### 2022–2023 Official School Enrollment<sup>1</sup> = 890

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% X&lt;sup&gt;1&lt;/sup&gt;</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% 2+</th>
<th>% WH</th>
<th>% EML&lt;sup&gt;2&lt;/sup&gt;</th>
<th>% FARMS&lt;sup&gt;4&lt;/sup&gt;</th>
<th>% Spec. Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.7</td>
<td>48.9</td>
<td>≤5.0</td>
<td>11.9</td>
<td>36.0</td>
<td>33.9</td>
<td>≤5.0</td>
<td>5.4</td>
<td>12.7</td>
<td>13.6</td>
<td>58.0</td>
<td>14.3</td>
<td></td>
</tr>
</tbody>
</table>

### 2022–2023 Students Receiving Special Education Services (as of 10/01/2022)<sup>1</sup> = 110

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% X&lt;sup&gt;1&lt;/sup&gt;</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% 2+</th>
<th>% WH</th>
<th>% EML&lt;sup&gt;2&lt;/sup&gt;</th>
<th>% FARMS&lt;sup&gt;4&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.4</td>
<td>64.6</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>48.0</td>
<td>35.4</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>13.4</td>
<td>18.9</td>
<td>53.5</td>
<td></td>
</tr>
</tbody>
</table>

### Total Special Education Enrollment<sup>5</sup> = 110

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
<th>Not in home school</th>
<th>Number</th>
<th>Percent</th>
<th>Not in home school</th>
</tr>
</thead>
<tbody>
<tr>
<td>–</td>
<td>≥95.0</td>
<td>–</td>
<td>≤5.0</td>
<td>31</td>
<td>22.8</td>
</tr>
</tbody>
</table>

### Special Education Students Living in Attendance Area<sup>5</sup> = 136

- 80% or More (LRE A)
- Between 40% and 79% (LRE B)
- Less than 40% (LRE C)

### Least Restrictive Environment (as of 10/01/2022)

- All Special Education Students: 93.6%
- Between 40% and 79% (LRE B): ≤5.0%
- Less than 40% (LRE C): ≤5.0%

**Note:** Data reflect only those Least Restrictive Environment codes measured by the Maryland State Department of Education State Performance Plan. For more information, please visit http://mdideareport.org/special_main.aspx and click on Montgomery County.

### Other Participation<sup>3</sup> ⁶

- Special Education Attendance Rate = 90.2%
- Special Education Mobility Rate (Entrants + Withdrawals) = 6.3%

### Special Education Suspensions<sup>5</sup> ⁶

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>5</td>
<td>5.2</td>
</tr>
</tbody>
</table>

### Number of Special Education Teachers

7,000

### Number of Special Education Paraeducators

5,000

### Special Education Services

- Learning and Academic Disabilities (LAD)/Resource
- Speech/Language Resource

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<sup>1</sup> Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); Two or More Races (2+); White (WH).

<sup>2</sup> X – Unspecified/Non-binary

<sup>3</sup> EML – Emergent Multilingual Learner

<sup>4</sup> FARMS – Free and Reduced-price Meals System

<sup>5</sup> To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively. And/or results are not reported (−) for groups with fewer than ten students enrolled.

<sup>6</sup> Outcome data reflect 2021–2022 school year.