	15.8	10.7	23.3	24.3
Robert Frost MS	9.5	≥95.0	≤5.0	14.7	24.6	28.5
Gaithersburg MS	53.4	94.9	13.7	8.6	23.6	23.8
Herbert Hoover MS	6.9	≥95.0	≤5.0	12.4	22.9	27.5
Francis Scott Key MS	71.2	≥95.0	16.9	12.4	23.3	26.0
Dr. Martin Luther King, Jr. MS	54.2	≥95.0	16.5	11.1	26.7	25.4
Kingsview MS	30.0	≥95.0	6.8	12.7	23.8	27.2
Lakelands Park MS	27.7	≥95.0	10.6	10.7	25.2	27.3
Col. E. Brooke Lee MS	76.8	94.7	15.8	10.7	23.9	24.7
A. Mario Loiederman MS	71.0	94.8	12.8	11.4	26.1	27.8
Montgomery Village MS	72.0	94.3	17.2	10.0	25.2	25.1
Neelsville MS	70.3	94.7	20.3	11.6	24.8	24.6
Newport Mill MS	66.0	≥95.0	13.0	8.9	23.0	22.4
North Bethesda MS	10.6	≥95.0	7.8	13.7	24.3	28.2
Parkland MS	66.3	≥95.0	6.0	11.8	26.4	27.4
Rosa M. Parks MS	15.2	≥95.0	≤5.0	13.5	24.3	28.1
John Poole MS	22.6	≥95.0	9.0	10.6	25.3	25.5
Thomas W. Pyle MS	≤5.0	≥95.0	≤5.0	13.6	25.6	28.2
Redland MS	49.8	≥95.0	11.6	10.5	23.7	25.9
Ridgeview MS	35.9	≥95.0	10.9	12.0	23.5	25.8
Rocky Hill MS	31.8	≥95.0	10.3	11.5	22.7	25.0
Shady Grove MS	46.9	≥95.0	12.1	10.1	24.2	24.7
Silver Spring International MS	59.3	≥95.0	11.7	11.2	25.5	27.5
Sligo MS	62.6	≥95.0	19.5	8.4	22.8	23.9
Takoma Park MS	32.0	≥95.0	10.4	13.5	25.8	26.3
Tilden MS	19.4	≥95.0	8.7	9.8	26.0	25.7
Julius West MS	37.8	≥95.0	13.1	12.5	25.5	27.5
Westland MS	16.6	≥95.0	6.3	13.6	26.7	27.1
White Oak MS	67.1	≥95.0	16.6	11.2	23.9	26.5
Earle B. Wood MS	46.6	≥95.0	9.2	11.1	26.4	27.1

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2010–2011 school year.

High Schools
Demographic Information[1] [2]

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Bethesda-Chevy Chase HS	1828	50.5	49.5	≤5.0	6.3	15.3	16.0	≤5.0	58.6	≤5.0	≤5.0	10.3	8.8
Montgomery Blair HS	2797	52.6	47.4	≤5.0	16.8	25.9	29.2	≤5.0	24.0	≤5.0	9.3	35.0	6.7
James Hubert Blake HS	1842	47.5	52.5	≤5.0	9.0	43.5	19.7	≤5.0	24.2	≤5.0	≤5.0	29.0	9.3
Winston Churchill HS	2085	52.5	47.5	≤5.0	21.8	7.2	7.9	≤5.0	59.5	≤5.0	≤5.0	≤5.0	11.5
Clarksburg HS	1863	50.8	49.2	≤5.0	16.3	28.4	22.2	≤5.0	29.5	≤5.0	≤5.0	25.6	10.6
Damascus HS	1308	50.1	49.9	≤5.0	≤5.0	8.6	13.0	≤5.0	68.7	≤5.0	≤5.0	11.9	13.8
Thomas Edison HS of Technology	553	65.1	34.9	≤5.0	6.0	26.9	44.5	≤5.0	19.3	≤5.0	10.1	49.5	28.6
Albert Einstein HS	1595	46.6	53.4	≤5.0	9.8	21.6	44.3	≤5.0	21.1	≤5.0	8.4	40.8	14.7
Gaithersburg HS	2008	51.9	48.1	≤5.0	10.0	26.7	37.3	≤5.0	22.3	≤5.0	10.0	40.0	15.9
Walter Johnson HS	2237	51.9	48.1	≤5.0	13.4	8.5	18.1	≤5.0	54.7	5.1	≤5.0	7.7	12.7
John F. Kennedy HS	1674	50.8	49.2	≤5.0	10.0	39.5	42.5	≤5.0	5.6	≤5.0	6.2	48.3	13.9
Col. Zadok Magruder HS	1747	52.5	47.5	≤5.0	15.1	19.2	29.9	≤5.0	31.7	≤5.0	≤5.0	31.5	10.5
Richard Montgomery HS	2101	47.4	52.6	≤5.0	25.6	14.6	22.3	≤5.0	32.4	≤5.0	6.4	20.6	7.7
Northwest HS	2068	51.9	48.1	≤5.0	18.0	26.3	20.0	≤5.0	31.1	≤5.0	≤5.0	24.5	12.2
Northwood HS	1454	52.0	48.0	≤5.0	5.9	28.8	42.6	≤5.0	19.9	≤5.0	7.1	42.8	17.0
Paint Branch HS	1832	49.9	50.1	≤5.0	16.9	51.1	15.8	≤5.0	12.1	≤5.0	≤5.0	32.2	9.2
Poolesville HS	1194	49.6	50.4	≤5.0	23.1	5.4	7.2	≤5.0	59.5	≤5.0	≤5.0	5.1	6.2
Quince Orchard HS	1780	52.6	47.4	≤5.0	12.7	15.7	21.6	≤5.0	46.3	≤5.0	≤5.0	21.3	12.6
Rockville HS	1265	51.1	48.9	≤5.0	10.5	16.4	31.7	≤5.0	38.2	≤5.0	5.2	31.9	16.4
Seneca Valley HS	1327	50.6	49.4	≤5.0	10.2	32.0	26.5	≤5.0	26.1	≤5.0	6.7	34.5	14.7
Sherwood HS	2071	52.1	47.9	≤5.0	10.6	15.4	12.8	≤5.0	57.6	≤5.0	7.4	14.0	9.6
Springbrook HS	1718	55.9	44.1	≤5.0	13.7	40.7	33.8	≤5.0	9.4	≤5.0	5.6	45.1	11.6
Watkins Mill HS	1458	52.6	47.4	≤5.0	11.0	36.6	34.6	≤5.0	13.9	≤5.0	6.9	47.1	14.8
Wheaton HS	1240	56.7	43.3	≤5.0	9.0	22.1	58.8	≤5.0	8.1	≤5.0	17.1	61.5	13.6
Walt Whitman HS	1928	50.4	49.6	≤5.0	12.2	≤5.0	9.1	≤5.0	70.4	≤5.0	5.0	≤5.0	11.3
Thomas S. Wootton HS	2318	50.4	49.6	≤5.0	34.6	5.3	6.9	≤5.0	48.2	≤5.0	≤5.0	≤5.0	7.9

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

High Schools Other Information								
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Graduation Rate[1 2 3]	Dropout Rate[1 2 3]	Mobility Rate[1 2]	Stud/Instr Staff Ratio	English Class Size	Other Class Size
Bethesda-Chevy Chase HS	18.8	94.8	≥95.0	≤5.0	8.2	15.0	26.4	28.4
Montgomery Blair HS	54.3	≥95.0	82.6	12.3	11.2	13.7	23.7	25.2
James Hubert Blake HS	49.1	≥95.0	88.1	6.8	10.8	13.1	25.3	26.7
Winston Churchill HS	8.8	≥95.0	≥95.0	≤5.0	≤5.0	13.2	25.5	28.7
Clarksburg HS	47.1	≥95.0	89.7	5.2	13.1	12.7	26.7	27.8
Damascus HS	22.5	≥95.0	91.5	≤5.0	6.7	12.2	24.7	24.9
Thomas Edison HS of Technology	70.9	92.8	--	--	5.9	18.3	0.0	13.9
Albert Einstein HS	65.8	≥95.0	81.0	9.0	14.2	11.1	25.4	25.3
Gaithersburg HS	61.4	94.3	76.2	12.1	14.8	10.8	23.7	24.1
Walter Johnson HS	19.0	≥95.0	91.9	≤5.0	7.8	13.8	26.2	28.8
John F. Kennedy HS	76.8	≥95.0	79.6	9.8	12.7	12.0	25.7	25.9
Col. Zadok Magruder HS	48.4	94.9	88.0	7.6	10.6	11.5	24.7	26.2
Richard Montgomery HS	37.6	≥95.0	90.7	≤5.0	12.2	13.6	26.0	26.4
Northwest HS	43.8	≥95.0	89.3	6.4	9.8	13.1	24.2	26.8
Northwood HS	66.9	93.3	76.3	15.9	16.1	11.5	23.7	23.9
Paint Branch HS	54.8	≥95.0	85.8	8.7	10.6	12.9	25.4	26.9
Poolesville HS	12.4	≥95.0	≥95.0	≤5.0	≤5.0	14.5	25.8	27.8
Quince Orchard HS	36.5	≥95.0	88.7	7.1	10.6	11.6	25.6	26.4
Rockville HS	47.5	≥95.0	82.0	7.7	11.1	11.0	25.6	25.6
Seneca Valley HS	58.9	94.0	81.6	5.3	15.0	10.7	21.8	24.1
Sherwood HS	24.3	≥95.0	92.7	≤5.0	8.2	13.6	24.7	26.7
Springbrook HS	64.1	≥95.0	83.4	10.3	13.4	12.2	25.6	26.2
Watkins Mill HS	71.7	94.0	78.8	8.5	17.3	10.8	22.6	23.4
Wheaton HS	81.9	≥95.0	76.4	11.7	15.0	10.4	24.6	23.2
Walt Whitman HS	5.0	≥95.0	94.3	≤5.0	9.2	12.7	26.5	26.3
Thomas S. Wootton HS	10.8	≥95.0	≥95.0	≤5.0	≤5.0	14.1	25.5	27.5

[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

[2] Outcome data reflect 2010–2011 school year.

[3] Students are officially enrolled at their home school and therefore do not graduate or dropout (--) from the Thomas Edison High School of Technology.

Special Schools Demographic Information[1] [2]													
School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Alternative Programs	185	76.8	23.2	≤5.0	≤5.0	51.9	37.3	≤5.0	≤5.0	≤5.0	≤5.0	77.3	14.6
Stephen Knolls School	94	59.6	40.4	≤5.0	≤5.0	29.8	40.4	≤5.0	22.3	≤5.0	≤5.0	41.5	≥95.0
Longview School	44	52.3	47.7	≤5.0	18.2	20.5	22.7	≤5.0	29.5	9.1	≤5.0	22.7	≥95.0
RICA	101	71.3	28.7	≤5.0	≤5.0	36.6	14.9	≤5.0	44.6	≤5.0	≤5.0	37.6	≥95.0
Rock Terrace School	92	76.1	23.9	≤5.0	7.6	35.9	20.7	≤5.0	29.3	6.5	6.5	33.7	≥95.0
Carl Sandburg Learning Center	120	87.5	12.5	≤5.0	12.5	27.5	23.3	≤5.0	30.8	5.8	11.7	40.0	≥95.0

[1] Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

[2] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

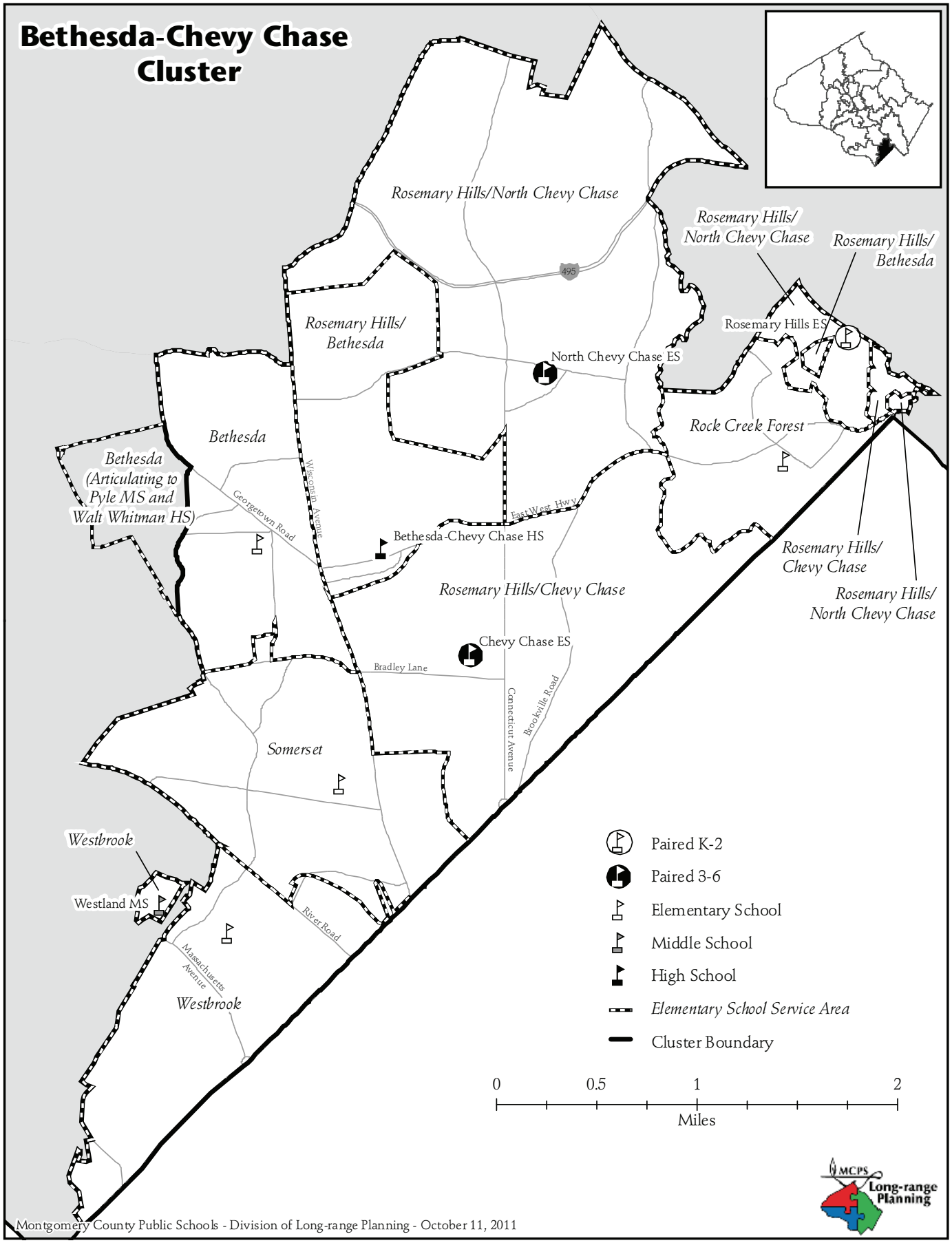
Special Schools Other Information						
School Name	Ever FARMS[1]	Attendance Rate[1 2]	Graduation Rate[1 2]	Dropout Rate[1 2]	Mobility Rate[1 2]	Stud/Instr Staff Ratio
Alternative Programs	92.4	74.8	11.4	63.3	≥95.0	4.1
Stephen Knolls School	47.9	89.7	≤5.0	≤5.0	10.5	1.8
Longview School	34.1	82.5	≤5.0	≤5.0	14.3	1.3
RICA	64.4	89.4	34.6	30.8	≥95.0	2.2
Rock Terrace School	53.3	89.5	≤5.0	20.0	13.8	1.9
Carl Sandburg Learning Center	43.3	92.6			24.7	2.2

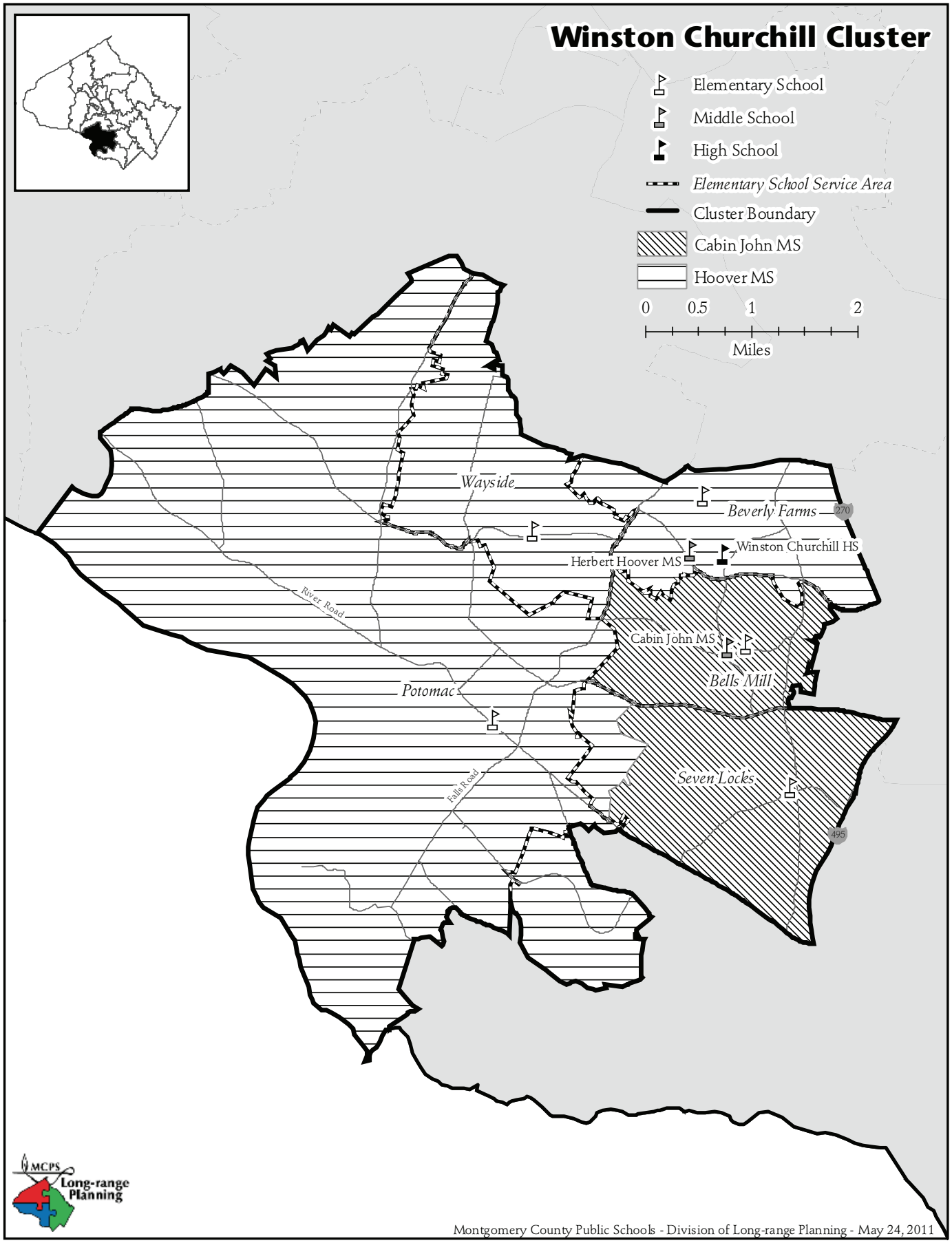
[1] To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

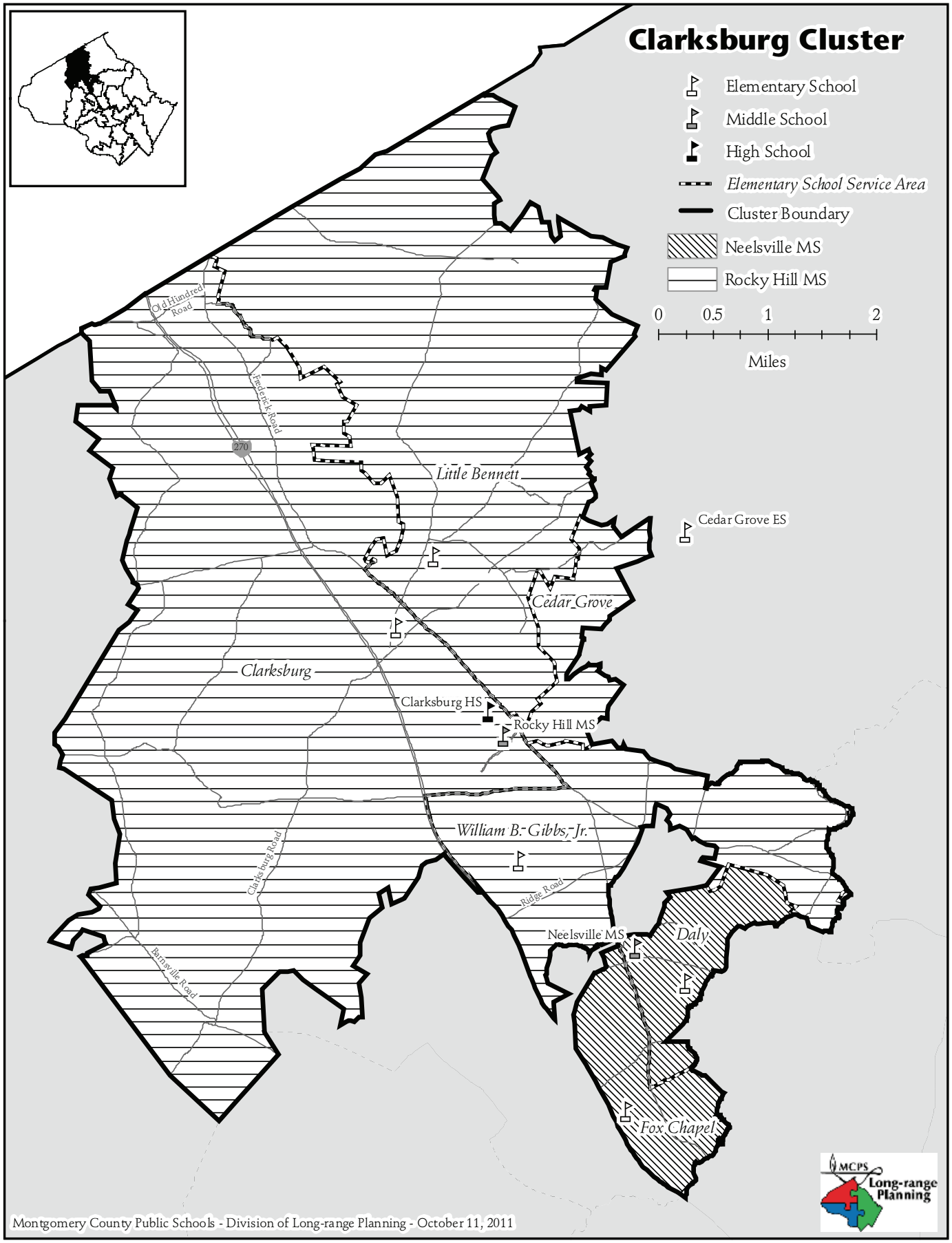
[2] Outcome data reflect 2010–2011 school year.

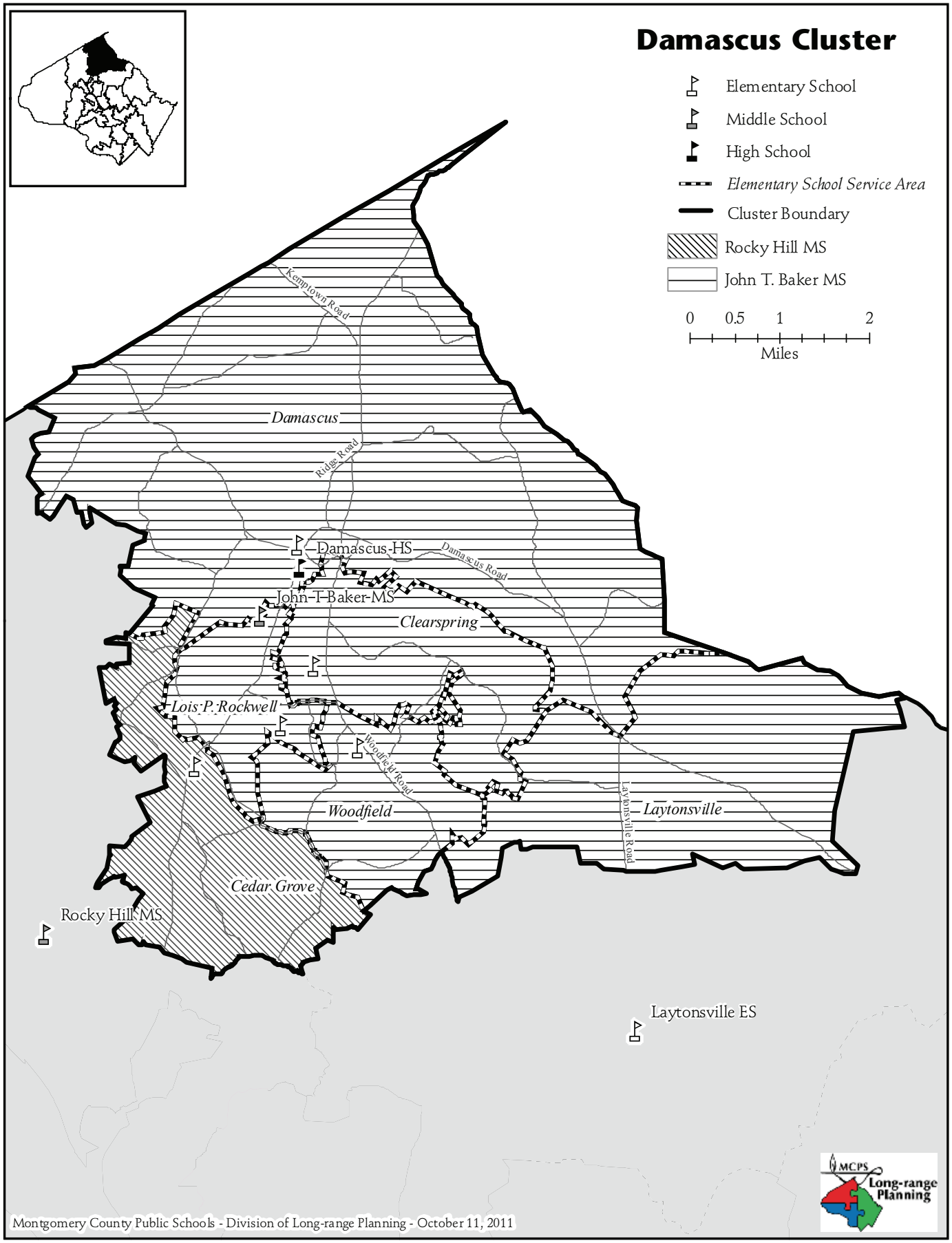
SECTION VIII

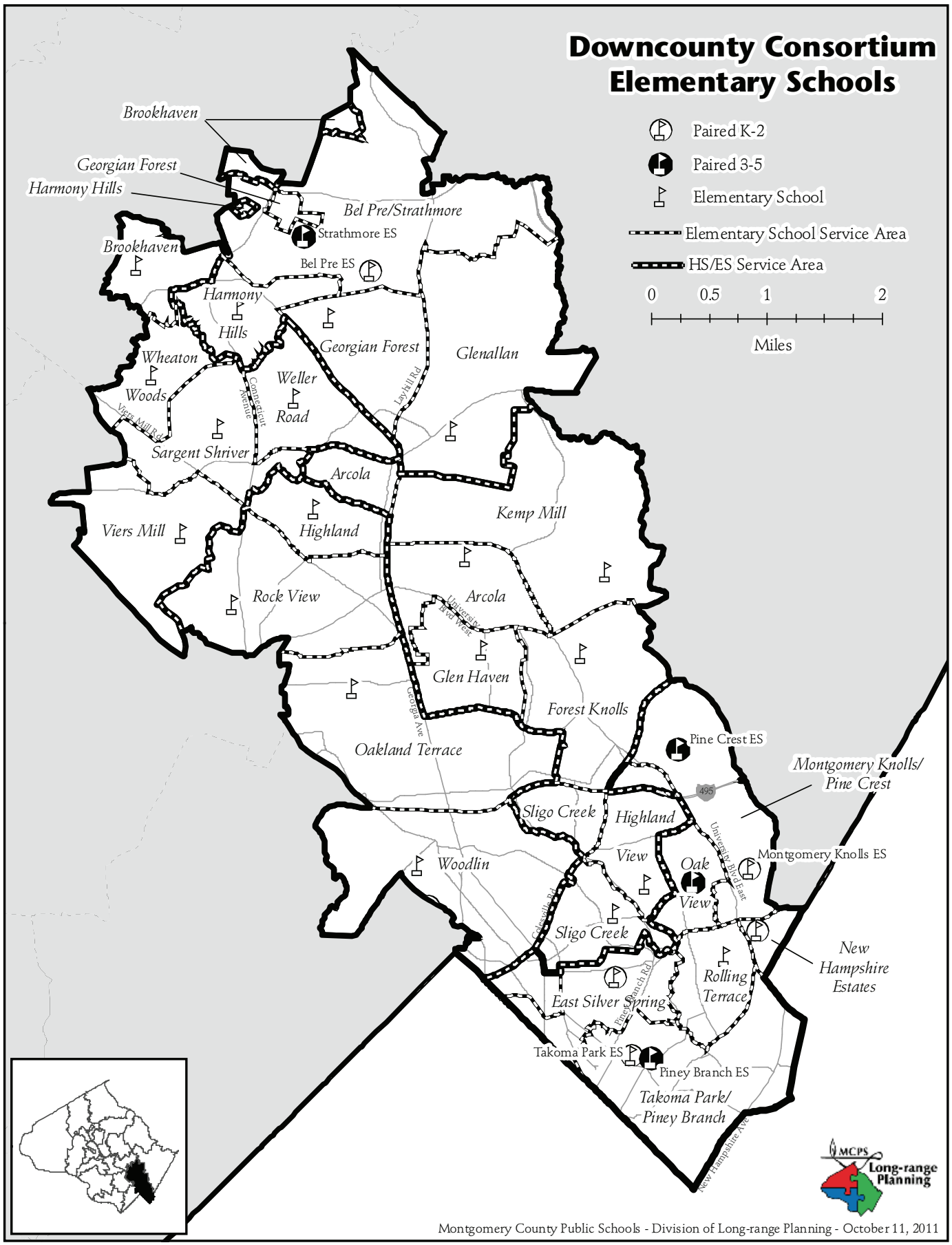
HIGH SCHOOL CLUSTER MAPS

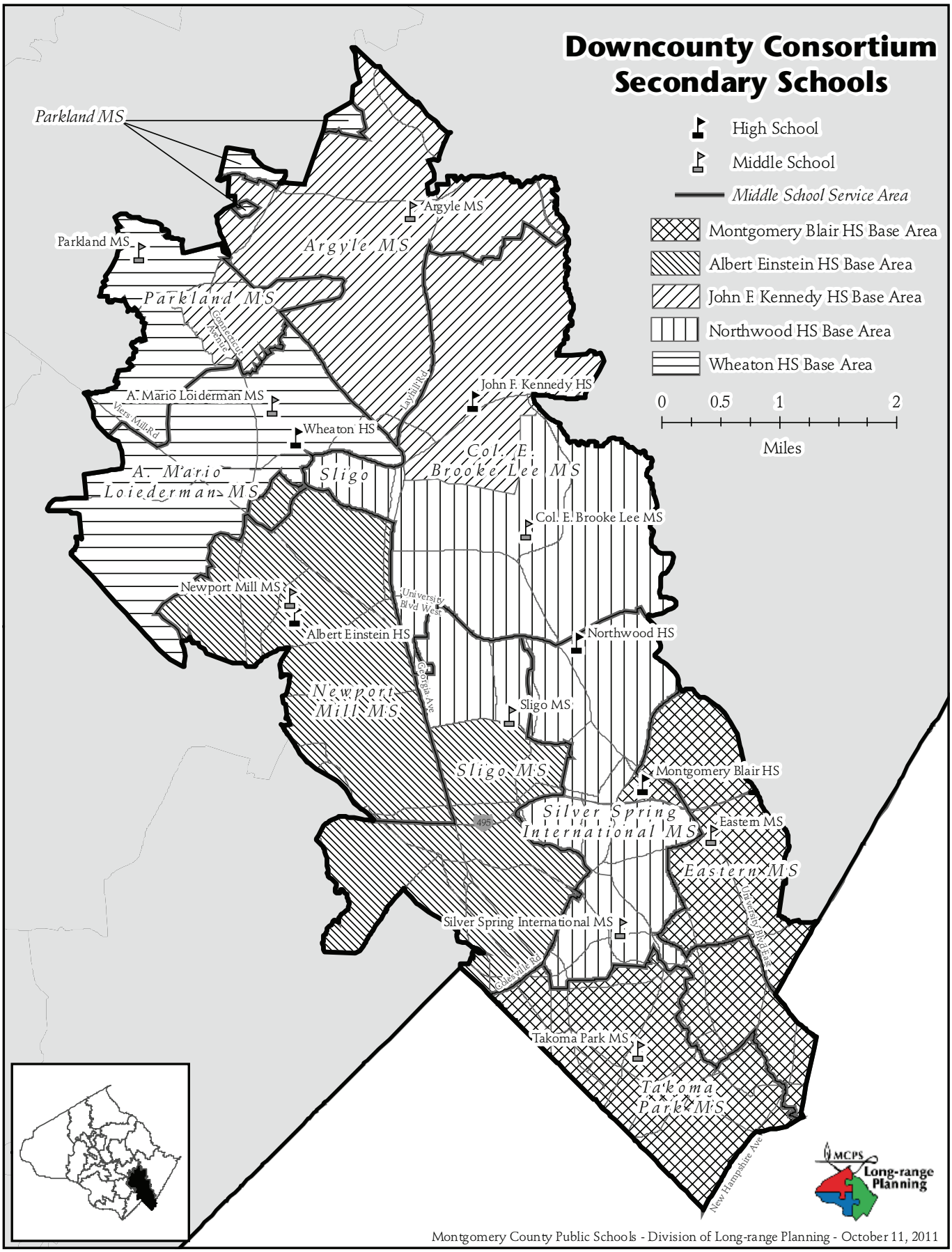

Bethesda-Chevy Chase Cluster
Rosemary Hills/North Chevy Chase
Rosemary Hills/ North Chevy Chase
Rosemary Hills/ Bethesda
495
Rosemary Hills/ Bethesda
Rosemary Hills ES
North Chevy Chase ES
Rock Creek Forest
Bethesda
Bethesda (Articulating to Pyle MS and Walt Whitman HS)
Wisconsin Avenue
Georgetown Road
East-West Hwy
Bethesda-Chevy Chase HS
Rosemary Hills/ Chevy Chase
Rosemary Hills/ North Chevy Chase
Rosemary Hills/Chevy Chase
Chevy Chase ES
Bradley Lane
Connecticut Avenue
Brookville Road
Somerset
Westbrook
Westland MS
River Road
Massachusetts Avenue
Westbrook
Paired K-2
Paired 3-6
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.5
1
2
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011


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
Wayside
Beverly Farms
270
Winston Churchill HS
Herbert Hoover MS
River Road
Cabin John MS
Bells Mill
Potomac
Seven Locks
Falls Road
495
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - May 24, 2011

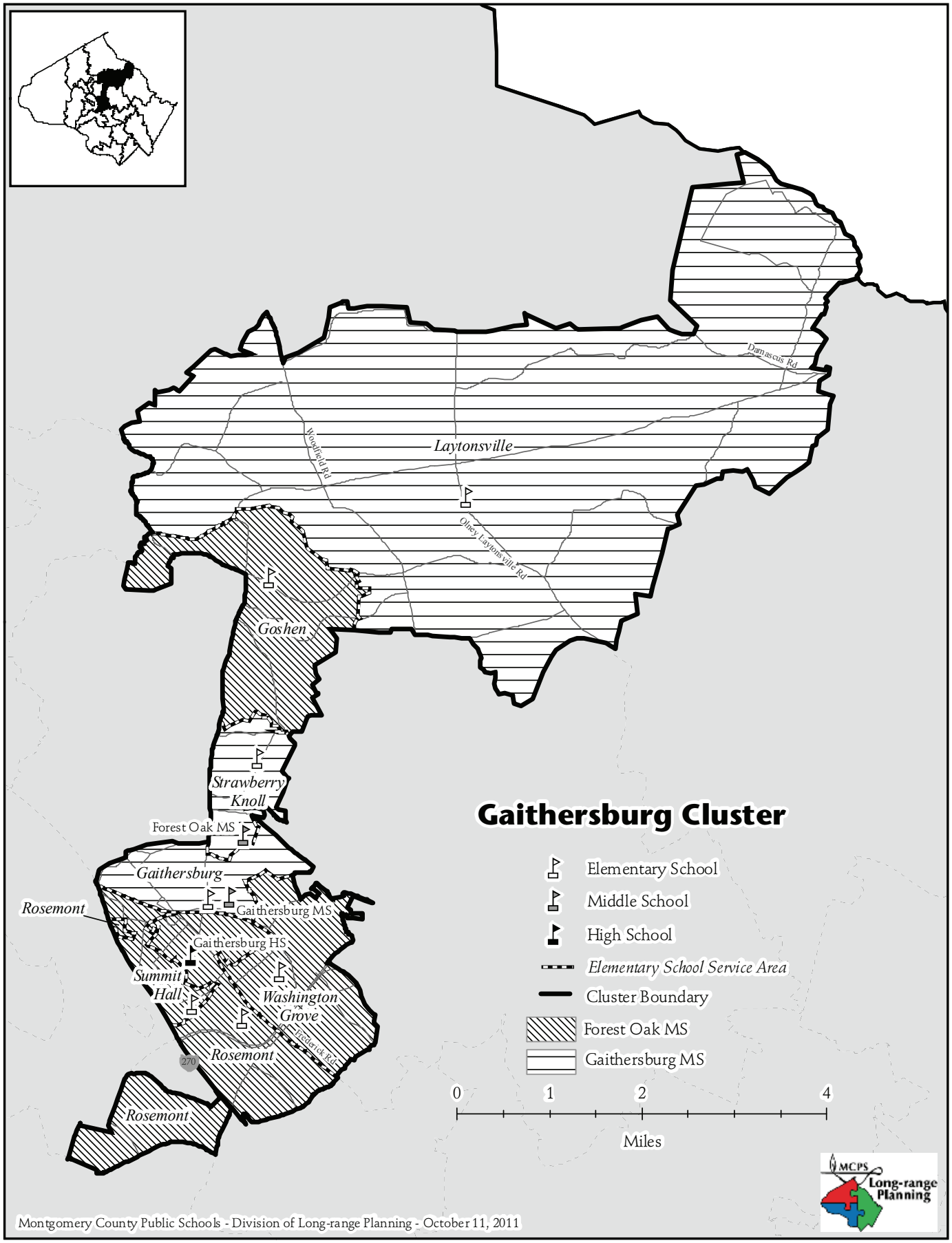

Clarksburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Neelsville MS
Rocky Hill MS
0
0.5
1
2
Miles
Old Hundred Road
Frederick Road
270
Little Bennett
Cedar Grove ES
Cedar Grove
Clarksburg
Clarksburg HS
Rocky Hill MS
William B. Gibbs, Jr.
Clarksburg Road
Ridge Road
Neelsville MS
Daly
Barnesville Road
Fox Chapel
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

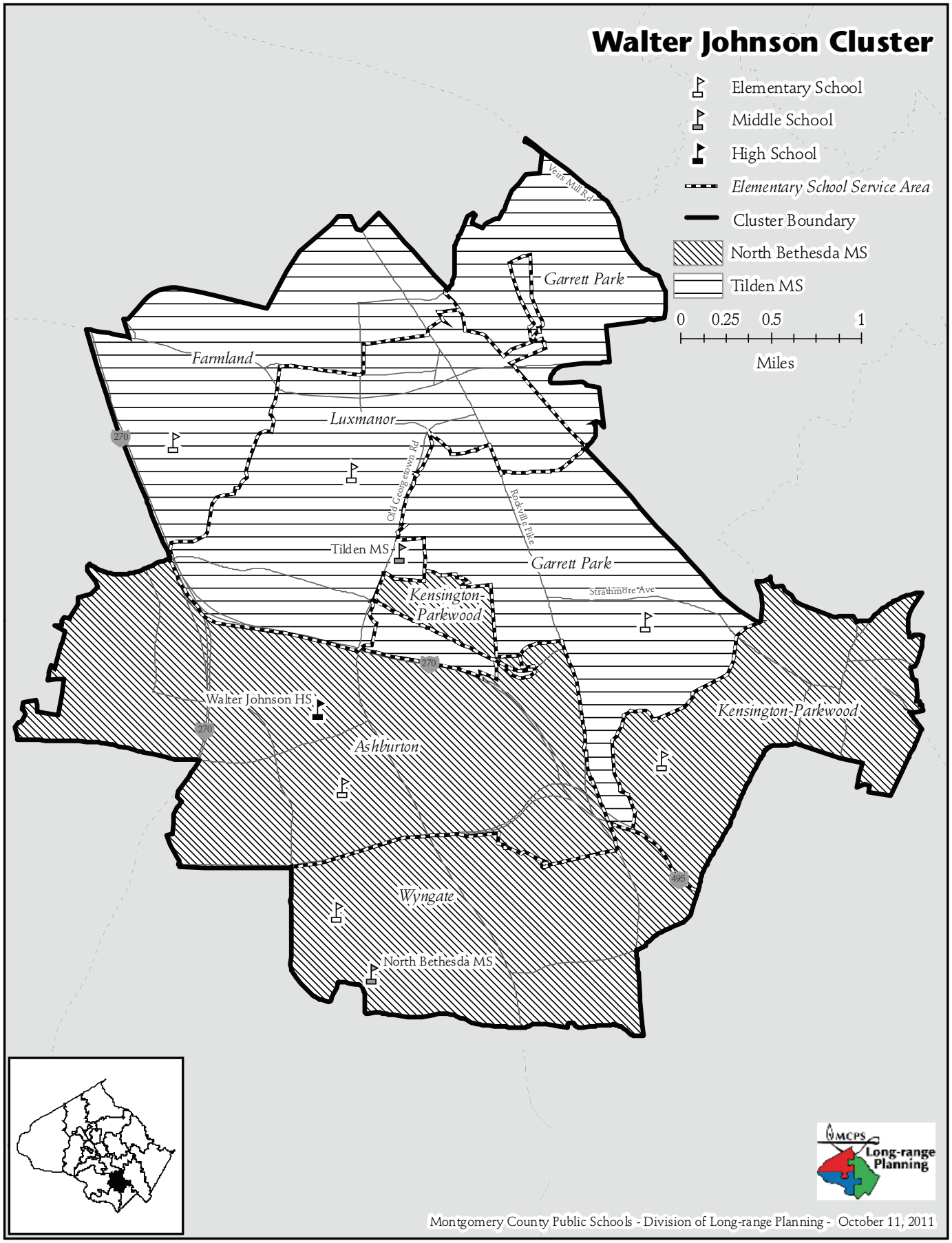

Damascus Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Rocky Hill MS
John T. Baker MS
0 0.5 1 2
Miles
Kemptown Road
Damascus
Ridge Road
Damascus HS
Damascus Road
John T Baker MS
Clearspring
Lois P. Rockwell
Woodfield Road
Woodfield
Laytonsville
Laytonsville Road
Cedar Grove
Rocky Hill MS
Laytonsville ES
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

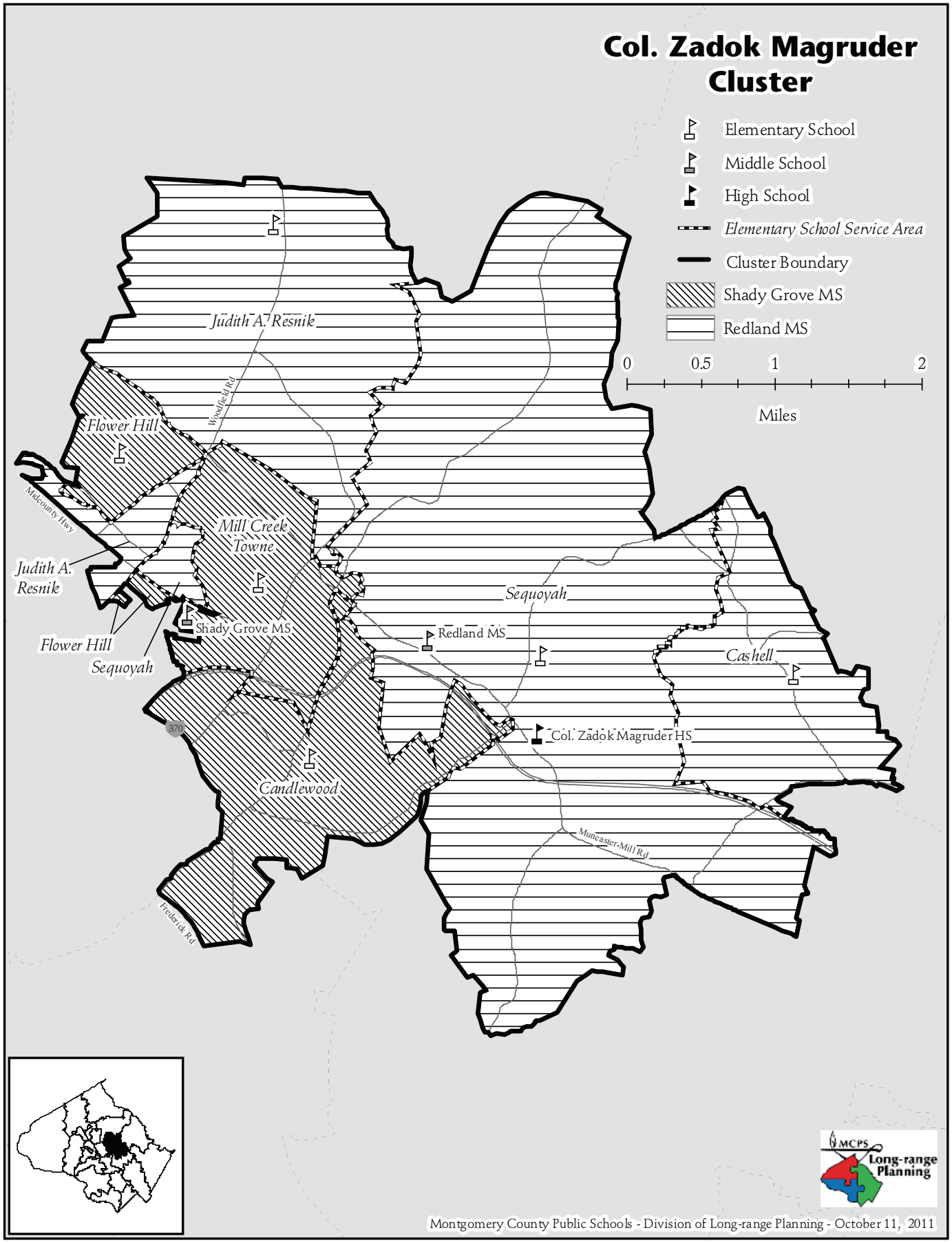

Downcounty Consortium
Elementary Schools
Paired K-2
Paired 3-5
Elementary School
Elementary School Service Area
HS/ES Service Area
0
0.5
1
2
Miles
Brookhaven
Georgian Forest
Harmony Hills
Bel Pre/Strathmore
Strathmore ES
Bel Pre ES
Brookhaven
Harmony
Hills
Wheaton
Woods
Weller
Road
Georgian Forest
Glenallan
Layhill Rd
Connecticut Avenue
Viers Mill Rd
Sargent Shriver
Arcola
Kemp Mill
Viers Mill
Highland
Rock View
Arcola
University Blvd West
Glen Haven
Forest Knolls
Georgia Ave
Oakland Terrace
Pine Crest ES
Montgomery Knolls/
Pine Crest
495
Sligo Creek
Highland
View
Oak
View
Montgomery Knolls ES
University Blvd East
Woodlin
Colesville Rd
Sligo Creek
New
Hampshire
Estates
Rolling
Terrace
East Silver Spring
Piney Branch Rd
Takoma Park ES
Piney Branch ES
Takoma Park/
Piney Branch
New Hampshire Ave
MCPS
Long-range
Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

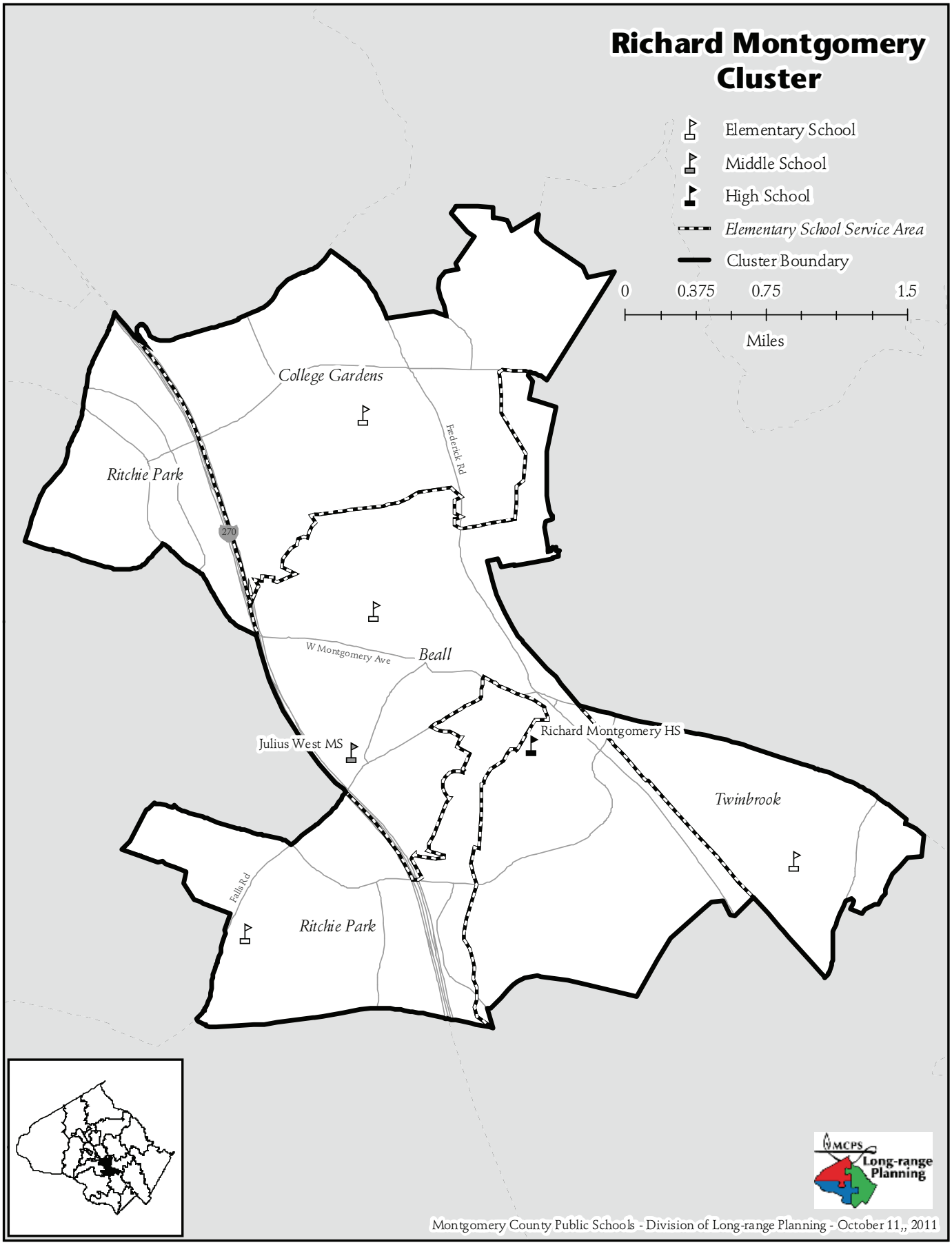


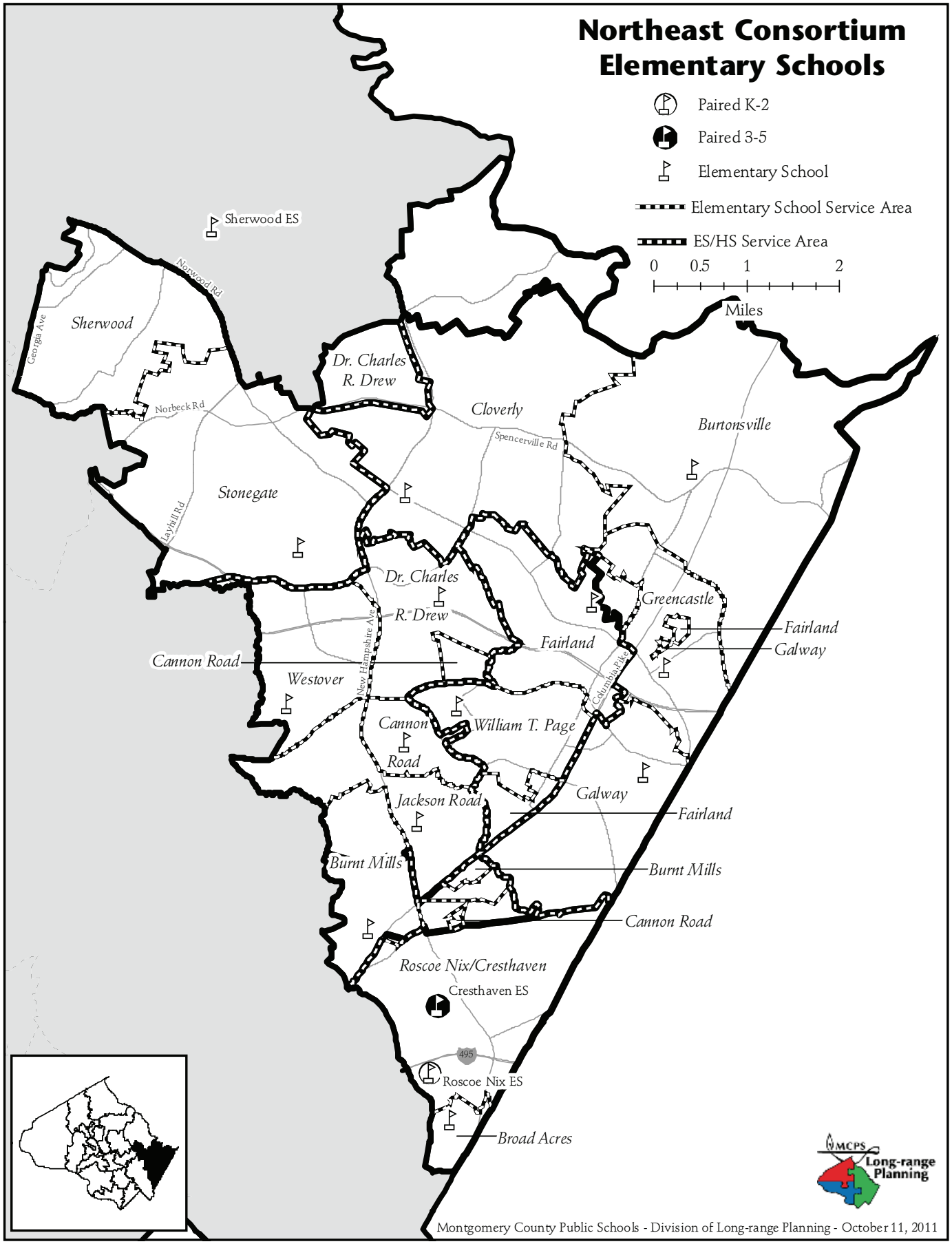
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

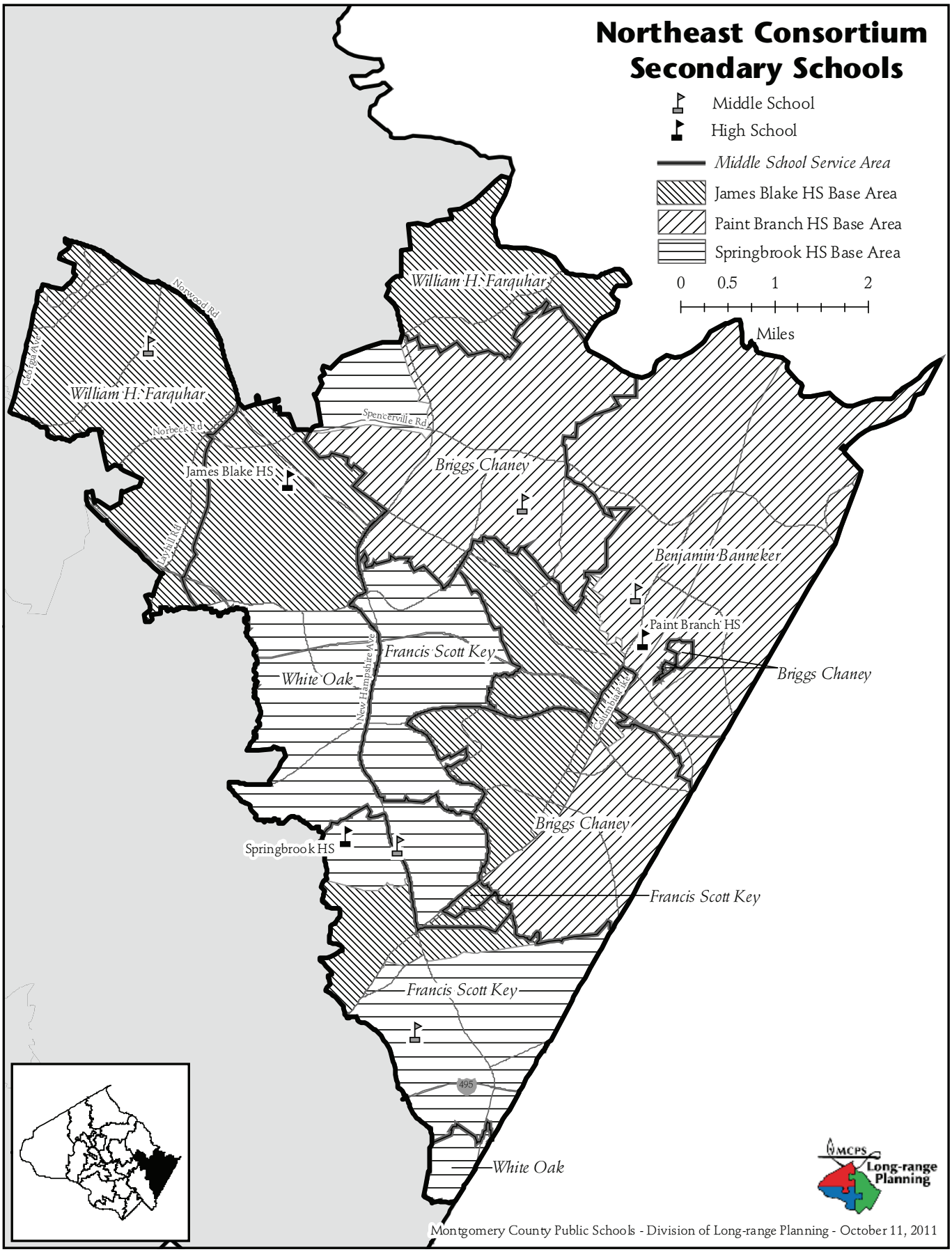

Gaithersburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Forest Oak MS
Gaithersburg MS
0
1
2
4
Miles
Laytonsville
Goshen
Strawberry Knoll
Forest Oak MS
Gaithersburg
Gaithersburg MS
Rosemont
Gaithersburg HS
Summit Hall
Washington Grove
Rosemont
Rosemont
Damascus Rd
Woodfield Rd
Olney Laytonsville Rd
Frederick Rd
270
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

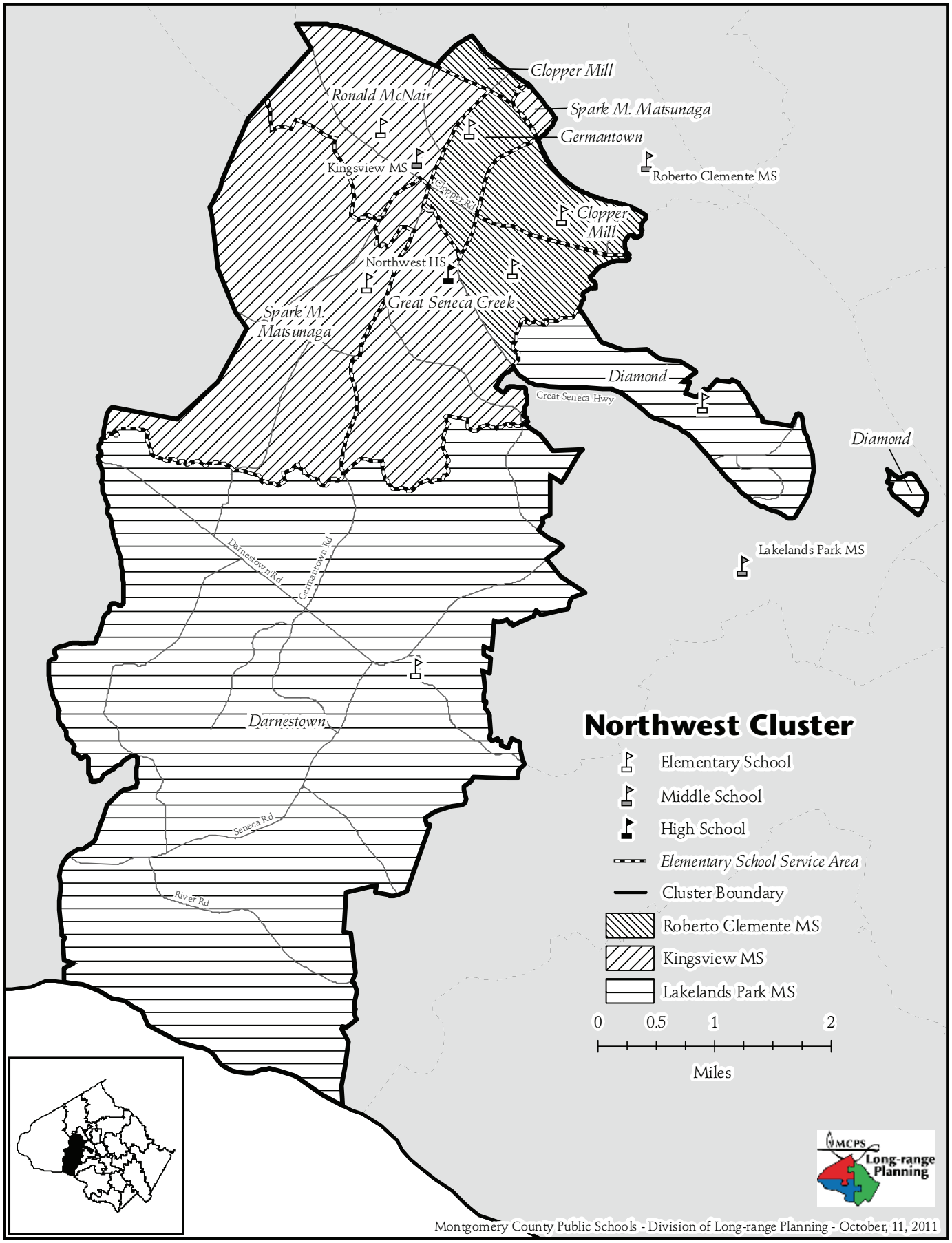

Walter Johnson Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
North Bethesda MS
Tilden MS
0 0.25 0.5 1
Miles
Veirs Mill Rd
Garrett Park
Farmland
Luxmanor
270
Old Georgetown Rd
Rockville Pike
Tilden MS
Garrett Park
Kensington-Parkwood
Strathmore Ave
270
Walter Johnson HS
270
Ashburton
Kensington-Parkwood
495
Wyngate
North Bethesda MS
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

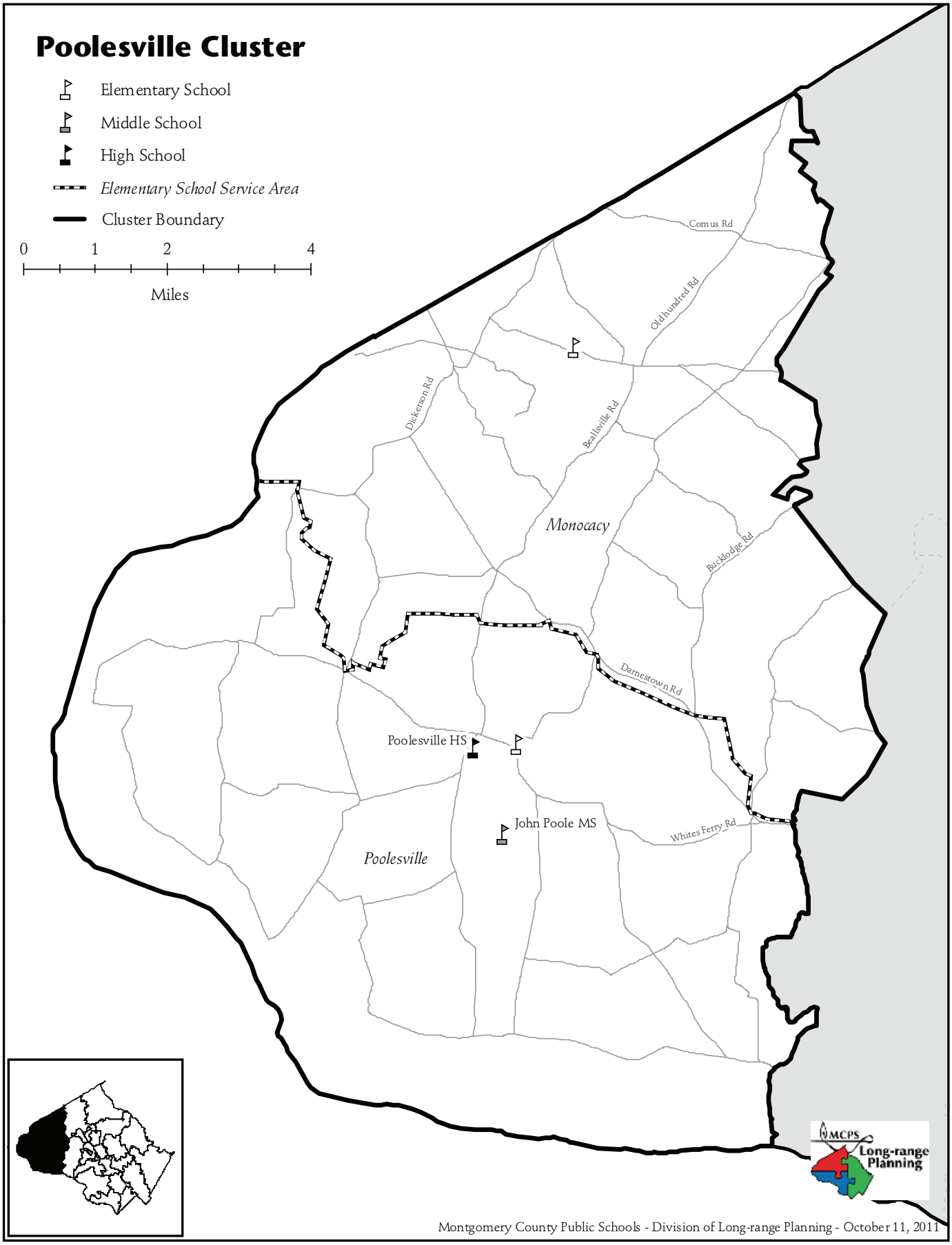

Col. Zadok Magruder Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Shady Grove MS
Redland MS
0
0.5
1
2
Miles
Judith A. Resnik
Woodfield Rd
Flower Hill
Midcounty Hwy
Mill Creek Towne
Judith A. Resnik
Shady Grove MS
Flower Hill
Sequoyah
Sequoyah
Redland MS
Cashell
370
Col. Zadok Magruder HS
Candlewood
Muncaster-Mill Rd
Frederick Rd
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

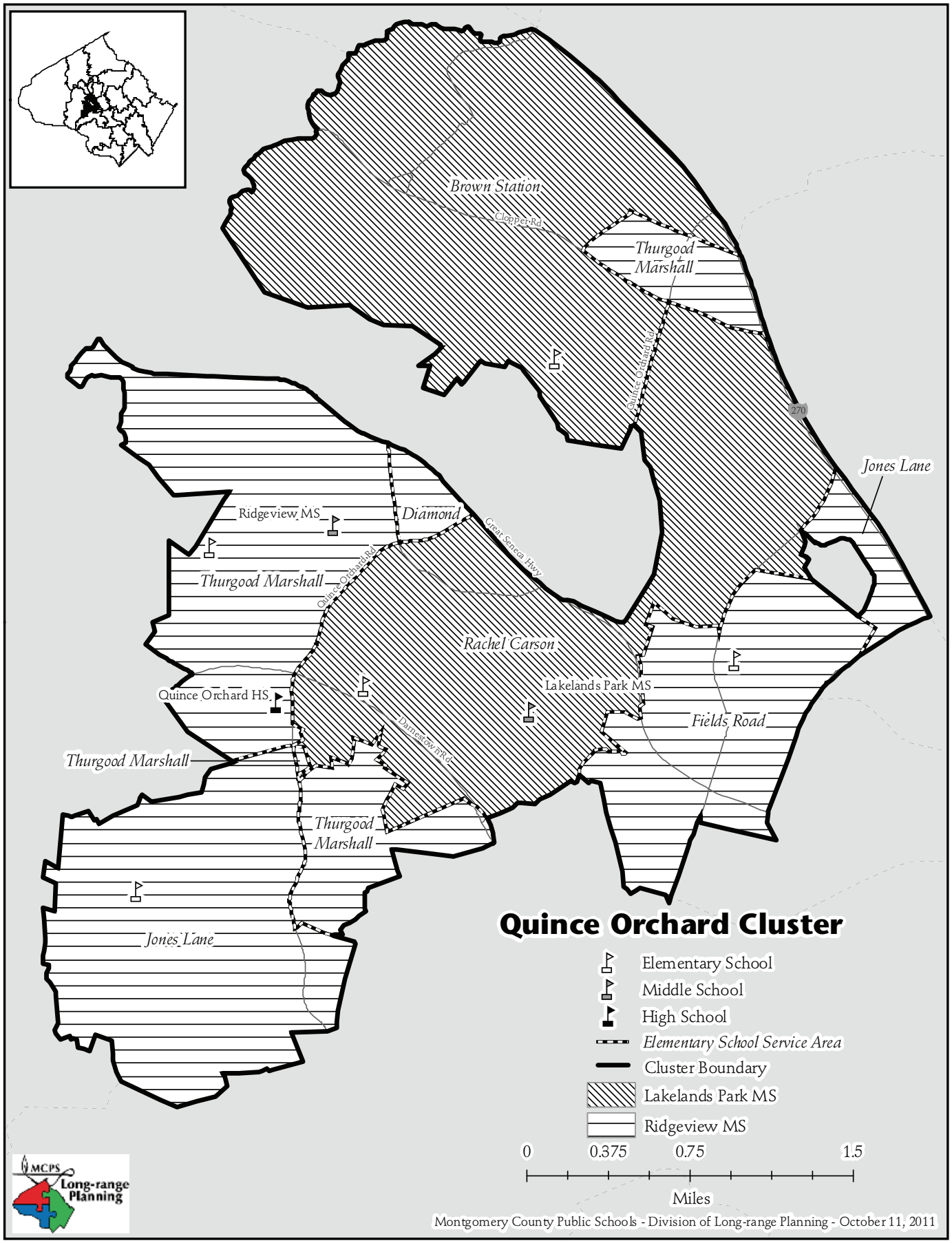

Richard Montgomery Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.375
0.75
1.5
Miles
College Gardens
Ritchie Park
Frederick Rd
270
W Montgomery Ave
Beall
Richard Montgomery HS
Julius West MS
Twinbrook
Falls Rd
Ritchie Park
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11,, 2011

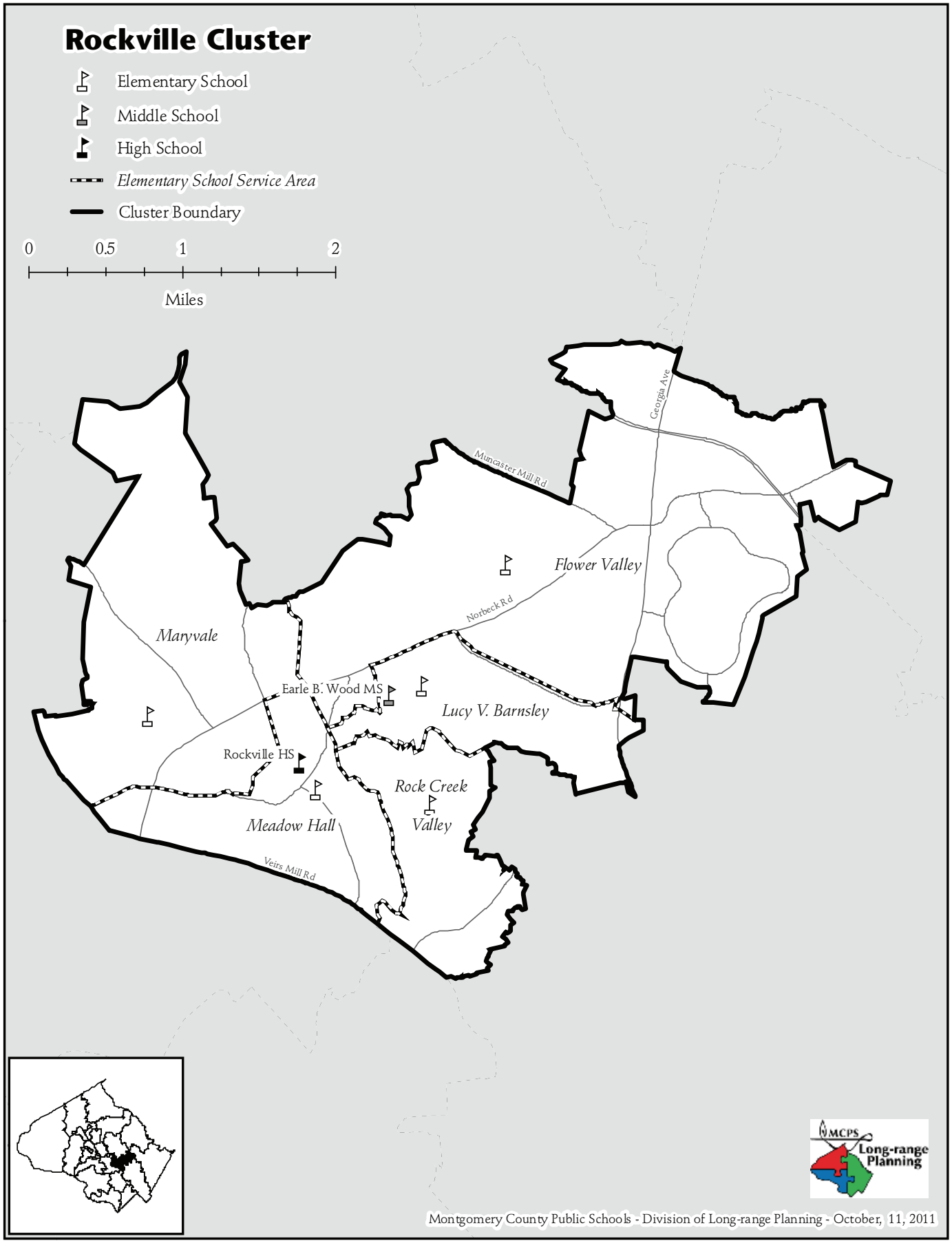

Northeast Consortium
Elementary Schools
Paired K-2
Paired 3-5
Elementary School
Elementary School Service Area
ES/HS Service Area
0 0.5 1 2
Miles
Sherwood ES
Norwood Rd
Georgia Ave
Sherwood
Norbeck Rd
Layhill Rd
Stonegate
Dr. Charles R. Drew
Cloverly
Spencerville Rd
Burtonsville
Dr. Charles R. Drew
Greencastle
Fairland
Galway
Fairland
Cannon Road
Westover
New Hampshire Ave
Columbia Pike
Cannon Road
William T. Page
Jackson Road
Galway
Fairland
Burnt Mills
Burnt Mills
Cannon Road
Roscoe Nix/Cresthaven
Cresthaven ES
495
Roscoe Nix ES
Broad Acres
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

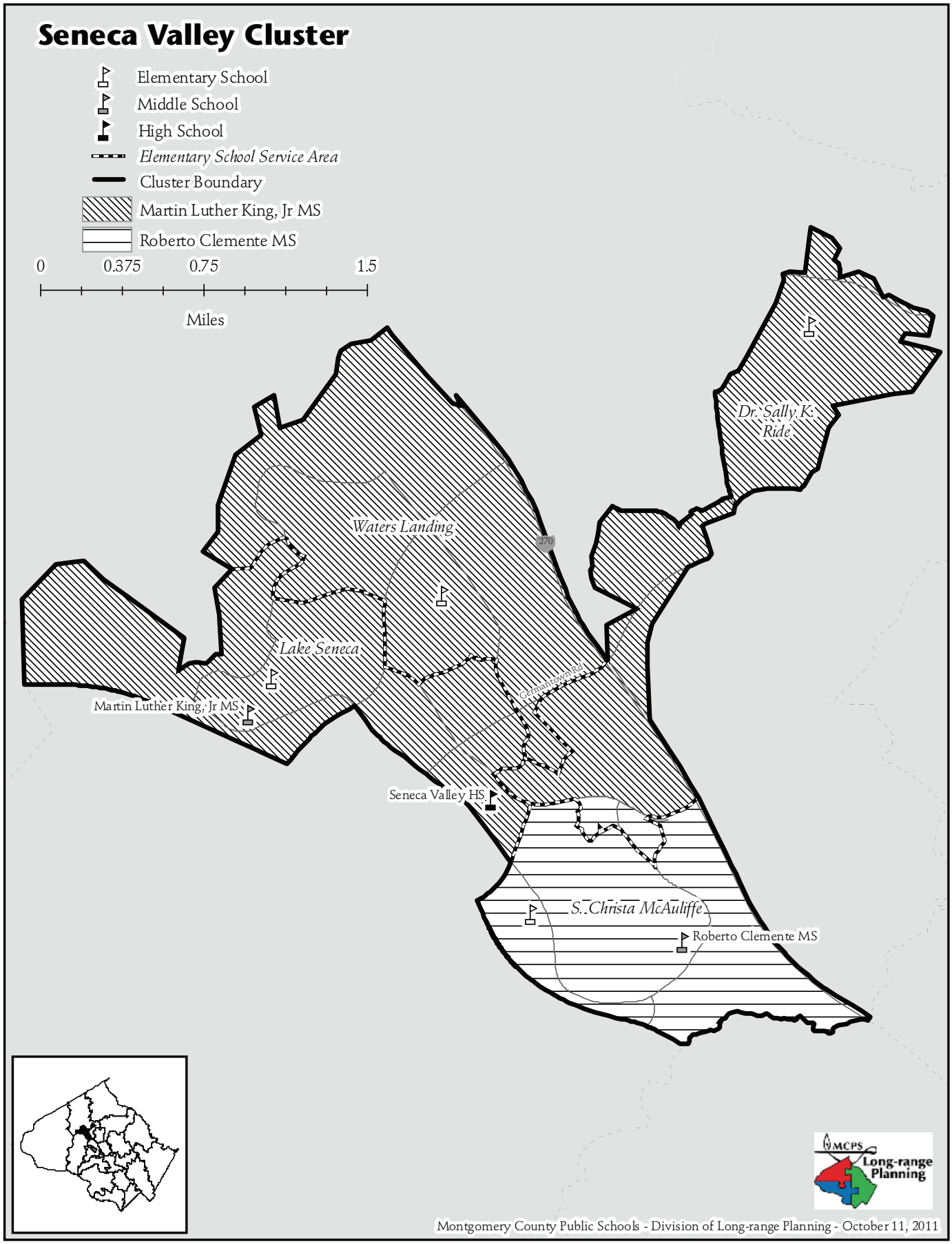

Northeast Consortium
Secondary Schools
Middle School
High School
Middle School Service Area
James Blake HS Base Area
Paint Branch HS Base Area
Springbrook HS Base Area
0 0.5 1 2
Miles
William H. Farquhar
William H. Farquhar
James Blake HS
Briggs Chaney
Benjamin Banneker
Paint Branch HS
Briggs Chaney
Francis Scott Key
White Oak
Briggs Chaney
Springbrook HS
Francis Scott Key
Francis Scott Key
White Oak
Norwood Rd
Cedar Ave
Norbeck Rd
Spencerville Rd
New Hampshire Ave
Colesville Rd
Layhill Rd
495
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

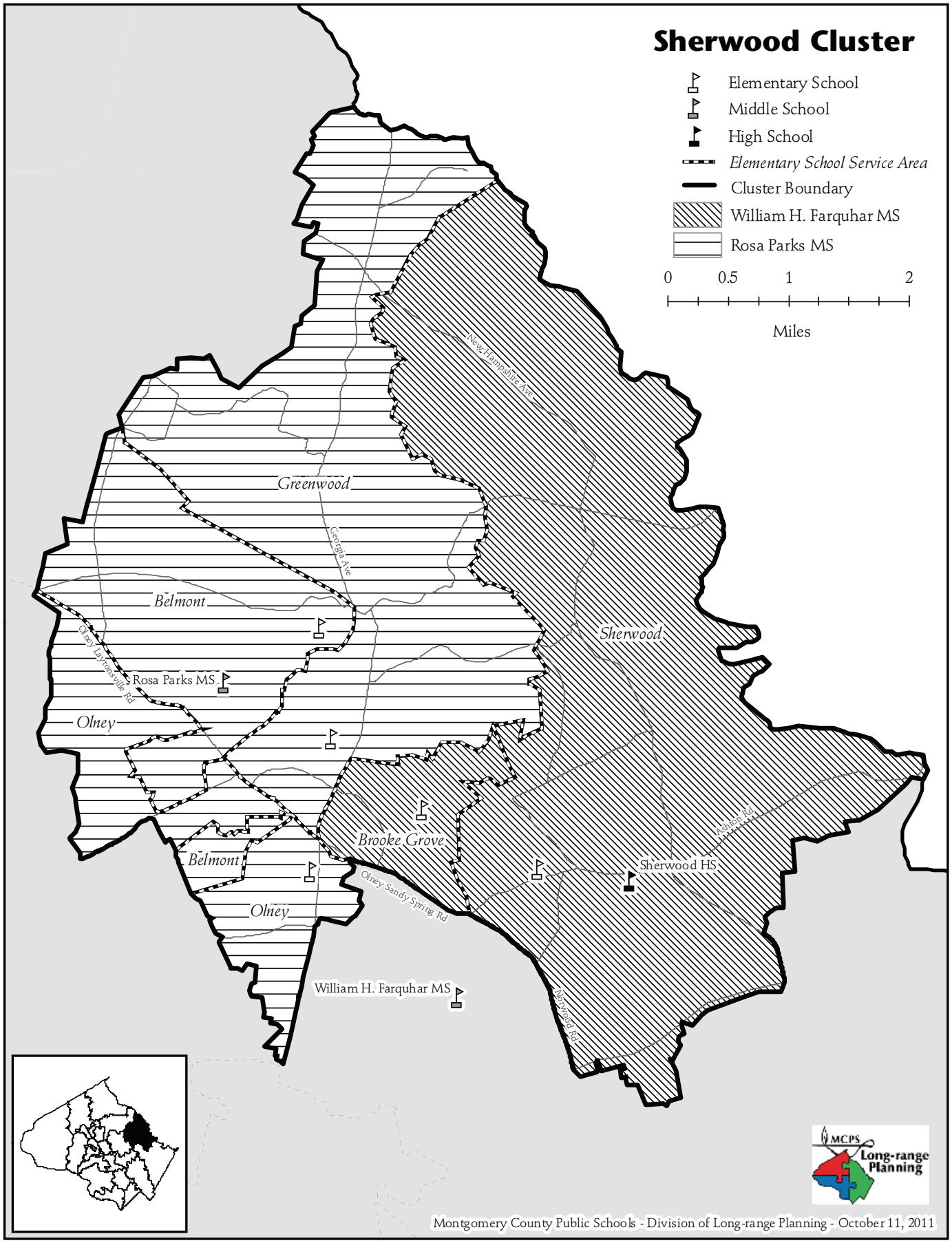

Clopper Mill
Ronald McNair
Spark M. Matsunaga
Germantown
Kingsview MS
Roberto Clemente MS
Clopper Rd
Clopper Mill
Northwest HS
Great Seneca Creek
Spark M. Matsunaga
Diamond
Great Seneca Hwy
Diamond
Lakelands Park MS
Darnestown Rd
Germantown Rd
Darnestown
Seneca Rd
River Rd
Northwest Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Roberto Clemente MS
Kingsview MS
Lakelands Park MS
0
0.5
1
2
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 11, 2011

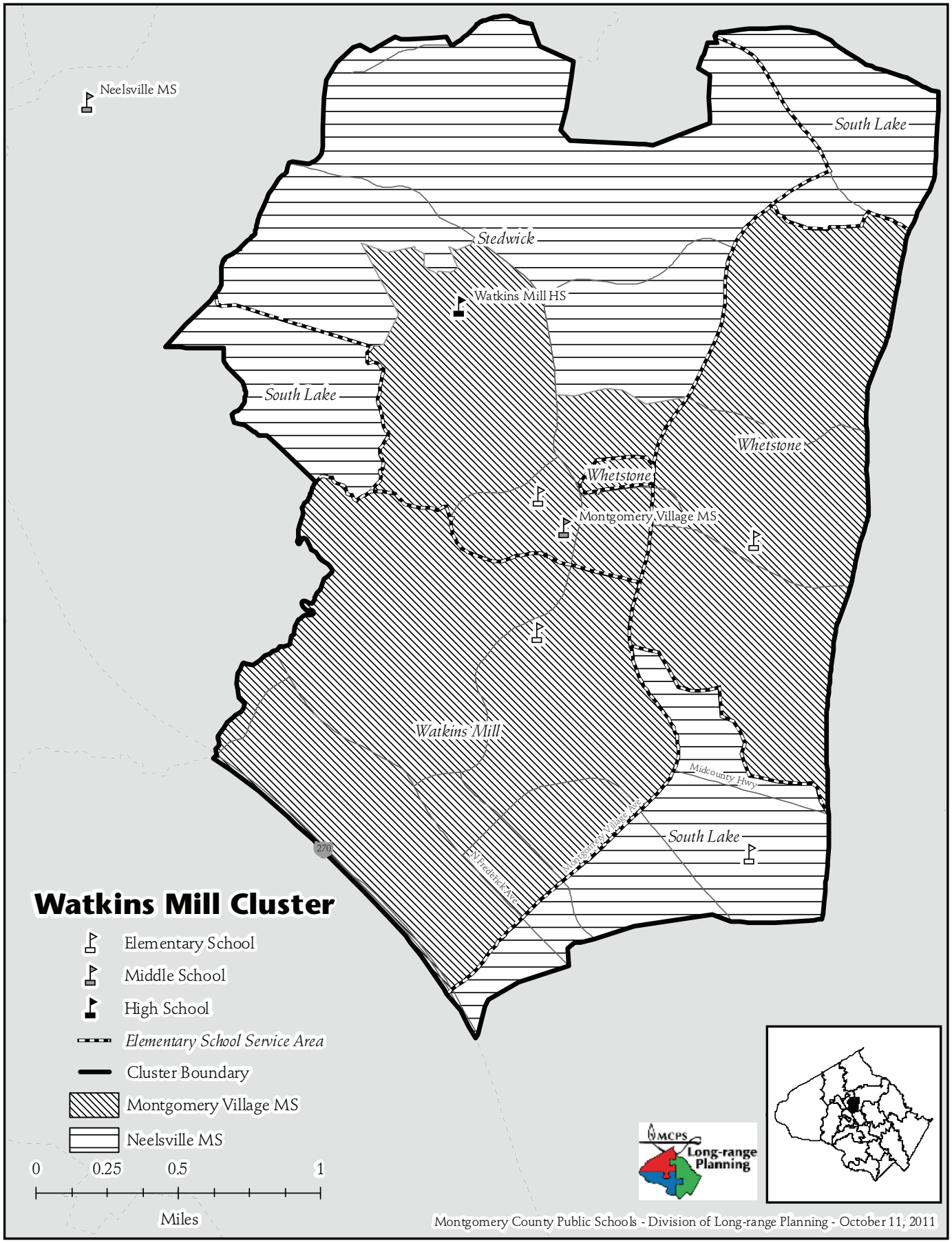

Poolesville Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
1
2
4
Miles
Comus Rd
Old hundred Rd
Dickerson Rd
Beallsville Rd
Monocacy
Bucklodge Rd
Darnestown Rd
Poolesville HS
John Poole MS
Whites Ferry Rd
Poolesville
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011


Brown Station
Clopper Rd
Thurgood Marshall
Quince Orchard Rd
270
Jones Lane
Ridgeview MS
Diamond
Great Seneca Hwy
Thurgood Marshall
Quince Orchard Rd
Rachel Carson
Lakelands Park MS
Quince Orchard HS
Fields Road
Darnestown Rd
Thurgood Marshall
Thurgood Marshall
Jones Lane
Quince Orchard Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Lakelands Park MS
Ridgeview MS
0
0.375
0.75
1.5
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

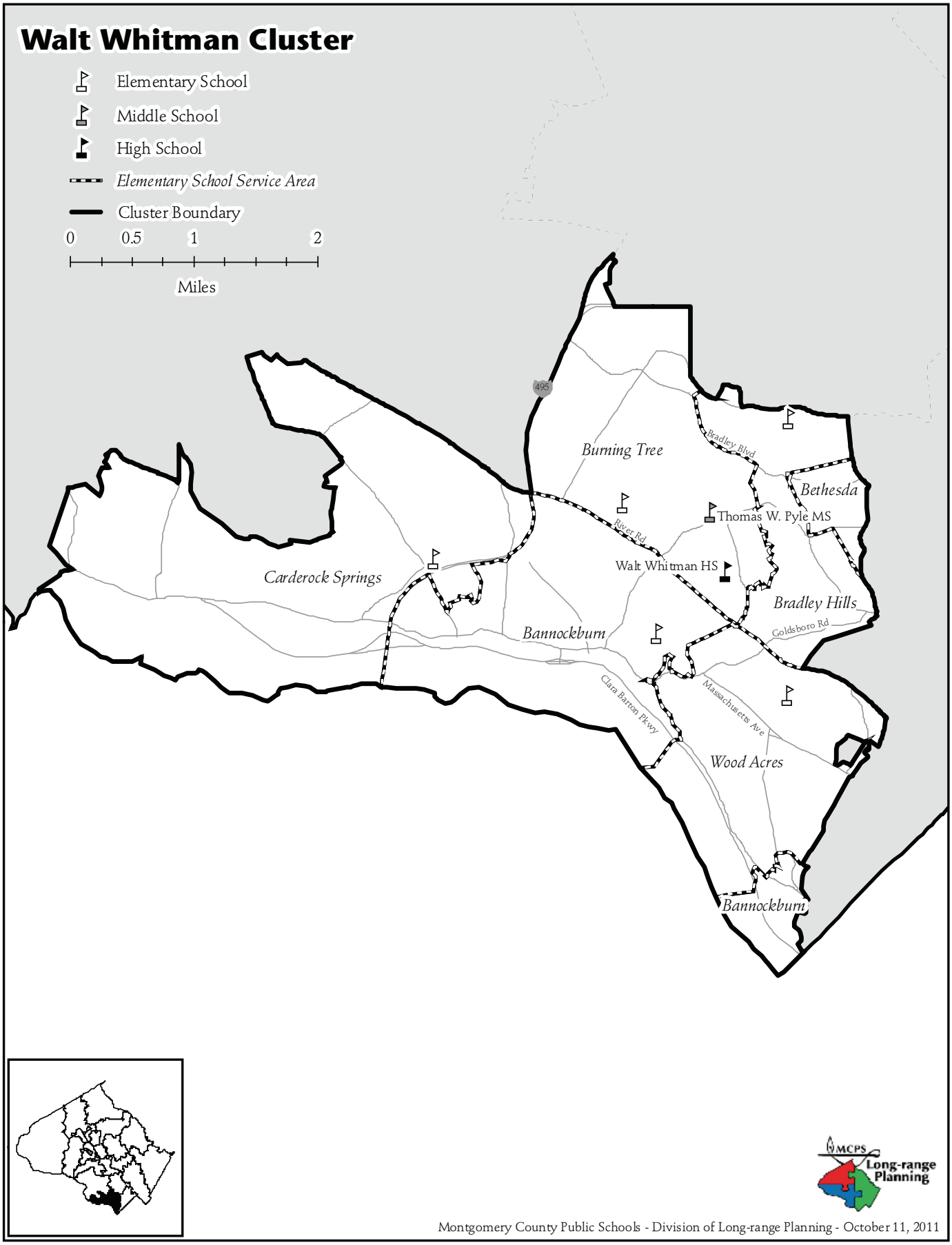

Rockville Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.5
1
2
Miles
Georgia Ave
Muncaster Mill Rd
Flower Valley
Norbeck Rd
Maryvale
Earle B. Wood MS
Lucy V. Barnsley
Rockville HS
Rock Creek
Valley
Meadow Hall
Veirs Mill Rd
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October, 11, 2011


Seneca Valley Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Martin Luther King, Jr MS
Roberto Clemente MS
0
0.375
0.75
1.5
Miles
Dr. Sally K. Ride
Waters Landing
270
Lake Seneca
Germantown
Martin Luther King, Jr MS
Seneca Valley HS
S. Christa McAuliffe
Roberto Clemente MS
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

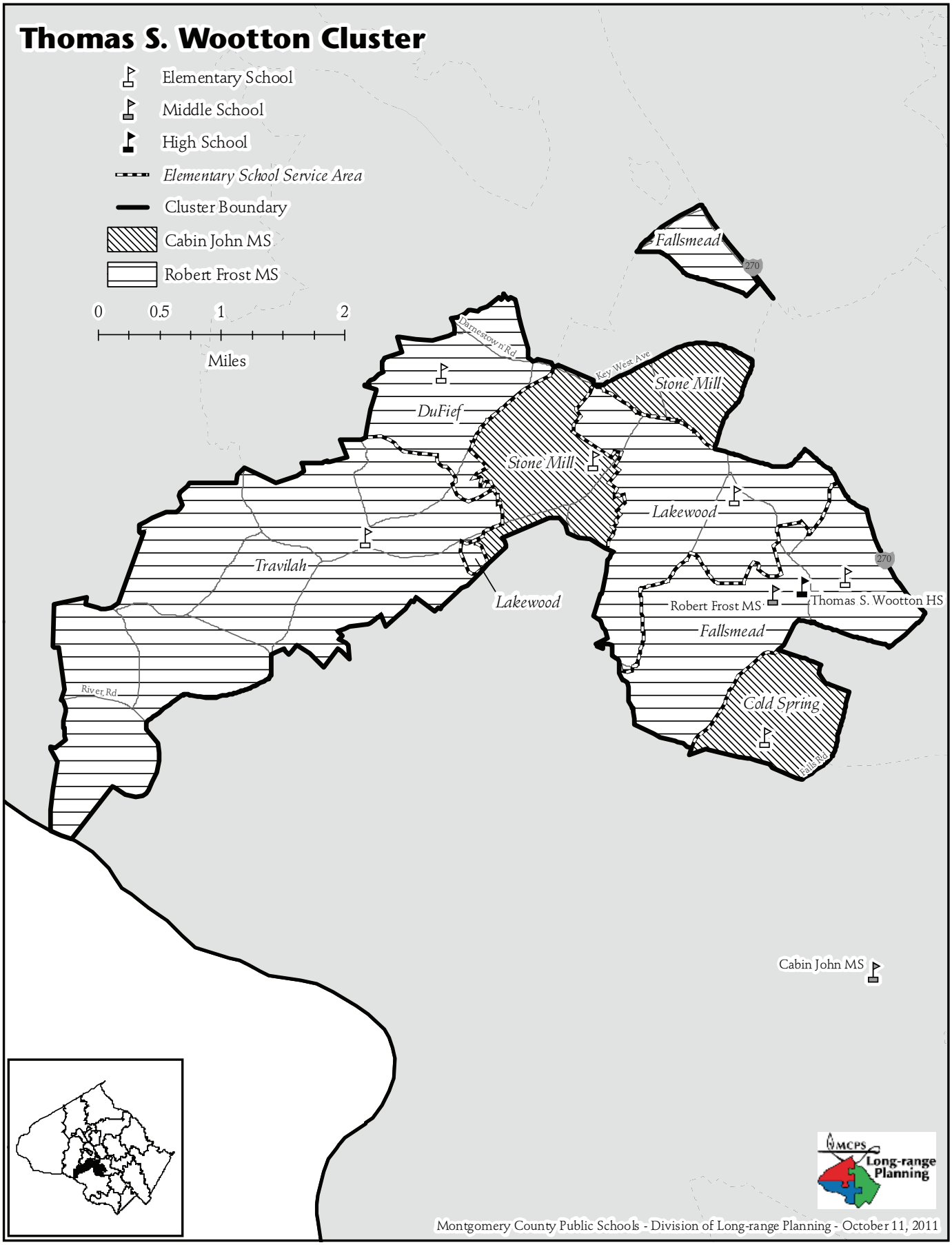

Sherwood Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
William H. Farquhar MS
Rosa Parks MS
0
0.5
1
2
Miles
New Hampshire Ave
Greenwood
Georgia Ave
Belmont
Olney Laytonsville Rd
Rosa Parks MS
Olney
Sherwood
Brooke Grove
Belmont
Olney
Olney Sandy Spring Rd
Sherwood HS
Ashton Rd
William H. Farquhar MS
Norwood Rd
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011


Neelsville MS
South Lake
Stedwick
Watkins Mill HS
South Lake
Whetstone
Whetstone
Montgomery Village MS
Watkins Mill
Midcounty Hwy
South Lake
270
Watkins Mill Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Montgomery Village MS
Neelsville MS
0
0.25
0.5
1
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

Walt Whitman Cluster



Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011


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
Fallsmead
270
Darnestown Rd
Key West Ave
Stone Mill
DuFief
Stone Mill
Lakewood
Travilah
Lakewood
270
Robert Frost MS
Thomas S. Wootton HS
Fallsmead
River Rd
Cold Spring
Falls Rd
Cabin John MS
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

Special Education Centers

Montgomery County Public Schools - Division of Long-range Planning - October 11, 2011

SECTION IX

DEFINITIONS AND DATA SOURCES

DEFINITIONS AND DATA SOURCES

<table>
<tr><th>Term</th><th>Definition</th><th>Source(s)</th></tr>
<tr><td>Adequate Yearly Progress/System Improvement Status</td><td>Adequate Yearly Progress (AYP) is the gain that schools, school systems, and states must make each year in accordance with the federal No Child Left Behind Act of 2001 (NCLB). 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.

If a school/system does not meet the AMO, the Maryland State Department of Education uses a confidence interval around the AMO that reflects the margin of error for measuring the percentage of proficient students. Thus, groups with a percentage of proficient students at or above the lower band of the confidence interval will meet the AYP proficiency target. Student subgroups with percentages of proficient students below the confidence interval may be eligible to use the safe harbor option to meet AYP proficiency. The safe harbor option allows a subgroup to meet the AYP proficiency target if the subgroup shows improvement as measured by a 10 percent decrease in the percentage of students achieving below the proficient level from the prior year.

The 2010–2011 AMO for testing participation is 95 percent 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 2010–2011 AMOs for testing proficiency are indicated in the chart below.

2010–2011 AMOs for Mathematics and Reading Proficiency
<table>
<tr><th>Level</th><th></th><th>Math</th><th>Reading</th></tr>
<tr><td>Elementary</td><td>K–2</td><td>85.7</td><td>83.6</td></tr>
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</table></td><td>MSDE Maryland Report Card at http://mdreportcard.org/</td></tr>
</table>

Term	Definition	Source(s)
Adequate Yearly Progress/System Improvement Status *(continued)*	*Note*. Proficiency rates are not reported for subgroups with fewer than 10 students, also designated "na" in this publication. "--" indicates no students in the category. For K–2 schools, AYP is calculated based on the Grade 3 MSA participation and performance of former students.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Advanced Placement/ International Baccalaureate Tests (AP/IB Tests)	Advanced Placement (AP) tests are part of a College Board program available to high school students. Scores on these tests can be used by students to earn credit or advanced standing in college. Usually a minimum score of 3 is needed to achieve this goal. International Baccalaureate (IB) tests are part of the International Baccalaureate Diploma Programme available to students in participating schools. Scores on these tests can be used by students to earn credit or advanced standing in college. Usually a minimum score of 4 is needed to achieve this goal.	Office of Shared Accountability
Algebra Completion Rate	The Algebra completion rate is the percentage of students successfully completing Algebra 1 with a course grade of "C" or higher by the end of Grade 8 for middle schools and by the end of Grade 9 for high schools. For students taking Algebra 1 in middle school, successful completion of Algebra 1 is based upon students who earned a course grade of "C" or higher in both semesters 1 and 2 and a "D" or higher on the semester 2 final exam. For students taking Algebra 1 in high school, successful completion of Algebra 1 is based upon students who earned a course grade of "C" or higher in both semesters 1 and 2 by the end of Grade 9.	Office of Shared Accountability
Alternative Programs	Alternative education programs are delivered in Montgomery County Public Schools (MCPS) through a continuum of intervention services for at-risk students. Alternative programs include: Fleet Street Program, Glenmont Middle School Program, Hadley Farms Middle School Program, Needwood Academy, Phoenix Program, and Randolph Academy. Students enrolled in the Model Learning Center at the Montgomery County Correctional Facility also are included in this list.	Division of Long–range Planning
Attendance Rate	The average daily attendance for a given year is based on the aggregate number of enrolled students who are present in school each day from the first day of school through March 15. The percentage average daily attendance is calculated by dividing the aggregate number of students in attendance by the aggregate number of students in membership for the same time frame.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Average Class Size—Elementary	The regular student enrollment in kindergarten–Grade 5 divided by the number of attendance sections for each school.	Office of the Chief Operating Officer *Official Class Size Report—School Year 2011–2012* as of October 31, 2011

Term	Definition	Source(s)
Average Class Size—Secondary	The regular student enrollment divided by the number of classes, excluding special education, reported for two areas: English (required courses) and all other academic subjects (other English, mathematics, foreign language, science, and social studies).	Office of the Chief Operating Officer *Official Class Size Report—School Year 2011–2012* as of October 31, 2011
Employee Benefits	A calculated estimate based on staff salaries at individual schools. This total was adjusted for vacancies using a school average of the specific employee grouping (administrative, teachers, other professional, instructional support, other support, building services).	Office of the Chief Operating Officer
Capacity	The number of students who can be accommodated in the building, based on an allocation of space for different grades and types of programs.	Division of Long-range Planning
Cluster	The geographic grouping of schools within a defined attendance area that includes a high school and the elementary and middle schools which send students to that high school.	Regulation FAA-RA, *Long-Range Educational Facilities Planning*
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. Students entering high school participate in a choice process to rank, in order of preference, their choice of high school. School assignments are made by a computer program.	Division of Consortia Choice and Application Program Services
Dropout Rate	The four-year adjusted cohort dropout rate is defined as the number of students who leave school, for any reason other than death, within the four-year period divided by the number of students who form the adjusted cohort. The school years are defined as the first day of the school year through the summer to the first day of the following school year. Student activity that occurs during the summer, including summer withdrawals, are included in the prior year's data. The four–year adjusted cohort dropout rate is calculated by dividing the number of students who terminate formal education for any reason other than death by the sum of the number of first time ninth graders, the number of students who transfer in, and the number of students who transfer out, emigrate, or die during the four-year period.	*MSDE Maryland Report Card* at http://mdreportcard.org/

Term	Definition	Source(s)
Enrollment	The number of students enrolled in school as of September 30, 2011. 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, 2011, compared with the official enrollment as of September 30, 2011. This percentage may differ from the ESOL percentage reported in the requested FY 2012 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, 2011, compared with the official enrollment as of September 30, 2011. This percentage may differ from the FARMS percentage reported in the requested FY 2012 Capital Budget due to "as of" reporting dates.	Division of Food and Nutrition Services
Feeder School	A school that sends its students to another school for the next grade level (e.g., a middle school that feeds a high school by sending its eighth graders to the high school for ninth grade.) Most schools "feed" 100 percent of their students to the same school. Those in which the population goes on to more than one school are shown in the profiles of each school.	Division of Long-range Planning
Future Capacity	Any projected change in a school's capacity based on the latest capital improvements program requested by the Montgomery County Board of Education and funded by the County Council. This capacity would be in place within the coming six-year capital programming period.	Division of Long-range Planning
Geometry Completion Rate	The Geometry completion rate is the percentage of students successfully completing Geometry with a course grade of "C" or higher by the end of Grade 10. Successful completion of Geometry is based upon students who earned a course grade of "C" or higher in both semesters 1 and 2 by the end of Grade 10. If a student took Geometry in middle school, the student must have earned a course grade of "C" or higher in both semesters 1 and 2 and a "D" or higher on the semester 2 final exam to obtain successful completion.	Office of Shared Accountability

Term	Definition	Source(s)
Grade 12 Documented Decisions	The Maryland State Department of Education (MSDE) collects pregraduation plans data using the High School Graduate Follow-up Questionnaire. All graduating seniors indicate their postgraduation decisions within 30 days of anticipated graduation.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Graduation Rate	The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering Grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. The four-year graduation rate is calculated by dividing the number of students who graduate within four years, including the summer following their fourth year of high school, with a regular high school diploma by the number of students who form the adjusted cohort for that graduating class. Students who drop out of high school remain in the adjusted cohort—that is, the denominator of the cohort graduation rate calculation.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Highly Qualified Teachers	"Highly qualified" is a specific term defined by the *No Child Left Behind Act of 2001* (NCLB). The law outlines a list of minimum requirements both in content knowledge and teaching skills to meet the "highly qualified" status. The law requires teachers to have a bachelor's degree and full state certification and to demonstrate content knowledge in the subjects they teach. Under NCLB, states decide what is necessary for certification and for determining subject-matter competency. Rules surrounding the requirements for highly qualified teachers continue to be developed and refined.	*MSDE Maryland Report Card* at http://mdreportcard.org/
Honors/AP/IB/ College-Level Enrollment	Honors/Advanced Placement (AP), International Baccalaureate (IB), and college-level courses provide rigorous and challenging studies for students who are capable of or motivated to pursue rigorous and challenging instruction. These courses are detailed in the MCPS High School Course Bulletin. The Honors/AP/IB, and college-level enrollment rate is the number of students enrolled in at least one Honors/AP/IB, or college-level course, divided by the total number of students.	MCPS High School Course Bulletin

Term	Definition	Source(s)
Least Restrictive Environment (LRE)	Least Restrictive Environment (LRE) refers to the mandate in the *Individuals with Disabilities Education Act* (IDEA 2004), which states that children with disabilities are to be educated to the maximum extent appropriate with nondisabled peers. MCPS reports LRE settings based on the percent of time a student is educated inside the general education setting. LRE A = Inside General Education Settings 80% or More. LRE C = Inside General Education Settings Less Than 40%.	Office of Special Education and Student Services
Limited English Proficient (LEP)	Limited English Proficient (LEP), 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. 2011 RELL students include those who exited ESOL after June 1, 2009.	*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. MSMC students entering middle school participate in a choice process to rank, in order of preference, their choice of middle school. Rising middle school students from outside the consortium also may apply to attend through a lottery process. School assignments are made by a computer program.	Division of Consortia Choice and Application Program Services
Mobility Rate	The student mobility percentage is calculated by dividing the sum of entrants and withdrawals by the average daily membership. *Entrants*: The number and percentage of students entering (transferring in or re-entering) school during the September to June school year after the first day of school. A student moving from one school to another within the same school district as a result of promotion is not considered to be an entrant for mobility purposes unless the student entered school after the first day. *Withdrawals*: The number and percentage of students withdrawing (transfers and terminations) for any reason during the September to June school year after the first day of school.	*MSDE Maryland Report Card* at http://mdreportcard.org/

Term	Definition	Source(s)
Northeast Consortium	The Northeast Consortium (NEC) is comprised of James Hubert Blake, Paint Branch, and Springbrook high schools. NEC students entering high school participate in a choice process to rank, in order of preference, their choice of high school. School assignments are made by a computer program.	Division of Consortia Choice and Application Program Services
Race/Ethnic Composition	The number and percentage of students enrolled on September 30, 2011, 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: • American Indian or Alaskan Native—AM • Asian—AS • Black or African American—BL • Hispanic/Latino—HI • Native Hawaiian or Other Pacific Islander—PI • White—WH • Two or more (multiple) races—MU	Office of Shared Accountability
Receiving School	A school that receives students from another school after promotion (e.g., a high school that receives middle school students promoted from Grade 8 to Grade 9). Receiving schools are shown as part of each school's profile.	Office of Shared Accountability
Salaries: Professional and Supporting Services	The actual annual salaries of staff at the school as of October 31, 2011. 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

Term	Definition	Source(s)
SPED	Special education (SPED) means specially designed instruction and related services, at no cost to the parents, to meet the unique needs of a child with a disability, including: (1) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (2) instruction in physical education.	*Individuals with Disabilities Education Act 2004* Regulations
Student/ Instructional Staff Ratio	The Student/Instructional Staff Ratio is calculated by dividing the weighted enrollment as of September 30, 2011, 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 *TerraNova* 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.	*MSDE Maryland Report Card* at http://mdreportcard.org/ University System of Maryland at http://www.usmd.edu/

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Rachel Carson ES 46
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ROCKVILLE CLUSTER

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Lucy V. Barnsley ES 10
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WATKINS MILL CLUSTER

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Whetstone ES 256
Neelsville MS 308
South Lake ES 218
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WHEATON CLUSTER

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Parkland MS 314
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Thomas Edison High School of Technology 362

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Bethesda ES 20
Bradley Hills ES 24
Burning Tree ES 34
Carderock Springs ES 44
Wood Acres ES 258

THOMAS S. WOOTTON CLUSTER

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Robert Frost MS 288
DuFief ES 78
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Montgomery County Public Schools at a Glance

Our School System

- 146,497 students for 2011–2012
- 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 98,000 students transported on 1,264 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 (2011–2012)
  - 33.7 percent White
  - 21.2 percent Black or African American
  - 26.0 percent Hispanic/Latino
  - 14.3 percent Asian
  - ≤5 percent two or more races
  - ≤5 percent American Indian or Alaskan Native
  - ≤5 percent Native Hawaiian or other Pacific Islander
- 32.3 percent participate in Free and Reduced-price Meals System (FARMS)
- 11.9 percent receive special education services
- 13.1 percent participate in English for Speakers of Other Languages (ESOL)
- 1637 average combined SAT score
- 145 National Merit Finalists

System Resources

- $2.09 billion FY 2012 Operating Budget
- $1.359 billion amended six-year Capital Improvements Program (FY 2011–2016)
- 22,059 employees
- 11,556 teachers
- 86.9 percent of teachers with a master's degree or equivalent

Montgomery County Public Schools

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