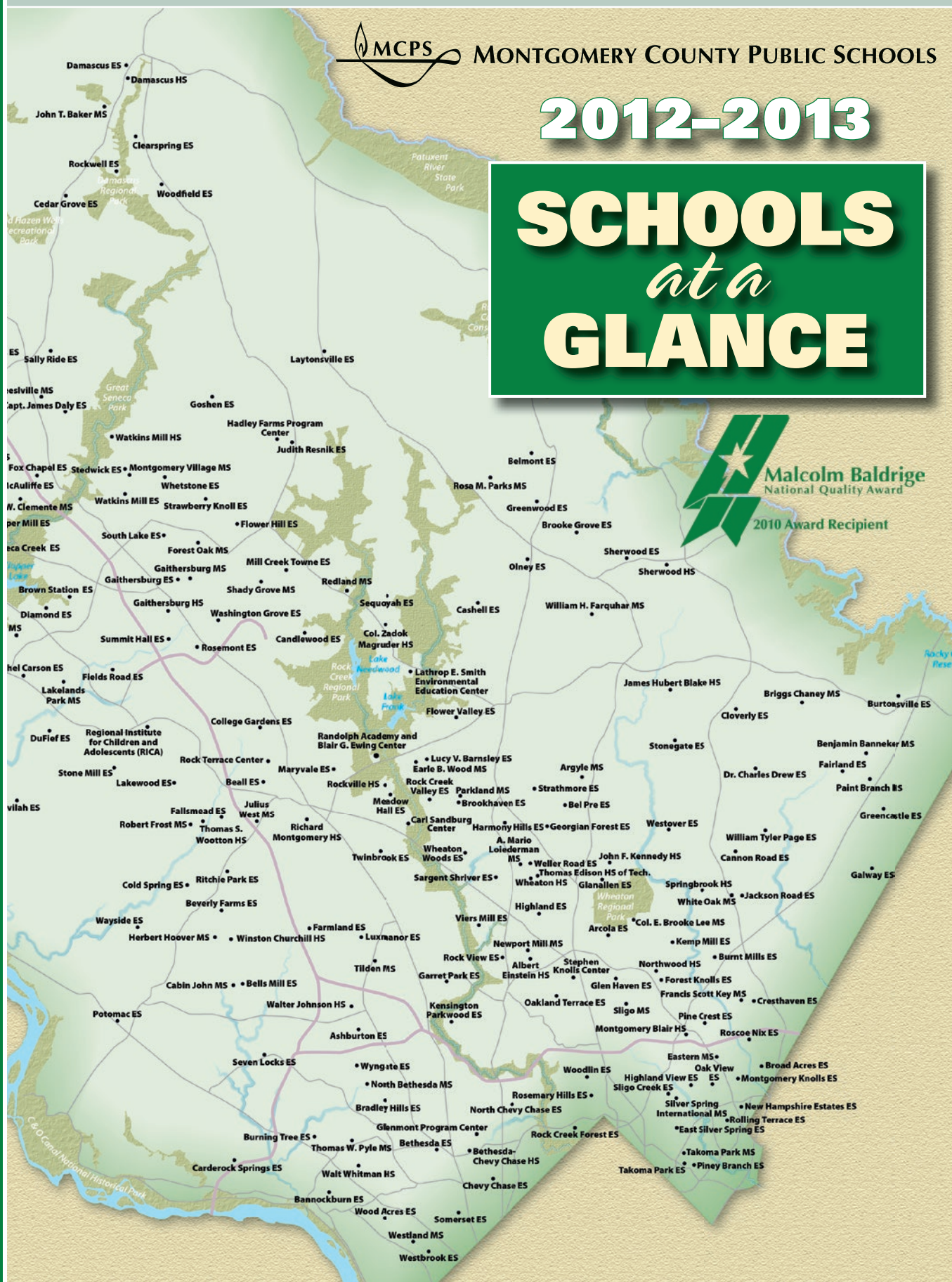


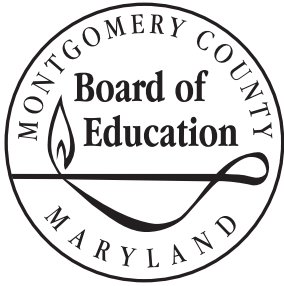


SCHOOLS *at a* GLANCE



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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www.montgomeryschoolsmd.org

MCPS

Schools at a Glance

2012–2013

Office of Shared Accountability
Montgomery County Public Schools

ACKNOWLEDGEMENTS

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

Office of the Chief Operating Officer

Department of Facilities Management

Department of Management, Budget, and Planning

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

Office of the Chief Technology Officer

Office of Curriculum and Instructional Programs

Office of the Deputy Superintendent of School Support and Improvement

Office of Shared Accountability

Office of Special Education and Student Services

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

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

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

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

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

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SECTION I

INTRODUCTION

INTRODUCTION

The *2012–2013 Schools at a Glance* supports the *2012 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.

School Progress Index

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

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

Achievement Indicator

The Achievement indicator (measured at the elementary, middle, and high school levels) indicates the school's performance for "all students" on the Maryland School Assessment (MSA), Modified MSA, Alternate MSA, and the High School Assessment (HSA) in meeting Mathematics, English/Language Arts, and Science proficient and advanced levels relative to the school's targets.

Student Growth Indicator

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

- Mathematics Proficiency (Mathematics MSA)
- English/Language Arts Proficiency (Reading MSA)

Gap Reduction Indicator

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

- Mathematics Proficiency (Mathematics MSA, Algebra/Data Analysis HSA)
- English/Language Arts Proficiency (Reading MSA, English HSA)
- Science Proficiency (Science MSA, Biology HSA)
- Five-Year Adjusted Cohort Graduation Rate (high school measure only)
- Four-Year Adjusted Cohort Dropout Rate (high school measure only)

College- and Career-Readiness Indicator

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

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

Guidelines for Reporting Data

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

Student Enrollment and Testing Data

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

Out-of-School Suspension Data

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

SECTION II

ELEMENTARY SCHOOL PROFILES

Elementary School Listing

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

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

2012–2013 Enrollment = 713													
	% 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	10.0	18.0	65.4	≤5.0	≤5.0	≤5.0	Pre-K	20	2.8
ESOL	50.6	22.0	28.6	≤5.0	≤5.0	≤5.0	41.8	≤5.0	≤5.0	≤5.0	Full-Day K	126	17.7
FARMS	75.6	36.0	39.6	≤5.0	6.0	12.9	54.8	≤5.0	≤5.0	≤5.0	Grade 1	129	18.1
SPED	10.2	≤5.0	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	121	17.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	115	16.1
											Grade 4	110	15.4
											Grade 5	92	12.9
											Total	713	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	78.1	≤5.0	20.5

Other Participation
Students now or have in the past received FARMS ² = 83.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 16.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Elementary Home School Model (K–2)
Elementary Home School Model (3–5)
School/Community-Based (2–5)
Head Start

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	1.0401	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.5	88.4	86.4	82.7	83.3	88.9
Asian	84.6	92.3	92.9	85.7	--	--
Black or African American	80.0	76.0	--	--	86.7	86.7
Hispanic/Latino	92.3	92.2	84.6	82.7	80.0	86.7
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	87.6	87.5	85.7	78.6	79.3	87.9
LEP	88.3	88.1	78.9	71.1	68.2	81.8
SPED	45.5	63.6	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	40.4	41.3	55.6	44.0	71.6	45.0
Asian	60.0	60.0	70.0	80.0	≥95.0	70.0
Black or African American	50.0	40.9	45.5	40.9	59.1	50.0
Hispanic/Latino	29.0	33.3	52.9	33.3	67.6	33.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	19.3	21.1	44.6	24.6	61.4	26.3
FARMS	31.0	32.1	48.2	32.1	63.1	34.5
SPED	20.0	10.0	20.0	10.0	60.0	10.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.5	12.7	4.2	74.6	0.0	93.0	7.0			
Supporting Services	16.1	16.1	25.8	35.5	6.5	90.3	9.7	223	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.5	
Average Class Size	Kindergarten = 15.2
	Grades 1 to 3 = 29.4 Grades 4 to 5 = 34.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
33.8	43.7	22.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.749
Principal Intern		Special Education	7.124
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	7.000	Instructional Support Total	12.498
Classroom	33.300		
Staff Development	1.000	Other Support	
ESOL	7.500	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	0.750
Art	1.500	Lunch Hour Aide	1.875
Music	1.500	Other Support Total	4.625
Instrumental Music	0.200		
Preschool	1.000	Building Services	
Special Education:		Manager	1.000
Classroom	6.500	Leader	1.000
Resource Program		Worker	3.000
Teachers Total	60.500	Plant Equipment Operator	
Other Professional		Building Services Total	5.000
Counselor	1.000		
Media Specialist	1.000	Food Services	1.625
Spec Ed Related Services	1.700		
Other Professional Total	3.700		
Total Professional	66.200	Total Supporting Services	23.748

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	16	5	1	0	7	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
434	624	756	762	767	759	743	734

School Personnel Costs	
Professional Salaries	\$4,375,068
Supporting Services Salaries	\$868,448
Employee Benefits	\$1,390,513
Total Allocated Cost	\$6,634,029

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Ashburton Elementary School - #425

Principal: Mrs. Charlene E. Garran

6314 Lone Oak Drive Bethesda, MD 20817

Office Phone: (301) 571-6959

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 897-2517

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/ashburtones/

Cluster Name: Walter Johnson

Feeder Schools:

Receiving Schools: North Bethesda

2012–2013 Enrollment = 794													
	% 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	15.6	12.8	14.0	≤5.0	48.4	8.9	Pre-K	60	7.6
ESOL	13.2	6.5	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	129	16.2
FARMS	13.2	6.2	7.1	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	137	17.3
SPED	15.9	≤5.0	11.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.4	≤5.0	Grade 2	138	17.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	122	15.4
											Grade 4	100	12.6
											Grade 5	108	13.6
											Total	794	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	44.4	16.7	38.9

Other Participation
Students now or have in the past received FARMS ² = 16.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9758	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.7	93.9	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	81.8	81.8	90.9	≥95.0	--	--
Hispanic/Latino	93.8	81.3	≥95.0	91.3	83.3	91.7
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	84.6	84.6	≥95.0	≥95.0	--	--
LEP	80.0	90.0	--	--	--	--
SPED	58.3	75.0	66.7	83.3	75.0	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	75.4	82.5	84.1	85.6	87.9	82.5
Asian	87.5	93.8	≥95.0	94.4	≥95.0	93.8
Black or African American	50.0	70.0	70.0	65.0	80.0	60.0
Hispanic/Latino	63.2	78.9	68.4	80.0	80.0	73.7
White	81.8	87.3	87.3	87.9	87.9	90.9
Two or More Races	87.5	75.0	93.8	≥95.0	93.8	81.3
ESOL	60.0	66.7	66.7	57.1	90.5	53.3
FARMS	35.7	50.0	57.1	50.0	71.4	35.7
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.2	0.0	7.9	88.9	0.0	93.7	6.3			
Supporting Services	10.7	14.3	28.6	46.4	0.0	89.3	10.7	178	97.8	2.2

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.4	
Average Class Size Kindergarten = 19.1	
Grades 1 to 3 = 34.6	Grades 4 to 5 = 31.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.4	49.2	25.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
Principal Intern		Special Education	7.248
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	11.123
Classroom	26.500		
Staff Development	1.000	Other Support	
ESOL	2.200	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.250
Physical Education		Parent/Community Coord	
Art	1.500	Lunch Hour Aide	1.995
Music	1.500	Other Support Total	4.245
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	11.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	50.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	3.200	Food Services	1.125
Other Professional Total	5.200		
Total Professional	57.200	Total Supporting Services	22.493

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
629	629	813	820	816	794	771	760

School Personnel Costs	
Professional Salaries	\$3,903,245
Supporting Services Salaries	\$846,508
Employee Benefits	\$1,263,197
Total Allocated Cost	\$6,012,950

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Bannockburn Elementary School - #420

Principal: Mr. Daniel Walder

6520 Dalroy Lane Bethesda, MD 20817

Office Phone: (301) 320-6555

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 320-6559

School Hours: 9:15- 3:30

www.montgomeryschoolsmd.org/schools/bannockburnes/

Cluster Name: Walt Whitman

Feeder Schools:

Receiving Schools: Pyle

2012–2013 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		49.1	50.9	≤5.0	8.6	≤5.0	6.5	≤5.0	73.0	9.4	Pre-K	0	0.0
ESOL	10.9	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	78	20.3
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	58	15.1
SPED	7.8	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.5	≤5.0	Grade 2	66	17.1
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).											Grade 3	62	16.1
											Grade 4	63	16.4
											Grade 5	58	15.1
											Total	385	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1184	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥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	--	--	--	--	--	≥95.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	83.3	88.9	88.9	≥95.0	≥95.0	87.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	85.7	88.1	88.1	≥95.0	≥95.0	88.1
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	0.0	6.3	87.5	0.0	87.5	12.5			
Supporting Services	21.4	14.3	14.3	50.0	0.0	71.4	28.6	91	95.6	4.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.4	
Average Class Size	Kindergarten = 26.3
	Grades 1 to 3 = 32.3 Grades 4 to 5 = 31.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.3	37.5	31.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	2.500
Classroom	14.700		
Staff Development	1.000		
ESOL	0.800	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.700	Parent/Community Coord	
Music	0.700	Lunch Hour Aide	1.000
Instrumental Music	0.200	Other Support Total	3.000
Preschool			
Special Education: Classroom	1.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	23.700	Leader	1.000
		Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	Building Services Total	3.500
Media Specialist	0.500		
Spec Ed Related Services	0.500	Food Services	0.500
Other Professional Total	1.500		
Total Professional	26.200	Total Supporting Services	9.500

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
365	365	410	417	426	422	422	400

School Personnel Costs	
Professional Salaries	\$1,787,735
Supporting Services Salaries	\$332,854
Employee Benefits	\$566,340
Total Allocated Cost	\$2,686,929

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Lucy V. Barnsley Elementary School - #505

Principal: Mr. Andrew J. Winter

14516 Nadine Drive Rockville, MD 20853

Office Phone: (301) 460-2121

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 460-2172

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/barnsleyes/

Cluster Name: Rockville

Feeder Schools:

Receiving Schools: Wood

2012–2013 Enrollment = 663													
	% 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	15.5	11.9	26.7	≤5.0	38.9	6.6	Pre-K	0	0.0
ESOL	15.2	5.4	9.8	≤5.0	≤5.0	≤5.0	11.6	≤5.0	≤5.0	≤5.0	Full-Day K	72	10.9
FARMS	30.5	13.4	17.0	≤5.0	≤5.0	6.3	17.9	≤5.0	≤5.0	≤5.0	Grade 1	79	11.9
SPED	13.7	≤5.0	10.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.8	≤5.0	Grade 2	88	13.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	88	13.3
											Grade 4	164	24.7
											Grade 5	172	25.9
											Total	663	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	58.2	23.1	18.7

Other Participation
Students now or have in the past received FARMS ² = 34.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 11.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9564	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.2	91.4	93.7	94.9	92.2	≥95.0
Asian	91.7	≥95.0	≥95.0	93.2	≥95.0	≥95.0
Black or African American	93.8	81.3	≥95.0	92.9	94.1	94.1
Hispanic/Latino	80.0	85.7	88.2	91.4	76.2	90.5
White	≥95.0	≥95.0	94.2	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	81.8	90.9	≥95.0	≥95.0
FARMS	84.6	84.6	87.8	85.7	74.4	88.4
LEP	63.2	73.7	92.9	78.6	27.3	81.8
SPED	66.7	86.7	70.0	81.0	81.8	81.8

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	55.2	66.7	65.5	62.1	72.4	66.7
Asian	--	--	--	--	--	--
Black or African American	54.5	63.6	45.5	45.5	72.7	63.6
Hispanic/Latino	37.0	51.9	51.9	48.1	63.0	51.9
White	66.7	77.8	77.8	69.4	75.0	75.0
Two or More Races	--	--	--	--	--	--
ESOL	33.3	44.4	44.4	44.4	61.1	50.0
FARMS	41.9	45.2	48.4	35.5	64.5	48.4
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.5	3.6	3.6	87.3	0.0	87.3	12.7			
Supporting Services	12.0	16.0	16.0	52.0	4.0	72.0	28.0	176	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.2	
Average Class Size Kindergarten = 15.3	
Grades 1 to 3 = 27.8	Grades 4 to 5 = 32.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.5	47.3	38.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	6.625
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	29.200	Instructional Support Total	10.375
Staff Development	1.000	Other Support	
ESOL	1.900	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.400	Lunch Hour Aide	1.750
Music	1.400	Other Support Total	3.750
Instrumental Music	0.600	Building Services	
Preschool		Manager	1.000
Special Education: Classroom	6.500	Leader	1.000
Resource Program		Worker	2.500
Teachers Total	47.000	Plant Equipment Operator	
Other Professional		Building Services Total	4.500
Counselor	1.000	Food Services	
Media Specialist	1.000		1.250
Spec Ed Related Services	1.700	Other Professional Total	3.700
Other Professional Total	3.700	Total Supporting Services	19.875
Total Professional	52.700		

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	1998	10.0	Y	N	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
395	395	642	631	622	611	609	610

School Personnel Costs	
Professional Salaries	\$3,932,869
Supporting Services Salaries	\$763,198
Employee Benefits	\$1,234,748
Total Allocated Cost	\$5,930,815

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Beall Elementary School - #207

Principal: Mr. Elliot M. Alter

451 Beall Avenue Rockville, MD 20850

Office Phone: (301) 279-8460

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 279-4999

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/bealles/

Cluster Name: Richard Montgomery

Feeder Schools:

Receiving Schools: Julius West

2012–2013 Enrollment = 777													
	% 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	24.6	14.0	17.1	≤5.0	35.4	8.8	Pre-K	59	7.6
ESOL	19.3	7.6	11.7	≤5.0	9.3	≤5.0	6.3	≤5.0	≤5.0	≤5.0	Full-Day K	115	14.8
FARMS	25.4	12.4	13.0	≤5.0	6.9	7.9	7.1	≤5.0	≤5.0	≤5.0	Grade 1	125	16.1
SPED	7.7	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	141	18.1
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).											Grade 3	116	14.9
											Grade 4	114	14.7
											Grade 5	107	13.8
											Total	777	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	53.3	10.0	36.7

Other Participation
Students now or have in the past received FARMS ² = 30.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Augmentative Communication Program (K–2)
Resource
Resource (K–5)
Head Start
Prekindergarten
Prekindergarten Language Class

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0518	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	92.7	94.5	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	91.3
Black or African American	93.8	87.5	80.0	85.0	92.3	≥95.0
Hispanic/Latino	87.5	93.8	88.2	88.2	94.1	94.1
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	--	--	--	--
FARMS	88.9	92.6	85.7	89.3	90.9	86.4
LEP	88.9	94.4	83.3	91.7	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.5	75.0	73.3	84.2	85.1	82.5
Asian	81.3	78.1	87.5	93.8	93.9	87.5
Black or African American	72.2	66.7	55.6	77.8	61.1	83.3
Hispanic/Latino	42.9	47.6	52.4	57.1	71.4	52.4
White	85.4	87.8	80.5	92.7	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	42.9	38.1	47.6	71.4	72.7	47.6
FARMS	43.8	37.5	56.3	68.8	75.0	59.4
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	5.0	3.3	85.0	0.0	90.0	10.0			
Supporting Services	12.5	29.2	16.7	37.5	4.2	87.5	12.5	162	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 13.9	
Average Class Size Kindergarten = 14.9	
Grades 1 to 3 = 36.6	Grades 4 to 5 = 33.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.7	41.7	36.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.725
Principal Intern		Special Education	3.562
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	7.912
Classroom	27.100		
Staff Development	1.000	Other Support	
ESOL	2.700	Administrative Secretary	1.000
Reading/Literacy	2.200	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.500	Lunch Hour Aide	2.000
Music	1.500	Other Support Total	4.000
Instrumental Music	0.400		
Preschool	1.100	Building Services	
Special Education: Classroom	2.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	45.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.700	Food Services	1.250
Other Professional Total	4.700		
Total Professional	51.700	Total Supporting Services	19.162

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
641	641	793	802	809	790	788	788

School Personnel Costs	
Professional Salaries	\$3,800,603
Supporting Services Salaries	\$764,988
Employee Benefits	\$1,205,714
Total Allocated Cost	\$5,771,305

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Bel Pre Elementary School - #780

Principal: Mrs. 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

2012–2013 Enrollment = 488													
	% 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	5.7	44.7	38.5	≤5.0	7.6	≤5.0	Pre-K	73	15.0
ESOL	46.5	22.5	24.0	≤5.0	≤5.0	11.1	29.3	≤5.0	≤5.0	≤5.0	Full-Day K	146	29.9
FARMS	67.2	33.8	33.4	≤5.0	≤5.0	32.8	27.7	≤5.0	≤5.0	≤5.0	Grade 1	115	23.6
SPED	7.2	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	154	31.6
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).											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	488	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Enrollment with Disabilities Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	91.4	≤5.0	5.7

Other Participation
Students now or have in the past received FARMS ² = 69.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 23.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model (K–2)
Prekindergarten
Reading/Language Arts Program
Ruth Rales Reading Program

School Progress Index ³				
Achievement	Gap Reduction	Growth ⁵	SPI	Strand
Met	Not Met	K/2	1.0150	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).				

Maryland School Assessment Proficiency Rate ^{2 3 5}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2011–2012 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Growth is not assessed for K–2 schools (K/2).

Bel Pre Elementary School - #780

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	41.5	49.0	55.2	53.1	52.0	47.6
Asian	--	--	--	--	--	--
Black or African American	44.6	52.3	53.1	54.7	52.3	50.0
Hispanic/Latino	27.3	32.7	46.3	42.6	41.1	31.5
White	83.3	83.3	91.7	91.7	83.3	91.7
Two or More Races	--	--	--	--	--	--
ESOL	26.2	32.8	45.9	37.7	43.5	31.1
FARMS	25.9	34.1	39.8	42.2	41.9	31.3
SPED	19.0	14.3	38.1	19.0	33.3	14.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	17.6	3.9	74.5	2.0	94.1	5.9			
Supporting Services	9.5	19.0	28.6	42.9	0.0	90.5	9.5	146	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.9
Average Class Size Kindergarten = 16.2
Grades 1 to 3 = 22.9 Grades 4 to 5 =

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	4.498
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	8.000	Instructional Support Total	6.373
Classroom	19.500		
Staff Development	1.000		
ESOL	5.000	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.100	Parent/Community Coord	
Music	1.100	Lunch Hour Aide	1.000
Instrumental Music		Other Support Total	3.000
Preschool	2.000		
Special Education: Classroom	2.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	40.700	Leader	2.000
		Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.375
Other Professional Total	3.300		
Total Professional	46.000	Total Supporting Services	15.748

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	--	8.9	Y	N	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
368	568	461	493	492	492	489	488

School Personnel Costs	
Professional Salaries	\$3,603,485
Supporting Services Salaries	\$657,649
Employee Benefits	\$1,116,758
Total Allocated Cost	\$5,377,892

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Bells Mill Elementary School - #607

Principal: Mrs. Jerri L. Oglesby

8225 Bells Mill Road Potomac, MD 20854

Office Phone: (301) 469-1046

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 469-1060

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/bellsmilles/

Cluster Name: Winston Churchill

Feeder Schools:

Receiving Schools: Cabin John

2012–2013 Enrollment = 578													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.1	52.9	≤5.0	22.5	12.1	7.1	≤5.0	53.1	≤5.0	Pre-K	18	3.1
ESOL	11.4	5.7	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	82	14.2
FARMS	11.6	≤5.0	6.6	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	106	18.3
SPED	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	94	16.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	101	17.5
											Grade 4	89	15.4
											Grade 5	88	15.2
											Total	578	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.0	≤5.0	28.6

Other Participation
Students now or have in the past received FARMS ² = 12.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 6.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Autism
Resource (K–5)
Head Start

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0636	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	83.3	≥95.0	81.8	≥95.0
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	87.1	92.5	83.9	87.1	86.0	91.4
Asian	≥95.0	≥95.0	92.3	≥95.0	≥95.0	≥95.0
Black or African American	45.5	45.5	54.5	36.4	36.4	45.5
Hispanic/Latino	--	--	--	--	--	--
White	91.5	≥95.0	83.0	89.4	87.2	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.6	2.6	0.0	92.3	2.6	89.7	10.3			
Supporting Services	23.8	14.3	14.3	47.6	0.0	76.2	23.8	127	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 13.5	
Average Class Size Kindergarten = 17.0	
Grades 1 to 3 = 35.6	Grades 4 to 5 = 33.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	48.7	43.6

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.974
Principal Intern		Special Education	5.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	4.000	Instructional Support Total	8.349
Classroom	19.000		
Staff Development	1.000	Other Support	
ESOL	0.900	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.375
Music	1.000	Other Support Total	3.375
Instrumental Music	0.300		
Preschool	0.600	Building Services	
Special Education: Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	0.750
Other Professional Total	3.000		
Total Professional	37.700	Total Supporting Services	16.974

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
609	609	582	594	593	596	583	584

School Personnel Costs	
Professional Salaries	\$2,926,475
Supporting Services Salaries	\$661,395
Employee Benefits	\$946,529
Total Allocated Cost	\$4,534,399

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Belmont Elementary School - #513

Principal: Dr. Peter H. Bray
 Community Supt: Dr. Myra J. Smith
 School Hours: 8:50 - 3:05
 Feeder Schools:

19528 Olney Mill Road Olney, MD 20832

www.montgomeryschoolsmd.org/schools/belmontes/

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

2012–2013 Enrollment = 318													
	% 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	6.3	7.5	10.4	≤5.0	71.1	≤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	46	14.5
FARMS	8.8	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	45	14.2
SPED	12.6	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.5	≤5.0	Grade 2	49	15.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	51	16.0
											Grade 4	56	17.6
											Grade 5	71	22.3
											Total	318	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 11.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = ≤5.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0780	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.6	86.8	≥95.0	≥95.0	94.9	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	92.5	85.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	75.5	73.5	57.1	81.6	87.8	73.5
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	73.7	73.7	55.3	81.6	84.2	73.7
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	0.0	3.6	96.4	0.0	89.3	10.7			
Supporting Services	8.3	25.0	25.0	41.7	0.0	83.3	16.7	75	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.5	
Average Class Size Kindergarten = 12.5	
Grades 1 to 3 = 36.1	Grades 4 to 5 = 29.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.6	42.9	53.6

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.500
Principal Intern		Special Education	2.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	2.000	Instructional Support Total	4.250
Classroom	11.500		
Staff Development	1.000	Other Support	
ESOL	0.300	Administrative Secretary	1.000
Reading/Literacy	1.100	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.500	Lunch Hour Aide	1.050
Music	0.500	Other Support Total	3.050
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	19.600	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	Building Services Total	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	0.687
Other Professional Total	2.100		
Total Professional	22.700	Total Supporting Services	10.987

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
425	425	293	285	285	284	287	285

School Personnel Costs	
Professional Salaries	\$1,965,656
Supporting Services Salaries	\$466,515
Employee Benefits	\$635,594
Total Allocated Cost	\$3,067,765

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Bethesda Elementary School - #401

Principal: Ms. Lisa S. Seymour

7600 Arlington Road Bethesda, MD 20814

Office Phone: (301) 657-4979

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 657-4973

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/bethesdaes/

Cluster Name: B-CC, Walt Whitman

Feeder Schools: Rosemary Hills

Receiving Schools: Pyle, Westland

2012–2013 Enrollment = 512													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.6	51.4	≤5.0	11.5	9.0	10.7	≤5.0	61.5	7.2	Pre-K	3	0.6
ESOL	8.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	60	11.7
FARMS	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	82	16.0
SPED	9.4	≤5.0	7.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	77	15.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	90	17.6
											Grade 4	110	21.5
											Grade 5	90	17.6
											Total	512	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	60.4	29.2	10.4

Other Participation
Students now or have in the past received FARMS ² = 8.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model
School/Community-Based

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9758	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	94.5	90.1	93.8	94.4	≥95.0
Asian	84.6	84.6	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	85.7	92.9	≥95.0	≥95.0	--	--
White	≥95.0	≥95.0	91.8	91.8	94.1	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	30.0	60.0	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.3	82.9	78.9	84.2	89.5	86.8
Asian	60.0	50.0	50.0	50.0	70.0	60.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	84.8	93.5	87.0	93.5	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.6	0.0	97.4	0.0	87.2	12.8			
Supporting Services	20.8	16.7	4.2	58.3	0.0	75.0	25.0	99	96.0	4.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.5	
Average Class Size Kindergarten = 16.0	
Grades 1 to 3 = 19.7	Grades 4 to 5 = 31.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	48.7	41.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.249
Principal Intern		Special Education	7.122
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	9.496
Classroom	19.900		
Staff Development	1.000	Other Support	
ESOL	0.800	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.371
Music	0.900	Other Support Total	3.371
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	5.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	33.300	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.000
Other Professional Total	2.800		
Total Professional	38.100	Total Supporting Services	18.867

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
384	568	484	471	493	520	542	555

School Personnel Costs	
Professional Salaries	\$2,955,898
Supporting Services Salaries	\$701,565
Employee Benefits	\$920,802
Total Allocated Cost	\$4,578,265

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Beverly Farms Elementary School - #226

Principal: Dr. Beth L. Brown

North Lake Center, 15101 Bauer Drive Rockville, MD 20853

Office Phone: (301) 469-1050

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 469-1058

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/beverlyfarmses/

Cluster Name: Winston Churchill

Feeder Schools:

Receiving Schools: Hoover

2012–2013 Enrollment = 576													
	% 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	28.5	≤5.0	10.6	≤5.0	49.5	6.4	Pre-K	0	0.0
ESOL	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	88	15.3
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	90	15.6
SPED	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	100	17.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	105	18.2
											Grade 4	92	16.0
											Grade 5	101	17.5
											Total	576	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	79.5	20.5	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 5.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Learning and Academic Disabilities (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1102	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	88.9	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	94.4	88.9	≥95.0	92.9
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	79.6	86.4	80.4	85.4	86.3	85.4
Asian	87.1	≥95.0	93.5	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	75.5	81.1	75.0	83.0	78.8	83.0
Two or More Races	--	--	--	--	--	--
ESOL	50.0	80.0	70.0	60.0	80.0	60.0
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	0.0	5.1	87.2	2.6	92.3	7.7			
Supporting Services	19.0	19.0	14.3	47.6	0.0	71.4	28.6	115	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.3	
Average Class Size Kindergarten = 21.8	
Grades 1 to 3 = 36.8	Grades 4 to 5 = 33.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	46.2	46.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	2.998
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	4.000	Instructional Support Total	5.622
Classroom	21.000		
Staff Development	1.000	Other Support	
ESOL	0.800	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.497
Music	1.000	Other Support Total	3.497
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.100	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.125
Other Professional Total	2.800		
Total Professional	37.900	Total Supporting Services	15.744

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
689	689	567	575	569	568	570	570

School Personnel Costs	
Professional Salaries	\$3,009,727
Supporting Services Salaries	\$572,792
Employee Benefits	\$955,892
Total Allocated Cost	\$4,538,411

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Bradley Hills Elementary School - #410

Principal: Ms. Sandra S. Reece

Radnor Center, 7000 Radnor Road Bethesda, MD 20817

Office Phone: (301) 571-6966

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 571-6969

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/bradleyhillses/

Cluster Name: Walt Whitman

Feeder Schools:

Receiving Schools: Pyle

2012–2013 Enrollment = 507													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.7	52.3	≤5.0	11.2	≤5.0	9.7	≤5.0	67.1	9.7	Pre-K	0	0.0
ESOL	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	88	17.4
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	77	15.2
SPED	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	89	17.6
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).											Grade 3	86	17.0
											Grade 4	69	13.6
											Grade 5	98	19.3
											Total	507	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	≤5.0	15.0

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 4} = --

School Programs
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0991	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

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

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	90.1	84.0	81.7	90.1	84.1	92.6
Asian	92.9	92.9	80.0	92.9	≥95.0	92.9
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	88.5	84.6	84.9	88.5	81.1	92.3
Two or More Races	90.9	72.7	72.7	≥95.0	81.8	≥95.0
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.3	8.3	5.6	77.8	0.0	83.3	16.7			
Supporting Services	18.2	9.1	18.2	45.5	0.0	90.9	9.1	107	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 15.1	
Average Class Size Kindergarten = 22.0	
Grades 1 to 3 = 36.7	Grades 4 to 5 = 29.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	55.6	33.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	0.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	3.000
Classroom	18.900		
Staff Development	1.000	Other Support	
ESOL	0.700	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.250
Music	0.900	Other Support Total	3.250
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.200	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	33.800	Total Supporting Services	10.000

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
342	638	598	633	635	625	631	619

School Personnel Costs	
Professional Salaries	\$2,632,716
Supporting Services Salaries	\$409,652
Employee Benefits	\$790,179
Total Allocated Cost	\$3,832,547

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Broad Acres Elementary School - #304

Principal: Mr. Luis A. San Sebastian, Acting
 Community Supt: Dr. Myra J. Smith
 School Hours: 8:50 - 3:05
 Feeder Schools:

710 Beacon Road Silver Spring, MD 20903

www.montgomeryschoolsmd.org/schools/broadacres/

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

2012–2013 Enrollment = 693													
	% 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	6.6	16.5	76.2	≤5.0	≤5.0	≤5.0	Pre-K	80	11.5
ESOL	74.5	35.4	39.1	≤5.0	≤5.0	8.1	61.6	≤5.0	≤5.0	≤5.0	Full-Day K	121	17.5
FARMS	94.8	46.2	48.6	≤5.0	5.9	13.9	74.0	≤5.0	≤5.0	≤5.0	Grade 1	138	19.9
SPED	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 2	90	13.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	96	13.9
											Grade 4	87	12.6
											Grade 5	81	11.7
											Total	693	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	67.4	30.4	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 94.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 27.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Head Start
Linkages to Learning
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0001	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.7	74.7	93.6	92.3	≥95.0	91.7
Asian	--	--	--	--	≥95.0	90.0
Black or African American	80.0	80.0	92.3	92.3	≥95.0	86.4
Hispanic/Latino	87.7	72.3	94.7	93.0	≥95.0	94.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	86.3	73.8	93.0	91.5	≥95.0	92.2
LEP	83.1	66.1	91.7	89.6	≥95.0	87.8
SPED	--	--	80.0	70.0	90.0	70.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	30.7	38.6	43.2	35.7	55.7	34.5
Asian	--	--	--	--	--	--
Black or African American	42.9	35.7	42.9	23.1	35.7	30.8
Hispanic/Latino	27.3	39.4	42.4	36.5	62.1	34.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	22.5	32.4	35.2	32.4	54.2	26.5
FARMS	27.4	36.9	40.5	34.6	54.1	32.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.2	12.7	8.5	73.2	1.4	85.9	14.1			
Supporting Services	16.0	36.0	16.0	28.0	0.0	84.0	16.0	209	98.1	1.9

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.6	
Average Class Size	Kindergarten = 16.6
	Grades 1 to 3 = 28.1 Grades 4 to 5 = 29.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.1	47.9	38.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.500
Principal Intern		Special Education	2.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	7.000	Instructional Support Total	9.000
Classroom	32.500		
Staff Development	1.000	Other Support	
ESOL	11.400	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	0.750
Art	1.400	Lunch Hour Aide	1.624
Music	1.400	Other Support Total	4.374
Instrumental Music	0.300		
Preschool	2.500	Building Services	
Special Education: Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	61.500	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	2.000
Other Professional Total	3.000		
Total Professional	66.500	Total Supporting Services	20.874

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1974	6.2	Y	N	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
39	21	6	3	1	7	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
618	618	741	764	773	785	749	734

School Personnel Costs	
Professional Salaries	\$5,252,308
Supporting Services Salaries	\$874,469
Employee Benefits	\$1,598,698
Total Allocated Cost	\$7,725,475

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Brooke Grove Elementary School - #518

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

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

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

2012–2013 Enrollment = 386													
	% 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	15.8	21.8	14.2	≤5.0	45.1	≤5.0	Pre-K	20	5.2
ESOL	12.4	6.5	6.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	57	14.8
FARMS	24.9	10.4	14.5	≤5.0	≤5.0	12.2	5.7	≤5.0	≤5.0	≤5.0	Grade 1	54	14.0
SPED	15.0	5.7	9.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	64	16.6
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).											Grade 3	62	16.1
											Grade 4	68	17.6
											Grade 5	61	15.8
											Total	386	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	55.2	19.0	25.9

Other Participation
Students now or have in the past received FARMS ² = 31.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model
Elementary Learning Center
Resource
Prekindergarten
Renaissance Recognition Program
Character Counts!

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	0.9891	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	86.4	89.8	83.8	94.1
Asian	80.0	90.0	72.7	72.7	--	--
Black or African American	≥95.0	92.3	72.7	81.8	80.0	90.0
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	82.1	92.3
Two or More Races	--	--	--	--	--	--
FARMS	94.4	88.9	--	--	63.6	≥95.0
LEP	--	--	--	--	--	--
SPED	72.7	81.8	53.3	60.0	37.5	75.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	68.8	76.6	79.7	75.0	76.6	76.6
Asian	--	--	--	--	--	--
Black or African American	46.2	61.5	61.5	46.2	61.5	53.8
Hispanic/Latino	36.4	54.5	45.5	63.6	54.5	54.5
White	83.9	90.3	≥95.0	87.1	83.9	90.3
Two or More Races	--	--	--	--	--	--
ESOL	54.5	63.6	63.6	54.5	54.5	54.5
FARMS	50.0	62.5	58.3	58.3	62.5	62.5
SPED	45.5	54.5	45.5	54.5	63.6	54.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.6	5.3	0.0	92.1	0.0	94.7	5.3			
Supporting Services	0.0	4.8	19.0	76.2	0.0	85.7	14.3	90	95.6	4.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.2	
Average Class Size Kindergarten = 14.3	
Grades 1 to 3 = 29.7	Grades 4 to 5 = 27.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.3	21.1	73.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.250
Principal Intern		Special Education	4.622
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	6.997
Classroom	14.100		
Staff Development	1.000	Other Support	
ESOL	0.900	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.800	Lunch Hour Aide	0.998
Music	0.800	Other Support Total	2.998
Instrumental Music	0.200		
Preschool	0.500	Building Services	
Special Education: Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	28.900	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	Building Services Total	4.000
Media Specialist	0.500		
Spec Ed Related Services	1.900	Food Services	1.062
Other Professional Total	2.900		
Total Professional	32.800	Total Supporting Services	15.057

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
544	544	377	368	366	360	366	365

School Personnel Costs	
Professional Salaries	\$2,990,266
Supporting Services Salaries	\$645,767
Employee Benefits	\$985,362
Total Allocated Cost	\$4,621,395

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 432													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		44.4	55.6	≤5.0	6.5	30.3	49.3	≤5.0	11.6	≤5.0	Pre-K	94	21.8
ESOL	45.1	20.4	24.8	≤5.0	≤5.0	8.8	29.4	≤5.0	≤5.0	≤5.0	Full-Day K	62	14.4
FARMS	64.6	29.6	35.0	≤5.0	≤5.0	21.3	35.0	≤5.0	≤5.0	≤5.0	Grade 1	77	17.8
SPED	22.5	7.2	15.3	≤5.0	≤5.0	7.2	9.7	≤5.0	≤5.0	≤5.0	Grade 2	46	10.6
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).											Grade 3	52	12.0
											Grade 4	52	12.0
											Grade 5	49	11.3
											Total	432	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	58.8	≤5.0	40.2

Other Participation
Students now or have in the past received FARMS ² = 72.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 18.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	1.0196	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.0	88.0	92.0	92.0	86.1	90.3
Asian	--	--	--	--	--	--
Black or African American	80.0	86.7	86.7	86.7	80.6	93.5
Hispanic/Latino	82.1	89.3	92.9	92.9	92.3	88.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	81.8	84.8	91.2	91.2	87.0	88.9
LEP	84.6	88.5	88.9	88.9	85.7	76.2
SPED	54.5	72.7	--	--	72.7	72.7

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	34.6	40.4	38.5	44.2	51.9	42.3
Asian	--	--	--	--	--	--
Black or African American	28.6	33.3	33.3	47.6	38.1	33.3
Hispanic/Latino	31.8	45.5	40.9	36.4	52.2	45.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	31.3	37.5	37.5	34.4	52.9	40.6
FARMS	24.3	37.8	32.4	43.2	51.3	37.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	17.5	10.5	70.2	1.8	86.0	14.0			
Supporting Services	11.1	11.1	25.9	51.9	0.0	85.2	14.8	130	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 7.5	
Average Class Size	Kindergarten = 11.0
	Grades 1 to 3 = 21.8 Grades 4 to 5 = 25.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.8	43.9	40.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.375
Principal Intern		Special Education	6.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	9.875
Classroom	20.600		
Staff Development	1.000	Other Support	
ESOL	5.300	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.100	Lunch Hour Aide	0.999
Music	1.100	Other Support Total	2.999
Instrumental Music	0.200		
Preschool	1.000	Building Services	
Special Education: Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.300	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	0.500		
Spec Ed Related Services	2.900	Food Services	1.500
Other Professional Total	4.400		
Total Professional	50.700	Total Supporting Services	19.374

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
512	512	456	461	469	477	456	451

School Personnel Costs	
Professional Salaries	\$3,831,454
Supporting Services Salaries	\$784,337
Employee Benefits	\$1,242,059
Total Allocated Cost	\$5,857,850

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 521													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.9	51.1	≤5.0	8.6	34.7	40.7	≤5.0	10.7	≤5.0	Pre-K	87	16.7
ESOL	27.4	12.5	15.0	≤5.0	≤5.0	≤5.0	21.3	≤5.0	≤5.0	≤5.0	Full-Day K	75	14.4
FARMS	62.6	30.9	31.7	≤5.0	≤5.0	22.3	32.4	≤5.0	≤5.0	≤5.0	Grade 1	66	12.7
SPED	16.7	5.2	11.5	≤5.0	≤5.0	5.6	7.3	≤5.0	≤5.0	≤5.0	Grade 2	86	16.5
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).											Grade 3	76	14.6
											Grade 4	79	15.2
											Grade 5	52	10.0
											Total	521	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	75.9	≤5.0	24.1

Other Participation
Students now or have in the past received FARMS ² = 69.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 31.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9570	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.3	78.7	84.9	90.7	78.4	81.1
Asian	--	--	--	--	--	--
Black or African American	67.9	64.3	81.8	91.3	82.1	75.0
Hispanic/Latino	81.5	77.8	78.9	84.2	69.0	82.8
White	≥95.0	≥95.0	--	--	90.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	75.6	73.3	75.0	84.8	70.6	72.5
LEP	72.7	54.5	61.5	75.0	38.5	53.8
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	61.1	58.3	54.9	61.1	67.6	61.1
Asian	--	--	--	--	--	--
Black or African American	41.2	47.1	56.3	52.9	56.3	47.1
Hispanic/Latino	53.1	46.9	34.4	46.9	65.6	50.0
White	≥95.0	81.8	90.9	81.8	63.6	81.8
Two or More Races	--	--	--	--	--	--
ESOL	44.4	40.7	40.7	40.7	66.7	40.7
FARMS	45.2	40.5	38.1	47.6	59.5	45.2
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.7	18.9	1.9	73.6	0.0	88.7	11.3			
Supporting Services	8.3	33.3	29.2	29.2	0.0	75.0	25.0	133	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.7	
Average Class Size	Kindergarten = 14.1
	Grades 1 to 3 = 28.9 Grades 4 to 5 = 36.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.5	43.4	32.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.747
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	10.872
Classroom	20.800		
Staff Development	1.000	Other Support	
ESOL	2.600	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.124
Music	1.200	Other Support Total	3.124
Instrumental Music	0.200		
Preschool	2.000	Building Services	
Special Education: Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.000	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	2.100	Food Services	1.500
Other Professional Total	4.100		
Total Professional	46.100	Total Supporting Services	19.496

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
420	658	567	565	572	567	588	597

School Personnel Costs	
Professional Salaries	\$3,341,676
Supporting Services Salaries	\$728,915
Employee Benefits	\$1,087,078
Total Allocated Cost	\$5,157,669

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Burning Tree Elementary School - #419

Principal: Dr. Judith F. Lewis

7900 Beech Tree Road Bethesda, MD 20817

Office Phone: (301) 320-6510

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 320-6538

School Hours: 9:10 - 3:30

www.montgomeryschoolsmd.org/schools/burningtrees/

Cluster Name: Walt Whitman

Feeder Schools:

Receiving Schools: Pyle

2012–2013 Enrollment = 506													
	% 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	16.4	≤5.0	6.9	≤5.0	65.2	7.7	Pre-K	0	0.0
ESOL	10.5	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	82	16.2
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	85	16.8
SPED	13.4	≤5.0	9.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.1	≤5.0	Grade 2	84	16.6
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).											Grade 3	70	13.8
											Grade 4	87	17.2
											Grade 5	98	19.4
											Total	506	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	36.8	11.8	51.5

Other Participation
Students now or have in the past received FARMS ² = ≤5.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 10.5%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Learning Center
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9417	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.8	88.6	91.2	91.2	92.0	93.3
Asian	83.3	83.3	94.1	94.1	93.3	93.3
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	94.9	92.9	94.6	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	63.6	63.6	80.0	70.0	--	--
SPED	42.9	42.9	46.7	46.7	50.0	66.7

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.0	78.6	71.0	82.9	84.3	82.9
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	83.3	83.3	76.6	87.5	85.1	87.5
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	33.3	25.0	33.3	41.7	66.7	33.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	4.9	0.0	92.7	0.0	97.6	2.4			
Supporting Services	13.0	8.7	17.4	60.9	0.0	87.0	13.0	120	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.8	
Average Class Size Kindergarten = 23.7	
Grades 1 to 3 = 35.7	Grades 4 to 5 = 32.7

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

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.249
Principal Intern		Special Education	5.810
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	8.184
Classroom	17.000		
Staff Development	1.000	Other Support	
ESOL	1.400	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.373
Music	1.000	Other Support Total	3.373
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.000
Other Professional Total	3.800		
Total Professional	38.000	Total Supporting Services	17.557

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	11	4	0	0	4	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
391	391	507	507	522	518	511	500

School Personnel Costs	
Professional Salaries	\$3,089,859
Supporting Services Salaries	\$618,786
Employee Benefits	\$976,971
Total Allocated Cost	\$4,685,616

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Burnt Mills Elementary School - #309

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

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

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

2012–2013 Enrollment = 499													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		46.7	53.3	≤5.0	≤5.0	66.7	20.6	≤5.0	7.0	≤5.0	Pre-K	39	7.8
ESOL	26.9	11.8	15.0	≤5.0	≤5.0	14.4	9.4	≤5.0	≤5.0	≤5.0	Full-Day K	84	16.8
FARMS	65.1	31.7	33.5	≤5.0	≤5.0	45.5	16.2	≤5.0	≤5.0	≤5.0	Grade 1	81	16.2
SPED	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	75	15.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	87	17.4
											Grade 4	69	13.8
											Grade 5	64	12.8
											Total	499	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	10.0	6.7

Other Participation
Students now or have in the past received FARMS ² = 69.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 29.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 3.7%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9508	4
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.0	81.9	82.6	79.7	72.6	83.6
Asian	--	--	--	--	--	--
Black or African American	70.0	80.0	84.4	75.6	72.5	84.3
Hispanic/Latino	85.7	85.7	68.8	81.3	53.8	69.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	72.2	75.9	80.0	72.5	70.9	85.5
LEP	81.3	81.3	57.1	64.3	53.8	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	51.2	54.8	56.0	60.7	73.8	57.1
Asian	--	--	--	--	--	--
Black or African American	49.1	52.8	54.7	56.6	71.7	52.8
Hispanic/Latino	52.0	56.0	60.0	64.0	72.0	60.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	24.0	40.0	48.0	28.0	60.0	28.0
FARMS	50.0	48.1	51.9	51.9	65.4	51.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	38.6	15.9	40.9	2.3	88.6	11.4			
Supporting Services	0.0	38.9	50.0	11.1	0.0	72.2	27.8	118	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.3	
Average Class Size Kindergarten = 18.8	
Grades 1 to 3 = 24.7	Grades 4 to 5 = 26.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.9	31.8	52.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.000
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	5.875
Classroom	22.400		
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	0.125
Art	1.000	Lunch Hour Aide	1.250
Music	1.000	Other Support Total	3.375
Instrumental Music	0.300		
Preschool	1.000	Building Services	
Special Education: Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.800	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.625
Other Professional Total	2.600		
Total Professional	41.400	Total Supporting Services	14.375

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
358	358	521	540	536	539	537	535

School Personnel Costs	
Professional Salaries	\$3,323,053
Supporting Services Salaries	\$569,688
Employee Benefits	\$1,019,053
Total Allocated Cost	\$4,911,794

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Burtonsville Elementary School - #302

Principal: Ms. Kimberly L. Kimber
 Community Supt: Dr. Myra J. Smith
 School Hours: 9:15 - 3:30
 Feeder Schools:

15516 Old Columbia Pike Burtonsville, MD 20866

www.montgomeryschoolsmd.org/schools/burtonsvilles/

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

2012–2013 Enrollment = 682													
	% 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	17.0	60.1	11.6	≤5.0	6.2	≤5.0	Pre-K	0	0.0
ESOL	21.8	10.9	11.0	≤5.0	6.3	9.5	5.3	≤5.0	≤5.0	≤5.0	Full-Day K	93	13.6
FARMS	47.9	26.1	21.8	≤5.0	≤5.0	34.3	6.3	≤5.0	≤5.0	≤5.0	Grade 1	118	17.3
SPED	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	106	15.5
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).											Grade 3	124	18.2
											Grade 4	113	16.6
											Grade 5	128	18.8
											Total	682	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 56.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1077	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.6	88.3	93.7	≥95.0	91.2	≥95.0
Asian	≥95.0	88.2	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	92.8	87.0	≥95.0	92.6	87.5	≥95.0
Hispanic/Latino	92.3	92.3	71.4	≥95.0	≥95.0	91.7
White	--	--	≥95.0	≥95.0	--	--
Two or More Races	--	--	--	--	≥95.0	≥95.0
FARMS	92.9	83.6	87.9	89.8	86.5	≥95.0
LEP	≥95.0	80.8	80.0	90.5	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	47.9	59.7	60.5	61.3	49.2	59.7
Asian	73.3	86.7	86.7	86.7	80.0	86.7
Black or African American	44.2	54.5	58.4	59.7	44.9	54.5
Hispanic/Latino	36.4	54.5	54.5	36.4	45.5	54.5
White	58.3	58.3	50.0	66.7	50.0	58.3
Two or More Races	--	--	--	--	--	--
ESOL	21.4	50.0	46.4	35.7	34.5	46.4
FARMS	39.0	50.8	54.2	52.5	40.0	50.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.2	25.9	5.2	62.1	1.7	96.6	3.4			
Supporting Services	17.6	29.4	11.8	41.2	0.0	76.5	23.5	194	97.4	2.6

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.9	
Average Class Size Kindergarten = 11.6	
Grades 1 to 3 = 28.3	Grades 4 to 5 = 31.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.8	32.8	53.4

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	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	6.000	Instructional Support Total	5.250
Classroom	31.600		
Staff Development	1.000	Other Support	
ESOL	3.000	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.400	Lunch Hour Aide	1.749
Music	1.400	Other Support Total	3.749
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	1.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	46.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.312
Other Professional Total	2.600		
Total Professional	51.300	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	N	6

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
455	455	661	663	655	660	654	669

School Personnel Costs	
Professional Salaries	\$4,022,860
Supporting Services Salaries	\$655,086
Employee Benefits	\$1,210,870
Total Allocated Cost	\$5,888,816

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Candlewood Elementary School - #508

Principal: Dr. Linda B. Sheppard

7210 Osprey Drive Rockville, MD 20855

Office Phone: (301) 840-7167

Community Supt: Dr. Darryl L. Williams

Fax Number: (301) 840-7171

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/candlewoodes/

Cluster Name: Col. Zadok Magruder

Feeder Schools:

Receiving Schools: Shady Grove

2012–2013 Enrollment = 360													
	% 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	18.1	11.1	15.8	≤5.0	48.1	6.7	Pre-K	0	0.0
ESOL	13.9	7.2	6.7	≤5.0	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	67	18.6
FARMS	17.5	9.2	8.3	≤5.0	≤5.0	≤5.0	5.6	≤5.0	≤5.0	≤5.0	Grade 1	61	16.9
SPED	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	63	17.5
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).											Grade 3	59	16.4
											Grade 4	52	14.4
											Grade 5	58	16.1
											Total	360	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 20.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Resource

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1365	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.3	92.6	93.2	≥95.0	≥95.0	≥95.0
Asian	--	--	≥95.0	≥95.0	92.3	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	90.0	80.0	90.9	≥95.0	≥95.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	90.0	90.0	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.1	70.9	76.4	74.5	81.8	76.4
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	69.7	69.7	78.8	81.8	78.8	75.8
Two or More Races	--	--	--	--	--	--
ESOL	36.4	54.5	90.9	63.6	81.8	63.6
FARMS	50.0	50.0	50.0	33.3	66.7	50.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.3	6.7	0.0	80.0	0.0	93.3	6.7			
Supporting Services	10.0	0.0	20.0	70.0	0.0	90.0	10.0	79	94.9	5.1

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.0	
Average Class Size Kindergarten = 18.8	
Grades 1 to 3 = 28.6	Grades 4 to 5 = 33.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.3	43.3	43.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	2.000
Classroom	13.700		
Staff Development	0.500	Other Support	
ESOL	0.900	Administrative Secretary	1.000
Reading/Literacy	1.400	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.700	Lunch Hour Aide	0.875
Music	0.700	Other Support Total	2.875
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	22.100	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	0.750
Other Professional Total	2.500		
Total Professional	25.600	Total Supporting Services	8.625

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
434	502	360	377	388	392	399	400

School Personnel Costs	
Professional Salaries	\$2,015,418
Supporting Services Salaries	\$352,533
Employee Benefits	\$623,396
Total Allocated Cost	\$2,991,347

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Cannon Road Elementary School - #310

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

901 Cannon Road, Silver Spring, MD 20904

www.montgomeryschoolsmd.org/schools/cannonroad/

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

2012–2013 Enrollment = 420													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.1	52.9	≤5.0	10.0	36.4	39.5	≤5.0	9.0	≤5.0	Pre-K	9	2.1
ESOL	17.6	7.9	9.8	≤5.0	≤5.0	≤5.0	11.9	≤5.0	≤5.0	≤5.0	Full-Day K	74	17.6
FARMS	58.6	27.9	30.7	≤5.0	≤5.0	24.0	28.8	≤5.0	≤5.0	≤5.0	Grade 1	77	18.3
SPED	13.8	≤5.0	11.2	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 2	63	15.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	63	15.0
											Grade 4	60	14.3
											Grade 5	74	17.6
											Total	420	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	67.2	8.6	24.1

Other Participation
Students now or have in the past received FARMS ² = 63.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 17.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 4.1%

School Programs
Focused Academic Support—Local Funds
Augmentative Communication Program (K–2)
Augmentative Communication Program (K–5)
Elementary Home School Model (K–2)
Elementary Home School Model (3–5)
Learning and Academic Disabilities (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten Language Class

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0606	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.4	78.0	86.5	91.9	81.7	90.0
Asian	--	--	--	--	--	--
Black or African American	78.9	78.9	81.8	90.9	73.9	91.3
Hispanic/Latino	91.3	82.6	82.9	88.6	77.8	94.4
White	--	--	--	--	≥95.0	80.0
Two or More Races	--	--	--	--	--	--
FARMS	85.7	85.7	89.1	93.5	74.2	90.3
LEP	80.0	60.0	80.0	86.7	75.0	91.7
SPED	--	--	--	--	70.0	50.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	42.1	43.9	29.8	52.6	57.9	45.6
Asian	--	--	--	--	--	--
Black or African American	36.8	47.4	26.3	47.4	42.1	47.4
Hispanic/Latino	25.0	10.0	10.0	30.0	55.0	15.0
White	≥95.0	≥95.0	60.0	≥95.0	90.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	5.6	16.7	11.1	27.8	61.1	11.1
FARMS	20.6	26.5	17.6	35.3	47.1	26.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.7	7.0	11.6	72.1	4.7	95.3	4.7			
Supporting Services	4.8	33.3	14.3	47.6	0.0	76.2	23.8	120	93.3	6.7

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.1	
Average Class Size	Kindergarten = 16.0
	Grades 1 to 3 = 27.1 Grades 4 to 5 = 28.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.6	32.6	48.8

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	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	9.000
Classroom	19.000		
Staff Development	0.500	Other Support	
ESOL	1.700	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.000
Music	0.900	Other Support Total	3.000
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	5.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.300	Food Services	1.375
Other Professional Total	4.300		
Total Professional	39.900	Total Supporting Services	18.375

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
521	521	425	435	444	446	437	427

School Personnel Costs	
Professional Salaries	\$3,115,699
Supporting Services Salaries	\$743,770
Employee Benefits	\$1,039,830
Total Allocated Cost	\$4,899,299

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 409													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.7	54.3	≤5.0	13.7	≤5.0	7.6	≤5.0	72.4	≤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	72	17.6
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	68	16.6
SPED	10.3	≤5.0	8.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.3	≤5.0	Grade 2	60	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).											Grade 3	80	19.6
											Grade 4	71	17.4
											Grade 5	58	14.2
											Total	409	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	59.5	≤5.0	40.5

Other Participation
Students now or have in the past received FARMS ² = ≤5.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 5.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Autism
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1786	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

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

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	91.9	83.8	86.5	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	89.8	83.1	86.4	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.9	0.0	2.9	91.2	2.9	85.3	14.7			
Supporting Services	18.2	18.2	13.6	50.0	0.0	95.5	4.5	92	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.9	
Average Class Size Kindergarten = 14.8	
Grades 1 to 3 = 36.5	Grades 4 to 5 = 33.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.4	32.4	35.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	6.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	8.000
Classroom	13.800		
Staff Development	1.000	Other Support	
ESOL	0.200	Administrative Secretary	1.000
Reading/Literacy	1.100	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.800	Lunch Hour Aide	0.999
Music	0.800	Other Support Total	2.999
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.900	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	28.200	Total Supporting Services	15.999

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	14	4	0	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
406	406	422	419	408	415	415	405

School Personnel Costs	
Professional Salaries	\$2,031,059
Supporting Services Salaries	\$546,802
Employee Benefits	\$706,309
Total Allocated Cost	\$3,284,170

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Rachel Carson Elementary School - #159

Principal: Mr. Lawrence D. Chep

100 Tschiffely Square Road Gaithersburg, MD 20878

Office Phone: (301) 840-5333

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 840-5366

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/rachelcarsones/

Cluster Name: Quince Orchard

Feeder Schools:

Receiving Schools: Lakelands Park

2012–2013 Enrollment = 934													
	% 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	13.2	≤5.0	16.4	≤5.0	59.5	6.2	Pre-K	38	4.1
ESOL	12.6	6.1	6.5	≤5.0	≤5.0	≤5.0	8.5	≤5.0	≤5.0	≤5.0	Full-Day K	175	18.7
FARMS	16.7	7.0	9.7	≤5.0	≤5.0	≤5.0	10.4	≤5.0	≤5.0	≤5.0	Grade 1	148	15.8
SPED	9.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	129	13.8
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).											Grade 3	148	15.8
											Grade 4	132	14.1
											Grade 5	164	17.6
											Total	934	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 18.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0469	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	94.7	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	90.9	90.9	--	--	--	--
Hispanic/Latino	≥95.0	≥95.0	84.0	≥95.0	≥95.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	90.9	85.7	≥95.0	92.3	≥95.0
LEP	≥95.0	93.8	--	--	--	--
SPED	92.9	≥95.0	78.3	≥95.0	≥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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	79.9	80.6	77.1	82.6	81.9	86.8
Asian	73.3	86.7	86.7	73.3	80.0	86.7
Black or African American	--	--	--	--	--	--
Hispanic/Latino	53.3	46.7	60.0	60.0	73.3	60.0
White	88.0	87.0	81.0	92.0	90.0	94.0
Two or More Races	--	--	--	--	--	--
ESOL	42.9	52.4	66.7	52.4	61.9	57.1
FARMS	44.4	38.9	55.6	33.3	44.4	38.9
SPED	41.2	41.2	41.2	47.1	52.9	52.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	6.3	1.6	84.4	0.0	90.6	9.4			
Supporting Services	12.5	12.5	16.7	58.3	0.0	75.0	25.0	186	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.9	
Average Class Size	Kindergarten = 21.3
	Grades 1 to 3 = 35.6 Grades 4 to 5 = 34.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.1	43.8	42.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.875
Principal Intern		Special Education	4.061
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.875
Kindergarten	7.000	Instructional Support Total	8.686
Classroom	30.600		
Staff Development	1.000	Other Support	
ESOL	2.100	Administrative Secretary	1.000
Reading/Literacy	2.200	Secretary	1.500
Physical Education		Parent/Community Coord	
Art	1.600	Lunch Hour Aide	2.249
Music	1.600	Other Support Total	4.749
Instrumental Music	0.400		
Preschool	1.000	Building Services	
Special Education: Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	52.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.500	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.312
Other Professional Total	4.200		
Total Professional	58.200	Total Supporting Services	19.747

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	12.4	Y	Y	7

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
667	667	954	956	943	949	935	897

School Personnel Costs	
Professional Salaries	\$4,422,235
Supporting Services Salaries	\$742,245
Employee Benefits	\$1,348,937
Total Allocated Cost	\$6,513,417

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 326													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		42.0	58.0	≤5.0	11.7	13.5	19.6	≤5.0	47.9	6.7	Pre-K	29	8.9
ESOL	10.1	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	55	16.9
FARMS	21.2	9.8	11.3	≤5.0	≤5.0	≤5.0	10.1	≤5.0	≤5.0	≤5.0	Grade 1	54	16.6
SPED	14.1	≤5.0	10.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	63	19.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	37	11.3
											Grade 4	47	14.4
											Grade 5	41	12.6
											Total	326	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	≤5.0	50.0

Other Participation
Students now or have in the past received FARMS ² = 24.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 5.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1328	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	92.7
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	--	--	--	--	90.9	72.7
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	71.1	89.5	84.2	92.1	≥95.0	89.5
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	72.7	90.9	77.3	≥95.0	≥95.0	86.4
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	2.9	2.9	2.9	91.4	0.0	100.0	0.0			
Supporting Services	0.0	22.2	22.2	55.6	0.0	94.4	5.6	79	94.9	5.1

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.3	
Average Class Size	Kindergarten = 19.0
	Grades 1 to 3 = 31.3 Grades 4 to 5 = 32.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.1	17.1	65.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.125
Principal Intern		Special Education	6.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	2.000	Instructional Support Total	8.125
Classroom	11.100		
Staff Development	1.000	Other Support	
ESOL	0.900	Administrative Secretary	1.000
Reading/Literacy	1.100	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.700	Lunch Hour Aide	0.750
Music	0.700	Other Support Total	2.750
Instrumental Music	0.200		
Preschool	0.500	Building Services	
Special Education: Classroom	5.900	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	0.500		
Spec Ed Related Services	2.100	Food Services	0.750
Other Professional Total	3.600		
Total Professional	28.700	Total Supporting Services	15.625

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
341	341	327	328	343	329	324	317

School Personnel Costs	
Professional Salaries	\$2,445,862
Supporting Services Salaries	\$618,931
Employee Benefits	\$829,163
Total Allocated Cost	\$3,893,956

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Cedar Grove Elementary School - #703

Principal: Mr. Lee F. Derby

24001 Ridge Road Germantown, MD 20876

Office Phone: (301) 253-7000

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 540-5736

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/cedargroves/

Cluster Name: Damascus, Clarksburg

Feeder Schools:

Receiving Schools: Rocky Hill

2012–2013 Enrollment = 528													
	% 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	36.2	10.2	10.6	≤5.0	37.9	≤5.0	Pre-K	0	0.0
ESOL	14.0	6.3	7.8	≤5.0	8.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	98	18.6
FARMS	12.7	5.1	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	99	18.8
SPED	7.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	87	16.5
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).											Grade 3	104	19.7
											Grade 4	72	13.6
											Grade 5	68	12.9
											Total	528	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	48.6	13.5	37.8

Other Participation
Students now or have in the past received FARMS ² = 16.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 14.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Autism
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0888	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	93.4	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.3
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	92.3	≥95.0	≥95.0	90.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	90.0	92.3	92.3	≥95.0	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	83.9	77.4	65.6	88.2	77.4	86.0
Asian	≥95.0	90.0	90.0	≥95.0	≥95.0	≥95.0
Black or African American	70.0	50.0	20.0	80.0	40.0	70.0
Hispanic/Latino	--	--	--	--	--	--
White	88.1	78.6	69.0	92.9	78.6	90.5
Two or More Races	--	--	--	--	--	--
ESOL	63.6	45.5	45.5	72.7	63.6	54.5
FARMS	72.7	72.7	36.4	63.6	45.5	72.7
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.8	5.6	0.0	91.7	0.0	86.1	13.9			
Supporting Services	0.0	17.6	0.0	82.4	0.0	76.5	23.5	105	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 13.8	
Average Class Size Kindergarten = 17.7	
Grades 1 to 3 = 35.9	Grades 4 to 5 = 35.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	38.9	61.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	5.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	7.625
Classroom	16.900		
Staff Development	0.500	Other Support	
ESOL	1.100	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.250
Music	0.900	Other Support Total	3.250
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.100	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	0.687
Other Professional Total	2.800		
Total Professional	33.900	Total Supporting Services	15.062

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1987	10.1	Y	N	4

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
422	422	613	661	695	745	778	808

School Personnel Costs	
Professional Salaries	\$2,974,488
Supporting Services Salaries	\$607,783
Employee Benefits	\$948,065
Total Allocated Cost	\$4,530,336

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Chevy Chase Elementary School - #403

Principal: Mrs. Jody L. Smith

4015 Rosemary Street Chevy Chase, MD 20815

Office Phone: (301) 657-4994

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 657-4980

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/chevyCHASEES/

Cluster Name: Bethesda-Chevy Chase

Feeder Schools: Rosemary Hills

Receiving Schools: Westland

2012–2013 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		48.9	51.1	≤5.0	≤5.0	10.5	9.6	≤5.0	70.4	≤5.0	Pre-K	0	0.0
ESOL	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	12.2	≤5.0	8.0	≤5.0	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0

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

Grade 3	122	23.3
Grade 4	151	28.9
Grade 5	147	28.1
Grade 6	103	19.7
Total	523	

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

Other Participation
Students now or have in the past received FARMS ² = 13.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = ≤5.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model (Inclusion)
Center for the Highly Gifted (4–5)
International Baccalaureate Middle Years Programme
Grade 6

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1137	1

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

Maryland School Assessment Proficiency Rate ^{2 3 4}								
	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	94.3	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	≥95.0	≥95.0	--	--
Black or African American	--	--	90.9	81.8	68.8	93.3	70.0	80.0
Hispanic/Latino	≥95.0	92.3	≥95.0	92.9	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	--	--	--	--	--	--	--	--
FARMS	--	--	92.9	78.6	69.2	≥95.0	--	--
LEP	--	--	--	--	--	--	--	--
SPED	--	--	--	--	61.5	92.3	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
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 ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	8.1	2.7	83.8	0.0	86.5	13.5			
Supporting Services	12.5	18.8	6.3	62.5	0.0	68.8	31.3	100	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 15.4
Average Class Size Kindergarten =
Grades 1 to 3 = 16.6 Grades 4 to 5 = 42.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.2	37.8	45.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten		Instructional Support Total	3.750
Classroom	21.700		
Staff Development	1.000	Other Support	
ESOL	0.600	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.800	Lunch Hour Aide	1.375
Music	0.800	Other Support Total	3.375
Instrumental Music	0.600		
Preschool		Building Services	
Special Education:		Manager	1.000
Classroom	2.500	Leader	1.000
Resource Program		Worker	2.000
Teachers Total	29.000	Plant Equipment Operator	
Other Professional		Building Services Total	4.000
Counselor	1.000		
Media Specialist	1.000	Food Services	1.000
Spec Ed Related Services	0.400		
Other Professional Total	2.400		
Total Professional	33.400	Total Supporting Services	12.125

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
450	450	523	536	548	544	445	433

School Personnel Costs	
Professional Salaries	\$2,531,147
Supporting Services Salaries	\$505,544
Employee Benefits	\$787,884
Total Allocated Cost	\$3,824,575

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 2011–2012 school year.

³ Results are not reported (–) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Clarksburg Elementary School - #101

Principal: Mrs. Kwang J. 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/clarksburg/

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

2012–2013 Enrollment = 264													
	% 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	39.4	14.0	14.0	≤5.0	26.5	5.7	Pre-K	1	0.4
ESOL	20.5	8.7	11.7	≤5.0	14.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	48	18.2
FARMS	22.0	8.7	13.3	≤5.0	≤5.0	5.3	6.8	≤5.0	≤5.0	≤5.0	Grade 1	43	16.3
SPED	12.5	≤5.0	9.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0	Grade 2	45	17.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	49	18.6
											Grade 4	32	12.1
											Grade 5	46	17.4
											Total	264	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	93.9	≤5.0	6.1

Other Participation
Students now or have in the past received FARMS ² = 23.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	1.0085	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.4	≥95.0	93.2	≥95.0	82.2	≥95.0
Asian	≥95.0	≥95.0	≥95.0	92.9	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	--	--	≥95.0	≥95.0	84.0	92.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	63.6	90.9
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	73.5	75.5	75.5	81.6	≥95.0	79.6
Asian	78.9	89.5	94.7	94.7	≥95.0	94.7
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	78.9	68.4	63.2	73.7	≥95.0	68.4
Two or More Races	--	--	--	--	--	--
ESOL	60.0	80.0	90.0	90.0	≥95.0	90.0
FARMS	30.0	40.0	60.0	50.0	≥95.0	50.0
SPED	30.0	10.0	20.0	20.0	≥95.0	10.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	3.7	0.0	3.7	92.6	0.0	88.9	11.1			
Supporting Services	26.7	6.7	6.7	60.0	0.0	86.7	13.3	67	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.0	
Average Class Size Kindergarten = 17.3	
Grades 1 to 3 = 24.0	Grades 4 to 5 = 33.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.7	33.3	63.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	1.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	2.000	Instructional Support Total	3.500
Classroom	9.500		
Staff Development	0.500	Other Support	
ESOL	1.400	Administrative Secretary	1.000
Reading/Literacy	1.100	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.500	Lunch Hour Aide	0.749
Music	0.500	Other Support Total	2.749
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	18.700	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.000
Other Professional Total	2.600		
Total Professional	22.300	Total Supporting Services	10.749

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
313	313	278	301	321	348	391	435

School Personnel Costs	
Professional Salaries	\$2,031,119
Supporting Services Salaries	\$462,966
Employee Benefits	\$675,566
Total Allocated Cost	\$3,169,651

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Clearspring Elementary School - #706

Principal: Mrs. Holly A. Steel

9930 Moyer Road Damascus, MD 20872

Office Phone: (301) 253-7004

Community Supt: Dr. Darryl L. Williams

Fax Number: (301) 972-9027

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/clearspringes/

Cluster Name: Damascus

Feeder Schools:

Receiving Schools: Baker

2012–2013 Enrollment = 624													
	% 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	11.9	19.1	≤5.0	47.8	6.9	Pre-K	18	2.9
ESOL	9.1	≤5.0	5.3	≤5.0	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	Full-Day K	75	12.0
FARMS	20.0	9.3	10.7	≤5.0	≤5.0	6.7	7.1	≤5.0	≤5.0	≤5.0	Grade 1	77	12.3
SPED	12.2	≤5.0	8.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	71	11.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	77	12.3
											Grade 4	149	23.9
											Grade 5	157	25.2
											Total	624	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	40.8	≤5.0	59.2

Other Participation
Students now or have in the past received FARMS ² = 24.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0615	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.2	85.2	≥95.0	95.0	91.6	≥95.0
Asian	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	81.8	90.9
Hispanic/Latino	90.0	80.0	≥95.0	85.0	75.0	93.8
White	94.9	94.9	≥95.0	≥95.0	93.8	≥95.0
Two or More Races	--	--	--	--	85.7	85.7
FARMS	62.5	62.5	78.6	71.4	68.4	89.5
LEP	78.6	64.3	--	--	--	--
SPED	41.7	58.3	76.5	70.6	46.2	84.6

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.7	73.7	67.1	76.3	60.5	82.9
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	63.2	68.4	73.7	57.9	52.6	73.7
White	72.7	75.0	61.4	81.8	61.4	84.1
Two or More Races	--	--	--	--	--	--
ESOL	40.0	40.0	50.0	40.0	50.0	50.0
FARMS	56.3	68.8	62.5	62.5	43.8	75.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	0.0	1.9	86.8	1.9	90.6	9.4			
Supporting Services	4.3	8.7	8.7	73.9	4.3	87.0	13.0	150	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.6	
Average Class Size	Kindergarten = 16.0
	Grades 1 to 3 = 30.4 Grades 4 to 5 = 32.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.7	39.6	54.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.225
Principal Intern		Special Education	4.037
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	3.000	Instructional Support Total	7.887
Classroom	23.000		
Staff Development	1.000	Other Support	
ESOL	1.000	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.499
Music	1.200	Other Support Total	3.499
Instrumental Music	0.400		
Preschool	0.600	Building Services	
Special Education: Classroom	6.000	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	2.000	Food Services	1.125
Other Professional Total	4.000		
Total Professional	45.000	Total Supporting Services	17.011

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
655	655	613	614	616	623	622	620

School Personnel Costs	
Professional Salaries	\$3,743,227
Supporting Services Salaries	\$686,182
Employee Benefits	\$1,180,951
Total Allocated Cost	\$5,610,360

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Clopper Mill Elementary School - #100

Principal: Ms. Stephanie B. Curry

18501 Cinnamon Drive Germantown, MD 20874

Office Phone: (301) 353-8065

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 353-8068

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/cloppermilles/

Cluster Name: Northwest

Feeder Schools:

Receiving Schools: Clemente

2012–2013 Enrollment = 436													
	% 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	6.9	40.1	42.4	≤5.0	7.3	≤5.0	Pre-K	60	13.8
ESOL	29.8	14.0	15.8	≤5.0	≤5.0	≤5.0	24.1	≤5.0	≤5.0	≤5.0	Full-Day K	66	15.1
FARMS	71.6	34.2	37.4	≤5.0	≤5.0	28.9	36.2	≤5.0	≤5.0	≤5.0	Grade 1	70	16.1
SPED	14.4	≤5.0	10.8	≤5.0	≤5.0	5.3	5.5	≤5.0	≤5.0	≤5.0	Grade 2	48	11.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	71	16.3
											Grade 4	59	13.5
											Grade 5	62	14.2
											Total	436	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 79.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 18.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Autism
Elementary Home School Model
Elementary Home School Model (K–2)
Elementary Home School Model (3–5)
Elementary Home School Model (Inclusion)
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0296	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.1	70.0	77.0	82.0	77.8	84.8
Asian	--	--	--	--	--	--
Black or African American	67.9	58.6	57.9	57.9	60.0	85.7
Hispanic/Latino	≥95.0	70.0	82.1	89.3	94.1	76.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	75.0	64.9	70.5	75.0	74.2	84.4
LEP	93.8	75.0	69.2	76.9	--	--
SPED	58.3	41.7	76.9	61.5	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	47.6	36.5	40.0	55.4	46.2	47.6
Asian	--	--	--	--	--	--
Black or African American	50.0	45.8	54.2	62.5	58.3	62.5
Hispanic/Latino	40.6	31.3	30.3	48.5	39.4	37.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	25.9	14.8	21.4	32.1	28.6	22.2
FARMS	38.6	31.8	36.4	47.7	47.7	38.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.1	20.4	8.2	65.3	2.0	85.7	14.3			
Supporting Services	14.3	32.1	10.7	42.9	0.0	89.3	10.7	128	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 7.7	
Average Class Size Kindergarten = 11.8	
Grades 1 to 3 = 23.7	Grades 4 to 5 = 26.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
30.6	36.7	32.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.375
Principal Intern		Special Education	7.937
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	12.437
Classroom	22.000		
Staff Development	1.000	Other Support	
ESOL	2.800	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.100	Lunch Hour Aide	1.000
Music	1.100	Other Support Total	3.000
Instrumental Music	0.200		
Preschool	2.000	Building Services	
Special Education: Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	0.500		
Spec Ed Related Services	1.500	Food Services	1.875
Other Professional Total	3.000		
Total Professional	46.700	Total Supporting Services	21.312

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
416	416	436	448	448	473	472	480

School Personnel Costs	
Professional Salaries	\$3,402,579
Supporting Services Salaries	\$795,528
Employee Benefits	\$1,094,292
Total Allocated Cost	\$5,292,399

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Cloverly Elementary School - #308

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

800 Briggs Chaney Road Silver Spring, MD 20905

www.montgomeryschoolsmd.org/schools/cloverlyes/

Office Phone: (301) 989-5770

Fax Number: (301) 879-1035

Cluster Name: Northeast Consortium

Receiving Schools: Briggs Chaney, Farquhar

2012–2013 Enrollment = 452													
	% 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	15.9	20.1	18.6	≤5.0	38.5	6.6	Pre-K	49	10.8
ESOL	12.8	5.5	7.3	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	Full-Day K	65	14.4
FARMS	16.8	6.2	10.6	≤5.0	≤5.0	≤5.0	7.7	≤5.0	≤5.0	≤5.0	Grade 1	66	14.6
SPED	20.4	≤5.0	16.4	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	72	15.9
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).											Grade 3	69	15.3
											Grade 4	64	14.2
											Grade 5	67	14.8
											Total	452	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	47.8	≤5.0	52.2

Other Participation
Students now or have in the past received FARMS ² = 21.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Autism
Autism (K–1)
Autism (K–2)
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
Preschool Education Program (PEP) Pilot

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0044	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	90.9	93.8	≥95.0	88.3	93.3
Asian	≥95.0	≥95.0	≥95.0	90.9	80.0	80.0
Black or African American	90.9	81.8	--	--	81.8	≥95.0
Hispanic/Latino	--	--	--	--	--	--
White	92.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.8	87.0	79.7	72.5	73.9	78.3
Asian	83.3	83.3	94.4	72.2	83.3	83.3
Black or African American	--	--	--	--	--	--
Hispanic/Latino	57.1	85.7	78.6	57.1	57.1	57.1
White	86.4	86.4	63.6	81.8	68.2	81.8
Two or More Races	--	--	--	--	--	--
ESOL	53.8	76.9	76.9	46.2	53.8	53.8
FARMS	25.0	66.7	66.7	25.0	50.0	33.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	7.0	0.0	90.7	2.3	81.4	18.6			
Supporting Services	11.5	15.4	7.7	61.5	0.0	92.3	7.7	108	96.3	3.7

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.6	
Average Class Size Kindergarten = 11.3	
Grades 1 to 3 = 32.8	Grades 4 to 5 = 31.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.9	34.9	44.2

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

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
454	454	459	463	460	455	453	453

School Personnel Costs	
Professional Salaries	\$2,984,231
Supporting Services Salaries	\$767,654
Employee Benefits	\$1,021,067
Total Allocated Cost	\$4,772,952

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Cold Spring Elementary School - #238

Principal: Mr. Martin J. Barnett

9201 Falls Chapel Way Potomac, MD 20854

Office Phone: (301) 279-8480

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 279-3226

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/coldspringes/

Cluster Name: Thomas S. Wootton

Feeder Schools:

Receiving Schools: Cabin John

2012–2013 Enrollment = 363													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.5	54.5	≤5.0	35.8	≤5.0	6.6	≤5.0	47.4	7.7	Pre-K	0	0.0
ESOL	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	32	8.8
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	38	10.5
SPED	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	52	14.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	50	13.8
											Grade 4	101	27.8
											Grade 5	90	24.8
											Total	363	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 4} = --

School Programs
Center for the Highly Gifted (4–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1897	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	94.1	≥95.0
Asian	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	90.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	≥95.0	≥95.0	86.7	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	88.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% 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	82	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.7	
Average Class Size	Kindergarten = 16.5
	Grades 1 to 3 = 33.4 Grades 4 to 5 = 28.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.1	39.3	53.6

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	2.000	Instructional Support Total	2.000
Classroom	14.700		
Staff Development	0.500	Other Support	
ESOL	0.400	Administrative Secretary	1.000
Reading/Literacy	1.300	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.700	Lunch Hour Aide	0.999
Music	0.700	Other Support Total	2.999
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	21.600	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	Building Services Total	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	0.688
Other Professional Total	1.900		
Total Professional	24.500	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	Y	1

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
458	458	365	358	353	344	350	355

School Personnel Costs	
Professional Salaries	\$2,101,364
Supporting Services Salaries	\$393,839
Employee Benefits	\$666,859
Total Allocated Cost	\$3,162,062

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

College Gardens Elementary School - #229

Principal: Mrs. Stacey F. Rogovoy

1700 Yale Place Rockville, MD 20850

Office Phone: (301) 279-8470

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 279-8473

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/collegedgardenses/

Cluster Name: Richard Montgomery

Feeder Schools:

Receiving Schools: Julius West

2012–2013 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		51.0	49.0	≤5.0	22.5	17.0	13.1	≤5.0	40.1	7.2	Pre-K	20	2.4
ESOL	12.8	6.1	6.7	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	132	15.8
FARMS	16.7	7.3	9.4	≤5.0	≤5.0	7.3	5.5	≤5.0	≤5.0	≤5.0	Grade 1	148	17.7
SPED	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	129	15.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	143	17.1
											Grade 4	115	13.7
											Grade 5	150	17.9
											Total	837	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	72.7	≤5.0	22.7

Other Participation
Students now or have in the past received FARMS ² = 19.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1243	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.4	94.2	≥95.0	94.5	87.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	93.1	≥95.0	≥95.0
Black or African American	78.9	89.5	79.3	82.8	65.2	87.0
Hispanic/Latino	93.3	≥95.0	93.8	≥95.0	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	92.3	84.6	--	--	--	--
FARMS	69.2	76.9	82.1	85.7	33.3	83.3
LEP	92.3	92.3	86.7	86.7	--	--
SPED	--	--	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	83.0	78.7	71.6	91.5	89.4	89.4
Asian	86.7	86.7	80.0	≥95.0	≥95.0	≥95.0
Black or African American	50.0	40.0	30.0	40.0	30.0	50.0
Hispanic/Latino	60.0	50.0	50.0	81.8	90.9	70.0
White	87.0	82.6	73.9	≥95.0	92.8	91.3
Two or More Races	--	--	--	--	--	--
ESOL	66.7	58.3	58.3	92.3	84.6	83.3
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	16.9	8.5	6.8	67.8	0.0	93.2	6.8			
Supporting Services	4.3	39.1	8.7	47.8	0.0	78.3	21.7	194	95.9	4.1

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.6	
Average Class Size Kindergarten = 16.9	
Grades 1 to 3 = 34.0	Grades 4 to 5 = 29.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
33.9	44.1	22.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.600
Principal Intern		Special Education	3.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.875
Classroom	30.000	Instructional Support Total	7.850
Staff Development	1.000	Other Support	
ESOL	2.200	Administrative Secretary	1.000
Reading/Literacy	2.500	Secretary	1.250
Physical Education		Parent/Community Coord	
Art	1.500	Lunch Hour Aide	2.125
Music	1.500	Other Support Total	4.375
Instrumental Music	0.400	Building Services	
Preschool	0.600	Manager	1.000
Special Education: Classroom	3.000	Leader	1.000
Resource Program		Worker	4.000
Teachers Total	48.700	Plant Equipment Operator	
Other Professional		Building Services Total	6.000
Counselor	1.000	Food Services	1.125
Media Specialist	1.000		
Spec Ed Related Services	0.800		
Other Professional Total	2.800	Total Supporting Services	19.350
Total Professional	53.500		

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
671	671	818	838	836	845	834	833

School Personnel Costs	
Professional Salaries	\$3,539,683
Supporting Services Salaries	\$705,978
Employee Benefits	\$1,111,028
Total Allocated Cost	\$5,356,689

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Community Montessori Charter School - #322

Coordinator: Dr. Jacqueline Cossentino
Community Supt: Dr. Donna S. Hollingshead

3015 Upton Drive Kensington, MD 20895

Office Phone: (301) 929-2505

Fax Number: (301) 949-4741

www.crossway-community.org/

2012–2013 Enrollment = 67													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		53.7	46.3	≤5.0	≤5.0	28.4	25.4	≤5.0	35.8	6.0	Pre-K	67	100.0
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	17.9	6.0	11.9	≤5.0	≤5.0	10.4	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Grade 6	0	0.0
											Total	67	

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

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

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

Other Participation
Students now or have in the past received FARMS ² = 17.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = N/A
Attendance Rate ^{2 3} = N/A
Suspension Rate ^{2 3 4} = N/A

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
The Community Montessori Charter School opened in the 2012–2013 school year and is currently serving prekindergarten students only, therefore there is no school progress to be shown.				
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}								
	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	The Community Montessori Charter School opened in the 2012–2013 school year and is currently serving prekindergarten students only, therefore the school has no MSA scores.							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

Community Montessori Charter School - #322

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	25.0	0.0	0.0	75.0	0.0	100.0	0.0			
Supporting Services	50.0	50.0	0.0	0.0	0.0	100.0	0.0			

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

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

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019

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

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

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

³ Outcome data reflect 2011–2012 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: Dr. Myra J. Smith
 School Hours: 9:15 - 3:30
 Feeder Schools: Nix

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

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

2012–2013 Enrollment = 482													
	% 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	11.4	37.1	44.0	≤5.0	5.4	≤5.0	Pre-K	3	0.6
ESOL	28.2	12.4	15.8	≤5.0	5.4	≤5.0	17.8	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	70.3	30.7	39.6	≤5.0	7.5	23.4	37.6	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	13.3	≤5.0	8.3	≤5.0	≤5.0	≤5.0	6.2	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	163	33.8
											Grade 4	156	32.4
											Grade 5	160	33.2
											Total	482	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	59.4	17.2	23.4

Other Participation
Students now or have in the past received FARMS ² = 77.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 15.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9165	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.9	77.5	80.7	89.0	74.6	86.1
Asian	89.5	84.2	≥95.0	92.9	85.7	78.6
Black or African American	74.4	74.4	80.0	82.0	75.0	88.4
Hispanic/Latino	77.3	75.8	74.6	91.5	69.0	84.7
White	81.8	90.9	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	76.4	76.4	76.5	87.8	71.3	85.1
LEP	67.3	63.5	60.0	82.9	41.9	53.3
SPED	47.1	58.8	38.9	77.8	50.0	60.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
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 ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	25.6	0.0	72.1	0.0	90.7	9.3			
Supporting Services	10.0	30.0	30.0	30.0	0.0	85.0	15.0	91	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.5
Average Class Size Kindergarten =
Grades 1 to 3 = 18.9 Grades 4 to 5 = 32.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.3	51.2	32.6

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	1.625
Assistant Principal	1.000	Regular	
Principal Intern		Special Education	3.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten		Instructional Support Total	6.375
Classroom	23.000		
Staff Development	1.000	Other Support	
ESOL	1.600	Administrative Secretary	1.000
Reading/Literacy	0.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.800	Lunch Hour Aide	1.125
Music	0.800	Other Support Total	3.125
Instrumental Music	0.400		
Preschool		Building Services	
Special Education:		Manager	1.000
Classroom	5.000	Leader	1.000
Resource Program		Worker	2.500
Teachers Total	33.100	Plant Equipment Operator	
Other Professional		Building Services Total	4.500
Counselor	1.000		
Media Specialist	1.000	Food Services	1.437
Spec Ed Related Services	1.500		
Other Professional Total	3.500	Total Supporting Services	15.437
Total Professional	38.600		

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	20	4	0	0	0	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
493	493	475	515	515	537	489	473

School Personnel Costs	
Professional Salaries	\$2,893,560
Supporting Services Salaries	\$590,546
Employee Benefits	\$921,512
Total Allocated Cost	\$4,405,618

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 2011–2012 school year.

³ Results are not reported (–) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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/dalyses/

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

2012–2013 Enrollment = 594													
	% 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	6.1	34.2	42.6	≤5.0	12.3	≤5.0	Pre-K	40	6.7
ESOL	34.8	16.0	18.9	≤5.0	≤5.0	≤5.0	28.1	≤5.0	≤5.0	≤5.0	Full-Day K	108	18.2
FARMS	67.2	33.3	33.8	≤5.0	≤5.0	23.1	35.0	≤5.0	≤5.0	≤5.0	Grade 1	107	18.0
SPED	11.3	≤5.0	6.7	≤5.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	Grade 2	81	13.6
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).											Grade 3	91	15.3
											Grade 4	85	14.3
											Grade 5	82	13.8
											Total	594	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 71.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9074	4
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.9	68.2	77.5	78.8	71.6	81.5
Asian	--	--	--	--	--	--
Black or African American	74.4	61.5	65.0	70.0	66.7	75.0
Hispanic/Latino	72.7	72.7	77.5	80.0	75.0	81.3
White	--	--	≥95.0	91.7	80.0	90.0
Two or More Races	--	--	--	--	--	--
FARMS	70.0	66.7	76.5	78.4	62.8	67.4
LEP	66.7	74.1	77.3	90.9	63.2	78.9
SPED	28.6	64.3	23.1	38.5	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	41.3	45.7	38.0	41.3	43.5	44.6
Asian	--	--	--	--	--	--
Black or African American	59.4	46.9	37.5	40.6	37.5	50.0
Hispanic/Latino	16.2	37.8	24.3	29.7	40.5	27.0
White	53.8	38.5	53.8	53.8	38.5	61.5
Two or More Races	--	--	--	--	--	--
ESOL	23.1	34.6	26.9	23.1	38.5	26.9
FARMS	32.2	44.1	32.2	32.2	37.3	37.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.7	5.2	10.3	82.8	0.0	91.4	8.6			
Supporting Services	8.7	13.0	26.1	52.2	0.0	73.9	26.1	152	97.4	2.6

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.2	
Average Class Size Kindergarten = 15.2	
Grades 1 to 3 = 27.7	Grades 4 to 5 = 30.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.8	36.2	31.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.123
Principal Intern		Special Education	2.562
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	6.000	Instructional Support Total	7.935
Classroom	28.400		
Staff Development	1.000	Other Support	
ESOL	4.400	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.500
Music	1.300	Other Support Total	3.500
Instrumental Music	0.200		
Preschool	1.000	Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.600	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	1.750
Other Professional Total	3.000		
Total Professional	53.600	Total Supporting Services	18.185

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	16	6	1	0	6	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
471	471	609	628	643	659	657	654

School Personnel Costs	
Professional Salaries	\$3,879,257
Supporting Services Salaries	\$740,899
Employee Benefits	\$1,213,113
Total Allocated Cost	\$5,833,269

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 303													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		51.8	48.2	≤5.0	≤5.0	≤5.0	23.8	≤5.0	64.4	≤5.0	Pre-K	0	0.0
ESOL	16.8	8.3	8.6	≤5.0	≤5.0	≤5.0	14.5	≤5.0	≤5.0	≤5.0	Full-Day K	41	13.5
FARMS	26.1	11.9	14.2	≤5.0	≤5.0	≤5.0	13.5	≤5.0	9.2	≤5.0	Grade 1	55	18.2
SPED	16.8	≤5.0	11.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	9.6	≤5.0	Grade 2	47	15.5
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).											Grade 3	54	17.8
											Grade 4	51	16.8
											Grade 5	55	18.2
											Total	303	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.6	21.6	9.8

Other Participation
Students now or have in the past received FARMS ² = 34.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 11.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model
Learning for Independence
Resource
School/Community-Based

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9794	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.9	92.5	92.5	≥95.0	93.2	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	83.3	94.4	90.0	≥95.0
White	94.3	91.4	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	62.5	87.5	90.9	≥95.0	81.8	≥95.0
LEP	--	--	80.0	≥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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	67.4	63.0	58.7	71.7	80.4	76.1
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	40.0	40.0	30.0	30.0	60.0	40.0
White	72.7	72.7	66.7	81.8	87.9	84.8
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	35.7	42.9	21.4	57.1	64.3	50.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	0.0	10.0	83.3	0.0	83.3	16.7			
Supporting Services	10.5	0.0	10.5	78.9	0.0	89.5	10.5	76	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.5	
Average Class Size	Kindergarten = 15.3
	Grades 1 to 3 = 32.4 Grades 4 to 5 = 29.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
0.0	33.3	66.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	5.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	2.000	Instructional Support Total	7.125
Classroom	12.300		
Staff Development	0.500	Other Support	
ESOL	1.100	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.600	Lunch Hour Aide	0.875
Music	0.600	Other Support Total	2.875
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	22.900	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	Building Services Total	3.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	0.687
Other Professional Total	2.500		
Total Professional	26.400	Total Supporting Services	13.687

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	12	4	0	0	2	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
345	345	297	294	291	281	282	286

School Personnel Costs	
Professional Salaries	\$2,273,263
Supporting Services Salaries	\$574,650
Employee Benefits	\$776,617
Total Allocated Cost	\$3,624,530

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 345													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		43.5	56.5	≤5.0	10.4	≤5.0	5.2	≤5.0	74.5	6.1	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	53	15.4
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	49	14.2
SPED	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	53	15.4

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	88.2	≤5.0	11.8

Other Participation
Students now or have in the past received FARMS ² = ≤5.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 6.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model (Inclusion)
Resource

School Progress Index ³				
Achievement	Gap Reduction ⁵	Growth	SPI	Strand
Met	T/S	Met	1.0653	1

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.9	89.7	≥95.0	≥95.0	93.2	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	87.2	87.2	≥95.0	≥95.0	93.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Subgroup sizes are too small (T/S) to assess the Gap Reduction.

Darnestown Elementary School - #351

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	74.2	72.7	64.2	80.6	74.2	84.8
Asian	80.0	80.0	90.0	70.0	70.0	80.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	71.1	68.9	63.0	87.0	77.8	86.7
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	100.0	0.0	93.1	6.9			
Supporting Services	0.0	15.4	7.7	76.9	0.0	76.9	23.1	79	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 14.6
Average Class Size Kindergarten = 24.5
Grades 1 to 3 = 34.8 Grades 4 to 5 = 30.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.3	41.4	48.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.749
Principal Intern		Special Education	0.999
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	2.000	Instructional Support Total	2.748
Classroom	12.600		
Staff Development	0.700		
ESOL	0.200	Other Support	
Reading/Literacy	1.600	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	0.600	Parent/Community Coord	
Music	0.600	Lunch Hour Aide	0.874
Instrumental Music	0.200	Other Support Total	2.874
Preschool			
Special Education:			
Classroom	1.500	Building Services	
Resource Program		Manager	1.000
Teachers Total	20.000	Leader	1.000
		Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.800	Building Services Total	3.000
Media Specialist	0.500		
Spec Ed Related Services	0.400		
Other Professional Total	1.700	Food Services	0.687
Total Professional	22.700	Total Supporting Services	9.309

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1980	7.2	Y	N	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
264	455	337	343	340	349	363	365

School Personnel Costs	
Professional Salaries	\$1,880,333
Supporting Services Salaries	\$387,021
Employee Benefits	\$602,290
Total Allocated Cost	\$2,869,644

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Diamond Elementary School - #570

Principal: Mrs. 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

2012–2013 Enrollment = 606													
	% 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	39.3	7.9	10.7	≤5.0	37.0	5.1	Pre-K	0	0.0
ESOL	20.0	9.2	10.7	≤5.0	12.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	112	18.5
FARMS	12.0	5.4	6.6	≤5.0	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	Grade 1	100	16.5
SPED	9.9	≤5.0	8.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.4	≤5.0	Grade 2	109	18.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	108	17.8
											Grade 4	110	18.2
											Grade 5	67	11.1
											Total	606	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	61.7	31.7	6.7

Other Participation
Students now or have in the past received FARMS ² = 15.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 17.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0832	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.2	93.2	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	83.3	75.0	--	--	--	--
Hispanic/Latino	93.3	86.7	--	--	92.3	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	75.0	75.0	--	--	87.5	≥95.0
LEP	81.3	81.3	--	--	--	--
SPED	--	--	92.3	92.3	≥95.0	88.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	73.6	75.5	73.6	80.2	83.5	81.1
Asian	88.1	88.1	92.9	88.1	≥95.0	92.9
Black or African American	--	--	--	--	--	--
Hispanic/Latino	10.0	30.0	40.0	40.0	40.0	30.0
White	75.6	78.0	70.7	90.2	87.8	85.4
Two or More Races	--	--	--	--	--	--
ESOL	52.4	66.7	71.4	57.1	70.8	61.9
FARMS	18.2	54.5	36.4	27.3	46.2	36.4
SPED	50.0	40.0	50.0	70.0	90.0	50.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.9	7.8	3.9	80.4	2.0	90.2	9.8			
Supporting Services	25.0	12.5	8.3	50.0	4.2	79.2	20.8	154	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.1	
Average Class Size Kindergarten = 16.6	
Grades 1 to 3 = 34.4	Grades 4 to 5 = 34.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.5	39.2	37.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	9.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	12.125
Classroom	21.200		
Staff Development	1.000	Other Support	
ESOL	2.400	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.625
Music	1.200	Other Support Total	3.625
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	7.000	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	0.900	Food Services	1.062
Other Professional Total	2.900		
Total Professional	46.100	Total Supporting Services	20.812

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1975	--	10.0	Y	Y	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
463	463	638	631	630	621	628	619

School Personnel Costs	
Professional Salaries	\$3,473,461
Supporting Services Salaries	\$832,719
Employee Benefits	\$1,146,873
Total Allocated Cost	\$5,453,053

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Dr. Charles R. Drew Elementary School - #747

Principal: Ms. Gail Scott-Parizer
Community Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

1200 Swingingdale Drive Silver Spring, MD 20905
www.montgomeryschoolsmd.org/schools/drewes/

Office Phone: (301) 989-6030
Fax Number: (301) 879-1033
Cluster Name: Northeast Consortium
Receiving Schools: Key

2012–2013 Enrollment = 469													
	% 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	14.3	45.0	22.4	≤5.0	13.9	≤5.0	Pre-K	56	11.9
ESOL	20.9	7.2	13.6	≤5.0	≤5.0	7.0	9.8	≤5.0	≤5.0	≤5.0	Full-Day K	56	11.9
FARMS	49.9	22.8	27.1	≤5.0	≤5.0	28.4	15.4	≤5.0	≤5.0	≤5.0	Grade 1	44	9.4
SPED	13.6	≤5.0	9.6	≤5.0	≤5.0	8.7	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	56	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).											Grade 3	45	9.6
											Grade 4	107	22.8
											Grade 5	105	22.4
											Total	469	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	59.4	9.4	31.3

Other Participation
Students now or have in the past received FARMS ² = 57.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 16.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9827	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.6	75.0	91.6	94.7	91.9	≥95.0
Asian	--	--	≥95.0	≥95.0	94.1	94.1
Black or African American	74.2	61.3	79.4	91.2	86.4	≥95.0
Hispanic/Latino	78.6	85.7	94.4	88.9	81.3	87.5
White	--	--	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	75.0	71.9	77.1	85.7	73.7	84.2
LEP	58.3	66.7	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	40.9	50.0	29.5	45.5	50.0	43.2
Asian	--	--	--	--	--	--
Black or African American	42.9	52.4	42.9	52.4	47.6	52.4
Hispanic/Latino	33.3	41.7	8.3	33.3	50.0	33.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	38.5	46.2	23.1	42.3	46.2	42.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.2	13.0	2.2	78.3	4.3	89.1	10.9			
Supporting Services	8.0	20.0	24.0	48.0	0.0	84.0	16.0	127	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.3	
Average Class Size Kindergarten = 9.0	
Grades 1 to 3 = 21.7	Grades 4 to 5 = 34.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.6	37.0	43.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.875
Principal Intern		Special Education	8.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	12.375
Classroom	18.600		
Staff Development	0.500	Other Support	
ESOL	2.000	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.124
Music	1.000	Other Support Total	3.124
Instrumental Music	0.200		
Preschool	1.500	Building Services	
Special Education: Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.800	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	0.875
Other Professional Total	3.200		
Total Professional	41.000	Total Supporting Services	20.874

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1991	--	12.0	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	13	4	2	0	3	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
431	431	473	471	477	474	483	475

School Personnel Costs	
Professional Salaries	\$3,165,584
Supporting Services Salaries	\$828,356
Employee Benefits	\$1,091,559
Total Allocated Cost	\$5,085,499

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 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		47.3	52.7	≤5.0	28.5	9.2	8.4	≤5.0	49.2	≤5.0	Pre-K	5	1.4
ESOL	15.8	6.5	9.2	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	49	13.3
FARMS	10.1	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	57	15.5
SPED	20.1	6.3	13.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.3	≤5.0	Grade 2	62	16.8
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).											Grade 3	58	15.8
											Grade 4	63	17.1
											Grade 5	74	20.1
											Total	368	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside General Education Class													

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	23.0	10.8	66.2

Other Participation
Students now or have in the past received FARMS ² = 12.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 6.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Elementary Learning Center
Preschool Speech and Language

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9370	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.9	87.7	88.6	91.4	90.8	89.2
Asian	≥95.0	≥95.0	94.1	94.1	91.3	87.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	94.3	91.7	92.9	≥95.0	93.8	93.8
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	63.6	63.6	70.0	70.0	--	--
SPED	20.0	18.2	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	56.6	62.3	66.0	67.9	84.9	66.0
Asian	50.0	71.4	71.4	78.6	92.9	71.4
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	76.0	72.0	76.0	76.0	92.0	80.0
Two or More Races	--	--	--	--	--	--
ESOL	25.0	50.0	66.7	58.3	83.3	50.0
FARMS	--	--	--	--	--	--
SPED	≤5.0	≤5.0	6.3	12.5	62.5	≤5.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	2.8	0.0	0.0	97.2	0.0	97.2	2.8			
Supporting Services	31.8	4.5	4.5	59.1	0.0	86.4	13.6	99	96.0	4.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.5	
Average Class Size Kindergarten = 11.7	
Grades 1 to 3 = 32.8	Grades 4 to 5 = 25.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.3	33.3	58.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	7.311
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	2.000	Instructional Support Total	9.311
Classroom	12.800		
Staff Development	0.800	Other Support	
ESOL	1.000	Administrative Secretary	1.000
Reading/Literacy	0.800	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.800	Lunch Hour Aide	0.875
Music	0.800	Other Support Total	2.875
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	6.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.100	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	0.700		
Spec Ed Related Services	2.500	Food Services	0.750
Other Professional Total	4.200		
Total Professional	31.300	Total Supporting Services	16.436

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1975	--	10.0	Y	Y	2

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	13	4	0	0	2	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
405	405	351	340	343	342	342	342

School Personnel Costs	
Professional Salaries	\$2,700,337
Supporting Services Salaries	\$627,179
Employee Benefits	\$905,361
Total Allocated Cost	\$4,232,877

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 484													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.9	54.1	≤5.0	5.2	52.5	22.3	≤5.0	17.1	≤5.0	Pre-K	77	15.9
ESOL	34.1	13.6	20.5	≤5.0	≤5.0	19.2	12.4	≤5.0	≤5.0	≤5.0	Full-Day K	86	17.8
FARMS	56.8	26.9	30.0	≤5.0	≤5.0	35.1	18.0	≤5.0	≤5.0	≤5.0	Grade 1	72	14.9
SPED	15.7	≤5.0	12.4	≤5.0	≤5.0	5.8	6.4	≤5.0	≤5.0	≤5.0	Grade 2	77	15.9
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).											Grade 3	52	10.7
											Grade 4	66	13.6
											Grade 5	54	11.2
											Total	484	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.9	≤5.0	21.1

Other Participation
Students now or have in the past received FARMS ² = 61.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 19.8%
Attendance Rate ^{2 3} = 94.8%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model (Inclusion)
Learning and Academic Disabilities (K–5)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
Head Start
Prekindergarten
Program of Assessment, Diagnosis and Instruction (PADI)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0000	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.1	75.8	88.3	90.0	79.6	89.1
Asian	--	--	--	--	--	--
Black or African American	80.0	79.3	91.2	91.2	77.3	84.2
Hispanic/Latino	87.5	56.3	75.0	81.3	84.2	89.5
White	81.8	81.8	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	81.6	67.6	84.4	87.5	73.5	83.9
LEP	77.3	52.4	80.0	86.7	70.0	--
SPED	45.5	54.5	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.4	67.3	61.5	75.0	66.0	73.1
Asian	--	--	--	--	--	--
Black or African American	66.7	71.4	66.7	71.4	59.1	76.2
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	86.7	66.7	93.3	80.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	36.4	45.5	54.5	54.5	66.7	45.5
FARMS	52.0	56.0	64.0	64.0	61.5	60.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.8	28.3	1.9	62.3	1.9	92.5	7.5			
Supporting Services	0.0	60.0	16.0	20.0	4.0	84.0	16.0	113	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 8.9	
Average Class Size Kindergarten = 14.9	
Grades 1 to 3 = 22.9	Grades 4 to 5 = 27.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
30.2	28.3	41.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.725
Principal Intern		Special Education	5.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	10.225
Classroom	20.800		
Staff Development	1.000	Other Support	
ESOL	3.500	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.000
Music	1.000	Other Support Total	3.000
Instrumental Music	0.200		
Preschool	1.600	Building Services	
Special Education: Classroom	6.400	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	42.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.250
Other Professional Total	3.300		
Total Professional	47.300	Total Supporting Services	20.475

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1929	1975	8.4	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	18	4	2	0	5	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
558	558	530	545	574	570	575	559

School Personnel Costs	
Professional Salaries	\$3,407,942
Supporting Services Salaries	\$819,652
Employee Benefits	\$1,095,719
Total Allocated Cost	\$5,323,313

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Fairland Elementary School - #303

Principal: Mrs. Tillie C. Garfinkel
 Community Supt: Dr. Myra J. Smith
 School Hours: 9:15 - 3:30
 Feeder Schools:

14315 Fairdale Road Silver Spring, MD 20905

www.montgomeryschoolsmd.org/schools/fairlandes/

Office Phone: (301) 989-5658

Fax Number: (301) 879-1033

Cluster Name: Northeast Consortium

Receiving Schools: Banneker, Briggs Chaney

2012–2013 Enrollment = 602													
	% 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	9.8	57.0	20.6	≤5.0	9.3	≤5.0	Pre-K	37	6.1
ESOL	19.9	8.6	11.3	≤5.0	≤5.0	5.8	10.0	≤5.0	≤5.0	≤5.0	Full-Day K	83	13.8
FARMS	54.2	26.7	27.4	≤5.0	≤5.0	32.9	14.8	≤5.0	≤5.0	≤5.0	Grade 1	84	14.0
SPED	8.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	93	15.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	98	16.3
											Grade 4	106	17.6
											Grade 5	101	16.8
											Total	602	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	64.6	≤5.0	33.3

Other Participation
Students now or have in the past received FARMS ² = 63.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 22.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Emotional Disabilities
Head Start
Prekindergarten
Academic Intervention
ESOL

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1044	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.8	77.6	91.4	93.5	78.8	88.9
Asian	≥95.0	≥95.0	91.7	91.7	--	--
Black or African American	84.8	74.2	89.1	93.5	74.2	87.1
Hispanic/Latino	86.7	60.0	90.9	90.9	80.0	93.3
White	≥95.0	91.7	≥95.0	≥95.0	90.0	90.0
Two or More Races	--	--	--	--	--	--
FARMS	82.8	72.4	89.1	91.3	78.4	88.2
LEP	78.6	50.0	88.2	88.2	--	--
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	55.7	56.7	63.5	60.8	65.6	53.6
Asian	71.4	64.3	69.2	71.4	92.3	71.4
Black or African American	52.0	52.0	56.0	54.0	56.0	50.0
Hispanic/Latino	35.0	50.0	65.0	55.0	60.0	35.0
White	83.3	75.0	83.3	83.3	83.3	75.0
Two or More Races	--	--	--	--	--	--
ESOL	30.0	43.3	63.3	53.3	70.0	36.7
FARMS	48.1	48.1	59.6	55.8	57.7	44.2
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	22.6	5.7	71.7	0.0	90.6	9.4			
Supporting Services	12.0	28.0	4.0	56.0	0.0	76.0	24.0	166	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.4	
Average Class Size Kindergarten = 11.6	
Grades 1 to 3 = 24.5	Grades 4 to 5 = 32.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.3	24.5	64.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.475
Principal Intern		Special Education	3.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	9.100
Classroom	25.700		
Staff Development	1.000	Other Support	
ESOL	2.700	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.375
Music	1.300	Other Support Total	3.375
Instrumental Music	0.300		
Preschool	1.100	Building Services	
Special Education: Classroom	3.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	42.400	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.250
Other Professional Total	2.600		
Total Professional	47.000	Total Supporting Services	20.225

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1992	--	11.8	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
38	25	4	2	0	5	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
650	650	601	580	571	564	574	560

School Personnel Costs	
Professional Salaries	\$3,870,204
Supporting Services Salaries	\$783,695
Employee Benefits	\$1,220,208
Total Allocated Cost	\$5,874,107

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Fallsmead Elementary School - #233

Principal: Mrs. Roni S. Silverstein

1800 Greenplace Terrace Rockville, MD 20850

Office Phone: (301) 279-4984

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 279-3040

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/fallsmeades/

Cluster Name: Thomas S. Wootton

Feeder Schools:

Receiving Schools: Frost MS

2012–2013 Enrollment = 531													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.1	52.9	≤5.0	31.5	7.5	8.9	≤5.0	47.5	≤5.0	Pre-K	0	0.0
ESOL	13.0	≤5.0	9.0	≤5.0	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	96	18.1
FARMS	8.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	73	13.7
SPED	8.3	≤5.0	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	86	16.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	100	18.8
											Grade 4	95	17.9
											Grade 5	81	15.3
											Total	531	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	90.9	≤5.0	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 11.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Learning and Academic Disabilities (K–5)
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0731	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	94.7	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	86.7	93.3	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	83.3	≥95.0	63.6	90.9
LEP	--	--	--	--	--	--
SPED	--	--	70.0	90.0	73.3	80.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.6	84.9	81.7	93.5	94.6	91.4
Asian	75.0	83.3	86.1	≥95.0	≥95.0	91.7
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	90.5	92.9	78.6	≥95.0	92.9	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	44.4	55.6	66.7	83.3	94.4	72.2
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.0	2.5	2.5	85.0	0.0	92.5	7.5			
Supporting Services	27.3	22.7	4.5	45.5	0.0	86.4	13.6	119	96.6	3.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.9	
Average Class Size Kindergarten = 14.1	
Grades 1 to 3 = 30.3	Grades 4 to 5 = 34.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.0	47.5	32.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.000
Principal Intern		Special Education	3.623
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	4.000	Instructional Data Assistant	0.625
Classroom	19.900	Instructional Support Total	6.748
Staff Development	1.000	Other Support	
ESOL	1.100	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.375
Music	0.900	Other Support Total	3.375
Instrumental Music	0.200	Building Services	
Preschool		Manager	1.000
Special Education: Classroom	4.000	Leader	1.000
Resource Program		Worker	2.500
Teachers Total	33.600	Plant Equipment Operator	
Other Professional		Building Services Total	4.500
Counselor	1.000	Food Services	1.062
Media Specialist	1.000		
Spec Ed Related Services	0.800		
Other Professional Total	2.800	Total Supporting Services	15.685
Total Professional	38.400		

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	9.0	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	21	3	0	0	4	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
597	597	534	530	522	523	535	530

School Personnel Costs	
Professional Salaries	\$2,827,518
Supporting Services Salaries	\$586,444
Employee Benefits	\$886,428
Total Allocated Cost	\$4,300,390

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Farmland Elementary School - #219

Principal: Mrs. Mary E. Bliss

7000 Old Gate Road Rockville, MD 20852

Office Phone: (301) 230-5919

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 230-5424

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/farmlandes/

Cluster Name: Walter Johnson

Feeder Schools:

Receiving Schools: Tilden

2012–2013 Enrollment = 650													
	% 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	35.2	≤5.0	8.2	≤5.0	47.5	≤5.0	Pre-K	0	0.0
ESOL	28.3	11.2	17.1	≤5.0	14.8	≤5.0	≤5.0	≤5.0	9.7	≤5.0	Full-Day K	122	18.8
FARMS	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	117	18.0
SPED	7.5	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	102	15.7
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).											Grade 3	113	17.4
											Grade 4	99	15.2
											Grade 5	97	14.9
											Total	650	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	65.3	≤5.0	34.7

Other Participation
Students now or have in the past received FARMS ² = 11.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Learning for Independence (K–5)
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1576	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	93.5	94.4
Asian	94.1	≥95.0	≥95.0	≥95.0	≥95.0	94.4
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	90.9	90.9	--	--	--	--
LEP	≥95.0	≥95.0	93.8	≥95.0	83.3	--
SPED	--	--	--	--	90.0	80.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	84.5	86.4	77.7	85.0	84.1	92.2
Asian	78.8	93.9	90.9	88.9	94.4	93.9
Black or African American	--	--	--	--	--	--
Hispanic/Latino	90.9	72.7	63.6	81.8	72.7	90.9
White	86.0	84.2	73.7	84.5	81.0	91.2
Two or More Races	--	--	--	--	--	--
ESOL	67.7	83.9	80.6	82.9	88.6	93.5
FARMS	90.9	81.8	54.5	75.0	58.3	≥95.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	3.8	96.2	0.0	92.3	7.7			
Supporting Services	31.8	9.1	18.2	40.9	0.0	81.8	18.2	166	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.3	
Average Class Size Kindergarten = 16.7	
Grades 1 to 3 = 34.4	Grades 4 to 5 = 29.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.3	44.2	38.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	5.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	5.000	Instructional Data Assistant	0.750
Classroom	23.300	Instructional Support Total	9.125
Staff Development	1.000	Other Support	
ESOL	3.800	Administrative Secretary	1.000
Reading/Literacy	2.200	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.750
Music	1.300	Other Support Total	3.750
Instrumental Music	0.300	Building Services	
Preschool		Manager	1.000
Special Education: Classroom	4.000	Leader	1.000
Resource Program		Worker	3.500
Teachers Total	42.200	Plant Equipment Operator	
Other Professional		Building Services Total	5.500
Counselor	1.000	Food Services	
Media Specialist	1.000		1.125
Spec Ed Related Services	1.000	Total Supporting Services	19.500
Other Professional Total	3.000		
Total Professional	47.200		

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1963	2011	4.8	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	25	4	0	0	5	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
715	715	653	659	667	683	685	684

School Personnel Costs	
Professional Salaries	\$3,570,153
Supporting Services Salaries	\$717,709
Employee Benefits	\$1,134,035
Total Allocated Cost	\$5,421,897

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Fields Road Elementary School - #566

Principal: Mrs. Kathryn S. 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/fieldsroad/es/

Office Phone: (301) 840-7131
 Fax Number: (301) 548-7523
 Cluster Name: Quince Orchard
 Receiving Schools: Ridgeview

2012–2013 Enrollment = 472													
	% 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	18.9	18.0	23.9	≤5.0	33.3	5.5	Pre-K	31	6.6
ESOL	19.7	9.5	10.2	≤5.0	5.3	≤5.0	10.2	≤5.0	≤5.0	≤5.0	Full-Day K	83	17.6
FARMS	38.6	20.6	18.0	≤5.0	5.3	12.1	16.3	≤5.0	≤5.0	≤5.0	Grade 1	70	14.8
SPED	7.4	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	78	16.5
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).											Grade 3	67	14.2
											Grade 4	79	16.7
											Grade 5	64	13.6
											Total	472	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	65.7	≤5.0	34.3

Other Participation
Students now or have in the past received FARMS ² = 42.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 15.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9337	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.0	75.0	≥95.0	88.9	79.7	89.1
Asian	86.7	73.3	--	90.0	92.9	92.9
Black or African American	37.5	50.0	83.3	66.7	--	--
Hispanic/Latino	52.9	64.7	≥95.0	90.9	61.5	76.9
White	≥95.0	≥95.0	≥95.0	≥95.0	88.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	48.0	48.0	90.0	80.0	57.9	78.9
LEP	62.5	50.0	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	49.3	52.1	63.4	64.8	73.2	56.3
Asian	70.6	70.6	76.5	70.6	94.1	76.5
Black or African American	40.0	33.3	40.0	40.0	46.7	40.0
Hispanic/Latino	35.3	41.2	47.1	58.8	58.8	35.3
White	50.0	64.3	78.6	78.6	78.6	64.3
Two or More Races	--	--	--	--	--	--
ESOL	35.3	35.3	47.1	58.8	58.8	35.3
FARMS	34.4	43.8	43.8	50.0	53.1	37.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.3	7.3	2.4	82.9	0.0	87.8	12.2			
Supporting Services	7.4	11.1	11.1	66.7	3.7	85.2	14.8	112	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.7	
Average Class Size	Kindergarten = 17.8
	Grades 1 to 3 = 34.3 Grades 4 to 5 = 31.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.1	48.8	34.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	10.442
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	13.192
Classroom	16.800		
Staff Development	1.000	Other Support	
ESOL	1.900	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.122
Music	1.000	Other Support Total	3.122
Instrumental Music	0.200		
Preschool	0.500	Building Services	
Special Education: Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.300	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	1.000
Other Professional Total	3.100		
Total Professional	38.400	Total Supporting Services	21.314

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
485	485	501	499	507	499	501	489

School Personnel Costs	
Professional Salaries	\$2,889,514
Supporting Services Salaries	\$841,389
Employee Benefits	\$1,011,789
Total Allocated Cost	\$4,742,692

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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/flowerhills/

Office Phone: (301) 840-7161
Fax Number: (301) 840-7165
Cluster Name: Col. Zadok Magruder
Receiving Schools: Shady Grove

2012–2013 Enrollment = 483													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		51.1	48.9	≤5.0	14.5	28.8	42.2	≤5.0	8.5	5.6	Pre-K	37	7.7
ESOL	35.2	18.2	17.0	≤5.0	≤5.0	≤5.0	26.1	≤5.0	≤5.0	≤5.0	Full-Day K	75	15.5
FARMS	65.2	33.5	31.7	≤5.0	5.6	20.9	34.4	≤5.0	≤5.0	≤5.0	Grade 1	58	12.0
SPED	10.6	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	89	18.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	80	16.6
											Grade 4	77	15.9
											Grade 5	67	13.9
											Total	483	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.4	5.9	13.7

Other Participation
Students now or have in the past received FARMS ² = 71.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 16.6%
Attendance Rate ^{2 3} = 94.7%
Suspension Rate ^{2 3 4} = 5.5%

School Programs
Focused Academic Support—Local Funds
Emotional Disabilities
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Reading/Language Arts Program
School Based Health Center

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0352	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.7	77.3	83.3	90.9	77.9	86.8
Asian	≥95.0	91.7	≥95.0	≥95.0	91.7	≥95.0
Black or African American	45.5	63.6	61.9	76.2	69.6	78.3
Hispanic/Latino	81.8	78.8	≥95.0	≥95.0	66.7	81.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	72.0	78.0	78.6	90.5	71.8	79.5
LEP	70.4	70.4	92.3	≥95.0	50.0	66.7
SPED	40.0	60.0	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	53.8	55.0	51.3	45.0	55.0	53.8
Asian	71.4	78.6	92.9	64.3	64.3	78.6
Black or African American	45.5	50.0	40.9	40.9	54.5	45.5
Hispanic/Latino	50.0	44.4	38.9	33.3	47.2	44.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	35.7	32.1	32.1	21.4	39.3	25.0
FARMS	50.9	54.7	43.4	41.5	49.1	49.1
SPED	45.5	36.4	27.3	18.2	45.5	36.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.8	9.5	11.9	73.8	0.0	97.6	2.4			
Supporting Services	9.1	18.2	9.1	59.1	4.5	90.9	9.1	139	97.1	2.9

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.6	
Average Class Size	Kindergarten = 14.1
	Grades 1 to 3 = 28.4 Grades 4 to 5 = 31.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.0	38.1	42.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.500
Principal Intern		Special Education	3.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	8.125
Classroom	19.800		
Staff Development	1.000	Other Support	
ESOL	3.400	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.125
Music	1.000	Other Support Total	3.125
Instrumental Music	0.300		
Preschool	1.000	Building Services	
Special Education: Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.500	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.625
Other Professional Total	2.900		
Total Professional	40.400	Total Supporting Services	16.375

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	16	6	1	0	4	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
440	440	489	485	481	463	478	475

School Personnel Costs	
Professional Salaries	\$3,113,280
Supporting Services Salaries	\$646,143
Employee Benefits	\$1,002,348
Total Allocated Cost	\$4,761,771

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Flower Valley Elementary School - #506

Principal: Mrs. Gay E. Melnick

4615 Sunflower Drive Rockville, MD 20853

Office Phone: (301) 924-3135

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 924-6789

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/flowervalleyes/

Cluster Name: Rockville

Feeder Schools:

Receiving Schools: Wood

2012–2013 Enrollment = 472													
	% 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	10.4	12.7	18.9	≤5.0	54.2	≤5.0	Pre-K	0	0.0
ESOL	11.2	5.5	5.7	≤5.0	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	Full-Day K	77	16.3
FARMS	17.4	8.5	8.9	≤5.0	≤5.0	≤5.0	9.1	≤5.0	≤5.0	≤5.0	Grade 1	68	14.4
SPED	13.6	≤5.0	8.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.6	≤5.0	Grade 2	86	18.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	76	16.1
											Grade 4	92	19.5
											Grade 5	73	15.5
											Total	472	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	12.5	25.0

Other Participation
Students now or have in the past received FARMS ² = 21.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 11.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9706	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.0	87.2	92.6	92.6	90.3	88.9
Asian	--	--	--	--	≥95.0	≥95.0
Black or African American	46.2	61.5	83.3	83.3	83.3	75.0
Hispanic/Latino	75.0	75.0	81.8	90.9	90.9	72.7
White	92.6	94.4	≥95.0	≥95.0	88.9	94.4
Two or More Races	--	--	--	--	--	--
FARMS	57.9	57.9	78.6	78.6	85.0	75.0
LEP	--	--	--	--	--	--
SPED	60.0	80.0	76.9	69.2	63.6	54.5

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.4	77.8	77.5	79.2	74.6	80.6
Asian	90.9	90.9	≥95.0	90.9	≥95.0	90.9
Black or African American	--	--	--	--	--	--
Hispanic/Latino	25.0	33.3	33.3	25.0	41.7	33.3
White	80.0	90.0	87.2	92.5	74.4	92.5
Two or More Races	--	--	--	--	--	--
ESOL	45.5	63.6	72.7	54.5	72.7	63.6
FARMS	44.4	50.0	50.0	55.6	61.1	55.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.3	14.6	0.0	78.0	0.0	87.8	12.2			
Supporting Services	10.5	15.8	21.1	52.6	0.0	84.2	15.8	117	96.6	3.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.1	
Average Class Size Kindergarten = 15.2	
Grades 1 to 3 = 34.9	Grades 4 to 5 = 28.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	36.6	53.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	5.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
Teachers		Media Assistant	0.500
Kindergarten	3.000	Instructional Data Assistant	0.625
Classroom	17.000	Instructional Support Total	7.875
Staff Development	1.000	Other Support	
ESOL	1.000	Administrative Secretary	1.000
Reading/Literacy	1.100	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.250
Music	1.000	Other Support Total	3.250
Instrumental Music	0.200	Building Services	
Preschool		Manager	1.000
Special Education: Classroom	6.500	Leader	2.000
Resource Program		Worker	1.500
Teachers Total	31.800	Plant Equipment Operator	
Other Professional		Building Services Total	4.500
Counselor	1.000	Food Services	
Media Specialist	1.000		1.000
Spec Ed Related Services	2.000	Total Supporting Services	16.625
Other Professional Total	4.000		
Total Professional	37.800		

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1967	1996	9.3	Y	N	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	14	3	0	0	3	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
429	429	472	459	468	464	483	490

School Personnel Costs	
Professional Salaries	\$3,057,268
Supporting Services Salaries	\$690,425
Employee Benefits	\$981,271
Total Allocated Cost	\$4,728,964

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 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		49.0	51.0	≤5.0	7.2	14.2	41.3	≤5.0	32.8	≤5.0	Pre-K	54	7.9
ESOL	28.3	14.1	14.2	≤5.0	≤5.0	≤5.0	23.3	≤5.0	≤5.0	≤5.0	Full-Day K	107	15.7
FARMS	40.0	20.5	19.5	≤5.0	≤5.0	6.0	28.7	≤5.0	≤5.0	≤5.0	Grade 1	107	15.7
SPED	9.2	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	116	17.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	100	14.6
											Grade 4	103	15.1
											Grade 5	96	14.1
											Total	683	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	90.5	≤5.0	7.9

Other Participation
Students now or have in the past received FARMS ² = 45.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 8.5%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model (Inclusion)
Physical Disabilities
Communication Arts Program
Prekindergarten
Physical Disabilities Program (PreK: 3 & 4 year olds)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0259	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.7	93.5	90.8	≥95.0	87.8	91.9
Asian	--	--	--	--	--	--
Black or African American	84.2	94.7	84.6	≥95.0	85.7	92.9
Hispanic/Latino	91.3	91.3	87.8	≥95.0	75.9	86.2
White	93.3	≥95.0	93.5	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	86.7	86.7	81.8	93.9	75.9	86.2
LEP	88.2	88.2	73.7	89.5	50.0	70.0
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.0	74.0	73.0	63.0	77.0	68.0
Asian	--	--	--	--	--	--
Black or African American	40.0	60.0	53.3	40.0	66.7	53.3
Hispanic/Latino	47.6	59.5	64.3	52.4	71.4	50.0
White	94.3	91.4	91.4	80.0	85.7	91.4
Two or More Races	--	--	--	--	--	--
ESOL	37.1	45.7	57.1	34.3	65.7	34.3
FARMS	40.0	52.5	62.5	40.0	62.5	37.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	6.1	9.1	9.1	72.7	3.0	84.8	15.2			
Supporting Services	7.4	14.8	29.6	44.4	0.0	81.5	18.5	179	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.9	
Average Class Size	Kindergarten = 12.5
	Grades 1 to 3 = 27.1 Grades 4 to 5 = 29.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.1	51.5	39.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.125
Principal Intern		Special Education	6.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	7.000	Instructional Support Total	10.750
Classroom	30.500		
Staff Development	1.000	Other Support	
ESOL	4.600	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.500	Lunch Hour Aide	1.750
Music	1.500	Other Support Total	3.750
Instrumental Music	0.300		
Preschool	1.000	Building Services	
Special Education: Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	55.400	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	1.250
Other Professional Total	4.600		
Total Professional	62.000	Total Supporting Services	21.250

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1993	7.8	Y	N	3

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
506	506	686	691	702	693	694	689

School Personnel Costs	
Professional Salaries	\$4,845,701
Supporting Services Salaries	\$801,643
Employee Benefits	\$1,476,014
Total Allocated Cost	\$7,123,358

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 622													
	% 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	21.5	24.6	38.7	≤5.0	11.1	≤5.0	Pre-K	33	5.3
ESOL	36.2	16.1	20.1	≤5.0	≤5.0	≤5.0	26.5	≤5.0	≤5.0	≤5.0	Full-Day K	92	14.8
FARMS	51.6	23.8	27.8	≤5.0	≤5.0	15.1	30.5	≤5.0	≤5.0	≤5.0	Grade 1	75	12.1
SPED	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	72	11.6
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).											Grade 3	93	15.0
											Grade 4	130	20.9
											Grade 5	127	20.4
											Total	622	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	17.6

Other Participation
Students now or have in the past received FARMS ² = 56.1%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9093	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.7	85.9	91.0	86.9	88.1	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	73.7	84.2	73.9	65.2	60.0	80.0
Hispanic/Latino	90.0	73.3	86.5	83.8	90.9	≥95.0
White	--	--	≥95.0	94.1	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	82.9	75.6	81.1	75.5	74.5	89.4
LEP	87.9	75.8	75.0	65.0	94.7	≥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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	56.8	64.2	52.6	53.7	69.8	56.8
Asian	72.2	88.9	88.9	88.9	94.4	88.9
Black or African American	58.6	55.2	44.8	51.7	65.5	58.6
Hispanic/Latino	44.7	50.0	34.2	34.2	59.0	34.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	51.9	63.0	51.9	48.1	69.1	53.7
FARMS	48.1	44.2	36.5	38.5	62.3	38.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.9	3.9	3.9	88.2	0.0	96.1	3.9			
Supporting Services	31.6	15.8	15.8	36.8	0.0	73.7	26.3	178	95.5	4.5

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.5	
Average Class Size Kindergarten = 16.0	
Grades 1 to 3 = 26.6	Grades 4 to 5 = 31.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.9	43.1	51.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.874
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	5.874
Classroom	24.900		
Staff Development	1.000	Other Support	
ESOL	4.500	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.499
Music	1.300	Other Support Total	3.499
Instrumental Music	0.400		
Preschool	1.000	Building Services	
Special Education: Classroom	2.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	42.400	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	1.312
Other Professional Total	2.800		
Total Professional	47.200	Total Supporting Services	16.685

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	10.3	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	24	5	1	0	5	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
632	632	642	644	627	634	635	620

School Personnel Costs	
Professional Salaries	\$3,858,409
Supporting Services Salaries	\$660,520
Employee Benefits	\$1,170,786
Total Allocated Cost	\$5,689,715

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Gaithersburg Elementary School - #553

Principal: Mrs. Stephanie D. 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

2012–2013 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		49.6	50.4	≤5.0	5.7	16.1	70.0	≤5.0	5.7	≤5.0	Pre-K	39	5.3
ESOL	52.2	26.1	26.1	≤5.0	≤5.0	≤5.0	49.1	≤5.0	≤5.0	≤5.0	Full-Day K	175	23.6
FARMS	77.4	39.1	38.4	≤5.0	≤5.0	11.2	62.0	≤5.0	≤5.0	≤5.0	Grade 1	129	17.4
SPED	8.1	≤5.0	5.9	≤5.0	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	Grade 2	110	14.9
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).											Grade 3	115	15.5
											Grade 4	91	12.3
											Grade 5	81	10.9
											Total	740	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	≤5.0	31.7

Other Participation
Students now or have in the past received FARMS ² = 84.1%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 21.0%
Attendance Rate ^{2 3} = 94.9%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9901	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	70.1	64.4	83.5	86.1	62.2	83.8
Asian	--	--	--	--	--	--
Black or African American	66.7	61.9	≥95.0	85.0	52.9	70.6
Hispanic/Latino	63.0	58.7	76.6	83.0	58.7	87.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	62.1	54.5	78.0	81.4	56.5	80.6
LEP	48.6	45.9	61.8	76.5	34.8	69.6
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	35.5	31.8	27.9	32.7	41.4	36.4
Asian	--	--	--	--	--	--
Black or African American	47.4	31.6	31.6	26.3	42.1	36.8
Hispanic/Latino	24.3	15.7	23.3	24.3	34.2	24.3
White	63.6	90.9	45.5	63.6	72.7	81.8
Two or More Races	--	--	--	--	--	--
ESOL	19.0	20.7	19.4	19.0	32.3	19.0
FARMS	24.7	19.5	21.0	22.1	33.3	22.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	5.8	8.7	2.9	81.2	1.4	91.3	8.7			
Supporting Services	3.4	20.7	27.6	48.3	0.0	79.3	20.7	186	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.3	
Average Class Size	Kindergarten = 17.6
	Grades 1 to 3 = 27.0 Grades 4 to 5 = 30.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.7	47.8	30.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.375
Principal Intern		Special Education	7.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	9.000	Instructional Support Total	12.250
Classroom	30.800		
Staff Development	1.000	Other Support	
ESOL	6.600	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.500	Lunch Hour Aide	1.625
Music	1.500	Other Support Total	3.625
Instrumental Music	0.300		
Preschool	1.000	Building Services	
Special Education:		Manager	1.000
Classroom	5.000	Leader	1.000
Resource Program		Worker	3.500
Teachers Total	57.700	Plant Equipment Operator	
Other Professional		Building Services Total	5.500
Counselor	1.000		
Media Specialist	1.000	Food Services	2.063
Spec Ed Related Services	1.200		
Other Professional Total	3.200		
Total Professional	62.900	Total Supporting Services	23.438

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1947	--	9.2	Y	Y	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
42	23	5	1	0	9	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
657	657	829	857	861	868	854	798

School Personnel Costs	
Professional Salaries	\$4,572,619
Supporting Services Salaries	\$876,742
Employee Benefits	\$1,458,506
Total Allocated Cost	\$6,907,867

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Galway Elementary School - #313

Principal: Ms. Yolanda Stanislaus
 Community Supt: Dr. Myra J. Smith
 School Hours: 9:15 - 3:30
 Feeder Schools:

12612 Galway Drive Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/galwayes/

Office Phone: (301) 595-2930
 Fax Number: (301) 902-1230
 Cluster Name: Northeast Consortium
 Receiving Schools: Briggs Chaney

2012–2013 Enrollment = 826													
	% 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	13.3	56.9	22.5	≤5.0	≤5.0	≤5.0	Pre-K	37	4.5
ESOL	28.6	12.5	16.1	≤5.0	6.3	10.3	11.1	≤5.0	≤5.0	≤5.0	Full-Day K	119	14.4
FARMS	56.1	28.2	27.8	≤5.0	≤5.0	34.3	14.6	≤5.0	≤5.0	≤5.0	Grade 1	131	15.9
SPED	8.5	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	139	16.8
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).											Grade 3	146	17.7
											Grade 4	134	16.2
											Grade 5	120	14.5
											Total	826	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time in Least Restrictive Environment													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	52.9	10.0	37.1

Other Participation
Students now or have in the past received FARMS ² = 64.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 15.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model
Elementary Learning Center (K–3)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9887	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	83.3	81.9	82.3	80.6	71.3	80.9
Asian	≥95.0	94.7	≥95.0	≥95.0	93.3	≥95.0
Black or African American	78.2	75.6	81.3	80.0	69.2	80.0
Hispanic/Latino	82.4	88.2	68.0	64.0	59.3	70.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	78.0	70.7	82.7	76.0	66.7	71.7
LEP	86.7	80.0	80.8	73.1	41.2	58.8
SPED	28.6	50.0	33.3	25.0	28.6	28.6

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	41.7	47.2	58.7	49.3	53.1	49.3
Asian	50.0	64.3	85.7	85.7	85.7	78.6
Black or African American	46.2	45.1	57.8	41.8	47.8	46.2
Hispanic/Latino	13.8	34.5	44.8	41.4	41.4	31.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	41.7	45.8	62.5	54.2	58.3	52.1
FARMS	31.8	34.1	52.3	37.5	47.7	36.4
SPED	10.5	≤5.0	21.1	10.5	57.9	10.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.5	16.7	2.8	62.5	5.6	88.9	11.1			
Supporting Services	3.4	37.9	17.2	41.4	0.0	86.2	13.8	216	93.1	6.9

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.2	
Average Class Size Kindergarten = 17.2	
Grades 1 to 3 = 28.8	Grades 4 to 5 = 32.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.4	43.1	37.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.748
Principal Intern		Special Education	4.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.875
Kindergarten	6.000	Instructional Support Total	12.123
Classroom	36.100		
Staff Development	1.000	Other Support	
ESOL	4.500	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.250
Physical Education		Parent/Community Coord	
Art	1.700	Lunch Hour Aide	2.123
Music	1.700	Other Support Total	4.373
Instrumental Music	0.500		
Preschool	1.000	Building Services	
Special Education: Classroom	6.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	59.500	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.100	Food Services	0.625
Other Professional Total	4.100		
Total Professional	65.600	Total Supporting Services	23.121

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

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
45	28	6	1	0	6	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
733	733	817	804	774	754	746	743

School Personnel Costs	
Professional Salaries	\$4,887,494
Supporting Services Salaries	\$878,721
Employee Benefits	\$1,518,414
Total Allocated Cost	\$7,284,629

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Garrett Park Elementary School - #204

Principal: Ms. Elaine L. Chang-Baxter

4810 Oxford Street Garrett Park, MD 20896

Office Phone: (301) 929-2170

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 929-2008

School Hours: 9:05 - 3:20

www.montgomeryschoolsmd.org/schools/garrettparkes/

Cluster Name: Walter Johnson

Feeder Schools:

Receiving Schools: Tilden

2012–2013 Enrollment = 632													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.3	52.7	≤5.0	15.8	8.7	25.0	≤5.0	42.7	7.0	Pre-K	0	0.0
ESOL	21.7	8.4	13.3	≤5.0	6.3	≤5.0	10.0	≤5.0	≤5.0	≤5.0	Full-Day K	122	19.3
FARMS	13.8	7.8	6.0	≤5.0	≤5.0	≤5.0	7.9	≤5.0	≤5.0	≤5.0	Grade 1	108	17.1
SPED	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	115	18.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	116	18.4
											Grade 4	89	14.1
											Grade 5	82	13.0
											Total	632	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	90.9	≤5.0	9.1

Other Participation
Students now or have in the past received FARMS ² = 20.1%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 15.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9895	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	93.1	≥95.0	85.9	≥95.0
Asian	≥95.0	≥95.0	--	--	≥95.0	92.9
Black or African American	--	--	--	--	--	--
Hispanic/Latino	≥95.0	94.7	88.9	88.9	81.8	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	87.2	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	69.2	84.6	72.7	90.9
LEP	≥95.0	≥95.0	75.0	83.3	--	--
SPED	--	--	--	--	54.5	81.8

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.1	79.3	77.5	78.4	78.4	75.7
Asian	76.5	82.4	94.1	88.2	94.1	76.5
Black or African American	--	--	--	--	--	--
Hispanic/Latino	71.4	75.0	67.9	71.4	71.4	67.9
White	73.1	84.6	82.7	84.6	80.8	80.8
Two or More Races	--	--	--	--	--	--
ESOL	45.0	55.0	70.0	55.0	70.0	45.0
FARMS	61.1	72.2	66.7	72.2	66.7	61.1
SPED	58.3	41.7	58.3	50.0	58.3	41.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	6.8	0.0	0.0	88.6	4.5	84.1	15.9			
Supporting Services	11.1	16.7	11.1	61.1	0.0	83.3	16.7	135	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 16.0	
Average Class Size Kindergarten = 16.5	
Grades 1 to 3 = 36.2	Grades 4 to 5 = 31.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.6	38.6	47.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.499
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	3.249
Classroom	21.000		
Staff Development	1.000	Other Support	
ESOL	2.600	Administrative Secretary	1.000
Reading/Literacy	2.200	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.625
Music	1.000	Other Support Total	3.625
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.100	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.062
Other Professional Total	2.600		
Total Professional	39.700	Total Supporting Services	13.436

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1948	2012	4.4	N	Y	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	29	4	0	0	4	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
755	755	666	703	714	723	739	733

School Personnel Costs	
Professional Salaries	\$3,104,271
Supporting Services Salaries	\$532,918
Employee Benefits	\$962,594
Total Allocated Cost	\$4,599,783

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Georgian Forest Elementary School - #786

Principal: Ms. 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

2012–2013 Enrollment = 554													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.1	54.9	≤5.0	8.7	36.5	44.9	≤5.0	7.0	≤5.0	Pre-K	53	9.6
ESOL	34.8	15.0	19.9	≤5.0	≤5.0	≤5.0	27.6	≤5.0	≤5.0	≤5.0	Full-Day K	93	16.8
FARMS	76.2	34.5	41.7	≤5.0	≤5.0	28.7	39.5	≤5.0	≤5.0	≤5.0	Grade 1	86	15.5
SPED	8.5	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	86	15.5
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).											Grade 3	77	13.9
											Grade 4	81	14.6
											Grade 5	78	14.1
											Total	554	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	78.7	≤5.0	21.3

Other Participation
Students now or have in the past received FARMS ² = 81.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 28.5%
Attendance Rate ^{2 3} = 94.5%
Suspension Rate ^{2 3 4} = ≤3.0%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.8438	5
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.1	82.1	78.7	85.1	76.4	88.9
Asian	--	--	90.0	90.0	--	--
Black or African American	80.8	76.9	73.0	77.8	58.6	86.2
Hispanic/Latino	80.6	80.0	78.3	91.3	86.4	≥95.0
White	≥95.0	91.7	--	--	90.0	90.0
Two or More Races	--	--	--	--	--	--
FARMS	82.0	75.5	77.8	84.9	69.8	86.0
LEP	73.9	77.3	61.1	88.2	--	--
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	41.9	45.9	32.4	43.2	55.4	36.5
Asian	--	--	--	--	--	--
Black or African American	50.0	53.1	34.4	40.6	40.6	40.6
Hispanic/Latino	29.4	35.3	20.6	38.2	64.7	23.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	25.0	39.3	25.0	35.7	57.1	21.4
FARMS	36.5	38.5	30.8	40.4	53.8	30.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	24.5	1.9	64.2	1.9	83.0	17.0			
Supporting Services	12.5	20.8	4.2	62.5	0.0	82.6	17.4	140	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.9	
Average Class Size	Kindergarten = 14.1
	Grades 1 to 3 = 26.0 Grades 4 to 5 = 28.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.3	52.8	18.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.999
Principal Intern		Special Education	3.749
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	9.873
Classroom	24.900		
Staff Development	1.000	Other Support	
ESOL	3.500	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.249
Music	1.300	Other Support Total	3.249
Instrumental Music	0.200		
Preschool	2.000	Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.750
Other Professional Total	2.800		
Total Professional	49.000	Total Supporting Services	18.872

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1961	1995	11.0	Y	N	11

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	8	4	2	0	5	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
304	583	571	577	584	577	568	560

School Personnel Costs	
Professional Salaries	\$3,273,741
Supporting Services Salaries	\$745,684
Employee Benefits	\$1,084,137
Total Allocated Cost	\$5,103,562

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 298													
	% 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	16.4	29.9	30.9	≤5.0	19.8	≤5.0	Pre-K	13	4.4
ESOL	12.4	≤5.0	8.4	≤5.0	≤5.0	≤5.0	9.1	≤5.0	≤5.0	≤5.0	Full-Day K	52	17.4
FARMS	30.2	13.1	17.1	≤5.0	≤5.0	15.4	12.4	≤5.0	≤5.0	≤5.0	Grade 1	64	21.5
SPED	15.1	≤5.0	10.7	≤5.0	≤5.0	7.4	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	34	11.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	42	14.1
											Grade 4	50	16.8
											Grade 5	43	14.4
											Total	298	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	33.3	≤5.0	66.7

Other Participation
Students now or have in the past received FARMS ² = 38.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9784	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	88.6	92.7	≥95.0	86.4	88.6
Asian	--	--	--	--	--	--
Black or African American	85.7	92.9	70.0	80.0	82.4	82.4
Hispanic/Latino	≥95.0	60.0	≥95.0	≥95.0	--	--
White	≥95.0	≥95.0	--	--	81.8	81.8
Two or More Races	--	--	--	--	--	--
FARMS	--	--	88.2	88.2	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.2	78.6	83.3	73.8	73.8	76.2
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	71.4	71.4	78.6	71.4	78.6	64.3
White	81.8	90.9	90.9	90.9	90.9	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	61.5	53.8	69.2	46.2	53.8	46.2
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.3	11.1	2.8	77.8	0.0	94.4	5.6			
Supporting Services	26.3	10.5	0.0	63.2	0.0	89.5	10.5	79	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 7.8	
Average Class Size	Kindergarten = 13.8
	Grades 1 to 3 = 23.8 Grades 4 to 5 = 24.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.7	38.9	44.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.875
Principal Intern		Special Education	7.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	3.000	Instructional Support Total	9.375
Classroom	11.800		
Staff Development	0.500	Other Support	
ESOL	0.800	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.700	Lunch Hour Aide	0.748
Music	0.700	Other Support Total	2.748
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	6.900	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.200	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	0.500		
Spec Ed Related Services	2.000	Food Services	1.062
Other Professional Total	3.500		
Total Professional	30.700	Total Supporting Services	16.685

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1935	1978	7.8	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	9	4	0	0	3	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
316	316	302	299	306	317	304	297

School Personnel Costs	
Professional Salaries	\$2,428,709
Supporting Services Salaries	\$658,665
Employee Benefits	\$785,213
Total Allocated Cost	\$3,872,587

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

Principal: Mrs. Kimberly B. Bosnic

12615 Royal Crown Drive Germantown, MD, 20876

Office Phone: (301) 353-0800

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 353-0890

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/gibbses/

Cluster Name: Clarksburg

Feeder Schools:

Receiving Schools: Rocky Hill

2012–2013 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		49.9	50.1	≤5.0	32.9	19.8	16.3	≤5.0	24.0	6.5	Pre-K	81	10.8
ESOL	20.6	8.1	12.5	≤5.0	9.7	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Full-Day K	100	13.3
FARMS	25.8	11.6	14.2	≤5.0	≤5.0	12.1	5.8	≤5.0	≤5.0	≤5.0	Grade 1	117	15.5
SPED	12.6	≤5.0	8.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	110	14.6
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).											Grade 3	131	17.4
											Grade 4	89	11.8
											Grade 5	125	16.6
											Total	753	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	65.3	≤5.0	34.7

Other Participation
Students now or have in the past received FARMS ² = 29.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 8.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model
Preschool Education Program (PEP)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0758	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.7	88.4	≥95.0	≥95.0	89.3	≥95.0
Asian	≥95.0	93.5	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	88.9	72.2	90.0	90.0	71.4	90.5
Hispanic/Latino	86.7	80.0	90.9	≥95.0	80.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	78.9	63.2	92.9	≥95.0	73.3	86.7
LEP	80.0	66.7	≥95.0	≥95.0	--	--
SPED	60.0	70.0	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	74.4	77.5	76.0	72.1	84.5	77.5
Asian	81.6	85.7	81.6	79.6	93.9	89.8
Black or African American	68.2	63.6	72.7	45.5	63.6	59.1
Hispanic/Latino	36.8	57.9	57.9	36.8	57.9	42.1
White	88.6	85.7	80.0	≥95.0	≥95.0	91.4
Two or More Races	--	--	--	--	--	--
ESOL	61.3	64.5	61.3	48.4	77.4	58.1
FARMS	57.7	61.5	57.7	34.6	61.5	53.8
SPED	30.0	40.0	30.0	20.0	50.0	20.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.2	1.6	1.6	88.5	0.0	80.3	19.7			
Supporting Services	15.4	15.4	11.5	53.8	3.8	80.8	19.2	154	97.4	2.6

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.4	
Average Class Size Kindergarten = 17.3	
Grades 1 to 3 = 34.2	Grades 4 to 5 = 30.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.0	54.1	27.9

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	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	10.500
Classroom	25.500		
Staff Development	1.000	Other Support	
ESOL	2.500	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.500	Lunch Hour Aide	1.750
Music	1.500	Other Support Total	3.750
Instrumental Music	0.300		
Preschool	1.000	Building Services	
Special Education: Classroom	7.800	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	47.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.900	Food Services	1.250
Other Professional Total	4.900		
Total Professional	54.600	Total Supporting Services	21.500

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2009	--	10.8	N	N	0

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
734	734	756	773	757	751	741	742

School Personnel Costs	
Professional Salaries	\$3,967,040
Supporting Services Salaries	\$830,829
Employee Benefits	\$1,253,442
Total Allocated Cost	\$6,051,311

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 554													
	% 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	9.0	22.7	51.3	≤5.0	13.9	≤5.0	Pre-K	67	12.1
ESOL	36.8	17.1	19.7	≤5.0	5.8	≤5.0	27.8	≤5.0	≤5.0	≤5.0	Full-Day K	87	15.7
FARMS	67.7	31.8	35.9	≤5.0	6.9	15.0	39.7	≤5.0	5.1	≤5.0	Grade 1	97	17.5
SPED	11.9	≤5.0	8.1	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Grade 2	79	14.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	80	14.4
											Grade 4	76	13.7
											Grade 5	68	12.3
											Total	554	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	62.1	≤5.0	37.9

Other Participation
Students now or have in the past received FARMS ² = 73.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 28.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
School/Community-Based (K–5)
Prekindergarten
Program of Assessment, Diagnosis and Instruction (PADI)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	1.0259	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.6	83.5	79.7	76.7	88.7	≥95.0
Asian	--	--	≥95.0	90.0	--	--
Black or African American	71.4	78.6	≥95.0	≥95.0	≥95.0	≥95.0
Hispanic/Latino	90.6	81.1	64.9	58.3	81.3	≥95.0
White	--	--	--	--	90.0	90.0
Two or More Races	--	--	--	--	--	--
FARMS	90.7	79.6	83.3	77.4	86.4	≥95.0
LEP	92.5	80.0	63.6	57.6	64.3	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	40.3	48.1	61.0	59.5	67.6	45.9
Asian	--	--	--	--	--	--
Black or African American	50.0	50.0	59.1	42.9	61.9	47.6
Hispanic/Latino	28.9	36.8	57.9	61.1	58.3	38.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	28.6	38.1	52.4	57.5	62.5	35.0
FARMS	33.3	35.4	56.3	54.3	63.0	41.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.1	25.0	3.6	64.3	0.0	89.3	10.7			
Supporting Services	18.2	18.2	36.4	27.3	0.0	78.8	21.2	158	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.0	
Average Class Size	Kindergarten = 16.1
	Grades 1 to 3 = 24.1 Grades 4 to 5 = 23.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.6	48.2	32.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	7.971
Principal Intern		Special Education	6.749
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	15.845
Classroom	21.800		
Staff Development	1.000	Other Support	
ESOL	4.700	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.249
Music	1.300	Other Support Total	3.249
Instrumental Music	0.200		
Preschool	1.000	Building Services	
Special Education: Classroom	6.100	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	43.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.375
Other Professional Total	3.800		
Total Professional	49.200	Total Supporting Services	26.469

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	2004	10.0	Y	Y	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	20	5	1	0	5	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
551	551	583	594	604	604	592	589

School Personnel Costs	
Professional Salaries	\$3,585,124
Supporting Services Salaries	\$996,238
Employee Benefits	\$1,227,449
Total Allocated Cost	\$5,808,811

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Glenallan Elementary School - #817

Principal: Mr. Peter O. Moran
 Community Supt: Ms. Bronda L. Mills
 School Hours: 9:30 - 3:45
 Feeder Schools:

irland Center, 13313 Old Columbia Pike Silver Spring, MD 2091
www.montgomeryschoolsmd.org/schools/glenallanes/

Office Phone: (301) 929-2014
 Fax Number: (301) 929-2016
 Cluster Name: Downcounty Consortium
 Receiving Schools: Lee

2012–2013 Enrollment = 468													
	% 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	11.8	29.3	48.5	≤5.0	6.0	≤5.0	Pre-K	12	2.6
ESOL	38.7	18.2	20.5	≤5.0	≤5.0	6.6	27.1	≤5.0	≤5.0	≤5.0	Full-Day K	87	18.6
FARMS	67.9	36.1	31.8	≤5.0	7.1	16.5	41.7	≤5.0	≤5.0	≤5.0	Grade 1	82	17.5
SPED	8.5	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	69	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).											Grade 3	84	17.9
											Grade 4	66	14.1
											Grade 5	68	14.5
											Total	468	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	7.5	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 73.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 27.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Learning and Academic Disabilities
Learning and Academic Disabilities (2–5)
Learning and Academic Disabilities (K–5)
Head Start
Character Counts!
Media/Technology Program
After School Theatre Program
Commonweal Tutoring

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0337	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.6	76.6	85.2	90.2	81.3	85.4
Asian	--	--	--	--	--	--
Black or African American	81.0	81.0	88.9	83.3	64.7	70.6
Hispanic/Latino	65.4	65.4	80.0	92.0	92.0	≥95.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	68.2	68.2	83.7	90.7	82.1	85.7
LEP	66.7	70.8	75.0	90.0	61.5	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	53.4	58.9	65.8	53.4	57.3	57.5
Asian	78.6	92.9	92.9	92.9	85.7	≥95.0
Black or African American	47.8	65.2	43.5	34.8	37.5	52.2
Hispanic/Latino	44.8	37.9	69.0	44.8	56.7	41.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	39.4	42.4	63.6	45.5	51.4	39.4
FARMS	47.5	52.5	67.5	52.5	54.8	55.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.3	15.9	6.8	75.0	0.0	84.1	15.9			
Supporting Services	5.3	15.8	31.6	47.4	0.0	84.2	15.8	119	96.6	3.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.4	
Average Class Size Kindergarten = 15.8	
Grades 1 to 3 = 22.5	Grades 4 to 5 = 27.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	38.6	36.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.649
Principal Intern		Special Education	1.312
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	6.086
Classroom	22.500		
Staff Development	1.000	Other Support	
ESOL	3.200	Administrative Secretary	1.000
Reading/Literacy	0.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.123
Music	0.900	Other Support Total	3.123
Instrumental Music	0.200		
Preschool	0.800		
Special Education: Classroom	2.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	37.000	Leader	1.000
		Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.625
Other Professional Total	2.800		
Total Professional	41.800	Total Supporting Services	13.834

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	--	12.1	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	9	5	1	0	5	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
274	631	499	534	548	578	591	602

School Personnel Costs	
Professional Salaries	\$3,096,847
Supporting Services Salaries	\$561,430
Employee Benefits	\$974,768
Total Allocated Cost	\$4,633,045

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 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		50.3	49.7	≤5.0	11.0	26.4	28.8	≤5.0	26.4	7.1	Pre-K	19	3.3
ESOL	24.1	11.6	12.6	≤5.0	≤5.0	≤5.0	15.7	≤5.0	≤5.0	≤5.0	Full-Day K	100	17.2
FARMS	39.1	19.1	20.0	≤5.0	≤5.0	14.8	17.8	≤5.0	≤5.0	≤5.0	Grade 1	90	15.5
SPED	14.0	5.2	8.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	101	17.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	92	15.9
											Grade 4	93	16.0
											Grade 5	85	14.7
											Total	580	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	≤5.0	25.9

Other Participation
Students now or have in the past received FARMS ² = 46.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 14.5%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model
Elementary Home School Model (Inclusion)
Language Disabilities (Prekindergarten)
Prekindergarten Language Class

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	1.0247	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.3	87.3	89.1	89.2	84.5	≥95.0
Asian	92.3	84.6	--	--	≥95.0	86.7
Black or African American	72.7	81.8	85.7	82.8	78.6	92.9
Hispanic/Latino	88.0	88.0	85.2	≥95.0	72.4	≥95.0
White	≥95.0	≥95.0	≥95.0	87.5	92.0	≥95.0
Two or More Races	--	--	90.0	90.0	--	--
FARMS	72.1	79.1	80.0	92.7	80.5	92.7
LEP	76.0	84.0	78.9	94.7	37.5	81.3
SPED	--	--	61.5	76.9	63.6	90.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	54.7	51.6	47.4	64.2	74.7	61.1
Asian	75.0	68.8	62.5	87.5	87.5	87.5
Black or African American	48.1	44.4	33.3	63.0	66.7	55.6
Hispanic/Latino	19.0	19.0	28.6	33.3	61.9	28.6
White	77.8	74.1	70.4	77.8	88.9	77.8
Two or More Races	--	--	--	--	--	--
ESOL	41.9	38.7	29.0	51.6	74.2	48.4
FARMS	24.2	21.2	36.4	33.3	57.6	27.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.4	1.8	1.8	91.1	0.0	87.5	12.5			
Supporting Services	5.0	20.0	5.0	70.0	0.0	80.0	20.0	158	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.0	
Average Class Size Kindergarten = 13.7	
Grades 1 to 3 = 26.8	Grades 4 to 5 = 31.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.7	48.2	41.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.873
Principal Intern		Special Education	2.873
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	6.000	Instructional Support Total	6.371
Classroom	26.100		
Staff Development	1.000	Other Support	
ESOL	2.400	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.498
Music	1.300	Other Support Total	3.498
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	3.800	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	43.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	2.300	Food Services	1.250
Other Professional Total	4.300		
Total Professional	49.500	Total Supporting Services	16.619

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.5	Y	N	5

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	20	6	0	0	6	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
503	503	593	600	606	604	613	608

School Personnel Costs	
Professional Salaries	\$3,648,647
Supporting Services Salaries	\$653,488
Employee Benefits	\$1,122,735
Total Allocated Cost	\$5,424,870

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Great Seneca Creek Elementary School - #340

Principal: Mr. Scott T. Curry

13010 Dairymaid Drive Germantown, MD 20874

Office Phone: (301) 353-8500

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 515-3044

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/greatsenecacreekes/

Cluster Name: Northwest

Feeder Schools:

Receiving Schools: Kingsview, Clemente

2012–2013 Enrollment = 766													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.8	49.2	≤5.0	14.8	26.0	23.4	≤5.0	27.8	7.4	Pre-K	0	0.0
ESOL	16.2	6.7	9.5	≤5.0	≤5.0	≤5.0	9.7	≤5.0	≤5.0	≤5.0	Full-Day K	118	15.4
FARMS	33.2	16.6	16.6	≤5.0	≤5.0	15.1	12.3	≤5.0	≤5.0	≤5.0	Grade 1	116	15.1
SPED	8.2	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	146	19.1
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).											Grade 3	132	17.2
											Grade 4	130	17.0
											Grade 5	124	16.2
											Total	766	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	20.6	7.9

Other Participation
Students now or have in the past received FARMS ² = 40.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 10.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	1.0057	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.1	90.4	89.7	≥95.0	89.8	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	79.2	79.2	77.4	≥95.0	81.3	93.8
Hispanic/Latino	89.3	92.9	87.0	91.3	79.3	92.9
White	≥95.0	≥95.0	94.4	≥95.0	≥95.0	≥95.0
Two or More Races	90.9	81.8	91.7	≥95.0	--	--
FARMS	81.1	78.4	80.6	≥95.0	81.6	94.6
LEP	82.4	82.4	75.0	75.0	--	--
SPED	90.0	90.0	53.8	92.3	92.3	84.6

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	51.2	57.5	54.0	52.8	49.2	56.7
Asian	73.7	89.5	78.9	84.2	84.2	89.5
Black or African American	40.9	43.2	45.5	36.4	36.4	40.9
Hispanic/Latino	42.3	50.0	57.7	42.3	26.9	50.0
White	65.4	57.7	46.2	57.7	57.7	57.7
Two or More Races	41.7	75.0	54.5	75.0	72.7	75.0
ESOL	28.0	48.0	52.0	44.0	36.0	48.0
FARMS	37.0	42.6	54.7	31.5	30.2	40.7
SPED	35.3	11.8	17.6	17.6	35.3	11.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	9.1	3.6	81.8	0.0	87.3	12.7			
Supporting Services	33.3	8.3	16.7	41.7	0.0	79.2	20.8	173	97.7	2.3

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.0	
Average Class Size Kindergarten = 16.5	
Grades 1 to 3 = 35.9	Grades 4 to 5 = 33.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.1	52.7	38.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.124
Principal Intern		Special Education	3.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	7.499
Classroom	28.500		
Staff Development	1.000	Other Support	
ESOL	2.000	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.250
Physical Education		Parent/Community Coord	
Art	1.400	Lunch Hour Aide	1.999
Music	1.400	Other Support Total	4.249
Instrumental Music	0.400		
Preschool		Building Services	
Special Education: Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	46.100	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.374
Other Professional Total	2.800		
Total Professional	50.900	Total Supporting Services	18.122

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	13.7	Y	N	3

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	22	4	0	0	5	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
649	649	752	741	732	701	701	703

School Personnel Costs	
Professional Salaries	\$3,879,452
Supporting Services Salaries	\$657,037
Employee Benefits	\$1,192,403
Total Allocated Cost	\$5,728,892

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Greencastle Elementary School - #334

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

13611 Robey Road Silver Spring, MD 20904

www.montgomeryschoolsmd.org/schools/greencastles/

Office Phone: (301) 595-2940
Fax Number: (301) 902-1222
Cluster Name: Northeast Consortium
Receiving Schools: Banneker

2012–2013 Enrollment = 718													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		49.3	50.7	≤5.0	8.6	70.3	16.3	≤5.0	≤5.0	≤5.0	Pre-K	69	9.6
ESOL	18.5	7.0	11.6	≤5.0	≤5.0	7.5	7.5	≤5.0	≤5.0	≤5.0	Full-Day K	106	14.8
FARMS	63.9	31.3	32.6	≤5.0	≤5.0	46.9	12.7	≤5.0	≤5.0	≤5.0	Grade 1	115	16.0
SPED	11.6	≤5.0	7.7	≤5.0	≤5.0	8.1	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	113	15.7
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).											Grade 3	112	15.6
											Grade 4	113	15.7
											Grade 5	90	12.5
											Total	718	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	67.5	≤5.0	30.1

Other Participation
Students now or have in the past received FARMS ² = 69.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 26.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 3.3%

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model (Inclusion)
Preschool Education Program (PEP)
Resource (K–5)
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	1.0433	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.5	83.3	87.6	91.0	78.8	89.4
Asian	81.8	81.8	--	--	--	--
Black or African American	80.5	84.1	84.5	89.7	81.6	92.1
Hispanic/Latino	91.7	91.7	94.7	94.7	68.8	81.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	79.1	83.6	83.3	90.7	75.9	89.7
LEP	83.3	88.9	93.8	93.8	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	53.5	57.0	64.9	52.6	72.8	55.3
Asian	64.7	76.5	82.4	70.6	94.1	82.4
Black or African American	53.2	54.4	63.3	53.2	65.8	53.2
Hispanic/Latino	42.9	50.0	57.1	21.4	85.7	35.7
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	33.3	37.0	63.0	37.0	70.4	40.7
FARMS	45.2	49.3	56.2	46.6	65.8	47.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	27.7	1.5	66.2	4.6	83.1	16.9			
Supporting Services	12.5	45.8	4.2	37.5	0.0	75.0	25.0	178	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.8	
Average Class Size Kindergarten = 17.0	
Grades 1 to 3 = 30.3	Grades 4 to 5 = 31.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
27.7	46.2	26.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.499
Principal Intern		Special Education	4.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	6.000	Instructional Support Total	11.874
Classroom	30.100		
Staff Development	1.000	Other Support	
ESOL	2.900	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.600	Lunch Hour Aide	1.625
Music	1.600	Other Support Total	3.625
Instrumental Music	0.400		
Preschool	1.000	Building Services	
Special Education: Classroom	6.800	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	52.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.600	Food Services	1.250
Other Professional Total	3.600		
Total Professional	58.000	Total Supporting Services	21.249

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	18.9	Y	N	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	20	5	1	0	6	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
567	567	729	721	711	701	694	690

School Personnel Costs	
Professional Salaries	\$4,069,902
Supporting Services Salaries	\$753,333
Employee Benefits	\$1,277,627
Total Allocated Cost	\$6,100,862

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Greenwood Elementary School - #512

Principal: Mrs. Cheryl A. Bunyan
Community Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

3336 Gold Mine Road Brookeville, MD 20833

www.montgomeryschoolsmd.org/schools/greenwoodes/

Office Phone: (301) 924-3145

Fax Number: (301) 924-3296

Cluster Name: Sherwood

Receiving Schools: Rosa Parks

2012–2013 Enrollment = 529													
	% 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	8.3	7.2	9.1	≤5.0	69.9	5.5	Pre-K	0	0.0
ESOL	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	81	15.3
FARMS	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	94	17.8
SPED	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	87	16.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	88	16.6
											Grade 4	97	18.3
											Grade 5	82	15.5
											Total	529	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	88.9	≤5.0	11.1

Other Participation
Students now or have in the past received FARMS ² = 9.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = ≤5.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model
Maryland Green School
Maryland Center for Character Education

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0487	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	93.8	≥95.0	≥95.0	≥95.0
Asian	≥95.0	93.3	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	90.9	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	79.3	85.4	82.9	91.5	85.4	92.7
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	70.0	60.0	80.0	80.0	80.0	80.0
White	82.0	90.2	82.0	93.4	86.9	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.6	10.5	0.0	86.8	0.0	94.7	5.3			
Supporting Services	7.1	0.0	35.7	57.1	0.0	78.6	21.4	112	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 15.5	
Average Class Size Kindergarten = 12.6	
Grades 1 to 3 = 33.3	Grades 4 to 5 = 33.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	44.7	42.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.625
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	2.750
Classroom	19.900		
Staff Development	1.000	Other Support	
ESOL	0.300	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.375
Music	0.900	Other Support Total	3.375
Instrumental Music	0.400		
Preschool		Building Services	
Special Education: Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	0.688
Other Professional Total	2.600		
Total Professional	35.100	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	N	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
584	584	528	516	512	506	495	490

School Personnel Costs	
Professional Salaries	\$2,728,659
Supporting Services Salaries	\$455,619
Employee Benefits	\$834,864
Total Allocated Cost	\$4,019,142

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 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		49.5	50.5	≤5.0	6.2	18.0	71.5	≤5.0	≤5.0	≤5.0	Pre-K	55	7.4
ESOL	57.2	25.5	31.6	≤5.0	≤5.0	≤5.0	49.9	≤5.0	≤5.0	≤5.0	Full-Day K	153	20.7
FARMS	88.4	41.8	46.6	≤5.0	≤5.0	14.5	66.6	≤5.0	≤5.0	≤5.0	Grade 1	137	18.5
SPED	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	106	14.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	101	13.6
											Grade 4	104	14.1
											Grade 5	84	11.4
											Total	740	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 90.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 22.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Program of Assessment, Diagnosis and Instruction (PADI)
School Based Health Center

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9731	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.9	71.6	59.7	71.4	76.7	89.0
Asian	--	--	--	--	--	--
Black or African American	66.7	73.3	61.1	72.2	76.9	92.3
Hispanic/Latino	81.7	71.8	56.0	68.0	77.1	93.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	76.5	69.1	58.0	68.1	75.4	87.7
LEP	71.9	68.4	42.4	54.5	54.5	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	35.0	33.0	37.9	42.7	61.2	38.8
Asian	--	--	--	--	--	--
Black or African American	57.1	42.9	42.9	53.6	75.0	53.6
Hispanic/Latino	21.0	25.8	29.0	33.9	48.4	29.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	14.8	18.0	21.3	26.2	47.5	23.0
FARMS	32.2	34.4	37.8	41.1	61.1	38.9
SPED	20.0	30.0	50.0	40.0	90.0	30.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	10.0	15.7	10.0	64.3	0.0	88.6	11.4			
Supporting Services	19.2	11.5	30.8	34.6	3.8	80.8	19.2	176	99.4	0.6

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.1	
Average Class Size Kindergarten = 17.9	
Grades 1 to 3 = 28.5	Grades 4 to 5 = 35.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
47.1	27.1	25.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.125
Principal Intern		Special Education	2.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	8.000	Instructional Support Total	10.250
Classroom	32.500		
Staff Development	1.000	Other Support	
ESOL	8.700	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	0.750
Art	1.500	Lunch Hour Aide	1.750
Music	1.500	Other Support Total	4.500
Instrumental Music	0.300		
Preschool	2.000	Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	61.000	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.999
Other Professional Total	3.200		
Total Professional	66.200	Total Supporting Services	22.749

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1957	1999	10.2	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
41	25	6	2	0	8	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
671	671	796	817	834	848	831	794

School Personnel Costs	
Professional Salaries	\$4,183,000
Supporting Services Salaries	\$875,560
Employee Benefits	\$1,335,051
Total Allocated Cost	\$6,393,611

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 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		47.6	52.4	≤5.0	5.6	12.7	74.0	≤5.0	≤5.0	≤5.0	Pre-K	59	11.0
ESOL	59.6	25.1	34.5	≤5.0	≤5.0	≤5.0	54.3	≤5.0	≤5.0	≤5.0	Full-Day K	92	17.2
FARMS	82.2	39.1	43.1	≤5.0	≤5.0	8.8	67.2	≤5.0	≤5.0	≤5.0	Grade 1	91	17.0
SPED	13.3	≤5.0	9.9	≤5.0	≤5.0	≤5.0	10.3	≤5.0	≤5.0	≤5.0	Grade 2	69	12.9
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).											Grade 3	75	14.0
											Grade 4	74	13.9
											Grade 5	74	13.9
											Total	534	
Students with Disabilities Least Restrictive Environment (LRE) ²													

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

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

Other Participation
Students now or have in the past received FARMS ² = 88.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model (Inclusion)
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center
MMFA (Maryland Meals for Achievement)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	1.1345	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.8	87.1	91.7	91.7	85.9	88.9
Asian	--	--	--	--	--	--
Black or African American	85.7	≥95.0	--	--	70.0	90.0
Hispanic/Latino	93.9	82.0	90.6	92.5	87.0	87.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	90.6	85.2	90.5	90.5	83.3	88.5
LEP	92.3	79.5	84.4	84.4	81.3	81.8
SPED	76.9	92.3	69.2	92.3	77.8	83.3

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	51.5	61.8	67.6	50.0	67.6	58.8
Asian	--	--	--	--	--	--
Black or African American	53.8	61.5	69.2	53.8	69.2	61.5
Hispanic/Latino	48.0	62.0	66.0	48.0	66.0	58.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	41.3	54.3	65.2	43.5	65.2	52.2
FARMS	45.1	54.9	62.7	41.2	62.7	51.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.7	5.4	8.9	75.0	0.0	94.6	5.4			
Supporting Services	20.0	16.0	20.0	44.0	0.0	84.0	16.0	160	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.0	
Average Class Size	Kindergarten = 17.4
	Grades 1 to 3 = 25.6 Grades 4 to 5 = 29.8

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	3.875
Principal Intern		Special Education	5.999
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	10.999
Classroom	23.800		
Staff Development	0.500	Other Support	
ESOL	6.900	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.124
Music	1.000	Other Support Total	3.124
Instrumental Music	0.200		
Preschool	2.000	Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	45.900	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.375
Other Professional Total	3.200		
Total Professional	51.100	Total Supporting Services	21.498

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1989	11.0	Y	Y	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	16	7	2	0	5	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
462	462	539	548	553	561	549	535

School Personnel Costs	
Professional Salaries	\$3,724,606
Supporting Services Salaries	\$883,236
Employee Benefits	\$1,228,476
Total Allocated Cost	\$5,836,318

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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/highlandviews/

Office Phone: (301) 650-6426

Fax Number: (301) 650-6506

Cluster Name: Downcounty Consortium

Receiving Schools: Silver Spring Internat'l

2012–2013 Enrollment = 393													
	% 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	≤5.0	24.4	27.5	≤5.0	38.9	5.6	Pre-K	0	0.0
ESOL	32.1	14.2	17.8	≤5.0	≤5.0	15.3	15.3	≤5.0	≤5.0	≤5.0	Full-Day K	71	18.1
FARMS	42.2	19.6	22.6	≤5.0	≤5.0	19.1	20.4	≤5.0	≤5.0	≤5.0	Grade 1	70	17.8
SPED	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	63	16.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	68	17.3
											Grade 4	63	16.0
											Grade 5	58	14.8
											Total	393	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 46.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 18.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0388	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.8	≥95.0	89.7	93.1	85.7	≥95.0
Asian	--	--	--	--	--	--
Black or African American	80.0	90.0	94.1	94.1	86.7	≥95.0
Hispanic/Latino	86.7	93.3	73.3	86.7	68.4	94.7
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	85.7	90.5	84.4	90.6	71.4	≥95.0
LEP	82.4	88.2	85.0	90.0	66.7	93.3
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	64.2	71.6	59.7	65.7	73.5	67.2
Asian	--	--	--	--	--	--
Black or African American	38.5	53.8	46.2	30.8	35.7	46.2
Hispanic/Latino	42.9	57.1	52.4	47.6	71.4	38.1
White	85.2	85.2	70.4	88.9	88.9	92.6
Two or More Races	--	--	--	--	--	--
ESOL	34.8	52.2	43.5	43.5	54.2	43.5
FARMS	35.7	53.6	46.4	39.3	53.6	39.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	15.0	5.0	72.5	0.0	95.0	5.0			
Supporting Services	6.3	31.3	25.0	37.5	0.0	75.0	25.0	116	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.7	
Average Class Size Kindergarten = 11.9	
Grades 1 to 3 = 22.2	Grades 4 to 5 = 27.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	40.0	50.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.000
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	3.625
Classroom	19.900		
Staff Development	1.000	Other Support	
ESOL	2.700	Administrative Secretary	1.000
Reading/Literacy	0.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.000
Music	0.900	Other Support Total	3.000
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.600	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.125
Other Professional Total	2.600		
Total Professional	36.200	Total Supporting Services	12.250

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1994	6.6	Y	N	6

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	11	5	0	0	4	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
278	548	403	415	422	433	435	435

School Personnel Costs	
Professional Salaries	\$2,911,241
Supporting Services Salaries	\$481,046
Employee Benefits	\$890,350
Total Allocated Cost	\$4,282,637

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Jackson Road Elementary School - #305

Principal: Mrs. Sally A. Macias
 Community Supt: Dr. Myra J. Smith
 School Hours: 8:50 - 3:05
 Feeder Schools:

900 Jackson Road Silver Spring, MD 20904

www.montgomeryschoolsmd.org/schools/jacksonroad/

Office Phone: (301) 989-5650
 Fax Number: (301) 879-1054
 Cluster Name: Northeast Consortium
 Receiving Schools: White Oak

2012–2013 Enrollment = 677													
	% 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	11.2	48.7	34.3	≤5.0	≤5.0	≤5.0	Pre-K	93	13.7
ESOL	29.7	11.8	17.9	≤5.0	≤5.0	7.2	18.0	≤5.0	≤5.0	≤5.0	Full-Day K	98	14.5
FARMS	70.8	31.5	39.3	≤5.0	5.2	34.1	29.5	≤5.0	≤5.0	≤5.0	Grade 1	89	13.1
SPED	13.1	≤5.0	10.3	≤5.0	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	114	16.8
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).											Grade 3	96	14.2
											Grade 4	99	14.6
											Grade 5	88	13.0
											Total	677	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	55.1	≤5.0	44.9

Other Participation
Students now or have in the past received FARMS ² = 77.1%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 17.5%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Federal Title I Funds
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0948	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.5	75.0	84.1	89.8	83.6	93.2
Asian	88.9	83.3	--	--	--	--
Black or African American	87.2	70.2	85.7	92.9	75.8	93.9
Hispanic/Latino	84.0	72.0	78.1	81.3	86.7	93.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	84.5	70.7	83.1	86.4	80.0	91.1
LEP	80.0	68.0	66.7	66.7	78.6	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	44.0	65.9	65.9	63.3	69.2	61.1
Asian	56.3	81.3	93.8	81.3	81.3	81.3
Black or African American	61.1	75.0	66.7	69.4	77.8	72.2
Hispanic/Latino	15.2	51.5	48.5	46.9	51.5	37.5
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	16.7	50.0	52.8	45.7	50.0	31.4
FARMS	33.3	65.1	60.3	54.8	63.5	53.2
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	15.5	5.6	70.4	1.4	87.3	12.7			
Supporting Services	8.0	20.0	24.0	44.0	4.0	76.0	24.0	164	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.7	
Average Class Size	Kindergarten = 14.4
	Grades 1 to 3 = 25.3 Grades 4 to 5 = 29.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.4	36.6	38.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.000
Principal Intern		Special Education	6.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	6.000	Instructional Support Total	11.125
Classroom	29.700		
Staff Development	1.000	Other Support	
ESOL	4.200	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.600	Lunch Hour Aide	1.499
Music	1.600	Other Support Total	3.499
Instrumental Music	0.200		
Preschool	1.000	Building Services	
Special Education: Classroom	8.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	54.800	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.500
Media Specialist	1.000		
Spec Ed Related Services	3.600	Food Services	1.875
Other Professional Total	5.600		
Total Professional	62.400	Total Supporting Services	22.999

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1959	1995	8.8	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	24	5	1	0	5	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
661	661	703	701	699	675	677	665

School Personnel Costs	
Professional Salaries	\$4,510,265
Supporting Services Salaries	\$846,410
Employee Benefits	\$1,374,201
Total Allocated Cost	\$6,730,876

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Jones Lane Elementary School - #360

Principal: Mrs. Carole A. Sample

15110 Jones Lane Gaithersburg, MD 20878

Office Phone: (301) 840-8160

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 840-8162

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/joneslanees/

Cluster Name: Quince Orchard

Feeder Schools:

Receiving Schools: Ridgeview

2012–2013 Enrollment = 489													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		44.4	55.6	≤5.0	12.7	10.6	23.3	≤5.0	47.4	5.5	Pre-K	1	0.2
ESOL	16.4	7.4	9.0	≤5.0	≤5.0	≤5.0	12.1	≤5.0	≤5.0	≤5.0	Full-Day K	71	14.5
FARMS	27.0	11.9	15.1	≤5.0	≤5.0	6.7	16.2	≤5.0	≤5.0	≤5.0	Grade 1	86	17.6
SPED	13.7	≤5.0	11.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.7	≤5.0	Grade 2	76	15.5
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).											Grade 3	91	18.6
											Grade 4	77	15.7
											Grade 5	87	17.8
											Total	489	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	41.8	6.0	52.2

Other Participation
Students now or have in the past received FARMS ² = 30.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model
Elementary Learning Center

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0521	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	92.8	92.8	≥95.0	94.2
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.3
Black or African American	--	--	--	--	90.9	90.9
Hispanic/Latino	80.0	93.3	88.9	94.4	85.7	90.5
White	≥95.0	93.8	90.5	90.5	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	85.0	90.0	82.4	82.4	88.9	88.9
LEP	84.6	≥95.0	83.3	91.7	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	66.0	76.6	74.7	81.9	87.4	80.9
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	52.2	56.5	54.2	65.2	79.2	60.9
White	74.5	89.4	78.7	91.5	93.6	91.5
Two or More Races	--	--	--	--	--	--
ESOL	31.3	37.5	52.9	56.3	76.5	50.0
FARMS	44.4	44.4	47.4	55.6	68.4	50.0
SPED	--	--	30.0	--	90.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.4	6.4	8.5	78.7	0.0	87.2	12.8			
Supporting Services	16.7	11.1	5.6	66.7	0.0	83.3	16.7	139	97.1	2.9

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.9	
Average Class Size Kindergarten = 15.2	
Grades 1 to 3 = 30.8	Grades 4 to 5 = 29.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.1	34.0	46.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	4.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	7.500
Classroom	18.600		
Staff Development	1.000	Other Support	
ESOL	1.700	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.100	Lunch Hour Aide	1.375
Music	1.100	Other Support Total	3.375
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.900	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.900	Food Services	1.125
Other Professional Total	3.900		
Total Professional	40.800	Total Supporting Services	16.000

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1987	--	12.1	Y	N	6

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	13	5	0	0	4	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
440	440	478	482	471	470	459	465

School Personnel Costs	
Professional Salaries	\$3,241,573
Supporting Services Salaries	\$668,155
Employee Benefits	\$1,043,729
Total Allocated Cost	\$4,953,457

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 477													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		51.2	48.8	≤5.0	5.5	20.1	67.7	≤5.0	≤5.0	≤5.0	Pre-K	38	8.0
ESOL	55.1	27.0	28.1	≤5.0	≤5.0	≤5.0	47.6	≤5.0	≤5.0	≤5.0	Full-Day K	89	18.7
FARMS	75.7	41.3	34.4	≤5.0	≤5.0	15.5	57.2	≤5.0	≤5.0	≤5.0	Grade 1	65	13.6
SPED	8.6	≤5.0	6.1	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Grade 2	76	15.9
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).											Grade 3	66	13.8
											Grade 4	61	12.8
											Grade 5	82	17.2
											Total	477	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 79.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 28.4%
Attendance Rate ^{2 3} = 94.8%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Elementary Dual Language
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Program of Assessment, Diagnosis and Instruction (PADI)
Science, Technology, Engineering, and Mathematics (STEM)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0319	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.3	78.3	82.5	85.0	76.1	87.3
Asian	--	--	--	--	--	--
Black or African American	77.8	77.8	84.2	84.2	70.0	≥95.0
Hispanic/Latino	76.3	76.3	80.9	87.2	72.2	77.8
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	72.1	76.7	83.6	81.8	75.5	83.7
LEP	67.7	74.2	70.0	80.0	60.9	78.3
SPED	--	--	40.0	80.0	50.0	50.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	43.3	38.8	37.3	53.7	43.3	47.8
Asian	--	--	--	--	--	--
Black or African American	52.9	41.2	47.1	76.5	70.6	52.9
Hispanic/Latino	34.1	29.5	27.3	38.6	31.8	38.6
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	30.6	30.6	27.8	38.9	33.3	41.7
FARMS	38.9	29.6	33.3	44.4	38.9	40.7
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	18.0	16.0	66.0	0.0	90.0	10.0			
Supporting Services	10.5	15.8	36.8	36.8	0.0	84.2	15.8	134	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.6	
Average Class Size	Kindergarten = 16.0
	Grades 1 to 3 = 24.8 Grades 4 to 5 = 28.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
36.0	34.0	30.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	1.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	5.125
Classroom	23.700		
Staff Development	1.000	Other Support	
ESOL	5.600	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	0.750
Art	1.000	Lunch Hour Aide	1.125
Music	1.000	Other Support Total	3.875
Instrumental Music	0.200		
Preschool	1.000	Building Services	
Special Education:		Manager	1.000
Classroom	3.000	Leader	1.000
Resource Program		Worker	2.000
Teachers Total	42.500	Plant Equipment Operator	
Other Professional		Building Services Total	4.000
Counselor	1.000		
Media Specialist	1.000	Food Services	1.625
Spec Ed Related Services	0.900		
Other Professional Total	2.900		
Total Professional	47.400	Total Supporting Services	14.625

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1996	10.0	Y	N	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	16	5	1	0	5	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
442	442	480	496	506	503	508	490

School Personnel Costs	
Professional Salaries	\$3,315,901
Supporting Services Salaries	\$555,954
Employee Benefits	\$1,025,565
Total Allocated Cost	\$4,897,420

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Kensington Parkwood Elementary School - #783

Principal: Ms. Barbara A. Liess

4710 Saul Road Kensington, MD 20895

Office Phone: (301) 571-6949

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 571-6953

School Hours: 9:15- 3:30

www.montgomeryschoolsmd.org/schools/parkwoodes/

Cluster Name: Walter Johnson

Feeder Schools:

Receiving Schools: North Bethesda

2012–2013 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		48.0	52.0	≤5.0	7.0	5.7	8.6	≤5.0	73.9	≤5.0	Pre-K	0	0.0
ESOL	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	105	16.1
FARMS	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	120	18.3
SPED	10.2	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.8	≤5.0	Grade 2	108	16.5
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).											Grade 3	109	16.7
											Grade 4	119	18.2
											Grade 5	93	14.2
											Total	654	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	94.0	≤5.0	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 8.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 5.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Learning and Academic Disabilities
Arts Integration Model School

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0586	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	≥95.0	≥95.0	90.0	≥95.0	≥95.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	≥95.0	90.0
LEP	--	--	--	--	--	--
SPED	≥95.0	93.8	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	83.9	85.7	78.6	90.2	90.2	90.2
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	83.3	86.9	78.6	92.9	91.7	91.7
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	2.0	3.9	92.2	2.0	88.2	11.8			
Supporting Services	5.3	21.1	31.6	42.1	0.0	68.4	31.6	147	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.0	
Average Class Size Kindergarten = 15.9	
Grades 1 to 3 = 34.9	Grades 4 to 5 = 33.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.5	33.3	43.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.250
Principal Intern		Special Education	3.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	6.875
Classroom	23.300		
Staff Development	1.000	Other Support	
ESOL	0.700	Administrative Secretary	1.000
Reading/Literacy	2.200	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.875
Music	1.300	Other Support Total	3.875
Instrumental Music	0.400		
Preschool		Building Services	
Special Education: Classroom	4.000	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	1.000	Food Services	1.000
Other Professional Total	3.000		
Total Professional	44.200	Total Supporting Services	16.750

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	2006	9.9	Y	N	7

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	14	5	0	0	5	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
471	471	660	656	662	666	660	669

School Personnel Costs	
Professional Salaries	\$3,409,700
Supporting Services Salaries	\$644,024
Employee Benefits	\$1,058,889
Total Allocated Cost	\$5,112,613

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Lake Seneca Elementary School - #108

Principal: Ms. Teri D. Johnson

13600 Wanegarden Drive Germantown, MD 20874

Office Phone: (301) 353-0929

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 353-0932

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/lakesenecaes/

Cluster Name: Seneca Valley

Feeder Schools:

Receiving Schools: King

2012–2013 Enrollment = 450													
	% 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	10.4	30.4	30.7	≤5.0	22.9	5.3	Pre-K	60	13.3
ESOL	26.2	12.2	14.0	≤5.0	≤5.0	≤5.0	15.3	≤5.0	≤5.0	≤5.0	Full-Day K	87	19.3
FARMS	44.9	23.3	21.6	≤5.0	≤5.0	19.1	17.8	≤5.0	≤5.0	≤5.0	Grade 1	83	18.4
SPED	17.8	6.4	11.3	≤5.0	≤5.0	5.6	5.1	≤5.0	≤5.0	≤5.0	Grade 2	60	13.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	49	10.9
											Grade 4	61	13.6
											Grade 5	50	11.1
											Total	450	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.5	≤5.0	41.3

Other Participation
Students now or have in the past received FARMS ² = 52.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 26.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Preschool Education Program (PEP) Beginnings

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0515	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.2	93.1	85.1	93.6	89.8	93.9
Asian	90.9	≥95.0	--	--	--	--
Black or African American	76.5	94.1	71.4	85.7	78.6	92.9
Hispanic/Latino	83.3	83.3	76.9	92.3	90.9	90.9
White	≥95.0	≥95.0	≥95.0	≥95.0	93.8	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	88.9	≥95.0	73.9	87.0	83.3	88.9
LEP	78.6	≥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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	50.0	52.2	41.3	55.3	57.4	56.5
Asian	--	--	--	--	--	--
Black or African American	31.3	43.8	31.3	37.5	31.3	50.0
Hispanic/Latino	50.0	50.0	10.0	40.0	50.0	50.0
White	71.4	50.0	64.3	73.3	80.0	64.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	38.1	42.9	33.3	38.1	42.9	42.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	12.2	2.0	81.6	2.0	87.8	12.2			
Supporting Services	4.8	23.8	14.3	57.1	0.0	85.7	14.3	114	96.5	3.5

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.2	
Average Class Size	Kindergarten = 12.4
	Grades 1 to 3 = 25.9 Grades 4 to 5 = 26.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	46.9	40.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	4.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	7.625
Classroom	18.000		
Staff Development	1.000	Other Support	
ESOL	2.000	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.000
Music	1.000	Other Support Total	3.000
Instrumental Music	0.200		
Preschool	0.500	Building Services	
Special Education: Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	37.700	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	44.000	Total Supporting Services	15.125

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1985	--	9.4	Y	N	5

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	12	4	1	0	5	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
371	371	496	508	529	532	515	494

School Personnel Costs	
Professional Salaries	\$3,417,779
Supporting Services Salaries	\$599,232
Employee Benefits	\$1,039,230
Total Allocated Cost	\$5,056,241

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Lakewood Elementary School - #209

Principal: Ms. Robin L. Malcotti

2534 Lindley Terrace Rockville, MD 20850

Office Phone: (301) 279-8465

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 279-8596

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/lakewoodes/

Cluster Name: Thomas S. Wootton

Feeder Schools:

Receiving Schools: Frost

2012–2013 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		49.9	50.1	≤5.0	43.6	≤5.0	7.2	≤5.0	39.4	5.3	Pre-K	0	0.0
ESOL	9.0	≤5.0	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	80	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	89	15.6
SPED	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	84	14.8
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).											Grade 3	100	17.6
											Grade 4	88	15.5
											Grade 5	128	22.5
											Total	569	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	43.6	≤5.0	56.4

Other Participation
Students now or have in the past received FARMS ² = 5.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 10.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Learning for Independence (K–5)
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1606	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	94.4	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	≥95.0	92.3	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	85.7	86.8	85.7	84.6	83.5	89.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	78.9	81.6	76.3	78.9	76.3	84.2
Two or More Races	--	--	--	--	--	--
ESOL	72.7	90.9	90.9	72.7	90.9	81.8
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.0	5.0	5.0	85.0	0.0	92.5	7.5			
Supporting Services	22.2	22.2	16.7	38.9	0.0	77.8	22.2	136	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.2	
Average Class Size Kindergarten = 19.3	
Grades 1 to 3 = 34.3	Grades 4 to 5 = 29.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
2.5	47.5	50.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	2.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	3.000	Instructional Support Total	5.250
Classroom	21.000		
Staff Development	1.000	Other Support	
ESOL	1.300	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.500
Music	1.000	Other Support Total	3.500
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	33.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.125
Other Professional Total	2.600		
Total Professional	38.200	Total Supporting Services	14.875

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	2003	13.1	Y	Y	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	20	4	0	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
556	556	545	536	524	518	517	515

School Personnel Costs	
Professional Salaries	\$3,096,701
Supporting Services Salaries	\$580,217
Employee Benefits	\$970,777
Total Allocated Cost	\$4,647,695

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Laytonville Elementary School - # 51

Principal: Mrs. Donna M. Sagona
 Community Supt: Dr. Darryl L. Williams
 School Hours: 9:15 - 3:30
 Feeder Schools:

21401 Laytonville Road Gaithersburg, MD 20882

www.montgomeryschoolsmd.org/schools/laytonvillees/

Office Phone: (301) 840-7145

Fax Number: (301) 840-7147

Cluster Name: Gaithersburg

Receiving Schools: Baker, Gaithersburg MS

2012–2013 Enrollment = 470													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		46.6	53.4	≤5.0	9.4	11.1	12.3	≤5.0	60.0	7.0	Pre-K	0	0.0
ESOL	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	78	16.6
FARMS	14.0	5.3	8.7	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 1	73	15.5
SPED	11.9	≤5.0	8.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0	Grade 2	82	17.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	85	18.1
											Grade 4	87	18.5
											Grade 5	65	13.8
											Total	470	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	73.2	≤5.0	25.0

Other Participation
Students now or have in the past received FARMS ² = 16.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model
School/Community-Based

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9795	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	93.0	≥95.0	≥95.0	81.3	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	≥95.0	90.0	--	--	--	--
White	≥95.0	94.9	≥95.0	≥95.0	94.7	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

Laytonville Elementary School - # 51

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	75.7	68.9	58.7	81.1	78.7	74.3
Asian	--	--	--	--	--	--
Black or African American	69.2	53.8	46.2	53.8	53.8	53.8
Hispanic/Latino	--	--	--	--	--	--
White	78.7	74.5	60.4	91.5	87.5	83.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	5.4	94.6	0.0	89.2	10.8			
Supporting Services	16.7	8.3	4.2	70.8	0.0	91.7	8.3	106	96.2	3.8

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.1	
Average Class Size Kindergarten = 15.8	
Grades 1 to 3 = 32.8	Grades 4 to 5 = 34.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.1	43.2	48.6

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	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	7.997
Classroom	15.900		
Staff Development	1.000	Other Support	
ESOL	0.500	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.250
Music	0.900	Other Support Total	3.250
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.400	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	0.500		
Spec Ed Related Services	1.000	Food Services	1.000
Other Professional Total	2.500		
Total Professional	33.900	Total Supporting Services	16.247

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1951	1989	10.4	Y	N	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	16	4	0	0	3	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
465	465	485	478	473	468	472	465

School Personnel Costs	
Professional Salaries	\$2,784,658
Supporting Services Salaries	\$619,930
Employee Benefits	\$915,617
Total Allocated Cost	\$4,320,205

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Little Bennett Elementary School - #336

Principal: Mr. Shawn D. Miller

23930 Burdette Forest Road Clarksburg, MD 20871

Office Phone: (301) 540-5535

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 540-5792

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/littlebennettes/

Cluster Name: Clarksburg

Feeder Schools:

Receiving Schools: Rocky Hill

2012–2013 Enrollment = 957													
	% 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	29.7	18.3	9.1	≤5.0	35.0	7.7	Pre-K	0	0.0
ESOL	13.2	≤5.0	8.4	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	183	19.1
FARMS	12.5	5.5	7.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	167	17.5
SPED	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	180	18.8
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).											Grade 3	172	18.0
											Grade 4	135	14.1
											Grade 5	120	12.5
											Total	957	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 15.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0760	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	94.4	≥95.0	≥95.0	≥95.0	≥95.0
Asian	94.9	94.9	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	89.7	89.7	≥95.0	≥95.0	90.0	90.0
Hispanic/Latino	≥95.0	≥95.0	90.0	≥95.0	88.2	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	--	--
FARMS	93.3	93.3	≥95.0	91.7	73.3	93.3
LEP	88.9	88.9	--	--	--	--
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	75.6	80.8	79.1	79.1	76.6	81.4
Asian	86.5	90.4	94.2	92.3	90.4	90.4
Black or African American	50.0	53.1	62.5	50.0	46.9	56.3
Hispanic/Latino	76.9	84.6	53.8	76.9	61.5	76.9
White	76.9	86.2	80.0	86.2	80.0	86.2
Two or More Races	90.0	80.0	80.0	60.0	--	90.0
ESOL	52.2	56.5	69.6	56.5	60.9	52.2
FARMS	50.0	59.1	59.1	63.6	50.0	59.1
SPED	50.0	66.7	66.7	75.0	66.7	75.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.7	0.0	2.9	85.5	2.9	87.0	13.0			
Supporting Services	13.6	18.2	0.0	68.2	0.0	72.7	27.3	199	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 15.6	
Average Class Size Kindergarten = 24.1	
Grades 1 to 3 = 37.7	Grades 4 to 5 = 33.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.4	43.5	39.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	2.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.875
Kindergarten	7.000	Instructional Support Total	6.125
Classroom	32.600		
Staff Development	1.000	Other Support	
ESOL	1.800	Administrative Secretary	1.000
Reading/Literacy	2.200	Secretary	1.500
Physical Education		Parent/Community Coord	
Art	1.600	Lunch Hour Aide	2.625
Music	1.600	Other Support Total	5.125
Instrumental Music	0.500		
Preschool		Building Services	
Special Education: Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	53.800	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	59.300	Total Supporting Services	17.562

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	4.8	Y	N	8

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	22	4	0	0	7	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
673	673	1029	1076	1081	1079	1090	1075

School Personnel Costs	
Professional Salaries	\$4,577,450
Supporting Services Salaries	\$663,635
Employee Benefits	\$1,377,110
Total Allocated Cost	\$6,618,195

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Luxmanor Elementary School - #220

Principal: Mr. Ryan D. Forkert

6201 Tilden Lane Rockville, MD 20852

Office Phone: (301) 230-5914

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 230-5917

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/luxmanores/

Cluster Name: Walter Johnson

Feeder Schools:

Receiving Schools: Tilden

2012–2013 Enrollment = 452													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.7	49.3	≤5.0	21.2	13.3	18.1	≤5.0	44.0	≤5.0	Pre-K	9	2.0
ESOL	19.2	8.4	10.8	≤5.0	7.3	≤5.0	6.6	≤5.0	≤5.0	≤5.0	Full-Day K	79	17.5
FARMS	15.3	8.0	7.3	≤5.0	≤5.0	≤5.0	7.7	≤5.0	≤5.0	≤5.0	Grade 1	80	17.7
SPED	9.1	≤5.0	6.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	86	19.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	72	15.9
											Grade 4	72	15.9
											Grade 5	54	11.9
											Total	452	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	48.8	≤5.0	46.3

Other Participation
Students now or have in the past received FARMS ² = 19.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Preschool Education Program (PEP) Inc.
Resource (K–5)
School/Community-Based

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0406	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	91.7	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	--	--
Black or African American	≥95.0	≥95.0	--	--	90.9	90.9
Hispanic/Latino	92.3	92.3	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	≥95.0	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	84.2	86.8	81.6	90.8	90.8	88.2
Asian	92.3	84.6	92.3	92.3	≥95.0	92.3
Black or African American	--	--	--	--	--	--
Hispanic/Latino	82.4	82.4	64.7	88.2	94.1	82.4
White	86.1	94.4	94.4	≥95.0	94.4	94.4
Two or More Races	--	--	--	--	--	--
ESOL	76.9	69.2	61.5	76.9	92.3	76.9
FARMS	68.8	68.8	50.0	62.5	87.5	62.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.5	0.0	0.0	92.5	0.0	90.0	10.0			
Supporting Services	19.0	19.0	23.8	38.1	0.0	85.7	14.3	119	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.6	
Average Class Size	Kindergarten = 15.0
	Grades 1 to 3 = 31.3 Grades 4 to 5 = 32.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	52.5	37.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	4.250
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	6.500
Classroom	16.900		
Staff Development	0.500	Other Support	
ESOL	1.800	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.250
Music	0.900	Other Support Total	3.250
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	30.200	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	Food Services	1.000
Other Professional Total	3.500		
Total Professional	35.700	Total Supporting Services	14.250

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	--	6.5	Y	N	3

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	14	4	0	0	4	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
428	642	484	503	530	544	570	596

School Personnel Costs	
Professional Salaries	\$2,698,031
Supporting Services Salaries	\$556,883
Employee Benefits	\$858,259
Total Allocated Cost	\$4,113,173

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Thurgood Marshall Elementary School - #244

Principal: Mrs. Pamela S. Nazzaro

12260 McDonald Chapel Drive Gaithersburg, MD 20878

Office Phone: (301) 670-8282

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 670-8256

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/thurgoodmarshalles/

Cluster Name: Quince Orchard

Feeder Schools:

Receiving Schools: Ridgeview

2012–2013 Enrollment = 590													
	% 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	16.6	13.4	26.3	≤5.0	37.5	5.4	Pre-K	47	8.0
ESOL	16.6	8.6	8.0	≤5.0	≤5.0	≤5.0	10.0	≤5.0	≤5.0	≤5.0	Full-Day K	106	18.0
FARMS	27.1	13.7	13.4	≤5.0	≤5.0	6.4	17.1	≤5.0	≤5.0	≤5.0	Grade 1	95	16.1
SPED	12.7	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	93	15.8
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).											Grade 3	84	14.2
											Grade 4	92	15.6
											Grade 5	73	12.4
											Total	590	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	≤5.0	40.0

Other Participation
Students now or have in the past received FARMS ² = 32.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model (Inclusion)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0320	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.3	93.1	≥95.0	≥95.0	93.6	≥95.0
Asian	--	--	--	--	≥95.0	≥95.0
Black or African American	81.8	81.8	≥95.0	≥95.0	75.0	≥95.0
Hispanic/Latino	87.0	87.0	≥95.0	87.5	94.4	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	88.9	88.9	≥95.0	87.5	80.0	≥95.0
LEP	88.2	88.2	--	--	--	--
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.5	88.2	84.7	81.2	90.6	83.5
Asian	83.3	94.4	94.4	88.9	94.4	94.4
Black or African American	69.2	76.9	84.6	53.8	76.9	69.2
Hispanic/Latino	63.2	78.9	68.4	68.4	84.2	63.2
White	86.2	≥95.0	89.7	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	41.2	64.7	64.7	41.2	76.5	47.1
FARMS	54.2	70.8	75.0	54.2	70.8	58.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.8	5.8	7.7	78.8	1.9	94.2	5.8			
Supporting Services	19.0	14.3	9.5	57.1	0.0	85.7	14.3	123	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.5	
Average Class Size Kindergarten = 16.3	
Grades 1 to 3 = 32.4	Grades 4 to 5 = 30.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.5	36.5	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	5.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	7.750
Classroom	20.800		
Staff Development	1.000	Other Support	
ESOL	1.900	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.375
Music	1.200	Other Support Total	3.375
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	8.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	1.250
Other Professional Total	4.600		
Total Professional	46.800	Total Supporting Services	16.875

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1993	--	12.0	Y	Y	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
535	535	631	631	637	630	623	606

School Personnel Costs	
Professional Salaries	\$3,733,731
Supporting Services Salaries	\$668,107
Employee Benefits	\$1,163,076
Total Allocated Cost	\$5,564,914

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Maryvale Elementary School - #210

Principal: Ms. Karen Gregory

1000 First Street Rockville, MD 20850

Office Phone: (301) 279-4990

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 279-4993

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/maryvalees/

Cluster Name: Rockville

Feeder Schools:

Receiving Schools: Wood

2012–2013 Enrollment = 581													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		51.5	48.5	≤5.0	8.8	27.9	31.8	≤5.0	25.1	5.9	Pre-K	81	13.9
ESOL	30.6	15.8	14.8	≤5.0	≤5.0	5.5	18.6	≤5.0	≤5.0	≤5.0	Full-Day K	93	16.0
FARMS	43.2	21.0	22.2	≤5.0	≤5.0	15.0	20.8	≤5.0	≤5.0	≤5.0	Grade 1	91	15.7
SPED	7.4	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	92	15.8
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).											Grade 3	82	14.1
											Grade 4	66	11.4
											Grade 5	76	13.1
											Total	581	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	62.8	≤5.0	34.9

Other Participation
Students now or have in the past received FARMS ² = 48.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 15.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Prekindergarten Autism
Resource
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Total French Immersion

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	1.0924	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.2	83.8	≥95.0	≥95.0	80.6	88.1
Asian	--	--	--	--	--	--
Black or African American	≥95.0	71.4	≥95.0	≥95.0	68.8	81.3
Hispanic/Latino	85.7	85.7	85.7	85.7	69.6	82.6
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	88.9	81.5	90.3	93.5	59.3	74.1
LEP	85.0	80.0	85.7	85.7	60.0	70.0
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.6	76.2	64.3	81.0	82.6	83.3
Asian	--	--	--	--	--	--
Black or African American	70.4	81.5	55.6	92.6	81.5	85.2
Hispanic/Latino	65.0	75.0	60.0	60.0	72.7	80.0
White	80.0	70.0	70.0	80.0	85.0	75.0
Two or More Races	--	--	--	--	--	--
ESOL	57.7	80.8	57.7	65.4	75.0	76.9
FARMS	51.9	70.4	48.1	77.8	72.4	74.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	18.5	3.7	75.9	0.0	83.3	16.7			
Supporting Services	19.4	12.9	19.4	48.4	0.0	90.3	9.7	137	97.1	2.9

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.8	
Average Class Size	Kindergarten = 17.4
	Grades 1 to 3 = 27.6 Grades 4 to 5 = 17.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.5	50.0	31.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.200
Principal Intern		Special Education	9.693
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	16.018
Classroom	22.900		
Staff Development	1.000	Other Support	
ESOL	3.600	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.375
Music	1.200	Other Support Total	3.375
Instrumental Music	0.300		
Preschool	2.200	Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.000	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	1.250
Other Professional Total	3.300		
Total Professional	47.300	Total Supporting Services	26.143

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	17.7	Y	Y	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	20	6	3	0	4	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
570	740	608	636	647	645	648	648

School Personnel Costs	
Professional Salaries	\$3,453,594
Supporting Services Salaries	\$1,033,793
Employee Benefits	\$1,196,080
Total Allocated Cost	\$5,683,467

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Spark M. Matsunaga Elementary School - #523

Principal: Mrs. Judy K. Brubaker

13902 Bromfield Road Germantown, Maryland 20874

Office Phone: (301) 601-4350

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 601-4358

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/matsunagaes/

Cluster Name: Northwest

Feeder Schools:

Receiving Schools: Kingsview

2012–2013 Enrollment = 1,009													
	% 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	37.5	15.5	11.0	≤5.0	30.3	5.6	Pre-K	0	0.0
ESOL	14.6	5.9	8.6	≤5.0	5.6	≤5.0	5.4	≤5.0	≤5.0	≤5.0	Full-Day K	146	14.5
FARMS	15.7	6.9	8.7	≤5.0	≤5.0	6.1	5.8	≤5.0	≤5.0	≤5.0	Grade 1	170	16.8
SPED	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	175	17.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	183	18.1
											Grade 4	178	17.6
											Grade 5	157	15.6
											Total	1,009	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 18.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 6.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0218	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.7	≥95.0	≥95.0	≥95.0	93.8	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	81.5	85.2	85.2	88.9	87.5	87.5
Hispanic/Latino	87.5	93.8	93.3	≥95.0	70.6	82.4
White	94.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	92.3	92.3	--	--
FARMS	78.9	84.2	86.7	93.3	85.0	85.0
LEP	87.5	93.8	--	--	--	--
SPED	76.9	84.6	80.0	90.0	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	81.4	89.6	87.5	91.8	89.1	90.7
Asian	90.4	94.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	61.1	66.7	72.2	72.2	72.2	72.2
Hispanic/Latino	43.8	81.3	56.3	75.0	75.0	81.3
White	86.2	91.4	89.7	93.1	86.2	91.4
Two or More Races	--	--	--	--	--	--
ESOL	63.6	72.7	68.2	81.8	77.3	81.8
FARMS	77.8	72.2	61.1	88.9	83.3	88.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.6	1.5	4.5	77.3	1.5	90.9	9.1			
Supporting Services	11.1	22.2	3.7	63.0	0.0	77.8	22.2	218	98.2	1.8

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 15.2	
Average Class Size Kindergarten = 22.3	
Grades 1 to 3 = 37.7	Grades 4 to 5 = 34.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.6	39.4	53.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	3.937
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	3.000	Teacher Assistant	
Teachers		Media Assistant	0.875
Kindergarten	6.000	Instructional Data Assistant	0.875
Classroom	35.700	Instructional Support Total	7.812
Staff Development	1.000	Other Support	
ESOL	2.200	Administrative Secretary	1.000
Reading/Literacy	2.300	Secretary	1.750
Physical Education		Parent/Community Coord	
Art	1.700	Lunch Hour Aide	2.750
Music	1.700	Other Support Total	5.500
Instrumental Music	0.500	Building Services	
Preschool		Manager	1.000
Special Education: Classroom	4.500	Leader	1.000
Resource Program		Worker	6.500
Teachers Total	55.600	Plant Equipment Operator	
Other Professional		Building Services Total	8.500
Counselor	2.000	Food Services	1.750
Media Specialist	1.000		
Spec Ed Related Services	1.000		
Other Professional Total	4.000		
Total Professional	62.600	Total Supporting Services	23.562

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2001	--	11.8	Y	Y	15

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	22	4	0	0	6	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
651	651	1015	999	980	967	959	966

School Personnel Costs	
Professional Salaries	\$5,133,634
Supporting Services Salaries	\$951,177
Employee Benefits	\$1,607,063
Total Allocated Cost	\$7,691,874

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

S. Christa McAuliffe Elementary School - #110

Principal: Mrs. Wanda P. Coates

12500 Wisteria Drive Germantown, MD 20874

Office Phone: (301) 353-0910

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 353-0923

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/mcauliffees/

Cluster Name: Seneca Valley

Feeder Schools:

Receiving Schools: Clemente, King

2012–2013 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		49.2	50.8	≤5.0	10.5	29.6	33.8	≤5.0	17.9	7.7	Pre-K	19	3.0
ESOL	24.7	11.6	13.1	≤5.0	≤5.0	≤5.0	14.9	≤5.0	≤5.0	≤5.0	Full-Day K	109	17.1
FARMS	48.7	22.2	26.6	≤5.0	≤5.0	18.4	18.4	≤5.0	≤5.0	≤5.0	Grade 1	111	17.5
SPED	7.5	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	111	17.5
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).											Grade 3	92	14.5
											Grade 4	108	17.0
											Grade 5	86	13.5
											Total	636	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	64.6	8.3	27.1

Other Participation
Students now or have in the past received FARMS ² = 57.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 16.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Learning and Academic Disabilities (K–5)
Resource (K–5)
Head Start
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9900	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.5	82.9	83.8	88.6	82.4	87.8
Asian	≥95.0	≥95.0	--	--	--	--
Black or African American	65.5	79.3	65.2	86.4	81.8	77.3
Hispanic/Latino	86.1	75.0	93.8	87.5	78.6	89.3
White	≥95.0	87.5	90.9	81.8	87.5	93.8
Two or More Races	--	--	--	--	--	--
FARMS	78.6	82.1	73.2	87.5	77.8	83.3
LEP	75.0	84.4	73.3	78.6	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	66.7	65.6	57.0	66.7	72.0	68.8
Asian	66.7	80.0	73.3	80.0	86.7	80.0
Black or African American	52.2	65.2	43.5	52.2	65.2	56.5
Hispanic/Latino	70.6	64.7	55.9	64.7	64.7	67.6
White	81.3	62.5	62.5	81.3	81.3	81.3
Two or More Races	--	--	--	--	--	--
ESOL	53.8	53.8	50.0	53.8	61.5	53.8
FARMS	54.5	56.8	52.3	56.8	68.2	56.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	8.2	4.9	82.0	0.0	85.2	14.8			
Supporting Services	4.8	14.3	9.5	71.4	0.0	76.2	23.8	172	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.6	
Average Class Size Kindergarten = 14.1	
Grades 1 to 3 = 26.8	Grades 4 to 5 = 32.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.3	45.9	32.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.600
Principal Intern		Special Education	1.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	6.000	Instructional Support Total	6.975
Classroom	28.100		
Staff Development	1.000	Other Support	
ESOL	3.400	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.400	Lunch Hour Aide	1.625
Music	1.400	Other Support Total	3.625
Instrumental Music	0.200		
Preschool	0.600	Building Services	
Special Education: Classroom	3.500	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	0.900	Food Services	1.375
Other Professional Total	2.900		
Total Professional	51.500	Total Supporting Services	16.475

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1987	--	10.6	Y	N	5

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
489	489	667	669	686	677	672	669

School Personnel Costs	
Professional Salaries	\$3,724,368
Supporting Services Salaries	\$717,772
Employee Benefits	\$1,184,765
Total Allocated Cost	\$5,626,905

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Ronald McNair Elementary School - #158

Principal: Mrs. Eileen K. Macfarlane

13881 Hopkins Road Germantown, MD 20874

Office Phone: (301) 353-0854

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 353-0964

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/ronaldmcnair/

Cluster Name: Northwest

Feeder Schools:

Receiving Schools: Kingsview

2012–2013 Enrollment = 791													
	% 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	29.1	23.0	15.8	≤5.0	27.1	5.1	Pre-K	20	2.5
ESOL	19.3	9.1	10.2	≤5.0	8.6	≤5.0	6.3	≤5.0	≤5.0	≤5.0	Full-Day K	132	16.7
FARMS	25.2	12.4	12.8	≤5.0	≤5.0	12.1	7.5	≤5.0	≤5.0	≤5.0	Grade 1	128	16.2
SPED	7.7	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	139	17.6
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).											Grade 3	136	17.2
											Grade 4	121	15.3
											Grade 5	115	14.5
											Total	791	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 29.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 8.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model (Inclusion)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Mentoring Program
PDS School with Towson
SERT
Student Patrols

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0680	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	94.6	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	92.9	89.3	85.0	85.0	≥95.0	≥95.0
Hispanic/Latino	≥95.0	≥95.0	86.7	≥95.0	≥95.0	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	85.2	80.8	88.0	≥95.0	≥95.0
LEP	≥95.0	≥95.0	83.3	≥95.0	--	--
SPED	84.6	76.9	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	70.6	81.7	79.4	78.6	81.7	79.4
Asian	79.2	≥95.0	≥95.0	93.8	≥95.0	93.8
Black or African American	57.1	64.3	67.9	57.1	60.7	64.3
Hispanic/Latino	55.6	55.6	50.0	55.6	72.2	50.0
White	76.9	92.3	84.6	92.3	88.5	88.5
Two or More Races	--	--	--	--	--	--
ESOL	44.4	59.3	63.0	59.3	77.8	55.6
FARMS	51.6	67.7	74.2	61.3	74.2	64.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.6	10.7	3.6	80.4	1.8	91.1	8.9			
Supporting Services	18.2	18.2	13.6	50.0	0.0	81.8	18.2	169	95.9	4.1

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.7	
Average Class Size Kindergarten = 19.1	
Grades 1 to 3 = 36.4	Grades 4 to 5 = 35.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.9	46.4	35.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	3.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	7.125
Classroom	27.500		
Staff Development	1.000	Other Support	
ESOL	2.600	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.875
Music	1.300	Other Support Total	3.875
Instrumental Music	0.400		
Preschool	0.500	Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	45.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.100	Food Services	1.375
Other Professional Total	3.100		
Total Professional	50.300	Total Supporting Services	17.375

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	10.0	Y	N	5

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	19	5	1	0	5	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
613	613	798	798	787	771	765	758

School Personnel Costs	
Professional Salaries	\$3,752,832
Supporting Services Salaries	\$701,422
Employee Benefits	\$1,176,072
Total Allocated Cost	\$5,630,326

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Meadow Hall Elementary School - #212

Principal: Mr. Cabell W. Lloyd

951 Twinbrook Parkway Rockville, MD 20851

Office Phone: (301) 279-4988

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 517-5887

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/meadowhalles/

Cluster Name: Rockville

Feeder Schools:

Receiving Schools: Wood

2012–2013 Enrollment = 425													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.1	52.9	≤5.0	9.6	12.9	50.8	≤5.0	20.9	≤5.0	Pre-K	0	0.0
ESOL	26.6	11.5	15.1	≤5.0	≤5.0	≤5.0	22.1	≤5.0	≤5.0	≤5.0	Full-Day K	68	16.0
FARMS	53.6	25.4	28.2	≤5.0	≤5.0	8.7	36.7	≤5.0	≤5.0	≤5.0	Grade 1	75	17.6
SPED	16.2	≤5.0	12.2	≤5.0	≤5.0	≤5.0	7.8	≤5.0	≤5.0	≤5.0	Grade 2	75	17.6
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).											Grade 3	66	15.5
											Grade 4	80	18.8
											Grade 5	61	14.4
											Total	425	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	46.4	30.4	23.2

Other Participation
Students now or have in the past received FARMS ² = 64.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 16.5%
Attendance Rate ^{2 3} = 94.7%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Autism
Learning and Academic Disabilities
Resource
Positive Behavioral Interventions and Supports (PBIS)
Commonwealth Tutoring
OASIS Tutoring
Ruth Rales Comcast Kids Net

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	1.0344	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.4	68.1	84.5	94.8	73.8	86.2
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	90.9	81.8
Hispanic/Latino	78.1	62.5	85.7	92.9	58.6	82.8
White	90.9	86.4	92.9	≥95.0	93.3	93.3
Two or More Races	--	--	--	--	--	--
FARMS	64.7	55.9	78.6	92.9	62.9	82.9
LEP	--	--	--	--	50.0	78.6
SPED	46.2	38.5	--	--	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	58.3	63.3	50.0	53.3	62.9	67.2
Asian	--	--	--	--	--	--
Black or African American	72.7	63.6	63.6	45.5	54.5	81.8
Hispanic/Latino	53.1	59.4	53.1	46.9	64.7	56.7
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	22.2	33.3	27.8	11.1	50.0	25.0
FARMS	54.8	59.5	47.6	46.3	58.1	62.5
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.4	0.0	6.7	88.9	0.0	73.3	26.7			
Supporting Services	0.0	8.0	12.0	80.0	0.0	76.0	24.0	124	95.2	4.8

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 8.3	
Average Class Size Kindergarten = 10.3	
Grades 1 to 3 = 26.6	Grades 4 to 5 = 30.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.2	35.6	42.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.499
Principal Intern		Special Education	8.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	12.124
Classroom	19.600		
Staff Development	1.000	Other Support	
ESOL	2.200	Administrative Secretary	1.000
Reading/Literacy	0.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.125
Music	1.000	Other Support Total	3.125
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.500	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	0.750
Other Professional Total	3.300		
Total Professional	41.800	Total Supporting Services	19.499

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1994	8.4	N	N	3

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
332	332	435	432	441	438	432	435

School Personnel Costs	
Professional Salaries	\$3,178,637
Supporting Services Salaries	\$808,091
Employee Benefits	\$1,074,246
Total Allocated Cost	\$5,060,974

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Principal: Mr. Kenneth L. Marcus

17700 Park Mill Drive Rockville, MD 20855

Office Phone: (301) 840-7149

Community Supt: Dr. Darryl L. Williams

Fax Number: (301) 670-2245

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/mctes/

Cluster Name: Col. Zadok Magruder

Feeder Schools:

Receiving Schools: Shady Grove

2012–2013 Enrollment = 408													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		44.9	55.1	≤5.0	12.7	15.0	40.7	≤5.0	26.7	≤5.0	Pre-K	22	5.4
ESOL	30.9	14.0	16.9	≤5.0	≤5.0	≤5.0	22.3	≤5.0	≤5.0	≤5.0	Full-Day K	72	17.6
FARMS	42.2	19.4	22.8	≤5.0	≤5.0	8.3	26.7	≤5.0	≤5.0	≤5.0	Grade 1	66	16.2
SPED	19.1	6.6	12.5	≤5.0	≤5.0	≤5.0	8.8	≤5.0	≤5.0	≤5.0	Grade 2	72	17.6
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).											Grade 3	60	14.7
											Grade 4	56	13.7
											Grade 5	60	14.7
											Total	408	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	42.3	≤5.0	57.7

Other Participation
Students now or have in the past received FARMS ² = 49.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Elementary Learning Center (4–5)
Elementary Learning Center (K–3)
Resource
Prekindergarten
Prekindergarten Language Class
Safety Patrol Program
Counseling Programs/Groups
Character Education Programs
Collaborative Problem Solving (CPS)
Class Compliments
DeBug

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1369	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.6	86.5	84.5	89.7	90.0	92.9
Asian	--	--	--	--	≥95.0	≥95.0
Black or African American	--	--	90.0	80.0	54.5	81.8
Hispanic/Latino	81.0	90.5	80.0	88.0	91.7	87.5
White	89.5	89.5	88.2	94.1	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	82.4	82.4	72.0	88.0	80.0	85.0
LEP	66.7	80.0	45.5	81.8	--	--
SPED	40.0	70.0	63.6	72.7	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	45.8	52.5	50.8	47.5	63.3	45.8
Asian	--	--	--	--	80.0	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	27.3	31.8	27.3	31.8	45.5	22.7
White	75.0	75.0	62.5	75.0	87.5	75.0
Two or More Races	--	--	--	--	--	--
ESOL	12.5	12.5	25.0	12.5	37.5	≤5.0
FARMS	28.6	42.9	28.6	28.6	47.6	28.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	13.3	11.1	4.4	71.1	0.0	88.9	11.1			
Supporting Services	15.0	15.0	20.0	45.0	5.0	80.0	20.0	121	96.7	3.3

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.5	
Average Class Size Kindergarten = 13.0	
Grades 1 to 3 = 23.8	Grades 4 to 5 = 28.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.6	31.1	53.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.498
Principal Intern		Special Education	4.874
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	7.497
Classroom	15.700		
Staff Development	1.000	Other Support	
ESOL	2.400	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.000
Music	1.000	Other Support Total	3.000
Instrumental Music	0.200		
Preschool	0.500	Building Services	
Special Education: Classroom	5.300	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.100	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	0.500		
Spec Ed Related Services	2.900	Food Services	1.000
Other Professional Total	4.400		
Total Professional	38.500	Total Supporting Services	15.497

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	2000	8.4	Y	N	3

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	11	5	1	0	4	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
333	333	427	435	380	430	428	418

School Personnel Costs	
Professional Salaries	\$3,090,068
Supporting Services Salaries	\$625,385
Employee Benefits	\$989,289
Total Allocated Cost	\$4,704,742

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Monocacy Elementary School - #652

Principal: Ms. Cynthia R. Duranko

18801 Barnesville Road Dickerson, MD 20842

Office Phone: (301) 972-7990

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 972-7995

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/monocacyes/

Cluster Name: Poolesville

Feeder Schools:

Receiving Schools: John Poole

2012–2013 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		48.1	51.9	≤5.0	≤5.0	6.3	7.5	≤5.0	76.3	7.5	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	24	15.0
FARMS	13.1	5.6	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	25	15.6
SPED	16.3	≤5.0	13.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	11.3	≤5.0	Grade 2	30	18.8

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).

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	80.8	7.7	11.5

Other Participation
Students now or have in the past received FARMS ² = 18.1%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.5%
Attendance Rate ^{2 3} = 94.3%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model

School Progress Index ³				
Achievement	Gap Reduction ⁵	Growth	SPI	Strand
Met	T/S	Not Met	1.0294	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.0	92.0	91.7	≥95.0	94.3	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	94.4	88.9	90.5	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Subgroup sizes are too small (T/S) to assess the Gap Reduction.

Monocacy Elementary School - #652

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.7	72.7	59.1	77.3	≥95.0	77.3
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	76.5	70.6	47.1	82.4	≥95.0	82.4
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	100.0	0.0	88.9	11.1			
Supporting Services	0.0	18.2	18.2	63.6	0.0	81.8	18.2	38	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.5
Average Class Size Kindergarten = 24.0
Grades 1 to 3 = 39.5 Grades 4 to 5 = 36.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
5.6	44.4	50.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.125
Principal Intern		Special Education	2.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	1.000	Instructional Support Total	3.500
Classroom	5.200		
Staff Development	0.500	Other Support	
ESOL	0.100	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	0.500
Physical Education		Parent/Community Coord	
Art	0.200	Lunch Hour Aide	0.375
Music	0.300	Other Support Total	1.875
Instrumental Music	0.100		
Preschool		Building Services	
Special Education:		Manager	1.000
Classroom	1.000	Leader	1.000
Resource Program		Worker	1.000
Teachers Total	10.000	Plant Equipment Operator	
Other Professional		Building Services Total	3.000
Counselor	1.000		
Media Specialist	0.500	Food Services	
Spec Ed Related Services	0.400		
Other Professional Total	1.900		
Total Professional	12.900	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	N	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
13	8	3	0	0	1	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
219	219	160	156	155	150	150	150

School Personnel Costs	
Professional Salaries	\$1,181,084
Supporting Services Salaries	\$357,636
Employee Benefits	\$423,122
Total Allocated Cost	\$1,961,842

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Montgomery Knolls Elementary School - #776

Principal: Mr. Bertram B. Generlette
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

2012–2013 Enrollment = 488													
	% 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	7.6	22.7	49.2	≤5.0	18.0	≤5.0	Pre-K	110	22.5
ESOL	46.5	22.5	24.0	≤5.0	≤5.0	8.2	34.0	≤5.0	≤5.0	≤5.0	Full-Day K	110	22.5
FARMS	61.7	27.9	33.8	≤5.0	≤5.0	13.9	42.6	≤5.0	≤5.0	≤5.0	Grade 1	155	31.8
SPED	17.2	≤5.0	12.5	≤5.0	≤5.0	≤5.0	8.2	≤5.0	≤5.0	≤5.0	Grade 2	113	23.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	488	
Students with Disabilities Least Restrictive Environment (LRE) ²													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.1	≤5.0	42.9

Other Participation
Students now or have in the past received FARMS ² = 61.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource
Computer Technology Program
Head Start
Linkages to Learning
Prekindergarten
Program of Assessment, Diagnosis and Instruction (PADI)

School Progress Index ³				
Achievement	Gap Reduction	Growth ⁵	SPI	Strand
Met	Met	K/2	1.0672	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).				

Maryland School Assessment Proficiency Rate ^{2 3 5}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2011–2012 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Growth is not assessed for K–2 schools (K/2).

Montgomery Knolls Elementary School - #776

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	53.7	65.3	65.6	62.8	61.5	63.3
Asian	50.0	71.4	64.3	71.4	85.7	71.4
Black or African American	55.0	65.0	55.0	65.0	65.0	60.0
Hispanic/Latino	38.6	50.9	55.2	43.9	43.1	50.0
White	92.3	92.3	92.3	92.3	88.5	88.5
Two or More Races	--	--	--	--	--	--
ESOL	26.9	44.2	50.9	42.3	41.5	43.1
FARMS	43.8	57.5	56.8	51.3	53.1	55.7
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	11.9	13.6	1.7	67.8	5.1	84.7	15.3			
Supporting Services	12.5	20.8	33.3	25.0	4.2	79.2	20.8	129	96.9	3.1

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.1
Average Class Size Kindergarten = 14.4
Grades 1 to 3 = 21.6 Grades 4 to 5 =

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.2	37.3	30.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.225
Principal Intern		Special Education	4.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	7.000	Instructional Support Total	9.975
Classroom	20.500		
Staff Development	1.000		
ESOL	5.400	Other Support	
Reading/Literacy	1.500	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.000
Instrumental Music		Other Support Total	3.000
Preschool	1.600		
Special Education: Classroom	7.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	46.600	Leader	2.000
		Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.500
Media Specialist	1.000		
Spec Ed Related Services	2.600	Food Services	1.625
Other Professional Total	4.600		
Total Professional	53.200	Total Supporting Services	21.100

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1989	10.3	N	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	15	6	2	0	8	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
501	501	498	470	479	478	475	475

School Personnel Costs	
Professional Salaries	\$3,834,986
Supporting Services Salaries	\$824,987
Employee Benefits	\$1,212,979
Total Allocated Cost	\$5,872,952

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

New Hampshire Estates Elementary School - #791

Principal: Ms. Marinda Thomas Evans

8720 Carroll Avenue Silver Spring, MD 20903

Office Phone: (301) 431-7607

Community Supt: Ms. Bronda L. Mills

Fax Number: (301) 431-7644

School Hours: 8:50 - 3:00

www.montgomeryschoolsmd.org/schools/nhees/

Cluster Name: Downcounty Consortium

Feeder Schools:

Receiving Schools: Oak View

2012–2013 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		52.7	47.3	≤5.0	≤5.0	14.5	79.8	≤5.0	≤5.0	≤5.0	Pre-K	114	22.4
ESOL	76.4	39.5	36.9	≤5.0	≤5.0	5.5	68.8	≤5.0	≤5.0	≤5.0	Full-Day K	147	28.9
FARMS	90.4	48.3	42.0	≤5.0	≤5.0	11.4	75.6	≤5.0	≤5.0	≤5.0	Grade 1	126	24.8
SPED	7.7	≤5.0	5.1	≤5.0	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	Grade 2	122	24.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	509	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time in Least Restrictive Environment (LRE)													

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	94.9	≤5.0	5.1

Other Participation
Students now or have in the past received FARMS ² = 90.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 18.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Resource
Head Start
Linkages to Learning
Prekindergarten
School Based Health Center

School Progress Index ³				
Achievement	Gap Reduction	Growth ⁵	SPI	Strand
Not Met	Met	K/2	1.0222	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).				

Maryland School Assessment Proficiency Rate ^{2 3 5}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2011–2012 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Growth is not assessed for K–2 schools (K/2).

New Hampshire Estates Elementary School - #791

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	31.5	36.9	37.8	45.9	63.1	41.4
Asian	--	--	--	--	--	--
Black or African American	45.8	50.0	58.3	58.3	70.8	54.2
Hispanic/Latino	19.4	27.8	26.4	36.1	58.3	30.6
White	80.0	70.0	60.0	80.0	80.0	80.0
Two or More Races	--	--	--	--	--	--
ESOL	19.5	26.0	27.3	35.1	61.0	29.9
FARMS	24.2	30.8	29.7	35.2	57.1	30.8
SPED	7.7	7.7	15.4	7.7	38.5	7.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.7	15.0	11.7	65.0	5.0	95.0	5.0			
Supporting Services	13.0	30.4	39.1	17.4	0.0	87.0	13.0	137	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.6
Average Class Size Kindergarten = 17.7
Grades 1 to 3 = 22.5 Grades 4 to 5 =

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
40.0	20.0	40.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.598
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	8.000	Instructional Support Total	7.723
Classroom	22.200		
Staff Development	1.000		
ESOL	8.600	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	0.996
Instrumental Music		Other Support Total	2.996
Preschool	4.600		
Special Education: Classroom	1.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	49.300	Leader	1.000
		Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	0.500		
Spec Ed Related Services	1.600	Food Services	1.875
Other Professional Total	3.100		
Total Professional	54.400	Total Supporting Services	17.094

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1988	5.4	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	12	6	6	0	8	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
444	444	530	531	507	487	484	484

School Personnel Costs	
Professional Salaries	\$3,960,933
Supporting Services Salaries	\$679,991
Employee Benefits	\$1,232,523
Total Allocated Cost	\$5,873,447

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Roscoe R. Nix Elementary School - #307

Principal: Ms. Annette M. Ffolkes
 Community Supt: Dr. Myra J. Smith
 School Hours: 8:50 - 3:05
 Feeder Schools:

1100 Corliss Street Silver Spring, MD 20903
www.montgomeryschoolsmd.org/schools/nixes/

Office Phone: (301) 422-5070
 Fax Number: (301) 422-5072
 Cluster Name: Northeast Consortium
 Receiving Schools: Key

2012–2013 Enrollment = 544													
	% 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	12.1	34.6	46.5	≤5.0	5.1	≤5.0	Pre-K	46	8.5
ESOL	42.5	19.5	23.0	≤5.0	6.4	7.0	28.7	≤5.0	≤5.0	≤5.0	Full-Day K	163	30.0
FARMS	68.4	33.1	35.3	≤5.0	7.2	22.1	37.3	≤5.0	≤5.0	≤5.0	Grade 1	196	36.0
SPED	7.2	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	139	25.6
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).											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	544	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time in Least Restrictive Environment (LRE)													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	41.0	17.9	41.0

Other Participation
Students now or have in the past received FARMS ² = 74.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 20.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth ⁵	SPI	Strand
Not Met	Not Met	K/2	0.9014	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).				

Maryland School Assessment Proficiency Rate ^{2 3 5}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2011–2012 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Growth is not assessed for K–2 schools (K/2).

Roscoe R. Nix Elementary School - #307

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	48.5	46.0	37.4	52.1	54.0	47.9
Asian	44.4	50.0	50.0	66.7	44.4	66.7
Black or African American	54.0	55.6	38.1	50.8	55.6	49.2
Hispanic/Latino	37.7	29.0	27.5	42.0	49.3	33.3
White	90.0	90.0	80.0	≥95.0	90.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	26.5	25.0	20.6	36.8	51.5	29.4
FARMS	41.2	38.2	29.4	45.1	52.0	40.2
SPED	--	--	--	--	--	--

Staff Diversity						Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		
	AS	BL	HI	WH	MU	Female	Male	
Professional	7.3	23.6	10.9	54.5	3.6	94.5	5.5	Number of Classes
Supporting Services	19.2	30.8	23.1	23.1	3.8	73.1	26.9	% HQ
								% Not HQ

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.8
Average Class Size Kindergarten = 20.7
Grades 1 to 3 = 25.0
Grades 4 to 5 =

Years Experience of Professional Personnel
% Less Than 5 Years
36.4
% 5–15 Years
29.1
% More Than 15 Years
34.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.000
Principal Intern		Special Education	8.004
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	8.000	Instructional Support Total	14.129
Classroom	24.400		
Staff Development	1.000		
ESOL	4.700	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.374
Instrumental Music		Other Support Total	3.374
Preschool	1.000		
Special Education: Classroom	4.000	Building Services	
Resource Program		Manager	1.000
Teachers Total	46.900	Leader	1.000
		Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	1.125
Other Professional Total	3.400		
Total Professional	52.300	Total Supporting Services	23.628

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2006	--	9.0	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	17	4	1	0	8	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
480	480	573	524	509	494	491	489

School Personnel Costs	
Professional Salaries	\$3,720,977
Supporting Services Salaries	\$891,450
Employee Benefits	\$1,210,069
Total Allocated Cost	\$5,822,496

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

North Chevy Chase Elementary School - #415

Principal: Ms. Renee D. Stevens

3700 Jones Bridge Road Chevy Chase, MD 20815

Office Phone: (301) 657-4950

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 951-6658

School Hours: 9:00 - 3:30

www.montgomeryschoolsmd.org/schools/nchevyCHASE/

Cluster Name: Bethesda-Chevy Chase

Feeder Schools: Rosemary Hills

Receiving Schools: Westland

2012–2013 Enrollment = 409													
	% 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	5.9	11.0	14.4	≤5.0	61.4	6.8	Pre-K	0	0.0
ESOL	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	12.0	≤5.0	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.9	≤5.0	Grade 2	0	0.0

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

Grade 3	87	21.3
Grade 4	100	24.4
Grade 5	113	27.6
Grade 6	109	26.7
Total	409	

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	93.9	6.1	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 11.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = ≤5.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model (3–5)
Computer Technology Program
International Baccalaureate Middle Years Programme
Positive Behavioral Interventions and Supports (PBIS)
Reading/Language Arts Program

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9862	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}								
	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	93.1	91.1	≥95.0	≥95.0	86.4	≥95.0	93.0	≥95.0
Asian	--	--	--	--	--	--	--	--
Black or African American	78.6	78.6	≥95.0	≥95.0	80.0	90.0	84.6	92.3
Hispanic/Latino	92.3	92.3	--	--	56.5	91.3	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	90.0	≥95.0	--	--
FARMS	--	--	--	--	33.3	91.7	--	--
LEP	--	--	--	--	--	--	--	--
SPED	--	--	92.9	92.9	46.7	80.0	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
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 ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	2.9	14.3	0.0	71.4	11.4	74.3	25.7			
Supporting Services	7.1	28.6	14.3	42.9	7.1	78.6	21.4	78	89.7	10.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.7
Average Class Size Kindergarten =
Grades 1 to 3 = 15.0 Grades 4 to 5 = 40.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.1	31.4	51.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.999
Principal Intern		Special Education	2.499
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten		Instructional Support Total	4.623
Classroom	19.700		
Staff Development	0.500	Other Support	
ESOL	0.100	Administrative Secretary	1.000
Reading/Literacy	0.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.600	Lunch Hour Aide	1.124
Music	0.700	Other Support Total	3.124
Instrumental Music	0.600		
Preschool			
Special Education:			
Classroom	3.500	Building Services	
Resource Program		Manager	1.000
Teachers Total	26.200	Leader	1.000
		Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	1.000
Other Professional Total	2.400		
Total Professional	29.600	Total Supporting Services	11.747

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1995	7.9	N	N	5

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
15	9	5	0	0	0	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
220	358	428	437	442	459	347	345

School Personnel Costs	
Professional Salaries	\$2,326,212
Supporting Services Salaries	\$488,086
Employee Benefits	\$742,941
Total Allocated Cost	\$3,557,239

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 2011–2012 school year.

³ Results are not reported (–) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Oak View Elementary School - #766

Principal: Ms. Peggy E. Salazar

400 E. Wayne Ave. Silver Spring, MD 20901

Office Phone: (301) 650-6434

Community Supt: Ms. Bronda L. Mills

Fax Number: (301) 650-6453

School Hours: 8:50 - 3:10

www.montgomeryschoolsmd.org/schools/oakviews/

Cluster Name: Downcounty Consortium

Feeder Schools: New Hampshire Estates

Receiving Schools: Eastern

2012–2013 Enrollment = 352													
	% 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	8.2	18.8	55.4	≤5.0	15.6	≤5.0	Pre-K	0	0.0
ESOL	38.6	16.5	22.2	≤5.0	≤5.0	≤5.0	31.5	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	69.9	32.7	37.2	≤5.0	5.1	13.1	49.7	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	11.9	≤5.0	8.2	≤5.0	≤5.0	≤5.0	8.8	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	115	32.7
											Grade 4	125	35.5
											Grade 5	112	31.8
											Total	352	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 76.1%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model (3–5)
Center for the Highly Gifted (4–5)
Linkages to Learning

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9551	4
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.5	86.3	93.9	90.4	85.3	93.1
Asian	--	--	--	--	90.0	90.0
Black or African American	86.7	80.0	≥95.0	86.4	76.0	92.0
Hispanic/Latino	86.7	84.7	90.0	86.7	82.2	91.1
White	90.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	90.9	84.4	90.9	88.3	77.6	89.6
LEP	88.0	84.3	85.7	76.2	66.7	75.0
SPED	76.9	69.2	75.0	75.0	84.6	≥95.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
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 ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	6.1	9.1	3.0	81.8	0.0	81.8	18.2			
Supporting Services	5.6	11.1	50.0	33.3	0.0	77.8	22.2	73	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.5
Average Class Size Kindergarten =
Grades 1 to 3 = 18.2 Grades 4 to 5 = 34.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.2	21.2	60.6

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.625
Principal Intern		Special Education	1.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten		Instructional Support Total	6.625
Classroom	16.300		
Staff Development	1.000	Other Support	
ESOL	2.600	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	1.000
Art	0.600	Lunch Hour Aide	0.875
Music	0.600	Other Support Total	3.875
Instrumental Music	0.200		
Preschool			
Special Education:			
Classroom	3.500	Building Services	
Resource Program		Manager	1.000
Teachers Total	25.800	Leader	1.000
		Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	0.500		
Spec Ed Related Services	0.500	Food Services	1.250
Other Professional Total	2.000		
Total Professional	29.800	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	N	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
358	358	387	410	445	461	463	438

School Personnel Costs	
Professional Salaries	\$2,449,312
Supporting Services Salaries	\$649,796
Employee Benefits	\$843,508
Total Allocated Cost	\$3,942,616

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 2011–2012 school year.

³ Results are not reported (–) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 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		45.9	54.1	≤5.0	8.5	14.7	27.2	≤5.0	41.9	7.3	Pre-K	20	3.9
ESOL	18.5	7.3	11.2	≤5.0	≤5.0	≤5.0	12.2	≤5.0	≤5.0	≤5.0	Full-Day K	72	13.9
FARMS	32.0	15.8	16.2	≤5.0	≤5.0	7.1	18.5	≤5.0	≤5.0	≤5.0	Grade 1	78	15.1
SPED	9.8	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	76	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).											Grade 3	69	13.3
											Grade 4	78	15.1
											Grade 5	125	24.1
											Total	518	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 35.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	1.0145	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	93.2	≥95.0	≥95.0	89.2	94.1
Asian	--	--	≥95.0	92.3	93.3	≥95.0
Black or African American	89.3	82.1	88.9	≥95.0	84.0	92.0
Hispanic/Latino	93.9	84.8	90.3	≥95.0	80.0	86.7
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	--	--	--	--
FARMS	90.0	80.0	85.7	≥95.0	85.0	92.5
LEP	≥95.0	90.5	83.3	91.7	--	--
SPED	64.7	88.2	87.5	93.8	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	68.9	71.3	68.3	69.5	86.2	72.5
Asian	46.2	69.2	53.8	53.8	92.3	53.8
Black or African American	44.0	48.0	52.0	56.0	80.0	48.0
Hispanic/Latino	51.2	46.5	51.2	48.8	72.1	53.5
White	89.0	91.8	84.9	86.3	93.2	93.2
Two or More Races	84.6	84.6	76.9	84.6	≥95.0	84.6
ESOL	35.1	37.8	35.1	35.1	73.0	32.4
FARMS	44.8	43.1	46.6	46.6	72.4	44.8
SPED	21.4	21.4	21.4	14.3	92.9	21.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	18.4	0.0	77.6	4.1	91.8	8.2			
Supporting Services	4.2	4.2	37.5	54.2	0.0	91.7	8.3	229	95.6	4.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.3	
Average Class Size Kindergarten = 15.2	
Grades 1 to 3 = 27.2	Grades 4 to 5 = 32.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.5	34.7	40.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.875
Principal Intern		Special Education	5.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	8.375
Classroom	23.200		
Staff Development	1.000	Other Support	
ESOL	2.400	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.374
Music	1.200	Other Support Total	3.374
Instrumental Music	0.400		
Preschool	0.500	Building Services	
Special Education: Classroom	4.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	1.500
Other Professional Total	2.900		
Total Professional	45.300	Total Supporting Services	18.249

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1993	9.5	Y	N	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
32	19	5	1	0	4	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
496	496	471	469	474	471	463	460

School Personnel Costs	
Professional Salaries	\$3,399,366
Supporting Services Salaries	\$729,888
Employee Benefits	\$1,095,486
Total Allocated Cost	\$5,224,740

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Olney Elementary School - #502

Principal: Mrs. Carla Glawe
Community Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
Feeder Schools:

3401 Queen Mary Drive Olney, MD 20832

www.montgomeryschoolsmd.org/schools/olneyes/

Office Phone: (301) 924-3126
Fax Number: (301) 570-1094
Cluster Name: Sherwood
Receiving Schools: Rosa Parks

2012–2013 Enrollment = 612													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.9	54.1	≤5.0	10.6	14.7	14.5	≤5.0	53.3	6.5	Pre-K	0	0.0
ESOL	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	82	13.4
FARMS	18.1	7.4	10.8	≤5.0	≤5.0	6.9	5.1	≤5.0	≤5.0	≤5.0	Grade 1	101	16.5
SPED	6.5	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	99	16.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	99	16.2
											Grade 4	103	16.8
											Grade 5	128	20.9
											Total	612	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 21.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0772	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.2	88.3	≥95.0	≥95.0	≥95.0	≥95.0
Asian	90.9	90.9	92.9	78.6	≥95.0	≥95.0
Black or African American	92.9	78.6	≥95.0	93.3	85.7	92.9
Hispanic/Latino	90.0	80.0	94.7	≥95.0	≥95.0	90.5
White	93.3	90.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	81.0	≥95.0	90.0	83.3	88.9
LEP	--	--	--	--	--	--
SPED	--	--	--	--	85.7	92.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	70.0	75.0	82.0	84.0	77.0	81.0
Asian	72.7	63.6	90.9	90.9	81.8	81.8
Black or African American	57.1	57.1	64.3	71.4	50.0	64.3
Hispanic/Latino	44.4	61.1	72.2	61.1	61.1	61.1
White	84.6	88.5	88.5	94.2	86.5	92.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	27.3	45.5	54.5	50.0	50.0	40.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	7.1	7.1	83.3	0.0	92.9	7.1			
Supporting Services	6.3	25.0	12.5	56.3	0.0	87.5	12.5	125	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.6	
Average Class Size Kindergarten = 16.2	
Grades 1 to 3 = 36.1	Grades 4 to 5 = 33.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.5	54.8	35.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	2.562
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	4.000	Instructional Support Total	5.687
Classroom	22.000		
Staff Development	1.000	Other Support	
ESOL	0.700	Administrative Secretary	1.000
Reading/Literacy	2.200	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.624
Music	1.000	Other Support Total	3.624
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	2.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.700	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.000
Other Professional Total	3.000		
Total Professional	39.700	Total Supporting Services	14.311

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	1990	9.9	Y	N	0

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
584	584	577	568	566	564	558	565

School Personnel Costs	
Professional Salaries	\$3,002,150
Supporting Services Salaries	\$598,070
Employee Benefits	\$951,257
Total Allocated Cost	\$4,551,477

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

William Tyler Page Elementary School - #312

Principal: Mrs. Debra A. Berner
Community Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

13400 Tamarack Road Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/pagees/

Office Phone: (301) 989-5672
Fax Number: (301) 879-1036
Cluster Name: Northeast Consortium
Receiving Schools: Briggs Chaney

2012–2013 Enrollment = 403													
	% 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	20.6	50.4	18.1	≤5.0	6.9	≤5.0	Pre-K	39	9.7
ESOL	22.3	9.7	12.7	≤5.0	6.5	7.4	8.4	≤5.0	≤5.0	≤5.0	Full-Day K	59	14.6
FARMS	50.1	24.6	25.6	≤5.0	7.4	27.0	13.2	≤5.0	≤5.0	≤5.0	Grade 1	66	16.4
SPED	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	70	17.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	57	14.1
											Grade 4	61	15.1
											Grade 5	51	12.7
											Total	403	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 54.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 20.5%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9289	4
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.3	88.5	86.3	94.1	82.5	85.7
Asian	≥95.0	≥95.0	≥95.0	≥95.0	--	--
Black or African American	70.4	74.1	73.1	88.5	70.6	79.4
Hispanic/Latino	75.0	≥95.0	--	--	≥95.0	80.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	72.2	83.3	75.0	87.5	73.1	76.9
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	61.4	70.2	68.4	66.7	82.5	70.2
Asian	63.6	90.9	90.9	90.9	≥95.0	≥95.0
Black or African American	50.0	46.2	53.8	50.0	69.2	42.3
Hispanic/Latino	--	--	--	--	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	45.8	54.2	58.3	45.8	75.0	54.2
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.6	16.7	2.8	75.0	0.0	91.7	8.3			
Supporting Services	6.3	31.3	12.5	43.8	6.3	87.5	12.5	111	96.4	3.6

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.4	
Average Class Size Kindergarten = 11.5	
Grades 1 to 3 = 23.3	Grades 4 to 5 = 29.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.9	19.4	66.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.873
Principal Intern		Special Education	1.498
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	4.496
Classroom	17.200		
Staff Development	0.500	Other Support	
ESOL	1.900	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	0.996
Music	0.900	Other Support Total	2.996
Instrumental Music	0.200		
Preschool	1.000	Building Services	
Special Education: Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	29.100	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	1.062
Other Professional Total	2.600		
Total Professional	33.700	Total Supporting Services	12.054

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	2003	9.8	Y	Y	2

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	12	4	1	0	4	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
341	341	428	429	433	424	421	420

School Personnel Costs	
Professional Salaries	\$2,906,423
Supporting Services Salaries	\$508,019
Employee Benefits	\$900,290
Total Allocated Cost	\$4,314,732

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Pine Crest Elementary School - #761

Principal: Mrs. 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

2012–2013 Enrollment = 438													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		52.7	47.3	≤5.0	13.7	17.6	35.8	≤5.0	28.1	≤5.0	Pre-K	0	0.0
ESOL	24.7	10.5	14.2	≤5.0	≤5.0	≤5.0	20.1	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	47.7	25.3	22.4	≤5.0	6.4	11.9	28.3	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	123	28.1
											Grade 4	164	37.4
											Grade 5	151	34.5
											Total	438	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	90.9	9.1	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 54.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model (3–5)
Center for the Highly Gifted (4–5)
Computer Technology Program
Linkages to Learning
Professional Development School with the University of MD

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0017	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.9	89.7	90.1	≥95.0	85.8	91.2
Asian	≥95.0	92.9	92.3	≥95.0	82.4	94.1
Black or African American	≥95.0	81.0	88.9	≥95.0	76.5	88.2
Hispanic/Latino	90.5	85.7	80.0	90.0	80.0	84.4
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	--	--
FARMS	90.6	86.8	82.2	91.8	74.6	85.9
LEP	88.9	80.6	75.6	87.8	56.3	81.3
SPED	--	--	--	--	64.3	64.3

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
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 ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	15.8	7.9	76.3	0.0	92.1	7.9			
Supporting Services	0.0	28.6	14.3	57.1	0.0	85.7	14.3	99	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 14.0
Average Class Size Kindergarten =
Grades 1 to 3 = 19.5 Grades 4 to 5 = 33.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	31.6	55.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.749
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten		Instructional Support Total	3.374
Classroom	19.500		
Staff Development	1.000	Other Support	
ESOL	2.200	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.700	Lunch Hour Aide	1.124
Music	0.700	Other Support Total	3.124
Instrumental Music	0.500		
Preschool		Building Services	
Special Education:		Manager	1.000
Classroom	1.500	Leader	1.000
Resource Program		Worker	1.500
Teachers Total	27.100	Plant Equipment Operator	
Other Professional		Building Services Total	3.500
Counselor	1.000		
Media Specialist	0.500	Food Services	1.250
Spec Ed Related Services	0.400		
Other Professional Total	1.900		
Total Professional	31.000	Total Supporting Services	11.248

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1941	1992	5.6	Y	N	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
381	381	451	494	474	478	435	445

School Personnel Costs	
Professional Salaries	\$2,443,535
Supporting Services Salaries	\$479,488
Employee Benefits	\$775,917
Total Allocated Cost	\$3,698,940

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 2011–2012 school year.

³ Results are not reported (–) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Piney Branch Elementary School - #749

Principal: Mrs. Rachel C. DuBois, Acting
 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

2012–2013 Enrollment = 492													
	% 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	≤5.0	34.1	17.3	≤5.0	38.4	5.7	Pre-K	0	0.0
ESOL	16.3	7.7	8.5	≤5.0	≤5.0	7.9	7.3	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	33.9	16.9	17.1	≤5.0	≤5.0	18.7	11.8	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	8.7	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	180	36.6
											Grade 4	171	34.8
											Grade 5	141	28.7
											Total	492	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 40.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model
Elementary Home School Model (3–5)
Gifted and Talented/Learning Disabled

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9804	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.0	93.8	90.3	≥95.0	87.5	≥95.0
Asian	--	--	--	--	--	--
Black or African American	89.8	88.3	87.8	≥95.0	83.3	93.8
Hispanic/Latino	77.8	85.2	66.7	90.5	73.9	≥95.0
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	--	--	84.6	84.6
FARMS	78.9	82.8	70.5	90.9	73.9	89.1
LEP	80.0	88.6	57.9	84.2	71.4	90.5
SPED	80.0	85.0	70.0	80.0	42.9	71.4

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
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 ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.9	18.4	7.9	63.2	2.6	78.9	21.1			
Supporting Services	5.9	47.1	29.4	17.6	0.0	70.6	29.4	108	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.5
Average Class Size Kindergarten =
Grades 1 to 3 = 21.2 Grades 4 to 5 = 33.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.6	42.1	26.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	1.373
Assistant Principal	1.000	Regular	
Principal Intern		Special Education	1.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten		Instructional Support Total	4.373
Classroom	22.000		
Staff Development	1.000	Other Support	
ESOL	1.600	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.800	Lunch Hour Aide	1.248
Music	0.800	Other Support Total	3.248
Instrumental Music	0.400		
Preschool		Building Services	
Special Education:		Manager	1.000
Classroom	3.000	Leader	1.000
Resource Program		Worker	3.500
Teachers Total	30.600	Plant Equipment Operator	1.000
Other Professional		Building Services Total	6.500
Counselor	1.000		
Media Specialist	1.000	Food Services	1.250
Spec Ed Related Services	0.500		
Other Professional Total	2.500		
Total Professional	35.100	Total Supporting Services	15.371

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1973	--	2.0	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	26	4	0	0	0	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
611	611	537	556	584	589	587	573

School Personnel Costs	
Professional Salaries	\$2,512,340
Supporting Services Salaries	\$638,205
Employee Benefits	\$835,839
Total Allocated Cost	\$3,986,384

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 2011–2012 school year.

³ Results are not reported (–) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Poolesville Elementary School - #153

Principal: Mr. Douglas M. Robbins

19565 Fisher Avenue Poolesville, MD 20837

Office Phone: (301) 972-7960

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 972-7963

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/poolesvillees/

Cluster Name: Poolesville

Feeder Schools:

Receiving Schools: John Poole

2012–2013 Enrollment = 390													
	% 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	≤5.0	≤5.0	12.6	≤5.0	76.2	≤5.0	Pre-K	0	0.0
ESOL	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	58	14.9
FARMS	14.4	6.2	8.2	≤5.0	≤5.0	≤5.0	5.1	≤5.0	5.9	≤5.0	Grade 1	68	17.4
SPED	9.7	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.2	≤5.0	Grade 2	75	19.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	66	16.9
											Grade 4	52	13.3
											Grade 5	71	18.2
											Total	390	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	76.3	18.4	5.3

Other Participation
Students now or have in the past received FARMS ² = 19.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 10.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0020	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	87.8	92.9	≥95.0	88.7	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	≥95.0	≥95.0
White	≥95.0	94.4	≥95.0	≥95.0	85.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	72.7	90.9	54.5	90.9
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	78.9	81.7	69.0	83.1	77.5	81.7
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	79.6	85.2	72.2	85.2	77.8	81.5
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	50.0	50.0	42.9	64.3	64.3	57.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	0.0	0.0	96.9	3.1	81.3	18.8			
Supporting Services	13.3	13.3	0.0	73.3	0.0	86.7	13.3	87	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.8	
Average Class Size	Kindergarten = 16.0
	Grades 1 to 3 = 33.8 Grades 4 to 5 = 29.1

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	2.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	4.000
Classroom	14.700		
Staff Development	0.500	Other Support	
ESOL	0.400	Administrative Secretary	1.000
Reading/Literacy	1.400	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.700	Lunch Hour Aide	0.999
Music	0.700	Other Support Total	2.999
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.600	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	1.000
Other Professional Total	2.700		
Total Professional	28.300	Total Supporting Services	11.999

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1978	12.3	Y	Y	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	20	4	0	0	3	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
539	539	452	456	480	491	489	493

School Personnel Costs	
Professional Salaries	\$2,510,659
Supporting Services Salaries	\$494,829
Employee Benefits	\$788,476
Total Allocated Cost	\$3,793,964

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Potomac Elementary School - #601

Principal: Mrs. Linda Z. Goldberg

10311 River Road Potomac, MD 20854

Office Phone: (301) 469-1042

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 469-1045

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/potomaces/

Cluster Name: Winston Churchill

Feeder Schools:

Receiving Schools: Hoover

2012–2013 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		47.6	52.4	≤5.0	30.6	≤5.0	≤5.0	≤5.0	58.3	≤5.0	Pre-K	0	0.0
ESOL	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	56	11.3
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	72	14.5
SPED	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	89	17.9
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).											Grade 3	88	17.7
											Grade 4	99	20.0
											Grade 5	92	18.5
											Total	496	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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} = 7.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model
Resource
Arts Integration Model School
Partial Chinese Immersion

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0515	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥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	94.2	94.2	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	70.2	77.4	73.8	83.3	89.3	81.0
Asian	75.9	82.8	82.8	89.7	≥95.0	86.2
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	70.8	75.0	70.8	83.3	87.5	81.3
Two or More Races	--	--	--	--	--	--
ESOL	33.3	50.0	58.3	41.7	66.7	50.0
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.3	2.4	0.0	90.2	0.0	92.7	7.3			
Supporting Services	50.0	14.3	0.0	35.7	0.0	78.6	21.4	113	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.1	
Average Class Size Kindergarten = 20.3	
Grades 1 to 3 = 33.1	Grades 4 to 5 = 31.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	43.9	43.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.124
Principal Intern		Special Education	0.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	2.999
Classroom	20.400		
Staff Development	1.000	Other Support	
ESOL	0.600	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.250
Music	0.900	Other Support Total	3.250
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	2.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	30.700	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.600	Food Services	0.750
Other Professional Total	2.600		
Total Professional	35.300	Total Supporting Services	11.499

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1949	1976	9.6	Y	N	5

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	15	3	0	0	3	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
424	550	476	463	459	454	464	475

School Personnel Costs	
Professional Salaries	\$2,760,935
Supporting Services Salaries	\$489,693
Employee Benefits	\$837,129
Total Allocated Cost	\$4,087,757

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 592													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.8	49.2	≤5.0	11.0	27.9	41.0	≤5.0	15.0	≤5.0	Pre-K	36	6.1
ESOL	32.1	17.4	14.7	≤5.0	≤5.0	≤5.0	24.2	≤5.0	≤5.0	≤5.0	Full-Day K	107	18.1
FARMS	54.4	28.7	25.7	≤5.0	≤5.0	15.9	30.6	≤5.0	≤5.0	≤5.0	Grade 1	104	17.6
SPED	8.6	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	98	16.6
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).											Grade 3	75	12.7
											Grade 4	89	15.0
											Grade 5	83	14.0
											Total	592	
Students with Disabilities Least Restrictive Environment (LRE) ²													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	86.3	7.8	5.9

Other Participation
Students now or have in the past received FARMS ² = 60.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 18.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Prekindergarten
Physical Disabilities

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	1.1250	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.3	79.1	88.2	84.3	84.8	87.9
Asian	≥95.0	86.7	--	--	--	--
Black or African American	≥95.0	81.0	84.6	92.0	88.2	82.4
Hispanic/Latino	83.8	70.3	86.1	71.4	69.2	84.6
White	≥95.0	≥95.0	92.9	92.9	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	91.3	76.1	80.5	71.8	71.0	83.9
LEP	84.8	63.6	79.2	59.1	46.7	66.7
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	56.3	53.8	51.3	48.8	68.8	56.3
Asian	--	--	--	--	--	--
Black or African American	73.3	80.0	60.0	60.0	73.3	73.3
Hispanic/Latino	35.9	33.3	41.0	35.9	61.5	41.0
White	61.5	53.8	53.8	53.8	76.9	61.5
Two or More Races	--	--	--	--	--	--
ESOL	38.2	38.2	44.1	38.2	58.8	41.2
FARMS	42.9	42.9	40.8	40.8	59.2	44.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.3	14.0	5.3	71.9	3.5	91.2	8.8			
Supporting Services	7.4	25.9	14.8	51.9	0.0	92.6	7.4	162	94.4	5.6

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.9	
Average Class Size Kindergarten = 12.9	
Grades 1 to 3 = 26.8	Grades 4 to 5 = 32.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.3	43.9	43.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.624
Principal Intern		Special Education	7.123
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	6.000	Instructional Support Total	12.372
Classroom	25.200		
Staff Development	1.000	Other Support	
ESOL	4.200	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.500
Music	1.300	Other Support Total	3.500
Instrumental Music	0.300		
Preschool	1.000	Building Services	
Special Education: Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	44.800	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	1.000		
Spec Ed Related Services	2.000	Food Services	1.375
Other Professional Total	4.000		
Total Professional	50.800	Total Supporting Services	21.747

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1991	--	12.8	Y	Y	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	17	5	1	0	6	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
463	463	628	641	667	665	663	660

School Personnel Costs	
Professional Salaries	\$3,945,591
Supporting Services Salaries	\$884,361
Employee Benefits	\$1,290,340
Total Allocated Cost	\$6,120,292

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Dr. Sally K. Ride Elementary School - #242

Principal: Mr. Christopher A. Wynne

21301 Seneca Crossing Drive Germantown, MD 20876

Office Phone: (301) 353-0994

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 601-0349

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/ridees/

Cluster Name: Seneca Valley

Feeder Schools:

Receiving Schools: Clemente, King

2012–2013 Enrollment = 510													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		43.7	56.3	≤5.0	23.5	28.6	24.3	≤5.0	16.9	6.3	Pre-K	44	8.6
ESOL	20.4	7.5	12.9	≤5.0	7.1	≤5.0	9.8	≤5.0	≤5.0	≤5.0	Full-Day K	72	14.1
FARMS	42.5	18.0	24.5	≤5.0	≤5.0	19.6	13.7	≤5.0	≤5.0	≤5.0	Grade 1	85	16.7
SPED	16.3	≤5.0	11.4	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	65	12.7
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).											Grade 3	88	17.3
											Grade 4	74	14.5
											Grade 5	82	16.1
											Total	510	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	44.6	≤5.0	53.0

Other Participation
Students now or have in the past received FARMS ² = 46.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 16.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model
Elementary Learning Center
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	0.9943	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.9	83.3	81.6	84.9	76.8	81.7
Asian	≥95.0	86.4	85.0	89.5	94.7	94.7
Black or African American	72.2	83.3	66.7	74.1	71.4	81.0
Hispanic/Latino	81.8	72.7	88.9	83.3	63.6	68.2
White	94.1	82.4	≥95.0	≥95.0	71.4	78.6
Two or More Races	--	--	--	--	--	--
FARMS	68.2	77.3	75.7	75.0	58.8	70.6
LEP	--	--	--	--	50.0	50.0
SPED	46.2	69.2	42.9	35.7	50.0	42.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.3	61.4	60.9	65.9	74.7	68.2
Asian	89.5	89.5	83.3	89.5	94.4	89.5
Black or African American	54.5	45.5	45.5	50.0	59.1	50.0
Hispanic/Latino	66.7	37.5	41.7	54.2	66.7	54.2
White	75.0	75.0	75.0	75.0	91.7	83.3
Two or More Races	63.6	81.8	81.8	72.7	72.7	81.8
ESOL	58.8	29.4	47.1	47.1	70.6	41.2
FARMS	62.9	45.7	51.4	60.0	68.6	60.0
SPED	30.8	23.1	15.4	23.1	76.9	23.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	10.0	4.0	82.0	2.0	84.0	16.0			
Supporting Services	7.7	7.7	7.7	76.9	0.0	88.5	11.5	145	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.5	
Average Class Size	Kindergarten = 12.4
	Grades 1 to 3 = 28.5 Grades 4 to 5 = 31.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	40.0	50.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.974
Principal Intern		Special Education	6.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	10.224
Classroom	19.300		
Staff Development	1.000	Other Support	
ESOL	2.000	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.249
Music	1.300	Other Support Total	3.249
Instrumental Music	0.200		
Preschool	1.600	Building Services	
Special Education: Classroom	7.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.200	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.300	Food Services	1.250
Other Professional Total	4.300		
Total Professional	46.500	Total Supporting Services	19.723

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1994	--	13.5	Y	Y	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	16	5	2	0	4	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
503	503	513	518	512	526	519	522

School Personnel Costs	
Professional Salaries	\$3,817,907
Supporting Services Salaries	\$826,659
Employee Benefits	\$1,228,140
Total Allocated Cost	\$5,872,706

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Ritchie Park Elementary School - #227

Principal: Ms. M. Catherine Long

1514 Dunster Road Rockville, MD 20854

Office Phone: (301) 279-8475

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 517-5047

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/ritchieparkes/

Cluster Name: Richard Montgomery

Feeder Schools:

Receiving Schools: Julius West

2012–2013 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		47.9	52.1	≤5.0	20.5	10.2	16.1	≤5.0	48.1	≤5.0	Pre-K	0	0.0
ESOL	13.2	6.5	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	86	16.5
FARMS	16.5	9.6	6.9	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Grade 1	91	17.4
SPED	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	85	16.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	102	19.5
											Grade 4	92	17.6
											Grade 5	66	12.6
											Total	522	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 19.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Resource (K–5)
Character Education
Community Service/Outreach

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9898	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.7	87.5	89.5	≥95.0	86.7	≥95.0
Asian	≥95.0	87.5	≥95.0	≥95.0	87.5	≥95.0
Black or African American	90.0	80.0	76.9	92.3	--	--
Hispanic/Latino	63.2	68.4	83.3	83.3	75.0	93.8
White	≥95.0	≥95.0	90.9	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	57.1	78.6	76.9	84.6	56.3	87.5
LEP	50.0	60.0	63.6	81.8	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.6	79.5	73.2	75.7	75.7	75.7
Asian	69.2	80.8	76.9	76.9	80.8	76.9
Black or African American	45.5	72.7	63.6	63.6	63.6	63.6
Hispanic/Latino	50.0	35.7	64.3	35.7	35.7	42.9
White	80.0	90.9	76.4	88.9	88.9	87.0
Two or More Races	--	--	--	--	--	--
ESOL	28.6	42.9	38.1	38.1	52.4	33.3
FARMS	27.8	33.3	33.3	27.8	44.4	33.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.1	7.7	5.1	82.1	0.0	92.3	7.7			
Supporting Services	18.8	6.3	25.0	50.0	0.0	75.0	25.0	118	96.6	3.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.7	
Average Class Size Kindergarten = 12.9	
Grades 1 to 3 = 34.4	Grades 4 to 5 = 32.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	43.6	48.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	2.875
Classroom	20.000		
Staff Development	1.000	Other Support	
ESOL	1.100	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.375
Music	1.000	Other Support Total	3.375
Instrumental Music	0.400		
Preschool		Building Services	
Special Education: Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.400	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.500	Food Services	1.062
Other Professional Total	2.500		
Total Professional	35.900	Total Supporting Services	11.312

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	1997	9.2	Y	N	5

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
21	13	4	0	0	4	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
387	387	536	535	529	536	540	540

School Personnel Costs	
Professional Salaries	\$2,895,670
Supporting Services Salaries	\$472,949
Employee Benefits	\$883,502
Total Allocated Cost	\$4,252,121

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Rock Creek Forest Elementary School - #773

Principal: Ms. Jennifer H. Lowndes

8330 Grubb Road Chevy Chase, MD 20815

Office Phone: (301) 650-6410

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 650-6477

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/rcforestes/

Cluster Name: Bethesda-Chevy Chase

Feeder Schools:

Receiving Schools: Westland

2012–2013 Enrollment = 597													
	% 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	≤5.0	15.2	30.3	≤5.0	43.2	5.7	Pre-K	0	0.0
ESOL	18.8	9.2	9.5	≤5.0	≤5.0	≤5.0	12.9	≤5.0	≤5.0	≤5.0	Full-Day K	121	20.3
FARMS	22.9	12.7	10.2	≤5.0	≤5.0	6.0	14.4	≤5.0	≤5.0	≤5.0	Grade 1	107	17.9
SPED	6.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	105	17.6
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).											Grade 3	83	13.9
											Grade 4	96	16.1
											Grade 5	85	14.2
											Total	597	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

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

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

Other Participation
Students now or have in the past received FARMS ² = 26.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 5.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Total Spanish Immersion
Elementary Home School Model
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9585	4
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	93.0	89.4	89.4	87.0	93.5
Asian	--	--	--	--	--	--
Black or African American	≥95.0	93.3	85.7	71.4	75.0	81.3
Hispanic/Latino	89.3	92.9	78.1	84.4	72.7	86.4
White	≥95.0	94.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	94.1	76.5	60.9	65.2	69.2	76.9
LEP	93.8	81.3	50.0	50.0	58.3	83.3
SPED	--	--	80.0	80.0	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.5	85.9	61.2	81.2	78.8	85.9
Asian	--	--	--	--	--	--
Black or African American	50.0	60.0	10.0	40.0	50.0	50.0
Hispanic/Latino	65.0	80.0	50.0	80.0	75.0	85.0
White	87.0	93.5	73.9	91.3	87.0	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	38.5	53.8	38.5	46.2	61.5	53.8
FARMS	35.7	50.0	14.3	42.9	64.3	50.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.1	6.4	31.9	59.6	0.0	93.6	6.4			
Supporting Services	0.0	21.4	28.6	50.0	0.0	85.7	14.3	134	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.0	
Average Class Size Kindergarten = 15.1	
Grades 1 to 3 = 24.4	Grades 4 to 5 = 32.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.9	36.2	31.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.623
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	6.000	Instructional Support Total	2.873
Classroom	24.600		
Staff Development	1.000	Other Support	
ESOL	2.300	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.100	Lunch Hour Aide	1.497
Music	1.100	Other Support Total	3.497
Instrumental Music	0.400		
Preschool		Building Services	
Special Education: Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.500	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	1.125
Other Professional Total	2.700		
Total Professional	43.200	Total Supporting Services	11.495

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1971	8.0	Y	Y	6

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	12	4	0	0	6	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
325	718	632	647	700	700	702	685

School Personnel Costs	
Professional Salaries	\$3,150,463
Supporting Services Salaries	\$423,464
Employee Benefits	\$893,315
Total Allocated Cost	\$4,467,242

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Rock Creek Valley Elementary School - #819

Principal: Ms. Catherine Ann Jasperse

5121 Russett Road Rockville, MD 20853

Office Phone: (301) 460-2195

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 460-2196

School Hours: 9:10 - 3:30

www.montgomeryschoolsmd.org/schools/rcvalleyes/

Cluster Name: Rockville

Feeder Schools:

Receiving Schools: Wood

2012–2013 Enrollment = 416													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.9	54.1	≤5.0	11.3	7.2	40.9	≤5.0	32.0	7.9	Pre-K	24	5.8
ESOL	27.9	13.2	14.7	≤5.0	≤5.0	≤5.0	22.6	≤5.0	≤5.0	≤5.0	Full-Day K	69	16.6
FARMS	35.3	16.6	18.8	≤5.0	≤5.0	≤5.0	26.4	≤5.0	≤5.0	≤5.0	Grade 1	90	21.6
SPED	21.4	8.4	13.0	≤5.0	≤5.0	≤5.0	8.2	≤5.0	6.0	≤5.0	Grade 2	55	13.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	62	14.9
											Grade 4	57	13.7
											Grade 5	59	14.2
											Total	416	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	43.8	6.7	49.4

Other Participation
Students now or have in the past received FARMS ² = 43.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 11.5%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Deaf & Hard/Hearing Program (Oral/Aural)
Elementary Home School Model (K–2)
Preschool Deaf & Hard/Hearing (Oral/Aural, Cued Speech, Total Comm.)
Resource
ESOL Services (PreK–5)
School Wide PEACE Program

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1706	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	91.4	≥95.0	93.9	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	≥95.0	≥95.0	94.4	≥95.0	91.3	≥95.0
White	≥95.0	≥95.0	91.7	≥95.0	≥95.0	93.8
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	≥95.0	94.1	≥95.0	87.5	≥95.0
LEP	87.5	≥95.0	81.8	≥95.0	--	--
SPED	--	--	69.2	≥95.0	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	50.8	69.5	69.5	49.2	45.0	64.4
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	31.6	52.6	57.9	31.6	30.0	47.4
White	60.0	76.0	76.0	60.0	44.0	68.0
Two or More Races	--	--	--	--	--	--
ESOL	40.0	40.0	53.3	40.0	31.3	40.0
FARMS	42.3	57.7	57.7	46.2	37.0	53.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.0	2.0	6.0	88.0	0.0	90.0	10.0			
Supporting Services	0.0	25.9	7.4	66.7	0.0	96.3	3.7	128	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 7.5	
Average Class Size	Kindergarten = 10.0
	Grades 1 to 3 = 23.9 Grades 4 to 5 = 28.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.0	46.0	44.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Principal Intern		Special Education	9.562
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	11.937
Classroom	17.800		
Staff Development	1.000	Other Support	
ESOL	2.600	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.125
Music	1.200	Other Support Total	3.125
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	39.000	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	46.200	Total Supporting Services	20.562

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	2001	10.4	Y	N	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
29	14	4	0	0	4	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
383	383	413	421	421	428	397	385

School Personnel Costs	
Professional Salaries	\$3,684,486
Supporting Services Salaries	\$817,806
Employee Benefits	\$1,193,463
Total Allocated Cost	\$5,695,755

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Rock View Elementary School - #795

Principal: Ms. Kristine A. Alexander
Community Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools:

3901 Denfeld Avenue Kensington, MD 20895
www.montgomeryschoolsmd.org/schools/rockviews/

Office Phone: (301) 929-2002
Fax Number: (301) 962-5986
Cluster Name: Downcounty Consortium
Receiving Schools: Newport Mill

2012–2013 Enrollment = 630													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.5	49.5	≤5.0	11.4	16.2	44.0	≤5.0	22.9	5.4	Pre-K	46	7.3
ESOL	38.6	19.8	18.7	≤5.0	≤5.0	≤5.0	29.2	≤5.0	≤5.0	≤5.0	Full-Day K	108	17.1
FARMS	48.7	23.8	24.9	≤5.0	≤5.0	9.8	31.9	≤5.0	≤5.0	≤5.0	Grade 1	122	19.4
SPED	12.5	≤5.0	9.4	≤5.0	≤5.0	≤5.0	6.3	≤5.0	≤5.0	≤5.0	Grade 2	106	16.8
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).											Grade 3	97	15.4
											Grade 4	81	12.9
											Grade 5	70	11.1
											Total	630	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	45.6	6.3	48.1

Other Participation
Students now or have in the past received FARMS ² = 54.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 10.3%
Attendance Rate ^{2 3} = 94.7%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	1.0907	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	76.6	81.9	91.3	91.3	85.1	≥95.0
Asian	--	--	--	--	≥95.0	≥95.0
Black or African American	46.2	61.5	93.8	≥95.0	85.7	≥95.0
Hispanic/Latino	66.7	76.9	85.3	85.3	77.4	≥95.0
White	93.1	93.1	--	--	93.3	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	59.5	69.0	83.3	83.3	72.2	≥95.0
LEP	53.3	70.0	76.5	70.6	45.5	≥95.0
SPED	33.3	53.3	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	56.0	54.1	45.9	51.4	76.1	55.0
Asian	58.3	58.3	41.7	41.7	75.0	41.7
Black or African American	51.9	37.0	48.1	37.0	66.7	44.4
Hispanic/Latino	43.6	38.5	30.8	41.0	71.8	41.0
White	75.0	89.3	71.4	85.7	92.9	89.3
Two or More Races	--	--	--	--	--	--
ESOL	39.0	31.7	24.4	31.7	61.0	29.3
FARMS	45.6	38.6	35.1	38.6	68.4	42.1
SPED	5.9	5.9	≤5.0	5.9	64.7	≤5.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	20.3	6.3	70.3	3.1	89.1	10.9	196	98.5	1.5
Supporting Services	7.4	29.6	3.7	59.3	0.0	81.5	18.5			

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.8	
Average Class Size	Kindergarten = 15.6
	Grades 1 to 3 = 26.3 Grades 4 to 5 = 31.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.1	39.1	46.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.750
Principal Intern		Special Education	6.562
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	6.000	Instructional Support Total	11.937
Classroom	26.600		
Staff Development	1.000	Other Support	
ESOL	4.500	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.400	Lunch Hour Aide	1.623
Music	1.400	Other Support Total	3.623
Instrumental Music	0.300		
Preschool	1.000		
Special Education:		Building Services	
Classroom	7.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	50.200	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	7.000
Media Specialist	1.000		
Spec Ed Related Services	1.700	Food Services	1.250
Other Professional Total	3.700		
Total Professional	55.900	Total Supporting Services	23.810

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1955	1999	7.4	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	23	5	1	0	6	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
631	631	642	668	676	674	656	654

School Personnel Costs	
Professional Salaries	\$4,160,636
Supporting Services Salaries	\$954,967
Employee Benefits	\$1,368,672
Total Allocated Cost	\$6,484,275

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Lois P. Rockwell Elementary School - #156

Principal: Mrs. Cheryl A. 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

2012–2013 Enrollment = 449													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.4	52.6	≤5.0	10.7	12.2	21.2	≤5.0	49.2	6.2	Pre-K	47	10.5
ESOL	16.9	8.0	8.9	≤5.0	≤5.0	≤5.0	8.9	≤5.0	≤5.0	≤5.0	Full-Day K	69	15.4
FARMS	23.6	10.7	12.9	≤5.0	≤5.0	7.3	8.5	≤5.0	6.0	≤5.0	Grade 1	66	14.7
SPED	18.7	5.3	13.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.7	≤5.0	Grade 2	66	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).											Grade 3	84	18.7
											Grade 4	59	13.1
											Grade 5	58	12.9
											Total	449	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	57.1	≤5.0	39.3

Other Participation
Students now or have in the past received FARMS ² = 28.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 8.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0617	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	94.7	≥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	≥95.0	≥95.0	91.7	≥95.0	81.8	≥95.0
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.4	72.9	67.5	68.2	72.0	72.9
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	54.5	54.5	45.5	45.5	63.6	63.6
White	79.6	75.9	71.7	75.9	71.2	79.6
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	65.0	80.0	60.0	45.0	65.0	65.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.4	2.4	7.1	88.1	0.0	90.5	9.5			
Supporting Services	10.0	0.0	15.0	75.0	0.0	80.0	20.0	95	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.6	
Average Class Size Kindergarten = 18.3	
Grades 1 to 3 = 31.8	Grades 4 to 5 = 28.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.1	38.1	54.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.999
Principal Intern		Special Education	5.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	7.249
Classroom	16.300		
Staff Development	1.000	Other Support	
ESOL	1.800	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	0.998
Music	0.900	Other Support Total	2.998
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	7.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.700	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	0.500	Building Services Total	4.500
Media Specialist	0.500		
Spec Ed Related Services	2.600	Food Services	0.937
Other Professional Total	3.600		
Total Professional	38.300	Total Supporting Services	15.684

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1992	--	10.6	Y	Y	0

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
523	523	469	492	476	476	475	471

School Personnel Costs	
Professional Salaries	\$3,258,092
Supporting Services Salaries	\$624,888
Employee Benefits	\$1,034,293
Total Allocated Cost	\$4,917,273

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Rolling Terrace Elementary School - #771

Principal: Mrs. Jennifer L. Connors
Community Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05
Feeder Schools:

705 Bayfield Street Takoma Park, MD 20912

www.montgomeryschoolsmd.org/schools/rollings/

Office Phone: (301) 431-7600

Fax Number: (301) 431-7643

Cluster Name: Downcounty Consortium

Receiving Schools: Silver Spring Internat'l, Takoma Park MS, Eastern MS

2012–2013 Enrollment = 816													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.8	51.2	≤5.0	≤5.0	14.5	62.0	≤5.0	15.9	≤5.0	Pre-K	60	7.4
ESOL	48.5	23.0	25.5	≤5.0	≤5.0	≤5.0	43.4	≤5.0	≤5.0	≤5.0	Full-Day K	151	18.5
FARMS	66.8	31.4	35.4	≤5.0	≤5.0	9.8	54.2	≤5.0	≤5.0	≤5.0	Grade 1	151	18.5
SPED	5.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	130	15.9
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).											Grade 3	116	14.2
											Grade 4	107	13.1
											Grade 5	101	12.4
											Total	816	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 68.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 15.0%
Attendance Rate ^{2 3} = 94.6%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Head Start
Judy P. Hoyer Center
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Program of Assessment, Diagnosis and Instruction (PADI)
School Based Health Center
Spanish Partial Immersion Program

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9561	4
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.4	83.7	81.0	78.8	81.9	87.2
Asian	--	--	--	--	--	--
Black or African American	91.7	75.0	--	--	77.8	77.8
Hispanic/Latino	90.2	80.0	70.7	67.2	74.0	84.0
White	93.3	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	92.1	75.8	70.0	65.0	71.7	80.0
LEP	90.6	74.2	61.9	56.1	58.3	62.5
SPED	--	--	54.5	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	45.4	40.3	45.4	57.1	66.7	51.3
Asian	--	--	--	--	--	--
Black or African American	31.6	36.8	57.9	57.9	73.7	52.6
Hispanic/Latino	32.8	21.9	25.0	42.2	51.5	31.3
White	83.3	83.3	75.0	83.3	87.5	87.5
Two or More Races	--	--	--	--	--	--
ESOL	20.8	13.2	18.9	37.7	47.4	22.6
FARMS	26.3	21.1	28.9	44.7	56.3	32.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.1	10.8	24.3	56.8	4.1	90.5	9.5			
Supporting Services	8.0	36.0	40.0	16.0	0.0	80.0	20.0	212	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.1	
Average Class Size Kindergarten = 18.2	
Grades 1 to 3 = 27.0	Grades 4 to 5 = 27.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.4	31.1	40.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.125
Principal Intern		Special Education	1.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	8.000	Instructional Support Total	9.125
Classroom	36.700		
Staff Development	1.000	Other Support	
ESOL	8.200	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	0.250
Art	1.600	Lunch Hour Aide	1.875
Music	1.600	Other Support Total	4.125
Instrumental Music	0.300		
Preschool	2.000	Building Services	
Special Education: Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	63.400	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.500
Other Professional Total	3.000		
Total Professional	68.400	Total Supporting Services	20.750

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	4.3	Y	N	3

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
43	25	6	2	0	8	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
672	672	849	868	879	873	845	818

School Personnel Costs	
Professional Salaries	\$5,331,812
Supporting Services Salaries	\$815,358
Employee Benefits	\$1,600,891
Total Allocated Cost	\$7,748,061

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Rosemary Hills Elementary School - #794

Principal: Mrs. Deborah C. Ryan

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

2012–2013 Enrollment = 731													
	% 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	5.2	13.0	16.1	≤5.0	57.7	7.7	Pre-K	49	6.7
ESOL	17.5	9.3	8.2	≤5.0	≤5.0	≤5.0	11.1	≤5.0	≤5.0	≤5.0	Full-Day K	251	34.3
FARMS	21.1	10.7	10.4	≤5.0	≤5.0	9.2	9.7	≤5.0	≤5.0	≤5.0	Grade 1	211	28.9
SPED	7.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	220	30.1
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).											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	731	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities Least Restrictive Environment (LRE)													

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.6	≤5.0	31.4

Other Participation
Students now or have in the past received FARMS ² = 21.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Autism (K–2)
Elementary Home School Model (K–2)
Prekindergarten Autism
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth ⁵	SPI	Strand
Met	Met	K/2	1.2776	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).				

Maryland School Assessment Proficiency Rate ^{2 3 5}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2011–2012 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Growth is not assessed for K–2 schools (K/2).

Rosemary Hills Elementary School - #794

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.3	86.0	73.5	84.2	78.3	86.5
Asian	90.0	≥95.0	90.0	≥95.0	70.0	≥95.0
Black or African American	59.3	66.7	51.9	63.0	57.7	66.7
Hispanic/Latino	45.8	66.7	37.5	54.2	54.2	54.2
White	90.9	91.6	82.5	92.3	87.2	93.7
Two or More Races	≥95.0	90.0	80.0	90.0	80.0	≥95.0
ESOL	45.0	65.0	35.0	50.0	35.0	55.0
FARMS	50.0	53.8	34.6	50.0	42.3	53.8
SPED	60.0	50.0	30.0	40.0	20.0	50.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	3.6	12.7	5.5	78.2	0.0	90.7	9.3			
Supporting Services	12.9	29.0	12.9	45.2	0.0	87.1	12.9	143	97.2	2.8

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.2
Average Class Size Kindergarten = 20.6
Grades 1 to 3 = 32.1 Grades 4 to 5 =

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
32.7	43.6	23.6

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.499
Principal Intern		Special Education	10.877
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	10.000	Instructional Support Total	15.001
Classroom	17.800		
Staff Development	1.000	Other Support	
ESOL	2.700	Administrative Secretary	1.000
Reading/Literacy	3.100	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.748
Music	1.300	Other Support Total	3.748
Instrumental Music			
Preschool	1.000	Building Services	
Special Education: Classroom	5.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	43.200	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	Food Services	0.750
Other Professional Total	3.500		
Total Professional	48.700	Total Supporting Services	24.999

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1988	6.1	Y	N	7

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
27	8	4	1	0	10	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
475	644	698	681	633	618	615	613

School Personnel Costs	
Professional Salaries	\$3,366,870
Supporting Services Salaries	\$954,267
Employee Benefits	\$1,171,589
Total Allocated Cost	\$5,492,726

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 2011–2012 school year.

³ Results are not reported (–) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 532													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.5	54.5	≤5.0	10.0	23.1	44.2	≤5.0	15.8	6.4	Pre-K	54	10.2
ESOL	35.2	16.5	18.6	≤5.0	≤5.0	≤5.0	26.1	≤5.0	≤5.0	≤5.0	Full-Day K	77	14.5
FARMS	59.0	26.5	32.5	≤5.0	≤5.0	14.7	34.6	≤5.0	≤5.0	≤5.0	Grade 1	97	18.2
SPED	10.7	≤5.0	8.1	≤5.0	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	Grade 2	74	13.9
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).											Grade 3	74	13.9
											Grade 4	75	14.1
											Grade 5	81	15.2
											Total	532	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.7	≤5.0	33.3

Other Participation
Students now or have in the past received FARMS ² = 62.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 19.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model (Inclusion)
Prekindergarten Autism
Resource
Judy P. Hoyer Center
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9737	4
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.4	92.4	89.0	90.2	76.6	93.8
Asian	≥95.0	92.3	--	--	--	--
Black or African American	86.7	93.3	90.9	86.4	55.6	88.9
Hispanic/Latino	87.5	87.5	83.3	86.7	80.6	93.5
White	--	--	85.7	92.9	--	--
Two or More Races	--	--	≥95.0	≥95.0	--	--
FARMS	88.6	91.4	85.4	87.8	73.9	91.3
LEP	88.9	94.4	80.0	80.0	56.3	81.3
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.3	61.3	56.0	59.2	64.5	69.3
Asian	90.9	90.9	81.8	90.9	90.9	≥95.0
Black or African American	68.8	56.3	50.0	37.5	56.3	62.5
Hispanic/Latino	62.1	44.8	51.7	53.3	60.0	55.2
White	83.3	75.0	58.3	75.0	66.7	83.3
Two or More Races	--	--	--	--	--	--
ESOL	55.6	29.6	44.4	40.7	51.9	48.1
FARMS	60.5	47.4	47.4	48.7	59.0	55.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	0.0	1.9	3.8	94.2	0.0	82.7	17.3			
Supporting Services	19.4	19.4	19.4	41.7	0.0	86.1	13.9	157	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 8.6	
Average Class Size	Kindergarten = 12.7
	Grades 1 to 3 = 26.1 Grades 4 to 5 = 30.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.3	32.7	50.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.623
Principal Intern		Special Education	12.251
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	16.999
Classroom	21.800		
Staff Development	1.000	Other Support	
ESOL	4.000	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.309
Music	1.300	Other Support Total	3.309
Instrumental Music	0.200		
Preschool	1.000	Building Services	
Special Education: Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.600	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	1.625
Other Professional Total	3.400		
Total Professional	48.000	Total Supporting Services	27.433

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1965	1995	8.9	Y	Y	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	22	4	1	0	5	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
592	592	541	539	567	597	612	659

School Personnel Costs	
Professional Salaries	\$3,867,901
Supporting Services Salaries	\$1,100,022
Employee Benefits	\$1,369,328
Total Allocated Cost	\$6,337,251

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 445													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.6	52.4	≤5.0	9.2	17.1	40.7	≤5.0	28.5	≤5.0	Pre-K	0	0.0
ESOL	37.1	16.6	20.4	≤5.0	≤5.0	≤5.0	30.8	≤5.0	≤5.0	≤5.0	Full-Day K	84	18.9
FARMS	49.4	25.4	24.0	≤5.0	≤5.0	11.0	31.9	≤5.0	≤5.0	≤5.0	Grade 1	68	15.3
SPED	13.3	≤5.0	9.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	74	16.6
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).											Grade 3	75	16.9
											Grade 4	77	17.3
											Grade 5	67	15.1
											Total	445	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 55.1%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 17.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9553	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.8	86.8	94.0	91.0	70.5	82.0
Asian	--	--	--	--	--	--
Black or African American	75.0	68.8	--	--	66.7	75.0
Hispanic/Latino	81.5	88.9	88.9	85.2	55.6	70.4
White	≥95.0	≥95.0	≥95.0	≥95.0	91.7	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	77.8	80.6	84.6	80.8	55.6	75.0
LEP	73.7	84.2	81.3	75.0	41.2	64.7
SPED	50.0	80.0	70.0	80.0	72.7	54.5

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	62.0	62.0	60.6	67.6	78.9	70.4
Asian	--	--	--	--	--	--
Black or African American	53.3	66.7	66.7	60.0	86.7	73.3
Hispanic/Latino	51.9	40.7	51.9	55.6	59.3	55.6
White	88.2	88.2	70.6	88.2	≥95.0	94.1
Two or More Races	--	--	--	--	--	--
ESOL	51.9	33.3	37.0	55.6	63.0	51.9
FARMS	41.2	38.2	38.2	50.0	61.8	52.9
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.3	9.3	2.3	79.1	0.0	86.0	14.0			
Supporting Services	5.6	11.1	16.7	66.7	0.0	88.9	11.1	117	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.2	
Average Class Size Kindergarten = 12.0	
Grades 1 to 3 = 26.6	Grades 4 to 5 = 29.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.0	37.2	48.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.999
Principal Intern		Special Education	3.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	6.249
Classroom	19.500		
Staff Development	1.000	Other Support	
ESOL	3.200	Administrative Secretary	1.000
Reading/Literacy	0.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.125
Music	0.900	Other Support Total	3.125
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	35.300	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.250
Other Professional Total	3.000		
Total Professional	40.300	Total Supporting Services	14.624

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1990	--	10.0	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
30	18	5	0	0	4	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
465	465	457	463	472	479	497	495

School Personnel Costs	
Professional Salaries	\$3,261,359
Supporting Services Salaries	\$602,061
Employee Benefits	\$1,004,447
Total Allocated Cost	\$4,867,867

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Seven Locks Elementary School - #603

Principal: Mr. Carl R. Bencal

9500 Seven Locks Road Bethesda, MD 20817

Office Phone: (301) 469-1038

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 469-1041

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/sevenlocks/

Cluster Name: Winston Churchill

Feeder Schools:

Receiving Schools: Cabin John

2012–2013 Enrollment = 358													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		43.6	56.4	≤5.0	16.8	8.9	9.5	≤5.0	57.5	6.7	Pre-K	0	0.0
ESOL	8.1	≤5.0	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	59	16.5
FARMS	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	54	15.1
SPED	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	71	19.8
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).											Grade 3	56	15.6
											Grade 4	56	15.6
											Grade 5	62	17.3
											Total	358	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 8.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 6.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.2011	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	94.2	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	92.3	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	93.1	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	69.8	84.9	77.4	79.2	77.4	81.1
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	68.8	87.5	78.1	78.1	75.0	81.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.4	3.4	3.4	86.2	3.4	89.7	10.3			
Supporting Services	7.1	21.4	0.0	64.3	0.0	78.6	21.4	76	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.9	
Average Class Size Kindergarten = 16.0	
Grades 1 to 3 = 37.3	Grades 4 to 5 = 25.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.9	58.6	34.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.125
Principal Intern		Special Education	
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	3.000	Instructional Support Total	2.125
Classroom	12.600		
Staff Development	1.000	Other Support	
ESOL	0.600	Administrative Secretary	1.000
Reading/Literacy	1.100	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.600	Lunch Hour Aide	0.875
Music	0.600	Other Support Total	2.875
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	1.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	21.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	
Other Professional Total	1.900		
Total Professional	24.100	Total Supporting Services	9.000

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	2012	9.9	N	N	0

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
425	425	361	374	388	383	391	390

School Personnel Costs	
Professional Salaries	\$1,881,006
Supporting Services Salaries	\$386,748
Employee Benefits	\$610,197
Total Allocated Cost	\$2,877,951

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Sherwood Elementary School - #501

Principal: Mrs. Dina E. Brewer
 Community Supt: Dr. Myra J. Smith
 School Hours: 9:15 - 3:30
 Feeder Schools:

1401 Olney-Sandy Spring Road Sandy Spring, MD 20860
www.montgomeryschoolsmd.org/schools/sherwoodes/

Office Phone: (301) 924-3195
 Fax Number: (301) 924-3294
 Cluster Name: Sherwood
 Receiving Schools: Farquhar

2012–2013 Enrollment = 489													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		51.5	48.5	≤5.0	13.5	18.2	10.2	≤5.0	53.2	≤5.0	Pre-K	4	0.8
ESOL	9.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	86	17.6
FARMS	13.5	7.0	6.5	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	80	16.4
SPED	10.2	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	75	15.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	74	15.1
											Grade 4	95	19.4
											Grade 5	75	15.3
											Total	489	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	≤5.0	20.0

Other Participation
Students now or have in the past received FARMS ² = 17.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 8.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Elementary Home School Model
Elementary Home School Model (K–2)
Elementary Home School Model (3–5)
Elementary Home School Model (Inclusion)
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
School/Community-Based
School/Community-Based (2–5)
School/Community-Based (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0181	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.5	93.5	93.2	≥95.0	83.6	≥95.0
Asian	--	--	90.5	90.5	83.3	≥95.0
Black or African American	84.6	92.3	85.7	≥95.0	--	--
Hispanic/Latino	76.9	91.7	--	--	76.9	≥95.0
White	≥95.0	94.4	≥95.0	≥95.0	93.5	≥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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	71.4	82.9	88.4	87.1	84.1	82.9
Asian	60.0	90.0	80.0	80.0	70.0	90.0
Black or African American	72.7	81.8	72.7	90.9	81.8	72.7
Hispanic/Latino	--	--	--	--	--	--
White	68.3	80.5	92.7	87.8	87.8	82.9
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.3	7.0	0.0	79.1	2.3	88.4	11.6			
Supporting Services	4.8	23.8	14.3	57.1	0.0	81.0	19.0	106	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.0	
Average Class Size	Kindergarten = 20.0
	Grades 1 to 3 = 36.6 Grades 4 to 5 = 34.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.3	44.2	39.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.125
Principal Intern		Special Education	7.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	9.625
Classroom	17.000		
Staff Development	1.000	Other Support	
ESOL	0.700	Administrative Secretary	1.000
Reading/Literacy	1.400	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.250
Music	1.000	Other Support Total	3.250
Instrumental Music	0.400		
Preschool		Building Services	
Special Education: Classroom	6.200	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	32.700	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.900	Food Services	0.750
Other Professional Total	3.400		
Total Professional	38.100	Total Supporting Services	18.625

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1977	--	10.9	Y	Y	1

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	19	3	0	0	4	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
568	568	513	510	526	537	542	537

School Personnel Costs	
Professional Salaries	\$2,985,185
Supporting Services Salaries	\$741,227
Employee Benefits	\$971,756
Total Allocated Cost	\$4,698,168

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 756													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		51.2	48.8	≤5.0	9.0	12.3	73.1	≤5.0	≤5.0	≤5.0	Pre-K	36	4.8
ESOL	62.4	31.6	30.8	≤5.0	≤5.0	≤5.0	53.7	≤5.0	≤5.0	≤5.0	Full-Day K	143	18.9
FARMS	82.1	42.9	39.3	≤5.0	5.2	10.8	63.5	≤5.0	≤5.0	≤5.0	Grade 1	132	17.5
SPED	9.3	≤5.0	6.5	≤5.0	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0	Grade 2	121	16.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	105	13.9
											Grade 4	108	14.3
											Grade 5	111	14.7
											Total	756	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	87.1	≤5.0	10.0

Other Participation
Students now or have in the past received FARMS ² = 86.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 15.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
Program of Assessment, Diagnosis and Instruction (PADI)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9420	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.6	81.3	83.6	76.4	77.2	84.0
Asian	93.3	93.3	≥95.0	83.3	≥95.0	≥95.0
Black or African American	--	--	73.3	73.3	75.0	75.0
Hispanic/Latino	76.6	80.3	82.1	74.4	72.9	81.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	74.7	76.9	82.7	74.5	75.6	82.7
LEP	75.0	79.1	76.0	62.0	58.8	63.6
SPED	--	--	50.0	57.1	50.0	60.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	32.0	38.0	34.0	43.0	60.6	37.0
Asian	--	--	--	--	--	--
Black or African American	43.8	37.5	37.5	43.8	56.3	31.3
Hispanic/Latino	27.5	33.3	27.5	37.7	57.5	30.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	26.6	31.6	31.6	39.2	59.0	29.1
FARMS	31.8	31.8	29.4	41.2	58.4	32.9
SPED	9.1	9.1	9.1	≤5.0	72.7	9.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	7.0	12.7	7.0	73.2	0.0	93.0	7.0			
Supporting Services	4.3	8.7	43.5	43.5	0.0	87.0	13.0	215	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.5	
Average Class Size Kindergarten = 18.4	
Grades 1 to 3 = 28.9	Grades 4 to 5 = 33.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
38.0	36.6	25.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.449
Principal Intern		Special Education	2.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	8.000	Instructional Support Total	9.074
Classroom	33.700		
Staff Development	1.000	Other Support	
ESOL	10.600	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	1.000
Art	1.500	Lunch Hour Aide	1.875
Music	1.500	Other Support Total	4.875
Instrumental Music	0.300		
Preschool	1.000	Building Services	
Special Education: Classroom	3.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	61.600	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.999
Other Professional Total	3.000		
Total Professional	66.600	Total Supporting Services	21.448

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1954	2006	9.2	Y	Y	6

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
37	19	6	1	1	8	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
541	541	787	793	825	825	814	793

School Personnel Costs	
Professional Salaries	\$4,540,557
Supporting Services Salaries	\$808,820
Employee Benefits	\$1,403,568
Total Allocated Cost	\$6,752,945

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Flora M. Singer Elementary School - #770

Principal: Mr. Kyle J. Heatwole
Community Supt: Ms. Bronda L. Mills
School Hours: 9:15 - 3:30
Feeder Schools:

2600 Hayden Drive Silver Spring, MD 20902

www.montgomeryschoolsmd.org/schools/singeres/

Office Phone: (301) 649-8000

Fax Number: (301) 649-8011

Cluster Name: Downcounty Consortium

Receiving Schools: Newport Mill

2012–2013 Enrollment = 505													
	% 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	7.1	14.7	32.7	≤5.0	39.0	5.7	Pre-K	19	3.8
ESOL	30.7	12.9	17.8	≤5.0	≤5.0	≤5.0	21.2	≤5.0	≤5.0	≤5.0	Full-Day K	114	22.6
FARMS	37.0	16.2	20.8	≤5.0	≤5.0	8.3	22.6	≤5.0	≤5.0	≤5.0	Grade 1	110	21.8
SPED	13.5	≤5.0	8.5	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 2	89	17.6
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).											Grade 3	100	19.8
											Grade 4	73	14.5
											Grade 5	0	0.0
											Total	505	
Students with Disabilities Least Restrictive Environment (LRE) ²													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	58.8	≤5.0	38.2

Other Participation
Students now or have in the past received FARMS ² = 41.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} =
Attendance Rate ^{2 3} =
Suspension Rate ^{2 3 4} =

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model (Inclusion)
Elementary Learning Center
Resource
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth ⁵	SPI	Strand

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

Maryland School Assessment Proficiency Rate ^{2 3 5}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2011–2012 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Growth is not assessed for K–2 schools (K/2).

Flora M. Singer Elementary School - #770

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{1 2 3}						
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 there were no Grade 2 students in the 2011–2012 school year.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
ESOL						
FARMS						
SPED						

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	2.0	8.0	6.0	82.0	2.0	88.0	12.0			
Supporting Services	8.3	25.0	25.0	41.7	0.0	87.5	12.5			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.3
Average Class Size Kindergarten = 15.4
Grades 1 to 3 = 25.2 Grades 4 to 5 = 29.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.0	52.0	20.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.500
Principal Intern		Special Education	8.312
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	6.000	Instructional Support Total	10.937
Classroom	20.400		
Staff Development	1.000	Other Support	
ESOL	3.100	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.100	Lunch Hour Aide	1.250
Music	1.100	Other Support Total	3.250
Instrumental Music	0.200		
Preschool	0.500	Building Services	
Special Education: Classroom	6.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	40.900	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.500	Food Services	0.750
Other Professional Total	3.500		
Total Professional	46.400	Total Supporting Services	20.437

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2012	--	12.7		N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
38	24	4	1	0	6	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
652	652	626	657	658	669	660	644

School Personnel Costs	
Professional Salaries	\$3,143,959
Supporting Services Salaries	\$756,337
Employee Benefits	\$1,005,625
Total Allocated Cost	\$4,905,921

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 2011–2012 school year.

³ Results are not reported (–) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Sligo Creek Elementary School - #517

Principal: Mrs. 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

2012–2013 Enrollment = 564													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		53.0	47.0	≤5.0	≤5.0	21.5	11.0	≤5.0	53.0	9.4	Pre-K	0	0.0
ESOL	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	93	16.5
FARMS	14.4	7.6	6.7	≤5.0	≤5.0	9.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	109	19.3
SPED	9.4	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	91	16.1
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).											Grade 3	89	15.8
											Grade 4	97	17.2
											Grade 5	85	15.1
											Total	564	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	15.1	7.5

Other Participation
Students now or have in the past received FARMS ² = 17.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Asperger's Class
Asperger's Program
Elementary Home School Model
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
Total French Immersion
Focus on Science/Science Enrichment Program

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0031	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.5	85.0	90.6	92.9	94.4	≥95.0
Asian	--	--	--	--	--	--
Black or African American	64.7	64.7	77.3	90.9	--	--
Hispanic/Latino	--	--	92.9	92.9	--	--
White	≥95.0	90.9	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	--	--	--	--
FARMS	66.7	50.0	88.9	88.9	--	--
LEP	--	--	--	--	--	--
SPED	≥95.0	66.7	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	65.9	54.5	47.1	75.0	80.7	70.5
Asian	--	--	--	--	--	--
Black or African American	63.2	47.4	42.1	63.2	73.7	68.4
Hispanic/Latino	33.3	33.3	36.4	66.7	66.7	41.7
White	77.3	65.9	54.5	81.8	86.4	81.8
Two or More Races	--	--	--	--	--	--
ESOL	50.0	50.0	--	60.0	70.0	60.0
FARMS	71.4	64.3	69.2	64.3	71.4	78.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	2.3	14.0	2.3	79.1	2.3	88.4	11.6			
Supporting Services	18.2	22.7	9.1	45.5	4.5	77.3	22.7	126	96.8	3.2

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 13.0	
Average Class Size Kindergarten = 14.4	
Grades 1 to 3 = 28.9	Grades 4 to 5 = 29.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.6	39.5	48.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	4.000	Instructional Support Total	6.624
Classroom	21.900		
Staff Development	1.000	Other Support	
ESOL	0.900	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.498
Music	1.000	Other Support Total	3.498
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	3.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	35.400	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	7.000
Media Specialist	1.000		
Spec Ed Related Services	0.700	Food Services	
Other Professional Total	2.700		
Total Professional	40.100	Total Supporting Services	17.122

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1934	1999	15.6	Y	Y	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
35	24	4	0	0	4	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
665	665	585	590	607	618	609	609

School Personnel Costs	
Professional Salaries	\$3,076,861
Supporting Services Salaries	\$691,359
Employee Benefits	\$991,273
Total Allocated Cost	\$4,759,493

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Somerset Elementary School - #405

Principal: Ms. Kelly Morris

5811 Warwick Place Chevy Chase, MD 20815

Office Phone: (301) 657-4985

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 657-4907

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/somersetes/

Cluster Name: Bethesda-Chevy Chase

Feeder Schools:

Receiving Schools: Westland

2012–2013 Enrollment = 516													
	% 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	11.2	≤5.0	11.0	≤5.0	68.0	5.2	Pre-K	0	0.0
ESOL	15.9	7.2	8.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.3	≤5.0	Full-Day K	87	16.9
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	76	14.7
SPED	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	88	17.1
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).											Grade 3	100	19.4
											Grade 4	92	17.8
											Grade 5	73	14.1
											Total	516	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	93.1	≤5.0	6.9

Other Participation
Students now or have in the past received FARMS ² = ≤5.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 8.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0693	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	93.4	≥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	--	--	≥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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	80.6	77.4	78.4	87.1	82.5	84.9
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	85.5	82.9	82.3	89.5	83.5	89.5
Two or More Races	--	--	--	--	--	--
ESOL	--	--	66.7	--	83.3	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.8	7.3	4.9	75.6	2.4	82.9	17.1			
Supporting Services	0.0	13.3	6.7	73.3	6.7	60.0	40.0	114	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.4	
Average Class Size Kindergarten = 18.4	
Grades 1 to 3 = 33.1	Grades 4 to 5 = 33.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.8	24.4	48.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.249
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	2.874
Classroom	18.900		
Staff Development	1.000	Other Support	
ESOL	1.900	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.373
Music	0.900	Other Support Total	3.373
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	2.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	31.800	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	1.000
Other Professional Total	2.400		
Total Professional	36.200	Total Supporting Services	11.747

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1949	2005	3.7	Y	N	0

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
515	515	557	546	526	514	508	500

School Personnel Costs	
Professional Salaries	\$2,799,518
Supporting Services Salaries	\$461,878
Employee Benefits	\$855,347
Total Allocated Cost	\$4,116,743

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

South Lake Elementary School - #564

Principal: Ms. Celeste D. 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

2012–2013 Enrollment = 785													
	% 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	7.9	32.0	52.9	≤5.0	≤5.0	≤5.0	Pre-K	59	7.5
ESOL	48.0	22.4	25.6	≤5.0	≤5.0	6.2	37.2	≤5.0	≤5.0	≤5.0	Full-Day K	146	18.6
FARMS	76.2	38.6	37.6	≤5.0	≤5.0	24.1	45.1	≤5.0	≤5.0	≤5.0	Grade 1	116	14.8
SPED	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	129	16.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	121	15.4
											Grade 4	106	13.5
											Grade 5	108	13.8
											Total	785	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 85.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 29.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Resource (K–5)
Head Start
Multidisciplinary Educational Training and Support (METS)
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0455	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.7	80.8	86.2	84.9	83.3	83.5
Asian	--	--	--	--	--	--
Black or African American	80.6	80.6	82.9	73.5	81.8	81.8
Hispanic/Latino	81.4	78.0	86.0	≥95.0	85.4	85.7
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	81.6	79.3	84.5	81.4	78.3	78.7
LEP	80.4	76.1	80.0	93.1	73.3	70.0
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	37.9	53.4	48.0	37.3	40.0	41.2
Asian	--	--	--	--	--	--
Black or African American	40.6	56.3	50.0	50.0	46.9	46.9
Hispanic/Latino	36.2	48.3	45.6	22.8	32.2	33.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	28.1	42.1	41.1	19.6	28.8	26.8
FARMS	34.2	48.7	45.3	28.0	32.1	33.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.5	13.6	6.1	71.2	4.5	89.4	10.6			
Supporting Services	11.1	29.6	18.5	40.7	0.0	85.2	14.8	201	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.3	
Average Class Size Kindergarten = 20.4	
Grades 1 to 3 = 27.9	Grades 4 to 5 = 30.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.7	42.4	34.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	10.374
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	8.000	Instructional Support Total	12.499
Classroom	30.500		
Staff Development	1.000	Other Support	
ESOL	8.400	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.500	Lunch Hour Aide	1.749
Music	1.500	Other Support Total	3.749
Instrumental Music	0.300		
Preschool	2.000	Building Services	
Special Education: Classroom	1.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	55.700	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	60.700	Total Supporting Services	24.248

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1972	--	10.2	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	26	5	2	0	7	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
679	679	817	829	832	818	817	788

School Personnel Costs	
Professional Salaries	\$4,386,749
Supporting Services Salaries	\$891,444
Employee Benefits	\$1,374,303
Total Allocated Cost	\$6,652,496

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 594													
	% 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	7.6	34.7	34.8	≤5.0	16.5	5.6	Pre-K	39	6.6
ESOL	33.3	15.7	17.7	≤5.0	≤5.0	5.7	22.2	≤5.0	≤5.0	≤5.0	Full-Day K	78	13.1
FARMS	57.4	25.4	32.0	≤5.0	≤5.0	24.6	25.1	≤5.0	≤5.0	≤5.0	Grade 1	107	18.0
SPED	8.1	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	82	13.8
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).											Grade 3	99	16.7
											Grade 4	104	17.5
											Grade 5	85	14.3
											Total	594	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	39.6	≤5.0	58.3

Other Participation
Students now or have in the past received FARMS ² = 63.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 14.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Learning for Independence
Resource (K–5)
Opera in Schools

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9834	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.7	88.7	85.7	91.8	69.9	88.0
Asian	≥95.0	≥95.0	--	--	--	--
Black or African American	73.0	81.1	80.6	90.3	60.0	73.3
Hispanic/Latino	81.0	85.0	79.2	91.7	72.0	≥95.0
White	≥95.0	≥95.0	93.8	88.2	92.9	≥95.0
Two or More Races	--	--	--	--	70.0	90.0
FARMS	75.0	83.0	78.0	90.5	64.6	83.3
LEP	81.5	81.5	64.7	88.2	60.0	≥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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	56.3	69.0	64.4	63.2	66.7	59.8
Asian	--	--	--	--	--	--
Black or African American	34.4	59.4	53.1	53.1	53.1	50.0
Hispanic/Latino	64.3	78.6	75.0	67.9	64.3	67.9
White	68.8	62.5	62.5	68.8	81.3	62.5
Two or More Races	--	--	--	--	--	--
ESOL	54.8	71.0	64.5	54.8	61.3	58.1
FARMS	41.7	56.3	50.0	50.0	56.3	41.7
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	16.7	0.0	77.8	3.7	81.5	18.5			
Supporting Services	8.7	8.7	34.8	47.8	0.0	78.3	21.7	169	97.6	2.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.0	
Average Class Size Kindergarten = 11.9	
Grades 1 to 3 = 25.4	Grades 4 to 5 = 33.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.1	31.5	57.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.624
Principal Intern		Special Education	3.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	8.624
Classroom	24.100		
Staff Development	1.000	Other Support	
ESOL	3.700	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.400	Lunch Hour Aide	1.500
Music	1.400	Other Support Total	3.500
Instrumental Music	0.300		
Preschool	1.000		
Special Education: Classroom	4.500	Building Services	
Resource Program		Manager	1.000
Teachers Total	43.400	Leader	2.000
		Worker	4.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	7.500
Media Specialist	1.000		
Spec Ed Related Services	1.200	Food Services	1.625
Other Professional Total	3.200		
Total Professional	48.600	Total Supporting Services	21.249

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1974	--	10.0	Y	Y	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
39	23	6	1	0	5	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
614	614	596	581	569	573	556	565

School Personnel Costs	
Professional Salaries	\$3,929,326
Supporting Services Salaries	\$823,790
Employee Benefits	\$1,245,089
Total Allocated Cost	\$5,998,205

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Stone Mill Elementary School - #653

Principal: Ms. Kimberly A. Williams

14323 Stonebridge View Drive North Potomac, MD 20878

Office Phone: (301) 279-4975

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 279-4979

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/stonemilles/

Cluster Name: Thomas S. Wootton

Feeder Schools:

Receiving Schools: Cabin John

2012–2013 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		47.9	52.1	≤5.0	44.7	13.5	6.5	≤5.0	30.7	≤5.0	Pre-K	60	9.6
ESOL	16.7	7.2	9.6	≤5.0	9.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	88	14.0
FARMS	13.5	6.1	7.5	≤5.0	≤5.0	8.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	93	14.8
SPED	14.2	≤5.0	9.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	103	16.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	101	16.1
											Grade 4	86	13.7
											Grade 5	97	15.4
											Total	628	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	33.7	≤5.0	66.3

Other Participation
Students now or have in the past received FARMS ² = 15.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource (K–5)
Preschool Education Program (PEP) Beginnings

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1913	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥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	90.0	90.0	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	92.3	92.3	--	--	--	--
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	79.6	82.5	80.6	84.5	86.4	85.4
Asian	90.7	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	41.7	33.3	41.7	25.0	41.7	33.3
Hispanic/Latino	--	--	--	--	--	--
White	82.5	87.5	82.5	90.0	90.0	92.5
Two or More Races	--	--	--	--	--	--
ESOL	53.8	61.5	69.2	61.5	76.9	76.9
FARMS	38.5	53.8	53.8	30.8	53.8	53.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	9.1	3.6	1.8	85.5	0.0	96.4	3.6			
Supporting Services	26.3	10.5	15.8	47.4	0.0	78.9	21.1	126	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.9	
Average Class Size Kindergarten = 16.0	
Grades 1 to 3 = 34.5	Grades 4 to 5 = 32.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.3	40.0	52.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.375
Principal Intern		Special Education	6.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	4.000	Instructional Support Total	9.250
Classroom	20.300		
Staff Development	1.000	Other Support	
ESOL	1.700	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.375
Music	1.000	Other Support Total	3.375
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	8.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	39.500	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	3.600	Food Services	1.312
Other Professional Total	5.600		
Total Professional	47.100	Total Supporting Services	19.437

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	11.8	Y	Y	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	22	5	0	0	4	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
654	654	622	636	636	632	635	634

School Personnel Costs	
Professional Salaries	\$3,948,978
Supporting Services Salaries	\$775,250
Employee Benefits	\$1,210,779
Total Allocated Cost	\$5,935,007

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Stonegate Elementary School - #316

Principal: Miss Audra M. Fladung
Community Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05
Feeder Schools:

14811 Notley Road Silver Spring, MD 20905

www.montgomeryschoolsmd.org/schools/stonegatees/

Office Phone: (301) 989-5668

Fax Number: (301) 989-5671

Cluster Name: Northeast Consortium

Receiving Schools: Farquhar, White Oak

2012–2013 Enrollment = 468													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.1	54.9	≤5.0	14.1	32.1	15.8	≤5.0	32.5	5.6	Pre-K	0	0.0
ESOL	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	75	16.0
FARMS	22.9	11.3	11.5	≤5.0	≤5.0	10.5	7.3	≤5.0	≤5.0	≤5.0	Grade 1	80	17.1
SPED	11.1	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	82	17.5
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).											Grade 3	88	18.8
											Grade 4	63	13.5
											Grade 5	80	17.1
											Total	468	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	55.8	≤5.0	44.2

Other Participation
Students now or have in the past received FARMS ² = 27.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Learning for Independence (K–5)
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	0.9717	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	90.8	94.7	70.7	≥95.0
Asian	--	--	≥95.0	≥95.0	90.0	≥95.0
Black or African American	88.9	94.4	81.8	≥95.0	76.2	≥95.0
Hispanic/Latino	--	--	90.9	90.9	33.3	≥95.0
White	≥95.0	≥95.0	92.0	92.0	76.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	87.5	93.8	58.3	≥95.0
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	85.3	84.0	81.1	81.3	89.2	86.7
Asian	92.3	≥95.0	91.7	92.3	≥95.0	≥95.0
Black or African American	80.8	73.1	73.1	73.1	88.5	73.1
Hispanic/Latino	--	--	--	--	--	--
White	91.7	87.5	83.3	≥95.0	91.7	≥95.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	85.7	78.6	76.9	71.4	84.6	78.6
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.9	8.8	2.9	82.4	0.0	82.4	17.6			
Supporting Services	5.3	31.6	15.8	47.4	0.0	84.2	15.8	110	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.8	
Average Class Size Kindergarten = 12.7	
Grades 1 to 3 = 28.9	Grades 4 to 5 = 23.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
26.5	38.2	35.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.000
Principal Intern		Special Education	5.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	7.500
Classroom	15.900		
Staff Development	1.000	Other Support	
ESOL	0.400	Administrative Secretary	1.000
Reading/Literacy	1.100	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.125
Music	0.900	Other Support Total	3.125
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: 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	15.125

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971	--	10.3	N	Y	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
23	13	4	0	0	3	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
395	395	455	475	467	464	462	460

School Personnel Costs	
Professional Salaries	\$2,355,757
Supporting Services Salaries	\$610,427
Employee Benefits	\$800,626
Total Allocated Cost	\$3,766,810

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Strathmore Elementary School - #822

Principal: Mrs. 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

2012–2013 Enrollment = 407													
	% 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	7.4	44.7	37.6	≤5.0	6.1	≤5.0	Pre-K	0	0.0
ESOL	24.8	11.1	13.8	≤5.0	≤5.0	≤5.0	18.4	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	61.7	31.2	30.5	≤5.0	≤5.0	28.7	27.3	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	14.0	≤5.0	10.3	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	143	35.1
											Grade 4	114	28.0
											Grade 5	150	36.9
											Total	407	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	68.4	8.8	22.8

Other Participation
Students now or have in the past received FARMS ² = 73.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 18.5%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model (3–5)
Elementary Learning Center (4–5)
Positive Behavioral Interventions and Supports (PBIS)
One Dream Academy - 21st Century Community Grant

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9058	4
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.8	83.3	72.7	77.3	77.1	87.8
Asian	--	--	90.0	≥95.0	--	--
Black or African American	71.7	80.4	76.1	78.9	66.7	85.7
Hispanic/Latino	83.3	81.3	70.4	74.1	81.8	84.1
White	80.0	90.0	--	--	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	76.3	82.9	72.3	76.6	71.4	84.5
LEP	83.3	83.3	60.0	70.0	50.0	70.0
SPED	45.5	54.5	32.1	46.4	58.8	52.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
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 ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	10.3	25.6	2.6	59.0	2.6	92.3	7.7			
Supporting Services	10.0	35.0	15.0	30.0	5.0	90.0	10.0	86	97.7	2.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size Kindergarten =
Grades 1 to 3 = 19.9 Grades 4 to 5 = 29.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.7	61.5	30.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.999
Principal Intern		Special Education	4.124
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten		Instructional Support Total	8.248
Classroom	19.400		
Staff Development	1.000	Other Support	
ESOL	1.800	Administrative Secretary	1.000
Reading/Literacy	0.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.700	Lunch Hour Aide	1.124
Music	0.700	Other Support Total	3.124
Instrumental Music	0.300		
Preschool		Building Services	
Special Education:		Manager	1.000
Classroom	4.500	Leader	1.000
Resource Program		Worker	1.500
Teachers Total	28.900	Plant Equipment Operator	
Other Professional		Building Services Total	3.500
Counselor	1.000		
Media Specialist	1.000	Food Services	1.625
Spec Ed Related Services	1.300		
Other Professional Total	3.300	Total Supporting Services	16.497
Total Professional	34.200		

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1970	--	10.8	N	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
25	19	4	0	0	0	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
460	460	408	400	396	382	415	414

School Personnel Costs	
Professional Salaries	\$2,564,932
Supporting Services Salaries	\$647,589
Employee Benefits	\$863,005
Total Allocated Cost	\$4,075,526

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 2011–2012 school year.

³ Results are not reported (–) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Strawberry Knoll Elementary School - #569

Principal: Mr. Egon (Frank) F. 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

2012–2013 Enrollment = 558													
	% 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	14.5	33.0	33.3	≤5.0	15.4	≤5.0	Pre-K	74	13.3
ESOL	23.8	12.7	11.1	≤5.0	≤5.0	≤5.0	17.2	≤5.0	≤5.0	≤5.0	Full-Day K	76	13.6
FARMS	52.3	27.6	24.7	≤5.0	≤5.0	20.8	25.1	≤5.0	≤5.0	≤5.0	Grade 1	95	17.0
SPED	17.9	5.2	12.7	≤5.0	≤5.0	6.1	6.1	≤5.0	≤5.0	≤5.0	Grade 2	84	15.1
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).											Grade 3	83	14.9
											Grade 4	80	14.3
											Grade 5	66	11.8
											Total	558	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	51.0	≤5.0	47.0

Other Participation
Students now or have in the past received FARMS ² = 57.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 16.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Local Funds
Autism
Elementary Home School Model
Preschool Education Program (PEP)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	0.9489	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	90.8	89.1	85.9	86.7	94.0
Asian	--	--	92.3	84.6	92.3	92.3
Black or African American	75.0	83.3	83.3	83.3	81.8	≥95.0
Hispanic/Latino	88.5	92.3	94.7	89.5	84.8	93.9
White	≥95.0	94.4	--	--	90.9	90.9
Two or More Races	--	--	--	--	--	--
FARMS	76.3	84.2	87.5	81.3	79.4	91.2
LEP	84.2	84.2	85.0	70.0	50.0	70.0
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	52.9	64.7	56.5	53.1	55.3	58.0
Asian	77.8	72.2	83.3	66.7	77.8	88.9
Black or African American	36.0	48.0	36.0	34.8	24.0	34.8
Hispanic/Latino	48.1	63.0	48.1	52.0	63.0	48.0
White	69.2	84.6	76.9	69.2	76.9	76.9
Two or More Races	--	--	--	--	--	--
ESOL	41.4	51.7	55.2	41.4	51.7	48.3
FARMS	39.5	50.0	39.5	38.2	50.0	32.4
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	1.5	7.5	6.0	85.1	0.0	86.6	13.4			
Supporting Services	11.4	8.6	20.0	57.1	2.9	88.6	11.4	155	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 8.1	
Average Class Size Kindergarten = 11.6	
Grades 1 to 3 = 27.2	Grades 4 to 5 = 30.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.0	37.3	53.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.150
Principal Intern		Special Education	11.812
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	16.087
Classroom	22.800		
Staff Development	1.000	Other Support	
ESOL	2.500	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.500	Lunch Hour Aide	1.249
Music	1.500	Other Support Total	3.249
Instrumental Music	0.200		
Preschool	1.300	Building Services	
Special Education: Classroom	11.000	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	4.100	Food Services	1.374
Other Professional Total	6.100		
Total Professional	55.900	Total Supporting Services	25.710

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.8	Y	N	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
433	433	577	591	592	589	580	581

School Personnel Costs	
Professional Salaries	\$4,645,662
Supporting Services Salaries	\$1,019,203
Employee Benefits	\$1,523,945
Total Allocated Cost	\$7,188,810

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 608													
	% 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	5.4	25.8	62.2	≤5.0	≤5.0	≤5.0	Pre-K	60	9.9
ESOL	51.2	23.4	27.8	≤5.0	≤5.0	5.1	42.3	≤5.0	≤5.0	≤5.0	Full-Day K	107	17.6
FARMS	77.6	38.0	39.6	≤5.0	≤5.0	19.9	52.6	≤5.0	≤5.0	≤5.0	Grade 1	108	17.8
SPED	7.7	≤5.0	5.3	≤5.0	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	Grade 2	99	16.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	92	15.1
											Grade 4	61	10.0
											Grade 5	81	13.3
											Total	608	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 83.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 20.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model
Head Start
Judy P. Hoyer Center
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten
School Based Health Center

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0437	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.3	81.7	93.8	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	84.6	69.2	87.0	91.3	94.1	≥95.0
Hispanic/Latino	≥95.0	82.5	≥95.0	≥95.0	≥95.0	≥95.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	92.0	78.0	≥95.0	94.1	≥95.0	≥95.0
LEP	94.1	82.4	≥95.0	90.0	92.9	92.3
SPED	--	--	--	--	90.9	90.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	38.2	41.6	40.4	47.2	68.5	40.4
Asian	--	--	--	--	--	--
Black or African American	25.0	33.3	29.2	33.3	58.3	33.3
Hispanic/Latino	43.1	41.4	41.4	48.3	69.0	41.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	34.0	36.0	38.0	42.0	66.0	34.0
FARMS	35.1	37.7	36.4	44.2	64.9	36.4
SPED	18.2	9.1	9.1	18.2	54.5	9.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.8	1.6	4.8	88.7	0.0	93.5	6.5			
Supporting Services	8.3	16.7	37.5	37.5	0.0	79.2	20.8	150	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.0	
Average Class Size Kindergarten = 14.6	
Grades 1 to 3 = 26.2	Grades 4 to 5 = 29.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
21.0	48.4	30.6

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.560
Principal Intern		Special Education	2.499
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	6.000	Instructional Support Total	8.184
Classroom	27.700		
Staff Development	1.000	Other Support	
ESOL	6.300	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.374
Music	1.200	Other Support Total	3.374
Instrumental Music	0.200		
Preschool	2.000	Building Services	
Special Education: Classroom	3.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	50.600	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	2.125
Other Professional Total	3.000		
Total Professional	55.600	Total Supporting Services	19.683

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1971	--	10.2	Y	N	9

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	14	5	2	0	6	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
419	419	622	652	656	651	637	625

School Personnel Costs	
Professional Salaries	\$4,005,083
Supporting Services Salaries	\$788,247
Employee Benefits	\$1,267,671
Total Allocated Cost	\$6,061,001

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 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		50.3	49.7	≤5.0	5.1	32.2	18.4	≤5.0	38.2	6.0	Pre-K	35	6.0
ESOL	29.5	14.0	15.5	≤5.0	≤5.0	14.7	12.3	≤5.0	≤5.0	≤5.0	Full-Day K	179	30.5
FARMS	38.0	17.5	20.4	≤5.0	≤5.0	24.2	11.4	≤5.0	≤5.0	≤5.0	Grade 1	188	32.0
SPED	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	185	31.5
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).											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Total	587	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time in Least Restrictive Environment (LRE)													

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.1	≤5.0	9.7

Other Participation
Students now or have in the past received FARMS ² = 38.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Resource
Prekindergarten
Primary Magnet Program

School Progress Index ³				
Achievement	Gap Reduction	Growth ⁵	SPI	Strand
Met	Not Met	K/2	1.0111	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page i).				

Maryland School Assessment Proficiency Rate ^{2 3 5}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The Maryland School Assessment was not administered at this school during the 2011–2012 school year because there were no students in grades 3–5.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Growth is not assessed for K–2 schools (K/2).

Takoma Park Elementary School - #754

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.2	74.0	71.6	75.9	81.8	75.1
Asian	--	--	--	--	--	--
Black or African American	52.8	56.6	50.9	56.6	71.7	58.5
Hispanic/Latino	57.1	46.4	53.6	51.7	65.5	46.4
White	90.1	94.4	90.1	≥95.0	94.4	≥95.0
Two or More Races	90.0	≥95.0	90.0	≥95.0	90.0	≥95.0
ESOL	34.1	40.9	40.9	42.2	66.7	36.4
FARMS	44.1	49.2	49.2	50.0	70.0	45.8
SPED	38.5	46.2	30.8	30.8	92.3	30.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.9	21.6	13.7	58.8	0.0	90.2	9.8			
Supporting Services	0.0	13.3	33.3	53.3	0.0	80.0	20.0	157	94.9	5.1

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.4
Average Class Size Kindergarten = 18.9
Grades 1 to 3 = 26.8 Grades 4 to 5 =

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.5	41.2	35.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.623
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	9.000	Instructional Support Total	4.373
Classroom	21.000		
Staff Development	1.000		
ESOL	4.300	Other Support	
Reading/Literacy	1.000	Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.300	Parent/Community Coord	
Music	1.300	Lunch Hour Aide	1.500
Instrumental Music		Other Support Total	3.500
Preschool	1.000		
Special Education: Classroom	1.500	Building Services	
Resource Program		Manager	1.000
Teachers Total	41.400	Leader	1.000
		Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.000
Other Professional Total	2.800		
Total Professional	46.200	Total Supporting Services	13.873

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1979	--	4.7	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
40	23	4	2	0	9	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
586	586	603	600	587	577	574	572

School Personnel Costs	
Professional Salaries	\$3,311,934
Supporting Services Salaries	\$518,881
Employee Benefits	\$986,459
Total Allocated Cost	\$4,817,274

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Travilah Elementary School - #216

Principal: Mrs. Susan Shenk

13801 DuFief Mill Road North Potomac, MD 20878

Office Phone: (301) 840-7153

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 670-8230

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/travilahes/

Cluster Name: Thomas S. Wootton

Feeder Schools:

Receiving Schools: Frost

2012–2013 Enrollment = 429													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.3	51.7	≤5.0	41.7	5.4	≤5.0	≤5.0	43.4	5.8	Pre-K	1	0.2
ESOL	13.8	5.6	8.2	≤5.0	9.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	66	15.4
FARMS	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	65	15.2
SPED	5.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	72	16.8
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).											Grade 3	76	17.7
											Grade 4	65	15.2
											Grade 5	84	19.6
											Total	429	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 7.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1209	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	88.0	≥95.0	89.3	90.7	94.7	94.7
Asian	88.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	90.9	93.9	87.9	90.9	90.9	93.9
Two or More Races	--	--	--	--	--	--
ESOL	66.7	83.3	75.0	66.7	91.7	83.3
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.6	2.9	2.9	85.7	0.0	94.3	5.7			
Supporting Services	23.5	17.6	0.0	58.8	0.0	76.5	23.5	103	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.7	
Average Class Size Kindergarten = 16.8	
Grades 1 to 3 = 35.0	Grades 4 to 5 = 29.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.6	40.0	51.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	1.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	4.000
Classroom	15.900		
Staff Development	0.500	Other Support	
ESOL	1.200	Administrative Secretary	1.000
Reading/Literacy	1.100	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.123
Music	0.900	Other Support Total	3.123
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	3.400	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	27.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	1.600	Food Services	1.063
Other Professional Total	3.600		
Total Professional	31.800	Total Supporting Services	12.186

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1960	1992	9.3	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	18	3	0	0	3	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
504	504	411	415	409	404	403	405

School Personnel Costs	
Professional Salaries	\$2,602,545
Supporting Services Salaries	\$486,559
Employee Benefits	\$815,755
Total Allocated Cost	\$3,904,859

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Twinbrook Elementary School - #206

Principal: Mrs. Karen L. Johnson

5911 Ridgway Avenue Rockville, MD 20851

Office Phone: (301) 230-5925

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 230-5929

School Hours: 9:15 - 3:25

www.montgomeryschoolsmd.org/schools/twinbrookes/

Cluster Name: Richard Montgomery

Feeder Schools:

Receiving Schools: Julius West

2012–2013 Enrollment = 551													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		44.6	55.4	≤5.0	15.8	11.3	58.4	≤5.0	10.7	≤5.0	Pre-K	54	9.8
ESOL	48.8	19.4	29.4	≤5.0	7.4	≤5.0	38.1	≤5.0	≤5.0	≤5.0	Full-Day K	95	17.2
FARMS	65.2	30.1	35.0	≤5.0	6.4	6.4	47.2	≤5.0	≤5.0	≤5.0	Grade 1	84	15.2
SPED	8.9	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	78	14.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	87	15.8
											Grade 4	78	14.2
											Grade 5	75	13.6
											Total	551	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	93.9	≤5.0	6.1

Other Participation
Students now or have in the past received FARMS ² = 72.1%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 16.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

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)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Met	0.9949	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.3	73.3	91.9	89.0	59.6	89.8
Asian	94.1	93.8	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	69.2	61.5	--	--	58.8	82.4
Hispanic/Latino	60.0	68.9	89.6	87.5	45.7	87.0
White	80.0	80.0	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	58.8	68.6	88.9	88.7	50.9	85.7
LEP	64.0	69.4	83.9	83.3	35.3	81.8
SPED	33.3	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	37.2	31.4	33.7	45.3	56.2	37.2
Asian	58.8	52.9	64.7	76.5	77.8	70.6
Black or African American	33.3	16.7	25.0	25.0	66.7	25.0
Hispanic/Latino	26.1	23.9	21.7	37.0	47.9	26.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	26.9	23.1	26.9	36.5	54.5	32.7
FARMS	30.5	23.7	27.1	39.0	52.5	25.4
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.9	14.5	6.5	64.5	0.0	93.5	6.5			
Supporting Services	20.0	12.0	28.0	32.0	4.0	80.0	20.0	176	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.4	
Average Class Size	Kindergarten = 13.7
	Grades 1 to 3 = 28.1 Grades 4 to 5 = 25.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.2	40.3	35.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.874
Principal Intern		Special Education	2.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	7.874
Classroom	26.400		
Staff Development	1.000	Other Support	
ESOL	6.500	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.374
Music	1.200	Other Support Total	3.374
Instrumental Music	0.200		
Preschool	2.000	Building Services	
Special Education: Classroom	4.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	49.000	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	2.000
Other Professional Total	3.100		
Total Professional	54.100	Total Supporting Services	18.248

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1986	10.5	Y	Y	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	19	6	2	0	5	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
538	538	581	596	604	619	625	620

School Personnel Costs	
Professional Salaries	\$3,985,410
Supporting Services Salaries	\$761,771
Employee Benefits	\$1,251,570
Total Allocated Cost	\$5,998,751

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Viers Mill Elementary School - #772

Principal: Mr. Matthew A. Devan

11711 Joseph Mill Road Silver Spring, MD 20906

Office Phone: (301) 929-2165

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 929-6977

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/viersmilles/

Cluster Name: Downcounty Consortium

Feeder Schools:

Receiving Schools: Argyle, Loiederman, Parkland

2012–2013 Enrollment = 646													
	% 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	8.2	12.1	63.5	≤5.0	13.3	≤5.0	Pre-K	89	13.8
ESOL	48.5	24.9	23.5	≤5.0	5.1	≤5.0	40.4	≤5.0	≤5.0	≤5.0	Full-Day K	118	18.3
FARMS	71.1	35.8	35.3	≤5.0	≤5.0	8.5	54.6	≤5.0	≤5.0	≤5.0	Grade 1	104	16.1
SPED	19.0	7.0	12.1	≤5.0	≤5.0	≤5.0	12.4	≤5.0	≤5.0	≤5.0	Grade 2	84	13.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	86	13.3
											Grade 4	85	13.2
											Grade 5	80	12.4
											Total	646	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	≤5.0	19.5

Other Participation
Students now or have in the past received FARMS ² = 74.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0131	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.4
Asian	--	--	--	--	--	--
Black or African American	81.8	≥95.0	--	--	90.9	90.9
Hispanic/Latino	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.1
White	--	--	≥95.0	≥95.0	--	--
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	92.6
LEP	≥95.0	93.5	93.9	≥95.0	≥95.0	83.3
SPED	88.2	94.1	90.9	≥95.0	≥95.0	90.5

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	61.2	49.4	57.6	55.3	59.3	49.4
Asian	--	--	--	--	--	--
Black or African American	66.7	33.3	50.0	50.0	50.0	33.3
Hispanic/Latino	54.2	47.9	58.3	50.0	47.9	41.7
White	73.3	66.7	73.3	86.7	86.7	86.7
Two or More Races	--	--	--	--	--	--
ESOL	53.7	34.1	43.9	39.0	47.6	31.7
FARMS	58.3	48.3	56.7	50.0	54.1	45.0
SPED	63.6	≤5.0	18.2	≤5.0	45.5	≤5.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.4	8.8	5.9	77.9	2.9	94.1	5.9			
Supporting Services	6.3	6.3	25.0	59.4	3.1	90.6	9.4	163	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 8.4	
Average Class Size	Kindergarten = 16.6
	Grades 1 to 3 = 28.5 Grades 4 to 5 = 28.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.4	52.9	39.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	6.297
Principal Intern		Special Education	7.120
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.625
Kindergarten	7.000	Instructional Support Total	14.917
Classroom	29.000		
Staff Development	1.000	Other Support	
ESOL	6.400	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.400	Lunch Hour Aide	1.373
Music	1.400	Other Support Total	3.373
Instrumental Music	0.300		
Preschool	2.000	Building Services	
Special Education: Classroom	9.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	58.500	Worker	4.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.000
Media Specialist	1.000		
Spec Ed Related Services	2.300	Food Services	1.875
Other Professional Total	4.300		
Total Professional	64.800	Total Supporting Services	26.165

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1950	1991	10.5	Y	Y	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
389	740	683	706	728	741	741	726

School Personnel Costs	
Professional Salaries	\$5,012,413
Supporting Services Salaries	\$994,774
Employee Benefits	\$1,592,549
Total Allocated Cost	\$7,599,736

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Washington Grove Elementary School - #552

Principal: Mrs. Susan B. Barranger

8712 Oakmont Street Gaithersburg, MD 20877

Office Phone: (301) 840-7120

Community Supt: Dr. Darryl L. Williams

Fax Number: (301) 840-4523

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/washingtongrovees/

Cluster Name: Gaithersburg

Feeder Schools:

Receiving Schools: Forest Oak

2012–2013 Enrollment = 383													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		42.6	57.4	≤5.0	9.9	18.0	56.9	≤5.0	10.4	≤5.0	Pre-K	101	26.4
ESOL	52.7	22.7	30.0	≤5.0	6.0	≤5.0	40.7	≤5.0	≤5.0	≤5.0	Full-Day K	45	11.7
FARMS	73.4	30.8	42.6	≤5.0	5.2	13.6	49.1	≤5.0	≤5.0	≤5.0	Grade 1	46	12.0
SPED	17.5	≤5.0	13.3	≤5.0	≤5.0	≤5.0	9.7	≤5.0	≤5.0	≤5.0	Grade 2	46	12.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	37	9.7
											Grade 4	46	12.0
											Grade 5	62	16.2
											Total	383	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	64.2	≤5.0	35.8

Other Participation
Students now or have in the past received FARMS ² = 75.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 19.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Elementary Home School Model (Inclusion)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Head Start
Judy P. Hoyer Center
Linkages to Learning
Prekindergarten
Program of Assessment, Diagnosis and Instruction (PADI)
School Based Health Center

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	1.0335	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.6	92.5	93.4	≥95.0	78.0	94.1
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	89.7	89.7	87.9	90.9	61.9	90.9
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	86.1	88.9	90.0	92.5	66.7	90.9
LEP	87.9	90.9	86.2	89.7	63.2	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	61.0	65.9	56.1	65.9	66.7	68.3
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	50.0	59.1	59.1	59.1	56.5	59.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	53.6	57.1	50.0	57.1	62.1	57.1
FARMS	53.8	57.7	50.0	61.5	63.0	57.7
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.2	2.1	14.6	75.0	2.1	87.5	12.5			
Supporting Services	19.0	14.3	23.8	42.9	0.0	85.7	14.3	120	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 8.1	
Average Class Size	Kindergarten = 10.2
	Grades 1 to 3 = 21.2 Grades 4 to 5 = 26.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.3	41.7	50.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.124
Principal Intern		Special Education	3.125
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	3.000	Instructional Support Total	7.249
Classroom	17.300		
Staff Development	1.000	Other Support	
ESOL	5.400	Administrative Secretary	1.000
Reading/Literacy	0.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	0.874
Music	0.900	Other Support Total	2.874
Instrumental Music	0.200		
Preschool	2.500	Building Services	
Special Education: Classroom	5.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	36.800	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.687
Other Professional Total	3.800		
Total Professional	42.600	Total Supporting Services	16.810

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1956	1984	10.7	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
34	20	4	3	0	3	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
586	586	382	398	435	466	503	544

School Personnel Costs	
Professional Salaries	\$3,527,355
Supporting Services Salaries	\$712,232
Employee Benefits	\$1,136,654
Total Allocated Cost	\$5,376,241

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Waters Landing Elementary School - #109

Principal: Mrs. Tina W. Shrewsbury

13100 Waters Landing Drive Germantown, MD 20874

Office Phone: (301) 353-0915

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 601-0392

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/waterslandings/

Cluster Name: Seneca Valley

Feeder Schools:

Receiving Schools: King

2012–2013 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		47.4	52.6	≤5.0	11.1	30.9	28.1	≤5.0	23.8	5.5	Pre-K	0	0.0
ESOL	25.9	12.0	13.9	≤5.0	≤5.0	≤5.0	15.5	≤5.0	≤5.0	≤5.0	Full-Day K	114	17.0
FARMS	44.7	20.9	23.8	≤5.0	≤5.0	20.8	17.0	≤5.0	≤5.0	≤5.0	Grade 1	126	18.8
SPED	10.6	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	114	17.0
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	118	17.6
											Grade 4	87	13.0
											Grade 5	110	16.4
											Total	669	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	≤5.0	28.2

Other Participation
Students now or have in the past received FARMS ² = 51.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 19.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Elementary Home School Model
Learning for Independence
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9738	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.5	80.9	87.2	85.3	71.9	85.4
Asian	--	--	≥95.0	≥95.0	--	--
Black or African American	80.0	72.0	75.0	85.7	65.5	79.3
Hispanic/Latino	73.9	73.9	88.6	77.1	67.9	82.1
White	≥95.0	81.0	87.5	83.3	84.2	94.7
Two or More Races	≥95.0	≥95.0	--	--	--	--
FARMS	68.8	65.6	85.7	81.0	53.3	75.6
LEP	66.7	66.7	87.0	72.7	20.0	66.7
SPED	--	--	66.7	66.7	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	54.0	50.4	44.7	57.5	63.2	54.0
Asian	73.3	80.0	68.8	86.7	87.5	86.7
Black or African American	54.8	41.9	48.4	48.4	64.5	51.6
Hispanic/Latino	39.4	30.3	21.2	36.4	51.5	30.3
White	64.3	67.9	57.1	75.0	67.9	67.9
Two or More Races	--	--	--	--	--	--
ESOL	40.6	31.3	27.3	46.9	57.6	40.6
FARMS	42.6	27.8	25.5	38.9	50.9	33.3
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.7	5.0	5.0	83.3	0.0	78.3	21.7			
Supporting Services	11.1	25.9	7.4	55.6	0.0	81.5	18.5	191	95.8	4.2

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.6	
Average Class Size Kindergarten = 14.7	
Grades 1 to 3 = 29.1	Grades 4 to 5 = 28.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.3	46.7	30.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	3.124
Principal Intern		Special Education	6.249
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	7.000	Instructional Support Total	10.998
Classroom	29.000		
Staff Development	1.000	Other Support	
ESOL	3.600	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.500	Lunch Hour Aide	1.749
Music	1.500	Other Support Total	3.749
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	5.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	50.400	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.312
Other Professional Total	3.300		
Total Professional	55.700	Total Supporting Services	21.059

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1988	--	10.0	Y	Y	9

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
33	19	5	0	0	6	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
482	736	675	704	697	693	676	674

School Personnel Costs	
Professional Salaries	\$4,024,055
Supporting Services Salaries	\$850,354
Employee Benefits	\$1,281,731
Total Allocated Cost	\$6,156,140

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 648													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.1	51.9	≤5.0	11.0	34.9	41.7	≤5.0	7.7	≤5.0	Pre-K	40	6.2
ESOL	36.9	16.4	20.5	≤5.0	5.9	5.1	24.2	≤5.0	≤5.0	≤5.0	Full-Day K	91	14.0
FARMS	66.2	31.3	34.9	≤5.0	≤5.0	23.8	32.7	≤5.0	≤5.0	≤5.0	Grade 1	118	18.2
SPED	10.3	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	101	15.6
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).											Grade 3	108	16.7
											Grade 4	98	15.1
											Grade 5	92	14.2
											Total	648	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	58.2	≤5.0	38.8

Other Participation
Students now or have in the past received FARMS ² = 71.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 22.9%
Attendance Rate ^{2 3} = 93.8%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Elementary Learning Center (4–5)
Elementary Learning Center (K–3)
Resource (K–5)
Head Start
Positive Behavioral Interventions and Supports (PBIS)
Reading/Language Arts Program
Character Counts!
Safety Patrol Program

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	1.0236	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	63.5	69.1	80.4	82.8	77.6	80.9
Asian	--	--	--	--	--	--
Black or African American	57.6	63.6	72.4	75.9	74.1	74.1
Hispanic/Latino	56.4	67.5	84.4	80.4	71.4	86.2
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	53.8	65.2	80.3	80.3	65.9	76.2
LEP	52.6	68.4	82.1	82.1	60.0	73.3
SPED	27.3	45.5	--	--	42.9	42.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	54.7	60.0	62.1	53.7	83.2	60.0
Asian	76.5	76.5	82.4	64.7	≥95.0	82.4
Black or African American	47.2	47.2	47.2	41.7	75.0	50.0
Hispanic/Latino	43.8	56.3	71.9	56.3	84.4	53.1
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	53.3	57.8	68.9	51.1	84.4	60.0
FARMS	47.6	58.7	57.1	47.6	82.5	54.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.8	12.9	8.1	74.2	0.0	91.9	8.1			
Supporting Services	12.5	37.5	12.5	37.5	0.0	83.3	16.7	184	97.8	2.2

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.5	
Average Class Size Kindergarten = 13.2	
Grades 1 to 3 = 30.5	Grades 4 to 5 = 31.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.4	32.3	48.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.725
Principal Intern		Special Education	4.000
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	11.350
Classroom	26.700		
Staff Development	1.000	Other Support	
ESOL	5.300	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.500
Music	1.300	Other Support Total	3.500
Instrumental Music	0.200		
Preschool	1.100	Building Services	
Special Education: Classroom	5.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	48.400	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	1.000		
Spec Ed Related Services	1.800	Food Services	1.312
Other Professional Total	3.800		
Total Professional	54.200	Total Supporting Services	20.662

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1970	--	10.0	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
42	27	5	2	0	5	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
700	700	657	658	653	646	620	619

School Personnel Costs	
Professional Salaries	\$4,223,906
Supporting Services Salaries	\$811,404
Employee Benefits	\$1,339,535
Total Allocated Cost	\$6,374,845

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Wayside Elementary School - #235

Principal: Mrs. Yong-Mi Kim

10011 Glen Road Potomac, MD 20854

Office Phone: (301) 279-8484

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 279-3326

School Hours: 9:15 - 3:30

www.montgomeryschoolsmd.org/schools/waysidees/

Cluster Name: Winston Churchill

Feeder Schools:

Receiving Schools: Hoover

2012–2013 Enrollment = 535													
	% 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	30.5	5.8	≤5.0	≤5.0	52.5	6.2	Pre-K	11	2.1
ESOL	9.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	74	13.8
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	88	16.4
SPED	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	76	14.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	96	17.9
											Grade 4	80	15.0
											Grade 5	110	20.6
											Total	535	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	52.4	≤5.0	45.2

Other Participation
Students now or have in the past received FARMS ² = ≤5.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 5.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Preschool Education Program (PEP) Comprehensive
Preschool Education Program (PEP) Inc.
Resource (K–5)
School/Community-Based

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1735	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	90.9	≥95.0
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	79.6	88.2	86.0	91.4	87.1	91.4
Asian	81.5	92.6	92.6	92.6	≥95.0	92.6
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	82.7	88.5	88.5	≥95.0	90.4	94.2
Two or More Races	--	--	--	--	--	--
ESOL	83.3	91.7	≥95.0	83.3	83.3	91.7
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	10.0	0.0	2.0	88.0	0.0	90.0	10.0			
Supporting Services	29.6	7.4	14.8	48.1	0.0	81.5	18.5	147	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.3	
Average Class Size Kindergarten = 18.3	
Grades 1 to 3 = 35.0	Grades 4 to 5 = 30.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.0	46.0	40.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	2.125
Principal Intern		Special Education	7.623
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	3.000	Instructional Support Total	10.998
Classroom	19.100		
Staff Development	1.000	Other Support	
ESOL	1.400	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.100	Lunch Hour Aide	1.498
Music	1.100	Other Support Total	3.498
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	5.700	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	34.300	Worker	3.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	2.000	Food Services	0.750
Other Professional Total	4.000		
Total Professional	40.300	Total Supporting Services	20.246

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1969	--	9.3	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
36	24	4	0	0	4	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
670	670	515	531	529	544	543	547

School Personnel Costs	
Professional Salaries	\$3,030,722
Supporting Services Salaries	\$760,568
Employee Benefits	\$1,021,870
Total Allocated Cost	\$4,813,160

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Weller Road Elementary School - #777

Principal: Ms. Michaela O. Simmons

Grosvenor Center, 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/wellerroads/

Cluster Name: Downcounty Consortium

Feeder Schools:

Receiving Schools: Argyle, Loiederman, Parkland

2012–2013 Enrollment = 604													
	% 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	8.9	12.4	73.3	≤5.0	≤5.0	≤5.0	Pre-K	55	9.1
ESOL	60.3	27.6	32.6	≤5.0	5.5	≤5.0	50.8	≤5.0	≤5.0	≤5.0	Full-Day K	110	18.2
FARMS	79.8	39.6	40.2	≤5.0	6.0	8.9	62.4	≤5.0	≤5.0	≤5.0	Grade 1	103	17.1
SPED	7.1	≤5.0	5.8	≤5.0	≤5.0	≤5.0	5.5	≤5.0	≤5.0	≤5.0	Grade 2	95	15.7
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).											Grade 3	90	14.9
											Grade 4	83	13.7
											Grade 5	68	11.3
											Total	604	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	88.4	≤5.0	11.6

Other Participation
Students now or have in the past received FARMS ² = 86.1%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 18.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Federal Title I Funds
Resource
Head Start
Linkages to Learning
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	0.9948	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	72.9	78.3	81.7	91.5	87.8	87.7
Asian	90.0	90.0	--	--	--	--
Black or African American	--	--	66.7	≥95.0	83.3	75.0
Hispanic/Latino	69.8	77.0	83.3	87.5	87.0	88.7
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	69.8	77.0	79.2	88.7	85.7	83.9
LEP	69.0	73.2	71.0	80.6	80.8	88.0
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	36.4	33.0	46.1	54.5	70.8	46.6
Asian	--	--	--	--	--	--
Black or African American	50.0	40.0	40.0	50.0	80.0	60.0
Hispanic/Latino	34.9	33.3	42.2	50.8	65.6	41.3
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	24.6	24.6	41.4	47.4	62.1	35.1
FARMS	35.3	35.3	43.5	52.9	68.1	47.1
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	12.5	10.7	5.4	71.4	0.0	91.1	8.9			
Supporting Services	10.5	26.3	26.3	31.6	5.3	78.9	21.1	160	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.7	
Average Class Size Kindergarten = 14.2	
Grades 1 to 3 = 26.2	Grades 4 to 5 = 31.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
50.0	25.0	25.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.311
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	7.311
Classroom	26.700		
Staff Development	1.000	Other Support	
ESOL	7.000	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	1.000
Art	1.200	Lunch Hour Aide	1.375
Music	1.200	Other Support Total	4.375
Instrumental Music	0.200		
Preschool	2.000	Building Services	
Special Education: Classroom	1.500	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	47.300	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.500
Media Specialist	1.000		
Spec Ed Related Services	1.000	Food Services	1.062
Other Professional Total	3.000		
Total Professional	52.300	Total Supporting Services	18.248

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1953	1975	11.1	Y	N	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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
527	743	643	668	682	690	688	679

School Personnel Costs	
Professional Salaries	\$3,327,524
Supporting Services Salaries	\$722,793
Employee Benefits	\$1,046,327
Total Allocated Cost	\$5,096,644

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Westbrook Elementary School - #408

Principal: Ms. Rebecca A. Jones

5110 Allan Terrace Bethesda, MD 20816

Office Phone: (301) 320-6506

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 320-6615

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/westbrookes/

Cluster Name: Bethesda-Chevy Chase

Feeder Schools:

Receiving Schools: Westland

2012–2013 Enrollment = 435													
	% 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	≤5.0	7.6	≤5.0	81.4	6.9	Pre-K	0	0.0
ESOL	5.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	70	16.1
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	70	16.1
SPED	8.5	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.0	≤5.0	Grade 2	73	16.8
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).											Grade 3	71	16.3
											Grade 4	80	18.4
											Grade 5	71	16.3
											Total	435	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.3	8.1	21.6

Other Participation
Students now or have in the past received FARMS ² = ≤5.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 5.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model
Emotional Disabilities
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0370	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	93.2	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	≥95.0	≥95.0	≥95.0	91.7	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	83.8	88.2	75.0	85.3	82.4	88.2
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	86.7	88.3	78.3	88.3	83.3	90.0
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	12.1	0.0	0.0	87.9	0.0	97.0	3.0			
Supporting Services	6.7	13.3	26.7	46.7	6.7	66.7	33.3	101	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 13.0	
Average Class Size Kindergarten = 23.7	
Grades 1 to 3 = 34.5	Grades 4 to 5 = 31.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
24.2	51.5	24.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.000
Principal Intern		Special Education	3.625
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	3.000	Instructional Support Total	5.750
Classroom	15.900		
Staff Development	1.000	Other Support	
ESOL	0.400	Administrative Secretary	1.000
Reading/Literacy	1.100	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.900	Lunch Hour Aide	1.125
Music	0.900	Other Support Total	3.125
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	26.900	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	0.500	Building Services Total	3.000
Media Specialist	1.000		
Spec Ed Related Services	0.400	Food Services	0.500
Other Professional Total	1.900		
Total Professional	29.800	Total Supporting Services	12.375

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1939	1990	12.5	N	Y	8

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
283	558	433	427	431	430	434	430

School Personnel Costs	
Professional Salaries	\$1,978,255
Supporting Services Salaries	\$477,212
Employee Benefits	\$653,438
Total Allocated Cost	\$3,108,905

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Westover Elementary School - #504

Principal: Dr. Patricia A. Kelly
 Community Supt: Dr. Myra J. Smith
 School Hours: 9:15 - 3:30
 Feeder Schools:

401 Hawkesbury Lane Silver Spring, MD 20904
www.montgomeryschoolsmd.org/schools/westoveres/

Office Phone: (301) 989-5676
 Fax Number: (301) 989-5679
 Cluster Name: Northeast Consortium
 Receiving Schools: White Oak

2012–2013 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		40.5	59.5	≤5.0	15.3	32.1	19.9	≤5.0	27.1	≤5.0	Pre-K	29	9.0
ESOL	11.2	5.3	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	35	10.9
FARMS	24.0	8.4	15.6	≤5.0	≤5.0	9.7	10.3	≤5.0	≤5.0	≤5.0	Grade 1	58	18.1
SPED	23.7	≤5.0	19.9	≤5.0	≤5.0	7.8	7.5	≤5.0	≤5.0	≤5.0	Grade 2	54	16.8
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).											Grade 3	59	18.4
											Grade 4	53	16.5
											Grade 5	33	10.3
											Total	321	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	39.5	≤5.0	60.5

Other Participation
Students now or have in the past received FARMS ² = 29.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Autism
Autism (K–1)
Autism (K–2)
Prekindergarten Language Class

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0836	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.6	88.7	94.4	≥95.0	92.3	≥95.0
Asian	--	--	--	--	--	--
Black or African American	94.4	88.9	90.0	≥95.0	--	--
Hispanic/Latino	--	--	--	--	--	--
White	90.0	90.0	--	--	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	90.0	90.0	90.0	≥95.0	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	72.7	74.5	70.9	68.5	60.0	74.1
Asian	--	--	--	--	--	--
Black or African American	64.7	76.5	58.8	52.9	47.1	70.6
Hispanic/Latino	62.5	50.0	62.5	46.7	37.5	53.3
White	92.3	92.3	92.3	92.3	92.3	92.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	41.2	58.8	47.1	52.9	35.3	58.8
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.7	17.1	2.9	71.4	0.0	85.7	14.3			
Supporting Services	9.5	33.3	9.5	47.6	0.0	90.5	9.5	88	95.5	4.5

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 8.5	
Average Class Size Kindergarten = 8.3	
Grades 1 to 3 = 29.3	Grades 4 to 5 = 26.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
31.4	28.6	40.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	0.750
Principal Intern		Special Education	7.750
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	2.000	Instructional Support Total	9.500
Classroom	13.300		
Staff Development	0.500	Other Support	
ESOL	0.900	Administrative Secretary	1.000
Reading/Literacy	1.300	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.800	Lunch Hour Aide	0.875
Music	0.800	Other Support Total	2.875
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	5.100	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	24.900	Worker	1.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.500
Media Specialist	0.500		
Spec Ed Related Services	2.800	Food Services	0.687
Other Professional Total	4.300		
Total Professional	30.200	Total Supporting Services	16.562

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1964	1998	7.6	Y	N	4

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
19	9	3	0	0	2	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
293	293	344	341	337	332	328	338

School Personnel Costs	
Professional Salaries	\$2,246,374
Supporting Services Salaries	\$616,445
Employee Benefits	\$780,229
Total Allocated Cost	\$3,643,048

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Wheaton Woods Elementary School - #788

Principal: Mr. David T. Chia

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/wheatonwoods/es/

Cluster Name: Downcounty Consortium

Feeder Schools:

Receiving Schools: Argyle, Loiederman, Parkland

2012–2013 Enrollment = 471													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		46.3	53.7	≤5.0	7.2	27.0	58.2	≤5.0	6.2	≤5.0	Pre-K	53	11.3
ESOL	53.7	22.3	31.4	≤5.0	≤5.0	10.2	39.7	≤5.0	≤5.0	≤5.0	Full-Day K	84	17.8
FARMS	81.1	37.2	43.9	≤5.0	5.7	21.2	51.4	≤5.0	≤5.0	≤5.0	Grade 1	73	15.5
SPED	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	67	14.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	68	14.4
											Grade 4	62	13.2
											Grade 5	64	13.6
											Total	471	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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 = 86.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Focused Academic Support—Federal Title I Funds
Resource
Head Start
Prekindergarten
Linkages to Learning

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0663	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	87.9	92.4	89.8	≥95.0	85.0	94.9
Asian	--	--	--	--	--	--
Black or African American	90.0	≥95.0	87.5	≥95.0	80.8	92.0
Hispanic/Latino	83.8	91.9	89.7	≥95.0	83.3	≥95.0
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
FARMS	87.5	91.1	87.2	≥95.0	84.1	93.0
LEP	84.1	88.6	92.0	≥95.0	85.0	94.7
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	44.6	58.1	49.3	71.6	84.2	62.2
Asian	--	--	--	--	--	--
Black or African American	52.0	68.0	56.0	72.0	84.0	68.0
Hispanic/Latino	31.4	48.6	36.1	62.9	83.8	51.4
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
ESOL	33.3	52.1	43.8	66.7	83.7	52.1
FARMS	42.1	54.4	44.8	66.7	83.1	54.4
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.1	10.2	6.1	75.5	2.0	81.6	18.4			
Supporting Services	0.0	20.0	45.0	30.0	5.0	90.0	10.0	150	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.3	
Average Class Size Kindergarten = 16.3	
Grades 1 to 3 = 25.1	Grades 4 to 5 = 31.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.2	55.1	32.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	5.125
Principal Intern		Special Education	1.062
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.625
Kindergarten	5.000	Instructional Support Total	7.312
Classroom	22.300		
Staff Development	1.000	Other Support	
ESOL	6.600	Administrative Secretary	1.000
Reading/Literacy	1.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.000	Lunch Hour Aide	1.125
Music	1.000	Other Support Total	3.125
Instrumental Music	0.200		
Preschool	2.000	Building Services	
Special Education: Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	41.600	Worker	2.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.500
Media Specialist	1.000		
Spec Ed Related Services	0.800	Food Services	1.813
Other Professional Total	2.800		
Total Professional	46.400	Total Supporting Services	16.750

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1976	8.0	Y	N	8

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	11	7	2	0	5	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
334	740	502	533	553	571	585	585

School Personnel Costs	
Professional Salaries	\$3,514,165
Supporting Services Salaries	\$688,483
Employee Benefits	\$1,105,907
Total Allocated Cost	\$5,308,555

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Whetstone Elementary School - #558

Principal: Mrs. Victoria (Vicky) 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

2012–2013 Enrollment = 708													
	% 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	8.3	27.3	47.2	≤5.0	14.1	≤5.0	Pre-K	85	12.0
ESOL	36.0	16.5	19.5	≤5.0	≤5.0	≤5.0	29.4	≤5.0	≤5.0	≤5.0	Full-Day K	113	16.0
FARMS	62.6	28.8	33.8	≤5.0	≤5.0	18.2	37.4	≤5.0	≤5.0	≤5.0	Grade 1	113	16.0
SPED	18.8	≤5.0	14.7	≤5.0	≤5.0	≤5.0	8.8	≤5.0	≤5.0	≤5.0	Grade 2	109	15.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	101	14.3
											Grade 4	94	13.3
											Grade 5	93	13.1
											Total	708	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	80.5	≤5.0	19.5

Other Participation
Students now or have in the past received FARMS ² = 66.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 17.1%
Attendance Rate ^{2 3} = 94.7%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Focused Academic Support—Local Funds
Learning and Academic Disabilities (K–5)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–5)
Positive Behavioral Interventions and Supports (PBIS)
Prekindergarten

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Met	1.0578	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.8	84.4	92.6	84.2	79.5	86.7
Asian	84.6	83.3	--	--	--	--
Black or African American	90.9	68.2	92.0	84.0	72.4	89.7
Hispanic/Latino	90.5	88.1	93.5	80.4	74.3	85.7
White	≥95.0	≥95.0	92.9	85.7	--	--
Two or More Races	--	--	--	--	--	--
FARMS	89.8	73.5	90.9	81.8	70.8	85.4
LEP	88.9	85.7	91.3	65.2	57.1	81.0
SPED	76.9	76.9	75.0	58.3	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	37.5	48.1	47.1	37.5	43.3	44.2
Asian	--	--	--	--	--	--
Black or African American	48.1	51.9	40.7	40.7	48.1	55.6
Hispanic/Latino	22.4	37.9	44.8	25.9	34.5	29.3
White	71.4	71.4	64.3	71.4	57.1	71.4
Two or More Races	--	--	--	--	--	--
ESOL	19.1	38.3	40.4	23.4	36.2	29.8
FARMS	21.0	33.9	35.5	25.8	35.5	27.4
SPED	18.8	18.8	12.5	18.8	37.5	18.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	1.4	8.7	8.7	76.8	4.3	88.4	11.6			
Supporting Services	9.7	16.1	19.4	54.8	0.0	83.9	16.1	177	97.7	2.3

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.1	
Average Class Size Kindergarten = 17.8	
Grades 1 to 3 = 29.5	Grades 4 to 5 = 32.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.8	53.6	27.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.872
Principal Intern		Special Education	5.499
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	6.000	Instructional Support Total	11.996
Classroom	29.000		
Staff Development	1.000	Other Support	
ESOL	5.200	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.600	Lunch Hour Aide	1.623
Music	1.600	Other Support Total	3.623
Instrumental Music	0.200		
Preschool	1.000	Building Services	
Special Education: Classroom	8.300	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	54.900	Worker	3.500
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	6.500
Media Specialist	1.000		
Spec Ed Related Services	2.900	Food Services	2.000
Other Professional Total	4.900		
Total Professional	61.800	Total Supporting Services	24.119

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1968	--	8.8	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
43	26	5	1	0	6	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
724	724	732	742	745	736	723	712

School Personnel Costs	
Professional Salaries	\$4,411,451
Supporting Services Salaries	\$891,205
Employee Benefits	\$1,408,578
Total Allocated Cost	\$6,711,234

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Wood Acres Elementary School - #417

Principal: Mrs. Marita R. Sherburne

5800 Cromwell Drive Bethesda, MD 20816

Office Phone: (301) 320-6502

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 320-6536

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/woodacres/

Cluster Name: Walt Whitman

Feeder Schools:

Receiving Schools: Pyle

2012–2013 Enrollment = 767													
	% 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	10.0	≤5.0	7.8	≤5.0	73.4	5.7	Pre-K	0	0.0
ESOL	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	114	14.9
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	114	14.9
SPED	6.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	116	15.1
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).											Grade 3	151	19.7
											Grade 4	141	18.4
											Grade 5	131	17.1
											Total	767	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	75.5	24.5	≤5.0

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 4} = --

School Programs
Learning and Academic Disabilities
Resource (K–5)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0896	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.8	92.1	≥95.0	≥95.0	≥95.0	≥95.0
Asian	83.3	75.0	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	92.9	92.9	--	--
White	94.6	92.8	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	41.7	66.7	60.0	80.0	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	84.8	89.7	82.8	87.9	85.9	87.6
Asian	84.6	84.6	84.6	92.9	≥95.0	92.3
Black or African American	--	--	--	--	--	--
Hispanic/Latino	84.6	84.6	76.9	84.6	76.9	84.6
White	86.1	91.1	85.1	89.3	84.5	89.1
Two or More Races	78.6	92.9	78.6	92.9	≥95.0	85.7
ESOL	--	--	--	83.3	≥95.0	--
FARMS	--	--	--	--	--	--
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.9	1.9	1.9	92.5	1.9	94.3	5.7			
Supporting Services	9.5	28.6	9.5	47.6	4.8	81.0	19.0	150	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 15.1	
Average Class Size	Kindergarten = 20.3
	Grades 1 to 3 = 34.6 Grades 4 to 5 = 34.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.3	54.7	34.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	3.875
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	7.250
Classroom	27.300		
Staff Development	1.000	Other Support	
ESOL	1.000	Administrative Secretary	1.000
Reading/Literacy	1.600	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.300	Lunch Hour Aide	1.875
Music	1.300	Other Support Total	3.875
Instrumental Music	0.400		
Preschool		Building Services	
Special Education: Classroom	3.500	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	42.400	Worker	2.500
		Plant Equipment Operator	
Other Professional		Building Services Total	4.500
Counselor	1.000		
Media Specialist	1.000	Food Services	0.812
Spec Ed Related Services	1.000		
Other Professional Total	3.000		
Total Professional	47.400	Total Supporting Services	16.437

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	2002	4.8	Y	N	7

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
28	18	3	0	0	5	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
550	734	748	731	709	714	720	718

School Personnel Costs	
Professional Salaries	\$3,449,174
Supporting Services Salaries	\$568,987
Employee Benefits	\$1,051,396
Total Allocated Cost	\$5,069,557

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

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

2012–2013 Enrollment = 325													
	% 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	≤5.0	8.6	16.0	≤5.0	66.2	≤5.0	Pre-K	14	4.3
ESOL	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	38	11.7
FARMS	18.8	10.5	8.3	≤5.0	≤5.0	5.2	9.2	≤5.0	≤5.0	≤5.0	Grade 1	42	12.9
SPED	10.8	≤5.0	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.8	≤5.0	Grade 2	53	16.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	59	18.2
											Grade 4	59	18.2
											Grade 5	60	18.5
											Total	325	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Spent in General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	≤5.0	40.0

Other Participation
Students now or have in the past received FARMS ² = 22.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = ≤5.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Comprehensive
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1421	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	93.7	≥95.0	≥95.0	≥95.0	≥95.0
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	≥95.0	93.2	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	66.7	75.4	65.5	65.5	54.4	69.1
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
Hispanic/Latino	63.6	63.6	60.0	70.0	72.7	70.0
White	68.6	85.7	74.3	68.6	51.4	74.3
Two or More Races	--	--	--	--	--	--
ESOL	--	--	--	--	--	--
FARMS	33.3	50.0	66.7	41.7	33.3	41.7
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.3	6.3	0.0	84.4	3.1	93.8	6.3			
Supporting Services	0.0	7.7	7.7	84.6	0.0	92.3	7.7	76	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.5	
Average Class Size Kindergarten = 10.8	
Grades 1 to 3 = 27.0	Grades 4 to 5 = 30.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.4	15.6	75.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	1.250
Principal Intern		Special Education	2.375
Asst School Administrator		IT Systems Specialist	
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.500
Kindergarten	2.000	Instructional Support Total	4.625
Classroom	12.600		
Staff Development	0.500	Other Support	
ESOL	0.500	Administrative Secretary	1.000
Reading/Literacy	0.800	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	0.600	Lunch Hour Aide	0.875
Music	0.600	Other Support Total	2.875
Instrumental Music	0.200		
Preschool		Building Services	
Special Education: Classroom	3.600	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	21.400	Worker	1.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	3.000
Media Specialist	1.000		
Spec Ed Related Services	1.400	Food Services	0.750
Other Professional Total	3.400		
Total Professional	25.800	Total Supporting Services	11.250

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1962	1985	10.0	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
24	17	3	0	0	2	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
459	459	309	309	300	294	304	310

School Personnel Costs	
Professional Salaries	\$2,332,833
Supporting Services Salaries	\$487,446
Employee Benefits	\$745,481
Total Allocated Cost	\$3,565,760

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Woodlin Elementary School - #764

Principal: Ms. 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

2012–2013 Enrollment = 562													
	% 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	6.8	27.6	17.4	≤5.0	42.5	5.3	Pre-K	0	0.0
ESOL	11.7	≤5.0	7.5	≤5.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	Full-Day K	86	15.3
FARMS	22.6	11.7	10.9	≤5.0	≤5.0	11.9	8.2	≤5.0	≤5.0	≤5.0	Grade 1	122	21.7
SPED	13.3	≤5.0	9.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	102	18.1
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).											Grade 3	114	20.3
											Grade 4	74	13.2
											Grade 5	64	11.4
											Total	562	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	49.3	≤5.0	48.0

Other Participation
Students now or have in the past received FARMS ² = 27.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 11.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Elementary Home School Model
Learning for Independence (K–5)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9475	3
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	92.5	88.7	≥95.0	82.7	92.0
Asian	--	--	--	--	--	--
Black or African American	82.4	82.4	81.3	93.8	81.8	90.9
Hispanic/Latino	92.3	92.3	83.3	≥95.0	61.5	84.6
White	≥95.0	≥95.0	≥95.0	≥95.0	90.9	93.9
Two or More Races	--	--	--	--	--	--
FARMS	≥95.0	92.9	73.7	94.4	75.0	87.5
LEP	--	--	--	--	--	--
SPED	--	--	--	--	66.7	83.3

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	71.8	76.4	65.7	70.0	74.1	73.6
Asian	--	--	--	--	--	--
Black or African American	51.5	72.7	57.6	57.6	60.6	54.5
Hispanic/Latino	61.5	38.5	53.8	30.8	46.2	38.5
White	85.5	87.3	73.6	87.3	88.7	92.7
Two or More Races	--	--	--	--	--	--
ESOL	38.5	53.8	38.5	30.8	61.5	23.1
FARMS	44.0	52.0	52.0	36.0	48.0	40.0
SPED	--	--	--	--	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.0	8.0	0.0	84.0	2.0	94.0	6.0			
Supporting Services	13.6	22.7	13.6	50.0	0.0	86.4	13.6	132	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.3	
Average Class Size Kindergarten = 11.9	
Grades 1 to 3 = 30.3	Grades 4 to 5 = 28.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.0	58.0	34.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.374
Principal Intern		Special Education	6.374
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.750
Kindergarten	4.000	Instructional Support Total	8.998
Classroom	20.900		
Staff Development	1.000	Other Support	
ESOL	1.300	Administrative Secretary	1.000
Reading/Literacy	1.900	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.498
Music	1.200	Other Support Total	3.498
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	7.000	Manager	1.000
Resource Program		Leader	2.000
Teachers Total	38.800	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	5.000
Media Specialist	1.000		
Spec Ed Related Services	1.300	Food Services	1.312
Other Professional Total	3.300		
Total Professional	44.100	Total Supporting Services	18.808

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1944	1974	11.0	Y	Y	6

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
26	14	3	0	0	4	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
463	463	601	625	607	601	574	574

School Personnel Costs	
Professional Salaries	\$3,314,547
Supporting Services Salaries	\$749,382
Employee Benefits	\$1,082,467
Total Allocated Cost	\$5,146,396

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Wyngate Elementary School - #422

Principal: Ms. Barbara J. Leister

9300 Wadsworth Drive Bethesda, MD 20817

Office Phone: (301) 571-6979

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 571-3870

School Hours: 8:50 - 3:05

www.montgomeryschoolsmd.org/schools/wyngatees/

Cluster Name: Walter Johnson

Feeder Schools:

Receiving Schools: North Bethesda

2012–2013 Enrollment = 709													
	% 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	7.6	≤5.0	8.9	≤5.0	72.5	7.5	Pre-K	0	0.0
ESOL	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	112	15.8
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	135	19.0
SPED	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.4	≤5.0	Grade 2	133	18.8
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).											Grade 3	121	17.1
											Grade 4	106	15.0
											Grade 5	102	14.4
											Total	709	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Students with Disabilities in Least Restrictive Environment (LRE)													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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} = 6.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1204	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Asian	≥95.0	≥95.0	≥95.0	92.9	90.0	≥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	≥95.0	≥95.0	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	92.3	92.3	90.0	90.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 ^{1 2 3}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	82.1	89.4	84.6	88.6	89.5	88.6
Asian	69.2	84.6	84.6	≥95.0	≥95.0	≥95.0
Black or African American	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--
White	84.5	90.5	83.3	86.9	89.4	88.1
Two or More Races	63.6	90.9	81.8	81.8	81.8	72.7
ESOL	--	--	--	--	≥95.0	--
FARMS	--	--	--	--	--	--
SPED	50.0	60.0	40.0	50.0	70.0	60.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ²		
	% Racial/Ethnic Composition ⁴					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	8.2	4.1	0.0	87.8	0.0	93.9	6.1			
Supporting Services	6.3	37.5	0.0	56.3	0.0	68.8	31.3	153	100.0	0.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 16.4	
Average Class Size Kindergarten = 18.7	
Grades 1 to 3 = 38.5	Grades 4 to 5 = 33.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.4	44.9	34.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.750
Principal Intern		Special Education	0.500
Asst School Administrator		IT Systems Specialist	
Administrative Total	2.000	Teacher Assistant	
		Media Assistant	0.875
Teachers		Instructional Data Assistant	0.750
Kindergarten	5.000	Instructional Support Total	3.875
Classroom	24.700		
Staff Development	1.000	Other Support	
ESOL	1.300	Administrative Secretary	1.000
Reading/Literacy	2.500	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.874
Music	1.200	Other Support Total	3.874
Instrumental Music	0.300		
Preschool		Building Services	
Special Education: Classroom	1.000	Manager	1.000
Resource Program		Leader	1.000
Teachers Total	38.200	Worker	2.000
Other Professional		Plant Equipment Operator	
Counselor	1.000	Building Services Total	4.000
Media Specialist	1.000		
Spec Ed Related Services	0.900	Food Services	0.593
Other Professional Total	2.900		
Total Professional	43.100	Total Supporting Services	12.342

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1952	1997	9.5	Y	N	10

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
22	14	3	0	0	5	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
432	734	707	718	719	703	684	689

School Personnel Costs	
Professional Salaries	\$3,321,414
Supporting Services Salaries	\$493,836
Employee Benefits	\$992,734
Total Allocated Cost	\$4,807,984

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 2011–2012 school year.

³ Results are not reported (--) for groups with fewer than ten students enrolled.

⁴ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

SECTION III

MIDDLE SCHOOL PROFILES

Middle School Listing

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Briggs Chaney MS	280
Cabin John MS	282
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Eastern MS	286
William H. Farquhar MS	288
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Robert Frost MS	292
Gaithersburg MS	294
Herbert Hoover MS	296
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Dr. Martin Luther King, Jr. MS	300
Kingsview MS	302
Lakelands Park MS	304
Col. E. Brooke Lee MS	306
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Argyle Middle School - #823

Principal: Mr. Robert W. Dodd
 Community Supt: Ms. Bronda L. Mills
 School Hours: 7:55 - 2:40
 Feeder Schools: Middle School Magnet Consortium

2400 Bel Pre Road Silver Spring, MD 20906

www.montgomeryschoolsmd.org/schools/argylems/

Office Phone: (301) 460-2400

Fax Number: (301) 460-2423

Cluster: Downcounty Consortium

Receiving Schools: Blair, Einstein, Kennedy, Northwood, Wheaton

2012–2013 Enrollment = 795													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		44.3	55.7	≤5.0	10.7	37.7	39.4	≤5.0	9.4	≤5.0	Grade 6	270	34.0
ESOL	14.5	6.4	8.1	≤5.0	≤5.0	≤5.0	10.1	≤5.0	≤5.0	≤5.0	Grade 7	252	31.7
FARMS	56.6	24.7	31.9	≤5.0	≤5.0	21.3	29.1	≤5.0	≤5.0	≤5.0	Grade 8	273	34.3
SPED	9.3	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	795	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	83.8	16.2	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 71.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 3.3%

School Programs
Learning and Academic Disabilities
Magnet School for Digital Design and Development
Positive Behavioral Interventions and Supports (PBIS)
Excel Beyond the Bell
Extended Day Program
Kennedy Project
Commonweal Tutoring
Passion 4 Learning

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8689	5

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.5	85.4	65.4	79.3	55.8	79.7
Asian	≥95.0	≥95.0	≥95.0	≥95.0	92.0	92.0
Black or African American	82.5	83.5	57.6	77.8	49.5	78.4
Hispanic/Latino	67.3	81.6	63.6	74.0	49.0	78.8
White	93.8	93.8	76.0	88.0	81.3	81.3
Two or More Races	--	--	--	--	--	--
FARMS	73.2	80.4	57.9	75.5	49.7	77.9
LEP	48.3	65.5	45.0	75.0	31.8	36.4
SPED	57.9	68.4	33.3	58.3	33.3	50.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	34.0	80.5
Asian	72.0	82.1
Black or African American	32.6	74.5
Hispanic/Latino	24.5	82.8
White	46.7	92.3
Two or More Races	--	--
ESOL	15.8	--
FARMS	27.7	70.9
SPED	7.4	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	3.2	23.8	4.8	68.3	0.0	63.5	36.5			
Supporting Services	15.6	37.5	12.5	31.3	3.1	78.1	21.9	169	94.1	5.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.1
Average Class Size (English) = 23.3
Average Class Size (Other) = 28.1

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	2.000	Regular	0.500
Asst School Administrator	1.000	Special Education	4.875
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	5.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	35.600		7.000
Resource/Team Leader/Content Specialist	7.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	1.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	5.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
		Other Support Total	7.250
Teachers Total	53.200	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	3.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	6.500
Other Professional Total	5.100	Food Services	
			3.750
Total Professional	63.300	Total Supporting Services	24.500

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
871	871	813	810	822	833	836	843

School Personnel Costs	
Professional Salaries	\$4,753,566
Supporting Services Salaries	\$958,286
Employee Benefits	\$1,485,187
Total Allocated Cost	\$7,197,039

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 2011–2012 school year.

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

John T. Baker Middle School - #705

Principal: Mrs. Louise J. Worthington

25400 Oak Drive Damascus, MD 20872

Office Phone: (301) 253-7010

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

2012–2013 Enrollment = 794													
	% 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	≤5.0	9.1	16.4	≤5.0	64.9	≤5.0	Grade 6	253	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	289	36.4
FARMS	17.8	9.4	8.3	≤5.0	≤5.0	≤5.0	7.3	≤5.0	≤5.0	≤5.0	Grade 8	252	31.7
SPED	11.5	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.8	≤5.0	Total	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).

Students with Disabilities Least Restrictive Environment (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	16.5	9.9

Other Participation
Students now or have in the past received FARMS ² = 23.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 6.1%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Asperger's
Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Alternative 1 Pride Program

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9430	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	93.2	84.3	91.6	79.4	88.8
Asian	≥95.0	≥95.0	≥95.0	90.9	87.5	≥95.0
Black or African American	61.9	71.4	62.1	79.3	48.0	56.0
Hispanic/Latino	80.8	86.5	85.4	85.4	55.6	77.8
White	93.4	≥95.0	87.9	≥95.0	87.0	≥95.0
Two or More Races	76.9	84.6	70.0	80.0	86.7	73.3
FARMS	70.7	84.5	66.7	73.3	49.1	67.9
LEP	--	--	--	--	--	--
SPED	71.0	83.9	52.6	78.9	41.7	66.7

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	59.9	≥95.0
Asian	76.5	≥95.0
Black or African American	29.2	--
Hispanic/Latino	27.8	90.9
White	70.4	≥95.0
Two or More Races	33.3	--
ESOL	--	--
FARMS	14.8	92.9
SPED	9.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	3.3	6.7	86.7	0.0	71.7	28.3			
Supporting Services	6.9	3.4	6.9	82.8	0.0	69.0	31.0	184	95.1	4.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.3
Average Class Size (English) = 26.0
Average Class Size (Other) = 27.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.3	36.7	60.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	7.875
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	11.000
Classroom	33.800	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	0.400	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	49.800	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	3.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	6.500
Other Professional Total	5.100	Food Services	2.500
Total Professional	57.900	Total Supporting Services	26.125

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	22.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
37	33	0	0	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
740	740	798	766	792	766	747	710

School Personnel Costs	
Professional Salaries	\$5,095,209
Supporting Services Salaries	\$1,127,536
Employee Benefits	\$1,659,846
Total Allocated Cost	\$7,882,591

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

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

³ Outcome data reflect 2011–2012 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: Dr. Myra J. Smith

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

2012–2013 Enrollment = 769													
	% 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	10.8	61.0	14.4	5.0	7.9	5.6	Grade 6	270	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	242	31.5
FARMS	45.9	24.1	21.8	5.0	5.0	29.6	9.2	5.0	5.0	5.0	Grade 8	257	33.4
SPED	10.0	5.0	6.2	5.0	5.0	6.2	5.0	5.0	5.0	5.0	Total	769	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	55.8	10.4	33.8

Other Participation
Students now or have in the past received FARMS ² = 62.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 5.9%

School Programs
Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)
Advancement Via Individual Determination (AVID)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0330	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.1	89.4	79.7	93.6	75.9	88.7
Asian	≥95.0	≥95.0	89.3	≥95.0	≥95.0	93.5
Black or African American	75.7	87.1	75.9	92.7	69.2	86.9
Hispanic/Latino	77.1	88.6	74.4	92.3	67.9	78.6
White	81.0	90.5	≥95.0	≥95.0	83.3	≥95.0
Two or More Races	≥95.0	≥95.0	90.9	90.9	90.9	≥95.0
FARMS	73.5	87.2	74.5	90.8	65.7	84.8
LEP	66.7	75.0	--	--	--	--
SPED	52.6	68.4	50.0	83.3	57.1	71.4

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	56.4	92.9
Asian	71.4	91.9
Black or African American	53.4	89.2
Hispanic/Latino	35.5	≥95.0
White	62.5	≥95.0
Two or More Races	75.0	--
ESOL	25.0	--
FARMS	46.8	93.2
SPED	9.4	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.7	32.8	1.6	59.4	1.6	76.6	23.4			
Supporting Services	9.4	31.3	18.8	40.6	0.0	78.1	21.9	173	92.5	7.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.1
Average Class Size (English) = 25.9
Average Class Size (Other) = 26.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.8	46.9	34.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.375
Asst School Administrator		Special Education	8.186
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	10.186
Classroom	29.200	Other Support	
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.600	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	9.800	Lunch Hour Aide	0.375
Resource Program	1.000	Other Support Total	7.125
Teachers Total	54.600	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	3.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	6.500
Other Professional Total	5.100	Food Services	2.999
Total Professional	62.700	Total Supporting Services	26.810

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1974	--	20.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
40	33	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
778	778	779	812	826	820	815	783

School Personnel Costs	
Professional Salaries	\$4,846,869
Supporting Services Salaries	\$1,101,121
Employee Benefits	\$1,593,487
Total Allocated Cost	\$7,541,477

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

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

³ Outcome data reflect 2011–2012 school year.

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

Briggs Chaney Middle School - #335

Principal: Dr. Tamitha F. Campbell

1901 Rainbow Drive Silver Spring, MD 20905

Office Phone: (301) 989-6000

Community Supt: Dr. Myra J. Smith

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

2012–2013 Enrollment = 875													
	% 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	13.7	49.4	19.9	≤5.0	12.2	≤5.0	Grade 6	277	31.7
ESOL	7.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	292	33.4
FARMS	44.2	19.3	24.9	≤5.0	≤5.0	25.3	12.2	≤5.0	≤5.0	≤5.0	Grade 8	306	35.0
SPED	11.1	≤5.0	7.0	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	Total	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).

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	60.8	37.1	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 57.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 15.5%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 5.4%

School Programs
Emotional Disabilities
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9803	4

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	78.5	82.4	71.7	85.5	74.7	86.5
Asian	93.3	≥95.0	≥95.0	≥95.0	85.0	≥95.0
Black or African American	72.5	78.3	60.9	79.7	67.4	83.0
Hispanic/Latino	72.4	72.4	66.2	83.6	66.0	75.9
White	88.9	91.7	91.4	91.4	93.6	≥95.0
Two or More Races	90.9	≥95.0	--	--	86.7	≥95.0
FARMS	67.7	72.2	51.1	73.8	58.8	78.6
LEP	47.4	36.8	--	--	--	--
SPED	46.9	53.1	40.6	53.1	48.1	75.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	52.5	91.5
Asian	78.6	≥95.0
Black or African American	43.1	84.9
Hispanic/Latino	35.8	92.1
White	71.4	94.9
Two or More Races	66.7	≥95.0
ESOL	--	--
FARMS	30.7	84.7
SPED	7.1	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	7.4	30.9	2.9	55.9	2.9	69.1	30.9			
Supporting Services	5.9	32.4	11.8	47.1	2.9	82.4	17.6	220	94.5	5.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.9
Average Class Size (English) = 23.1
Average Class Size (Other) = 26.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.7	26.5	58.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	8.125
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	36.400		11.250
Resource/Team Leader/Content Specialist	9.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.800	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.500
		Other Support Total	7.250
Teachers Total	58.400	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	3.500
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000
		Building Services Total	6.500
Other Professional Total	5.200	Food Services	
			3.000
Total Professional	66.600	Total Supporting Services	28.000

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1991	--	29.4	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
46	39	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
910	910	865	862	897	931	913	886

School Personnel Costs	
Professional Salaries	\$5,580,565
Supporting Services Salaries	\$1,156,984
Employee Benefits	\$1,813,825
Total Allocated Cost	\$8,551,374

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

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

³ Outcome data reflect 2011–2012 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

10701 Gainsborough Road, Potomac, MD 20854

Office Phone: (301) 469-1150

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 469-1003

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/cabinjohnms/

Cluster: Churchill, Wootton

Feeder Schools: Bells Mill, Cold Spring, Seven Locks, Stone Mill

Receiving Schools: Churchill, Wootton

2012–2013 Enrollment = 923													
	% 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	26.4	10.0	9.0	≤5.0	51.8	≤5.0	Grade 6	311	33.7
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	309	33.5
FARMS	7.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	303	32.8
SPED	14.7	≤5.0	10.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.5	≤5.0	Total	923	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	53.7	17.6	28.7

Other Participation
Students now or have in the past received FARMS ² = 11.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 5.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Autism
Autism Resource Services
Learning and Academic Disabilities
Learning for Independence
School/Community-Based

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.0465	1

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	92.9	93.6	87.0	92.7
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	79.2	≥95.0	69.2	69.2	56.3	75.0
Hispanic/Latino	92.0	92.0	90.9	90.9	84.0	88.0
White	≥95.0	≥95.0	93.6	≥95.0	88.2	94.2
Two or More Races	--	--	--	--	≥95.0	≥95.0
FARMS	84.6	≥95.0	66.7	66.7	65.2	60.9
LEP	--	--	--	--	--	--
SPED	56.0	72.0	68.6	65.7	62.5	68.3

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	73.7	≥95.0
Asian	86.4	≥95.0
Black or African American	38.2	≥95.0
Hispanic/Latino	50.0	≥95.0
White	78.2	≥95.0
Two or More Races	83.3	≥95.0
ESOL	--	--
FARMS	21.4	--
SPED	18.2	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	9.6	6.8	4.1	78.1	1.4	78.1	21.9			
Supporting Services	20.0	12.0	12.0	54.0	2.0	70.0	30.0	202	88.1	11.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 24.7
Average Class Size (Other) = 27.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.3	34.2	42.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.624
Asst School Administrator		Special Education	19.624
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	38.200		22.873
Resource/Team Leader/Content Specialist	8.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.400	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.250
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	12.000	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
		Other Support Total	7.625
Teachers Total	61.400	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	
			3.125
Total Professional	71.200	Total Supporting Services	42.623

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1967	2011	18.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
57	48	0	1	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,099	1,099	935	944	968	1,002	1,020	1,030

School Personnel Costs	
Professional Salaries	\$5,527,036
Supporting Services Salaries	\$1,637,899
Employee Benefits	\$1,968,446
Total Allocated Cost	\$9,133,381

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 1,157													
	% 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	25.2	27.2	22.5	≤5.0	19.8	≤5.0	Grade 6	378	32.7
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	412	35.6
FARMS	34.9	18.0	16.9	≤5.0	≤5.0	15.4	13.4	≤5.0	≤5.0	≤5.0	Grade 8	367	31.7
SPED	12.6	≤5.0	8.8	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,157	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	52.7	21.9	25.3

Other Participation
Students now or have in the past received FARMS ² = 45.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 3.8%

School Programs
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Learning for Independence
School/Community-Based
Humanities and Communication Magnet Program
Mathematics, Science, Computer Science Magnet Program
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)
Excel Beyond the Bell

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0092	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	77.6	88.9	78.9	88.7	66.6	85.1
Asian	≥95.0	≥95.0	92.2	≥95.0	92.0	≥95.0
Black or African American	63.9	78.9	65.2	78.0	41.3	73.1
Hispanic/Latino	64.2	86.5	70.6	81.2	58.9	80.0
White	89.2	91.9	94.1	≥95.0	82.0	≥95.0
Two or More Races	77.8	92.6	65.0	85.0	78.6	≥95.0
FARMS	59.5	80.0	65.5	76.5	43.2	75.0
LEP	27.8	55.6	53.8	50.0	--	--
SPED	43.6	65.0	46.2	61.5	32.4	67.6

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	60.3	89.4
Asian	88.6	≥95.0
Black or African American	38.7	76.7
Hispanic/Latino	44.9	83.1
White	74.6	≥95.0
Two or More Races	85.7	≥95.0
ESOL	--	--
FARMS	37.0	74.7
SPED	14.3	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	1.1	20.9	4.4	71.4	2.2	73.6	26.4			
Supporting Services	8.7	28.3	19.6	43.5	0.0	78.3	21.7	236	96.6	3.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.5
Average Class Size (English) = 27.9
Average Class Size (Other) = 26.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.7	42.9	38.5

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	13.126
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	5.000	Instructional Data Assistant	0.875
Teachers		Instructional Support Total	
Classroom	49.200		16.501
Resource/Team Leader/Content Specialist	12.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	1.200	School Financial Assistant	1.000
Alternative	1.000	Secretary	4.250
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	12.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
		Other Support Total	8.750
Teachers Total	78.200	Building Services	
Other Professional		Manager	1.000
Counselor	4.500	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	1.200	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	6.700	Food Services	
			4.188
Total Professional	89.900	Total Supporting Services	37.939

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	50	0	1	9

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,165	1,165	1,197	1,201	1,232	1,225	1,252	1,270

School Personnel Costs	
Professional Salaries	\$6,916,530
Supporting Services Salaries	\$1,620,261
Employee Benefits	\$2,259,983
Total Allocated Cost	\$10,796,774

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

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

³ Outcome data reflect 2011–2012 school year.

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

Eastern Middle School - #775

Principal: Ms. Casey B. Crouse
Community Supt: Ms. Bronda L. Mills
School Hours: 7:55 - 2:40
Feeder Schools: Montgomery Knolls, New Hampshire Estates, Oak View,
Pine Crest

300 University Boulevard, East Silver Spring, MD 20901
www.montgomeryschoolsmd.org/schools/easternms/

Office Phone: (301) 650-6650
Fax Number: (301) 650-6657
Cluster: Downcounty Consortium

2012–2013 Enrollment = 877													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		56.9	43.1	≤5.0	14.3	20.4	37.3	≤5.0	22.6	5.5	Grade 6	286	32.6
ESOL	12.2	5.7	6.5	≤5.0	≤5.0	≤5.0	8.6	≤5.0	≤5.0	≤5.0	Grade 7	309	35.2
FARMS	46.6	23.3	23.4	≤5.0	≤5.0	12.4	28.8	≤5.0	≤5.0	≤5.0	Grade 8	282	32.2
SPED	8.6	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	877	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	72.0	25.3	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 58.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 10.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 5.3%

School Programs
Emotional Disabilities
Learning and Academic Disabilities
Humanities and Communication Magnet Program
Linkages to Learning
Middle School Reform Phase II
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0088	2
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.5	86.8	74.8	85.7	71.6	80.6
Asian	≥95.0	89.1	93.9	90.9	86.2	93.1
Black or African American	73.3	81.4	65.6	81.7	65.6	78.1
Hispanic/Latino	63.1	80.2	56.6	74.7	47.3	61.5
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	93.8	94.1	≥95.0	90.0	90.0
FARMS	64.5	77.9	56.7	75.2	45.4	61.3
LEP	36.7	37.9	52.6	55.6	16.7	16.7
SPED	20.0	53.3	31.8	59.1	16.7	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	48.9	92.5
Asian	69.0	≥95.0
Black or African American	33.3	81.6
Hispanic/Latino	11.8	84.6
White	≥95.0	≥95.0
Two or More Races	70.0	≥95.0
ESOL	≤5.0	--
FARMS	12.1	76.5
SPED	8.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.2	26.8	8.5	60.6	0.0	71.8	28.2			
Supporting Services	8.3	38.9	27.8	25.0	0.0	72.2	27.8	199	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.9
Average Class Size (English) = 24.2
Average Class Size (Other) = 26.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.3	40.8	47.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.750
Asst School Administrator		Special Education	6.062
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	4.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	37.000		9.437
Resource/Team Leader/Content Specialist	12.000	Other Support	
Staff Development	0.200	Administrative Secretary	1.000
ESOL	2.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.750
Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	0.812
Classroom	5.800	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	
		Other Support Total	8.562
Teachers Total	60.400	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	5.000	Food Services	
			3.437
Total Professional	69.400	Total Supporting Services	29.936

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,003	1,003	888	904	960	1,004	1,072	1,092

School Personnel Costs	
Professional Salaries	\$5,650,691
Supporting Services Salaries	\$1,279,937
Employee Benefits	\$1,859,497
Total Allocated Cost	\$8,790,125

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

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

³ Outcome data reflect 2011–2012 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
Community Supt: Dr. Myra J. Smith
School Hours: 7:55 - 2:40
Feeder Schools: Brooke Grove, Cloverly, Sherwood, Stonegate

16915 Batchellors Forest Road Olney, MD 20832

www.montgomeryschoolsmd.org/schools/farquhars/

Office Phone: (301) 924-3100

Fax Number: (301) 924-3152

Cluster: Sherwood

Receiving Schools: Blake, Paint Branch, Sherwood, Springbrook

2012–2013 Enrollment = 638												
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		
All Students		49.1	50.9	≤5.0	13.5	20.4	11.6	≤5.0	49.2	5.3	Grade 6	189
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	199
FARMS	12.4	5.5	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	250
SPED	12.2	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.0	≤5.0	Total	638

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	59.0	29.5	11.5

Other Participation
Students now or have in the past received FARMS ² = 21.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 6.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 4.8%

School Programs
Learning and Academic Disabilities
Learning for Independence
School/Community-Based

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0337	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.6	≥95.0	89.9	94.0	83.2	93.2
Asian	87.0	87.0	≥95.0	≥95.0	≥95.0	90.9
Black or African American	76.5	94.1	83.3	89.4	66.7	80.0
Hispanic/Latino	85.7	≥95.0	85.7	92.9	57.1	92.9
White	94.3	≥95.0	90.9	≥95.0	92.4	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	--	--
FARMS	72.0	84.0	82.4	85.3	69.2	80.8
LEP	--	--	--	--	--	--
SPED	66.7	87.5	65.4	76.9	42.9	76.2

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	67.7	≥95.0
Asian	82.6	≥95.0
Black or African American	48.4	≥95.0
Hispanic/Latino	37.9	≥95.0
White	78.3	≥95.0
Two or More Races	--	90.0
ESOL	--	--
FARMS	50.0	≥95.0
SPED	25.9	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	13.0	1.9	85.2	0.0	75.9	24.1			
Supporting Services	9.7	19.4	12.9	54.8	3.2	80.6	19.4	149	89.3	10.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.8
Average Class Size (English) = 24.0
Average Class Size (Other) = 25.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.0	40.7	46.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	8.375
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	26.200		10.500
Resource/Team Leader/Content Specialist	7.000	Other Support	
Staff Development	0.600	Administrative Secretary	1.000
ESOL	0.200	School Financial Assistant	1.000
Alternative	0.400	Secretary	2.500
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.800	Security Assistant	1.000
Resource Program	1.000	Lunch Hour Aide	0.375
		Other Support Total	5.875
Teachers Total	44.200	Building Services	
Other Professional		Manager	1.000
Counselor	3.000	Leader	2.000
Media Specialist	1.000	Worker	3.500
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.700	Food Services	2.500
Total Professional	51.900	Total Supporting Services	26.375

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
881	796	594	620	625	626	602	621

School Personnel Costs	
Professional Salaries	\$4,345,489
Supporting Services Salaries	\$1,060,528
Employee Benefits	\$1,445,579
Total Allocated Cost	\$6,851,596

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 771													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		49.4	50.6	≤5.0	9.6	25.8	44.6	≤5.0	15.3	≤5.0	Grade 6	268	34.8
ESOL	17.3	8.4	8.8	≤5.0	≤5.0	≤5.0	12.1	≤5.0	≤5.0	≤5.0	Grade 7	258	33.5
FARMS	53.3	27.6	25.7	≤5.0	≤5.0	16.5	30.7	≤5.0	≤5.0	≤5.0	Grade 8	245	31.8
SPED	14.4	5.2	9.2	≤5.0	≤5.0	≤5.0	8.6	≤5.0	≤5.0	≤5.0	Total	771	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	87.4	5.4	7.2

Other Participation
Students now or have in the past received FARMS ² = 68.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 15.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 8.0%

School Programs
Learning and Academic Disabilities
School/Community-Based
Identity
Linkages to Learning
Excel Beyond the Bell

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9161	4

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.9	86.9	77.7	82.8	62.9	83.5
Asian	≥95.0	91.7	≥95.0	≥95.0	82.1	92.9
Black or African American	76.1	84.5	70.3	81.3	55.2	71.6
Hispanic/Latino	76.6	84.7	72.3	78.2	50.9	80.2
White	85.7	94.3	90.5	90.7	80.0	≥95.0
Two or More Races	83.3	89.5	--	--	83.3	≥95.0
FARMS	72.7	81.5	72.2	76.7	51.1	80.2
LEP	70.3	56.8	39.3	48.1	27.8	62.5
SPED	48.4	53.1	54.8	59.4	25.0	62.5

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	41.8	≥95.0
Asian	78.6	≥95.0
Black or African American	29.9	≥95.0
Hispanic/Latino	24.6	≥95.0
White	67.8	≥95.0
Two or More Races	58.3	--
ESOL	≤5.0	--
FARMS	24.8	≥95.0
SPED	11.8	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	5.7	17.1	8.6	67.1	1.4	74.3	25.7			
Supporting Services	8.3	8.3	27.8	55.6	0.0	80.6	19.4	184	98.4	1.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 23.8
Average Class Size (Other) = 24.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.1	45.7	37.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	8.561
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	11.686
Classroom	34.800	Other Support	
Resource/Team Leader/Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	1.000	School Financial Assistant	1.000
ESOL	2.400	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy		Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	10.200	Lunch Hour Aide	0.375
Resource Program	1.000	Other Support Total	7.125
Teachers Total	59.400	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	2.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	1.000	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	5.500	Food Services	3.375
Total Professional	67.900	Total Supporting Services	30.686

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
46	39	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
910	910	825	844	863	877	942	989

School Personnel Costs	
Professional Salaries	\$5,251,316
Supporting Services Salaries	\$1,299,176
Employee Benefits	\$1,760,904
Total Allocated Cost	\$8,311,396

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 2011–2012 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

9201 Scott Drive Rockville, MD 20850

Office Phone: (301) 279-3949

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 279-3956

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/robertfrostms/

Cluster: Thomas S. Wootton

Feeder Schools: DuFief, Fallsmead, Lakewood, Travilah

Receiving Schools: Wootton

2012–2013 Enrollment = 1,139													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.0	50.0	≤5.0	36.7	5.7	6.7	≤5.0	46.5	≤5.0	Grade 6	387	34.0
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	365	32.0
FARMS	5.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	387	34.0
SPED	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,139	

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

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

Other Participation
Students now or have in the past received FARMS ² = 9.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = ≤5.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Learning and Academic Disabilities

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1145	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	≥95.0	≥95.0	92.8	≥95.0
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	82.6	82.6	65.2	87.0	55.6	77.8
Hispanic/Latino	89.5	94.7	90.9	≥95.0	81.5	92.6
White	≥95.0	≥95.0	≥95.0	≥95.0	94.8	≥95.0
Two or More Races	94.7	≥95.0	83.3	91.7	83.3	≥95.0
FARMS	73.3	66.7	62.5	93.8	44.4	83.3
LEP	--	--	--	--	--	--
SPED	81.5	85.2	89.3	92.9	64.5	77.4

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	81.3	≥95.0
Asian	90.2	≥95.0
Black or African American	38.9	--
Hispanic/Latino	51.9	≥95.0
White	83.4	≥95.0
Two or More Races	77.8	--
ESOL	--	--
FARMS	33.3	--
SPED	34.4	90.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	5.3	5.3	6.6	81.6	1.3	71.1	28.9			
Supporting Services	23.3	20.0	6.7	50.0	0.0	66.7	33.3	227	97.4	2.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 14.8
Average Class Size (English) = 25.7
Average Class Size (Other) = 28.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.9	42.1	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	
		Media Assistant	0.875
Administrative Total	4.000	Instructional Data Assistant	0.875
Teachers		Instructional Support Total	
Classroom	50.000		6.000
Resource/Team Leader/Content Specialist	9.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.250
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	2.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
		Other Support Total	7.625
Teachers Total	64.800	Building Services	
Other Professional		Manager	1.000
Counselor	5.000	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	6.600	Food Services	3.500
Total Professional	75.400	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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,058	1,058	1,143	1,118	1,065	1,001	958	937

School Personnel Costs	
Professional Salaries	\$6,436,598
Supporting Services Salaries	\$1,142,191
Employee Benefits	\$1,990,012
Total Allocated Cost	\$9,568,801

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).

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

³ Outcome data reflect 2011–2012 school year.

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

Gaithersburg Middle School - #554

Principal: Ms. Carol L. Goddard

2 Teachers' Way Gaithersburg, MD 20877

Office Phone: (301) 840-4554

Community Supt: Dr. Darryl L. Williams

Fax Number: (301) 840-4570

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/gaithersburgms/

Cluster: Gaithersburg

Feeder Schools: Gaithersburg, Laytonsville, Strawberry Knoll, Maryvale
(French Immersion)

Receiving Schools: Gaithersburg HS

2012–2013 Enrollment = 682													
	% 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	8.7	23.5	35.3	≤5.0	27.3	5.1	Grade 6	229	33.6
ESOL	11.9	5.7	6.2	≤5.0	≤5.0	≤5.0	9.8	≤5.0	≤5.0	≤5.0	Grade 7	219	32.1
FARMS	42.7	20.7	22.0	≤5.0	≤5.0	12.2	24.6	≤5.0	≤5.0	≤5.0	Grade 8	234	34.3
SPED	17.0	≤5.0	12.8	≤5.0	≤5.0	≤5.0	5.1	≤5.0	5.4	≤5.0	Total	682	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	36.2	30.2	33.6

Other Participation
Students now or have in the past received FARMS ² = 56.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 14.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Autism
Autism Resource Services
Bridge
Learning and Academic Disabilities
Identity
Linkages to Learning
Partial French Immersion

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.0185	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	84.3	85.8	76.0	82.8	70.7	80.9
Asian	85.7	92.9	88.9	84.2	≥95.0	93.8
Black or African American	69.2	79.5	66.1	74.6	57.4	69.1
Hispanic/Latino	79.4	79.4	70.1	77.6	49.2	70.0
White	≥95.0	93.9	88.7	93.5	89.2	≥95.0
Two or More Races	90.0	90.0	73.3	93.3	92.3	92.3
FARMS	72.5	72.5	67.0	73.3	51.2	67.4
LEP	53.3	46.7	64.7	83.3	30.0	50.0
SPED	43.3	50.0	57.1	57.1	45.2	63.6

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	53.4	93.9
Asian	87.5	≥95.0
Black or African American	38.3	73.9
Hispanic/Latino	29.7	≥95.0
White	80.0	≥95.0
Two or More Races	61.5	≥95.0
ESOL	13.3	--
FARMS	30.1	≥95.0
SPED	20.0	90.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.6	12.3	6.2	75.4	1.5	76.9	23.1			
Supporting Services	19.1	19.1	6.4	53.2	0.0	68.1	31.9	167	97.0	3.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.7
Average Class Size (English) = 24.5
Average Class Size (Other) = 23.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.8	43.1	43.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	17.384
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	27.900		19.509
Resource/Team Leader/Content Specialist	8.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	1.400	School Financial Assistant	1.000
Alternative	0.800	Secretary	3.000
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	13.200	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
		Other Support Total	7.375
Teachers Total	54.700	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	62.700	Total Supporting Services	38.946

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
924	924	662	698	743	806	843	906

School Personnel Costs	
Professional Salaries	\$5,090,356
Supporting Services Salaries	\$1,570,925
Employee Benefits	\$1,846,646
Total Allocated Cost	\$8,507,927

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

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

³ Outcome data reflect 2011–2012 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

Tilden Center, 6300 Tilden Lane Rockville, MD 20852

Office Phone: (301) 469-1010

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 469-1013

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/hoooverms/

Cluster: Winston Churchill

Feeder Schools: Beverly Farms, Potomac, Wayside

Receiving Schools: Churchill

2012–2013 Enrollment = 999													
	% 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	24.6	7.2	7.0	≤5.0	55.2	5.9	Grade 6	352	35.2
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	332	33.2
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	315	31.5
SPED	8.5	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0	Total	999	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	45.9	21.2	32.9

Other Participation
Students now or have in the past received FARMS ² = 7.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = ≤5.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = --

School Programs
Bridge
Learning and Academic Disabilities
Partial Chinese Immersion

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Met	1.1190	1

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 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	91.7	91.7	94.7	94.7	81.8	86.4
Hispanic/Latino	≥95.0	≥95.0	≥95.0	≥95.0	90.3	83.9
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	≥95.0	90.5	≥95.0	≥95.0
FARMS	92.9	92.9	83.3	83.3	83.3	75.0
LEP	--	--	--	--	--	--
SPED	86.4	≥95.0	82.8	82.8	76.3	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	85.8	≥95.0
Asian	94.8	≥95.0
Black or African American	62.5	≥95.0
Hispanic/Latino	71.9	≥95.0
White	86.4	≥95.0
Two or More Races	87.5	≥95.0
ESOL	--	--
FARMS	61.5	--
SPED	25.6	92.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	8.2	4.1	4.1	83.6	0.0	74.0	26.0			
Supporting Services	20.0	5.7	11.4	62.9	0.0	62.9	37.1	239	95.0	5.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.6
Average Class Size (English) = 25.2
Average Class Size (Other) = 27.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.8	39.7	53.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.375
Asst School Administrator	1.000	Special Education	8.125
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	4.000	Instructional Data Assistant	0.875
Teachers		Instructional Support Total	11.250
Classroom	42.000	Other Support	
Resource/Team Leader/Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.400	Secretary	3.750
Alternative Reading/Literacy		Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	8.600	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
		Other Support Total	8.125
Teachers Total	62.400	Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
		Building Services Total	8.000
Other Professional Total	5.800	Food Services	3.000
Total Professional	72.200	Total Supporting Services	30.375

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1966	2013	19.1	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
49	43	0	1	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
978	1,084	1,022	988	946	922	933	929

School Personnel Costs	
Professional Salaries	\$6,139,116
Supporting Services Salaries	\$1,314,165
Employee Benefits	\$1,985,937
Total Allocated Cost	\$9,439,218

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 2011–2012 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
Community Supt: Dr. Myra J. Smith
School Hours: 7:55 - 2:40
Feeder Schools: Burnt Mills, Cannon Road, Cresthaven, Drew, Nix

910 Schindler Dr. Silver Spring, MD 20903

www.montgomeryschoolsmd.org/schools/fskms/

Office Phone: (301) 422-5600

Fax Number: (301) 434-1375

Cluster: Northeast Consortium

Receiving Schools: Blake, Paint Branch, Springbrook

2012–2013 Enrollment = 867													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.5	49.5	≤5.0	11.0	47.3	34.6	≤5.0	5.5	≤5.0	Grade 6	267	30.8
ESOL	14.9	7.2	7.7	≤5.0	≤5.0	5.3	7.7	≤5.0	≤5.0	≤5.0	Grade 7	296	34.1
FARMS	63.1	31.5	31.6	≤5.0	5.2	29.6	27.3	≤5.0	≤5.0	≤5.0	Grade 8	304	35.1
SPED	11.9	≤5.0	7.0	≤5.0	≤5.0	5.8	5.1	≤5.0	≤5.0	≤5.0	Total	867	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	85.4	13.6	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 75.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 16.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 4.0%

School Programs
Learning and Academic Disabilities
International Baccalaureate Middle Years Programme (MYP)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	1.0792	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	80.6	80.0	69.3	80.1	65.2	77.9
Asian	92.5	90.0	84.2	78.9	84.6	92.3
Black or African American	80.8	77.6	73.3	80.8	65.6	79.6
Hispanic/Latino	72.8	75.0	57.8	77.1	57.5	70.8
White	≥95.0	≥95.0	80.8	84.6	92.9	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	75.7	74.7	59.5	72.4	58.8	72.0
LEP	53.1	50.0	45.7	57.1	56.5	39.1
SPED	51.6	46.9	29.3	56.1	35.0	62.5

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	48.3	88.6
Asian	84.6	≥95.0
Black or African American	49.1	87.2
Hispanic/Latino	36.5	84.3
White	92.9	≥95.0
Two or More Races	50.0	--
ESOL	20.0	--
FARMS	38.8	85.8
SPED	14.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	9.9	32.4	5.6	47.9	4.2	71.4	28.6			
Supporting Services	12.9	38.7	22.6	22.6	3.2	67.7	32.3	226	86.3	13.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.9
Average Class Size (English) = 23.9
Average Class Size (Other) = 25.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.1	52.1	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	4.812
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	8.062
Classroom	40.400	Other Support	
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	2.400	Secretary	2.750
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	6.800	Lunch Hour Aide	0.500
Resource Program	1.000	Other Support Total	7.250
Teachers Total	61.000	Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	8.000
Other Professional Total	5.500	Food Services	3.375
Total Professional	69.500	Total Supporting Services	26.687

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
944	944	916	933	1,001	982	1,045	1,075

School Personnel Costs	
Professional Salaries	\$5,362,736
Supporting Services Salaries	\$1,122,483
Employee Benefits	\$1,711,124
Total Allocated Cost	\$8,196,343

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 595												
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		
All Students		53.6	46.4	5.0	12.1	29.9	27.1	5.0	23.5	6.9	Grade 6	192
ESOL	7.1	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	Grade 7	204
FARMS	40.2	19.2	21.0	5.0	5.0	17.5	14.5	5.0	5.0	5.0	Grade 8	199
SPED	9.4	5.0	6.2	5.0	5.0	5.0	5.0	5.0	5.0	5.0	Total	595

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	73.2	19.6	7.1

Other Participation
Students now or have in the past received FARMS ² = 58.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 14.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 6.6%

School Programs
Learning and Academic Disabilities
Middle School Reform Phase II
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9782	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.9	89.6	73.8	86.3	76.6	84.5
Asian	≥95.0	90.9	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	71.4	87.1	64.2	77.8	67.5	75.6
Hispanic/Latino	75.0	84.1	67.2	86.4	68.6	78.4
White	≥95.0	≥95.0	87.5	89.6	88.3	≥95.0
Two or More Races	--	--	50.0	85.7	80.0	90.0
FARMS	72.5	85.0	56.6	79.5	70.3	80.4
LEP	68.8	75.0	--	--	--	--
SPED	45.5	54.5	35.3	61.1	33.3	64.3

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	57.1	≥95.0
Asian	85.7	≥95.0
Black or African American	41.3	≥95.0
Hispanic/Latino	45.3	88.0
White	76.7	≥95.0
Two or More Races	70.0	--
ESOL	--	--
FARMS	44.8	88.1
SPED	≤5.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	5.8	28.8	3.8	59.6	1.9	71.2	28.8			
Supporting Services	10.3	24.1	10.3	48.3	3.4	69.0	31.0	136	96.3	3.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.8
Average Class Size (English) = 24.3
Average Class Size (Other) = 25.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.5	50.0	38.5

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	5.975
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	7.975
Classroom	24.400	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	2.500
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	6.000	Lunch Hour Aide	0.500
Resource Program	1.000	Other Support Total	7.000
Teachers Total	42.400	Building Services	
Other Professional		Manager	1.000
Counselor	2.500	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
Other Professional Total	4.000	Building Services Total	8.000
Total Professional	49.400	Food Services	3.000
		Total Supporting Services	25.975

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
888	888	617	616	648	651	726	755

School Personnel Costs	
Professional Salaries	\$3,934,660
Supporting Services Salaries	\$1,063,059
Employee Benefits	\$1,354,621
Total Allocated Cost	\$6,352,340

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

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

³ Outcome data reflect 2011–2012 school year.

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

Kingsview Middle School - #708

Principal: Mr. James N. D'Andrea
 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

2012–2013 Enrollment = 949													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.6	51.4	≤5.0	25.2	22.7	12.2	≤5.0	34.1	5.7	Grade 6	329	34.7
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	331	34.9
FARMS	20.0	9.4	10.6	≤5.0	≤5.0	9.4	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	289	30.5
SPED	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	949	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	92.0	8.0	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 30.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.5%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 4.8%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	0.9761	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.4	92.4	82.9	92.7	84.8	88.3
Asian	90.8	93.2	≥95.0	≥95.0	≥95.0	94.5
Black or African American	86.8	88.2	67.7	87.9	68.9	77.0
Hispanic/Latino	92.9	90.5	79.4	88.6	80.0	82.2
White	≥95.0	93.6	86.0	≥95.0	90.5	≥95.0
Two or More Races	84.2	≥95.0	84.2	84.2	85.7	85.7
FARMS	86.9	90.2	74.6	93.8	65.2	71.0
LEP	--	--	--	--	--	--
SPED	67.9	53.6	28.0	68.0	53.6	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	80.3	91.9
Asian	≥95.0	≥95.0
Black or African American	58.1	84.8
Hispanic/Latino	71.7	81.3
White	88.4	≥95.0
Two or More Races	90.5	94.4
ESOL	--	--
FARMS	56.2	80.0
SPED	46.7	60.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	1.4	9.9	8.5	76.1	4.2	63.4	36.6			
Supporting Services	24.1	10.3	17.2	48.3	0.0	75.9	24.1	193	95.3	4.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.6
Average Class Size (English) = 25.2
Average Class Size (Other) = 27.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.5	49.3	42.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	1.000
Asst School Administrator		Special Education	4.275
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	4.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	7.900
Classroom	41.600	Other Support	
Resource/Team Leader/Content Specialist	9.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.400	Secretary	3.250
Alternative	0.800	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	5.000	Lunch Hour Aide	0.499
Resource Program	1.000	Other Support Total	7.749
Teachers Total	59.200	Building Services	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.500	Food Services	3.375
Total Professional	67.700	Total Supporting Services	26.524

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	46	0	0	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,016	1,016	992	1,077	1,078	1,127	1,116	1,081

School Personnel Costs	
Professional Salaries	\$5,517,343
Supporting Services Salaries	\$1,163,423
Employee Benefits	\$1,767,169
Total Allocated Cost	\$8,447,935

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 980													
	% 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	12.3	14.9	18.9	≤5.0	49.2	≤5.0	Grade 6	326	33.3
ESOL	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	316	32.2
FARMS	22.4	10.5	11.9	≤5.0	≤5.0	7.6	9.9	≤5.0	≤5.0	≤5.0	Grade 8	338	34.5
SPED	14.6	5.4	9.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.7	≤5.0	Total	980	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	81.1	≤5.0	14.0

Other Participation
Students now or have in the past received FARMS ² = 30.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 10.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 3.2%

School Programs
Extensions
Flex Academy - After School Program

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9945	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	88.2	93.2	85.6	92.3	82.3	90.9
Asian	92.6	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	81.0	85.7	61.5	79.5	48.8	80.5
Hispanic/Latino	75.0	85.9	72.2	83.0	67.2	79.3
White	94.6	≥95.0	93.3	≥95.0	≥95.0	≥95.0
Two or More Races	93.8	93.8	78.6	92.9	72.7	81.8
FARMS	75.0	82.8	62.1	77.3	57.1	74.6
LEP	83.3	75.0	--	--	--	--
SPED	54.1	67.6	58.3	72.2	47.8	69.6

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	69.7	94.0
Asian	84.6	≥95.0
Black or African American	36.2	91.7
Hispanic/Latino	53.3	80.8
White	84.6	≥95.0
Two or More Races	54.5	≥95.0
ESOL	--	--
FARMS	40.9	79.2
SPED	21.2	78.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	5.0	11.3	8.8	73.8	1.3	75.0	25.0			
Supporting Services	11.1	13.0	11.1	64.8	0.0	61.1	38.9	202	97.0	3.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.9
Average Class Size (English) = 24.6
Average Class Size (Other) = 27.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.8	45.0	36.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator		Special Education	24.187
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	27.437
Classroom	43.200	Other Support	
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.000	Secretary	3.250
Alternative	0.400	Media Services Technician	
Reading/Literacy		Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	11.700	Lunch Hour Aide	0.375
Resource Program	2.000	Other Support Total	7.625
Teachers Total	66.700	Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	1.900	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	6.900	Food Services	3.750
Total Professional	76.600	Total Supporting Services	47.312

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	48	0	1	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,104	1,104	991	1,050	1,102	1,129	1,106	1,131

School Personnel Costs	
Professional Salaries	\$5,861,067
Supporting Services Salaries	\$1,777,429
Employee Benefits	\$2,105,140
Total Allocated Cost	\$9,743,636

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 598													
	% 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	8.0	32.6	51.7	≤5.0	5.7	≤5.0	Grade 6	204	34.1
ESOL	21.2	10.0	11.2	≤5.0	≤5.0	≤5.0	16.2	≤5.0	≤5.0	≤5.0	Grade 7	199	33.3
FARMS	64.5	32.3	32.3	≤5.0	≤5.0	18.2	41.6	≤5.0	≤5.0	≤5.0	Grade 8	195	32.6
SPED	13.9	≤5.0	9.4	≤5.0	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	Total	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).

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	62.7	37.3	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 78.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 20.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 3.8%

School Programs
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Physical Disabilities
Dual Language
Positive Behavioral Interventions and Supports (PBIS)
Middle School Reform (Partial)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9522	4

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	74.2	80.4	67.4	81.1	60.6	78.8
Asian	92.3	84.6	≥95.0	89.5	88.9	76.5
Black or African American	70.3	83.6	61.4	76.8	58.9	74.1
Hispanic/Latino	71.6	76.1	61.4	80.6	52.6	80.0
White	90.9	90.9	≥95.0	90.9	72.7	86.4
Two or More Races	--	--	--	--	--	--
FARMS	72.6	75.0	61.9	79.6	54.6	73.3
LEP	39.4	46.9	41.4	54.2	36.0	40.0
SPED	68.0	72.0	64.5	64.5	45.5	60.6

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	40.0	90.6
Asian	63.2	≥95.0
Black or African American	46.4	86.2
Hispanic/Latino	30.3	88.2
White	47.6	--
Two or More Races	--	--
ESOL	9.5	--
FARMS	31.9	92.2
SPED	24.3	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	1.9	32.7	13.5	50.0	1.9	73.1	26.9			
Supporting Services	6.9	27.6	27.6	34.5	3.4	65.5	34.5	150	95.3	4.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.9
Average Class Size (English) = 21.1
Average Class Size (Other) = 25.2

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	0.625
Asst School Administrator	1.000	Special Education	5.562
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.500
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	7.437
Classroom	23.600	Other Support	
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	2.200	Secretary	2.000
Alternative	1.000	Media Services Technician	
Reading/Literacy	1.000	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	5.600	Lunch Hour Aide	0.374
Resource Program	1.000	Other Support Total	6.374
Teachers Total	42.800	Building Services	
Other Professional		Manager	1.000
Counselor	2.500	Leader	2.000
Media Specialist	1.000	Worker	4.000
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
Other Professional Total	4.300	Building Services Total	8.000
Total Professional	50.100	Food Services	3.312
		Total Supporting Services	25.123

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
768	768	647	699	764	791	841	897

School Personnel Costs	
Professional Salaries	\$3,987,460
Supporting Services Salaries	\$1,075,850
Employee Benefits	\$1,367,086
Total Allocated Cost	\$6,430,396

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 2011–2012 school year.

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

A. Mario Loiederman Middle School - #787

Principal: Ms. Nicole A. Sosik

12701 Goodhill Road Silver Spring, MD 20906

Office Phone: (301) 929-2282

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

2012–2013 Enrollment = 808													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		57.9	42.1	≤5.0	6.8	26.0	49.4	≤5.0	13.7	≤5.0	Grade 6	284	35.1
ESOL	14.0	5.7	8.3	≤5.0	≤5.0	≤5.0	11.6	≤5.0	≤5.0	≤5.0	Grade 7	276	34.2
FARMS	55.8	30.7	25.1	≤5.0	≤5.0	15.3	34.3	≤5.0	≤5.0	≤5.0	Grade 8	248	30.7
SPED	13.1	≤5.0	8.3	≤5.0	≤5.0	≤5.0	6.9	≤5.0	≤5.0	≤5.0	Total	808	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	82.1	17.9	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 72.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.3%
Attendance Rate ^{2 3} = 94.6%
Suspension Rate ^{2 3 4} = 4.3%

School Programs
Linkages to Learning
Magnet School for Creative and Performing Arts
Middle School Reform Phase I
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8755	5

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	64.0	81.3	55.6	78.7	46.1	75.5
Asian	87.5	93.8	72.2	83.3	64.7	82.4
Black or African American	57.6	84.8	41.8	67.3	42.1	78.9
Hispanic/Latino	56.3	73.3	50.8	76.2	37.5	69.5
White	94.6	≥95.0	82.9	≥95.0	69.0	83.3
Two or More Races	58.3	83.3	--	--	--	--
FARMS	55.6	75.8	44.9	71.3	30.4	68.3
LEP	25.6	39.5	21.1	21.1	5.6	27.8
SPED	34.4	50.0	25.7	48.6	12.9	41.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	43.1	83.3
Asian	72.2	≥95.0
Black or African American	38.2	70.7
Hispanic/Latino	33.8	81.1
White	65.1	≥95.0
Two or More Races	--	--
ESOL	12.5	--
FARMS	25.9	75.3
SPED	8.6	50.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.3	25.7	11.4	54.3	2.9	77.1	22.9			
Supporting Services	13.9	19.4	27.8	38.9	0.0	75.0	25.0	197	92.4	7.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.0
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
21.4	47.1	31.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.250
Asst School Administrator	1.000	Special Education	6.562
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	4.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	37.200		9.437
Resource/Team Leader/Content Specialist	8.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	2.000	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.800	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
		Other Support Total	7.125
Teachers Total	58.400	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	4.000
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
		Building Services Total	7.000
Other Professional Total	5.300	Food Services	
			5.500
Total Professional	67.700	Total Supporting Services	29.062

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	38	0	2	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
871	871	839	871	884	929	980	1,063

School Personnel Costs	
Professional Salaries	\$5,155,389
Supporting Services Salaries	\$1,104,474
Employee Benefits	\$1,669,714
Total Allocated Cost	\$7,929,577

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

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

³ Outcome data reflect 2011–2012 school year.

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

Montgomery Village Middle School - #557

Principal: Dr. Edgar E. Walker

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

2012–2013 Enrollment = 600													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		46.8	53.2	≤5.0	8.5	34.8	40.2	≤5.0	11.0	5.5	Grade 6	188	31.3
ESOL	15.7	6.7	9.0	≤5.0	≤5.0	≤5.0	11.3	≤5.0	≤5.0	≤5.0	Grade 7	226	37.7
FARMS	59.7	27.3	32.3	≤5.0	≤5.0	23.8	28.3	≤5.0	≤5.0	≤5.0	Grade 8	186	31.0
SPED	13.5	≤5.0	8.7	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	600	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	50.6	30.9	18.5

Other Participation
Students now or have in the past received FARMS ² = 73.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 17.3%
Attendance Rate ^{2 3} = 94.8%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Autism
Learning and Academic Disabilities
Learning for Independence
Identity
International Baccalaureate Middle Years Programme (MYP)
Middle School Reform Phase I
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Access 2 Success
Achieving Collegiate Excellence and Success (ACES)
Character Education
Mentoring

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8745	5

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	63.5	79.6	58.4	81.5	59.3	85.0
Asian	85.0	90.0	85.7	85.7	64.3	85.7
Black or African American	54.4	73.5	49.2	77.0	51.4	86.5
Hispanic/Latino	59.0	75.9	55.6	77.8	53.0	79.3
White	84.0	≥95.0	82.4	≥95.0	88.9	94.4
Two or More Races	66.7	86.7	--	--	53.8	84.6
FARMS	55.0	72.9	51.8	75.5	48.1	81.3
LEP	25.6	55.8	39.1	65.2	5.9	25.0
SPED	30.8	76.9	30.0	70.0	31.6	78.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	47.0	79.5
Asian	50.0	90.9
Black or African American	35.9	75.8
Hispanic/Latino	42.2	79.1
White	77.8	91.3
Two or More Races	61.5	--
ESOL	≤5.0	--
FARMS	36.5	75.0
SPED	6.5	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	3.8	22.6	1.9	71.7	0.0	66.0	34.0			
Supporting Services	12.9	22.6	16.1	45.2	3.2	71.0	29.0	143	83.2	16.8

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.4
Average Class Size (English) = 23.0
Average Class Size (Other) = 24.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.8	37.7	41.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.875
Asst School Administrator		Special Education	5.437
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	21.600		8.937
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	6.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
		Other Support Total	7.000
Teachers Total	45.600	Building Services	
Other Professional		Manager	1.000
Counselor	2.500	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	8.000
Other Professional Total	4.100	Food Services	
			2.625
Total Professional	52.700	Total Supporting Services	26.562

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
910	910	640	660	726	746	793	793

School Personnel Costs	
Professional Salaries	\$4,163,992
Supporting Services Salaries	\$1,085,003
Employee Benefits	\$1,385,764
Total Allocated Cost	\$6,634,759

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

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

³ Outcome data reflect 2011–2012 school year.

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

Neelsville Middle School - #115

Principal: Ms. Lily (Vicky) V. Lake-Parcan

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/neelsvilles/

Cluster: Clarksburg, Watkins Mill

Feeder Schools: Daly, Fox Chapel, South Lake, Stedwick

Receiving Schools: Clarksburg, Watkins Mill

2012–2013 Enrollment = 825													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.2	51.8	≤5.0	10.7	33.6	40.2	≤5.0	10.3	≤5.0	Grade 6	277	33.6
ESOL	14.5	5.1	9.5	≤5.0	≤5.0	≤5.0	11.0	≤5.0	≤5.0	≤5.0	Grade 7	269	32.6
FARMS	56.6	26.5	30.1	≤5.0	≤5.0	22.1	28.4	≤5.0	≤5.0	≤5.0	Grade 8	279	33.8
SPED	9.2	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	825	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	81.6	18.4	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 72.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 16.4%
Attendance Rate ^{2 3} = 94.8%
Suspension Rate ^{2 3 4} = 5.3%

School Programs
Learning and Academic Disabilities
Identity
International Baccalaureate Middle Years Programme (MYP)
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.8567	5

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	71.6	81.9	65.3	81.5	45.2	79.8
Asian	92.9	≥95.0	90.0	≥95.0	85.2	85.2
Black or African American	67.3	80.2	53.9	77.5	34.0	76.4
Hispanic/Latino	65.3	76.5	57.8	73.4	39.0	77.1
White	78.6	89.3	88.9	≥95.0	62.1	89.3
Two or More Races	86.7	86.7	83.3	≥95.0	66.7	93.3
FARMS	61.9	73.7	54.2	74.7	32.9	75.6
LEP	43.3	46.7	31.8	54.5	10.0	50.0
SPED	37.5	45.8	35.7	35.7	22.2	50.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	26.0	94.9
Asian	74.1	≥95.0
Black or African American	16.2	90.6
Hispanic/Latino	16.2	93.3
White	44.8	≥95.0
Two or More Races	40.0	--
ESOL	--	--
FARMS	12.7	91.5
SPED	5.3	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	5.8	17.4	7.2	68.1	1.4	76.8	23.2			
Supporting Services	19.4	25.8	16.1	38.7	0.0	77.4	22.6	195	96.4	3.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.3
Average Class Size (English) = 25.1
Average Class Size (Other) = 26.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.3	43.5	36.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.625
Asst School Administrator		Special Education	4.373
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	8.623
Classroom	38.000	Other Support	
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	1.000	School Financial Assistant	1.000
ESOL	2.800	Secretary	3.250
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	0.373
Resource Program	1.000	Other Support Total	7.623
Teachers Total	60.800	Building Services	
Other Professional		Manager	2.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	5.200	Food Services	3.375
Total Professional	69.000	Total Supporting Services	28.121

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1981	--	29.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	39	0	2	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
905	905	842	899	975	991	1,022	1,059

School Personnel Costs	
Professional Salaries	\$5,208,120
Supporting Services Salaries	\$1,257,468
Employee Benefits	\$1,698,963
Total Allocated Cost	\$8,164,551

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

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

³ Outcome data reflect 2011–2012 school year.

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

Newport Mill Middle School - #792

Principal: Ms. Panagiota (Penny) 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

2012–2013 Enrollment = 575													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		51.8	48.2	≤5.0	12.3	19.0	44.9	≤5.0	20.5	≤5.0	Grade 6	200	34.8
ESOL	12.7	6.1	6.6	≤5.0	≤5.0	≤5.0	9.4	≤5.0	≤5.0	≤5.0	Grade 7	208	36.2
FARMS	52.0	25.4	26.6	≤5.0	5.6	9.7	33.4	≤5.0	≤5.0	≤5.0	Grade 8	167	29.0
SPED	17.7	7.5	10.3	≤5.0	≤5.0	≤5.0	8.7	≤5.0	≤5.0	≤5.0	Total	575	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.7	≤5.0	32.4

Other Participation
Students now or have in the past received FARMS ² = 66.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 10.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Learning and Academic Disabilities
Learning for Independence
International Baccalaureate Middle Years Programme (MYP)
Middle School Reform Phase II

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9919	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.0	89.7	80.7	82.5	79.3	86.7
Asian	84.0	84.0	85.7	85.7	90.0	86.7
Black or African American	56.0	76.0	83.3	80.0	73.3	86.7
Hispanic/Latino	77.8	90.1	70.0	75.0	71.9	82.3
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	71.6	83.3	74.5	74.5	72.0	81.0
LEP	40.0	65.0	60.0	46.7	58.3	41.7
SPED	35.7	75.0	79.2	70.8	63.6	72.7

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	63.5	≥95.0
Asian	75.0	≥95.0
Black or African American	64.5	≥95.0
Hispanic/Latino	51.5	91.1
White	90.3	≥95.0
Two or More Races	--	--
ESOL	25.0	--
FARMS	52.8	91.8
SPED	28.6	81.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	1.8	32.7	7.3	54.5	3.6	69.1	30.9			
Supporting Services	20.0	22.9	25.7	31.4	0.0	74.3	25.7	148	90.5	9.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 9.1
Average Class Size (English) = 25.5
Average Class Size (Other) = 23.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
20.0	43.6	36.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator	1.000	Special Education	8.500
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	21.800		10.500
Resource/Team Leader/Content Specialist	12.000	Other Support	
Staff Development	0.800	Administrative Secretary	1.000
ESOL	1.200	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.500
Reading/Literacy	0.200	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	9.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
		Other Support Total	7.000
Teachers Total	47.200	Building Services	
Other Professional		Manager	1.000
Counselor	2.500	Leader	2.000
Media Specialist	1.000	Worker	3.000
Spec Ed Related Services	1.100	Plant Equipment Operator	1.000
		Building Services Total	7.000
Other Professional Total	4.600	Food Services	
			3.375
Total Professional	54.800	Total Supporting Services	27.875

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
778	778	622	623	634	637	688	718

School Personnel Costs	
Professional Salaries	\$4,175,955
Supporting Services Salaries	\$1,125,885
Employee Benefits	\$1,419,977
Total Allocated Cost	\$6,721,817

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 819													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		51.4	48.6	5.0	9.8	7.2	13.6	5.0	61.7	7.4	Grade 6	268	32.7
ESOL	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	Grade 7	288	35.2
FARMS	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	Grade 8	263	32.1
SPED	10.3	5.0	6.7	5.0	5.0	5.0	5.0	5.0	6.7	5.0	Total	819	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	60.7	35.7	5.0

Other Participation
Students now or have in the past received FARMS ² = 9.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 8.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
ESOL
Student Support Program (Alt. 1)
Communication, Accountability, Respect, Environment (C.A.R.E.)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	1.1011	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	94.8	≥95.0	94.6	≥95.0
Asian	92.3	92.3	≥95.0	≥95.0	≥95.0	91.7
Black or African American	94.4	≥95.0	90.0	90.0	87.0	86.4
Hispanic/Latino	87.9	93.9	89.2	≥95.0	84.8	93.9
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	≥95.0	≥95.0	89.5	≥95.0
FARMS	88.2	82.4	90.9	90.9	81.3	93.8
LEP	90.0	80.0	--	--	--	--
SPED	83.9	90.3	91.4	91.4	68.2	81.8

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	80.7	≥95.0
Asian	84.6	≥95.0
Black or African American	66.7	94.1
Hispanic/Latino	61.8	≥95.0
White	86.6	≥95.0
Two or More Races	78.9	≥95.0
ESOL	58.8	--
FARMS	55.6	≥95.0
SPED	33.3	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	10.9	10.9	1.6	75.0	1.6	75.0	25.0			
Supporting Services	12.5	18.8	21.9	43.8	3.1	75.0	25.0	180	95.0	5.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.6
Average Class Size (English) = 23.2
Average Class Size (Other) = 25.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.8	54.7	26.6

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	5.937
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	34.800		9.062
Resource/Team Leader/Content Specialist	8.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	1.000	School Financial Assistant	1.000
Alternative	0.400	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.600	Security Assistant	1.500
Resource Program	1.000	Lunch Hour Aide	0.375
		Other Support Total	6.625
Teachers Total	53.200	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist		Worker	4.500
Spec Ed Related Services	0.500	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.000	Food Services	
			3.000
Total Professional	60.200	Total Supporting Services	26.187

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
847	847	876	919	985	1,042	1,100	1,101

School Personnel Costs	
Professional Salaries	\$4,575,029
Supporting Services Salaries	\$1,160,796
Employee Benefits	\$1,553,988
Total Allocated Cost	\$7,289,813

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 872													
	% 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	17.5	24.2	43.2	≤5.0	12.2	≤5.0	Grade 6	325	37.3
ESOL	10.4	5.2	5.3	≤5.0	≤5.0	≤5.0	8.3	≤5.0	≤5.0	≤5.0	Grade 7	283	32.5
FARMS	46.8	22.2	24.5	≤5.0	≤5.0	12.6	29.2	≤5.0	≤5.0	≤5.0	Grade 8	264	30.3
SPED	9.5	≤5.0	6.8	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Total	872	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.7	20.5	10.8

Other Participation
Students now or have in the past received FARMS ² = 64.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 7.1%

School Programs
Asperger's
Autism
Learning and Academic Disabilities
Physical Disabilities
School/Community-Based
Linkages to Learning
Magnet School for Aerospace Technology
Positive Behavioral Interventions and Supports (PBIS)
All Pro Dad
Mentoring Program for Latino's and African American Students

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Met	Not Met	0.9936	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.4	90.7	79.5	86.7	69.5	86.0
Asian	≥95.0	94.4	89.4	91.5	≥95.0	≥95.0
Black or African American	80.0	94.3	78.1	84.9	64.2	90.6
Hispanic/Latino	75.4	85.7	69.3	81.2	57.8	78.4
White	91.2	≥95.0	≥95.0	≥95.0	93.3	93.3
Two or More Races	--	--	--	--	--	--
FARMS	74.4	87.7	73.6	82.2	56.9	80.3
LEP	60.6	65.6	50.0	57.1	26.7	53.8
SPED	64.0	56.0	55.2	62.1	41.7	62.5

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	37.8	≥95.0
Asian	60.0	≥95.0
Black or African American	35.2	≥95.0
Hispanic/Latino	23.0	≥95.0
White	76.7	≥95.0
Two or More Races	--	--
ESOL	9.1	--
FARMS	25.7	≥95.0
SPED	19.2	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	10.3	14.7	4.4	69.1	1.5	76.5	23.5			
Supporting Services	17.6	20.6	26.5	32.4	2.9	58.8	41.2	186	94.1	5.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.4
Average Class Size (English) = 27.6
Average Class Size (Other) = 28.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
22.1	42.6	35.3

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	5.875
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	4.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	36.800		9.000
Resource/Team Leader/Content Specialist	8.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	1.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.000	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
		Other Support Total	7.250
Teachers Total	56.600	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	0.800	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	5.300	Food Services	
			4.375
Total Professional	65.900	Total Supporting Services	29.125

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1963	2007	9.2	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
45	40	0	1	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
906	906	908	915	878	883	956	1,045

School Personnel Costs	
Professional Salaries	\$4,982,487
Supporting Services Salaries	\$1,168,939
Employee Benefits	\$1,654,458
Total Allocated Cost	\$7,805,884

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

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

³ Outcome data reflect 2011–2012 school year.

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

Rosa M. Parks Middle School - #155

Principal: Dr. Donna R. Jones
Community Supt: Dr. Myra J. Smith
School Hours: 7:55 - 2:40
Feeder Schools: Belmont, Greenwood, Olney

19200 Olney Mill Road Olney, MD 20832

www.montgomeryschoolsmd.org/schools/rosaparksms/

Office Phone: (301) 924-3180
Fax Number: (301) 924-3288
Cluster: Sherwood
Receiving Schools: Sherwood

2012–2013 Enrollment = 871													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.8	52.2	≤5.0	9.2	11.7	12.6	≤5.0	62.8	≤5.0	Grade 6	299	34.3
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	273	31.3
FARMS	11.7	5.9	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	299	34.3
SPED	10.0	≤5.0	6.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0	Total	871	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.0	31.0	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 17.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = ≤5.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 3.6%

School Programs
Infants and Toddlers
Learning and Academic Disabilities

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9665	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.8	94.5	92.5	≥95.0	84.6	≥95.0
Asian	≥95.0	92.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	83.3	86.1	78.9	84.2	69.0	88.1
Hispanic/Latino	84.8	93.9	84.4	90.6	73.9	91.3
White	≥95.0	≥95.0	94.9	≥95.0	87.1	≥95.0
Two or More Races	--	--	≥95.0	≥95.0	85.7	≥95.0
FARMS	81.6	86.8	82.5	90.0	52.4	76.2
LEP	--	--	--	--	--	--
SPED	58.1	71.0	55.6	72.2	33.3	63.3

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	70.4	≥95.0
Asian	92.9	≥95.0
Black or African American	50.0	≥95.0
Hispanic/Latino	47.8	≥95.0
White	73.7	≥95.0
Two or More Races	71.4	--
ESOL	--	--
FARMS	38.1	--
SPED	17.6	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	3.1	21.5	3.1	72.3	0.0	72.3	27.7			
Supporting Services	8.8	20.6	14.7	55.9	0.0	79.4	20.6	188	95.7	4.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.0
Average Class Size (English) = 25.3
Average Class Size (Other) = 28.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.4	38.5	46.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	6.938
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	10.063
Classroom	36.200	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	0.400	Media Services Technician	
Reading/Literacy		Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	6.600	Lunch Hour Aide	0.375
Resource Program	1.000	Other Support Total	7.125
Teachers Total	53.200	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000
		Building Services Total	8.000
Other Professional Total	5.200	Food Services	2.625
Total Professional	61.400	Total Supporting Services	27.813

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
944	944	873	887	853	809	793	786

School Personnel Costs	
Professional Salaries	\$5,063,351
Supporting Services Salaries	\$1,144,206
Employee Benefits	\$1,670,057
Total Allocated Cost	\$7,877,614

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 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		50.1	49.9	≤5.0	≤5.0	5.4	12.8	≤5.0	71.8	5.4	Grade 6	100	28.5
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	127	36.2
FARMS	14.5	7.7	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.3	≤5.0	Grade 8	124	35.3
SPED	10.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.6	≤5.0	Total	351	

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

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

Other Participation
Students now or have in the past received FARMS ² = 22.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 5.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 6.5%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Met	1.0199	2

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	91.1	≥95.0	85.1	93.4	88.2	≥95.0
Asian	--	--	--	--	--	--
Black or African American	80.0	≥95.0	--	--	--	--
Hispanic/Latino	--	--	82.4	≥95.0	66.7	≥95.0
White	91.4	≥95.0	89.8	93.2	91.8	≥95.0
Two or More Races	--	--	--	--	--	--
FARMS	88.9	83.3	54.2	91.7	60.0	80.0
LEP	--	--	--	--	--	--
SPED	66.7	83.3	64.3	78.6	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	74.6	≥95.0
Asian	--	--
Black or African American	--	--
Hispanic/Latino	63.6	≥95.0
White	78.6	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	20.0	--
SPED	--	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	2.9	8.8	88.2	0.0	88.2	11.8			
Supporting Services	0.0	14.3	4.8	81.0	0.0	81.0	19.0	83	98.8	1.2

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.0
Average Class Size (English) = 25.0
Average Class Size (Other) = 25.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.8	32.4	58.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator		Special Education	3.687
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.500
Administrative Total	2.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	15.200		5.312
Resource/Team Leader/Content Specialist	5.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.600	Secretary	2.000
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	4.200	Security Assistant	1.000
Resource Program	1.000	Lunch Hour Aide	0.250
		Other Support Total	5.250
Teachers Total	27.400	Building Services	
Other Professional		Manager	1.000
Counselor	1.500	Leader	2.000
Media Specialist	1.000	Worker	2.000
Spec Ed Related Services	0.300	Plant Equipment Operator	1.000
		Building Services Total	6.000
Other Professional Total	2.800	Food Services	1.625
Total Professional	32.200	Total Supporting Services	18.187

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
459	459	324	286	284	291	302	307

School Personnel Costs	
Professional Salaries	\$2,865,838
Supporting Services Salaries	\$841,966
Employee Benefits	\$998,033
Total Allocated Cost	\$4,705,837

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).

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

³ Outcome data reflect 2011–2012 school year.

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

Thomas W. Pyle Middle School - #428

Principal: Mrs. Jennifer L. Webster

6311 Wilson Lane Bethesda, MD 20817

Office Phone: (301) 320-6540

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 320-6647

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/pylems/

Cluster: Walt Whitman

Feeder Schools: Bannockburn, Bethesda, Bradley Hills, Burning Tree,
Carderock Springs, Wood Acres

Receiving Schools: Whitman

2012–2013 Enrollment = 1,370													
	% 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	11.2	≤5.0	8.1	≤5.0	72.1	5.7	Grade 6	471	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	435	31.8
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	464	33.9
SPED	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.0	≤5.0	Total	1,370	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	83.0	15.1	5.0

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 4} = 3.0%

School Programs
Emotional Disabilities
Learning and Academic Disabilities

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	1.0696	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	95.0	95.0	95.0	95.0	95.0	95.0
Asian	95.0	95.0	95.0	95.0	95.0	95.0
Black or African American	95.0	95.0	--	--	--	--
Hispanic/Latino	95.0	95.0	95.0	95.0	95.0	95.0
White	95.0	95.0	95.0	95.0	95.0	95.0
Two or More Races	90.5	95.0	95.0	95.0	95.0	95.0
FARMS	--	--	--	--	--	--
LEP	92.9	85.7	85.7	--	92.9	95.0
SPED	76.5	85.3	89.5	89.7	80.0	94.4

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as 95.0 or 5.0 (3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	79.6	≥95.0
Asian	82.7	≥95.0
Black or African American	--	--
Hispanic/Latino	57.1	≥95.0
White	81.8	≥95.0
Two or More Races	82.4	≥95.0
ESOL	73.7	--
FARMS	--	--
SPED	34.2	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	3.1	5.1	2.0	89.8	0.0	75.5	24.5			
Supporting Services	13.2	21.1	21.1	42.1	2.6	68.4	31.6	272	99.3	0.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.6
Average Class Size (English) = 25.3
Average Class Size (Other) = 27.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.1	46.9	46.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.750
Asst School Administrator	1.000	Special Education	8.125
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	1.375
Administrative Total	4.000	Instructional Data Assistant	0.875
Teachers		Instructional Support Total	
Classroom	59.800		12.125
Resource/Team Leader/Content Specialist	10.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	1.600	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.500
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.200	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
		Other Support Total	7.875
Teachers Total	82.400	Building Services	
Other Professional		Manager	1.000
Counselor	5.500	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	0.700	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	7.200	Food Services	
			3.750
Total Professional	93.600	Total Supporting Services	32.750

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1962	1993	14.3	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
63	56	0	1	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
1,271	1,271	1,413	1,486	1,523	1,496	1,465	1,506

School Personnel Costs	
Professional Salaries	\$7,837,869
Supporting Services Salaries	\$1,338,912
Employee Benefits	\$2,443,294
Total Allocated Cost	\$11,620,075

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

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

³ Outcome data reflect 2011–2012 school year.

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

Redland Middle School - #562

Principal: Mr. Robert Sinclair, Jr.

6505 Muncaster Mill Road Rockville, MD 20855

Office Phone: (301) 840-4680

Community Supt: Dr. Darryl L. Williams

Fax Number: (301) 670-2231

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/redlandms/

Cluster: Col. Zadok Magruder

Feeder Schools: Cashell, Resnik, Sequoyah

Receiving Schools: Magruder

2012–2013 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		50.9	49.1	≤5.0	13.7	17.0	33.7	≤5.0	30.3	5.2	Grade 6	158	29.6
ESOL	9.7	≤5.0	5.1	≤5.0	≤5.0	≤5.0	7.9	≤5.0	≤5.0	≤5.0	Grade 7	184	34.5
FARMS	39.5	21.9	17.6	≤5.0	≤5.0	9.0	23.0	≤5.0	≤5.0	≤5.0	Grade 8	192	36.0
SPED	11.8	5.2	6.6	≤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	60.3	39.7	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 52.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 10.7%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 4.1%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9500	4

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	82.7	87.7	82.1	86.0	69.9	86.7
Asian	92.3	92.3	92.9	≥95.0	85.2	≥95.0
Black or African American	59.3	77.8	70.3	78.4	60.0	82.9
Hispanic/Latino	72.9	83.1	70.4	70.4	47.9	75.0
White	≥95.0	94.4	94.4	≥95.0	87.5	91.1
Two or More Races	92.3	92.3	--	--	--	--
FARMS	70.1	84.4	66.2	74.0	58.3	75.0
LEP	38.5	38.5	--	--	--	--
SPED	54.5	63.6	68.0	72.0	26.7	60.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	55.7	≥95.0
Asian	74.1	≥95.0
Black or African American	38.2	≥95.0
Hispanic/Latino	30.0	88.9
White	78.6	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	39.3	≥95.0
SPED	6.3	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	6.5	6.5	87.0	0.0	76.1	23.9			
Supporting Services	19.2	19.2	26.9	30.8	0.0	69.2	30.8	122	93.4	6.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.2
Average Class Size (English) = 23.9
Average Class Size (Other) = 26.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.5	41.3	52.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator	1.000	Special Education	4.186
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.500
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	5.811
Classroom	21.600	Other Support	
Resource/Team Leader/Content Specialist	8.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.000	Secretary	2.000
Alternative	0.400	Media Services Technician	
Reading/Literacy		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	37.200	Building Services	
Other Professional		Manager	1.000
Counselor	2.500	Leader	1.000
Media Specialist	1.000	Worker	3.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
Other Professional Total	4.100	Building Services Total	6.500
Total Professional	44.300	Food Services	3.000
		Total Supporting Services	20.811

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1971	--	20.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
36	33	0	1	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
740	740	528	561	589	634	639	697

School Personnel Costs	
Professional Salaries	\$3,867,100
Supporting Services Salaries	\$890,413
Employee Benefits	\$1,284,618
Total Allocated Cost	\$6,042,131

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

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

³ Outcome data reflect 2011–2012 school year.

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

Ridgeview Middle School - #105

Principal: Mrs. Monifa B. McKnight

16600 Raven Rock Drive Gaithersburg, MD 20878

Office Phone: (240) 406-1300

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 840-4679

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/ridgeviewms/

Cluster: Quince Orchard

Feeder Schools: Diamond, Fields Road, Marshall, Jones Lane

Receiving Schools: Quince Orchard

2012–2013 Enrollment = 685													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.5	49.5	≤5.0	15.3	13.9	22.2	≤5.0	43.6	≤5.0	Grade 6	213	31.1
ESOL	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	228	33.3
FARMS	24.5	11.5	13.0	≤5.0	≤5.0	7.2	11.7	≤5.0	≤5.0	≤5.0	Grade 8	244	35.6
SPED	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	685	

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

Students with Disabilities Least Restrictive Environment (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	33.3	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 35.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 8.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 3.4%

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

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9840	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	81.2	91.5	89.5	93.7	83.0	90.2
Asian	91.7	≥95.0	≥95.0	≥95.0	≥95.0	94.1
Black or African American	64.5	≥95.0	83.3	90.0	53.6	71.4
Hispanic/Latino	66.7	72.9	68.0	80.0	60.9	80.9
White	91.1	≥95.0	≥95.0	≥95.0	94.1	≥95.0
Two or More Races	76.5	76.5	--	--	93.3	93.3
FARMS	68.2	78.8	70.7	77.6	51.0	69.2
LEP	30.0	50.0	50.0	78.6	--	--
SPED	30.0	60.0	62.5	81.3	73.3	75.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	67.1	94.7
Asian	91.7	≥95.0
Black or African American	35.7	86.7
Hispanic/Latino	37.5	80.8
White	78.8	≥95.0
Two or More Races	80.0	91.7
ESOL	--	--
FARMS	36.5	74.1
SPED	23.5	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	10.9	10.9	3.6	74.5	0.0	76.4	23.6			
Supporting Services	21.4	28.6	10.7	39.3	0.0	75.0	25.0	154	98.1	1.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.3
Average Class Size (English) = 22.5
Average Class Size (Other) = 25.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.1	50.9	40.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.250
Asst School Administrator		Special Education	3.063
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	29.400		5.938
Resource/Team Leader/Content Specialist	9.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.800	School Financial Assistant	1.000
Alternative	0.800	Secretary	2.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	4.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
		Other Support Total	7.250
Teachers Total	46.600	Building Services	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.400	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.400	Food Services	
			3.063
Total Professional	54.000	Total Supporting Services	23.751

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1975	--	20.0	0	4

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
48	44	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
986	986	668	693	727	752	760	788

School Personnel Costs	
Professional Salaries	\$4,377,107
Supporting Services Salaries	\$995,140
Employee Benefits	\$1,432,052
Total Allocated Cost	\$6,804,299

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

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

³ Outcome data reflect 2011–2012 school year.

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

Rocky Hill Middle School - #707

Principal: Mr. Gregory S. Edmundson

22401 Brick Haven Way Clarksburg, MD 20871

Office Phone: (301) 353-8282

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 601-3197

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/rockyhillms/

Cluster: Clarksburg, Damascus

Feeder Schools: Cedar Grove, Clarksburg, Gibbs, Little Bennett

Receiving Schools: Clarksburg, Damascus

2012–2013 Enrollment = 998													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		52.4	47.6	5.0	24.3	21.0	15.2	5.0	34.9	5.0	Grade 6	309	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	343	34.4
FARMS	19.0	9.3	9.7	5.0	5.0	8.0	5.0	5.0	5.0	5.0	Grade 8	346	34.7
SPED	8.1	5.0	6.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	Total	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).

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	74.1	16.0	9.9

Other Participation
Students now or have in the past received FARMS ² = 30.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 3.8%

School Programs
Emotional Disabilities
Learning and Academic Disabilities
Positive Behavioral Interventions and Supports (PBIS)
Student Leadership Program

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9723	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	89.2	92.0	79.6	87.5	72.5	85.4
Asian	93.0	94.2	≥95.0	93.8	89.9	≥95.0
Black or African American	87.5	86.4	63.4	80.0	50.0	68.8
Hispanic/Latino	82.6	89.1	62.0	80.0	65.5	79.3
White	90.4	94.8	86.0	91.2	80.0	91.0
Two or More Races	84.6	92.3	66.7	83.3	77.8	94.4
FARMS	77.4	82.8	59.1	76.9	43.7	64.8
LEP	--	--	--	--	--	--
SPED	57.1	41.7	46.9	53.1	26.7	53.3

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	47.9	≥95.0
Asian	73.8	≥95.0
Black or African American	32.5	≥95.0
Hispanic/Latino	37.9	≥95.0
White	48.0	≥95.0
Two or More Races	33.3	--
ESOL	--	--
FARMS	25.4	≥95.0
SPED	8.8	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	1.4	4.1	2.7	89.2	1.4	68.9	31.1			
Supporting Services	5.1	23.1	15.4	56.4	0.0	74.4	25.6	219	100.0	0.0

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.6
Average Class Size (English) = 22.3
Average Class Size (Other) = 26.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
1.4	33.8	64.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator	1.000	Special Education	7.624
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	4.000	Instructional Data Assistant	0.875
Teachers		Instructional Support Total	
Classroom	43.600		10.999
Resource/Team Leader/Content Specialist	8.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	0.400	School Financial Assistant	1.000
Alternative	0.800	Secretary	3.250
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	7.200	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
		Other Support Total	7.625
Teachers Total	63.400	Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	0.400	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	5.400	Food Services	4.375
Total Professional	72.800	Total Supporting Services	31.999

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2004	--	23.3	0	7

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
48	39	0	1	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
935	935	1,056	1,084	1,261	1,349	1,466	1,489

School Personnel Costs	
Professional Salaries	\$6,515,419
Supporting Services Salaries	\$1,347,404
Employee Benefits	\$2,099,585
Total Allocated Cost	\$9,962,408

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

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

³ Outcome data reflect 2011–2012 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

8100 Midcounty Highway Gaithersburg, MD 20877

Office Phone: (301) 548-7540

Community Supt: Dr. Darryl L. Williams

Fax Number: (301) 548-7535

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/shadygrovemv/

Cluster: Col. Zadok Magruder

Feeder Schools: Candlewood, Flower Hill, Mill Creek Towne

Receiving Schools: Magruder

2012–2013 Enrollment = 551													
	% 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	16.7	20.5	31.2	≤5.0	26.7	≤5.0	Grade 6	201	36.5
ESOL	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	Grade 7	181	32.8
FARMS	33.9	15.2	18.7	≤5.0	≤5.0	12.0	14.9	≤5.0	≤5.0	≤5.0	Grade 8	169	30.7
SPED	12.3	≤5.0	8.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	551	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	52.9	41.2	5.9

Other Participation
Students now or have in the past received FARMS ² = 47.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 11.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 7.4%

School Programs
Emotional Disabilities
Learning and Academic Disabilities
Middle School Reform Phase II

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	1.0010	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.5	87.6	78.5	84.9	69.5	80.3
Asian	≥95.0	≥95.0	≥95.0	88.9	89.3	92.9
Black or African American	68.3	70.7	54.5	75.8	48.8	58.5
Hispanic/Latino	83.1	88.1	70.4	81.5	57.4	73.5
White	≥95.0	≥95.0	92.7	92.7	87.5	94.6
Two or More Races	--	--	--	--	--	--
FARMS	73.8	72.3	58.2	74.5	45.9	62.2
LEP	--	--	--	--	--	--
SPED	60.7	60.7	53.8	69.2	30.4	60.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	68.5	91.7
Asian	≥95.0	94.3
Black or African American	41.5	80.8
Hispanic/Latino	60.3	88.2
White	82.1	≥95.0
Two or More Races	--	--
ESOL	--	--
FARMS	47.3	80.0
SPED	13.0	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.0	12.0	2.0	80.0	0.0	76.0	24.0			
Supporting Services	17.9	42.9	17.9	21.4	0.0	60.7	39.3	129	88.4	11.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 26.8
Average Class Size (Other) = 25.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.0	54.0	34.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	0.375
Asst School Administrator	1.000	Special Education	6.061
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.500
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	7.686
Classroom	18.400	Other Support	
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.200	School Financial Assistant	1.000
ESOL	0.600	Secretary	2.000
Alternative	0.600	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	1.000
Classroom	6.800	Lunch Hour Aide	0.375
Resource Program	2.000	Other Support Total	5.375
Teachers Total	41.200	Building Services	
Other Professional		Manager	1.000
Counselor	2.500	Leader	2.000
Media Specialist	1.000	Worker	4.000
Spec Ed Related Services	0.400	Plant Equipment Operator	1.000
Other Professional Total	3.900	Building Services Total	8.000
Total Professional	48.100	Food Services	2.875
		Total Supporting Services	23.936

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	37	0	0	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
842	842	570	582	583	622	619	642

School Personnel Costs	
Professional Salaries	\$3,817,115
Supporting Services Salaries	\$968,112
Employee Benefits	\$1,275,338
Total Allocated Cost	\$6,060,565

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 916													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		49.7	50.3	≤5.0	6.1	24.9	37.1	≤5.0	27.3	≤5.0	Grade 6	307	33.5
ESOL	14.3	6.2	8.1	≤5.0	≤5.0	≤5.0	9.5	≤5.0	≤5.0	≤5.0	Grade 7	330	36.0
FARMS	43.7	21.4	22.3	≤5.0	≤5.0	14.2	25.9	≤5.0	≤5.0	≤5.0	Grade 8	279	30.5
SPED	11.6	≤5.0	8.1	≤5.0	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	Total	916	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	68.9	31.1	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 56.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.0%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 6.7%

School Programs
Autism Resource Services
Learning and Academic Disabilities
International Baccalaureate Middle Years Programme (MYP)
Linkages to Learning
Middle School Reform Phase II
Partial French Immersion/Spanish Immersion
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9241	4

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	86.8	82.4	74.3	80.5	76.6	83.4
Asian	89.7	89.7	--	--	90.9	≥95.0
Black or African American	82.1	71.6	73.1	80.8	72.1	80.3
Hispanic/Latino	81.8	77.7	61.3	69.8	62.1	71.3
White	≥95.0	92.1	91.3	93.0	94.8	≥95.0
Two or More Races	92.0	≥95.0	--	--	--	--
FARMS	80.3	73.2	63.4	70.9	61.9	67.3
LEP	71.4	57.1	36.0	52.0	64.3	61.5
SPED	45.9	48.6	53.6	46.4	37.5	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	75.5	80.5
Asian	≥95.0	94.4
Black or African American	70.3	84.3
Hispanic/Latino	62.1	64.5
White	91.2	≥95.0
Two or More Races	--	--
ESOL	50.0	62.5
FARMS	60.3	66.7
SPED	34.8	36.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	6.8	31.5	5.5	54.8	0.0	65.8	34.2			
Supporting Services	23.1	20.5	28.2	28.2	0.0	71.8	28.2	176	90.3	9.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.3
Average Class Size (English) = 25.9
Average Class Size (Other) = 26.9

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
23.3	35.6	41.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	10.750
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	13.875
Classroom	36.800	Other Support	
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	2.400	Secretary	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	64.000	Building Services	
Other Professional		Manager	1.000
Counselor	3.500	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	0.200	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	4.700	Food Services	4.875
Total Professional	71.700	Total Supporting Services	34.375

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	49	0	1	3

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,092	1,092	964	996	1,040	1,091	1,161	1,234

School Personnel Costs	
Professional Salaries	\$5,474,505
Supporting Services Salaries	\$1,346,269
Employee Benefits	\$1,840,287
Total Allocated Cost	\$8,661,061

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 2011–2012 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

2012–2013 Enrollment = 411													
	% 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	8.5	22.9	42.8	≤5.0	22.1	≤5.0	Grade 6	148	36.0
ESOL	12.9	5.8	7.1	≤5.0	≤5.0	≤5.0	9.5	≤5.0	≤5.0	≤5.0	Grade 7	138	33.6
FARMS	47.9	27.0	20.9	≤5.0	≤5.0	12.9	29.2	≤5.0	≤5.0	≤5.0	Grade 8	125	30.4
SPED	13.9	5.4	8.5	≤5.0	≤5.0	≤5.0	6.6	≤5.0	≤5.0	≤5.0	Total	411	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.9	7.0	14.0

Other Participation
Students now or have in the past received FARMS ² = 62.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 19.2%
Attendance Rate ^{2 3} = 94.8%
Suspension Rate ^{2 3 4} = 10.6%

School Programs
Learning and Academic Disabilities
School/Community-Based
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Met	Not Met	1.0344	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	73.5	87.1	71.3	77.5	57.9	85.0
Asian	72.2	88.9	90.9	81.8	--	--
Black or African American	66.7	88.9	58.1	74.2	50.0	88.9
Hispanic/Latino	66.7	77.8	66.7	70.0	36.7	73.5
White	87.5	93.8	88.5	≥95.0	86.1	94.4
Two or More Races	--	--	--	--	--	--
FARMS	55.6	77.8	61.4	71.4	45.6	77.9
LEP	37.5	58.3	--	--	--	--
SPED	66.7	93.3	55.6	61.1	50.0	81.3

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	54.4	68.6
Asian	--	70.0
Black or African American	50.0	64.3
Hispanic/Latino	36.0	48.4
White	76.3	90.0
Two or More Races	--	--
ESOL	--	--
FARMS	42.3	48.7
SPED	36.8	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	8.9	33.3	4.4	48.9	4.4	75.6	24.4			
Supporting Services	9.4	40.6	28.1	21.9	0.0	59.4	40.6	112	92.9	7.1

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 8.2
Average Class Size (English) = 20.4
Average Class Size (Other) = 25.1

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	0.375
Asst School Administrator	1.000	Special Education	7.000
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.500
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	8.625
Classroom	14.000	Other Support	
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	0.600	Secretary	2.000
Alternative	1.000	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	7.800	Lunch Hour Aide	0.500
Resource Program	1.000	Other Support Total	6.500
Teachers Total	37.400	Building Services	
Other Professional		Manager	1.000
Counselor	2.000	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
Other Professional Total	3.600	Building Services Total	8.500
Total Professional	44.000	Food Services	2.562
		Total Supporting Services	26.187

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	39	0	2	9

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
903	903	461	543	698	795	811	831

School Personnel Costs	
Professional Salaries	\$3,568,508
Supporting Services Salaries	\$1,064,254
Employee Benefits	\$1,272,357
Total Allocated Cost	\$5,905,119

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

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

³ Outcome data reflect 2011–2012 school year.

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

Takoma Park Middle School - #755

Principal: Mrs. Mildred L. 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

2012–2013 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		44.9	55.1	≤5.0	19.6	27.7	15.1	≤5.0	31.0	6.3	Grade 6	326	35.5
ESOL	6.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	313	34.1
FARMS	26.1	13.3	12.9	≤5.0	≤5.0	15.0	8.8	≤5.0	≤5.0	≤5.0	Grade 8	279	30.4
SPED	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤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	51.8	48.2	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 35.5%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.2%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Learning and Academic Disabilities
Mathematics, Science, Computer Science Magnet Program
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Boyz II Men/Girls II Women Mentoring
YMCA Partnership
Community Bridges

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9612	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	93.6	≥95.0	92.1	≥95.0	85.8	93.2
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	86.3	91.3	84.7	93.1	73.4	91.1
Hispanic/Latino	83.8	91.9	78.6	81.0	65.9	72.5
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	≥95.0	≥95.0	≥95.0	≥95.0	88.9	≥95.0
FARMS	81.8	90.9	78.8	86.3	59.4	77.9
LEP	78.6	85.7	60.0	80.0	--	--
SPED	66.7	73.3	61.1	88.9	47.1	70.6

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	76.4	≥95.0
Asian	≥95.0	≥95.0
Black or African American	57.6	90.4
Hispanic/Latino	51.2	≥95.0
White	93.6	≥95.0
Two or More Races	83.3	≥95.0
ESOL	--	--
FARMS	40.3	85.0
SPED	35.0	84.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	2.9	20.6	10.3	63.2	1.5	80.9	19.1			
Supporting Services	6.7	33.3	23.3	36.7	0.0	70.0	30.0	184	91.3	8.7

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.9
Average Class Size (English) = 25.1
Average Class Size (Other) = 27.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.8	44.1	47.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.250
Asst School Administrator		Special Education	2.250
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	4.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	39.000		6.125
Resource/Team Leader/Content Specialist	9.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	1.800	School Financial Assistant	1.000
Alternative	0.400	Secretary	3.750
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	3.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.500
		Other Support Total	8.250
Teachers Total	55.800	Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.400	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	5.400	Food Services	
			3.688
Total Professional	65.200	Total Supporting Services	25.563

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	41	0	2	2

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
922	922	946	974	974	1,017	1,033	1,080

School Personnel Costs	
Professional Salaries	\$5,362,930
Supporting Services Salaries	\$1,108,682
Employee Benefits	\$1,729,195
Total Allocated Cost	\$8,200,807

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

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

³ Outcome data reflect 2011–2012 school year.

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

Tilden Middle School - #232

Principal: Mrs. Irina LaGrange

11211 Old Georgetown Road Rockville, MD 20852

Office Phone: (301) 230-5930

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 230-5991

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/tildenms/

Cluster: Walter Johnson

Feeder Schools: Farmland, Garrett Park, Luxmanor

Receiving Schools: Walter Johnson

2012–2013 Enrollment = 772													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.3	54.7	≤5.0	15.7	9.8	16.7	≤5.0	53.6	≤5.0	Grade 6	276	35.8
ESOL	10.9	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	241	31.2
FARMS	12.8	5.7	7.1	≤5.0	≤5.0	≤5.0	6.2	≤5.0	≤5.0	≤5.0	Grade 8	255	33.0
SPED	14.6	≤5.0	10.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.4	≤5.0	Total	772	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	46.9	36.3	16.8

Other Participation
Students now or have in the past received FARMS ² = 19.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Asperger's
Learning and Academic Disabilities
Learning for Independence
Middle School Reform Phase II

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9876	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	90.7	≥95.0	89.2	94.0
Asian	≥95.0	≥95.0	91.9	94.6	≥95.0	91.7
Black or African American	≥95.0	≥95.0	80.0	90.0	79.2	91.7
Hispanic/Latino	92.3	87.2	87.5	93.8	76.3	86.8
White	≥95.0	≥95.0	93.0	≥95.0	91.0	≥95.0
Two or More Races	91.7	≥95.0	90.0	≥95.0	--	--
FARMS	86.5	89.2	77.8	86.1	52.0	76.0
LEP	≥95.0	84.2	84.6	76.9	81.3	62.5
SPED	85.7	85.7	93.5	87.1	56.7	90.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	71.1	≥95.0
Asian	75.6	≥95.0
Black or African American	52.0	≥95.0
Hispanic/Latino	47.5	94.7
White	78.2	≥95.0
Two or More Races	--	--
ESOL	34.6	--
FARMS	25.9	--
SPED	26.8	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	6.6	11.5	3.3	78.7	0.0	75.4	24.6			
Supporting Services	19.0	26.2	9.5	45.2	0.0	71.4	28.6	170	97.1	2.9

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.3
Average Class Size (English) = 25.1
Average Class Size (Other) = 28.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.8	31.1	59.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.500
Asst School Administrator		Special Education	16.375
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	26.000		18.500
Resource/Team Leader/Content Specialist	12.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	1.600	School Financial Assistant	1.000
Alternative	0.600	Secretary	2.750
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	10.200	Security Assistant	1.500
Resource Program	1.000	Lunch Hour Aide	0.375
		Other Support Total	6.625
Teachers Total	52.400	Building Services	
Other Professional		Manager	1.000
Counselor	3.000	Leader	1.000
Media Specialist	1.000	Worker	4.500
Spec Ed Related Services	0.900	Plant Equipment Operator	1.000
		Building Services Total	7.500
Other Professional Total	4.900	Food Services	
			2.875
Total Professional	60.300	Total Supporting Services	35.500

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1967	1991	29.8	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	42	0	1	9

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
963	963	754	784	793	848	874	917

School Personnel Costs	
Professional Salaries	\$5,264,301
Supporting Services Salaries	\$1,365,686
Employee Benefits	\$1,805,767
Total Allocated Cost	\$8,435,754

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

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

³ Outcome data reflect 2011–2012 school year.

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

Julius West Middle School - #211

Principal: Mrs. Nanette W. Poirier

651 Great Falls Road Rockville, MD 20850

Office Phone: (301) 279-3979

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 517-8216

School Hours: 7:55 - 2:40

www.montgomeryschoolsmd.org/schools/westms/

Cluster: Richard Montgomery

Feeder Schools: Beall, College Gardens, Ritchie Park, Twinbrook

Receiving Schools: Richard Montgomery

2012–2013 Enrollment = 1,118													
	% 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	20.7	17.4	25.8	≤5.0	30.1	5.7	Grade 6	352	31.5
ESOL	12.3	5.2	7.2	≤5.0	≤5.0	≤5.0	8.3	≤5.0	≤5.0	≤5.0	Grade 7	384	34.3
FARMS	29.0	15.8	13.1	≤5.0	5.1	7.2	13.6	≤5.0	≤5.0	≤5.0	Grade 8	382	34.2
SPED	8.3	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,118	

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).

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	66.7	31.2	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 40.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.3%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 3.8%

School Programs
Emotional Disabilities
Learning and Academic Disabilities
International Baccalaureate Middle Years Programme (MYP)
Multidisciplinary Educational Training and Support (METS)
Positive Behavioral Interventions and Supports (PBIS)
Middle School Reform (Partial)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9720	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	92.1	92.9	87.1	92.3	80.5	89.2
Asian	≥95.0	≥95.0	≥95.0	94.4	≥95.0	≥95.0
Black or African American	86.8	88.1	74.3	84.1	66.7	82.3
Hispanic/Latino	79.8	84.3	79.3	90.0	58.8	79.5
White	≥95.0	≥95.0	92.0	≥95.0	94.3	94.2
Two or More Races	≥95.0	≥95.0	94.7	94.7	77.8	≥95.0
FARMS	80.5	85.0	72.3	82.4	62.4	79.5
LEP	58.3	61.8	65.5	66.7	56.7	40.0
SPED	78.1	75.0	64.7	67.6	60.0	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	57.1	≥95.0
Asian	80.3	≥95.0
Black or African American	35.9	92.9
Hispanic/Latino	30.9	≥95.0
White	75.4	≥95.0
Two or More Races	52.9	≥95.0
ESOL	17.1	--
FARMS	31.0	93.9
SPED	16.7	--

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	8.0	12.6	6.9	72.4	0.0	67.8	32.2			
Supporting Services	13.2	26.3	15.8	39.5	5.3	73.7	26.3	252	92.5	7.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 12.4
Average Class Size (English) = 24.9
Average Class Size (Other) = 26.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.2	42.5	48.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.187
Asst School Administrator	1.000	Special Education	8.250
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	4.000	Instructional Data Assistant	0.875
Teachers		Instructional Support Total	
Classroom	49.400		13.187
Resource/Team Leader/Content Specialist	9.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	3.400	School Financial Assistant	1.000
Alternative	0.600	Secretary	3.250
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.800	Security Assistant	2.000
Resource Program	2.000	Lunch Hour Aide	0.375
		Other Support Total	7.625
Teachers Total	72.600	Building Services	
Other Professional		Manager	1.000
Counselor	4.500	Leader	1.000
Media Specialist	1.000	Worker	5.000
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	8.000
Other Professional Total	6.100	Food Services	
			3.250
Total Professional	82.700	Total Supporting Services	32.062

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1961	1995	21.3	0	2

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	40	0	6	6

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
995	1,445	1,174	1,204	1,277	1,303	1,338	1,347

School Personnel Costs	
Professional Salaries	\$6,847,964
Supporting Services Salaries	\$1,353,264
Employee Benefits	\$2,196,329
Total Allocated Cost	\$10,397,557

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

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

³ Outcome data reflect 2011–2012 school year.

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

Westland Middle School - #412

Principal: Ms. Alison L. Serino

5511 Massachusetts Avenue Bethesda, MD 20816

Office Phone: (301) 320-6515

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

2012–2013 Enrollment = 1,197													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		49.3	50.7	≤5.0	5.5	12.0	15.3	≤5.0	61.2	5.5	Grade 6	248	20.7
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	489	40.9
FARMS	10.7	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 8	460	38.4
SPED	9.1	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	1,197	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.9	20.2	≤5.0

Other Participation
Students now or have in the past received FARMS ² = 17.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 5.6%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = ≤3.0%

School Programs
Learning and Academic Disabilities
International Baccalaureate Middle Years Programme (MYP)
Partial Spanish Immersion
STAR (Students and Teachers Achieve Results)
English for Speakers of Other Languages (ESOL)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	1.0179	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	≥95.0	≥95.0	92.9	≥95.0	90.9	94.1
Asian	≥95.0	≥95.0	86.7	93.3	≥95.0	93.1
Black or African American	86.1	83.3	77.6	84.5	83.0	89.4
Hispanic/Latino	≥95.0	≥95.0	87.5	92.2	75.8	87.1
White	≥95.0	≥95.0	≥95.0	≥95.0	94.8	≥95.0
Two or More Races	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
FARMS	≥95.0	92.9	78.7	80.9	65.9	77.3
LEP	--	--	73.3	73.3	81.8	45.5
SPED	94.3	91.4	70.3	92.1	61.7	87.2

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	75.0	≥95.0
Asian	76.7	≥95.0
Black or African American	54.2	≥95.0
Hispanic/Latino	49.2	≥95.0
White	85.0	≥95.0
Two or More Races	82.6	≥95.0
ESOL	41.7	--
FARMS	28.3	90.0
SPED	28.8	90.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.5	4.5	7.9	80.9	1.1	77.5	22.5			
Supporting Services	14.3	25.7	8.6	51.4	0.0	71.4	28.6	256	95.7	4.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 13.4
Average Class Size (English) = 22.9
Average Class Size (Other) = 26.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.9	51.7	31.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.750
Asst School Administrator	1.000	Special Education	5.562
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	1.375
Administrative Total	4.000	Instructional Data Assistant	0.875
Teachers		Instructional Support Total	
Classroom	56.000		9.562
Resource/Team Leader/Content Specialist	9.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.400	Secretary	3.250
Reading/Literacy	1.000	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	6.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
		Other Support Total	7.625
Teachers Total	74.000	Building Services	
Other Professional		Manager	1.000
Counselor	5.000	Leader	1.000
Media Specialist	1.000	Worker	6.000
Spec Ed Related Services	0.600	Plant Equipment Operator	1.000
		Building Services Total	9.000
Other Professional Total	6.600	Food Services	
			3.624
Total Professional	84.600	Total Supporting Services	29.811

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1951	1997	25.1	1	5

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
52	47	0	1	4

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,063	1,063	1,215	1,255	1,315	1,382	1,616	1,660

School Personnel Costs	
Professional Salaries	\$6,645,182
Supporting Services Salaries	\$1,216,853
Employee Benefits	\$2,079,531
Total Allocated Cost	\$9,941,566

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 2011–2012 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: Dr. Myra J. Smith

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

2012–2013 Enrollment = 706													
	% 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	10.1	35.8	38.1	≤5.0	12.6	≤5.0	Grade 6	235	33.3
ESOL	16.9	7.8	9.1	≤5.0	≤5.0	5.5	9.1	≤5.0	≤5.0	≤5.0	Grade 7	232	32.9
FARMS	58.1	27.5	30.6	≤5.0	5.5	18.8	31.7	≤5.0	≤5.0	≤5.0	Grade 8	239	33.9
SPED	11.8	≤5.0	7.6	≤5.0	≤5.0	≤5.0	5.1	≤5.0	≤5.0	≤5.0	Total	706	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	74.7	10.8	14.5

Other Participation
Students now or have in the past received FARMS ² = 69.1%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 14.8%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 4.4%

School Programs
Learning and Academic Disabilities
School/Community-Based
Linkages to Learning
Middle School Reform Phase II
Positive Behavioral Interventions and Supports (PBIS)
Advancement Via Individual Determination (AVID)
Rec Department After School Programs

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Not Met	Not Met	Not Met	0.9339	4
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	75.1	81.2	65.7	80.1	67.7	79.1
Asian	89.3	89.3	85.7	85.7	84.8	87.5
Black or African American	71.8	88.5	51.9	79.2	66.0	77.7
Hispanic/Latino	73.5	73.5	62.4	75.3	50.8	72.1
White	78.8	75.8	92.0	88.0	89.7	86.7
Two or More Races	--	--	--	--	--	--
FARMS	69.0	78.3	55.7	74.0	58.1	70.7
LEP	36.7	40.0	28.6	39.3	15.4	25.0
SPED	44.0	52.0	26.1	52.2	35.0	35.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	59.6	71.2
Asian	75.8	84.6
Black or African American	56.1	69.4
Hispanic/Latino	45.3	60.3
White	83.3	80.0
Two or More Races	--	90.0
ESOL	7.7	--
FARMS	48.4	62.4
SPED	22.7	21.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	9.8	21.3	6.6	59.0	3.3	78.7	21.3			
Supporting Services	3.0	45.5	21.2	30.3	0.0	72.7	27.3	167	88.6	11.4

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.4
Average Class Size (English) = 21.6
Average Class Size (Other) = 24.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
37.7	42.6	19.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.250
Asst School Administrator		Special Education	7.250
Magnet/Special Program Coordinator		IT Systems Specialist	
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	
Classroom	28.400		10.125
Resource/Team Leader/Content Specialist	12.000	Other Support	
Staff Development	0.400	Administrative Secretary	1.000
ESOL	2.000	School Financial Assistant	1.000
Alternative	1.000	Secretary	2.750
Reading/Literacy	0.600	Media Services Technician	
Special Education:		Parent/Community Coord	
Classroom	8.200	Security Assistant	2.000
Resource Program	1.000	Lunch Hour Aide	0.375
		Other Support Total	7.125
Teachers Total	53.600	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	61.100	Total Supporting Services	27.937

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
945	945	722	761	826	889	953	964

School Personnel Costs	
Professional Salaries	\$4,303,256
Supporting Services Salaries	\$1,138,618
Employee Benefits	\$1,475,588
Total Allocated Cost	\$6,917,462

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

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

³ Outcome data reflect 2011–2012 school year.

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

Earle B. Wood Middle School - #820

Principal: Ms. Eugenia (Jeanie) 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

2012–2013 Enrollment = 922													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		45.4	54.6	≤5.0	11.1	15.7	35.5	≤5.0	33.3	≤5.0	Grade 6	319	34.6
ESOL	8.4	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	Grade 7	311	33.7
FARMS	35.9	16.5	19.4	≤5.0	≤5.0	7.7	21.7	≤5.0	≤5.0	≤5.0	Grade 8	292	31.7
SPED	14.5	5.2	9.3	≤5.0	≤5.0	≤5.0	5.7	≤5.0	≤5.0	≤5.0	Total	922	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	67.2	20.1	12.7

Other Participation
Students now or have in the past received FARMS ² = 51.0%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 8.9%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3 4} = 4.8%

School Programs
Autism
Deaf and Hard/Hearing
Learning and Academic Disabilities
Middle School Reform Phase I
Positive Behavioral Interventions and Supports (PBIS)
Engineering Pathway (MSR)
Digital Art Pathway (MSR)

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
Met	Not Met	Not Met	0.9697	3

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

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	79.5	87.0	80.5	84.6	89.4	90.1
Asian	91.4	85.7	≥95.0	94.1	≥95.0	≥95.0
Black or African American	65.9	81.8	63.5	78.8	81.4	83.7
Hispanic/Latino	67.7	76.8	73.5	77.5	85.9	85.9
White	89.9	≥95.0	94.3	93.2	93.2	93.2
Two or More Races	90.0	≥95.0	64.7	82.4	92.9	≥95.0
FARMS	58.0	76.8	67.8	73.6	79.5	81.8
LEP	53.3	60.0	81.8	63.6	--	--
SPED	53.8	69.2	50.0	58.8	67.6	58.8

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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 2012
All Students	74.7	≥95.0
Asian	90.3	≥95.0
Black or African American	63.6	≥95.0
Hispanic/Latino	66.7	94.7
White	80.0	≥95.0
Two or More Races	92.9	≥95.0
ESOL	--	--
FARMS	58.4	≥95.0
SPED	39.5	87.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	3.8	14.1	3.8	76.9	1.3	73.1	26.9			
Supporting Services	16.7	20.8	16.7	45.8	0.0	79.2	20.8	193	97.4	2.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 10.1
Average Class Size (English) = 25.2
Average Class Size (Other) = 25.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.4	47.4	37.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	0.625
Asst School Administrator		Special Education	16.685
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		Teacher Assistant	
		Media Assistant	0.875
Administrative Total	3.000	Instructional Data Assistant	0.750
Teachers		Instructional Support Total	19.935
Classroom	37.700	Other Support	
Resource/Team Leader/Content Specialist	12.000	Administrative Secretary	1.000
Staff Development	0.400	School Financial Assistant	1.000
ESOL	1.400	Secretary	3.249
Alternative	0.800	Media Services Technician	
Reading/Literacy	0.600	Parent/Community Coord	
Special Education:		Security Assistant	2.000
Classroom	12.200	Lunch Hour Aide	0.375
Resource Program	1.000	Other Support Total	7.624
Teachers Total	66.100	Building Services	
Other Professional		Manager	1.000
Counselor	4.000	Leader	1.000
Media Specialist	1.000	Worker	5.500
Spec Ed Related Services	2.300	Plant Equipment Operator	1.000
		Building Services Total	8.500
Other Professional Total	7.300	Food Services	3.625
Total Professional	76.400	Total Supporting Services	39.684

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1965	2001	8.5	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
50	41	0	1	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
936	936	958	1,000	1,027	1,057	1,090	1,112

School Personnel Costs	
Professional Salaries	\$5,854,666
Supporting Services Salaries	\$1,540,584
Employee Benefits	\$2,024,930
Total Allocated Cost	\$9,420,180

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 2011–2012 school year.

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

SECTION IV

HIGH SCHOOL PROFILES

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Bethesda-Chevy Chase High School - #406

Principal: Mrs. Karen (Karen L.) O. Lockard
Community Supt: Dr. Christopher S. Garran
School Hours: 7:25 - 2:10
Feeder Schools: Westland

4301 East-West Highway Bethesda, MD 20814

www.montgomeryschoolsmd.org/schools/bcchs/

Office Phone: (240) 497-6300

Fax Number: (240) 497-6306

Cluster Name: Bethesda-Chevy Chase

2012–2013 Enrollment = 1,835													
	% 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	6.3	15.4	15.9	≤5.0	57.6	≤5.0	Grade 9	478	26.0
ESOL	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	473	25.8
FARMS	11.0	≤5.0	6.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	394	21.5
SPED	9.3	≤5.0	6.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	490	26.7
Total												1,835	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	79.4	18.2	≤5.0

Other Participation	School Programs
Students now or have in the past received FARMS² = 19.3% Mobility Rate (Entrants + Withdrawals)^{2 3} = 8.6% Graduation Rate^{2 3} = 93.8% Attendance Rate^{2 3} = 93.7% Dropout Rate^{2 3} = ≤5.0% Suspension Rate^{2 3} = ≤3.0% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 80.1%	Asperger's Autism Learning and Academic Disabilities Cisco Academy ESOL Center International Baccalaureate (IB) Diploma Programme International Baccalaureate Middle Years Programme

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0596	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	92.9	93.9	≥95.0	≥95.0
AS	≥95.0	94.7	≥95.0	94.7	90.0	93.8	≥95.0	≥95.0
BL	88.2	88.9	92.5	94.2	82.8	87.5	93.7	92.1
HI	92.3	92.6	≥95.0	≥95.0	84.2	77.8	83.6	83.3
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	88.9	≥95.0	≥95.0	--	--	--	--
ESOL	--	--	--	--	50.0	72.7	38.5	--
FARMS	82.4	81.8	90.9	82.8	83.0	80.4	80.9	85.7
SPED	78.3	84.0	≥95.0	80.0	71.0	80.6	83.9	74.2

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	75.8	71.0	≥95.0
Asian	80.0	64.5	≥95.0
Black or African American	48.1	52.8	93.5
Hispanic/Latino	59.2	58.2	92.9
White	87.2	80.6	≥95.0
Two or More Races	86.4	89.5	≥95.0
ESOL	20.7	29.4	77.5
FARMS	37.3	40.0	87.9
SPED	44.4	48.1	81.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	2.4	8.1	5.7	82.1	1.6	59.3	40.7			
Supporting Services	14.3	26.8	8.9	50.0	0.0	53.6	46.4	371	92.2	7.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.6	47.2	38.2

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.2	
Average Class Size:	English = 25.9 Other = 28.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.250
Asst School Administrator		Special Education	8.199
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.999
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	17.448
Classroom	80.800	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	3.000	School Financial Assistant	1.000
Alternative	0.400	Secretary	5.000
Career/Technical Ed	1.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	10.000	Security Assistant	4.000
Resource Program	1.000	Student Monitor	
Teachers Total	105.600	Other Support Total	15.000
Other Professional		Building Services	
Counselor	7.200	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.400	Worker	13.500
		Plant Equipment Operator	1.000
Other Professional Total	8.600	Building Services Total	16.500
		Food Services	
			2.563
Total Professional	118.200	Total Supporting Services	51.511

Average SAT Scores ^{3 5} (81.7% Tested)			
	School	County	National
Critical Reading	581	545	496
Math	586	561	514
Writing	579	545	488
Total	1746	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
454	321	70.7

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	49.9%

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1934	2001	16.4	0	2

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
1,665	2,398	1,835	1,957	2,025	2,099	2,176	2,191

School Personnel Costs	
Professional Salaries	\$9,409,177
Supporting Services Salaries	\$2,104,863
Employee Benefits	\$3,073,097
Total Allocated Cost	\$14,587,137

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

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

³ Outcome data reflect 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Montgomery Blair High School - #757

Principal: Mrs. Renay C. Johnson

51 University Boulevard, East Silver Spring, MD 20901

Office Phone: (301) 649-2800

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

2012–2013 Enrollment = 2,806												
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		
All Students		47.8	52.2	≤5.0	16.7	26.2	29.9	≤5.0	23.4	≤5.0	Grade 9	758
ESOL	9.9	≤5.0	5.5	≤5.0	≤5.0	≤5.0	5.9	≤5.0	≤5.0	≤5.0	Grade 10	758
FARMS	35.4	16.6	18.8	≤5.0	≤5.0	13.1	17.6	≤5.0	≤5.0	≤5.0	Grade 11	611
SPED	6.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	679
Total												2,806

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	78.9	21.1	≤5.0

Other Participation	School Programs
Students now or have in the past received FARMS ² = 55.1%	Gifted and Talented/Learning Disabled
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 9.7%	Learning and Academic Disabilities
Graduation Rate ^{2 3} = 85.8%	Physical Disabilities
Attendance Rate ^{2 3} = 93.5%	Academy of Human Services
Dropout Rate ^{2 3} = 9.7%	Academy of Humanities, Art, and Media
Suspension Rate ^{2 3} = 3.6%	Academy of Mathematics, Technology and Science
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = 71.0%	Academy of Politics, Advocacy, and Law
	Academy of Science and Technology
	Academy of Science, Technology, Engineering and Math
	Academy of Technology
	Entrepreneurship Academy
	Institute of Global and Cultural Studies Academy
	Justice, Law and Society Academy
	Media Literacy Academy
	Ninth Grade Academy
	Communication Arts Program
	ESOL Center

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0062	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	94.2	92.2	≥95.0	92.5	90.9	89.1	94.2
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	91.1	89.9	85.2	93.8	88.4	86.5	81.7	92.4
HI	90.6	86.7	84.4	91.4	84.4	81.0	78.7	87.2
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	73.9	72.1	61.5	--	78.0	60.0	43.4	74.3
FARMS	90.6	88.6	82.6	92.7	82.4	79.3	78.0	87.8
SPED	76.0	70.8	66.7	73.9	77.1	77.1	74.3	82.4

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	69.7	67.9	81.2
Asian	87.3	88.3	93.2
Black or African American	62.8	56.9	72.6
Hispanic/Latino	47.8	46.4	66.2
White	86.9	91.6	≥95.0
Two or More Races	93.3	90.5	93.1
ESOL	25.6	49.3	45.9
FARMS	51.9	48.6	65.5
SPED	45.1	57.4	52.1

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	22.2	6.4	65.5	1.0	60.6	39.4			
Supporting Services	12.0	41.3	16.0	30.7	0.0	70.7	29.3	598	96.7	3.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.4	41.9	49.8

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 13.5	
Average Class Size:	English = 24.0 Other = 25.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	5.875
Asst School Administrator		Special Education	8.275
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		English Composition Assistant	3.000
		Hearing Interpreter	
Administrative Total	6.000	College/Career Information Coord	1.000
		Media Assistant	2.500
		Teacher Assistant	
Teachers		Instructional Support Total	21.650
Classroom	137.400	Other Support	
Resource/Team Leader/Content Specialist	12.000	Business Manager	1.000
Staff Development		Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	9.400	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	12.600	Security Assistant	8.000
Resource Program	1.000	Student Monitor	
Teachers Total	175.400	Other Support Total	22.000
Other Professional		Building Services	
Counselor	11.600	Manager	
Media Specialist	1.000	Leader	2.000
Spec Ed Related Services	1.000	Worker	17.000
		Plant Equipment Operator	1.000
Other Professional Total	13.600	Building Services Total	20.000
		Food Services	
			5.561
Total Professional	195.000	Total Supporting Services	69.211

Average SAT Scores ^{3 5} (74.8% Tested)			
	School	County	National
Critical Reading	555	545	496
Math	568	561	514
Writing	547	545	488
Total	1670	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
659	327	49.6

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	58.8%

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
2,875	2,875	2,764	2,812	2,849	2,893	3,016	3,080

School Personnel Costs	
Professional Salaries	\$16,186,844
Supporting Services Salaries	\$2,813,821
Employee Benefits	\$5,011,882
Total Allocated Cost	\$24,012,547

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

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

³ Outcome data reflect 2011–2012 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: Dr. Myra J. Smith

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

2012–2013 Enrollment = 1,755													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		52.3	47.7	≤5.0	9.3	43.6	20.2	≤5.0	22.6	≤5.0	Grade 9	489	27.9
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	453	25.8
FARMS	29.3	15.2	14.2	≤5.0	≤5.0	17.4	9.1	≤5.0	≤5.0	≤5.0	Grade 11	370	21.1
SPED	8.7	≤5.0	5.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	443	25.2
Total												1,755	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	92.8	≤5.0	5.9

Other Participation	School Programs
Students now or have in the past received FARMS² = 49.6% Mobility Rate (Entrants + Withdrawals)^{2 3} = 13.0% Graduation Rate^{2 3} = 89.8% Attendance Rate^{2 3} = 94.3% Dropout Rate^{2 3} = 5.4% Suspension Rate^{2 3} = 6.3% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 77.1%	Learning and Academic Disabilities School/Community-Based Academy of Arts and Humanities Academy of Business and Consumer Services Academy of Business Studies Academy of Humanities, Art, and Media Academy of Science, Technology, Engineering and Math Fine Arts and Humanities Signature Program Ninth Grade Academy College Institute

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0151	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	92.1	90.2	92.7	89.8	93.3
AS	94.4	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	90.5	≥95.0
BL	92.7	≥95.0	94.8	89.0	81.3	88.2	84.7	90.6
HI	90.6	94.4	92.6	88.0	91.8	90.9	84.6	90.8
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	91.5	93.0	88.9	79.5	85.9	90.9	86.1	91.0
SPED	66.7	72.7	66.7	--	63.6	70.8	58.3	65.2

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	60.5	65.3	79.8
Asian	89.7	82.2	92.2
Black or African American	53.7	53.4	70.6
Hispanic/Latino	51.9	59.3	77.1
White	71.4	82.5	93.2
Two or More Races	86.7	64.7	84.5
ESOL	43.8	--	60.7
FARMS	47.9	51.7	68.8
SPED	33.8	29.4	31.9

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers³		
	% Racial/Ethnic Composition¹					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	1.6	12.9	6.5	79.0	0.0	62.9	37.1			
Supporting Services	8.9	26.8	23.2	41.1	0.0	55.4	44.6	362	96.7	3.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.7	46.0	40.3

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 13.1	
Average Class Size:	English = 26.6 Other = 26.8

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	10.449
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.875
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	18.324
Classroom	80.200	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	0.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	5.000
Career/Technical Ed	1.400	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	13.000	Security Assistant	5.000
Resource Program	1.000	Student Monitor	
Teachers Total	107.600	Other Support Total	16.000
Other Professional		Building Services	
Counselor	7.700	Manager	1.000
Media Specialist	1.000	Leader	2.000
Spec Ed Related Services	0.100	Worker	13.000
		Plant Equipment Operator	1.000
Other Professional Total	8.800	Building Services Total	17.000
		Food Services	
			3.375
Total Professional	121.400	Total Supporting Services	54.699

Average SAT Scores ^{3 5} (79.9% Tested)			
	School	County	National
Critical Reading	499	545	496
Math	498	561	514
Writing	499	545	488
Total	1496	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
437	186	42.6

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	62.6%

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1998	--	91.1	0	4

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
79	74	0	0	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
1,724	1,724	1,730	1,708	1,687	1,709	1,727	1,760

School Personnel Costs	
Professional Salaries	\$9,653,090
Supporting Services Salaries	\$2,268,061
Employee Benefits	\$3,144,757
Total Allocated Cost	\$15,065,908

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).

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

³ Outcome data reflect 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Winston Churchill High School - #602

Principal: Dr. Joan Benz

11300 Gainsborough Road Potomac, MD 20854

Office Phone: (301) 469-1200

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 469-1208

School Hours: 7:25 - 2:10

www.montgomeryschoolsmd.org/schools/churchills/

Cluster Name: Winston Churchill

Feeder Schools: Cabin John, Hoover

2012–2013 Enrollment = 2,092													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.0	52.0	≤5.0	22.1	7.9	8.0	≤5.0	57.8	≤5.0	Grade 9	574	27.4
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	473	22.6
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	534	25.5
SPED	11.2	≤5.0	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.5	≤5.0	Grade 12	511	24.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);											Total	2,092	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	67.5	10.7	21.8

Other Participation	School Programs
Students now or have in the past received FARMS² = 9.3% Mobility Rate (Entrants + Withdrawals)^{2 3} = ≤5.0% Graduation Rate^{2 3} = ≥95.0% Attendance Rate^{2 3} = 94.7% Dropout Rate^{2 3} = ≤5.0% Suspension Rate^{2 3} = ≤3.0% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 90.2%	Autism Bridge Learning and Academic Disabilities Academy of Creative and Performing Arts Academy of Mathematics, Technology and Science

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0571	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	88.5	84.6	80.8	≥95.0	84.2	89.2	82.1	≥95.0
HI	92.9	93.1	93.1	≥95.0	92.7	≥95.0	91.1	≥95.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	90.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	77.8	66.7	72.2	87.5	70.0	71.4	47.6	≥95.0
SPED	83.7	82.2	75.6	92.3	85.0	83.3	78.3	90.2

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	90.0	83.5	92.2
Asian	94.0	90.5	≥95.0
Black or African American	65.6	44.0	79.9
Hispanic/Latino	91.5	75.7	86.4
White	91.9	87.3	93.1
Two or More Races	72.7	92.3	93.2
ESOL	--	--	--
FARMS	84.2	29.6	62.1
SPED	72.0	45.9	49.6

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers³		
	% Racial/Ethnic Composition¹					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	6.9	6.9	3.5	81.3	0.7	60.4	39.6			
Supporting Services	8.0	18.7	14.7	58.7	0.0	61.3	38.7	415	97.8	2.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.2	37.5	49.3

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.9	
Average Class Size:	English = 25.3 Other = 28.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.375
Asst School Administrator	1.000	Special Education	22.075
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.250
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	30.700
Classroom	91.600	Other Support	
Resource/Team Leader/Content Specialist	7.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL		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	19.100	Security Assistant	4.000
Resource Program	2.000	Student Monitor	
Teachers Total	121.900	Other Support Total	16.500
Other Professional		Building Services	
Counselor	8.000	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.600	Worker	14.000
		Plant Equipment Operator	1.000
Other Professional Total	10.600	Building Services Total	17.000
		Food Services	
			2.625
Total Professional	137.500	Total Supporting Services	66.825

Average SAT Scores ^{3 5} (82.2% Tested)			
	School	County	National
Critical Reading	599	545	496
Math	625	561	514
Writing	611	545	488
Total	1836	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
527	432	82.0

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	41.2%

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	82	0	0	12

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
1,968	1,968	2,044	2,020	2,098	2,039	2,022	2,000

School Personnel Costs	
Professional Salaries	\$11,142,911
Supporting Services Salaries	\$2,692,559
Employee Benefits	\$3,748,981
Total Allocated Cost	\$17,584,451

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 1,901												
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		
All Students		48.6	51.4	≤5.0	16.9	28.2	24.3	≤5.0	26.9	≤5.0	Grade 9	525
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	543
FARMS	27.9	13.8	14.1	≤5.0	≤5.0	12.3	10.4	≤5.0	≤5.0	≤5.0	Grade 11	444
SPED	10.2	≤5.0	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	389
Total												1,901

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	84.5	11.3	≤5.0

Other Participation	School Programs
Students now or have in the past received FARMS ² = 48.6%	Emotional Disabilities
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 11.5%	Learning and Academic Disabilities
Graduation Rate ^{2 3} = 89.1%	Advanced Engineering Academy (Project Lead the Way)
Attendance Rate ^{2 3} = 93.5%	Advanced Placement Power Scholars (APPS) Program
Dropout Rate ^{2 3} = 5.8%	ESOL Center
Suspension Rate ^{2 3} = 5.9%	Positive Behavioral Interventions and Supports (PBIS)
Percent of Students Meeting University	9th Grade Pathway to Success
System of Maryland Entrance Requirements ^{2 3} = 69.4%	Minority Scholars Program
	ITF Network Operations
	Academy of Health Professionals: Physical Rehabilitation
	Environment, Agricultural, and Natural Resources: Certified Professional Hor

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9842	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.5	≥95.0	90.8	90.1	87.7	92.0	86.5	88.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	93.5	≥95.0	91.4	83.3	78.8	86.7	76.3	78.6
HI	87.7	≥95.0	84.4	87.1	83.8	87.8	80.3	83.6
WH	93.4	92.7	89.1	91.5	92.7	≥95.0	94.6	94.6
MU	--	--	--	--	91.7	91.7	91.7	91.7
ESOL	--	--	--	--	58.3	72.7	16.7	--
FARMS	87.5	≥95.0	80.0	78.9	71.1	83.1	74.4	78.6
SPED	56.0	66.7	46.2	52.2	44.2	74.4	52.3	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	59.7	61.0	73.1
Asian	82.2	83.7	90.5
Black or African American	50.0	43.4	60.7
Hispanic/Latino	40.3	46.3	61.1
White	75.3	76.2	84.6
Two or More Races	64.3	66.7	70.6
ESOL	35.7	52.9	19.0
FARMS	45.0	45.4	53.8
SPED	22.4	30.5	20.7

Staff Diversity								Classes Taught by		
	% Racial/Ethnic Composition ¹					% Gender		Highly Qualified (HQ) Teachers ³		
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	3.7	11.2	6.0	78.4	0.7	65.7	34.3			
Supporting Services	12.1	21.2	15.2	51.5	0.0	60.6	39.4	357	93.6	6.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
7.5	53.0	39.6

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.9	
Average Class Size:	English = 27.9 Other = 27.6

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.875
Asst School Administrator	1.000	Special Education	15.092
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.125
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	24.092
Classroom	84.200	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	2.000	School Financial Assistant	1.000
Alternative	0.800	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	15.800	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	114.800	Other Support Total	16.000
Other Professional		Building Services	
Counselor	7.700	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.500	Worker	14.000
		Plant Equipment Operator	1.000
Other Professional Total	9.200	Building Services Total	17.000
		Food Services	
			3.875
Total Professional	129.000	Total Supporting Services	60.967

Average SAT Scores ^{3 5} (69.9% Tested)			
	School	County	National
Critical Reading	510	545	496
Math	524	561	514
Writing	503	545	488
Total	1538	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
399	144	36.1

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	56.7%

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1995	2006	62.7	0	11

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
75	64	0	1	10

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,575	1,980	1,925	1,911	1,846	1,926	1,967	2,076

School Personnel Costs	
Professional Salaries	\$10,369,663
Supporting Services Salaries	\$2,473,835
Employee Benefits	\$3,463,745
Total Allocated Cost	\$16,307,243

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 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		49.2	50.8	≤5.0	5.2	9.3	13.1	≤5.0	67.4	≤5.0	Grade 9	322	24.6
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	324	24.8
FARMS	12.6	≤5.0	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	316	24.2
SPED	13.2	≤5.0	9.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.9	≤5.0	Grade 12	346	26.5
Total												1,308	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	75.7	5.2	19.1

Other Participation	School Programs
Students now or have in the past received FARMS ² = 24.2% Mobility Rate (Entrants + Withdrawals) ^{2 3} = 6.0% Graduation Rate ^{2 3} = 93.3% Attendance Rate ^{2 3} = 94.0% Dropout Rate ^{2 3} = ≤5.0% Suspension Rate ^{2 3} = ≤3.0% Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = 72.2%	Learning for Independence School/Community-Based Academy of Information Technology (AOIT)

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0377	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	93.6	≥95.0	94.8	≥95.0	93.8	93.2	≥95.0
AS	--	80.0	90.0	--	≥95.0	≥95.0	91.3	≥95.0
BL	88.9	77.8	92.6	88.9	84.0	88.0	85.7	≥95.0
HI	89.7	≥95.0	≥95.0	92.6	87.5	82.4	90.9	88.6
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.9	≥95.0
MU	94.1	94.1	94.1	93.8	83.3	90.9	90.9	90.0
ESOL	--	--	--	--	--	--	--	--
FARMS	88.0	84.0	92.0	83.3	90.9	82.4	93.9	88.2
SPED	77.8	75.0	67.6	81.1	67.6	72.7	60.6	78.8

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	78.5	72.6	80.7
Asian	87.5	87.5	90.9
Black or African American	46.9	32.0	57.8
Hispanic/Latino	75.9	54.3	69.4
White	85.3	79.7	85.3
Two or More Races	50.0	75.0	78.3
ESOL	--	--	--
FARMS	44.2	44.2	55.2
SPED	28.2	34.1	30.9

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	91.6	1.1	51.6	48.4			
Supporting Services	1.7	10.3	10.3	77.6	0.0	72.4	27.6	278	95.7	4.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
4.2	31.6	64.2

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.8	
Average Class Size:	English = 24.4 Other = 25.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	1.500
Asst School Administrator	1.000	Special Education	15.961
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.375
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	1.000
		Teacher Assistant	
Teachers		Instructional Support Total	21.836
Classroom	57.600	Other Support	
Resource/Team Leader/Content Specialist	7.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL		School Financial Assistant	1.000
Alternative	0.400	Secretary	4.000
Career/Technical Ed	0.800	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	14.000	Security Assistant	4.000
Resource Program	1.000	Student Monitor	
Teachers Total	82.200	Other Support Total	14.000
Other Professional		Building Services	
Counselor	5.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.700	Worker	9.500
		Plant Equipment Operator	1.000
Other Professional Total	7.200	Building Services Total	12.500
		Food Services	
			3.000
Total Professional	94.400	Total Supporting Services	51.336

Average SAT Scores ^{3 5} (64.2% Tested)			
	School	County	National
Critical Reading	539	545	496
Math	565	561	514
Writing	546	545	488
Total	1651	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
321	144	44.9

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	60.7%

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
1,470	1,470	1,253	1,203	1,188	1,212	1,267	1,314

School Personnel Costs	
Professional Salaries	\$8,435,373
Supporting Services Salaries	\$2,195,601
Employee Benefits	\$2,880,165
Total Allocated Cost	\$13,511,139

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

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

³ Outcome data reflect 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Thomas Edison High School of Technology - #748

Principal: Mr. Carlos Hamlin

12501 Dalewood Drive Silver Spring, MD 20906

Office Phone: (301) 929-2175

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 929-2177

School Hours: 7:45 - 1:30

www.montgomeryschoolsmd.org/schools/edison/

Cluster Name: Downcounty Consortium

2012–2013 Enrollment = 516												
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade*	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		
All Students		30.8	69.2	≤5.0	7.2	23.8	46.1	≤5.0	20.9	≤5.0	Grade 9	17
ESOL	12.0	≤5.0	9.1	≤5.0	≤5.0	≤5.0	9.5	≤5.0	≤5.0	≤5.0	Grade 10	83
FARMS	46.3	14.5	31.8	≤5.0	≤5.0	11.8	29.7	≤5.0	≤5.0	≤5.0	Grade 11	192
SPED	30.4	5.6	24.8	≤5.0	≤5.0	8.5	11.8	≤5.0	8.1	≤5.0	Grade 12	224
											Total	516

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	School Programs
Students now or have in the past received FARMS² = 70.7% 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	Thomas Edison High School of Technology is the place for advanced career technical education at the secondary level. It provides students with the technological, academic, and interpersonal skills needed to achieve excellence in their chosen careers and to serve as the foundation for their continuing education. Students from all areas of Montgomery County are eligible to attend. Students Engaged in Pathways to Achievement (SEPA)

School Progress Index ³				
Achievement	Gap Reduction	CCR	SPI	Strand
The School Progress Index does not apply to the Thomas Edison High School of Technology. Students take the Maryland School Assessment at their home school. The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce in half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	Individual student scores are reported back to the student's home school.							
AS								
BL								
HI								
WH								
MU								
ESOL								
FARMS								
SPED								

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	7.4	18.5	0.0	74.1	0.0	40.7	59.3			
Supporting Services	6.3	25.0	31.3	37.5	0.0	56.3	43.8	N/A	N/A	N/A

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.7	7.4	88.9

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 18.1	
Average Class Size:	English = N/A Other = N/A

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal/		Regular	3.750
Asst School Administrator	1.000	Special Education	
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	
		College/Career Information Coord	1.000
Administrative Total	2.000	Media Assistant	
		Teacher Assistant	
Teachers		Instructional Support Total	
Classroom	19.500		5.750
Resource/Team Leader/		Other Support	
Content Specialist	4.000	Business Manager	1.000
Staff Development		Administrative Secretary	1.000
Athletic Director		Registrar	
ESOL		School Financial Assistant	1.000
Alternative		Secretary	1.000
Career/Technical Ed		Media Services Technician	
Special Education:		Security Team Leader	
Classroom	1.000	Security Assistant	1.000
Resource Program		Student Monitor	
Teachers Total	24.500	Other Support Total	5.000
		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	27.500	Total Supporting Services	14.750

Average SAT Scores ^{3 5}			
	School	County	National
Critical Reading	N/A	545	496
Math	N/A	561	514
Writing	N/A	545	488
Total	N/A	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Facilities Data				
Original Construction Date	Year Renovated/ Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1954	1983	28.2	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
19	19	0	0

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,000	1,000	1000	1000	1000	1000	1000	1000

School Personnel Costs	
Professional Salaries	\$2,511,129.00
Supporting Services Salaries	\$705,324.00
Employee Benefits	\$831,458.13
Total Allocated Cost	\$4,047,911.13

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

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

³ Outcome data reflect 2011–2012 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
 Community Supt: Ms. Bronda L. Mills
 School Hours: 7:25 - 2:10
 Feeder Schools: Argyle, Eastern, Lee, Loiederman, Newport Mill, Parkland, Sligo, Silver Spring Int'l, Takoma Park MS

11135 Newport Mill Road Kensington, MD 20895

www.montgomeryschoolsmd.org/schools/einsteinh/s/

Office Phone: (301) 929-2200

Fax Number: (301) 962-1016

Cluster Name: Downcounty Consortium

2012–2013 Enrollment = 1,581												
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		
All Students		51.5	48.5	≤5.0	10.1	21.9	43.9	≤5.0	21.3	≤5.0	Grade 9	434
ESOL	7.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	Grade 10	437
FARMS	41.6	21.6	20.0	≤5.0	≤5.0	10.0	25.5	≤5.0	≤5.0	≤5.0	Grade 11	329
SPED	14.4	5.4	9.0	≤5.0	≤5.0	≤5.0	7.7	≤5.0	≤5.0	≤5.0	Grade 12	381
											Total	1,581

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	68.4	9.6	21.9

Other Participation	School Programs
Students now or have in the past received FARMS ² = 64.6% Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.3% Graduation Rate ^{2 3} = 79.8% Attendance Rate ^{2 3} = 91.8% Dropout Rate ^{2 3} = 11.5% Suspension Rate ^{2 3} = 5.0% Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = 54.4%	Learning and Academic Disabilities Learning for Independence School/Community-Based Academy of Finance Ninth Grade Academy Renaissance Academy International Baccalaureate (IB) Diploma Programme The Visual Art Center Visual and Performing Arts Academy

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Met	0.9268	3

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	88.5	92.1	86.9	93.9	90.2	87.5	85.0	89.0
AS	≥95.0	≥95.0	90.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	88.1	90.5	92.9	92.1	77.0	87.1	77.4	91.9
HI	78.2	87.8	75.9	91.4	88.7	79.0	77.4	79.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	86.7	86.7	91.7	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	43.8	83.3	40.0	--	54.5	63.6	16.7	--
FARMS	79.2	91.2	70.4	87.9	86.7	81.3	74.8	80.9
SPED	77.8	72.2	50.0	66.7	80.6	73.3	67.7	83.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	58.5	47.0	73.9
Asian	81.8	55.8	79.7
Black or African American	56.0	39.8	68.0
Hispanic/Latino	43.5	31.3	64.7
White	82.6	80.5	94.5
Two or More Races	--	63.6	85.7
ESOL	31.7	35.0	39.0
FARMS	48.2	33.1	60.4
SPED	30.5	23.8	29.6

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	2.3	16.3	9.3	71.3	0.8	64.3	35.7			
Supporting Services	11.7	29.9	18.2	40.3	0.0	64.9	35.1	333	95.2	4.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.4	38.8	41.9

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.9	
Average Class Size:	English = 25.1 Other = 25.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.875
Asst School Administrator	1.000	Special Education	21.106
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.625
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.500
		Teacher Assistant	
Teachers		Instructional Support Total	29.106
Classroom	71.000	Other Support	
Resource/Team Leader/Content Specialist	10.000	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	1.000	Secretary	5.000
Career/Technical Ed	0.800	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	17.500	Security Assistant	5.000
Resource Program	1.000	Student Monitor	
Teachers Total	107.500	Other Support Total	16.000
Other Professional		Building Services	
Counselor	6.900	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.800	Worker	11.500
		Plant Equipment Operator	1.000
Other Professional Total	9.700	Building Services Total	14.500
		Food Services	
			3.125
Total Professional	121.200	Total Supporting Services	62.731

Average SAT Scores ^{3 5} (48.0% Tested)			
	School	County	National
Critical Reading	532	545	496
Math	528	561	514
Writing	531	545	488
Total	1591	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
348	152	43.7

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
91.5%	5.6%	≤5.0%	67.4%

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	65	0	4	11

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
1,615	1,615	1,516	1,446	1,380	1,397	1,455	1,561

School Personnel Costs	
Professional Salaries	\$9,577,063
Supporting Services Salaries	\$2,560,861
Employee Benefits	\$3,329,205
Total Allocated Cost	\$15,467,129

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 2,035													
	% 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	9.9	25.5	39.7	≤5.0	21.0	≤5.0	Grade 9	603	29.6
ESOL	10.1	5.3	≤5.0	≤5.0	≤5.0	≤5.0	7.6	≤5.0	≤5.0	≤5.0	Grade 10	572	28.1
FARMS	41.7	20.4	21.2	≤5.0	≤5.0	12.7	23.4	≤5.0	≤5.0	≤5.0	Grade 11	467	22.9
SPED	14.8	≤5.0	10.4	≤5.0	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	Grade 12	393	19.3
Total												2,035	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	56.5	12.3	31.2

Other Participation	School Programs
Students now or have in the past received FARMS ² = 62.6%	Asperger's/Autism/Bridge
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 14.4%	Learning and Academic Disabilities/Learning for Independence
Graduation Rate ^{2 3} = 76.2%	Physical Disabilities/School/Community-Based
Attendance Rate ^{2 3} = 90.3%	Academy of Arts and Communications
Dropout Rate ^{2 3} = 12.2%	Academy of Business Studies/Academy of Finance
Suspension Rate ^{2 3} = 5.8%	Academy of Information Technology (AOIT)
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = 61.5%	Academy of Leadership and Education
	Academy of Science and Technology
	Cisco Academy/Ninth Grade Academy
	Biomedical Magnet Program (Project Lead the Way)
	Career Pathway Programs/College Institute
	ESOL Center/Multidisciplinary Educational Training and Support (METS)
	Naval Junior Reserve Officer Training Corps (NJROTC)
	College Board Advanced Placement Programs- 22 Classes
	Cosmetology/Child Development
	Auto Technology/Auto Body

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0221	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	89.0	89.5	90.7	93.0	89.1	89.9	89.8
AS	≥95.0	87.5	92.5	94.9	≥95.0	92.7	90.7	94.4
BL	90.4	84.5	81.2	82.8	92.4	84.5	85.6	90.1
HI	92.3	85.4	85.3	85.3	89.5	82.0	85.3	81.1
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	92.3	≥95.0	≥95.0	91.7	≥95.0	≥95.0	≥95.0
ESOL	82.4	66.7	57.1	--	88.2	70.4	60.0	35.0
FARMS	90.0	79.8	80.6	83.8	91.9	81.0	80.8	80.5
SPED	84.2	71.1	60.5	65.8	78.4	64.9	75.7	70.3

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	52.7	42.9	71.0
Asian	73.1	74.5	83.6
Black or African American	46.0	39.3	66.5
Hispanic/Latino	40.4	31.0	65.1
White	72.6	61.3	81.5
Two or More Races	68.0	31.3	63.2
ESOL	27.4	13.0	54.7
FARMS	41.7	30.6	61.4
SPED	21.1	12.7	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	3.1	20.1	8.8	66.7	1.3	57.2	42.8			
Supporting Services	11.1	25.6	14.4	47.8	0.0	65.6	34.4	431	92.6	7.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.4	45.9	44.7

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.9	
Average Class Size:	English = 24.2 Other = 24.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	5.248
Asst School Administrator	1.000	Special Education	26.702
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.249
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	38.199
Classroom	89.700	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	7.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	6.500
Career/Technical Ed	2.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	27.600	Security Assistant	5.500
Resource Program	2.000	Student Monitor	
Teachers Total	139.100	Other Support Total	18.000
Other Professional		Building Services	
Counselor	8.600	Manager	1.000
Media Specialist	1.000	Leader	2.000
Spec Ed Related Services	1.700	Worker	13.500
		Plant Equipment Operator	1.000
Other Professional Total	11.300	Building Services Total	17.500
		Food Services	
			4.374
Total Professional	155.400	Total Supporting Services	78.073

Average SAT Scores ^{3 5} (59.0% Tested)			
	School	County	National
Critical Reading	503	545	496
Math	518	561	514
Writing	491	545	488
Total	1513	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
398	147	36.9

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
93.7%	≤5.0%	≤5.0%	57.6%

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	73	0	6	25

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,992	2,284	2,038	2,013	2,001	2,035	2,092	2,180

School Personnel Costs	
Professional Salaries	\$12,218,076
Supporting Services Salaries	\$3,191,850
Employee Benefits	\$4,193,576
Total Allocated Cost	\$19,603,502

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

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

³ Outcome data reflect 2011–2012 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

6400 Rock Spring Drive Bethesda, MD 20814

Office Phone: (301) 803-7100

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 571-6986

School Hours: 7:25 - 2:10

www.montgomeryschoolsmd.org/schools/wjhs/

Cluster Name: Walter Johnson

Feeder Schools: North Bethesda, Tilden

2012–2013 Enrollment = 2,244													
	% 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	13.6	7.7	17.2	≤5.0	56.2	≤5.0	Grade 9	629	28.0
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	559	24.9
FARMS	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	537	23.9
SPED	11.7	≤5.0	8.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	7.2	≤5.0	Grade 12	519	23.1
Total												2,244	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	30.4	11.8

Other Participation	School Programs
Students now or have in the past received FARMS² = 17.9% Mobility Rate (Entrants + Withdrawals)^{2 3} = 8.3% Graduation Rate^{2 3} = 91.7% Attendance Rate^{2 3} = 94.3% Dropout Rate^{2 3} = ≤5.0% Suspension Rate^{2 3} = ≤3.0% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 77.8%	Asperger's Gifted and Talented/Learning Disabled Learning and Academic Disabilities Learning for Independence School/Community-Based Secondary Learning Center APEX Scholars Signature

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0731	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	90.0	≥95.0	90.9	≥95.0	91.3	91.7	87.5	≥95.0
HI	≥95.0	93.3	94.4	92.2	91.6	≥95.0	88.8	≥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	93.1	≥95.0	≥95.0
ESOL	90.0	≥95.0	94.1	84.6	84.2	90.0	88.9	90.0
FARMS	≥95.0	≥95.0	93.9	93.3	84.4	93.8	90.6	94.1
SPED	93.6	87.2	85.4	87.5	80.7	87.5	73.2	83.6

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	75.6	76.1	94.3
Asian	74.3	84.8	≥95.0
Black or African American	55.2	35.0	92.4
Hispanic/Latino	68.9	62.1	88.9
White	81.1	82.4	≥95.0
Two or More Races	83.3	91.3	94.5
ESOL	36.4	58.3	77.9
FARMS	50.0	44.2	86.5
SPED	40.0	54.8	67.0

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	6.4	5.8	5.8	82.1	0.0	66.7	33.3			
Supporting Services	5.0	21.3	12.5	61.3	0.0	66.3	33.8	462	97.2	2.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.5	46.8	41.7

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.8	
Average Class Size:	English = 25.3 Other = 28.0

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.749
Asst School Administrator	1.000	Special Education	22.487
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.375
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.500
		Teacher Assistant	0.500
Teachers		Instructional Support Total	32.611
Classroom	97.200	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	3.600	School Financial Assistant	1.000
Alternative	0.400	Secretary	6.500
Career/Technical Ed		Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	22.200	Security Assistant	4.000
Resource Program	1.000	Student Monitor	
Teachers Total	133.400	Other Support Total	16.500
Other Professional		Building Services	
Counselor	8.700	Manager	
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.500	Worker	16.000
		Plant Equipment Operator	1.000
Other Professional Total	11.200	Building Services Total	18.000
		Food Services	
			2.187
Total Professional	149.600	Total Supporting Services	69.298

Average SAT Scores ^{3 5} (83.9% Tested)			
	School	County	National
Critical Reading	576	545	496
Math	592	561	514
Writing	576	545	488
Total	1744	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
542	389	71.8

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
93.4%	≤5.0%	≤5.0%	39.7%

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	2009	30.9	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
107	96	0	2	9

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
2,274	2,274	2,297	2,305	2,335	2,313	2,363	2,467

School Personnel Costs	
Professional Salaries	\$12,001,289
Supporting Services Salaries	\$2,764,420
Employee Benefits	\$4,007,585
Total Allocated Cost	\$18,773,294

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 1,594												
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		
All Students		48.6	51.4	≤5.0	9.2	37.8	45.4	≤5.0	5.5	≤5.0	Grade 9	491
ESOL	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0	≤5.0	≤5.0	Grade 10	457
FARMS	52.0	25.4	26.6	≤5.0	≤5.0	20.1	27.7	≤5.0	≤5.0	≤5.0	Grade 11	410
SPED	14.4	≤5.0	9.4	≤5.0	≤5.0	≤5.0	7.2	≤5.0	≤5.0	≤5.0	Grade 12	236
Total												1,594

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	41.5	29.7	28.8

Other Participation	School Programs
Students now or have in the past received FARMS ² = 77.6%	Autism
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 14.1%	Learning and Academic Disabilities
Graduation Rate ^{2 3} = 82.0%	Learning for Independence
Attendance Rate ^{2 3} = 92.8%	Physical Disabilities
Dropout Rate ^{2 3} = 9.1%	School/Community-Based
Suspension Rate ^{2 3} = 6.1%	Secondary Learning Center
Percent of Students Meeting University	Academy of Business Studies
System of Maryland Entrance Requirements ^{2 3} = 62.0%	MediaCom: Multimedia & Telecommunications Academy
	Medical Careers, Sports Medicine and Management Academy
	Career Pathway Programs
	College Institute
	International Baccalaureate (IB) Diploma Programme
	Leadership Training Institute
	Medical Careers
	Naval Junior Reserve Officer Training Corps (NJROTC)
	Positive Behavioral Interventions and Supports (PBIS)
	Destination Graduation

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0623	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	89.8	89.4	85.3	92.7	90.6	81.0	86.1	87.1
AS	90.0	93.8	84.4	≥95.0	≥95.0	93.0	90.9	≥95.0
BL	90.5	91.9	89.2	93.9	89.6	79.5	85.5	86.7
HI	87.5	82.3	76.6	88.9	88.0	74.6	81.5	82.0
WH	93.8	94.4	≥95.0	93.8	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	--	--	90.9	90.0	≥95.0	90.0
ESOL	80.0	80.0	40.0	--	83.3	77.8	60.6	68.8
FARMS	88.5	87.2	79.5	91.4	89.9	75.2	81.6	83.8
SPED	50.0	55.6	55.0	83.3	70.4	53.6	60.7	64.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	46.8	49.5	69.1
Asian	71.4	68.3	84.8
Black or African American	48.1	47.1	70.9
Hispanic/Latino	39.8	45.0	61.5
White	66.7	72.7	80.2
Two or More Races	--	54.5	81.8
ESOL	23.4	38.2	56.9
FARMS	42.9	43.2	63.7
SPED	19.7	29.6	13.5

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	32.5	4.8	57.9	1.6	61.9	38.1			
Supporting Services	12.2	44.6	20.3	23.0	0.0	63.5	36.5	372	96.2	3.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
19.0	39.7	41.3

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.8	
Average Class Size:	English = 23.8 Other = 24.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	3.625
Asst School Administrator	1.000	Special Education	20.463
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.750
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.500
		Teacher Assistant	
Teachers		Instructional Support Total	29.338
Classroom	71.200	Other Support	
Resource/Team Leader/Content Specialist	10.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	3.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	5.000
Career/Technical Ed	2.400	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	19.700	Security Assistant	5.000
Resource Program	1.000	Student Monitor	
Teachers Total	110.300	Other Support Total	16.000
Other Professional		Building Services	
Counselor	6.400	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.600	Worker	12.000
		Plant Equipment Operator	1.000
Other Professional Total	9.000	Building Services Total	15.000
		Food Services	
			3.625
Total Professional	123.300	Total Supporting Services	63.963

Average SAT Scores ^{3 5} (57.4% Tested)			
	School	County	National
Critical Reading	465	545	496
Math	480	561	514
Writing	463	545	488
Total	1407	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
350	104	29.7

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
93.0%	≤5.0%	≤5.0%	66.6%

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	74	0	3	9

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,802	1,802	1,699	1,691	1,714	1,788	1,777	1,838

School Personnel Costs	
Professional Salaries	\$9,614,121
Supporting Services Salaries	\$2,654,394
Employee Benefits	\$3,359,320
Total Allocated Cost	\$15,627,835

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 2011–2012 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

2012–2013 Enrollment = 1,700													
	% 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	15.1	19.8	31.1	≤5.0	30.4	≤5.0	Grade 9	459	27.0
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	447	26.3
FARMS	32.8	15.1	17.6	≤5.0	≤5.0	8.8	18.2	≤5.0	≤5.0	≤5.0	Grade 11	449	26.4
SPED	9.7	≤5.0	6.6	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	345	20.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);											Total	1,700	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	56.4	26.7	17.0

Other Participation	School Programs
Students now or have in the past received FARMS² = 48.7% Mobility Rate (Entrants + Withdrawals)^{2 3} = 9.7% Graduation Rate^{2 3} = 86.2% Attendance Rate^{2 3} = 93.5% Dropout Rate^{2 3} = 7.6% Suspension Rate^{2 3} = 4.4% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 70.3%	Autism Emotional Disabilities Learning and Academic Disabilities Academy of Arts and Humanities Academy of Education Academy of Finance Advanced Engineering Academy (Project Lead the Way) Career Pathway Programs Junior Reserve Officer Training Corps (JROTC) PEAC Program (Pursuing Excellence in the Academic Curricula) Science Research Academy

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0269	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.4	94.1	91.4	92.8	92.5	91.8	89.6	90.1
AS	≥95.0	≥95.0	94.1	≥95.0	≥95.0	≥95.0	94.3	≥95.0
BL	79.3	91.4	82.5	81.8	84.7	89.0	85.1	83.8
HI	91.4	89.7	87.1	89.7	85.7	82.9	85.8	76.8
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	91.4	≥95.0
MU	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	--	--	--	--	61.5	36.4	92.3	--
FARMS	84.2	90.5	81.9	85.3	81.8	78.2	78.5	73.0
SPED	60.0	75.0	75.0	72.2	68.9	73.3	77.8	62.2

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	69.2	60.4	72.8
Asian	84.0	80.7	89.1
Black or African American	59.6	39.8	59.9
Hispanic/Latino	57.8	45.8	56.0
White	84.4	76.1	87.5
Two or More Races	78.6	69.2	86.9
ESOL	42.4	27.3	33.8
FARMS	53.1	40.0	47.7
SPED	33.9	20.0	19.1

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	14.5	4.0	74.2	1.6	58.9	41.1			
Supporting Services	16.4	19.2	17.8	46.6	0.0	64.4	35.6	354	96.0	4.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.1	41.9	50.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.9	
Average Class Size:	English = 25.6 Other = 26.1

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.625
Asst School Administrator	1.000	Special Education	17.925
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.874
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	27.424
Classroom	76.200	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	15.400	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	107.400	Other Support Total	15.999
Other Professional		Building Services	
Counselor	7.200	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.000	Worker	12.500
		Plant Equipment Operator	1.000
Other Professional Total	9.200	Building Services Total	15.500
		Food Services	
			5.562
Total Professional	121.600	Total Supporting Services	64.485

Average SAT Scores ^{3 5} (65.9% Tested)			
	School	County	National
Critical Reading	527	545	496
Math	547	561	514
Writing	525	545	488
Total	1599	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
443	214	48.3

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	61.1%

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
1,896	1,896	1,658	1,602	1,571	1,557	1,617	1,640

School Personnel Costs	
Professional Salaries	\$10,303,909
Supporting Services Salaries	\$2,569,839
Employee Benefits	\$3,447,505
Total Allocated Cost	\$16,321,253

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

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

³ Outcome data reflect 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Richard Montgomery High School - #201

Principal: Dr. Nelson McLeod

250 Richard Montgomery Drive Rockville, MD 20852

Office Phone: (301) 610-8000

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

2012–2013 Enrollment = 2,124													
	% 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	25.3	15.1	22.6	≤5.0	31.4	5.5	Grade 9	567	26.7
ESOL	6.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	541	25.5
FARMS	20.6	9.9	10.7	≤5.0	≤5.0	5.4	8.5	≤5.0	≤5.0	≤5.0	Grade 11	529	24.9
SPED	7.7	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	487	22.9
Total												2,124	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	82.9	15.2	≤5.0

Other Participation	School Programs
Students now or have in the past received FARMS² = 37.3% Mobility Rate (Entrants + Withdrawals)^{2 3} = 10.1% Graduation Rate^{2 3} = 90.3% Attendance Rate^{2 3} = 94.0% Dropout Rate^{2 3} = ≤5.0% Suspension Rate^{2 3} = 4.3% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 70.6%	International Baccalaureate (IB) Diploma Program Emotional Disabilities Learning and Academic Disabilities International Baccalaureate Middle Years Program

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0996	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	94.1	≥95.0	≥95.0	94.7	94.7	≥95.0
AS	≥95.0	≥95.0	94.9	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	90.5	91.5	86.5	≥95.0	90.9	83.6	84.7	91.1
HI	91.7	91.9	84.6	86.8	93.8	93.9	91.9	≥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	78.3	86.4	57.7	--	80.0	64.3	65.2	50.0
FARMS	91.5	93.0	80.8	88.7	88.6	85.5	85.4	92.1
SPED	73.9	70.0	70.8	71.4	90.0	74.2	84.4	84.4

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	70.6	71.8	81.8
Asian	81.0	88.8	90.3
Black or African American	54.3	56.0	70.5
Hispanic/Latino	59.3	49.6	66.0
White	80.5	80.0	89.7
Two or More Races	76.9	76.3	88.3
ESOL	29.8	46.5	38.3
FARMS	51.0	50.0	61.1
SPED	37.5	16.7	32.0

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	6.9	5.5	80.0	0.7	61.4	38.6			
Supporting Services	9.5	27.0	20.6	42.9	0.0	63.5	36.5	448	97.8	2.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.7	44.8	43.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 13.7	
Average Class Size:	English = 25.4 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	13.000
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		English Composition Assistant	2.250
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	22.875
Classroom	93.800	Other Support	
Resource/Team Leader/Content Specialist	7.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	5.000	School Financial Assistant	1.000
Alternative	0.800	Secretary	6.000
Career/Technical Ed	0.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	14.200	Security Assistant	4.000
Resource Program	2.000	Student Monitor	
Teachers Total	124.800	Other Support Total	16.000
Other Professional		Building Services	
Counselor	8.400	Manager	1.000
Media Specialist	1.000	Leader	2.000
Spec Ed Related Services	0.800	Worker	13.500
		Plant Equipment Operator	1.000
Other Professional Total	10.200	Building Services Total	17.500
		Food Services	
			2.750
Total Professional	140.000	Total Supporting Services	59.125

Average SAT Scores ^{3 5} (79.5% Tested)			
	School	County	National
Critical Reading	591	545	496
Math	595	561	514
Writing	589	545	488
Total	1775	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
497	320	64.4

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
94.8%	≤5.0%	≤5.0%	64.4%

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	95	0	2	5

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
2,218	2,218	2,166	2,169	2,211	2,255	2,316	2,377

School Personnel Costs	
Professional Salaries	\$11,322,410
Supporting Services Salaries	\$2,434,160
Employee Benefits	\$3,638,756
Total Allocated Cost	\$17,395,326

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 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Northwest High School - #246

Principal: Mrs. E. Lancellotti (Lance) Dempsey 13501 Richter Farm Road Germantown, MD 20874

Community Supt: Dr. LaVerne G. Kimball

School Hours: 7:25 - 2:10

www.montgomeryschoolsmd.org/schools/northwesths/

Feeder Schools: Clemente, Kingsview, Lakelands Park

Office Phone: (301) 601-4660

Fax Number: (301) 601-4662

Cluster Name: Northwest

2012–2013 Enrollment = 2,062													
	% 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	18.4	26.7	20.0	≤5.0	29.9	≤5.0	Grade 9	543	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	531	25.8
FARMS	26.2	13.1	13.1	≤5.0	≤5.0	11.8	9.4	≤5.0	≤5.0	≤5.0	Grade 11	470	22.8
SPED	11.3	≤5.0	7.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	518	25.1
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);											Total	2,062	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	93.1	≤5.0	≤5.0

Other Participation	School Programs
Students now or have in the past received FARMS² = 44.4% Mobility Rate (Entrants + Withdrawals)^{2 3} = 10.2% Graduation Rate^{2 3} = 92.5% Attendance Rate^{2 3} = 93.3% Dropout Rate^{2 3} = ≤5.0% Suspension Rate^{2 3} = 6.6% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 80.6%	Emotional Disabilities Learning and Academic Disabilities Academy of Biotechnology Academy of Commercial and Fine Arts Academy of Finance Ulysses Signature Program Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0297	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	94.8	92.5	92.0	91.5	93.5	92.2	92.7	92.8
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	94.5	≥95.0
BL	86.9	84.8	82.1	82.2	83.5	86.3	87.2	88.9
HI	93.1	89.7	85.1	86.0	≥95.0	85.9	92.9	87.1
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	91.3	86.4	≥95.0	87.0	≥95.0	≥95.0	87.5	≥95.0
ESOL	--	--	--	--	--	--	--	--
FARMS	86.7	86.4	81.1	82.4	90.7	85.6	88.8	88.8
SPED	77.8	69.1	61.8	70.6	74.5	65.5	69.6	62.5

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	72.5	70.6	85.0
Asian	91.6	85.7	≥95.0
Black or African American	55.1	55.1	71.4
Hispanic/Latino	60.0	57.3	77.1
White	87.7	82.9	94.4
Two or More Races	72.7	75.0	85.1
ESOL	--	--	--
FARMS	52.0	50.4	68.0
SPED	47.9	40.4	54.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.9	10.5	4.9	76.9	2.1	69.2	30.8			
Supporting Services	17.1	20.0	12.9	50.0	0.0	57.1	42.9	439	97.5	2.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.6	53.1	34.3

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.9	
Average Class Size:	English = 23.6 Other = 26.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	2.375
Asst School Administrator	1.000	Special Education	15.199
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.250
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	23.824
Classroom	93.000	Other Support	
Resource/Team Leader/Content Specialist	8.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL		School Financial Assistant	1.000
Alternative	1.000	Secretary	6.000
Career/Technical Ed	1.800	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	19.600	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	126.800	Other Support Total	17.000
Other Professional		Building Services	
Counselor	8.500	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.600	Worker	15.000
		Plant Equipment Operator	1.000
Other Professional Total	10.100	Building Services Total	18.000
		Food Services	3.625
Total Professional	141.900	Total Supporting Services	62.449

Average SAT Scores ^{3 5} (68.8% Tested)			
	School	County	National
Critical Reading	534	545	496
Math	545	561	514
Writing	533	545	488
Total	1612	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
468	223	47.6

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	60.2%

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
2,151	2,151	2,059	2,080	2,140	2,243	2,374	2,448

School Personnel Costs	
Professional Salaries	\$10,864,559
Supporting Services Salaries	\$2,481,676
Employee Benefits	\$3,575,154
Total Allocated Cost	\$16,921,389

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

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

³ Outcome data reflect 2011–2012 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: Mr. Mark Kelsch, Acting
Community Supt: Ms. Bronda L. Mills
School Hours: 7:20 - 2:10
Feeder Schools: Lee, Silver Spring Int'l, Sligo MS

919 University Blvd. W. Silver Spring MD 20901

www.montgomeryschoolsmd.org/schools/northwoodhs/

Office Phone: (301) 649-8088

Fax Number: (301) 649-8285

Cluster Name: Downcounty Consortium

2012–2013 Enrollment = 1,488													
	% 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	6.4	27.9	45.7	≤5.0	17.1	≤5.0	Grade 9	450	30.2
ESOL	9.7	≤5.0	5.4	≤5.0	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	Grade 10	375	25.2
FARMS	44.8	21.5	23.3	≤5.0	≤5.0	13.3	26.7	≤5.0	≤5.0	≤5.0	Grade 11	355	23.9
SPED	16.1	5.5	10.6	≤5.0	≤5.0	≤5.0	7.1	≤5.0	≤5.0	≤5.0	Grade 12	308	20.7
Total												1,488	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	84.2	11.3	≤5.0

Other Participation	School Programs
Students now or have in the past received FARMS² = 70.6% Mobility Rate (Entrants + Withdrawals)^{2 3} = 18.6% Graduation Rate^{2 3} = 81.7% Attendance Rate^{2 3} = 91.1% Dropout Rate^{2 3} = 13.3% Suspension Rate^{2 3} = 7.2% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 62.7%	Emotional Disabilities Gifted and Talented/Learning Disabled Learning and Academic Disabilities Academy of Humanities, Art, and Media Academy of Musical Theatre Academy of Politics, Advocacy, and Law Academy of Technology, Environmental, and Systems Science Early College Scholars Program Ninth Grade Academy Advancement Via Individual Determination (AVID) Career Pathway Programs

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9765	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	88.8	87.6	88.6	88.2	89.9	86.5	84.7	89.9
AS	≥95.0	≥95.0	69.2	--	≥95.0	92.9	93.3	93.8
BL	84.3	88.0	88.2	87.2	85.2	77.2	76.2	87.5
HI	85.3	78.5	84.6	83.3	85.9	82.1	81.1	83.7
WH	93.2	≥95.0	≥95.0	94.9	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	--	--	--	--	--	--
ESOL	54.5	--	--	--	70.0	--	20.0	60.0
FARMS	85.1	75.6	81.3	81.9	86.0	83.8	77.5	84.2
SPED	70.6	75.8	62.9	78.6	76.7	76.7	76.7	86.7

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

Northwood High School - #796

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment ^{2 3 4}			
	Algebra Completion with a "C" or Higher by Grade 9	Geometry Completion with a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	50.6	58.8	66.9
Asian	77.4	79.2	76.4
Black or African American	53.4	56.6	59.5
Hispanic/Latino	40.9	50.0	60.8
White	67.2	79.4	86.1
Two or More Races	60.0	--	77.4
ESOL	25.0	63.3	38.5
FARMS	43.5	50.6	57.7
SPED	25.3	32.8	32.8

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.2	33.0	9.6	51.3	0.9	57.4	42.6			
Supporting Services	14.3	33.3	19.0	31.7	0.0	65.1	34.9	383	87.2	12.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.8	49.6	35.7

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.3	
Average Class Size:	English = 25.0 Other = 24.4

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.875
Asst School Administrator	1.000	Special Education	16.763
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.625
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.500
		Teacher Assistant	
Teachers		Instructional Support Total	24.763
Classroom	65.800	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	4.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	4.000
Career/Technical Ed	1.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	16.200	Security Assistant	4.000
Resource Program	2.000	Student Monitor	
Teachers Total	99.400	Other Support Total	14.000
Other Professional		Building Services	
Counselor	6.200	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.000	Worker	10.000
		Plant Equipment Operator	1.000
Other Professional Total	8.200	Building Services Total	13.000
		Food Services	
			3.625
Total Professional	111.600	Total Supporting Services	55.388

Average SAT Scores ^{3 5} (54.1% Tested)			
	School	County	National
Critical Reading	510	545	496
Math	506	561	514
Writing	494	545	488
Total	1511	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
281	111	39.5

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
91.5%	5.9%	≤5.0%	57.7%

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1956	2004	29.6	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
73	60	0	3	10

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,512	1,512	1,465	1,504	1,551	1,586	1,616	1,661

School Personnel Costs	
Professional Salaries	\$8,584,630
Supporting Services Salaries	\$2,095,222
Employee Benefits	\$2,860,064
Total Allocated Cost	\$13,539,916

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

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

³ Outcome data reflect 2011–2012 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: Mrs. Jeanette E. Dixon

14121 Old Columbia Pike Burtonsville, MD 20866

Office Phone: (301) 989-5600

Community Supt: Dr. Myra J. Smith

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

2012–2013 Enrollment = 1,922													
	% 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	15.6	52.8	15.9	≤5.0	11.6	≤5.0	Grade 9	591	30.7
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	517	26.9
FARMS	34.0	16.8	17.3	≤5.0	≤5.0	21.6	7.8	≤5.0	≤5.0	≤5.0	Grade 11	433	22.5
SPED	9.8	≤5.0	6.7	≤5.0	≤5.0	6.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	381	19.8
Total												1,922	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	58.2	34.4	7.4

Other Participation	School Programs
Students now or have in the past received FARMS ² = 57.4%	Emotional Disabilities
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 11.4%	Learning and Academic Disabilities
Graduation Rate ^{2 3} = 86.6%	Learning for Independence
Attendance Rate ^{2 3} = 94.6%	Academy of Education
Dropout Rate ^{2 3} = 6.9%	Academy of Finance
Suspension Rate ^{2 3} = 5.2%	Academy of Science
Percent of Students Meeting University	Advanced Engineering Academy (Project Lead the Way)
System of Maryland Entrance Requirements ^{2 3} = 66.0%	National Academy of Finance
	Ninth Grade Academy
	College Institute
	Medical Careers
	Naval Junior Reserve Officer Training Corps (NJROTC)
	Academy of Science and Media

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Met	0.9214	3

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	90.8	91.1	87.7	94.3	88.6	89.3	88.3	91.3
AS	≥95.0	89.8	89.8	≥95.0	≥95.0	≥95.0	94.9	≥95.0
BL	85.9	90.1	88.5	93.3	83.3	85.6	87.8	90.3
HI	85.0	87.2	70.0	86.8	85.7	81.8	76.8	84.2
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.3	93.3
MU	≥95.0	94.1	94.1	≥95.0	83.3	≥95.0	81.8	81.8
ESOL	--	--	--	--	--	--	--	--
FARMS	85.6	87.6	87.0	94.7	79.8	80.0	81.3	85.3
SPED	77.8	66.7	50.0	61.1	38.9	52.9	23.5	50.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	63.0	44.8	91.6
Asian	84.1	77.6	≥95.0
Black or African American	58.0	35.4	89.4
Hispanic/Latino	47.8	35.4	89.2
White	81.1	56.3	≥95.0
Two or More Races	59.1	30.8	92.4
ESOL	52.9	--	85.2
FARMS	52.9	33.9	87.9
SPED	14.5	8.1	59.1

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	4.5	19.4	3.7	67.2	4.5	69.4	30.6			
Supporting Services	9.5	32.4	10.8	44.6	1.4	66.2	33.8	366	92.9	7.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
9.7	44.8	45.5

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 13.1	
Average Class Size:	English = 25.6 Other = 27.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	3.125
Asst School Administrator	1.000	Special Education	16.910
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.000
		Hearing Interpreter	
Administrative Total	6.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	26.035
Classroom	82.000	Other Support	
Resource/Team Leader/Content Specialist	8.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	0.600	School Financial Assistant	1.000
Alternative	1.000	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	15.600	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	112.600	Other Support Total	16.000
Other Professional		Building Services	
Counselor	7.700	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.700	Worker	15.000
		Plant Equipment Operator	1.000
Other Professional Total	9.400	Building Services Total	18.000
		Food Services	
			3.688
Total Professional	128.000	Total Supporting Services	63.723

Average SAT Scores ^{3 5} (76.7% Tested)			
	School	County	National
Critical Reading	488	545	496
Math	501	561	514
Writing	491	545	488
Total	1480	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
406	154	37.9

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	62.0%

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1969	2012	46.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
94	83	0	0	11

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,993	1,993	1,903	1,934	1,935	1,907	1,938	1,976

School Personnel Costs	
Professional Salaries	\$10,478,344
Supporting Services Salaries	\$2,679,031
Employee Benefits	\$3,567,247
Total Allocated Cost	\$16,724,622

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 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Poolesville High School - #152

Principal: Ms. Deena Levine

17501 Willard Road Poolesville, MD 20837

Office Phone: (301) 972-7900

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 972-7943

School Hours: 7:25 - 2:10

www.montgomeryschoolsmd.org/schools/poolesvillehs/

Cluster Name: Poolesville

Feeder Schools: John Poole

2012–2013 Enrollment = 1,235													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.7	49.3	≤5.0	23.4	5.4	7.5	≤5.0	57.8	5.6	Grade 9	311	25.2
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	303	24.5
FARMS	6.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	314	25.4
SPED	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	307	24.9
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);											Total	1,235	

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).

Students with Disabilities Least Restrictive Environment (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	School Programs
Students now or have in the past received FARMS² = 14.2% Mobility Rate (Entrants + Withdrawals)^{2 3} = ≤5.0% Graduation Rate^{2 3} = ≥95.0% Attendance Rate^{2 3} = ≥95.0% Dropout Rate^{2 3} = ≤5.0% Suspension Rate^{2 3} = 3.5% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 88.4%	Global Ecology House Humanities House Science, Mathematics, and Computer Science Magnet Program Project Lead The Way - Engineering

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.1684	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	83.3	≥95.0	83.3	91.7	88.2	82.4	76.5	81.3
HI	≥95.0	≥95.0	≥95.0	≥95.0	94.1	94.1	82.4	≥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	83.3	≥95.0	91.7	90.9	90.9	72.7	72.7	80.0
SPED	94.7	≥95.0	84.2	≥95.0	73.3	73.3	60.0	66.7

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

Pooleville 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	87.1	89.1	≥95.0
Asian	93.7	≥95.0	≥95.0
Black or African American	68.4	68.4	≥95.0
Hispanic/Latino	76.5	80.8	≥95.0
White	87.4	88.6	≥95.0
Two or More Races	89.5	--	≥95.0
ESOL	--	--	--
FARMS	59.1	60.9	≥95.0
SPED	50.0	63.2	≥95.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender				
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	4.5	0.0	5.7	89.8	0.0	59.1	40.9			
Supporting Services	3.0	12.1	15.2	69.7	0.0	72.7	27.3	227	96.9	3.1

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.4	35.2	53.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.3	
Average Class Size:	English = 27.0 Other = 27.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	1.375
Asst School Administrator		Special Education	3.500
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	1.000
		English Composition Assistant	1.375
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.000
		Teacher Assistant	
Teachers		Instructional Support Total	9.250
Classroom	57.400	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	3.500
Career/Technical Ed	0.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	6.100	Security Assistant	2.000
Resource Program	1.000	Student Monitor	
Teachers Total	72.700	Other Support Total	11.500
		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	0.200	Building Services Total	8.500
Other Professional Total	5.700	Food Services	0.750
Total Professional	82.400	Total Supporting Services	30.000

Average SAT Scores ^{3 5} (86.2% Tested)			
	School	County	National
Critical Reading	621	545	496
Math	634	561	514
Writing	614	545	488
Total	1869	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
268	209	78.0

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	43.5%

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
1,152	1,152	1,205	1,196	1,167	1,137	1,100	1,076

School Personnel Costs	
Professional Salaries	\$6,879,416
Supporting Services Salaries	\$1,262,620
Employee Benefits	\$2,155,421
Total Allocated Cost	\$10,297,457

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

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

³ Outcome data reflect 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Quince Orchard High School - #125

Principal: Mrs. Carole A. Working

15800 Quince Orchard Road Gaithersburg, MD 20878

Office Phone: (301) 840-4686

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 840-4699

School Hours: 7:25 - 2:10

www.qohs.org/

Cluster Name: Quince Orchard

Feeder Schools: Lakelands Park, Ridgeview

2012–2013 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		48.9	51.1	≤5.0	13.1	15.1	22.2	≤5.0	45.6	≤5.0	Grade 9	490	26.7
ESOL	5.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	438	23.9
FARMS	21.9	10.5	11.4	≤5.0	≤5.0	6.6	11.2	≤5.0	≤5.0	≤5.0	Grade 11	481	26.3
SPED	11.2	≤5.0	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	423	23.1
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);											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	88.8	≤5.0	9.2

Other Participation	School Programs
Students now or have in the past received FARMS² = 36.7% Mobility Rate (Entrants + Withdrawals)^{2 3} = 8.4% Graduation Rate^{2 3} = 88.6% Attendance Rate^{2 3} = 93.3% Dropout Rate^{2 3} = 5.9% Suspension Rate^{2 3} = 4.6% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 79.4%	Extensions Learning and Academic Disabilities Learning for Independence (for current QOHS students only) School/Community-Based Advanced Engineering Academy (Project Lead the Way) Advanced Study in Arts and Academics Signature Cisco Academy

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0011	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	90.8	91.0	90.7	94.7	91.6	93.3	93.1
AS	≥95.0	≥95.0	92.1	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	88.9	79.2	83.0	81.5	77.1	68.6	83.3	72.5
HI	89.9	82.9	80.6	79.7	93.0	86.3	87.8	89.2
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	93.3	93.3	93.8	87.5	--	--	≥95.0	90.0
ESOL	60.0	63.6	--	--	--	--	--	--
FARMS	88.0	74.0	77.1	75.7	85.2	76.2	82.5	84.6
SPED	80.0	73.3	75.6	72.7	72.0	76.0	72.0	76.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	71.2	69.5	91.9
Asian	87.0	80.0	≥95.0
Black or African American	52.0	45.3	81.5
Hispanic/Latino	57.8	46.0	85.5
White	82.3	82.6	≥95.0
Two or More Races	68.8	88.2	≥95.0
ESOL	41.4	32.1	68.8
FARMS	49.2	38.7	82.5
SPED	54.5	34.5	66.0

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	7.5	5.3	82.0	0.8	66.9	33.1			
Supporting Services	10.3	19.2	16.7	53.8	0.0	64.1	35.9	357	93.6	6.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.3	46.6	39.1

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.1	
Average Class Size:	English = 26.4 Other = 27.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.250
Asst School Administrator	1.000	Special Education	22.938
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.874
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	32.062
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	3.200	School Financial Assistant	1.000
Alternative	0.600	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	14.500	Security Assistant	5.000
Resource Program	2.000	Student Monitor	
Teachers Total	110.500	Other Support Total	16.000
Other Professional		Building Services	
Counselor	7.900	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.900	Worker	12.000
		Plant Equipment Operator	1.000
Other Professional Total	9.800	Building Services Total	15.000
		Food Services	
			3.000
Total Professional	125.300	Total Supporting Services	66.062

Average SAT Scores ^{3 5} (69.1% Tested)			
	School	County	National
Critical Reading	545	545	496
Math	567	561	514
Writing	547	545	488
Total	1659	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
375	227	60.5

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	54.7%

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,777	1,777	1,830	1,789	1,811	1,844	1,877	1,938

School Personnel Costs	
Professional Salaries	\$9,994,551
Supporting Services Salaries	\$2,667,159
Employee Benefits	\$3,463,769
Total Allocated Cost	\$16,125,479

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

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

³ Outcome data reflect 2011–2012 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

2100 Baltimore Road Rockville, MD 20851

Office Phone: (301) 517-8105

Community Supt: Dr. Donna S. Hollingshead

Fax Number: (301) 517-8288

School Hours: 7:25 - 2:10

www.montgomeryschoolsmd.org/schools/rockvillehs/

Cluster Name: Rockville

Feeder Schools: Wood

2012–2013 Enrollment = 1,269													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.0	50.0	≤5.0	10.6	14.8	32.1	≤5.0	38.6	≤5.0	Grade 9	349	27.5
ESOL	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	331	26.1
FARMS	30.0	15.7	14.3	≤5.0	≤5.0	6.7	17.7	≤5.0	≤5.0	≤5.0	Grade 11	318	25.1
SPED	16.3	6.5	9.8	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	6.3	≤5.0	Grade 12	271	21.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);											Total	1,269	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	51.7	15.0	33.3

Other Participation	School Programs
Students now or have in the past received FARMS² = 46.6% Mobility Rate (Entrants + Withdrawals)^{2 3} = 11.3% Graduation Rate^{2 3} = 83.1% Attendance Rate^{2 3} = 93.4% Dropout Rate^{2 3} = 8.5% Suspension Rate^{2 3} = ≤3.0% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 67.5%	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)

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0495	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	93.8	94.6	≥95.0	≥95.0	92.0	92.2	89.8	90.3
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	93.1	86.7	≥95.0
BL	92.9	≥95.0	92.6	≥95.0	83.8	82.1	82.9	85.0
HI	81.8	90.9	92.3	90.0	87.3	91.3	84.1	85.9
WH	≥95.0	94.2	≥95.0	94.9	≥95.0	≥95.0	≥95.0	94.0
MU	≥95.0	≥95.0	90.0	≥95.0	90.0	≥95.0	90.0	≥95.0
ESOL	54.5	--	--	--	75.0	80.0	33.3	--
FARMS	85.1	90.8	93.5	89.5	85.5	85.9	76.9	84.4
SPED	73.9	66.7	82.6	63.6	73.5	79.4	61.8	68.6

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	67.9	66.9	80.0
Asian	84.4	80.0	86.7
Black or African American	53.8	51.1	70.2
Hispanic/Latino	56.5	54.5	72.9
White	80.8	81.9	88.2
Two or More Races	--	--	77.5
ESOL	15.6	61.9	41.3
FARMS	50.8	50.9	66.4
SPED	39.2	35.7	32.0

Staff Diversity								Classes Taught by		
	% Racial/Ethnic Composition ¹					% Gender		Highly Qualified (HQ) Teachers ³		
	AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ	% Not HQ
Professional	5.7	15.1	3.8	74.5	0.9	67.9	32.1			
Supporting Services	7.5	31.3	14.9	46.3	0.0	70.1	29.9	265	94.7	5.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.2	44.3	41.5

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.2	
Average Class Size:	English = 25.5 Other = 25.3

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.625
Asst School Administrator	1.000	Special Education	22.405
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.375
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.000
		Teacher Assistant	
Teachers		Instructional Support Total	29.405
Classroom	51.400	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	2.600	School Financial Assistant	1.000
Alternative	0.800	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	20.900	Security Assistant	3.000
Resource Program	1.000	Student Monitor	
Teachers Total	86.900	Other Support Total	12.500
Other Professional		Building Services	
Counselor	5.200	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	2.500	Worker	13.500
		Plant Equipment Operator	1.000
Other Professional Total	8.700	Building Services Total	16.500
		Food Services	
			2.750
Total Professional	99.600	Total Supporting Services	61.155

Average SAT Scores ^{3 5} (75.9% Tested)			
	School	County	National
Critical Reading	502	545	496
Math	519	561	514
Writing	504	545	488
Total	1525	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
278	145	52.2

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
94.8%	≤5.0%	≤5.0%	59.9%

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	59	0	2	17

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,516	1,516	1,260	1,299	1,335	1,385	1,453	1,479

School Personnel Costs	
Professional Salaries	\$8,038,872
Supporting Services Salaries	\$2,436,115
Employee Benefits	\$2,873,277
Total Allocated Cost	\$13,348,264

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

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

³ Outcome data reflect 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Seneca Valley High School - #104

Principal: Mr. Marc J. Cohen

19401 Crystal Rock Drive Germantown, MD 20874

Office Phone: (301) 353-8000

Community Supt: Dr. LaVerne G. Kimball

Fax Number: (301) 353-8004

School Hours: 7:25 - 2:10

www.montgomeryschoolsmd.org/schools/senecavalleyhs/

Cluster Name: Seneca Valley

Feeder Schools: Clemente, King

2012–2013 Enrollment = 1,306													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		47.8	52.2	≤5.0	10.5	33.4	27.6	≤5.0	23.9	≤5.0	Grade 9	402	30.8
ESOL	8.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	347	26.6
FARMS	34.7	15.7	19.0	≤5.0	≤5.0	17.0	11.5	≤5.0	≤5.0	≤5.0	Grade 11	281	21.5
SPED	16.1	5.7	10.3	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	276	21.1
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);											Total	1,306	

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	65.7	8.1	26.2

Other Participation	School Programs
Students now or have in the past received FARMS² = 59.6% Mobility Rate (Entrants + Withdrawals)^{2 3} = 15.1% Graduation Rate^{2 3} = 79.5% Attendance Rate^{2 3} = 91.8% Dropout Rate^{2 3} = 13.0% Suspension Rate^{2 3} = 6.1% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 59.8%	Learning and Academic Disabilities Learning for Independence School/Community-Based Academy of Arts and Humanities Academy of Business and Finance Academy of Human Services Academy of Information Technology (AOIT) Academy of Science International Baccalaureate (IB) Diploma Programme Medical Careers Naval Junior Reserve Officer Training Corps (NJROTC)

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9909	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	92.3	94.6	89.5	93.8	89.7	92.6	89.1	90.3
AS	92.9	≥95.0	≥95.0	92.0	≥95.0	≥95.0	88.5	82.6
BL	92.0	≥95.0	84.0	91.8	80.2	89.0	81.9	83.7
HI	83.0	87.0	81.4	92.3	88.6	85.5	87.0	91.3
WH	≥95.0	≥95.0	94.4	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	--	--	89.5	≥95.0	94.4	94.4
ESOL	50.0	66.7	--	--	73.3	50.0	50.0	72.7
FARMS	85.7	90.2	81.4	89.1	85.7	87.4	81.5	80.9
SPED	85.7	80.0	57.1	75.0	76.2	90.9	83.3	79.2

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	54.4	54.6	84.2
Asian	71.1	81.1	87.6
Black or African American	46.7	51.4	79.6
Hispanic/Latino	44.1	40.0	81.6
White	69.9	63.9	88.6
Two or More Races	70.0	64.3	≥95.0
ESOL	31.7	30.0	59.1
FARMS	39.7	43.9	76.7
SPED	20.0	38.5	47.4

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	7.2	12.6	5.4	71.2	3.6	64.0	36.0			
Supporting Services	3.4	22.0	16.9	54.2	3.4	64.4	35.6	307	92.2	7.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
12.6	46.8	40.5

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.2	
Average Class Size:	English = 21.0 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	17.758
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.500
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.000
		Teacher Assistant	
Teachers		Instructional Support Total	26.007
Classroom	58.400	Other Support	
Resource/Team Leader/Content Specialist	8.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	3.400	School Financial Assistant	1.000
Alternative	1.000	Secretary	4.000
Career/Technical Ed	2.200	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	18.500	Security Assistant	4.000
Resource Program	1.000	Student Monitor	
Teachers Total	93.900	Other Support Total	14.000
Other Professional		Building Services	
Counselor	5.900	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.400	Worker	10.500
		Plant Equipment Operator	1.000
Other Professional Total	8.300	Building Services Total	13.500
		Food Services	
			2.000
Total Professional	106.200	Total Supporting Services	55.507

Average SAT Scores ^{3 5} (56.3% Tested)			
	School	County	National
Critical Reading	507	545	496
Math	507	561	514
Writing	508	545	488
Total	1522	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
312	116	37.2

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
93.9%	≤5.0%	≤5.0%	70.5%

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,298	1,993	1,314	1,290	1,267	1,244	1,275	1,310

School Personnel Costs	
Professional Salaries	\$8,575,664
Supporting Services Salaries	\$2,360,809
Employee Benefits	\$2,979,346
Total Allocated Cost	\$13,915,819

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

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

³ Outcome data reflect 2011–2012 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
 Community Supt: Dr. Myra J. Smith
 School Hours: 7:25 - 2:10
 Feeder Schools: Farquhar, Rosa Parks

300 Olney-Sandy Spring Road Sandy Spring, MD 20860
www.montgomeryschoolsmd.org/schools/sherwoodhs/

Office Phone: (301) 924-3200
 Fax Number: (301) 924-3220
 Cluster Name: Sherwood

2012–2013 Enrollment = 2,027													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		50.0	50.0	≤5.0	11.1	16.1	12.7	≤5.0	56.5	≤5.0	Grade 9	507	25.0
ESOL	8.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	482	23.8
FARMS	14.6	5.8	8.8	≤5.0	≤5.0	6.1	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	542	26.7
SPED	9.8	≤5.0	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	5.3	≤5.0	Grade 12	496	24.5
Total												2,027	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	84.9	6.5	8.5

Other Participation	School Programs
Students now or have in the past received FARMS ² = 24.5% Mobility Rate (Entrants + Withdrawals) ^{2 3} = 7.8% Graduation Rate ^{2 3} = 93.4% Attendance Rate ^{2 3} = 94.1% Dropout Rate ^{2 3} = ≤5.0% Suspension Rate ^{2 3} = 4.1% Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = 77.6%	Learning and Academic Disabilities Learning for Independence School/Community-Based Academy of Hospitality and Tourism Academy of Hospitality Management Teacher Academy of Maryland Career Pathway Programs ESOL Center Medical Careers

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0830	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	92.9	93.5	94.1	≥95.0	93.1	94.1
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	89.5	84.9	77.2	84.1	81.1	85.7	82.3	84.5
HI	89.6	89.8	85.4	78.0	85.2	91.8	85.5	89.5
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	90.9	83.3	81.8
ESOL	66.7	75.0	42.9	--	65.4	61.1	48.1	38.5
FARMS	86.0	84.6	67.4	78.3	80.6	83.6	72.6	78.8
SPED	82.5	90.0	67.5	62.5	66.7	77.8	64.9	73.0

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	76.0	68.9	90.9
Asian	84.7	67.8	87.7
Black or African American	56.4	52.9	82.3
Hispanic/Latino	51.4	53.1	80.1
White	87.4	76.8	≥95.0
Two or More Races	88.2	61.5	92.5
ESOL	27.9	42.4	45.9
FARMS	46.3	51.5	68.8
SPED	50.0	45.2	66.2

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	4.1	13.1	6.9	74.5	0.7	75.2	24.8			
Supporting Services	5.8	27.5	11.6	53.6	1.4	62.3	37.7	435	97.7	2.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
6.9	40.7	52.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.8	
Average Class Size:	English = 24.3 Other = 25.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.000
Asst School Administrator	1.000	Special Education	15.642
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.250
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	24.892
Classroom	90.400	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	5.600	School Financial Assistant	1.000
Alternative	0.600	Secretary	6.000
Career/Technical Ed	1.400	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	16.600	Security Assistant	4.000
Resource Program	1.000	Student Monitor	
Teachers Total	125.000	Other Support Total	16.000
Other Professional		Building Services	
Counselor	8.200	Manager	1.000
Media Specialist	1.000	Leader	2.000
Spec Ed Related Services	1.000	Worker	14.500
		Plant Equipment Operator	1.000
Other Professional Total	10.200	Building Services Total	18.500
		Food Services	
			3.125
Total Professional	140.200	Total Supporting Services	62.517

Average SAT Scores ^{3 5} (77.1% Tested)			
	School	County	National
Critical Reading	532	545	496
Math	554	561	514
Writing	535	545	488
Total	1622	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
510	277	54.3

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
94.7%	≤5.0%	≤5.0%	49.6%

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
2,013	2,013	2,014	1,862	1,840	1,814	1,792	1,785

School Personnel Costs	
Professional Salaries	\$11,800,731
Supporting Services Salaries	\$2,615,287
Employee Benefits	\$3,847,800
Total Allocated Cost	\$18,263,818

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

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

³ Outcome data reflect 2011–2012 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: Dr. Myra J. Smith

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

2012–2013 Enrollment = 1,723												
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number
All Students		42.9	57.1	≤5.0	12.4	41.3	34.1	≤5.0	9.1	≤5.0	Grade 9	466
ESOL	7.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	449
FARMS	44.1	18.7	25.4	≤5.0	≤5.0	18.6	20.5	≤5.0	≤5.0	≤5.0	Grade 11	393
SPED	11.9	≤5.0	8.6	≤5.0	≤5.0	5.2	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	415
Total												1,723

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).

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	82.9	≤5.0	12.2

Other Participation	School Programs
Students now or have in the past received FARMS ² = 65.6%	Learning and Academic Disabilities
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.9%	Learning for Independence
Graduation Rate ^{2 3} = 83.3%	School/Community-Based
Attendance Rate ^{2 3} = 93.1%	Academy of Information Technology (AOIT)
Dropout Rate ^{2 3} = 8.9%	Cisco Academy
Suspension Rate ^{2 3} = 6.9%	Justice, Law and Society Academy
Percent of Students Meeting University	Career Pathway Programs
System of Maryland Entrance Requirements ^{2 3} = 69.7%	International Baccalaureate (IB) Diploma Programme
	International Baccalaureate Middle Years Programme
	Multidisciplinary Educational Training and Support (METS)
	Hospitality Management
	Accounting
	Business Administration
	Early Childhood Development
	College/Career Research & Development

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	0.9695	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	87.1	92.2	85.7	93.1	88.6	89.9	88.3	92.3
AS	≥95.0	≥95.0	88.4	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	84.3	91.1	85.0	94.2	87.1	91.7	86.0	91.8
HI	80.5	86.9	78.8	89.6	81.5	77.8	81.7	86.8
WH	≥95.0	≥95.0	≥95.0	93.3	93.9	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	--	--	--	--	--
ESOL	18.2	--	--	--	50.0	57.1	17.6	42.9
FARMS	82.1	86.9	79.2	88.9	83.2	81.0	82.1	88.9
SPED	53.8	73.1	50.0	63.6	70.8	66.7	87.5	66.7

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	56.2	51.0	83.8
Asian	81.5	68.2	92.3
Black or African American	55.3	43.1	81.3
Hispanic/Latino	46.0	39.3	80.3
White	82.9	83.7	93.0
Two or More Races	--	75.0	92.3
ESOL	23.4	28.6	59.0
FARMS	48.9	41.1	79.3
SPED	25.8	24.4	49.8

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	4.7	28.7	4.7	59.7	2.3	65.1	34.9			
Supporting Services	8.7	33.3	17.4	37.7	2.9	62.3	37.7	346	91.6	8.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.9	38.0	51.2

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.1	
Average Class Size:	English = 25.6 Other = 25.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	3.125
Asst School Administrator		Special Education	15.244
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.875
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	
Classroom	76.600	Other Support	24.244
Resource/Team Leader/Content Specialist	10.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	3.600	School Financial Assistant	1.000
Alternative	1.000	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	15.200	Security Assistant	5.000
Resource Program	1.000	Student Monitor	
Teachers Total	110.800	Other Support Total	16.000
Other Professional		Building Services	
Counselor	7.400	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	0.800	Worker	13.000
		Plant Equipment Operator	1.000
Other Professional Total	9.200	Building Services Total	16.000
		Food Services	
			3.875
Total Professional	124.000	Total Supporting Services	60.119

Average SAT Scores ^{3 5} (74.6% Tested)			
	School	County	National
Critical Reading	479	545	496
Math	489	561	514
Writing	472	545	488
Total	1440	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
366	112	30.6

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
93.5%	≤5.0%	≤5.0%	58.2%

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
2,073	2,073	1,698	1,666	1,645	1,687	1,727	1,792

School Personnel Costs	
Professional Salaries	\$10,318,196
Supporting Services Salaries	\$2,421,399
Employee Benefits	\$3,444,045
Total Allocated Cost	\$16,183,640

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 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Watkins Mill High School - #545

Principal: Mr. Scott W. Murphy

10301 Apple Ridge Road Gaithersburg, MD 20879

Office Phone: (301) 840-3959

Community Supt: Dr. Darryl L. Williams

Fax Number: (301) 840-3980

School Hours: 7:25 - 2:10

www.montgomeryschoolsmd.org/schools/watkinsmillhs/

Cluster Name: Watkins Mill

Feeder Schools: Montgomery Village, Neelsville

2012–2013 Enrollment = 1,424													
	% 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	10.1	37.8	34.6	≤5.0	14.0	≤5.0	Grade 9	454	31.9
ESOL	7.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	336	23.6
FARMS	50.4	23.9	26.5	≤5.0	≤5.0	22.1	21.7	≤5.0	≤5.0	≤5.0	Grade 11	299	21.0
SPED	13.2	≤5.0	8.8	≤5.0	≤5.0	7.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	335	23.5
Total												1,424	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	35.6	36.7	27.7

Other Participation	School Programs
Students now or have in the past received FARMS ² = 71.7%	Autism
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 18.6%	Gifted and Talented/Learning Disabled
Graduation Rate ^{2 3} = 83.5%	Learning and Academic Disabilities
Attendance Rate ^{2 3} = 91.5%	Learning for Independence
Dropout Rate ^{2 3} = 7.6%	School/Community-Based
Suspension Rate ^{2 3} = 5.4%	Academy of Finance
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = 55.1%	Academy of Hospitality Management
	Advanced Engineering Academy (Project Lead the Way)
	Medical Careers, Sports Medicine and Management Academy
	Career Pathway Programs
	International Baccalaureate (IB) Diploma Programme
	International Baccalaureate Middle Years Programme
	Positive Behavioral Interventions and Supports (PBIS)
	International Baccalaureate (IB) Career Related Certificate (IBCC)
	Montgomery College Dual Enrollment
	Early Childhood Development Pathway/Preschool Lab

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Not Met	Not Met	Met	0.9600	3

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	84.2	88.4	84.3	91.3	83.0	83.7	83.6	89.6
AS	91.7	94.4	91.7	≥95.0	≥95.0	≥95.0	88.6	93.2
BL	76.3	83.1	82.6	87.2	76.9	76.9	76.4	88.7
HI	84.0	84.0	76.0	92.9	83.6	81.8	84.5	87.3
WH	90.7	≥95.0	89.1	92.5	80.0	90.2	92.9	92.9
MU	--	--	--	--	93.3	≥95.0	93.3	93.3
ESOL	26.7	73.3	25.0	--	75.0	57.9	50.0	50.0
FARMS	76.4	87.8	78.7	89.9	81.6	77.0	78.7	86.9
SPED	48.0	61.5	44.0	60.0	34.2	47.4	36.8	51.3

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	50.4	43.4	73.0
Asian	78.4	54.1	88.5
Black or African American	43.7	34.1	68.8
Hispanic/Latino	46.6	39.1	67.3
White	63.3	62.7	84.4
Two or More Races	63.6	60.0	79.2
ESOL	27.7	36.0	41.9
FARMS	41.6	37.1	65.7
SPED	24.0	15.2	18.1

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	5.1	22.9	6.8	64.4	0.8	64.4	35.6			
Supporting Services	15.3	18.1	16.7	48.6	1.4	68.1	31.9	347	94.8	5.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
13.6	41.5	44.9

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 10.5	
Average Class Size:	English = 24.2 Other = 23.8

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	2.000	Regular	2.874
Asst School Administrator	1.000	Special Education	18.515
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.624
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.500
		Teacher Assistant	
Teachers		Instructional Support Total	26.513
Classroom	63.200	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	3.600	School Financial Assistant	1.000
Alternative	1.000	Secretary	4.000
Career/Technical Ed	1.800	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	20.900	Security Assistant	5.000
Resource Program	1.000	Student Monitor	
Teachers Total	101.900	Other Support Total	15.000
Other Professional		Building Services	
Counselor	6.400	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.000	Worker	13.000
		Plant Equipment Operator	1.000
		Building Services Total	16.000
Other Professional Total	8.400	Food Services	
			4.125
Total Professional	114.300	Total Supporting Services	61.638

Average SAT Scores ^{3 5} (26.4% Tested)			
	School	County	National
Critical Reading	517	545	496
Math	533	561	514
Writing	516	545	488
Total	1566	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
349	125	35.8

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
88.6%	≤5.0%	≤5.0%	64.9%

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1989	--	51.0	0	0

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
90	77	0	3	10

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,894	1,962	1,395	1,353	1,372	1,372	1,462	1,531

School Personnel Costs	
Professional Salaries	\$9,126,305
Supporting Services Salaries	\$2,522,271
Employee Benefits	\$3,204,708
Total Allocated Cost	\$14,853,284

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 1,226												
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		
All Students		43.2	56.8	≤5.0	9.5	23.4	56.5	≤5.0	8.0	≤5.0	Grade 9	394
ESOL	18.2	8.3	9.9	≤5.0	≤5.0	≤5.0	13.9	≤5.0	≤5.0	≤5.0	Grade 10	343
FARMS	57.9	25.8	32.1	≤5.0	≤5.0	13.5	37.7	≤5.0	≤5.0	≤5.0	Grade 11	296
SPED	13.2	≤5.0	8.6	≤5.0	≤5.0	≤5.0	6.4	≤5.0	≤5.0	≤5.0	Grade 12	193
											Total	1,226

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

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	64.8	14.8	20.4

Other Participation	School Programs
Students now or have in the past received FARMS ² = 79.9%	Learning and Academic Disabilities
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 17.9%	Learning for Independence
Graduation Rate ^{2 3} = 74.1%	Physical Disabilities
Attendance Rate ^{2 3} = 92.4%	School/Community-Based
Dropout Rate ^{2 3} = 13.4%	Academy of Biosciences and Health Professions (Project Lead the Way)
Suspension Rate ^{2 3} = 6.1%	Academy of Engineering and Technology
Percent of Students Meeting University	Academy of Humanities, Art, and Media
System of Maryland Entrance Requirements ^{2 3} = 61.0%	Academy of Information Technology (AOIT)
	Advanced Engineering Academy (Project Lead the Way)
	Institute of Global and Cultural Studies Academy
	Biomedical Magnet Program (Project Lead the Way)
	Career Pathway Programs
	College Institute
	Engineering Magnet Program (Project Lead the Way)
	Multidisciplinary Educational Training and Support (METs)
	Positive Behavioral Interventions and Supports (PBIS)
	Digital Art and Digital Music

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.0321	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	87.7	81.5	75.5	87.5	90.6	87.8	88.9	92.6
AS	≥95.0	84.6	84.6	81.8	91.7	≥95.0	92.0	≥95.0
BL	87.1	84.4	78.1	91.7	90.8	87.5	88.1	≥95.0
HI	84.6	77.0	70.5	88.7	89.5	84.8	87.6	88.7
WH	92.9	92.9	85.7	78.6	≥95.0	≥95.0	≥95.0	≥95.0
MU	--	--	--	--	--	--	--	--
ESOL	61.3	44.4	16.1	--	65.7	79.4	60.0	76.2
FARMS	83.1	75.0	69.7	86.7	90.7	87.5	87.7	91.3
SPED	--	--	--	--	93.3	86.7	86.7	92.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	51.5	42.6	74.4
Asian	86.2	68.8	78.9
Black or African American	50.0	51.9	75.6
Hispanic/Latino	46.6	31.3	71.9
White	61.3	65.6	83.8
Two or More Races	--	--	75.0
ESOL	26.4	23.9	47.4
FARMS	47.6	39.8	71.8
SPED	27.8	32.6	40.0

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	3.6	23.4	8.1	62.2	1.8	62.2	37.8			
Supporting Services	9.2	32.3	29.2	29.2	0.0	67.7	32.3	282	92.2	7.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.2	43.2	40.5

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 9.8	
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	4.250
Asst School Administrator	1.000	Special Education	14.750
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	1.375
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	1.000
		Teacher Assistant	
Teachers		Instructional Support Total	23.375
Classroom	58.400	Other Support	
Resource/Team Leader/Content Specialist	9.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	8.000	School Financial Assistant	1.000
Alternative	1.000	Secretary	3.500
Career/Technical Ed	0.600	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	15.800	Security Assistant	4.000
Resource Program	1.000	Student Monitor	
Teachers Total	95.200	Other Support Total	13.500
Other Professional		Building Services	
Counselor	5.400	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.000	Worker	11.000
		Plant Equipment Operator	1.000
Other Professional Total	7.400	Building Services Total	14.000
		Food Services	
			4.250
Total Professional	106.600	Total Supporting Services	55.125

Average SAT Scores ^{3 5} (46.6% Tested)			
	School	County	National
Critical Reading	439	545	496
Math	469	561	514
Writing	437	545	488
Total	1346	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
264	90	34.1

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
90.2%	6.6%	≤5.0%	69.3%

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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
1,258	1,597	1,246	1,265	1,333	1,361	1,446	1,486

School Personnel Costs	
Professional Salaries	\$8,382,049
Supporting Services Salaries	\$2,209,904
Employee Benefits	\$2,882,729
Total Allocated Cost	\$13,474,682

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

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

³ Outcome data reflect 2011–2012 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

7100 Whittier Boulevard Bethesda, MD 20817

Office Phone: (301) 320-6600

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 320-7193

School Hours: 7:25 - 2:10

www.montgomeryschoolsmd.org/schools/whitmanhs/

Cluster Name: Walt Whitman

Feeder Schools: Pyle

2012–2013 Enrollment = 1,909													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.3	51.7	≤5.0	12.3	≤5.0	8.8	≤5.0	70.1	5.1	Grade 9	487	25.5
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	458	24.0
FARMS	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	493	25.8
SPED	11.9	≤5.0	7.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	8.6	≤5.0	Grade 12	471	24.7
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);											Total	1,909	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	63.4	18.5	18.1

Other Participation	School Programs
Students now or have in the past received FARMS² = ≤5.0% Mobility Rate (Entrants + Withdrawals)^{2 3} = 8.3% Graduation Rate^{2 3} = ≥95.0% Attendance Rate^{2 3} = 94.8% Dropout Rate^{2 3} = ≤5.0% Suspension Rate^{2 3} = ≤3.0% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 79.6%	Emotional Disabilities Learning and Academic Disabilities Learning for Independence School/Community-Based Advanced Engineering Academy (Project Lead the Way) ESOL Center

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Not Met	Met	1.0588	2

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	--	--	--	--	69.2	80.0	75.0	≥95.0
HI	≥95.0	≥95.0	≥95.0	≥95.0	94.9	≥95.0	≥95.0	≥95.0
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	94.7	≥95.0	≥95.0	≥95.0	≥95.0	--
ESOL	--	--	--	--	--	92.3	81.3	≥95.0
FARMS	--	--	--	--	--	--	--	--
SPED	82.4	84.8	79.4	88.9	83.3	90.0	75.9	92.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	77.9	81.0	92.3
Asian	57.8	68.7	91.6
Black or African American	44.4	50.0	74.7
Hispanic/Latino	66.7	68.6	89.2
White	85.5	86.3	93.6
Two or More Races	83.3	90.5	≥95.0
ESOL	39.2	42.9	73.3
FARMS	26.3	25.0	70.9
SPED	41.2	54.4	63.2

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	5.8	4.4	2.2	87.6	0.0	61.3	38.7			
Supporting Services	14.3	20.0	12.9	51.4	1.4	62.9	37.1	416	97.8	2.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
8.8	37.2	54.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.5	
Average Class Size:	English = 25.0 Other = 25.7

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	3.000	Regular	1.875
Asst School Administrator		Special Education	18.725
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.375
		Hearing Interpreter	
Administrative Total	4.000	College/Career Information Coord	1.000
		Media Assistant	2.000
		Teacher Assistant	
Teachers		Instructional Support Total	26.975
Classroom	83.600	Other Support	
Resource/Team Leader/Content Specialist	7.000	Business Manager	1.000
Staff Development	0.400	Administrative Secretary	1.000
Athletic Director	1.000	Registrar	1.000
ESOL	3.200	School Financial Assistant	1.000
Alternative	0.400	Secretary	6.000
Career/Technical Ed	1.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	18.600	Security Assistant	3.000
Resource Program	2.000	Student Monitor	
Teachers Total	117.200	Other Support Total	15.000
Other Professional		Building Services	
Counselor	7.700	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.100	Worker	12.000
		Plant Equipment Operator	1.000
Other Professional Total	9.800	Building Services Total	15.000
		Food Services	
			4.562
Total Professional	131.000	Total Supporting Services	61.537

Average SAT Scores ^{3 5} (86.3% Tested)			
	School	County	National
Critical Reading	613	545	496
Math	633	561	514
Writing	617	545	488
Total	1863	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
453	366	80.8

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	41.8%

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
1,828	1,828	1,927	1,887	1,918	1,980	2,034	2,098

School Personnel Costs	
Professional Salaries	\$11,150,259
Supporting Services Salaries	\$2,492,536
Employee Benefits	\$3,683,959
Total Allocated Cost	\$17,326,754

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 2,297													
	% 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	34.0	5.6	6.7	≤5.0	48.5	≤5.0	Grade 9	584	25.4
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	574	25.0
FARMS	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 11	563	24.5
SPED	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	576	25.1
Total												2,297	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	84.4	5.8	9.8

Other Participation	School Programs
Students now or have in the past received FARMS² = 11.4% Mobility Rate (Entrants + Withdrawals)^{2 3} = 5.1% Graduation Rate^{2 3} = ≥95.0% Attendance Rate^{2 3} = ≥95.0% Dropout Rate^{2 3} = ≤5.0% Suspension Rate^{2 3} = ≤3.0% Percent of Students Meeting University System of Maryland Entrance Requirements^{2 3} = 86.4%	Learning and Academic Disabilities Learning for Independence School/Community-Based Academy of Education Academy of Information Technology (AOIT) DNA Academy Humanities and Arts Signature Program Science, Technology and Research Scholars (STARS) Signature Program Career Pathway Programs College Institute

School Progress Index ³				
Achievement	Gap Reduction	College/Career Readiness	SPI	Strand
Met	Met	Met	1.1305	1

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

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
AS	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
BL	84.2	90.0	≥95.0	90.5	93.1	94.3	82.4	93.9
HI	≥95.0	≥95.0	91.2	≥95.0	88.2	≥95.0	88.6	94.7
WH	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
MU	≥95.0	≥95.0	≥95.0	93.5	≥95.0	≥95.0	94.1	≥95.0
ESOL	--	--	--	--	--	--	40.0	--
FARMS	86.4	≥95.0	81.8	≥95.0	80.0	≥95.0	81.0	90.0
SPED	79.3	87.1	87.5	81.3	82.8	≥95.0	86.7	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	82.4	84.9	≥95.0
Asian	90.3	87.7	≥95.0
Black or African American	56.4	50.0	80.9
Hispanic/Latino	50.0	76.2	89.7
White	84.3	87.8	≥95.0
Two or More Races	85.7	86.1	≥95.0
ESOL	29.4	36.8	73.7
FARMS	48.5	62.5	81.6
SPED	24.5	42.1	64.6

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	8.8	3.1	3.1	83.6	0.0	67.1	32.9			
Supporting Services	23.5	16.2	13.2	45.6	0.0	66.2	33.8	453	97.6	2.4

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
10.7	42.1	47.2

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 14.1	
Average Class Size:	English = 25.8 Other = 27.5

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	4.000	Regular	2.500
Asst School Administrator		Special Education	12.430
Magnet/Special Program Coordinator		IT Systems Specialist	1.000
		English Composition Assistant	2.501
		Hearing Interpreter	
Administrative Total	5.000	College/Career Information Coord	1.000
		Media Assistant	2.500
		Teacher Assistant	
Teachers		Instructional Support Total	21.931
Classroom	104.400	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	1.400	School Financial Assistant	1.000
Alternative	0.400	Secretary	7.000
Career/Technical Ed	2.000	Parent/Community Coord	
Reading/Literacy		Media Services Technician	1.000
Special Education:		Security Team Leader	1.000
Classroom	13.000	Security Assistant	5.000
Resource Program	1.000	Student Monitor	
Teachers Total	131.600	Other Support Total	18.000
Other Professional		Building Services	
Counselor	9.700	Manager	1.000
Media Specialist	1.000	Leader	1.000
Spec Ed Related Services	1.000	Worker	13.000
		Plant Equipment Operator	1.000
Other Professional Total	11.700	Building Services Total	16.000
		Food Services	
			4.125
Total Professional	148.300	Total Supporting Services	60.056

Average SAT Scores ^{3 5} (83.7% Tested)			
	School	County	National
Critical Reading	594	545	496
Math	634	561	514
Writing	608	545	488
Total	1837	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
584	476	81.5

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	44.5%

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
1970	--	27.4	0	10

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
99	91	0	1	7

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
2,127	2,127	2,264	2,219	2,214	2,176	2,156	2,143

School Personnel Costs	
Professional Salaries	\$12,036,456
Supporting Services Salaries	\$2,543,057
Employee Benefits	\$3,903,209
Total Allocated Cost	\$18,482,722

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

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

³ Outcome data reflect 2011–2012 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

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Alternative Programs - #239

Principal: Dr. Ira K. Thomas
Associate Supt: Dr. Christopher S. Garran
School Hours:

14501 Avery Road Rockville, MD 20853

Office Phone: (301) 279-4920
Fax Number: (301) 279-4962
Cluster Name: Office of School Performance

2012–2013 Enrollment = 136													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		27.9	72.1	≤5.0	≤5.0	52.9	27.2	≤5.0	11.8	5.9	Grade 6	0	0.0
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	12	8.8
FARMS	69.9	20.6	49.3	≤5.0	≤5.0	40.4	17.6	≤5.0	6.6	≤5.0	Grade 8	16	11.8
SPED	14.0	≤5.0	11.8	≤5.0	≤5.0	7.4	5.9	≤5.0	≤5.0	≤5.0	Grade 9	52	38.2
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 10	37	27.2
											Grade 11	10	7.4
											Grade 12	9	6.6
											Total	136	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time in Least Restrictive Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	84.2	≤5.0	15.8

Other Participation
Students now or have in the past received FARMS ² = 86.8%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = ≥95.0%
Graduation Rate ^{2 3} = 8.9%
Attendance Rate ^{2 3} = 74.3%
Dropout Rate ^{2 3} = 70.9%
Suspension Rate ^{2 3} = 37.3%
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = 9.1%

School Programs
The Alternative Education Programs serve middle and high school students who aren't experiencing academic and/or behavioral success in their home schools for a variety of reasons. The alternative education programs offer direct academic instruction as well as services that address the emotional, intellectual, social, and physical demands of adolescence. The programs offer closely supervised and skillfully structured classes aligned with the MCPS curriculum, allowing for decisive feedback from and immediate interventions by staff members. The goal is for students to return to their home school after successfully meeting established transition targets.
Positive Behavioral Interventions and Supports (PBIS) Glenmont MS, Hadley Farms MS and Needwood Academy HS only

School Progress Index ³				
Achievement	Gap Reduction ⁴	Growth	SPI	Strand
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland High School Assessment Performance Status ^{1 2 3 5}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

⁴ Subgroup sizes are too small (T/S) to assess the gap.

⁵ Results are not reported (--) for groups with fewer than ten students enrolled.

Alternative Programs - #239

Algebra and Geometry Completion With a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment ^{2 3 4}				
	Algebra Completion With a "C" or Higher		Geometry Completion With a "C" or Higher by Grade 10	Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9		
All Students	7.5	10.5	13.9	23.8
Asian	--	--	--	--
Black or African American	≤5.0	8.7	6.7	24.4
Hispanic/Latino	≤5.0	11.1	9.1	15.0
White	--	--	--	47.1
Two or More Races	--	--	--	--
ESOL	--	--	--	--
FARMS	10.3	11.8	≤5.0	17.5
SPED	--	6.7	--	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	4.2	25.0	8.3	56.3	6.3	62.5	37.5			
Supporting Services	0.0	46.2	15.4	38.5	0.0	57.7	42.3	113	90.3	9.7

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.6	39.6	45.8

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 3.0	
Average Class Size:	English = N/A Other = N/A

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal		Paraeducators	
Assistant Principal		Regular	16.350
Asst School Administrator		Special Education	
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	0.500
Administrative Total		English Composition Assistant	
	1.000	College/Career Information Coord	
		Media Assistant	
		Teacher Assistant	
Teachers		Instructional Support Total	
Classroom	2.000		16.850
Resource/Team Leader/Content Specialist	7.000	Other Support	
Staff Development		Business Manager	
Athletic Director		Administrative Secretary	
ESOL	0.500	Registrar	1.000
Alternative	30.700	School Financial Assistant	
Career/Technical Ed		Secretary	
Special Education: Classroom	1.000	Media Services Technician	
Resource Program		Security Team Leader	1.000
		Security Assistant	2.000
		Student Monitor	
Teachers Total		Other Support Total	
	41.200		4.000
Other Professional		Building Services	
Counselor	1.000	Manager	
Media Specialist	1.000	Leader	
Spec Ed Related Services	1.000	Worker	
		Plant Equipment Operator	
Other Professional Total		Building Services Total	
	3.000		
		Food Services	
Total Professional		Total Supporting Services	
	45.200		20.850

Average SAT Scores ^{3 5}			
	School	County	National
Critical Reading	N/A	545	496
Math	N/A	561	514
Writing	N/A	545	488
Total	N/A	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
--	--	--	--

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
300	300	300	300	300	300	300	300

School Personnel Costs	
Professional Salaries	\$3,918,738
Supporting Services Salaries	\$888,012
Employee Benefits	\$1,302,698
Total Allocated Cost	\$6,109,448

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

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

³ Outcome data reflect 2011–2012 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: Mrs. Katherine W. 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

2012–2013 Enrollment = 94																
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU		N	%		N	%
All Students		41.5	58.5	≤5.0	≤5.0	25.5	40.4	≤5.0	26.6	≤5.0	Pre-K	49	52.1	Grade 6	1	1.1
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full K	7	7.4	Grade 7	2	2.1
FARMS	38.3	12.8	25.5	≤5.0	≤5.0	11.7	22.3	≤5.0	≤5.0	≤5.0	Grade 1	4	5.3	Grade 8	4	4.3
SPED	≥95.0	44.7	61.7	≤5.0	≤5.0	27.7	43.6	≤5.0	27.7	≤5.0	Grade 2	2	2.1	Grade 9	4	4.3
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	1	1.1	Grade 10	5	5.3
											Grade 4	3	3.2	Grade 11	0	0.0
											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																

Students with Disabilities Least Restrictive Environment (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 = 43.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 11.8%
Attendance Rate ^{2 3} = 86.6%
Dropout Rate ^{2 3 4} = --
Suspension Rate ^{2 3 4} = --
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = N/A

School Programs
Stephen Knolls School provides collaborative comprehensive educational services utilizing a transdisciplinary approach within a center-based school. Students who attend Stephen Knolls live in the southern part of Montgomery County. Classes are comprised of pre-school students in the Preschool Educational Programs (PEP-Intensive Needs Class, Beginnings, Classic, and Comprehensive), as well as, school-aged students 5 to 21 years old with severe to profound/multiple disabilities. Instruction is based on the 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.

School Progress Index ³						
Level	Achievement	Gap Reduction ⁵	Growth	College/Career Readiness ⁵	SPI	Strand
Elementary	Met	T/S	Met		1.2086	1
Middle	Met	T/S	Met		1.2086	1
High	Met	T/S		D/G	1.2086	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).						

Maryland School Assessment Proficiency Rate ^{1 2 3 4}												
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
ALL	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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Subgroup sizes are too small (T/S) to assess the Gap Reduction or the school does not have Diploma Graduates (D/G).

Stephen Knolls School - #799

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment ^{2 3 4}			
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10
	Grade 8	Grade 9	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 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		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	5.4	2.7	86.5	2.7	89.2	10.8			
Supporting Services	2.7	29.7	24.3	43.2	0.0	89.2	10.8	39	100.0	0.0

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
16.2	35.1	48.6

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 1.8	
Average Class Size:	English = N/A Other = N/A

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	23.492
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		English Composition Assistant	
		Instructional Data Assistant	0.250
		Media Assistant	0.500
		Teacher Assistant	
Administrative Total	1.000	Instructional Support Total	24.242
Teachers		Other Support	
Classroom	0.800	Business Manager	
Resource/Team Leader/Content Specialist		Administrative Secretary	1.000
Staff Development	0.300	Registrar	
Athletic Director		School Financial Assistant	
ESOL	0.400	Secretary	0.500
Art	0.700	Lunch Hour Aide	0.871
Music	0.700	Security Team Leader	
Preschool		Security Assistant	
Special Education: Classroom	16.300	Student Monitor	
Resource Program			
Teachers Total	19.200	Other Support Total	2.371
Other Professional		Building Services	
Counselor		Manager	1.000
Media Specialist	0.500	Leader	1.000
Spec Ed Related Services	8.300	Worker	0.500
		Plant Equipment Operator	
Other Professional Total	8.800	Building Services Total	2.500
		Food Services	
			0.750
Total Professional	29.000	Total Supporting Services	29.863

Average SAT Scores ^{3 5}			
	School	County	National
Critical Reading	N/A	545	496
Math	N/A	561	514
Writing	N/A	545	488
Total	N/A	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
190	190	48	48	48	48	48	48

School Personnel Costs	
Professional Salaries	\$2,373,454
Supporting Services Salaries	\$1,219,302
Employee Benefits	\$1,010,747
Total Allocated Cost	\$4,603,503

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 2011–2012 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

2012–2013 Enrollment = 47																
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU		N	%		N	%
All Students		48.9	51.1	≤5.0	14.9	23.4	25.5	≤5.0	27.7	8.5	Pre-K	0	0.0	Grade 6	1	2.1
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full K	4	8.5	Grade 7	2	4.3
FARMS	25.5	14.9	10.6	≤5.0	≤5.0	8.5	10.6	≤5.0	≤5.0	≤5.0	Grade 1	2	14.9	Grade 8	2	4.3
SPED	≥95.0	48.9	51.1	≤5.0	14.9	23.4	25.5	≤5.0	27.7	8.5	Grade 2	2	4.3	Grade 9	3	6.4
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	2	4.3	Grade 10	7	14.9
											Grade 4	6	12.8	Grade 11	2	4.3
											Grade 5	4	8.5	Grade 12	10	21.3
														Total	47	
Students with Disabilities Least Restrictive Environment (LRE) ²																
Percent of Instructional Time Inside a General Education Class																

Students with Disabilities Least Restrictive Environment (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 = 38.3%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.5%
Attendance Rate ^{2 3} = 86.5%
Dropout Rate ^{2 3 4} = --
Suspension Rate ^{2 3 4} = --
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = N/A

School Programs
The Longview School provides comprehensive educational services in a center-based program to students 5 to 21 years of age with severe to profound disabilities and/or multiple disabilities. Longview students are often challenged with: expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. Instruction is based on the State curricula as modified by the student's IEP. Emphasis is placed on the use of fundamental life skills, assistive technology, augmentative communication, self-help skills, mobility, and job-related skills. Longview staff, using a transdisciplinary model, helps each student maximize his or her potential adhering to the Success for Every Student philosophy.

School Progress Index ³						
Level	Achievement	Gap Reduction ⁵	Growth	College/Career Readiness ⁵	SPI	Strand
Elementary	Met	T/S	Met		1.9249	1
Middle	Met	T/S	Met		1.9249	1
High	Met	T/S		D/G	1.9249	1
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).						

Maryland School Assessment Proficiency Rate ^{1 2 3 4}												
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
ALL	Longview students do not take the Maryland School Assessment. Longview students take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used 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% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Subgroup sizes are too small (T/S) to assess the Gap Reduction or the school does not have Diploma Graduates (D/G).

Longview School - #951

Algebra and Geometry Completion with a "C" or Higher and Honors/AP/IB/College-Level Course Enrollment ^{2 3 4}			
	Algebra Completion with a "C" or Higher		Geometry Completion with a "C" or Higher by Grade 10
	Grade 8	Grade 9	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 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		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	12.5	8.3	0.0	79.2	0.0	75.0	25.0			
Supporting Services	17.2	27.6	10.3	44.8	0.0	96.6	3.4	39	59.0	41.0

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

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 1.3	
Average Class Size:	English = N/A Other = N/A

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal		Paraeducators	
Assistant Principal		Regular	
Asst School Administrator		Special Education	
Magnet/Special Program Coordinator		IT Systems Specialist	
		English Composition Assistant	
Administrative Total		College/Career Information Coord	
		Media Assistant	
		Teacher Assistant	
Teachers		Instructional Support Total	
Classroom		Other Support	
Resource/Team Leader/Content Specialist		Business Manager	
Staff Development		Administrative Secretary	
Athletic Director		Registrar	
ESOL		School Financial Assistant	
Art		Secretary	
Music		Lunch Hour Aide	
Special Education:		Security Team Leader	
Classroom		Security Assistant	
Resource Program		Student Monitor	
Teachers Total		Other Support Total	
		Building Services	
Other Professional		Manager	
Counselor		Leader	
Media Specialist		Worker	
Spec Ed Related Services		Plant Equipment Operator	
Other Professional Total		Building Services Total	
		Food Services	
Total Professional		Total Supporting Services	

Average SAT Scores ^{3 5}			
	School	County	National
Critical Reading	N/A	545	496
Math	N/A	561	514
Writing	N/A	545	488
Total	N/A	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
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	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
48	48	48	48	48	48	48	48

School Personnel Costs	
Professional Salaries	\$1,281,667
Supporting Services Salaries	\$890,661
Employee Benefits	\$649,082
Total Allocated Cost	\$2,821,410

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

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

³ Outcome data reflect 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Regional Institute For Children And Adolescents - #965

Principal: Mrs. Michelle E. Schultze

15000 Broschart Road Rockville, MD 20850

Office Phone: (301) 251-6900

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

2012–2013 Enrollment = 95													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		31.6	68.4	≤5.0	≤5.0	31.6	18.9	≤5.0	45.3	≤5.0	Grade 4	0	0.0
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 5	2	2.1
FARMS	43.2	17.9	25.3	≤5.0	≤5.0	18.9	14.7	≤5.0	7.4	≤5.0	Grade 6	8	8.4
SPED	≥95.0	29.5	69.5	≤5.0	≤5.0	33.7	17.9	≤5.0	44.2	≤5.0	Grade 7	10	10.5

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).

Students with Disabilities Least Restrictive Environment (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

Grade 8	12	12.6
Grade 9	25	26.3
Grade 10	23	24.2
Grade 11	7	7.4
Grade 12	8	8.4
Total	95	

Other Participation
Students now or have in the past received FARMS ² = 64.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = ≥95.0%
Graduation Rate ^{2 3} = 31.3%
Attendance Rate ^{2 3} = 84.7%
Dropout Rate ^{2 3} = 43.8%
Suspension Rate ^{2 3} = 18.2%
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = 30.0%

School Programs
The John L. Gildner Regional Institute for Children and Adolescents (RICA) — Rockville is an MCPS special education school for students with emotional disabilities, autism, specific learning disabilities, and other health impairments, serving Montgomery County and several counties in the state of Maryland. Clinical treatment services are provided by the Maryland Department of Health and Mental Hygiene.
RICA provides an academic, behavioral, day and residential treatment program in a highly structured, therapeutically integrated milieu. The program of studies used is the MCPS general education curriculum. Students are expected to meet the graduation requirements for a Maryland high school diploma or Maryland Certificate.

School Progress Index				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
ALL	Maryland School Assessment (MSA) scores for the Regional Institute for Children and Adolescents (RICA) are counted towards the School Progress Index (SPI) for the State of Maryland. Therefore, RICA has no reported SPI indicators.			
AS				
BL				
HI				
WH				
MU				
FARMS				
LEP				
SPED				

Maryland School Assessment Proficiency Rate ^{1 2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
ALL	--	--	36.4	81.8	20.0	57.1
AS	--	--	--	--	--	--
BL	--	--	--	--	--	--
HI	--	--	--	--	--	--
WH	--	--	--	--	--	--
MU	--	--	--	--	--	--
FARMS	--	--	--	--	--	--
LEP	--	--	--	--	--	--
SPED	--	--	36.4	81.8	21.4	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	--	--	--	--	--	--	--	--
AS	--	--	--	--	--	--	--	--
BL	--	--	--	--	--	--	--	--
HI	--	--	--	--	--	--	--	--
WH	--	--	--	--	--	--	--	--
MU	--	--	--	--	--	--	--	--
ESOL	--	--	--	--	--	--	--	--
FARMS	--	--	--	--	--	--	--	--
SPED	--	--	--	--	--	--	--	--

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	12.5	42.3	13.6	10.6
Asian	--	--	--	--
Black or African American	--	18.2	--	20.0
Hispanic/Latino	--	--	--	≤5.0
White	--	54.5	9.1	9.4
Two or More Races	--	--	--	--
ESOL	--	--	--	--
FARMS	--	41.7	--	8.0
SPED	12.5	44.0	15.0	9.7

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	0.0	25.0	3.6	67.9	3.6	78.6	21.4			
Supporting Services	9.1	36.4	4.5	50.0	0.0	63.6	36.4	85	89.4	10.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
3.6	32.1	64.3

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 2.3	
Average Class Size:	English = N/A Other = N/A

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	
Asst School Administrator		Special Education	16.750
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
		Instructional Support Total	17.500
Teachers		Other Support	
Classroom	1.500	Business Manager	
Resource/Team Leader/Content Specialist		Administrative Secretary	1.000
Staff Development		Registrar	
Athletic Director		School Financial Assistant	
ESOL	1.000	Secretary	1.000
Career/Technical Ed		Media Services Technician	
Special Education:		Security Team Leader	
Classroom	19.000	Security Assistant	1.000
Resource Program	2.000	Student Monitor	
Teachers Total	23.500	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	26.700	Total Supporting Services	20.500

Average SAT Scores ^{3 5}			
	School	County	National
Critical Reading	N/A	545	496
Math	N/A	561	514
Writing	N/A	545	488
Total	N/A	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions ^{2 3 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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
180	180	96	96	96	96	96	96

School Personnel Costs	
Professional Salaries	\$2,251,255
Supporting Services Salaries	\$837,917
Employee Benefits	\$852,620
Total Allocated Cost	\$3,941,792

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

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

³ Outcome data reflect 2011–2012 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

390 Martins Lane Rockville, MD 20850

Office Phone: (301) 279-4940

Community Supt: Dr. Christopher S. Garran

Fax Number: (301) 279-4943

School Hours: 8:30 - 3:15

www.montgomeryschoolsmd.org/schools/rockterrace/

Cluster Name: Walter Johnson

2012–2013 Enrollment = 85													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		25.9	74.1	≤5.0	7.1	35.3	21.2	≤5.0	30.6	5.9	Grade 6	3	3.5
ESOL	5.9	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	8	9.4
FARMS	35.3	11.8	23.5	≤5.0	≤5.0	17.6	12.9	≤5.0	≤5.0	≤5.0	Grade 8	9	10.6
SPED	≥95.0	25.9	74.1	≤5.0	7.1	35.3	22.4	≤5.0	29.4	5.9	Grade 9	5	5.9
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).											Grade 10	14	16.5
											Grade 11	10	11.8
											Grade 12	36	42.4
											Total	85	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

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

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

Other Participation
Students now or have in the past received FARMS ² = 50.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.4%
Graduation Rate ^{2 3} = N/A
Attendance Rate ^{2 3} = 91.3%
Dropout Rate ^{2 3} = 27.3%
Suspension Rate ^{2 3 4} = --
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = ≤5.0%

School Programs
Rock Terrace is a separate public day special education school serving students from middle school through age 21 who, because of the needs arising from their multiple disabilities, require a separate facility.
The students follow the MCPS Fundamental Life Skills and general education curriculum. They earn a certificate of attendance upon graduation.
Positive Behavioral Interventions and Supports (PBIS)
Pre-Vocational Classes
Media/TV Production
Home Survival Skills
Social Skills
Mini-Courses (Clubs)
Sports Teams (Volleyball and Basketball)
Office Skills

School Progress Index ³						
Level	Achievement	Gap Reduction ⁵	Growth	College/Career Readiness ⁵	SPI	Strand
Middle	Not Met	T/S	Met		1.0154	2
High	Met	T/S		D/G	1.0154	2

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

Maryland School Assessment Proficiency Rate ^{1 2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
	Rock Terrace students do not take the Maryland School Assessment. Rock Terrace students take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used in determining the School Progress Index (SPI).					

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
	Rock Terrace students are Maryland Certificate bound students and therefore do not take the Maryland High School Assessment.							

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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
	Grade 8	Grade 9	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 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		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	3.6	28.6	3.6	64.3	0.0	71.4	28.6			
Supporting Services	23.3	33.3	13.3	30.0	0.0	70.0	30.0	40	77.5	22.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
25.0	42.9	32.1

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 1.9	
Average Class Size:	English = N/A Other = N/A

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	
Asst School Administrator		Special Education	19.225
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	20.475
Classroom	1.000	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	1.000
Music	0.600	Media Services Technician	
Special Education:		Security Team Leader	
Classroom	17.600	Security Assistant	1.000
Resource Program		Student Monitor	
Teachers Total	20.400	Other Support Total	3.000
Other Professional		Building Services	
Counselor	1.000	Manager	1.000
Media Specialist	0.500	Leader	1.000
Spec Ed Related Services	1.500	Worker	1.000
		Plant Equipment Operator	
Other Professional Total	3.000	Building Services Total	3.000
		Food Services	
			0.875
Total Professional	25.400	Total Supporting Services	27.350

Average SAT Scores ^{3 5}			
	School	County	National
Critical Reading	N/A	545	496
Math	N/A	561	514
Writing	N/A	545	488
Total	N/A	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions ^{2 3 4}			
College/Training	Employment	Military	College/Employment
--	--	--	--

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
100	100	109	109	109	109	109	109

School Personnel Costs	
Professional Salaries	\$1,870,276
Supporting Services Salaries	\$1,050,735
Employee Benefits	\$825,637
Total Allocated Cost	\$3,746,648

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 2011–2012 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: Dr. Myra J. Smith
School Hours: 9:30 - 3:30

451 Meadow Hall Drive Rockville, MD 20851
www.montgomeryschoolsmd.org/schools/sandburg/

Office Phone: (301) 279-8490
Fax Number: (301) 517-5984
Cluster Name: Sherwood

2012–2013 Enrollment = 116													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		10.3	89.7	≤5.0	13.8	31.0	22.4	≤5.0	28.4	≤5.0	Pre-K	0	0.0
ESOL	16.4	≤5.0	15.5	≤5.0	≤5.0	≤5.0	11.2	≤5.0	≤5.0	≤5.0	Full-Day K	22	19.0
FARMS	39.7	≤5.0	36.2	≤5.0	≤5.0	12.1	16.4	≤5.0	5.2	≤5.0	Grade 1	26	22.4
SPED	≥95.0	11.2	87.9	≤5.0	13.8	30.2	23.3	≤5.0	28.4	≤5.0	Grade 2	23	19.8
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).											Grade 3	12	10.3
											Grade 4	13	11.2
											Grade 5	20	17.2
											Grade 6	0	0.0
											Total	116	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													
	80% or More			Between 40% and 79%			Less than 40%						
All SPED Students	≤5.0			≤5.0			≥95.0						

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

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

Other Participation
Students now or have in the past received FARMS ² = 45.7%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 18.6%
Attendance Rate ^{2 3} = 94.1%
Suspension Rate ^{2 3 4} = --

School Programs
Carl Sandburg is a special school that serves students with multiple disabilities including autism, language impairments, intellectual disabilities, specific learning disabilities and emotional disabilities.
This is a school serving students county wide.
Positive Behavioral Interventions and Supports (PBIS)

School Progress Index ³				
Achievement	Gap Reduction ⁵	Growth	SPI	Strand
Not Met	T/S	Not Met	0.8666	5

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

Maryland School Assessment Proficiency Rate ^{2 3 4}								
	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	The majority of students at Carl Sandburg take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used in determining the School Progress Index (SPI).							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

⁵ Subgroup sizes are too small (T/S) to assess the Gap Reduction.

Carl Sandburg Learning Center - #215

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	8.6	8.6	8.6	74.3	0.0	88.6	11.4			
Supporting Services	5.3	23.7	10.5	57.9	2.6	84.2	15.8	76	89.5	10.5

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 2.1
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
37.1	40.0	22.9

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	1.000	Paraeducators	
Assistant Principal		Regular	
Principal Trainee		Special Education	26.000
Administrative Total	1.000	Teacher Assistant	
		Media Assistant	0.500
Teachers		Instructional Data Assistant	0.250
Kindergarten		Instructional Support Total	26.750
Classroom	1.000		
Staff Development	0.500		
ESOL	0.300	Other Support	
Reading/Literacy		Administrative Secretary	1.000
Physical Education		Secretary	0.500
Art	0.700	Parent/Community Coord	
Music	0.500	Lunch Hour Aide	0.875
Instrumental Music		Other Support Total	2.375
Preschool			
Special Education:			
Classroom	17.000	Building Services	
Resource Program		Manager	2.000
Teachers Total	20.000	Leader	1.000
		Worker	0.500
Other Professional		Plant Equipment Operator	
Counselor		Building Services Total	3.500
Media Specialist	0.500		
Spec Ed Related Services	8.500		
Other Professional Total	9.000	Food Services	0.500
Total Professional	30.000	Total Supporting Services	33.125

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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
102	142	130	130	130	130	130	130

School Personnel Costs	
Professional Salaries	\$1,989,426
Supporting Services Salaries	\$1,317,779
Employee Benefits	\$963,714
Total Allocated Cost	\$4,270,919

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 2011–2012 school year.

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

SECTION VI

COUNTY SUMMARY PROFILES

Summary Listing

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County Summary	435

Summary: County Elementary Schools

Total Number of Elementary Schools = 132
Plus 1 Elementary Charter School

2012–2013 Enrollment = 71,591													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		48.4	51.6	≤5.0	14.1	20.6	28.8	≤5.0	31.4	≤5.0	Pre-K	3,699	5.2
ESOL	25.1	11.4	13.6	≤5.0	≤5.0	≤5.0	16.2	≤5.0	≤5.0	≤5.0	Full-Day K	11,503	16.1
FARMS	38.4	18.5	19.9	≤5.0	≤5.0	12.3	20.6	≤5.0	≤5.0	≤5.0	Grade 1	11,640	16.3
SPED	10.2	≤5.0	7.3	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	11,281	15.8
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).											Grade 3	11,301	15.8
											Grade 4	11,096	15.5
											Grade 5	10,859	15.2
											Grade 6	212	0.3
											Total	71,591	
Students with Disabilities Least Restrictive Environment (LRE) ²													
Percent of Instructional Time Inside a General Education Class													

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	69.8	≤5.0	25.4

Other Participation
Students now or have in the past received FARMS ² = 42.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 13.4%
Attendance Rate ^{2 3} = ≥95.0%
Suspension Rate ^{2 3} = ≤3.0%

School Programs
School Programs are listed separately for each elementary school.

School Progress Index ³				
Level	Achievement	Gap Reduction	Growth	SPI
Elementary	Met	Not Met	Met	0.9958
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.3	88.8	91.3	93.1	87.8	93.6
Asian	≥95.0	94.9	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	80.1	79.2	83.6	87.4	77.3	88.0
Hispanic/Latino	84.4	82.5	85.0	87.9	79.1	89.6
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	93.8	91.9	92.8	≥95.0	93.7	≥95.0
FARMS	80.3	78.5	82.7	85.8	75.0	86.4
LEP	80.8	79.3	78.0	81.1	64.7	80.0
SPED	64.7	72.0	67.2	75.1	66.6	79.1

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	63.9	67.6	64.7	69.1	73.4	69.3
Asian	76.6	83.1	83.9	85.4	89.9	86.1
Black or African American	51.7	54.9	52.4	52.7	59.2	54.9
Hispanic/Latino	42.2	45.8	46.0	47.2	58.5	45.5
White	81.3	83.9	77.4	86.9	84.9	87.4
Two or More Races	71.0	75.6	69.7	79.2	82.3	78.9
ESOL	36.4	42.7	45.8	44.4	59.8	42.2
FARMS	40.4	44.6	44.9	45.2	56.8	44.3
SPED	30.7	27.9	31.9	33.1	60.4	29.2

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	5.2	9.8	5.0	78.5	1.3	89.4	10.6			
Supporting Services	11.9	19.5	17.8	49.5	0.9	82.5	17.5	17,797	98.7	1.3

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.1
Average Class Size Kindergarten = 15.7
Grades 1 to 3 = 28.9 Grades 4 to 5 = 31.2

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.4	41.0	40.6

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	132.000	Paraeducators	
Assistant Principal	112.000	Regular	343.130
Principal Intern		Special Education	556.003
Asst School Administrator	1.000	IT Systems Specialist	
Administrative Total	245.000	Teacher Assistant	
Teachers		Media Assistant	81.000
Kindergarten	585.000	Instructional Data Assistant	87.875
Classroom	2,868.600	Instructional Support Total	1,068.008
Staff Development	123.000	Other Support	
ESOL	367.400	Administrative Secretary	132.000
Reading/Literacy	174.700	Secretary	134.250
Physical Education		Parent/Community Coord	6.375
Art	145.400	Lunch Hour Aide	178.517
Music	145.300	Other Support Total	451.142
Instrumental Music	35.200	Building Services	
Preschool	80.900	Manager	132.000
Special Education:		Leader	159.000
Classroom	581.800	Worker	328.500
Resource Program		Plant Equipment Operator	1.000
Teachers Total	5,107.300	Building Services Total	620.500
Other Professional		Food Services	156.016
Counselor	127.300		
Media Specialist	122.700		
Spec Ed Related Services	182.400		
Other Professional Total	432.400	Total Supporting Services	2,295.666
Total Professional	5,784.700		

Facilities Data			
Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1272.6	113	38	360

Core Facility Teaching Stations						
Total	Grades 1–6	Support A/M/R	Pre-K	ESOL	Kindergarten	Special Education
3910	2271	585	98	2	573	381

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
65,296	70,767	73,812	74,706	75,054	75,158	74,702	74,266

School Personnel Costs	
Professional Salaries	\$440,596,471
Supporting Services Salaries	\$90,363,681
Employee Benefits	\$140,319,000
Total Allocated Cost	\$671,279,152

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 31,227												
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade	
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Percent
All Students		49.4	50.6	≤5.0	14.6	21.6	24.9	≤5.0	34.0	≤5.0	Grade 6	33.0
ESOL	8.2	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 7	33.9
FARMS	31.2	15.3	16.0	≤5.0	≤5.0	11.2	15.0	≤5.0	≤5.0	≤5.0	Grade 8	33.2
SPED	10.9	≤5.0	7.1	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Total	
											31,227	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	21.2	10.5

Other Participation	School Programs
Students now or have in the past received FARMS² = 41.8% Mobility Rate (Entrants + Withdrawals)^{2 3} = 10.5% Attendance Rate^{2 3} = ≥95.0% Suspension Rate^{2 3} = 3.7%	School Programs are listed separately for each middle school.

School Progress Index ³				
Level	Achievement	Gap Reduction	Growth	SPI
Middle	Not Met	Not Met	Not Met	0.9717
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	85.3	90.2	81.8	89.2	77.2	88.0
Asian	94.5	94.9	≥95.0	≥95.0	93.8	≥95.0
Black or African American	75.0	84.0	67.5	81.7	60.8	79.7
Hispanic/Latino	74.7	82.5	69.0	80.5	59.6	78.3
White	≥95.0	≥95.0	93.6	≥95.0	91.4	≥95.0
Two or More Races	89.5	94.6	84.5	93.0	85.7	≥95.0
FARMS	70.6	79.7	63.6	77.2	54.1	74.8
LEP	53.2	57.0	50.9	60.2	44.9	46.4
SPED	57.7	67.1	56.4	67.8	46.7	66.9

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

Summary: County Middle Schools

Algebra Performance ^{2 3 4}		
	Algebra Completion with a "C" or Higher by Grade 8	Algebra HSA Pass Rates for Tests Taken in May 2012
All Students	62.1	94.0
Asian	83.1	≥95.0
Black or African American	44.0	86.8
Hispanic/Latino	39.6	86.3
White	79.1	≥95.0
Two or More Races	70.1	≥95.0
ESOL	22.3	78.9
FARMS	35.2	82.2
SPED	20.1	78.2

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	5.0	16.7	5.6	71.1	1.3	73.4	26.6			
Supporting Services	13.6	23.6	17.3	44.4	1.0	71.9	28.1	6,982	94.4	5.6

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 11.5
Average Class Size (English) = 24.5
Average Class Size (Other) = 26.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
14.5	43.4	42.2

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	38.000	Paraeducators	
Assistant Principal	68.000	Regular	27.436
Asst School Administrator	16.000	Special Education	308.244
Magnet/Special Program Coordinator	6.000	IT Systems Specialist	22.000
		Teacher Assistant	
		Media Assistant	32.375
		Instructional Data Assistant	29.375
Administrative Total	128.000		
Teachers		Instructional Support Total	
Classroom	1315.200		419.430
Resource/Team Leader/Content Specialist	354.000	Other Support	
Staff Development	16.200	Administrative Secretary	38.000
ESOL	47.400	School Financial Assistant	38.000
Alternative	27.600	Secretary	109.749
Reading/Literacy	27.600	Media Services Technician	
Special Education:		Parent/Community Coord	0.812
Classroom	287.700	Security Assistant	70.000
Resource Program	47.000	Lunch Hour Aide	15.371
		Other Support Total	271.932
Teachers Total	2122.700	Building Services	
Other Professional		Manager	39.000
Counselor	131.000	Leader	44.000
Media Specialist	37.000	Worker	178.000
Spec Ed Related Services	28.400	Plant Equipment Operator	38.000
		Building Services Total	299.000
Other Professional Total	196.400	Food Services	
			126.497
Total Professional	2447.100	Total Supporting Services	1116.859

Facilities Data		
Site Size in Acres	Joint Occupancy	Relocatable Classrooms
749.5	2	18

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
1780	1540	0	47	193

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
35,250	35,721	32,037	32,925	34,184	35,056	36,226	37,074

School Personnel Costs	
Professional Salaries	\$196,222,690
Supporting Services Salaries	\$46,034,181
Employee Benefits	\$64,984,313
Total Allocated Cost	\$307,241,184

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

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 44,824													
	% 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	22.2	24.4	≤5.0	34.7	≤5.0	Grade 9	12,364	27.6
ESOL	5.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 10	11,559	25.8
FARMS	26.4	12.5	13.9	≤5.0	≤5.0	9.9	12.2	≤5.0	≤5.0	≤5.0	Grade 11	10,669	23.8
SPED	11.1	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 12	10,232	22.8
¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS);											Total*	44,824	

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).

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	70.6	14.7	14.8

Other Participation
Students now or have in the past received FARMS ² = 42.6%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 11.6%
Graduation Rate ^{2 3} = 88.1%
Attendance Rate ^{2 3} = 93.4%
Dropout Rate ^{2 3} = 6.5%
Suspension Rate ^{2 3} = 4.3%
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = 72.5%

School Programs
School Programs are listed separately for each high school.

School Progress Index ³				
Level	Achievement	Gap Reduction	College/Career Readiness	SPI
High	Met	Not Met	Met	1.0561
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland High School Assessment Performance Status ^{1 2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
ALL	Maryland High School Assessment performance status is reflected in the Summary of County Schools which includes Alternative Programs and one special school (see page 436).							
AS								
BL								
HI								
WH								
MU								
ESOL								
FARMS								
SPED								

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

* Actual/Total Enrollment includes 129 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	66.7	64.5	83.6
Asian	83.6	81.2	92.4
Black or African American	53.1	46.6	74.2
Hispanic/Latino	49.9	46.0	72.0
White	83.0	81.1	93.0
Two or More Races	74.9	73.8	88.8
ESOL	29.8	37.7	51.6
FARMS	47.2	42.7	67.6
SPED	33.4	34.8	44.5

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.7	14.3	5.5	74.0	1.1	63.2	36.8			
Supporting Services	10.8	25.6	16.1	46.9	0.5	64.3	35.7	9,486	95.2	4.8

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
11.7	43.0	45.3

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 12.2	
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	80.370
Asst School Administrator	18.000	Special Education	412.513
Magnet/Special Program Coordinator	3.000	IT Systems Specialist	26.000
		English Composition Assistant	48.746
		Hearing Interpreter	
Administrative Total	118.000	College/Career Information Coord	26.000
		Media Assistant	44.500
		Teacher Assistant	0.500
Teachers		Instructional Support Total	638.629
Classroom	2016.200	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	25.000
ESOL	81.600	School Financial Assistant	26.000
Alternative	19.000	Secretary	130.999
Career/Technical Ed	32.400	Parent/Community Coord	
Reading/Literacy		Media Services Technician	25.000
Special Education:		Security Team Leader	25.000
Classroom	413.600	Security Assistant	113.500
Resource Program	35.000	Student Monitor	
Teachers Total	2839.000	Other Support Total	397.499
Other Professional		Building Services	
Counselor	185.600	Manager	24.000
Media Specialist	25.000	Leader	31.000
Spec Ed Related Services	25.900	Worker	320.000
		Plant Equipment Operator	25.000
		Building Services Total	400.000
Other Professional Total	236.500	Food Services	
			86.122
Total Professional	3193.500	Total Supporting Services	1522.250

Average SAT Scores ^{3 5} (70.7% Tested)			
	School	County	National
Critical Reading	545	545	496
Math	561	561	514
Writing	545	545	488
Total	1651	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
10322	5512	53.4

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
≥95.0%	≤5.0%	≤5.0%	55.8%

Facilities Data		
Site Size in Acres	Joint Occupancy	Relocatable Classrooms
898.4	1	45

Core Facility Teaching Stations				
Total	Regular Education	Support Rooms	ESOL	Special/Alt Education
2191	1865	0	62	264

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
45,666	48,198	44,505	44,181	44,433	44,959	46,045	47,207

School Personnel Costs	
Professional Salaries	\$258,975,087
Supporting Services Salaries	\$62,216,674
Employee Benefits	\$86,570,761
Total Allocated Cost	\$407,762,522

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).

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

³ Outcome data reflect 2011–2012 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

2012–2013 Enrollment = 1,126																
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU		N	%		N	%
All Students		38.5	61.5	≤5.0	6.9	25.8	29.1	≤5.0	32.6	5.2	Pre-K	68	6.0	Grade 6	13	1.2
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full K	147	13.1	Grade 7	34	3.0
FARMS	25.2	7.9	17.3	≤5.0	≤5.0	11.3	8.9	≤5.0	≤5.0	≤5.0	Grade 1	142	7.6	Grade 8	43	3.8
SPED	45.4	13.5	31.9	≤5.0	≤5.0	13.9	12.2	≤5.0	13.9	≤5.0	Grade 2	116	10.3	Grade 9	89	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).											Grade 3	115	10.2	Grade 10	86	7.6
											Grade 4	95	8.4	Grade 11	32	2.8
											Grade 5	27	2.4	Grade 12	119	10.6
														Total ^{1*}	1,126	
Students with Disabilities Least Restrictive Environment (LRE) ²																

Students with Disabilities Least Restrictive Environment (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	8.4	86.7

Other Participation
Students now or have in the past received FARMS ² = 50.2%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 86.8%
Attendance Rate ^{2 3} = 87.3%
Graduation Rate ^{2 3} = 7.0%
Dropout Rate ^{2 3} = 60.0%
Suspension Rate ^{2 3} = 13.9%
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = ≤5.0%

School Programs
School Programs are listed separately for each school.

School Progress Index ³				
Level	Achievement	Gap Reduction	Growth	SPI
Special	The School Progress Index is calculated separately for each special school. There is no combined calculation for all special schools.			
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The majority of students in MCPS special schools do not take the Maryland School Assessment (MSA). These schools administer the Alternate Maryland School Assessment (ALT-MSA).					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
FARMS						
LEP						
SPED						

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

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

* Actual/Total Enrollment includes 48 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	33.3	50.0	27.3	62.5	15.2	35.4
Asian	--	--	--	--	--	--
Black or African American	--	--	--	--	≤5.0	33.3
Hispanic/Latino	--	--	--	--	--	--
White	--	--	--	--	40.0	54.5
Two or More Races	--	--	--	--	--	--
FARMS	--	--	15.4	53.3	16.1	35.5
LEP	--	--	--	--	--	--
SPED	--	--	33.3	75.0	15.8	42.1

Maryland High School Assessment Performance Status ^{2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	Maryland High School Assessment performance status for special schools are included in the Summary of County Schools on page 436.							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

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	7.6	15.3
Asian	5.4	9.4
Black or African American	--	--
Hispanic/Latino	≤5.0	15.4
White	21.4	28.0
Two or More Races	--	--
FARMS	--	--
LEP	10.0	16.1
SPED	6.3	17.9

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 2011–2012 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	13.9	14.7
Asian	--	≤5.0
Black or African American	6.1	18.5
Hispanic/Latino	14.3	9.7
White	22.5	15.7
Two or More Races	--	≤5.0
ESOL	--	--
FARMS	7.3	12.8
SPED	9.1	7.4

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	4.5	17.0	5.0	70.5	2.5	77.0	23.0			
Supporting Services	9.3	31.7	14.2	44.3	0.5	78.7	21.3	392	86.5	13.5

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
18.5	39.5	42.0

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 4.1	
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	104.271
Magnet Coordinator	3.000	IT Systems Specialist	0.500
Principal Intern		English Composition Assistant	
Administrative Total	8.000	College/Career Information Coord	
		Media Assistant	3.000
Teachers		Teacher Assistant, Regular	
Kindergarten		Instructional Data Assistant	1.000
Classroom	6.800	Instructional Support Total	125.121
Athletic Director		Other Support	
Resource/Team Leader/Content Specialist	7.000	Administrative Secretary	5.000
Staff Development	1.500	Business Manager	
ESOL	1.400	Registrar	1.000
Alternative	30.700	School Financial Assistant	
Career/Technical Ed		Secretary	3.500
Reading/Literacy		Parent/Community Coord	
Physical Education		Media Services Technician	
Art	3.500	Security Team Leader	1.000
Music	2.200	Security Assistant	4.000
Instrumental Music		Student Monitor	
Preschool		Lunch Hour Aide	2.618
Special Education: Classroom	81.100	Other Support Total	17.118
Resource Program	2.000	Building Services	
Teachers Total	136.200	Manager	4.000
Other Professional		Leader	3.000
Counselor	2.000	Worker	2.000
Media Specialist	3.500	Plant Equipment Operator	
Spec Ed Related Services	23.700	Building Services Total	9.000
Other Professional Total	29.200	Food Services	2.125
Total Professional	173.400	Total Support Services	153.364

Average SAT Scores ^{3 5} (14.3% Tested)			
	School	County	National
Critical Reading	575	545	496
Math	557	561	514
Writing	570	545	488
Total	1702	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
54.7%	41.5%	≤5.0%	9.4%

Facilities Data			
Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
48.8		0	2

Core Facility Teaching Stations			
Total	Support Rooms	Pre-K	Special/Alt Education
79	8	1	70

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
920	960	731	731	731	731	731	731

School Personnel Costs	
Professional Salaries	\$13,684,816
Supporting Services Salaries	\$6,204,406
Employee Benefits	\$5,604,498
Total Allocated Cost	\$25,493,720

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

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

³ Outcome data reflect 2011–2012 school year.

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

⁵ The combined SAT score may differ by 1 point because of rounding.

Summary: County Schools

Total Number of Elementary, Middle, High, Special, and Charter Schools = 202

Plus 1 High School of Technology

2012–2013 Enrollment = 148,768																
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU		N	%		N	%
All Students		48.7	51.3	≤5.0	14.3	21.3	26.6	≤5.0	33.0	≤5.0	Pre-K	3,767	2.5	Grade 6	10,517	7.1
ESOL	15.4	7.0	8.4	≤5.0	≤5.0	≤5.0	9.8	≤5.0	≤5.0	≤5.0	Full K	11,650	7.8	Grade 7	10,617	7.1
FARMS	33.2	16.0	17.2	≤5.0	≤5.0	11.3	16.8	≤5.0	≤5.0	≤5.0	Grade 1	11,782	7.8	Grade 8	10,395	7.0
SPED	10.9	≤5.0	7.5	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	11,397	7.7	Grade 9	12,453	8.4
											Grade 3	11,416	7.7	Grade 10	11,645	7.8
											Grade 4	11,191	7.5	Grade 11	10,701	7.2
											Grade 5	10,886	7.3	Grade 12	10,351	7.0
														Total	148,768	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/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	67.7	11.4	20.9

Other Participation
Students now or have in the past received FARMS ² = 42.4%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = 12.2%
Attendance Rate ^{2 3} = ≥95.0%
Graduation Rate ^{2 3} = 86.8%
Dropout Rate ^{2 3} = 7.4%
Suspension Rate ^{2 3} = ≤3.0%
Percent of Students Meeting University System of Maryland Entrance Requirements ^{2 3} = 74.2%

School Programs
School Programs are listed separately for each school.

School Progress Index ³					
Level	Achievement	Gap Reduction	Growth	College/Career Readiness	SPI
Elementary	Met	Not Met	Met		0.9958
Middle	Not Met	Not Met	Not Met		0.9717
High	Met	Not Met		Met	1.0561
District Overall					1.0137
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).					

Maryland School Assessment Proficiency Rate ^{2 3 4}						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	90.2	88.8	91.2	93.0	87.6	93.5
Asian	≥95.0	94.9	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	80.0	79.1	83.5	87.3	77.0	87.9
Hispanic/Latino	84.3	82.5	85.0	87.9	79.0	89.5
White	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Two or More Races	93.8	92.0	92.8	≥95.0	93.7	≥95.0
FARMS	80.3	78.5	82.7	85.8	74.9	86.4
LEP	80.8	79.3	78.0	81.1	64.7	79.9
SPED	64.3	72.0	66.8	74.8	65.5	78.4

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 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	85.3	90.2	81.5	89.0	76.7	87.6
Asian	94.6	94.9	≥95.0	≥95.0	93.6	≥95.0
Black or African American	74.7	83.8	67.1	81.2	59.7	78.8
Hispanic/Latino	74.6	82.4	68.9	80.4	59.5	78.1
White	94.9	≥95.0	93.3	≥95.0	91.0	≥95.0
Two or More Races	89.6	94.7	83.9	92.4	85.5	94.8
FARMS	70.4	79.5	63.3	77.0	53.6	74.3
LEP	53.1	57.1	50.9	60.2	44.6	45.9
SPED	56.9	66.9	54.9	67.0	45.1	65.7

Maryland High School Assessment Performance Status ^{2 3 4}								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	94.4	94.4	92.6	94.6	92.6	92.3	91.2	93.4
Asian	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Black or African American	87.7	89.5	86.6	89.7	84.0	85.3	83.6	88.8
Hispanic/Latino	88.6	88.2	84.5	89.0	87.8	84.6	84.5	86.6
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	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
ESOL	64.5	73.9	48.7	67.5	71.1	67.1	52.5	59.4
FARMS	86.0	86.3	81.0	87.0	84.5	81.9	80.6	85.3
SPED	75.6	76.1	68.2	74.6	71.6	74.5	69.7	74.3

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	63.9	67.6	64.7	69.1	73.4	69.3
Asian	76.6	83.1	83.9	85.4	89.9	86.1
Black or African American	51.7	54.9	52.4	52.7	59.2	54.9
Hispanic/Latino	42.2	45.8	46.0	47.2	58.5	45.5
White	81.3	83.9	77.4	86.9	84.9	87.4
Two or More Races	71.0	75.6	69.7	79.2	82.3	78.9
ESOL	36.4	42.7	45.8	44.4	59.8	42.2
FARMS	40.4	44.6	44.9	45.2	56.8	44.3
SPED	30.7	27.9	31.9	33.1	60.4	29.2

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 2012	Algebra Completion with a "C" or Higher by the End of Grade 9
All Students	61.7	94.0	66.1
Asian	83.0	≥95.0	83.2
Black or African American	43.4	86.8	52.2
Hispanic/Latino	39.4	86.3	49.5
White	78.9	≥95.0	82.7
Two or More Races	69.9	≥95.0	74.2
ESOL	22.1	78.9	29.7
FARMS	34.9	82.2	46.4
SPED	19.7	78.2	32.7

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 2011–2012 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	64.0	83.2
Asian	81.1	92.3
Black or African American	46.1	73.5
Hispanic/Latino	45.7	71.7
White	80.5	92.6
Two or More Races	73.1	88.2
ESOL	37.5	51.5
FARMS	42.3	66.9
SPED	34.0	43.3

Staff Diversity								Classes Taught by Highly Qualified (HQ) Teachers ³		
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	5.0	12.5	5.3	75.7	1.3	79.0	21.0			
Supporting Services	11.9	22.5	17.1	47.5	0.8	74.9	25.1	34,657	96.7	3.3

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
15.8	42.0	42.2

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 11.4	
Average Class Size:	English = N/A Other = N/A

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	199.000	Paraeducators	
Assistant Principal	253.000	Regular	467.286
Magnet Coordinator	12.000	Special Education	1,381.031
Principal Intern		IT Systems Specialist	48.500
Asst School Administrator	35.000	English Composition Assistant	48.746
Administrative Total	499.000	College/Career Information Coord	26.000
Teachers		Hearing Interpreter	
Kindergarten	585.000	Media Assistant	160.875
Classroom	6,206.800	Teacher Assistant, Regular	0.500
Athletic Director	25.000	Instructional Data Assistant	118.250
Resource/Team Leader/Content Specialist	568.000	Instructional Support Total	2,251.188
Staff Development	149.900	Other Support	
ESOL	497.800	Administrative Secretary	201.000
Alternative	77.300	Business Manager	26.000
Career/Technical Ed	32.400	Registrar	26.000
Reading/Literacy	202.300	School Financial Assistant	64.000
Physical Education		Secretary	378.498
Art	148.900	Parent/Community Coord	7.187
Music	147.500	Media Services Technician	25.000
Instrumental Music	35.200	Security Team Leader	26.000
Preschool	80.900	Security Assistant	187.500
Special Education:		Student Monitor	
Classroom	1,364.200	Lunch Hour Aide	196.506
Resource Program	84.000	Other Support Total	1,137.691
Teachers Total	#####	Building Services	
Other Professional		Manager	199.000
Counselor	445.900	Leader	237.000
Media Specialist	188.200	Worker	828.500
Spec Ed Related Services	260.400	Plant Equipment Operator	64.000
Other Professional Total	894.500	Building Services Total	1,328.500
		Food Services	370.760
Total Professional	11,598.700	Total Support Services	5,088.139

Average SAT Scores ^{3 5} (71.4% Tested)		
	County	National
Critical Reading	545	498
Math	561	514
Writing	545	488
Total	1651	1498

Advanced Placement/International Baccalaureate Tests ³		
Number of Graduates	N of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
10322	5512	53.4

Grade 12 Documented Decisions ^{2 3}			
College/Training	Employment	Military	College/Employment
94.5%	≤5.0%	≤5.0%	55.7%

Facilities Data			
Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
2997.5	113	41	425

Core Facility Teaching Stations						
Total	Grades 1–12	Support A/M/R	Pre-K	Kindergarten	ESOL	Special Education
7,979	5,695	593	99	573	111	908

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 –2014	2014 –2015	2015 –2016	2016 –2017	2017 –2018	2018 –2019
148,132	156,646	152,085	153,543	155,402	156,904	158,704	160,278

School Personnel Costs	
Professional Salaries	\$909,479,064
Supporting Services Salaries	\$204,818,942
Employee Benefits	\$297,478,572
Total Allocated Cost	\$1,411,776,578

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 2011–2012 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	713	53.2	46.8	≤5.0	10.0	18.0	65.4	≤5.0	≤5.0	≤5.0	50.6	75.6	10.2
Ashburton ES	794	50.8	49.2	≤5.0	15.6	12.8	14.0	≤5.0	48.4	8.9	13.2	13.2	15.9
Bannockburn ES	385	50.9	49.1	≤5.0	8.6	≤5.0	6.5	≤5.0	73.0	9.4	10.9	≤5.0	7.8
Lucy V. Barnsley ES	663	56.1	43.9	≤5.0	15.5	11.9	26.7	≤5.0	38.9	6.6	15.2	30.5	13.7
Beall ES	777	52.1	47.9	≤5.0	24.6	14.0	17.1	≤5.0	35.4	8.8	19.3	25.4	7.7
Bel Pre ES	488	49.4	50.6	≤5.0	5.7	44.7	38.5	≤5.0	7.6	≤5.0	46.5	67.2	7.2
Bells Mill ES	578	52.9	47.1	≤5.0	22.5	12.1	7.1	≤5.0	53.1	≤5.0	11.4	11.6	7.3
Belmont ES	318	51.3	48.7	≤5.0	6.3	7.5	10.4	≤5.0	71.1	≤5.0	≤5.0	8.8	12.6
Bethesda ES	512	51.4	48.6	≤5.0	11.5	9.0	10.7	≤5.0	61.5	7.2	8.0	5.7	9.4
Beverly Farms ES	576	49.7	50.3	≤5.0	28.5	≤5.0	10.6	≤5.0	49.5	6.4	7.3	≤5.0	6.8
Bradley Hills ES	507	52.3	47.7	≤5.0	11.2	≤5.0	9.7	≤5.0	67.1	9.7	7.1	≤5.0	≤5.0
Broad Acres ES	693	51.8	48.2	≤5.0	6.6	16.5	76.2	≤5.0	≤5.0	≤5.0	74.5	94.8	6.6
Brooke Grove ES	386	51.6	48.4	≤5.0	15.8	21.8	14.2	≤5.0	45.1	≤5.0	12.4	24.9	15.0
Brookhaven ES	432	55.6	44.4	≤5.0	6.5	30.3	49.3	≤5.0	11.6	≤5.0	45.1	64.6	22.5
Brown Station ES	521	51.1	48.9	≤5.0	8.6	34.7	40.7	≤5.0	10.7	≤5.0	27.4	62.6	16.7
Burning Tree ES	506	49.8	50.2	≤5.0	16.4	≤5.0	6.9	≤5.0	65.2	7.7	10.5	≤5.0	13.4
Burnt Mills ES	499	53.3	46.7	≤5.0	≤5.0	66.7	20.6	≤5.0	7.0	≤5.0	26.9	65.1	6.0
Burtonsville ES	682	49.0	51.0	≤5.0	17.0	60.1	11.6	≤5.0	6.2	≤5.0	21.8	47.9	5.4
Candlewood ES	360	49.7	50.3	≤5.0	18.1	11.1	15.8	≤5.0	48.1	6.7	13.9	17.5	7.2
Cannon Road ES	420	52.9	47.1	≤5.0	10.0	36.4	39.5	≤5.0	9.0	≤5.0	17.6	58.6	13.8
Carderock Springs ES	409	54.3	45.7	≤5.0	13.7	≤5.0	7.6	≤5.0	72.4	≤5.0	≤5.0	≤5.0	10.3
Rachel Carson ES	934	48.7	51.3	≤5.0	13.2	≤5.0	16.4	≤5.0	59.5	6.2	12.6	16.7	9.0
Cashell ES	326	58.0	42.0	≤5.0	11.7	13.5	19.6	≤5.0	47.9	6.7	10.1	21.2	14.1
Cedar Grove ES	528	50.8	49.2	≤5.0	36.2	10.2	10.6	≤5.0	37.9	≤5.0	14.0	12.7	7.0
Chevy Chase ES	523	51.1	48.9	≤5.0	≤5.0	10.5	9.6	≤5.0	70.4	≤5.0	6.3	12.2	6.3
Clarksburg ES	264	52.7	47.3	≤5.0	39.4	14.0	14.0	≤5.0	26.5	5.7	20.5	22.0	12.5
Clearspring ES	624	50.6	49.4	≤5.0	14.3	11.9	19.1	≤5.0	47.8	6.9	9.1	20.0	12.2
Clopper Mill ES	436	51.4	48.6	≤5.0	6.9	40.1	42.4	≤5.0	7.3	≤5.0	29.8	71.6	14.4
Cloverly ES	452	53.5	46.5	≤5.0	15.9	20.1	18.6	≤5.0	38.5	6.6	12.8	16.8	20.4
Cold Spring ES	363	54.5	45.5	≤5.0	35.8	≤5.0	6.6	≤5.0	47.4	7.7	6.6	≤5.0	5.5
College Gardens ES	837	49.0	51.0	≤5.0	22.5	17.0	13.1	≤5.0	40.1	7.2	12.8	16.7	5.3
Community Montessori Charter	67	46.3	53.7	≤5.0	≤5.0	28.4	25.4	≤5.0	35.8	6.0	≤5.0	17.9	≤5.0
Cresthaven ES	482	53.9	46.1	≤5.0	11.4	37.1	44.0	≤5.0	5.4	≤5.0	28.2	70.3	13.3
Capt. James E. Daly ES	594	51.9	48.1	≤5.0	6.1	34.2	42.6	≤5.0	12.3	≤5.0	34.8	67.2	11.3
Damascus ES	303	48.2	51.8	≤5.0	≤5.0	≤5.0	23.8	≤5.0	64.4	≤5.0	16.8	26.1	16.8
Darnestown ES	345	56.5	43.5	≤5.0	10.4	≤5.0	5.2	≤5.0	74.5	6.1	≤5.0	≤5.0	≤5.0
Diamond ES	606	52.6	47.4	≤5.0	39.3	7.9	10.7	≤5.0	37.0	5.1	20.0	12.0	9.9
Dr. Charles R. Drew ES	469	51.8	48.2	≤5.0	14.3	45.0	22.4	≤5.0	13.9	≤5.0	20.9	49.9	13.6
DuFief ES	368	52.7	47.3	≤5.0	28.5	9.2	8.4	≤5.0	49.2	≤5.0	15.8	10.1	20.1
East Silver Spring ES	484	54.1	45.9	≤5.0	5.2	52.5	22.3	≤5.0	17.1	≤5.0	34.1	56.8	15.7
Fairland ES	602	50.3	49.7	≤5.0	9.8	57.0	20.6	≤5.0	9.3	≤5.0	19.9	54.2	8.0
Fallsmead ES	531	52.9	47.1	≤5.0	31.5	7.5	8.9	≤5.0	47.5	≤5.0	13.0	8.3	8.3
Farmland ES	650	52.5	47.5	≤5.0	35.2	≤5.0	8.2	≤5.0	47.5	≤5.0	28.3	7.2	7.5
Fields Road ES	472	49.8	50.2	≤5.0	18.9	18.0	23.9	≤5.0	33.3	5.5	19.7	38.6	7.4
Flower Hill ES	483	48.9	51.1	≤5.0	14.5	28.8	42.2	≤5.0	8.5	5.6	35.2	65.2	10.6
Flower Valley ES	472	52.1	47.9	≤5.0	10.4	12.7	18.9	≤5.0	54.2	≤5.0	11.2	17.4	13.6
Forest Knolls ES	683	51.0	49.0	≤5.0	7.2	14.2	41.3	≤5.0	32.8	≤5.0	28.3	40.0	9.2
Fox Chapel ES	622	52.6	47.4	≤5.0	21.5	24.6	38.7	≤5.0	11.1	≤5.0	36.2	51.6	5.5
Gaithersburg ES	740	50.4	49.6	≤5.0	5.7	16.1	70.0	≤5.0	5.7	≤5.0	52.2	77.4	8.1
Galway ES	826	49.9	50.1	≤5.0	13.3	56.9	22.5	≤5.0	≤5.0	≤5.0	28.6	56.1	8.5
Garrett Park ES	632	52.7	47.3	≤5.0	15.8	8.7	25.0	≤5.0	42.7	7.0	21.7	13.8	5.2
Georgian Forest ES	554	54.9	45.1	≤5.0	8.7	36.5	44.9	≤5.0	7.0	≤5.0	34.8	76.2	8.5

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.

**Elementary Schools
Demographic Information^{1 2}**

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Germantown ES	298	52.0	48.0	≤5.0	16.4	29.9	30.9	≤5.0	19.8	≤5.0	12.4	30.2	15.1
William B. Gibbs, Jr. ES	753	50.1	49.9	≤5.0	32.9	19.8	16.3	≤5.0	24.0	6.5	20.6	25.8	12.6
Glen Haven ES	554	52.0	48.0	≤5.0	9.0	22.7	51.3	≤5.0	13.9	≤5.0	36.8	67.7	11.9
Glenallen ES	468	49.8	50.2	≤5.0	11.8	29.3	48.5	≤5.0	6.0	≤5.0	38.7	67.9	8.5
Goshen ES	580	49.7	50.3	≤5.0	11.0	26.4	28.8	≤5.0	26.4	7.1	24.1	39.1	14.0
Great Seneca Creek ES	766	49.2	50.8	≤5.0	14.8	26.0	23.4	≤5.0	27.8	7.4	16.2	33.2	8.2
Greencastle ES	718	50.7	49.3	≤5.0	8.6	70.3	16.3	≤5.0	≤5.0	≤5.0	18.5	63.9	11.6
Greenwood ES	529	50.1	49.9	≤5.0	8.3	7.2	9.1	≤5.0	69.9	5.5	6.0	7.8	5.1
Harmony Hills ES	740	50.5	49.5	≤5.0	6.2	18.0	71.5	≤5.0	≤5.0	≤5.0	57.2	88.4	7.2
Highland ES	534	52.4	47.6	≤5.0	5.6	12.7	74.0	≤5.0	≤5.0	≤5.0	59.6	82.2	13.3
Highland View ES	393	51.1	48.9	≤5.0	≤5.0	24.4	27.5	≤5.0	38.9	5.6	32.1	42.2	5.9
Jackson Road ES	677	54.8	45.2	≤5.0	11.2	48.7	34.3	≤5.0	≤5.0	≤5.0	29.7	70.8	13.1
Jones Lane ES	489	55.6	44.4	≤5.0	12.7	10.6	23.3	≤5.0	47.4	5.5	16.4	27.0	13.7
Kemp Mill ES	477	48.8	51.2	≤5.0	5.5	20.1	67.7	≤5.0	≤5.0	≤5.0	55.1	75.7	8.6
Kensington Parkwood ES	654	52.0	48.0	≤5.0	7.0	5.7	8.6	≤5.0	73.9	≤5.0	5.4	6.1	10.2
Lake Seneca ES	450	51.3	48.7	≤5.0	10.4	30.4	30.7	≤5.0	22.9	5.3	26.2	44.9	17.8
Lakewood ES	569	50.1	49.9	≤5.0	43.6	≤5.0	7.2	≤5.0	39.4	5.3	9.0	≤5.0	6.9
Laytonsville ES	470	53.4	46.6	≤5.0	9.4	11.1	12.3	≤5.0	60.0	7.0	6.0	14.0	11.9
Little Bennett ES	957	50.4	49.6	≤5.0	29.7	18.3	9.1	≤5.0	35.0	7.7	13.2	12.5	6.2
Luxmanor ES	452	49.3	50.7	≤5.0	21.2	13.3	18.1	≤5.0	44.0	≤5.0	19.2	15.3	9.1
Thurgood Marshall ES	590	53.6	46.4	≤5.0	16.6	13.4	26.3	≤5.0	37.5	5.4	16.6	27.1	12.7
Maryvale ES	581	48.5	51.5	≤5.0	8.8	27.9	31.8	≤5.0	25.1	5.9	30.6	43.2	7.4
Spark M. Matsunaga ES	1009	51.4	48.6	≤5.0	37.5	15.5	11.0	≤5.0	30.3	5.6	14.6	15.7	5.7
S. Christa McAuliffe ES	636	50.8	49.2	≤5.0	10.5	29.6	33.8	≤5.0	17.9	7.7	24.7	48.7	7.5
Ronald McNair ES	791	50.3	49.7	≤5.0	29.1	23.0	15.8	≤5.0	27.1	5.1	19.3	25.2	7.7
Meadow Hall ES	425	52.9	47.1	≤5.0	9.6	12.9	50.8	≤5.0	20.9	≤5.0	26.6	53.6	16.2
Mill Creek Towne ES	408	55.1	44.9	≤5.0	12.7	15.0	40.7	≤5.0	26.7	≤5.0	30.9	42.2	19.1
Monocacy ES	160	51.9	48.1	≤5.0	≤5.0	6.3	7.5	≤5.0	76.3	7.5	≤5.0	13.1	16.3
Montgomery Knolls ES	488	50.4	49.6	≤5.0	7.6	22.7	49.2	≤5.0	18.0	≤5.0	46.5	61.7	17.2
New Hampshire Estates ES	509	47.3	52.7	≤5.0	≤5.0	14.5	79.8	≤5.0	≤5.0	≤5.0	76.4	90.4	7.7
Roscoe R. Nix ES	544	52.0	48.0	≤5.0	12.1	34.6	46.5	≤5.0	5.1	≤5.0	42.5	68.4	7.2
North Chevy Chase ES	409	48.7	51.3	≤5.0	5.9	11.0	14.4	≤5.0	61.4	6.8	5.1	7.1	12.0
Oak View ES	352	50.6	49.4	≤5.0	8.2	18.8	55.4	≤5.0	15.6	≤5.0	38.6	69.9	11.9
Oakland Terrace ES	518	54.1	45.9	≤5.0	8.5	14.7	27.2	≤5.0	41.9	7.3	18.5	32.0	9.8
Olney ES	612	54.1	45.9	≤5.0	10.6	14.7	14.5	≤5.0	53.3	6.5	7.2	18.1	6.5
William Tyler Page ES	403	51.9	48.1	≤5.0	20.6	50.4	18.1	≤5.0	6.9	≤5.0	22.3	50.1	5.2
Pine Crest ES	438	47.3	52.7	≤5.0	13.7	17.6	35.8	≤5.0	28.1	≤5.0	24.7	47.7	≤5.0
Piney Branch ES	492	49.6	50.4	≤5.0	≤5.0	34.1	17.3	≤5.0	38.4	5.7	16.3	33.9	8.7
Poolesville ES	390	53.6	46.4	≤5.0	≤5.0	≤5.0	12.6	≤5.0	76.2	≤5.0	5.1	14.4	9.7
Potomac ES	496	52.4	47.6	≤5.0	30.6	≤5.0	≤5.0	≤5.0	58.3	≤5.0	7.1	≤5.0	6.5
Judith A. Resnik ES	592	49.2	50.8	≤5.0	11.0	27.9	41.0	≤5.0	15.0	≤5.0	32.1	54.4	8.6
Dr. Sally K. Ride ES	510	56.3	43.7	≤5.0	23.5	28.6	24.3	≤5.0	16.9	6.3	20.4	42.5	16.3
Ritchie Park ES	522	52.1	47.9	≤5.0	20.5	10.2	16.1	≤5.0	48.1	≤5.0	13.2	16.5	7.3
Rock Creek Forest ES	597	48.9	51.1	≤5.0	≤5.0	15.2	30.3	≤5.0	43.2	5.7	18.8	22.9	6.4
Rock Creek Valley ES	416	54.1	45.9	≤5.0	11.3	7.2	40.9	≤5.0	32.0	7.9	27.9	35.3	21.4
Rock View ES	630	49.5	50.5	≤5.0	11.4	16.2	44.0	≤5.0	22.9	5.4	38.6	48.7	12.5
Lois P. Rockwell ES	449	52.6	47.4	≤5.0	10.7	12.2	21.2	≤5.0	49.2	6.2	16.9	23.6	18.7
Rolling Terrace ES	816	51.2	48.8	≤5.0	≤5.0	14.5	62.0	≤5.0	15.9	≤5.0	48.5	66.8	5.8
Rosemary Hills ES	731	50.5	49.5	≤5.0	5.2	13.0	16.1	≤5.0	57.7	7.7	17.5	21.1	7.0
Rosemont ES	532	54.5	45.5	≤5.0	10.0	23.1	44.2	≤5.0	15.8	6.4	35.2	59.0	10.7
Sequoyah ES	445	52.4	47.6	≤5.0	9.2	17.1	40.7	≤5.0	28.5	≤5.0	37.1	49.4	13.3
Seven Locks ES	358	56.4	43.6	≤5.0	16.8	8.9	9.5	≤5.0	57.5	6.7	8.1	6.1	5.3

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

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

**Elementary Schools
Demographic Information^{1 2}**

School Name	Total	Male	Female	AM	AS	BL	HI	PI	WH	MU	ESOL	FARMS	SPED
Sherwood ES	489	48.5	51.5	≤5.0	13.5	18.2	10.2	≤5.0	53.2	≤5.0	9.0	13.5	10.2
Sargent Shriver ES	756	48.8	51.2	≤5.0	9.0	12.3	73.1	≤5.0	≤5.0	≤5.0	62.4	82.1	9.3
Flora M. Singer ES	505	50.7	49.3	≤5.0	7.1	14.7	32.7	≤5.0	39.0	5.7	30.7	37.0	13.5
Sligo Creek ES	564	47.0	53.0	≤5.0	≤5.0	21.5	11.0	≤5.0	53.0	9.4	7.3	14.4	9.4
Somerset ES	516	49.8	50.2	≤5.0	11.2	≤5.0	11.0	≤5.0	68.0	5.2	15.9	≤5.0	5.6
South Lake ES	785	49.6	50.4	≤5.0	7.9	32.0	52.9	≤5.0	≤5.0	≤5.0	48.0	76.2	6.5
Stedwick ES	594	52.7	47.3	≤5.0	7.6	34.7	34.8	≤5.0	16.5	5.6	33.3	57.4	8.1
Stone Mill ES	628	52.1	47.9	≤5.0	44.7	13.5	6.5	≤5.0	30.7	≤5.0	16.7	13.5	14.2
Stonegate ES	468	54.9	45.1	≤5.0	14.1	32.1	15.8	≤5.0	32.5	5.6	6.8	22.9	11.1
Strathmore ES	407	50.1	49.9	≤5.0	7.4	44.7	37.6	≤5.0	6.1	≤5.0	24.8	61.7	14.0
Strawberry Knoll ES	558	50.9	49.1	≤5.0	14.5	33.0	33.3	≤5.0	15.4	≤5.0	23.8	52.3	17.9
Summit Hall ES	608	50.5	49.5	≤5.0	5.4	25.8	62.2	≤5.0	≤5.0	≤5.0	51.2	77.6	7.7
Takoma Park ES	587	49.7	50.3	≤5.0	5.1	32.2	18.4	≤5.0	38.2	6.0	29.5	38.0	5.3
Travilah ES	429	51.7	48.3	≤5.0	41.7	5.4	≤5.0	≤5.0	43.4	5.8	13.8	5.1	5.6
Twinbrook ES	551	55.4	44.6	≤5.0	15.8	11.3	58.4	≤5.0	10.7	≤5.0	48.8	65.2	8.9
Viers Mill ES	646	50.8	49.2	≤5.0	8.2	12.1	63.5	≤5.0	13.3	≤5.0	48.5	71.1	19.0
Washington Grove ES	383	57.4	42.6	≤5.0	9.9	18.0	56.9	≤5.0	10.4	≤5.0	52.7	73.4	17.5
Waters Landing ES	669	52.6	47.4	≤5.0	11.1	30.9	28.1	≤5.0	23.8	5.5	25.9	44.7	10.6
Watkins Mill ES	648	51.9	48.1	≤5.0	11.0	34.9	41.7	≤5.0	7.7	≤5.0	36.9	66.2	10.3
Wayside ES	535	46.9	53.1	≤5.0	30.5	5.8	≤5.0	≤5.0	52.5	6.2	9.2	≤5.0	7.9
Weller Road ES	604	52.5	47.5	≤5.0	8.9	12.4	73.3	≤5.0	≤5.0	≤5.0	60.3	79.8	7.1
Westbrook ES	435	51.0	49.0	≤5.0	≤5.0	≤5.0	7.6	≤5.0	81.4	6.9	5.3	≤5.0	8.5
Westover ES	321	59.5	40.5	≤5.0	15.3	32.1	19.9	≤5.0	27.1	≤5.0	11.2	24.0	23.7
Wheaton Woods ES	471	53.7	46.3	≤5.0	7.2	27.0	58.2	≤5.0	6.2	≤5.0	53.7	81.1	5.5
Whetstone ES	708	55.2	44.8	≤5.0	8.3	27.3	47.2	≤5.0	14.1	≤5.0	36.0	62.6	18.8
Wood Acres ES	767	52.7	47.3	≤5.0	10.0	≤5.0	7.8	≤5.0	73.4	5.7	6.6	≤5.0	6.4
Woodfield ES	325	53.2	46.8	≤5.0	≤5.0	8.6	16.0	≤5.0	66.2	≤5.0	6.5	18.8	10.8
Woodlin ES	562	52.7	47.3	≤5.0	6.8	27.6	17.4	≤5.0	42.5	5.3	11.7	22.6	13.3
Wyngate ES	709	50.5	49.5	≤5.0	7.6	≤5.0	8.9	≤5.0	72.5	7.5	8.5	≤5.0	6.5

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.

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	83.3	≥95.0	16.1	9.5	15.2	29.4	34.2
Ashburton ES	16.4	≥95.0	13.3	12.4	19.1	34.6	31.8
Bannockburn ES	≤5.0	≥95.0	≤5.0	14.4	26.3	32.3	31.1
Lucy V. Barnsley ES	34.5	≥95.0	11.9	11.2	15.3	27.8	32.7
Beall ES	30.4	≥95.0	12.4	13.9	14.9	36.6	33.2
Bel Pre ES	69.3	≥95.0	23.8	9.9	16.2	22.9	
Bells Mill ES	12.5	≥95.0	6.6	13.5	17.0	35.6	33.7
Belmont ES	11.6	≥95.0	≤5.0	12.5	12.5	36.1	29.5
Bethesda ES	8.2	≥95.0	12.4	11.5	16.0	19.7	31.7
Beverly Farms ES	5.2	≥95.0	7.4	14.3	21.8	36.8	33.8
Bradley Hills ES	≤5.0	≥95.0	5.2	15.1	22.0	36.7	29.9
Broad Acres ES	94.8	≥95.0	27.1	9.6	16.6	28.1	29.1
Brooke Grove ES	31.3	≥95.0	9.8	10.2	14.3	29.7	27.2
Brookhaven ES	72.9	≥95.0	18.7	7.5	11.0	21.8	25.5
Brown Station ES	69.3	≥95.0	31.7	9.7	14.1	28.9	36.5
Burning Tree ES	≤5.0	≥95.0	10.5	11.8	23.7	35.7	32.7
Burnt Mills ES	69.7	≥95.0	29.7	11.3	18.8	24.7	26.0
Burtonsville ES	56.6	≥95.0	13.2	12.9	11.6	28.3	31.9
Candlewood ES	20.6	≥95.0	12.7	14.0	18.8	28.6	33.1
Cannon Road ES	63.8	≥95.0	17.4	9.1	16.0	27.1	28.3
Carderock Springs ES	≤5.0	≥95.0	5.1	11.9	14.8	36.5	33.1
Rachel Carson ES	18.3	≥95.0	7.9	14.9	21.3	35.6	34.0
Cashell ES	24.5	≥95.0	5.2	9.3	19.0	31.3	32.8
Cedar Grove ES	16.7	≥95.0	14.0	13.8	17.7	35.9	35.9
Chevy Chase ES	13.4	≥95.0	≤5.0	15.4		16.6	42.1
Clarksburg ES	23.5	≥95.0	13.2	11.0	17.3	24.0	33.4
Clearspring ES	24.0	≥95.0	7.4	12.6	16.0	30.4	32.3
Clopper Mill ES	79.4	≥95.0	18.4	7.7	11.8	23.7	26.6
Cloverly ES	21.0	≥95.0	13.4	9.6	11.3	32.8	31.9
Cold Spring ES	≤5.0	≥95.0	≤5.0	14.7	16.5	33.4	28.7
College Gardens ES	19.2	≥95.0	12.4	14.6	16.9	34.0	29.4
Community Montessori Charter	17.9						
Cresthaven ES	77.2	≥95.0	15.6	11.5		18.9	32.2
Capt. James E. Daly ES	71.2	≥95.0	13.2	10.2	15.2	27.7	30.6
Damascus ES	34.0	≥95.0	11.0	9.5	15.3	32.4	29.1
Darnestown ES	≤5.0	≥95.0	6.1	14.6	24.5	34.8	30.4
Diamond ES	15.2	≥95.0	17.6	11.1	16.6	34.4	34.1
Dr. Charles R. Drew ES	57.6	≥95.0	16.0	9.3	9.0	21.7	34.8
DuFief ES	12.5	≥95.0	6.7	9.5	11.7	32.8	25.6
East Silver Spring ES	61.6	94.8	19.8	8.9	14.9	22.9	27.3
Fairland ES	63.3	≥95.0	22.8	11.4	11.6	24.5	32.9
Fallsmead ES	11.5	≥95.0	9.3	12.9	14.1	30.3	34.5
Farmland ES	11.7	≥95.0	12.4	12.3	16.7	34.4	29.8
Fields Road ES	42.6	≥95.0	15.7	9.7	17.8	34.3	31.9
Flower Hill ES	71.2	94.7	16.6	10.6	14.1	28.4	31.9
Flower Valley ES	21.8	≥95.0	11.0	11.1	15.2	34.9	28.5
Forest Knolls ES	45.8	≥95.0	8.5	9.9	12.5	27.1	29.2
Fox Chapel ES	56.1	≥95.0	13.7	12.5	16.0	26.6	31.9
Gaithersburg ES	84.1	94.9	21.0	10.3	17.6	27.0	30.3
Galway ES	64.8	≥95.0	15.3	11.2	17.2	28.8	32.9
Garrett Park ES	20.1	≥95.0	15.1	16.0	16.5	36.2	31.5
Georgian Forest ES	81.4	94.5	28.5	9.9	14.1	26.0	28.9

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 2011–2012 school year.

Elementary Schools Other Information							
School Name	Ever FARMS ¹	Attendance Rate ^{1 2}	Mobility Rate ^{1 2}	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Germantown ES	38.6	≥95.0	9.7	7.8	13.8	23.8	24.1
William B. Gibbs, Jr. ES	29.6	≥95.0	8.9	12.4	17.3	34.2	30.7
Glen Haven ES	73.3	≥95.0	28.8	9.0	16.1	24.1	23.6
Glenallan ES	73.3	≥95.0	27.0	10.4	15.8	22.5	27.1
Goshen ES	46.2	≥95.0	14.5	11.0	13.7	26.8	31.0
Great Seneca Creek ES	40.5	≥95.0	10.9	14.0	16.5	35.9	33.5
Greencastle ES	69.8	≥95.0	26.8	10.8	17.0	30.3	31.9
Greenwood ES	9.6	≥95.0	≤5.0	15.5	12.6	33.3	33.1
Harmony Hills ES	90.4	≥95.0	22.8	10.1	17.9	28.5	35.8
Highland ES	88.4	≥95.0	12.0	9.0	17.4	25.6	29.8
Highland View ES	46.3	≥95.0	18.6	10.7	11.9	22.2	27.9
Jackson Road ES	77.1	≥95.0	17.5	9.7	14.4	25.3	29.6
Jones Lane ES	30.3	≥95.0	12.1	10.9	15.2	30.8	29.1
Kemp Mill ES	79.7	94.8	28.4	9.6	16.0	24.8	28.0
Kensington Parkwood ES	8.9	≥95.0	5.2	14.0	15.9	34.9	33.4
Lake Seneca ES	52.7	≥95.0	26.4	9.2	12.4	25.9	26.5
Lakewood ES	5.8	≥95.0	10.0	14.2	19.3	34.3	29.9
Laytonsville ES	16.4	≥95.0	7.7	12.1	15.8	32.8	34.4
Little Bennett ES	15.8	≥95.0	7.8	15.6	24.1	37.7	33.6
Luxmanor ES	19.7	≥95.0	13.3	11.6	15.0	31.3	32.9
Thurgood Marshall ES	32.7	≥95.0	13.1	11.5	16.3	32.4	30.8
Maryvale ES	48.2	≥95.0	15.6	9.8	17.4	27.6	17.6
Spark M. Matsunaga ES	18.7	≥95.0	6.3	15.2	22.3	37.7	34.6
S. Christa McAuliffe ES	57.2	≥95.0	16.4	11.6	14.1	26.8	32.3
Ronald McNair ES	29.2	≥95.0	8.9	14.7	19.1	36.4	35.1
Meadow Hall ES	64.0	94.7	16.5	8.3	10.3	26.6	30.3
Mill Creek Towne ES	49.0	≥95.0	12.6	9.5	13.0	23.8	28.9
Monocacy ES	18.1	94.3	7.5	10.5	24.0	39.5	36.7
Montgomery Knolls ES	61.9	≥95.0	13.8	8.1	14.4	21.6	
New Hampshire Estates ES	90.4	≥95.0	18.2	8.6	17.7	22.5	
Roscoe R. Nix ES	74.3	≥95.0	20.4	8.8	20.7	25.0	
North Chevy Chase ES	11.0	≥95.0	≤5.0	12.7		15.0	40.2
Oak View ES	76.1	≥95.0	13.0	10.5		18.2	34.1
Oakland Terrace ES	35.5	≥95.0	7.8	10.3	15.2	27.2	32.5
Olney ES	21.6	≥95.0	9.0	14.6	16.2	36.1	33.2
William Tyler Page ES	54.8	≥95.0	20.5	11.4	11.5	23.3	29.3
Pine Crest ES	54.3	≥95.0	12.0	14.0		19.5	33.6
Piney Branch ES	40.2	≥95.0	12.2	13.5		21.2	33.6
Poolesville ES	19.0	≥95.0	10.3	12.8	16.0	33.8	29.1
Potomac ES	≤5.0	≥95.0	7.3	14.1	20.3	33.1	31.3
Judith A. Resnik ES	60.3	≥95.0	18.9	9.9	12.9	26.8	32.7
Dr. Sally K. Ride ES	46.7	≥95.0	16.2	9.5	12.4	28.5	31.2
Ritchie Park ES	19.9	≥95.0	12.8	14.7	12.9	34.4	32.4
Rock Creek Forest ES	26.6	≥95.0	5.9	14.0	15.1	24.4	32.0
Rock Creek Valley ES	43.3	≥95.0	11.5	7.5	10.0	23.9	28.1
Rock View ES	54.4	94.7	10.3	9.8	15.6	26.3	31.7
Lois P. Rockwell ES	28.7	≥95.0	8.4	10.6	18.3	31.8	28.6
Rolling Terrace ES	68.9	94.6	15.0	11.1	18.2	27.0	27.7
Rosemary Hills ES	21.3	≥95.0	7.4	12.2	20.6	32.1	
Rosemont ES	62.8	≥95.0	19.3	8.6	12.7	26.1	30.9
Sequoyah ES	55.1	≥95.0	17.6	10.2	12.0	26.6	29.9
Seven Locks ES	8.4	≥95.0	6.2	14.9	16.0	37.3	25.0

¹ To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

² Outcome data reflect 2011–2012 school year.

Elementary Schools Other Information							
School Name	Ever FARMS ¹	Attendance Rate ^{1 2}	Mobility Rate ^{1 2}	Stud/Instr Staff Ratio	Kindergarten Class Size	Grade 1 to 3 Class Size	Grade 4 to 5 Class Size
Sherwood ES	17.2	≥95.0	8.0	11.0	20.0	36.6	34.0
Sargent Shriver ES	86.5	≥95.0	15.0	10.5	18.4	28.9	33.0
Flora M. Singer ES	41.2			9.3	15.4	25.2	29.9
Sligo Creek ES	17.6	≥95.0	9.9	13.0	14.4	28.9	29.7
Somerset ES	≤5.0	≥95.0	8.4	14.4	18.4	33.1	33.0
South Lake ES	85.0	≥95.0	29.2	11.3	20.4	27.9	30.4
Stedwick ES	63.6	≥95.0	14.6	11.0	11.9	25.4	33.2
Stone Mill ES	15.3	≥95.0	9.3	11.9	16.0	34.5	32.1
Stonegate ES	27.6	≥95.0	9.8	12.8	12.7	28.9	23.8
Strathmore ES	73.5	≥95.0	18.5	10.3		19.9	29.9
Strawberry Knoll ES	57.0	≥95.0	16.8	8.1	11.6	27.2	30.9
Summit Hall ES	83.7	≥95.0	20.1	10.0	14.6	26.2	29.9
Takoma Park ES	38.8	≥95.0	9.6	12.4	18.9	26.8	
Travilah ES	7.9	≥95.0	9.6	12.7	16.8	35.0	29.4
Twinbrook ES	72.1	≥95.0	16.6	9.4	13.7	28.1	25.9
Viers Mill ES	74.8	≥95.0	13.1	8.4	16.6	28.5	28.7
Washington Grove ES	75.7	≥95.0	19.3	8.1	10.2	21.2	26.6
Waters Landing ES	51.3	≥95.0	19.3	10.6	14.7	29.1	28.2
Watkins Mill ES	71.9	93.8	22.9	10.5	13.2	30.5	31.0
Wayside ES	≤5.0	≥95.0	5.6	11.3	18.3	35.0	30.8
Weller Road ES	86.1	≥95.0	18.8	10.7	14.2	26.2	31.7
Westbrook ES	≤5.0	≥95.0	5.1	13.0	23.7	34.5	31.9
Westover ES	29.9	≥95.0	12.9	8.5	8.3	29.3	26.6
Wheaton Woods ES	86.4	≥95.0	12.9	9.3	16.3	25.1	31.6
Whetstone ES	66.7	94.7	17.1	10.1	17.8	29.5	32.5
Wood Acres ES	≤5.0	≥95.0	5.2	15.1	20.3	34.6	34.9
Woodfield ES	22.5	≥95.0	≤5.0	11.5	10.8	27.0	30.1
Woodlin ES	27.8	≥95.0	11.1	11.3	11.9	30.3	28.8
Wyngate ES	≤5.0	≥95.0	6.0	16.4	18.7	38.5	33.2

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 2011–2012 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	795	55.7	44.3	≤5.0	10.7	37.7	39.4	≤5.0	9.4	≤5.0	14.5	56.6	9.3
John T. Baker MS	794	49.0	51.0	≤5.0	≤5.0	9.1	16.4	≤5.0	64.9	≤5.0	≤5.0	17.8	11.5
Benjamin Banneker MS	769	48.9	51.1	≤5.0	10.8	61.0	14.4	≤5.0	7.9	5.6	≤5.0	45.9	10.0
Briggs Chaney MS	875	51.5	48.5	≤5.0	13.7	49.4	19.9	≤5.0	12.2	≤5.0	7.0	44.2	11.1
Cabin John MS	923	52.8	47.2	≤5.0	26.4	10.0	9.0	≤5.0	51.8	≤5.0	≤5.0	7.2	14.7
Roberto W. Clemente MS	1157	51.3	48.7	≤5.0	25.2	27.2	22.5	≤5.0	19.8	≤5.0	≤5.0	34.9	12.6
Eastern MS	877	43.1	56.9	≤5.0	14.3	20.4	37.3	≤5.0	22.6	5.5	12.2	46.6	8.6
William H. Farquhar MS	638	50.9	49.1	≤5.0	13.5	20.4	11.6	≤5.0	49.2	5.3	≤5.0	12.4	12.2
Forest Oak MS	771	50.6	49.4	≤5.0	9.6	25.8	44.6	≤5.0	15.3	≤5.0	17.3	53.3	14.4
Robert Frost MS	1139	50.0	50.0	≤5.0	36.7	5.7	6.7	≤5.0	46.5	≤5.0	≤5.0	5.4	6.9
Gaithersburg MS	682	50.1	49.9	≤5.0	8.7	23.5	35.3	≤5.0	27.3	5.1	11.9	42.7	17.0
Herbert Hoover MS	999	53.2	46.8	≤5.0	24.6	7.2	7.0	≤5.0	55.2	5.9	≤5.0	≤5.0	8.5
Francis Scott Key MS	867	49.5	50.5	≤5.0	11.0	47.3	34.6	≤5.0	5.5	≤5.0	14.9	63.1	11.9
Dr. Martin Luther King, Jr. MS	595	46.4	53.6	≤5.0	12.1	29.9	27.1	≤5.0	23.5	6.9	7.1	40.2	9.4
Kingsview MS	949	51.4	48.6	≤5.0	25.2	22.7	12.2	≤5.0	34.1	5.7	≤5.0	20.0	7.9
Lakelands Park MS	980	51.9	48.1	≤5.0	12.3	14.9	18.9	≤5.0	49.2	≤5.0	5.2	22.4	14.6
Col. E. Brooke Lee MS	598	53.5	46.5	≤5.0	8.0	32.6	51.7	≤5.0	5.7	≤5.0	21.2	64.5	13.9
A. Mario Loiederman MS	808	42.1	57.9	≤5.0	6.8	26.0	49.4	≤5.0	13.7	≤5.0	14.0	55.8	13.1
Montgomery Village MS	600	53.2	46.8	≤5.0	8.5	34.8	40.2	≤5.0	11.0	5.5	15.7	59.7	13.5
Neelsville MS	825	51.8	48.2	≤5.0	10.7	33.6	40.2	≤5.0	10.3	≤5.0	14.5	56.6	9.2
Newport Mill MS	575	48.2	51.8	≤5.0	12.3	19.0	44.9	≤5.0	20.5	≤5.0	12.7	52.0	17.7
North Bethesda MS	819	48.6	51.4	≤5.0	9.8	7.2	13.6	≤5.0	61.7	7.4	≤5.0	≤5.0	10.3
Parkland MS	872	53.8	46.2	≤5.0	17.5	24.2	43.2	≤5.0	12.2	≤5.0	10.4	46.8	9.5
Rosa M. Parks MS	871	52.2	47.8	≤5.0	9.2	11.7	12.6	≤5.0	62.8	≤5.0	≤5.0	11.7	10.0
John Poole MS	351	49.9	50.1	≤5.0	≤5.0	5.4	12.8	≤5.0	71.8	5.4	≤5.0	14.5	10.0
Thomas W. Pyle MS	1370	48.9	51.1	≤5.0	11.2	≤5.0	8.1	≤5.0	72.1	5.7	≤5.0	≤5.0	7.7
Redland MS	534	49.1	50.9	≤5.0	13.7	17.0	33.7	≤5.0	30.3	5.2	9.7	39.5	11.8
Ridgeview MS	685	49.5	50.5	≤5.0	15.3	13.9	22.2	≤5.0	43.6	≤5.0	5.5	24.5	6.1
Rocky Hill MS	998	47.6	52.4	≤5.0	24.3	21.0	15.2	≤5.0	34.9	≤5.0	≤5.0	19.0	8.1
Shady Grove MS	551	54.8	45.2	≤5.0	16.7	20.5	31.2	≤5.0	26.7	≤5.0	7.1	33.9	12.3
Silver Spring International MS	916	50.3	49.7	≤5.0	6.1	24.9	37.1	≤5.0	27.3	≤5.0	14.3	43.7	11.6
Sligo MS	411	43.6	56.4	≤5.0	8.5	22.9	42.8	≤5.0	22.1	≤5.0	12.9	47.9	13.9
Takoma Park MS	918	55.1	44.9	≤5.0	19.6	27.7	15.1	≤5.0	31.0	6.3	6.9	26.1	6.1
Tilden MS	772	54.7	45.3	≤5.0	15.7	9.8	16.7	≤5.0	53.6	≤5.0	10.9	12.8	14.6
Julius West MS	1118	49.4	50.6	≤5.0	20.7	17.4	25.8	≤5.0	30.1	5.7	12.3	29.0	8.3
Westland MS	1197	50.7	49.3	≤5.0	5.5	12.0	15.3	≤5.0	61.2	5.5	≤5.0	10.7	9.1
White Oak MS	706	54.0	46.0	≤5.0	10.1	35.8	38.1	≤5.0	12.6	≤5.0	16.9	58.1	11.8
Earle B. Wood MS	922	54.6	45.4	≤5.0	11.1	15.7	35.5	≤5.0	33.3	≤5.0	8.4	35.9	14.5

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

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

Middle Schools Other Information						
School Name	Ever FARMS ¹	Attendance Rate ^{1 2}	Mobility Rate ^{1 2}	Stud/Instr Staff Ratio	English Class Size	Other Class Size
Argyle MS	71.4	≥95.0	13.9	12.1	23.3	28.1
John T. Baker MS	23.2	≥95.0	6.1	12.3	26.0	27.1
Benjamin Banneker MS	62.2	≥95.0	13.8	11.1	25.9	26.6
Briggs Chaney MS	57.7	≥95.0	15.5	11.9	23.1	26.4
Cabin John MS	11.3	≥95.0	5.6	10.3	24.7	27.1
Roberto W. Clemente MS	45.7	≥95.0	9.7	11.5	27.9	26.7
Eastern MS	58.3	≥95.0	10.9	11.9	24.2	26.0
William H. Farquhar MS	21.0	≥95.0	6.8	10.8	24.0	25.7
Forest Oak MS	68.7	≥95.0	15.2	10.3	23.8	24.6
Robert Frost MS	9.7	≥95.0	≤5.0	14.8	25.7	28.8
Gaithersburg MS	56.2	≥95.0	14.8	8.7	24.5	23.8
Herbert Hoover MS	7.5	≥95.0	≤5.0	12.6	25.2	27.4
Francis Scott Key MS	75.7	≥95.0	16.3	11.9	23.9	25.1
Dr. Martin Luther King, Jr. MS	58.2	≥95.0	14.2	10.8	24.3	25.3
Kingsview MS	30.7	≥95.0	7.5	13.6	25.2	27.8
Lakelands Park MS	30.2	≥95.0	10.6	9.9	24.6	27.0
Col. E. Brooke Lee MS	78.3	≥95.0	20.4	10.9	21.1	25.2
A. Mario Loiederman MS	72.9	94.6	13.3	11.0	26.4	27.4
Montgomery Village MS	73.2	94.8	17.3	10.4	23.0	24.9
Neelsville MS	72.8	94.8	16.4	11.3	25.1	26.8
Newport Mill MS	66.4	≥95.0	10.7	9.1	25.5	23.9
North Bethesda MS	9.5	≥95.0	8.4	12.6	23.2	25.8
Parkland MS	64.2	≥95.0	7.3	12.4	27.6	28.0
Rosa M. Parks MS	17.3	≥95.0	≤5.0	13.0	25.3	28.3
John Poole MS	22.2	≥95.0	5.8	10.0	25.0	25.3
Thomas W. Pyle MS	≤5.0	≥95.0	5.2	13.6	25.3	27.8
Redland MS	52.2	≥95.0	10.7	11.2	23.9	26.6
Ridgeview MS	35.9	≥95.0	8.4	12.3	22.5	25.1
Rocky Hill MS	30.7	≥95.0	7.3	12.6	22.3	26.6
Shady Grove MS	47.5	≥95.0	11.2	10.3	26.8	25.7
Silver Spring International MS	56.9	≥95.0	12.0	11.3	25.9	26.9
Sligo MS	62.0	94.8	19.2	8.2	20.4	25.1
Takoma Park MS	35.5	≥95.0	9.2	13.9	25.1	27.2
Tilden MS	19.7	≥95.0	9.8	10.3	25.1	28.3
Julius West MS	40.3	≥95.0	12.3	12.4	24.9	26.4
Westland MS	17.0	≥95.0	5.6	13.4	22.9	26.1
White Oak MS	69.1	≥95.0	14.8	10.4	21.6	24.6
Earle B. Wood MS	51.0	≥95.0	8.9	10.1	25.2	25.0

¹ To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

² Outcome data reflect 2011–2012 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	1835	50.4	49.6	≤5.0	6.3	15.4	15.9	≤5.0	57.6	≤5.0	5.1	11.0	9.3
Montgomery Blair HS	2806	52.2	47.8	≤5.0	16.7	26.2	29.9	≤5.0	23.4	≤5.0	9.9	35.4	6.8
James Hubert Blake HS	1755	47.7	52.3	≤5.0	9.3	43.6	20.2	≤5.0	22.6	≤5.0	≤5.0	29.3	8.7
Winston Churchill HS	2092	52.0	48.0	≤5.0	22.1	7.9	8.0	≤5.0	57.8	≤5.0	≤5.0	≤5.0	11.2
Clarksburg HS	1901	51.4	48.6	≤5.0	16.9	28.2	24.3	≤5.0	26.9	≤5.0	≤5.0	27.9	10.2
Damascus HS	1308	50.8	49.2	≤5.0	5.2	9.3	13.1	≤5.0	67.4	≤5.0	≤5.0	12.6	13.2
Thomas Edison HS of Technology	516	69.2	30.8	≤5.0	7.2	23.8	46.1	≤5.0	20.9	≤5.0	12.0	46.3	30.4
Albert Einstein HS	1581	48.5	51.5	≤5.0	10.1	21.9	43.9	≤5.0	21.3	≤5.0	7.6	41.6	14.4
Gaithersburg HS	2035	51.9	48.1	≤5.0	9.9	25.5	39.7	≤5.0	21.0	≤5.0	10.1	41.7	14.8
Walter Johnson HS	2244	51.9	48.1	≤5.0	13.6	7.7	17.2	≤5.0	56.2	≤5.0	≤5.0	7.8	11.7
John F. Kennedy HS	1594	51.4	48.6	≤5.0	9.2	37.8	45.4	≤5.0	5.5	≤5.0	8.1	52.0	14.4
Col. Zadok Magruder HS	1700	51.6	48.4	≤5.0	15.1	19.8	31.1	≤5.0	30.4	≤5.0	≤5.0	32.8	9.7
Richard Montgomery HS	2124	48.4	51.6	≤5.0	25.3	15.1	22.6	≤5.0	31.4	5.5	6.3	20.6	7.7
Northwest HS	2062	50.3	49.7	≤5.0	18.4	26.7	20.0	≤5.0	29.9	≤5.0	≤5.0	26.2	11.3
Northwood HS	1488	50.9	49.1	≤5.0	6.4	27.9	45.7	≤5.0	17.1	≤5.0	9.7	44.8	16.1
Paint Branch HS	1922	51.2	48.8	≤5.0	15.6	52.8	15.9	≤5.0	11.6	≤5.0	≤5.0	34.0	9.8
Poolesville HS	1235	49.3	50.7	≤5.0	23.4	5.4	7.5	≤5.0	57.8	5.6	≤5.0	6.0	5.9
Quince Orchard HS	1832	51.1	48.9	≤5.0	13.1	15.1	22.2	≤5.0	45.6	≤5.0	5.2	21.9	11.2
Rockville HS	1269	50.0	50.0	≤5.0	10.6	14.8	32.1	≤5.0	38.6	≤5.0	5.7	30.0	16.3
Seneca Valley HS	1306	52.2	47.8	≤5.0	10.5	33.4	27.6	≤5.0	23.9	≤5.0	8.5	34.7	16.1
Sherwood HS	2027	50.0	50.0	≤5.0	11.1	16.1	12.7	≤5.0	56.5	≤5.0	8.1	14.6	9.8
Springbrook HS	1723	57.1	42.9	≤5.0	12.4	41.3	34.1	≤5.0	9.1	≤5.0	7.0	44.1	11.9
Watkins Mill HS	1424	51.2	48.8	≤5.0	10.1	37.8	34.6	≤5.0	14.0	≤5.0	7.7	50.4	13.2
Wheaton HS	1226	56.8	43.2	≤5.0	9.5	23.4	56.5	≤5.0	8.0	≤5.0	18.2	57.9	13.2
Walt Whitman HS	1909	51.7	48.3	≤5.0	12.3	≤5.0	8.8	≤5.0	70.1	5.1	≤5.0	≤5.0	11.9
Thomas S. Wootton HS	2297	50.5	49.5	≤5.0	34.0	5.6	6.7	≤5.0	48.5	≤5.0	≤5.0	5.5	7.5

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.

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	19.3	93.7	93.8	≤5.0	8.6	14.2	25.9	28.0
Montgomery Blair HS	55.1	93.5	85.8	9.7	9.7	13.5	24.0	25.1
James Hubert Blake HS	49.6	94.3	89.8	5.4	13.0	13.1	26.6	26.8
Winston Churchill HS	9.3	94.7	≥95.0	≤5.0	≤5.0	12.9	25.3	28.1
Clarksburg HS	48.6	93.5	89.1	5.8	11.5	12.9	27.9	27.6
Damascus HS	24.2	94.0	93.3	≤5.0	6.0	11.8	24.4	25.4
Thomas Edison HS of Technology	70.7	76.1	--	--	65.1	18.1		
Albert Einstein HS	64.6	91.8	79.8	11.5	12.3	10.9	25.1	25.1
Gaithersburg HS	62.6	90.3	76.2	12.2	14.4	10.9	24.2	24.4
Walter Johnson HS	17.9	94.3	91.7	≤5.0	8.3	12.8	25.3	28.0
John F. Kennedy HS	77.6	92.8	82.0	9.1	14.1	10.8	23.8	24.5
Col. Zadok Magruder HS	48.7	93.5	86.2	7.6	9.7	11.9	25.6	26.1
Richard Montgomery HS	37.3	94.0	90.3	≤5.0	10.1	13.7	25.4	26.4
Northwest HS	44.4	93.3	92.5	≤5.0	10.2	12.9	23.6	26.8
Northwood HS	70.6	91.1	81.7	13.3	18.6	11.3	25.0	24.4
Paint Branch HS	57.4	94.6	86.6	6.9	11.4	13.1	25.6	27.5
Poolesville HS	14.2	≥95.0	≥95.0	≤5.0	≤5.0	14.3	27.0	27.2
Quince Orchard HS	36.7	93.3	88.6	5.9	8.4	12.1	26.4	27.3
Rockville HS	46.6	93.4	83.1	8.5	11.3	10.2	25.5	25.3
Seneca Valley HS	59.6	91.8	79.5	13.0	15.1	10.2	21.0	24.1
Sherwood HS	24.5	94.1	93.4	≤5.0	7.8	12.8	24.3	25.8
Springbrook HS	65.6	93.1	83.3	8.9	13.9	12.1	25.6	25.9
Watkins Mill HS	71.7	91.5	83.5	7.6	18.6	10.5	24.2	23.8
Wheaton HS	79.9	92.4	74.1	13.4	17.9	9.8	22.6	23.4
Walt Whitman HS	≤5.0	94.8	≥95.0	≤5.0	8.3	12.5	25.0	25.7
Thomas S. Wootton HS	11.4	≥95.0	≥95.0	≤5.0	5.1	14.1	25.8	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 2011–2012 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	136	72.1	27.9	≤5.0	≤5.0	52.9	27.2	≤5.0	11.8	5.9	≤5.0	69.9	14.0
Stephen Knolls School	94	58.5	41.5	≤5.0	≤5.0	25.5	40.4	≤5.0	26.6	≤5.0	≤5.0	38.3	≥95.0
Longview School	47	51.1	48.9	≤5.0	14.9	23.4	25.5	≤5.0	27.7	8.5	≤5.0	25.5	≥95.0
RICA	95	68.4	31.6	≤5.0	≤5.0	31.6	18.9	≤5.0	45.3	≤5.0	≤5.0	43.2	≥95.0
Rock Terrace School	85	74.1	25.9	≤5.0	7.1	35.3	21.2	≤5.0	30.6	5.9	5.9	35.3	≥95.0
Carl Sandburg Learning Center	116	89.7	10.3	≤5.0	13.8	31.0	22.4	≤5.0	28.4	≤5.0	16.4	39.7	≥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	86.8	74.3	8.9	70.9	≥95.0	3.0
Stephen Knolls School	43.6	86.6	--	--	11.8	1.8
Longview School	38.3	86.5	--	--	13.5	1.3
RICA	64.2	84.7	31.3	43.8	≥95.0	2.3
Rock Terrace School	50.6	91.3	≤5.0	27.3	13.4	1.9
Carl Sandburg Learning Center	45.7	94.1			18.6	2.1

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 2011–2012 school year.

SECTION VIII

HIGH SCHOOL CLUSTER MAPS

Bethesda-Chevy Chase Cluster

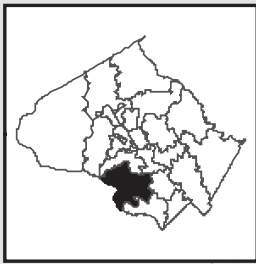
This map illustrates the Bethesda-Chevy Chase Cluster, detailing school service areas and boundaries. The cluster is bounded by a thick black line. The map shows various school service areas, including Rosemary Hills/North Chevy Chase, Rosemary Hills/Bethesda, Bethesda, Bethesda-Chevy Chase HS, Rosemary Hills/Chevy Chase, Chevy Chase ES, Somerset, Westbrook, and Westland MS. The map also shows the locations of several schools, including North Chevy Chase ES, Rosemary Hills ES, Rock Creek Forest, Bethesda-Chevy Chase HS, Chevy Chase ES, Westland MS, and Westbrook. The map includes a legend with symbols for Paired K-2, Paired 3-6, Elementary School, Middle School, High School, Elementary School Service Area, and Cluster Boundary. A scale bar indicates distances in miles (0, 0.5, 1, 2). An inset map in the top right corner shows the location of the cluster within Montgomery County. The map is titled "Bethesda-Chevy Chase Cluster" and is dated October 12, 2012.

Legend:

- Paired K-2
- Paired 3-6
- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary

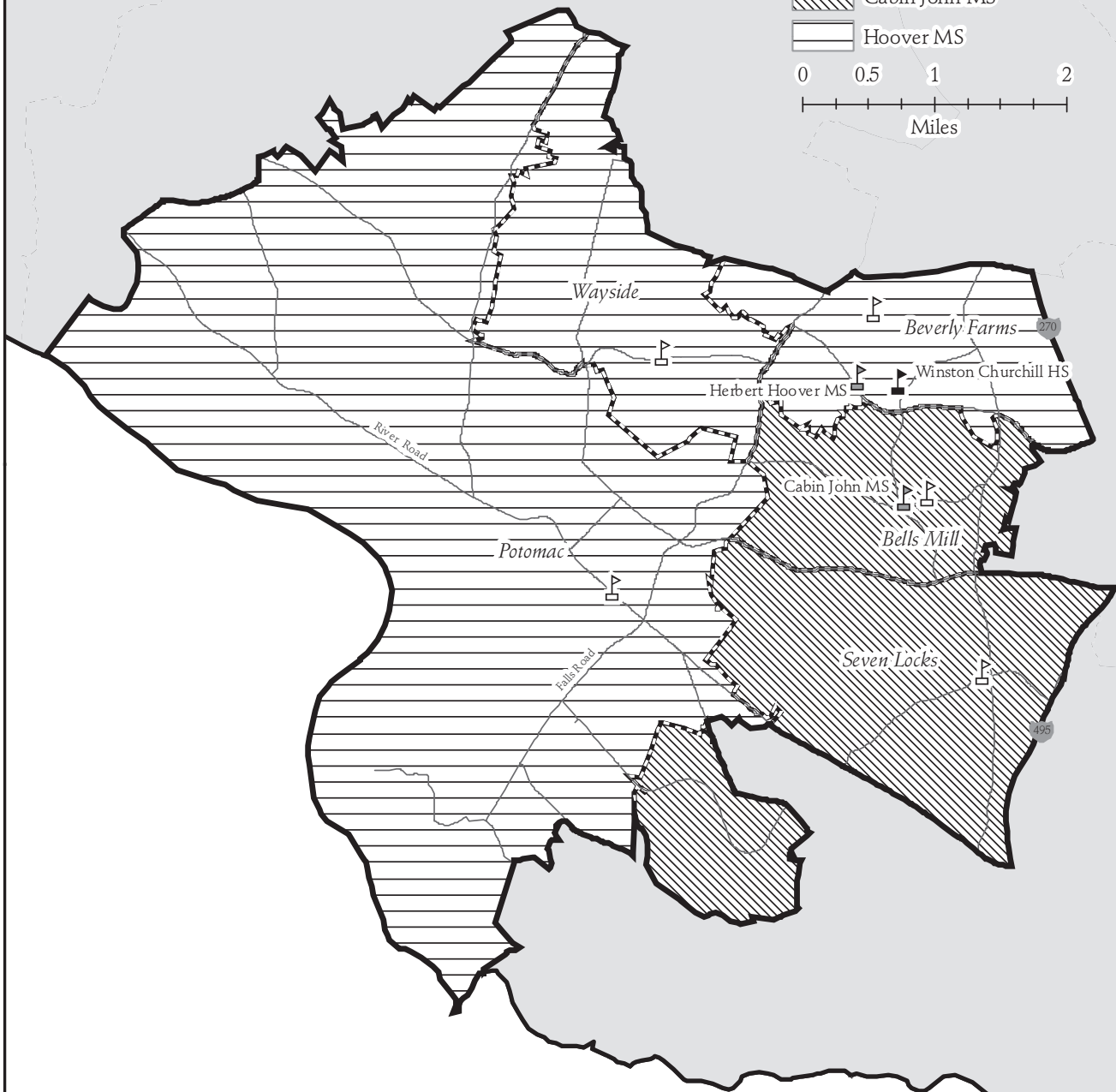
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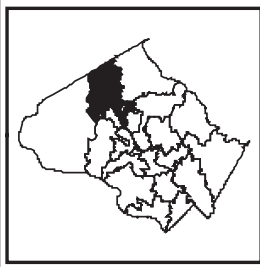
Montgomery County Public Schools - Division of Long-range Planning - October 12, 2012



Winston Churchill Cluster

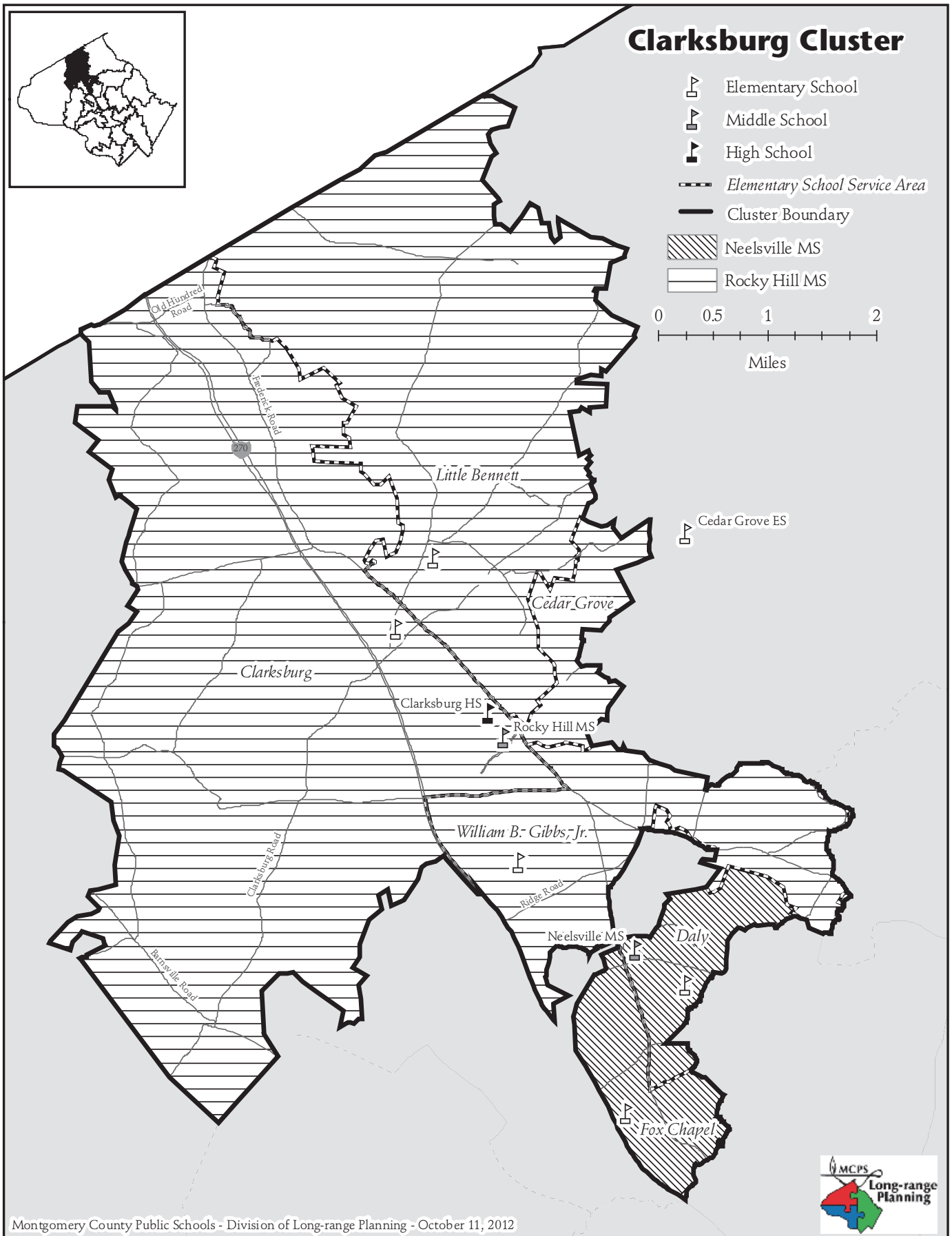
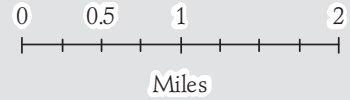
- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary
- Cabin John MS
- Hoover MS

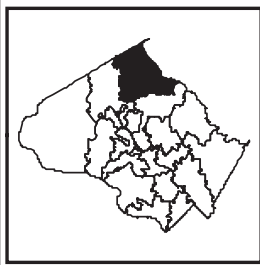




Clarksburg Cluster

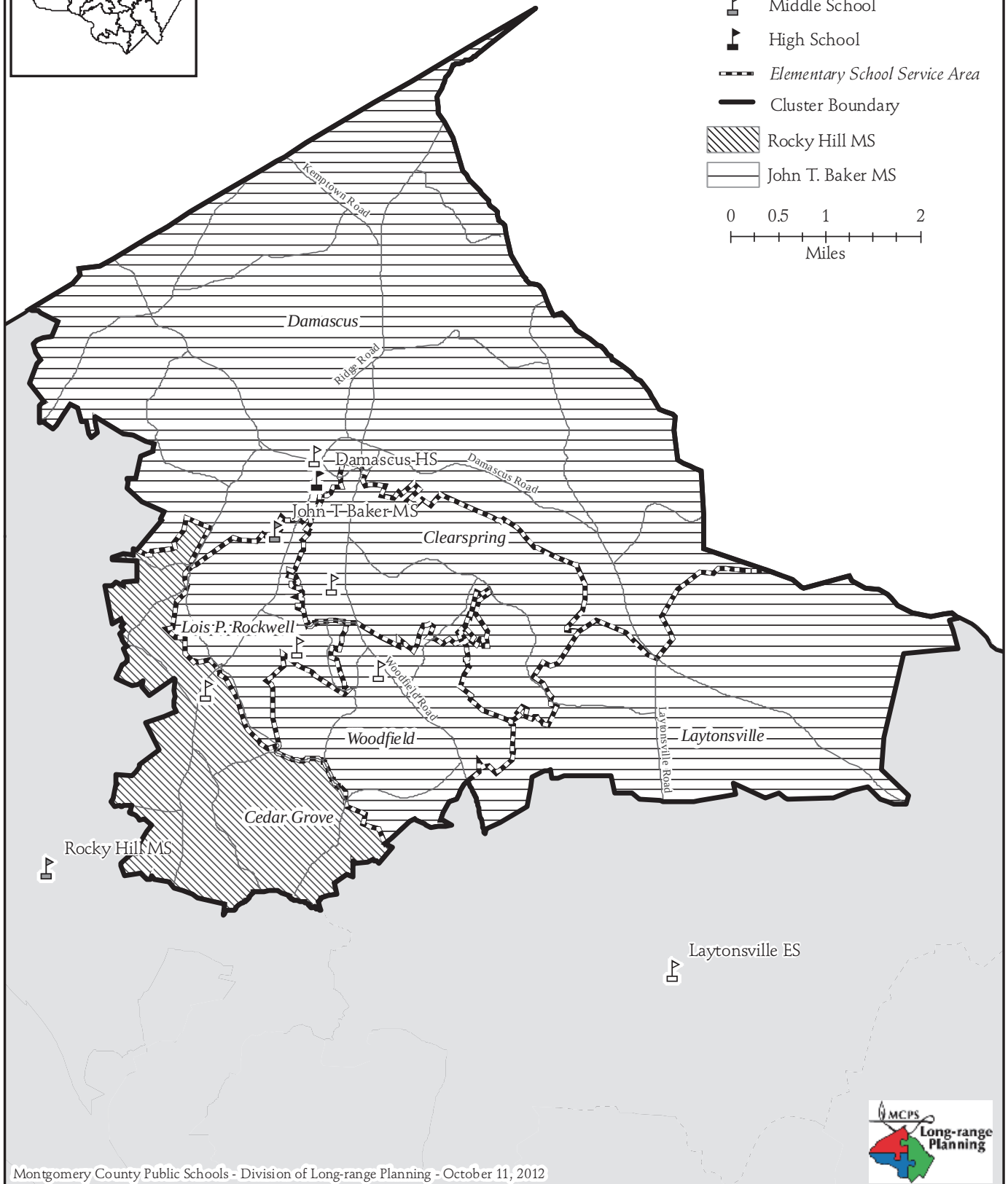
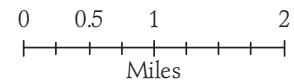
- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary
- Neelsville MS
- Rocky Hill MS





Damascus Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Rocky Hill MS
-  John T. Baker MS



Downcounty Consortium Elementary Schools

This map illustrates the service areas for elementary schools within the Downcounty Consortium. The map is divided into numerous service areas, each labeled with a name. Major roads are shown as solid lines, and water bodies are indicated by wavy lines. The map includes a legend in the top right corner and a scale bar. An inset map in the bottom left corner shows the location of the Downcounty Consortium within Montgomery County.

Legend:

- Paired K-2
- Paired 3-5
- Elementary School
- Elementary School Service Area
- HS/ES Service Area

Scale: 0 0.5 1 2 Miles

Service Areas and Schools:

- Brookhaven
- Georgian Forest
- Harmony Hills
- Bel Pre/Strathmore
- Strathmore ES
- Bel Pre ES
- Wheaton Woods
- Harmony Hills
- Georgian Forest
- Glenallan
- Weller Road
- Sargent Shriver
- Viers Mill
- Arcola
- Highland
- Kemp Mill
- Rock View
- Arcola
- Glen Haven
- Forest Knolls
- Oakland Terrace
- Flora M. Singer
- Sligo Creek
- Woodlin
- View
- Oak View
- Sligo Creek
- East Silver Spring
- Takoma Park ES
- Piney Branch ES
- Takoma Park/Piney Branch
- Pine Crest ES
- Montgomery Knolls/Pine Crest
- Montgomery Knolls ES
- New Hampshire Estates
- Rolling Terrace

Major Roads:

- Connecticut Avenue
- Woods Mill Rd
- Loyd Rd
- University Blvd West
- University Blvd East
- Pine Branch Rd
- New Hampshire Ave

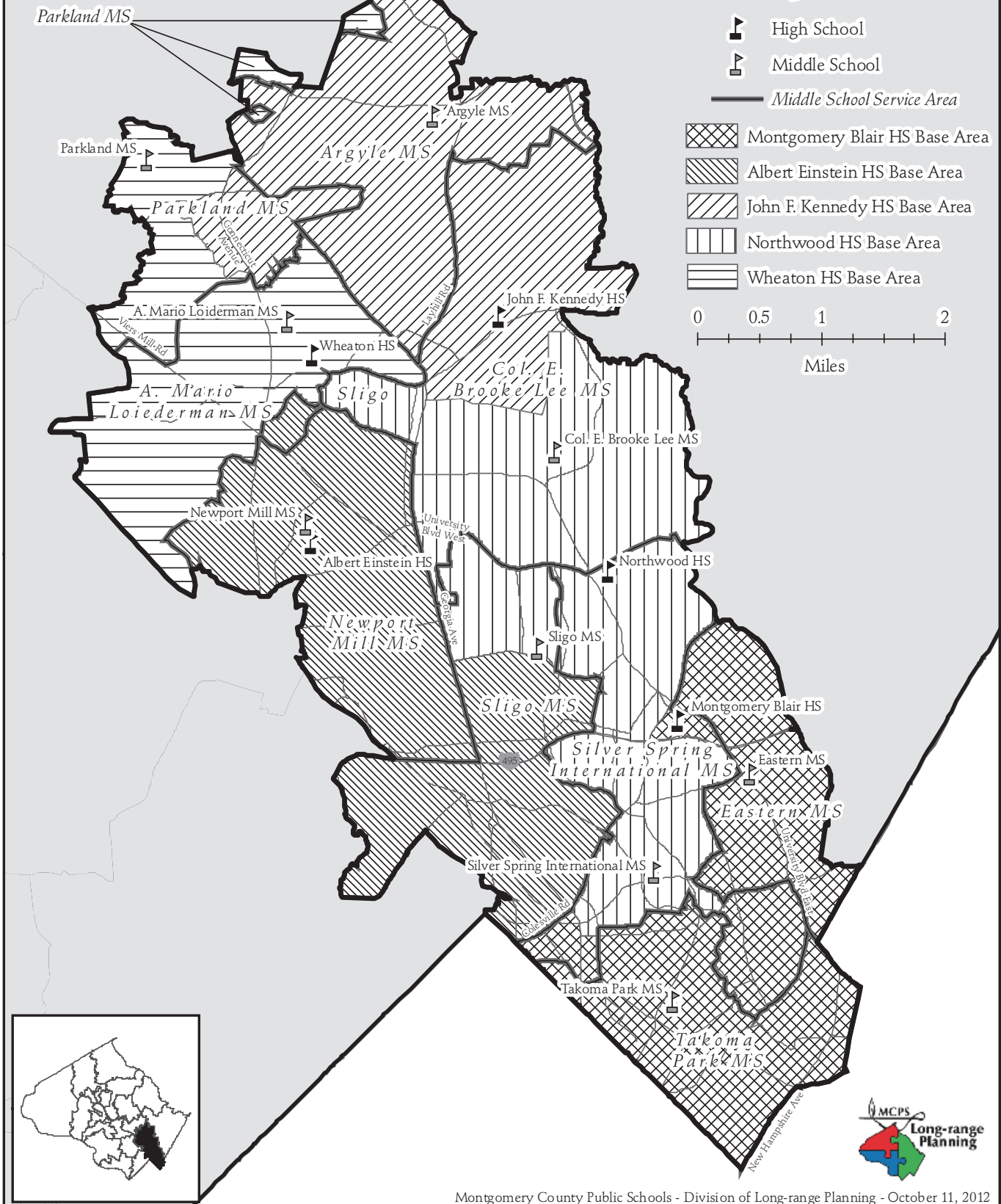
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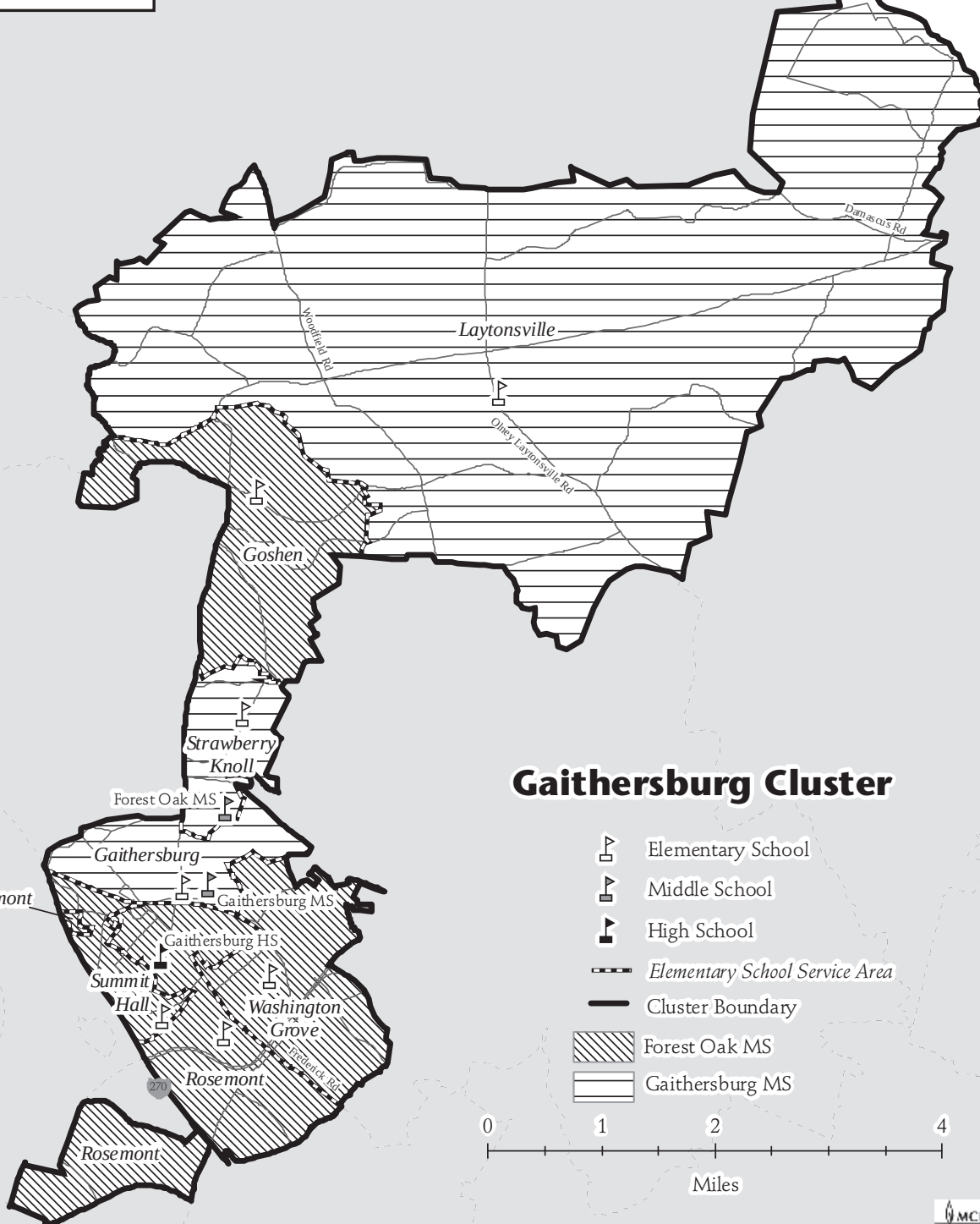
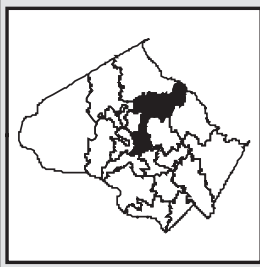
Inset Map: Shows the location of the Downcounty Consortium within Montgomery County.

MCPS Long-range Planning

Montgomery County Public Schools - Division of Long-range Planning - October 11, 2012

Downcounty Consortium Secondary Schools





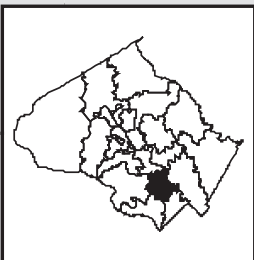
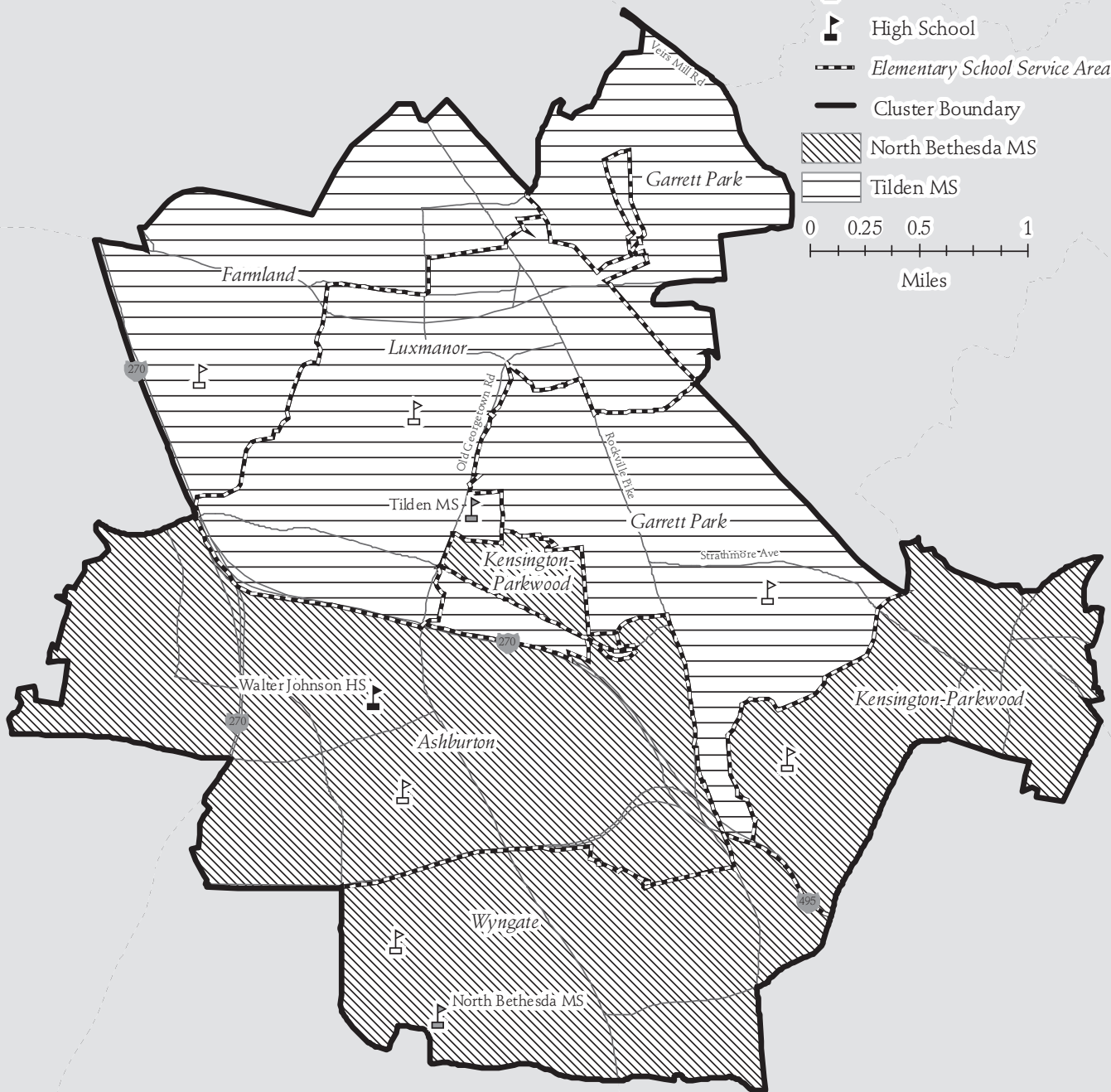
Gaithersburg Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Forest Oak MS
-  Gaithersburg MS



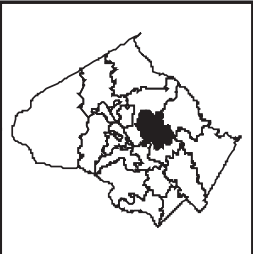
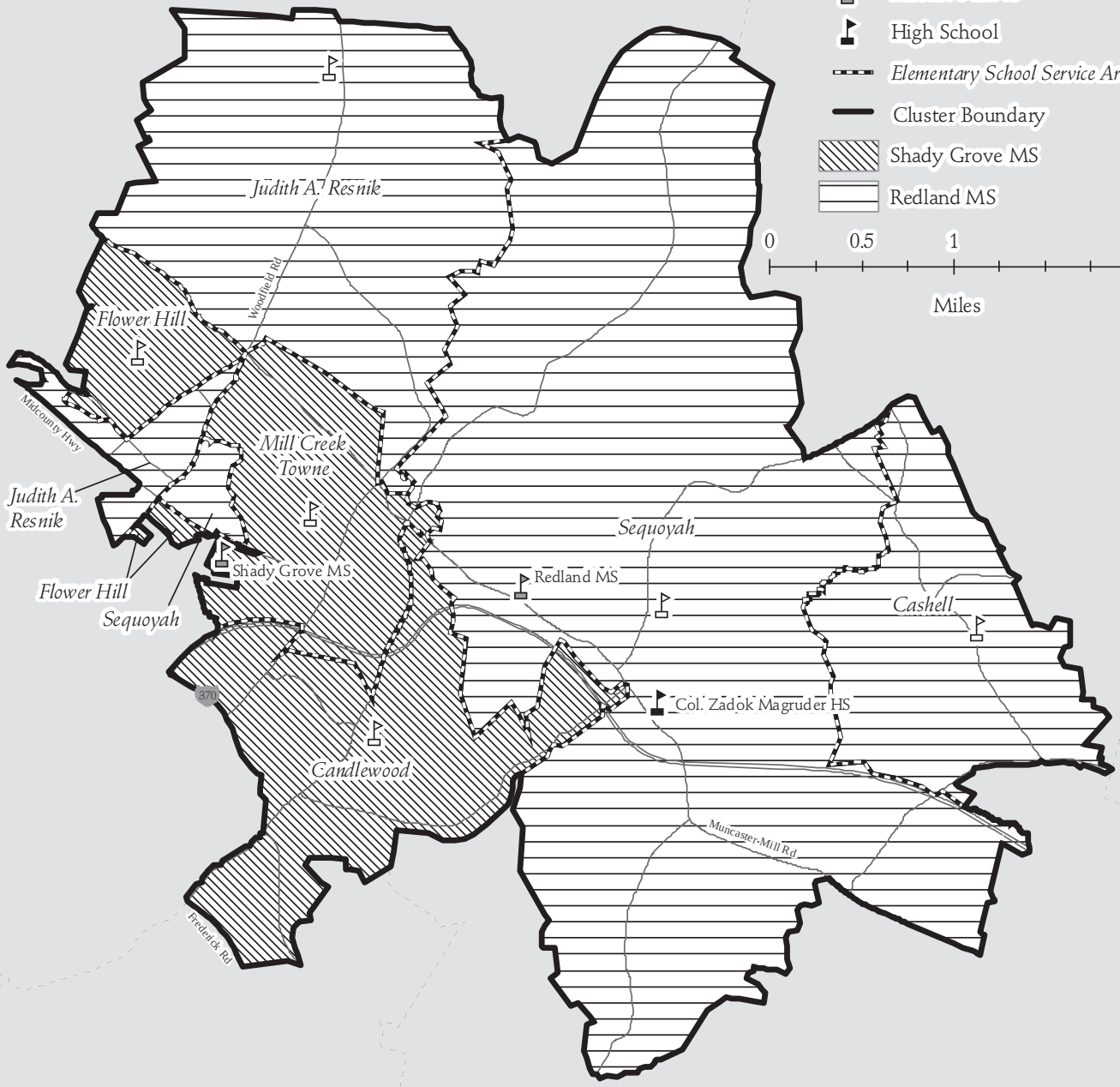
Walter Johnson Cluster

-  Elementary School
 -  Middle School
 -  High School
 -  Elementary School Service Area
 -  Cluster Boundary
 -  North Bethesda MS
 -  Tilden MS
- 0 0.25 0.5 1
Miles



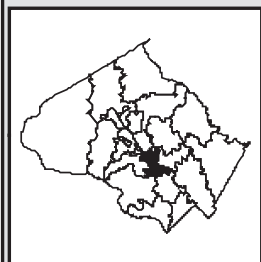
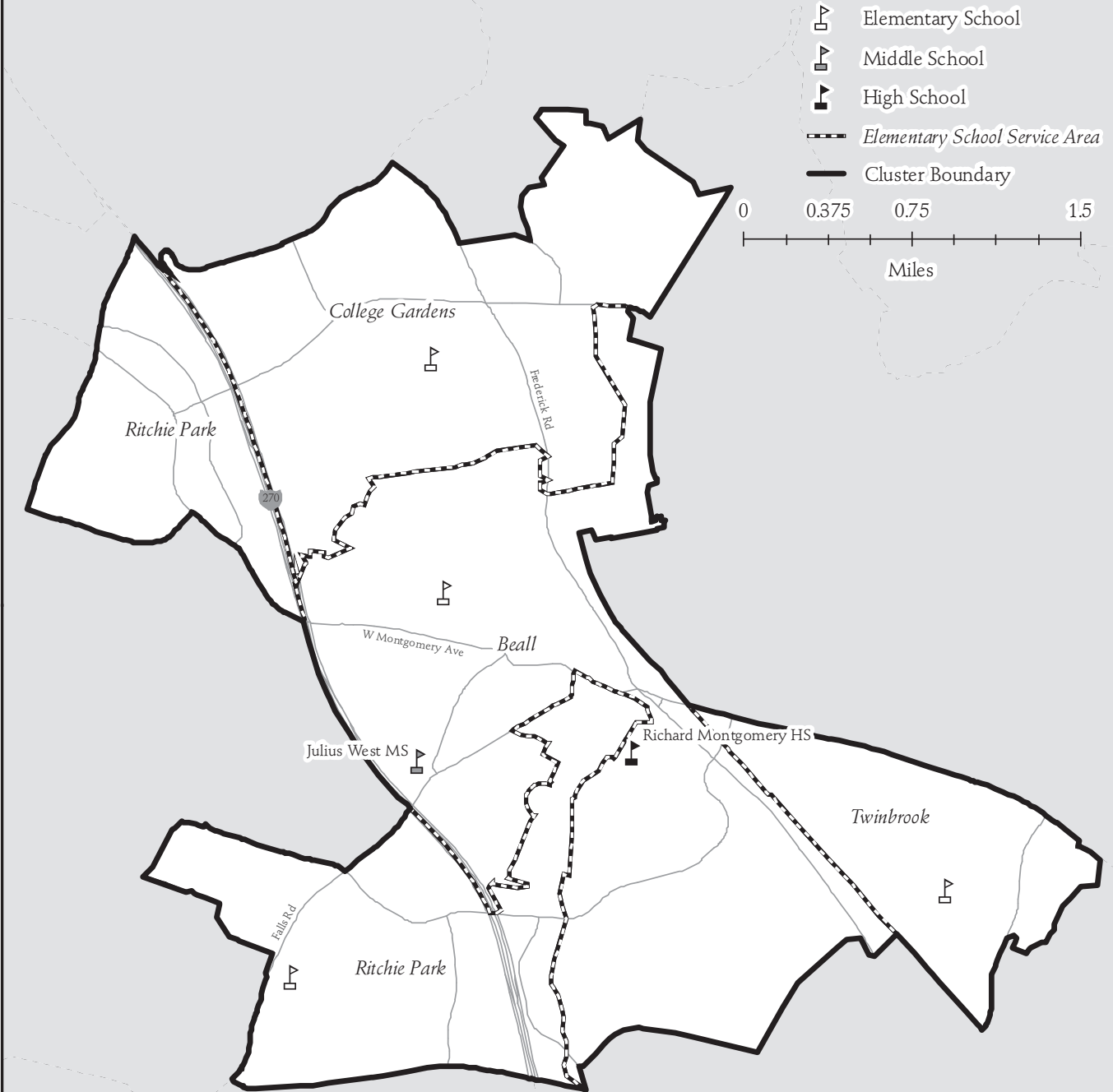
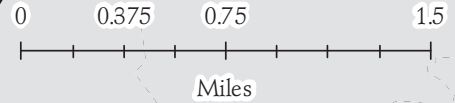
Col. Zadok Magruder Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Shady Grove MS
-  Redland MS



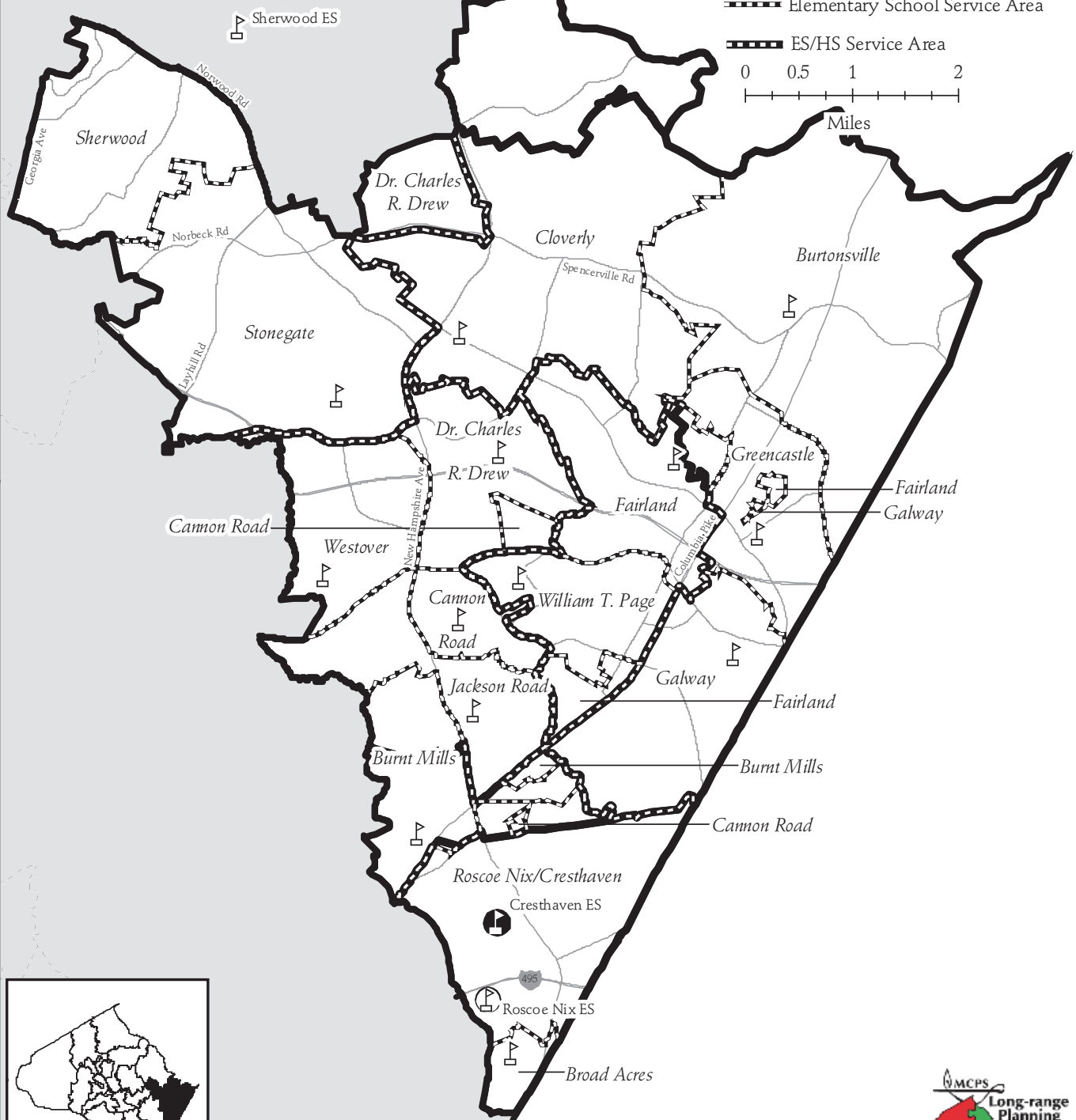
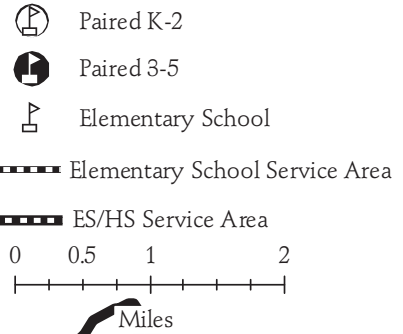
Richard Montgomery Cluster

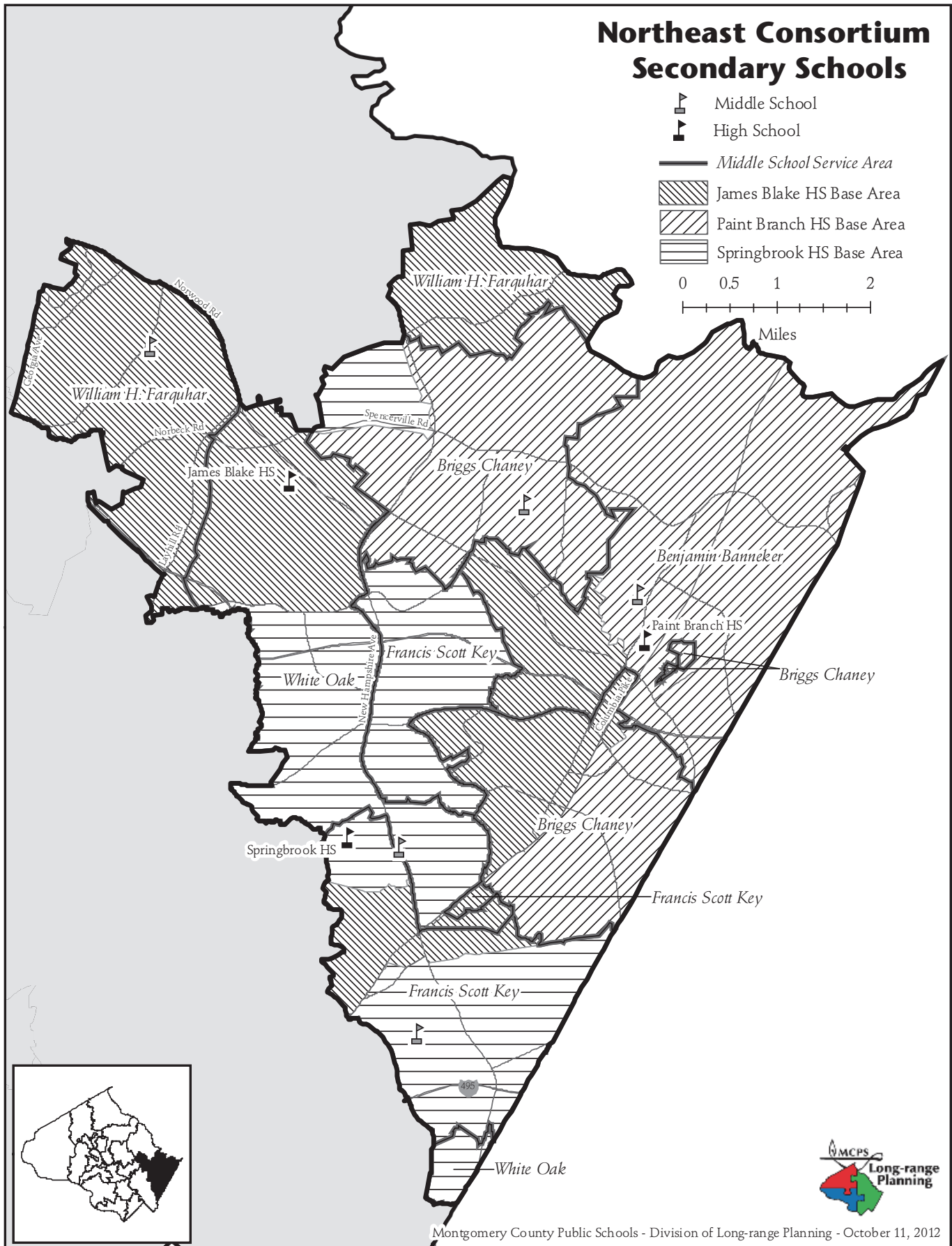
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-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary

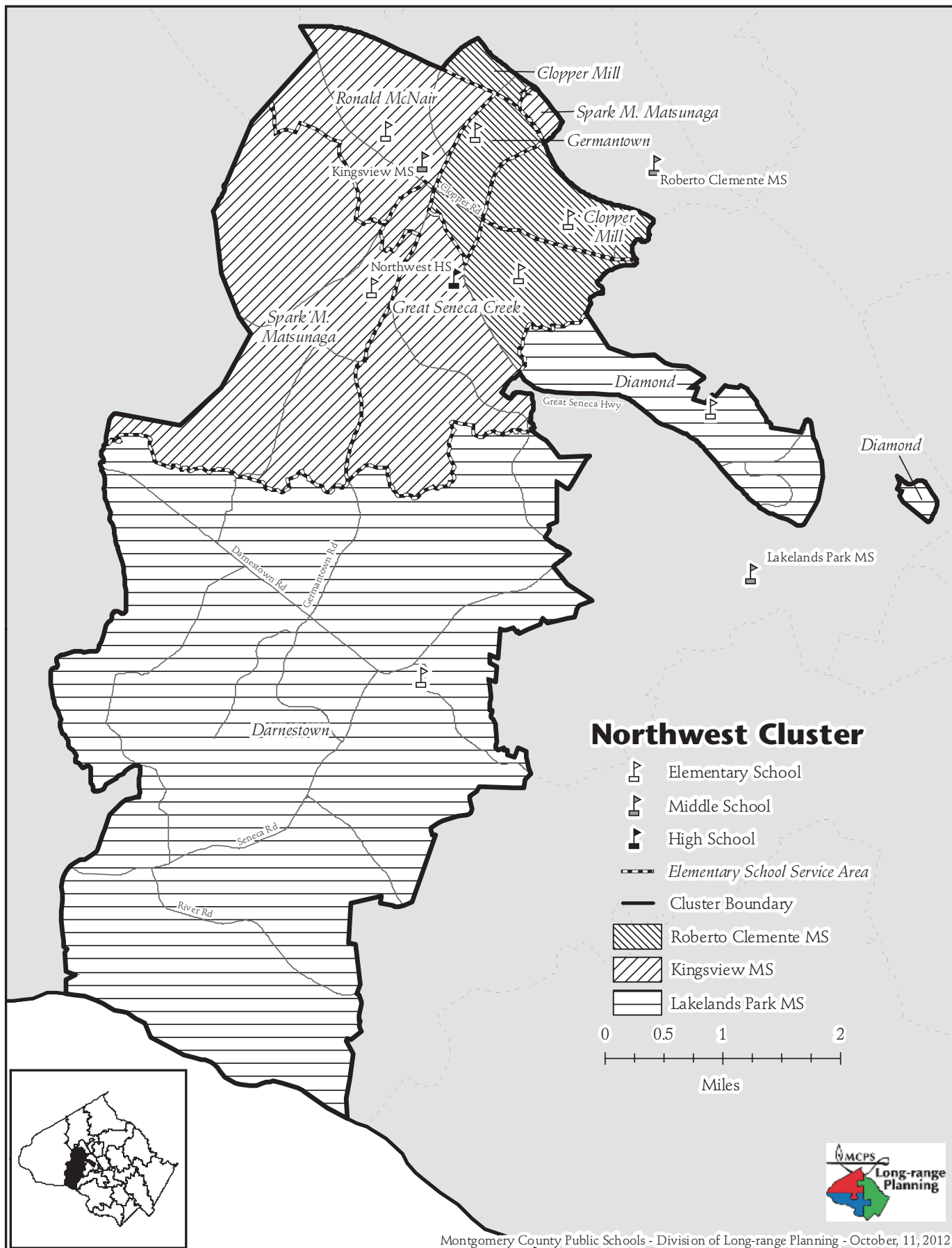


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Northeast Consortium Elementary Schools

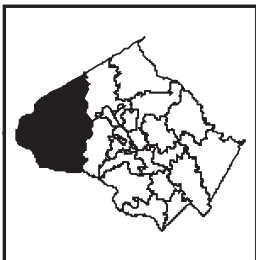
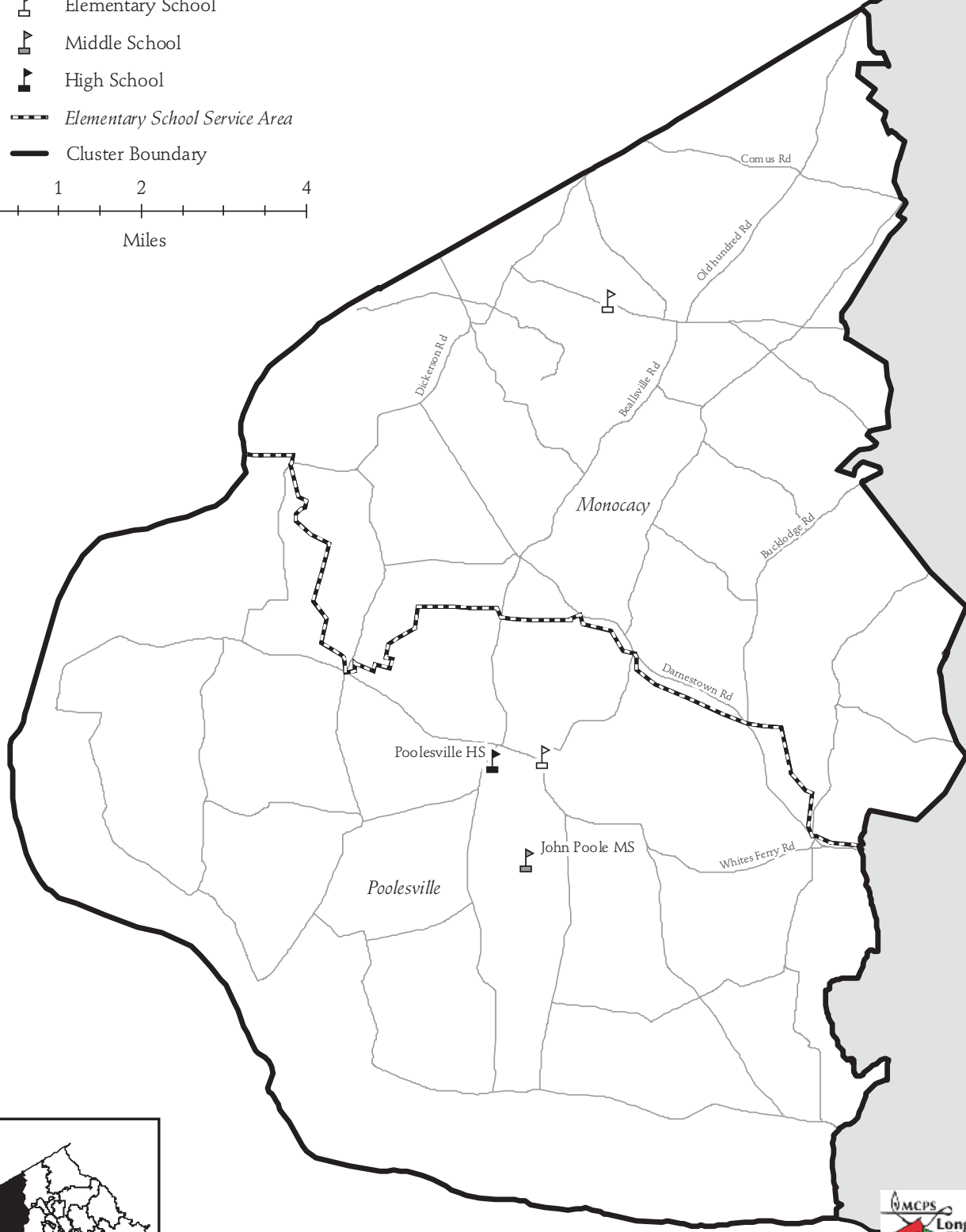
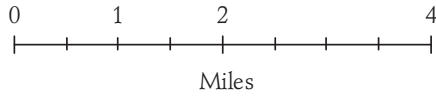


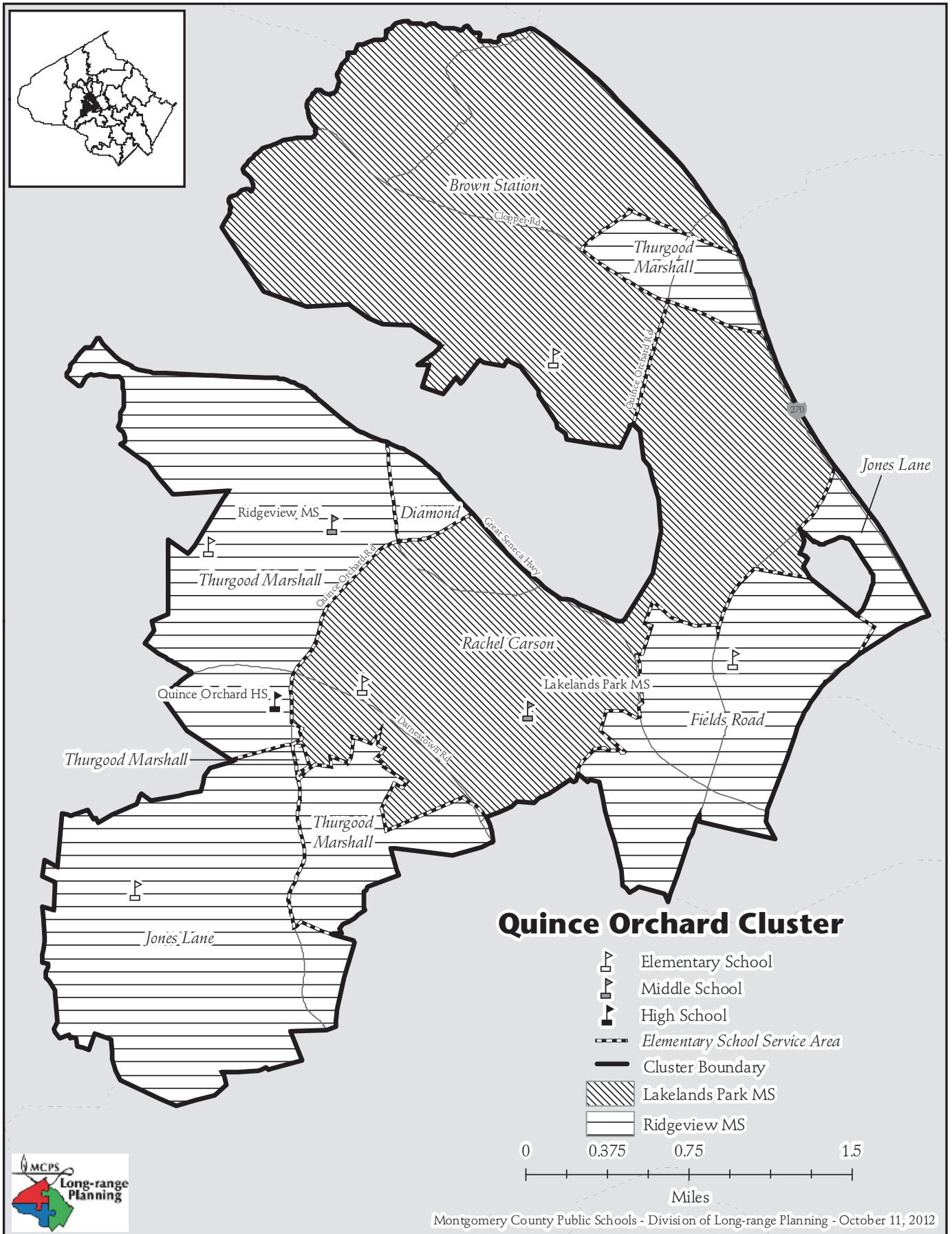




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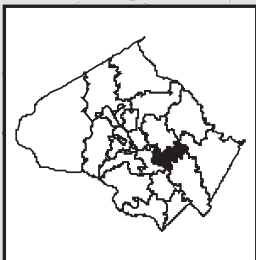
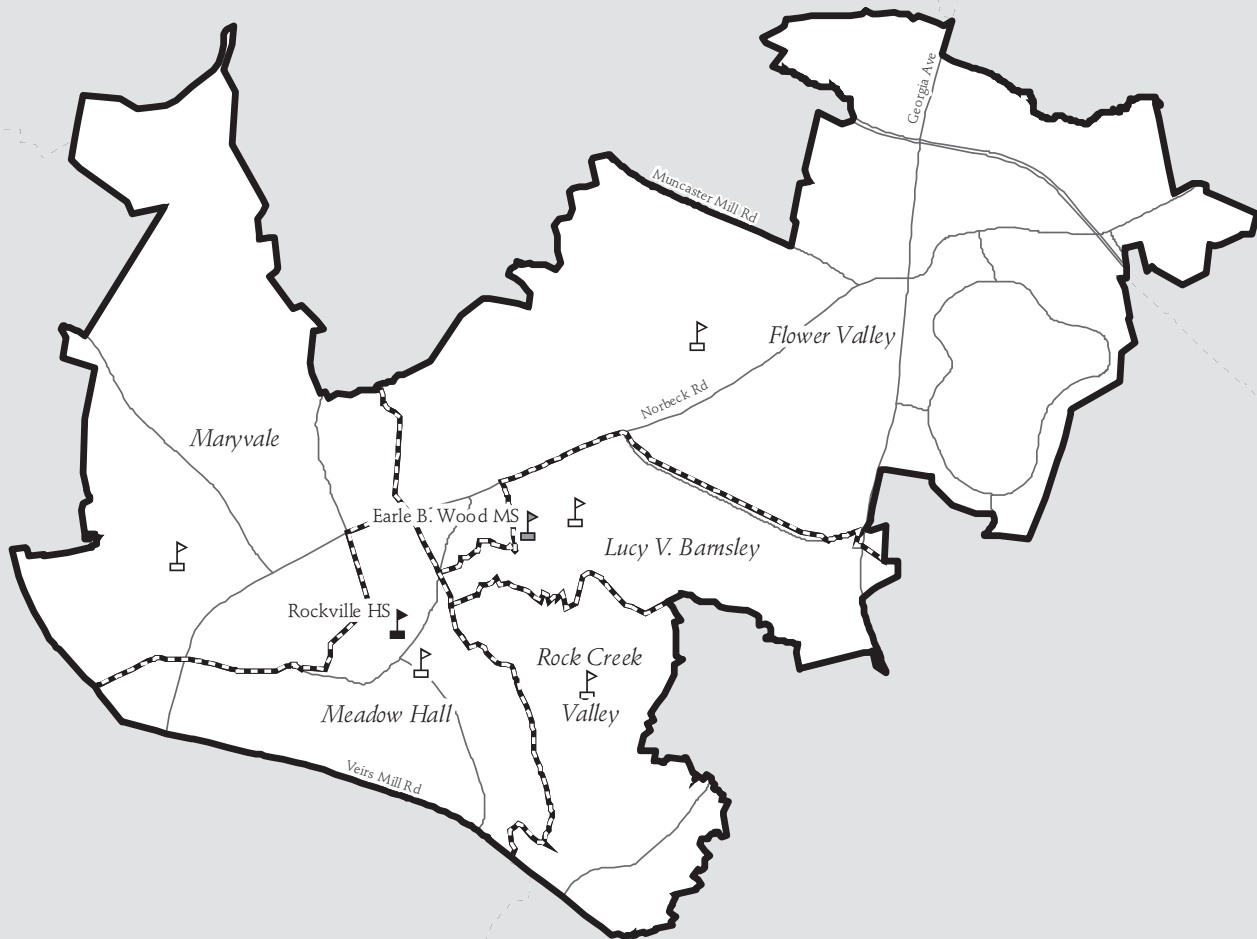
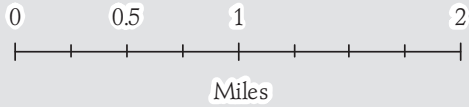
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-  High School
-  Elementary School Service Area
-  Cluster Boundary





Rockville Cluster

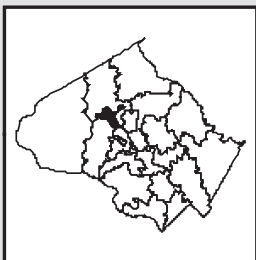
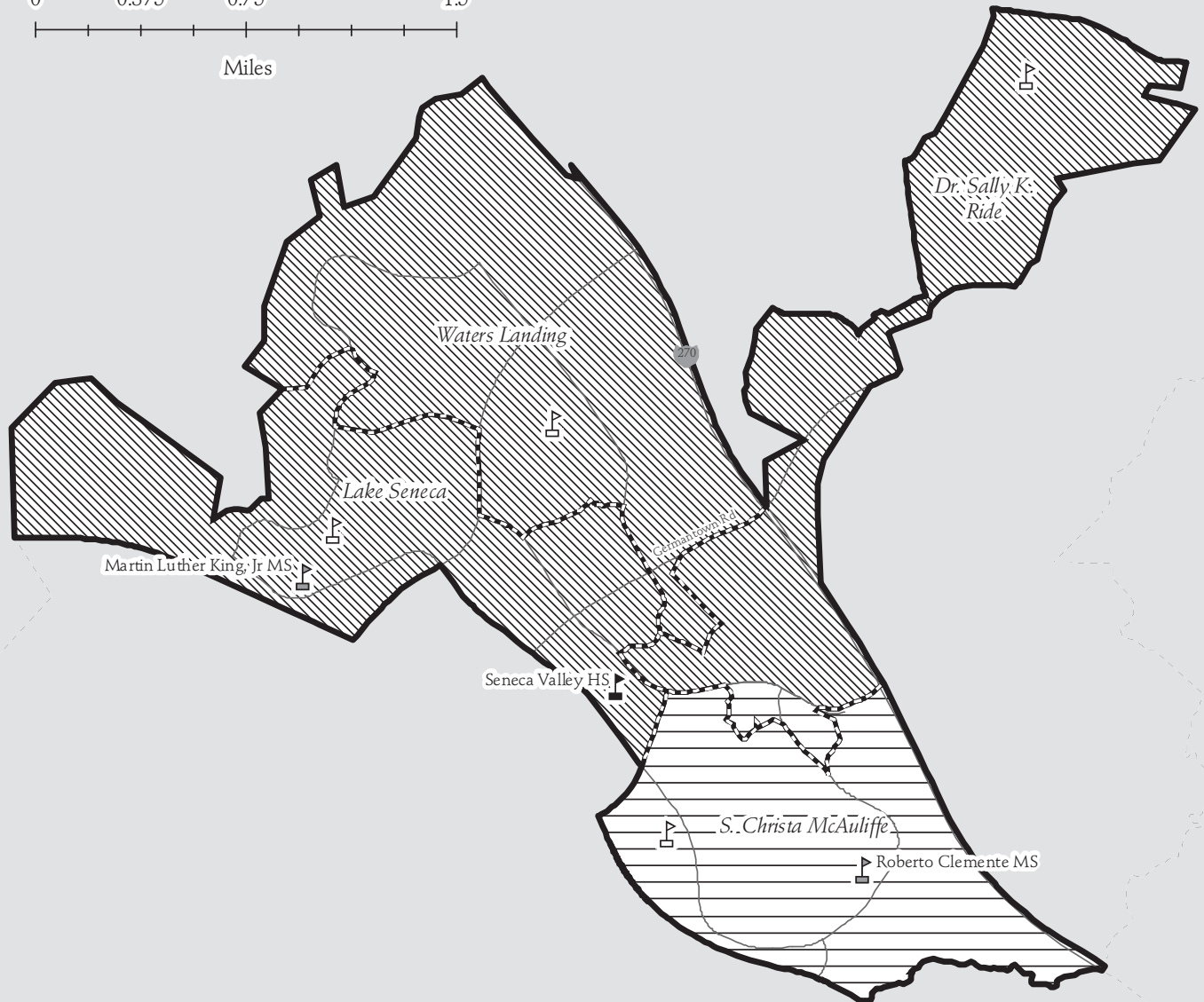
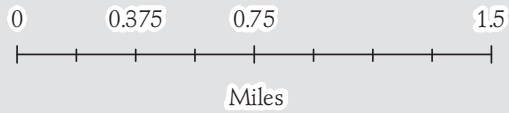
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-  High School
-  Elementary School Service Area
-  Cluster Boundary



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Seneca Valley Cluster

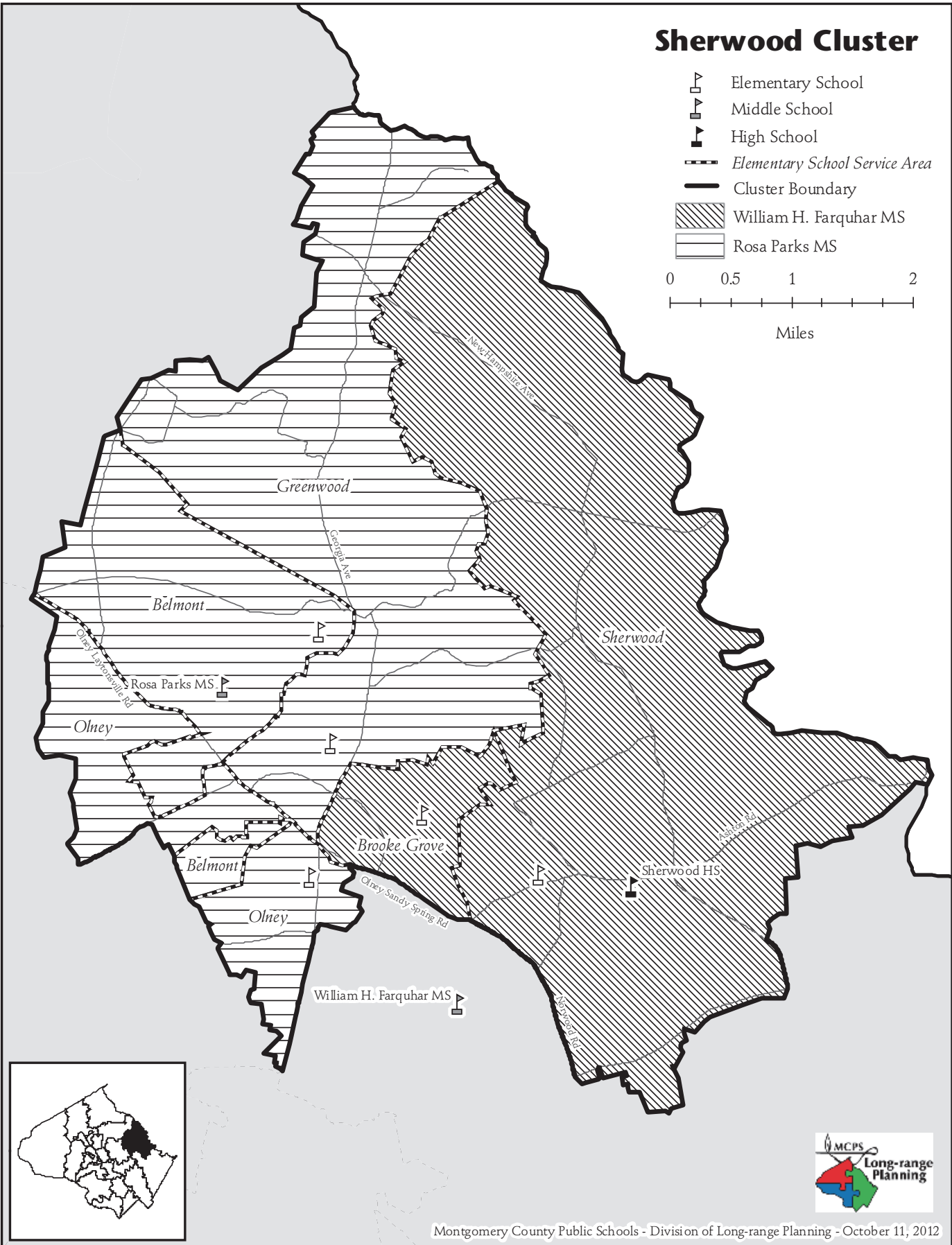
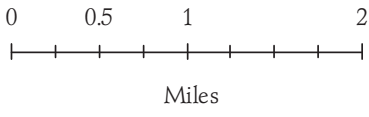
-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Martin Luther King, Jr MS
-  Roberto Clemente MS

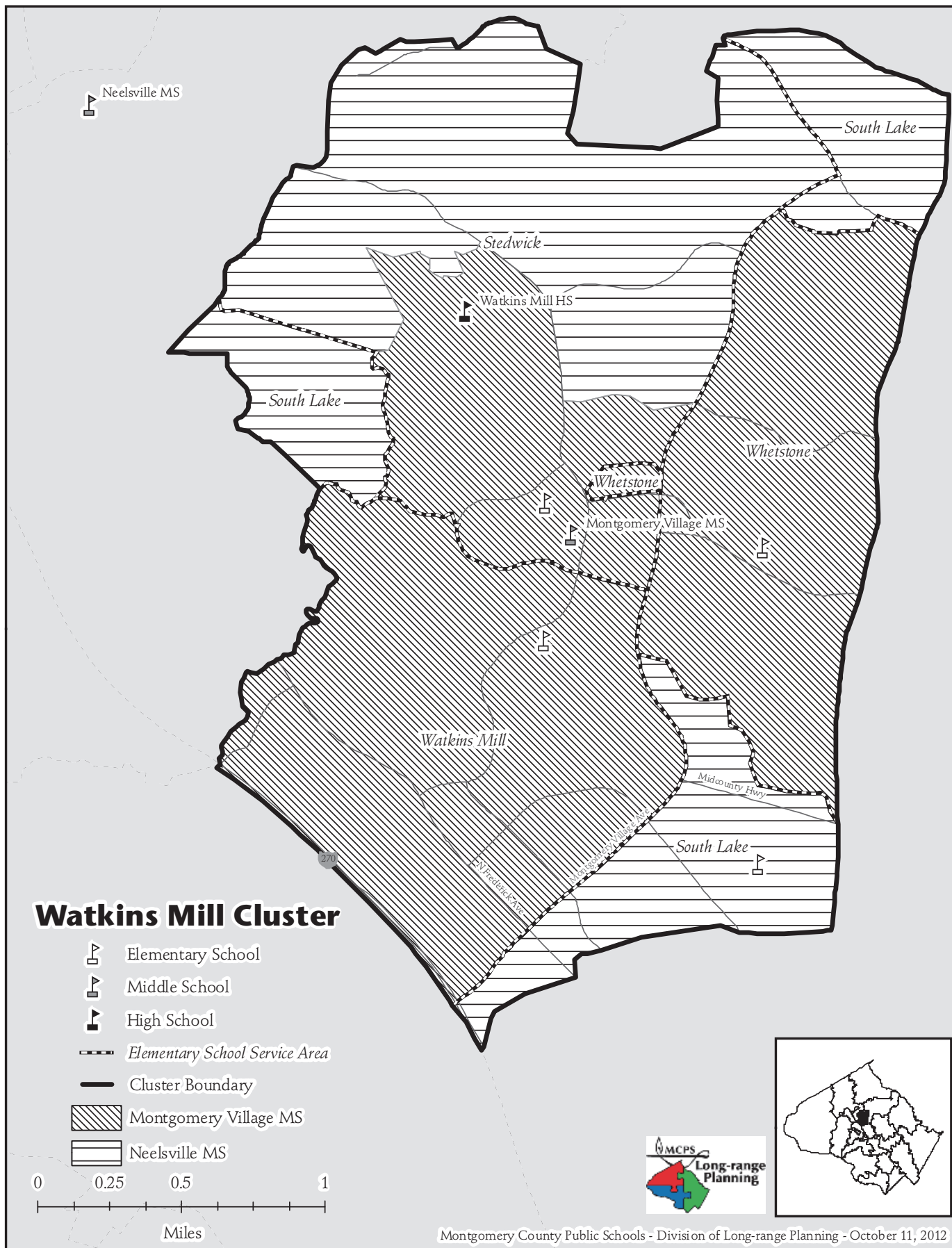


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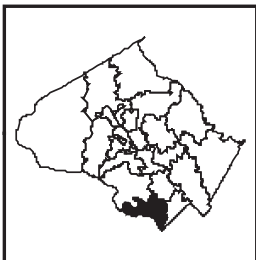
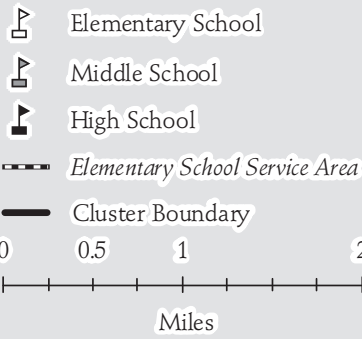
Sherwood Cluster

- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary
- William H. Farquhar MS
- Rosa Parks MS



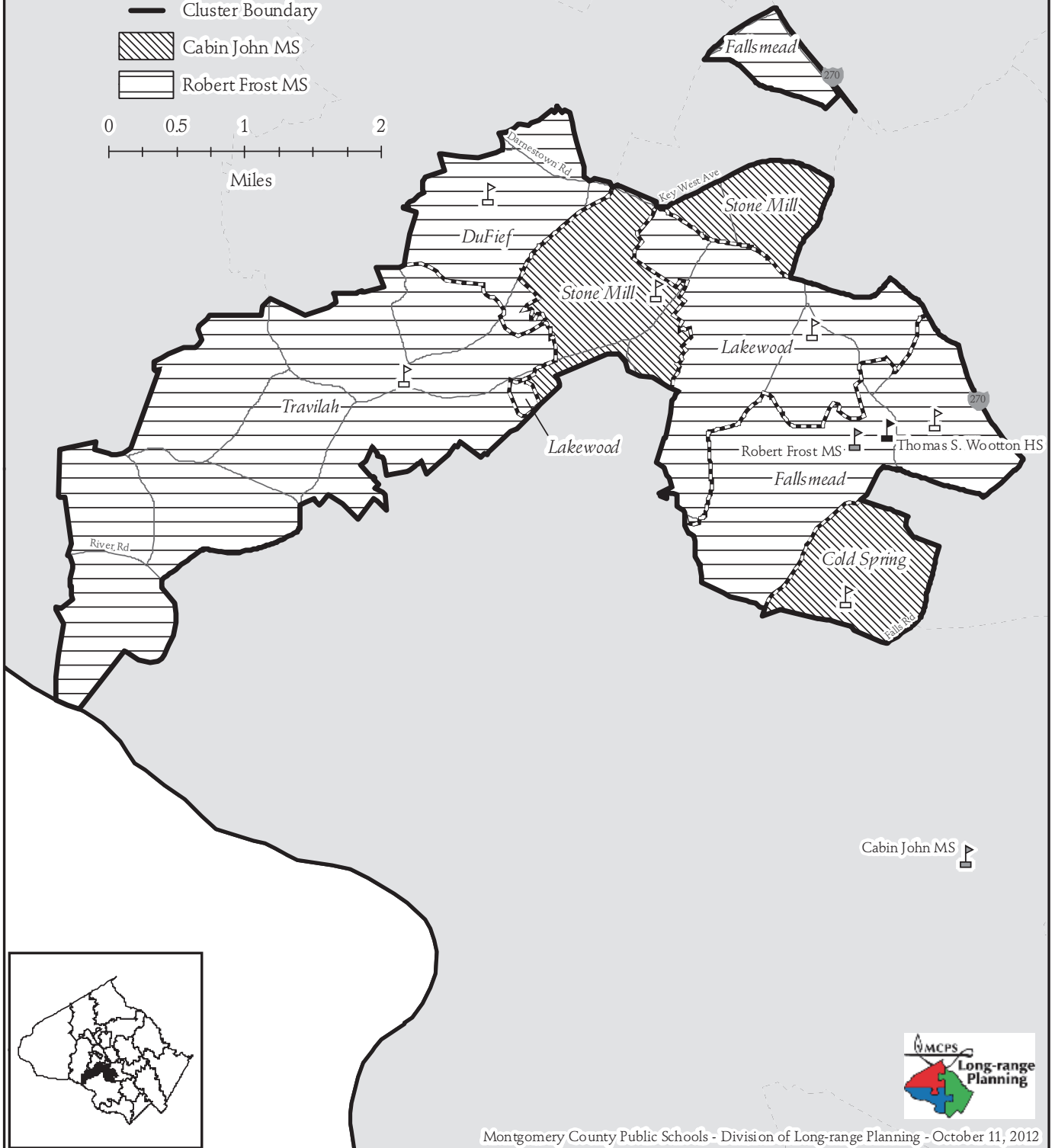


Walt Whitman Cluster



Thomas S. Wootton Cluster

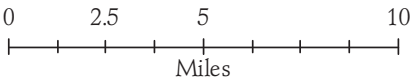
-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Cabin John MS
-  Robert Frost MS



Special Education Centers

 SP: Special Education Center

 Cluster Boundary



SECTION IX

DEFINITIONS AND DATA SOURCES

DEFINITIONS AND DATA SOURCES

Term	Definition	Source(s)
Advanced Placement/ International Baccalaureate Tests (AP/IB Tests)	Advanced Placement (AP) tests are part of a College Board program available to high school students. Scores on these tests can be used by students to earn credit or advanced standing in college. Usually a minimum score of 3 is needed to achieve this goal. International Baccalaureate (IB) tests are part of the International Baccalaureate Diploma Programme available to students in participating schools. Scores on these tests can be used by students to earn credit or advanced standing in college. Usually a minimum score of 4 is needed to achieve this goal.	Office of Shared Accountability
Algebra Completion Rate	The Algebra completion rate is the percentage of students successfully completing Algebra 1 with a course grade of “C” or higher by the end of Grade 8 for middle schools and by the end of Grade 9 for high schools. For students taking Algebra 1 in middle school, successful completion of Algebra 1 is based upon students who earned a course grade of “C” or higher in both semesters 1 and 2 and a “D” or higher on the semester 2 final exam. For students taking Algebra 1 in high school, successful completion of Algebra 1 is based upon students who earned a course grade of “C” or higher in both semesters 1 and 2 by the end of Grade 9.	Office of Shared Accountability
Alternative Programs	Alternative education programs are delivered in Montgomery County Public Schools (MCPS) through a continuum of intervention services for at-risk students. Alternative programs include: Fleet Street Program, Glenmont Middle School Program, Hadley Farms Middle School Program, Needwood Academy, 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.	<i>MSDE Maryland Report Card</i> 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 <i>Official Class Size Report—School Year 2012–2013</i> as of October 31, 2012

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 <i>Official Class Size Report—School Year 2012–2013 as of October 31, 2012</i>
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, <i>Long-Range Educational Facilities Planning</i>
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 the Deputy Superintendent of School Support and Improvement
Downcounty Consortium	The Downcounty Consortium (DCC) is comprised of Montgomery Blair, Albert Einstein, John F. Kennedy, Northwood, and Wheaton high schools. Students entering high school participate in a choice process to rank, in order of preference, their choice of high school based on academy program. School assignments are made by a computer program.	Division of Consortia Choice and Application Program Services
Dropout Rate	The four-year adjusted cohort dropout rate is defined as the number of students who leave school, for any reason other than death, within the four-year period divided by the number of students who form the adjusted cohort. The school years are defined as the first day of the school year through the summer to the first day of the following school year. Student activity that occurs during the summer, including summer withdrawals, are included in the prior year's data. The four-year adjusted cohort dropout rate is calculated by dividing the number of students who terminate formal education for any reason other than death by the sum of the number of first time ninth graders, the number of students who transfer in, and the number of students who transfer out, emigrate, or die during the four-year period.	<i>MSDE Maryland Report Card at http://mdreportcard.org/</i>

Term	Definition	Source(s)
Enrollment	The number of students enrolled in school as of September 30, 2012. 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, 2012, compared with the official enrollment as of September 30, 2012. This percentage may differ from the ESOL percentage reported in the requested FY 2013 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, 2012, compared with the official enrollment as of September 30, 2012. This percentage may differ from the FARMS percentage reported in the requested FY 2013 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.	<i>MSDE Maryland Report Card</i> 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.	<i>MSDE Maryland Report Card</i> at http://mdreportcard.org/
Highly Qualified Teachers	“Highly qualified” is a specific term defined by the <i>No Child Left Behind Act of 2001</i> (NCLB). The law outlines a list of minimum requirements both in content knowledge and teaching skills to meet the “highly qualified” status. The law requires teachers to have a bachelor’s degree and full state certification and to demonstrate content knowledge in the subjects they teach. Under NCLB, states decide what is necessary for certification and for determining subject-matter competency. Rules surrounding the requirements for highly qualified teachers continue to be developed and refined.	<i>MSDE Maryland Report Card</i> 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 <i>Individuals with Disabilities Education Act</i> (IDEA 2004), which states that children with disabilities are to be educated to the maximum extent appropriate with nondisabled peers. MCPS reports LRE settings based on the percent of time a student is educated inside the general education setting. LRE A = Inside General Education Settings 80% or More. LRE C = Inside General Education Settings Less Than 40%.	Office of Special Education and Student Services
Limited English Proficient (LEP)	Limited English Proficient (LEP) students have a primary or home language other than English and have been assessed as having limited or no ability to understand, speak, read, or write English. Redesignated Limited English Proficient (R-LEP) are students that exit the LEP subgroups once they attain English language proficiency. For school progress calculations, states have two years to include in the LEP subgroup students who have attained English proficiency.	<i>MSDE Maryland Report Card</i> at http://mdreportcard.org/
Maryland High School Assessment	The Maryland High School Assessments (HSA) are end-of-course tests that students take as they complete the appropriate high school level course. All students, including middle school students taking high school level courses, must take the High School Assessment after they complete the appropriate course. These courses currently include Algebra/Data Analysis, Biology, English, and Government.	<i>MSDE Maryland Report Card</i> at http://mdreportcard.org/
Maryland School Assessment	The Maryland School Assessment (MSA) measures student achievement in reading, mathematics, and science. <i>Schools at a Glance</i> 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).	<i>MSDE Maryland Report Card</i> at http://mdreportcard.org/
Middle School Magnet Consortium	The Middle School Magnet Consortium (MSMC) is comprised of Argyle, A. Mario Loiederman, and Parkland middle schools. MSMC students entering middle school participate in a choice process to rank, in order of preference, their choice of middle school based on magnet program. Rising middle school students from outside the consortium also may apply to attend through a lottery process. School assignments are made by a computer program.	Division of Consortia Choice and Application Program Services

Term	Definition	Source(s)
Mobility Rate	The student mobility rate is calculated by dividing the sum of entrants and withdrawals by the average daily membership. <i>Entrants:</i> 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. <i>Withdrawals:</i> The number and percentage of students withdrawing (transfers and terminations) for any reason during the September to June school year after the first day of school.	MSDE Maryland Report Card at http://mdreportcard.org/
Northeast Consortium	The Northeast Consortium (NEC) is comprised of James Hubert Blake, Paint Branch, and Springbrook high schools. NEC students entering high school participate in a choice process to rank, in order of preference, their choice of high school based on signature program. School assignments are made by a computer program.	Division of Consortia Choice and Application Program Services
Race/Ethnic Composition	The number and percentage of students enrolled on September 30, 2012, 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, 2012. This total does not include future step increments/longevities and is adjusted for vacancies using a school average of the specific employee grouping (administrative, teachers, other professional, instructional support, other support, building services).	Office of the Chief Operating Officer/Department of Management, Budget, and Planning
SAT	The SAT is a college entrance exam accepted by several hundred colleges across the United States as part of the admissions process. The possible scores on the Critical Reading, Mathematics, and Writing sections range from 200–800, with a total possible score of 2400.	Office of Shared Accountability

Term	Definition	Source(s)
School Progress Index (SPI)	The School Progress Index (SPI) is a continuous scale based on indicators of achievement, growth, gap reduction, and college and career readiness. The SPI will differentiate schools into one of five strands which determine the district and state support schools receive. For more information see page iii.	http://www.marylandpublicschools.org
School Hours	The regular school day with a designated starting time and ending time as defined by the local school system.	Office of the Deputy Superintendent of School Support and Improvement
Special School	A separate MCPS school/center providing services for children with special education needs. The intensity of student needs cannot be met in comprehensive schools. The special schools included are: Stephen Knolls School, Longview School, Regional Institute for Children and Adolescents (RICA), Rock Terrace School, and Carl Sandburg Learning Center.	Office of Special Education and Student Services
SPED	Special education (SPED) means specially designed instruction and related services, at no cost to the parents, to meet the unique needs of a child with a disability, including: (1) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (2) instruction in physical education.	<i>Individuals with Disabilities Education Act 2004 Regulations</i>
Student/ Instructional Staff Ratio	The Student/Instructional Staff Ratio is calculated by dividing the weighted enrollment as of September 30, 2012, by the number of instructional staff. Weighted enrollment includes full-day kindergarten enrollment plus 1/2 times pre-K enrollment plus enrollment in Grades 1–12. Instructional staff is determined as all school-based instructional full-time-equivalent positions (includes staff under the Teachers, Other Professional, and Instructional Support categories).	Office of Shared Accountability Staffing allocations are from the Office of the Chief Operating Officer
Support Art, Music, or Resource	The number of full-size classrooms at an elementary school designated for support purposes (not regular classrooms) such as Art, Music, or Resource. Sometimes they are used for other uses such as Reading Initiative or Computer Lab.	Division of Long-range Planning
Suspension Rate	The unduplicated count of the number of students suspended divided by the June 30 total enrollment.	Office of Shared Accountability
TerraNova Comprehensive Tests of Basic Skills Second Edition	The <i>TerraNova</i> Second Edition (TN/2) is a nationally normed assessment administered to MCPS Grade 2 students in the spring. The TN/2 assesses skills in reading, language, mathematics, language mechanics, and mathematics computation. The final year for TN/2 administration in MCPS was 2012.	Office of Shared Accountability

Term	Definition	Source(s)
University System of Maryland Entrance Requirements	MSDE calculates the percentage of students meeting the University System of Maryland entrance requirements. Requirements for admission to the University System of Maryland are set by the Board of Regents of the University System of Maryland and, at a minimum, include a cumulative grade point equivalent to a C or better, accumulated course credits in English (4 credits), Social Studies (3 credits), biological and physical sciences (3 credits), mathematics (4 credits), language or advanced technology (2 credits), and a high school diploma.	<i>MSDE Maryland Report Card</i> at http://mdreportcard.org/ University System of Maryland at http://www.usmd.edu/

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Woodfield ES	264

DOWNCOUNTY HIGH SCHOOLS CONSORTIUM

<i>Montgomery Blair HS</i>	356
<i>Albert Einstein HS</i>	368
<i>John F. Kennedy HS</i>	374
<i>Northwood HS</i>	382
Argyle MS	274
Bel Pre ES	14
Georgian Forest ES	106
Strathmore ES	230
Eastern MS	286
Montgomery Knolls ES	164
New Hampshire Estates ES	166
Oak View ES	172
Pine Crest ES	180
Col. E. Brooke Lee MS	306
Arcola ES	4
Glenallan ES	114
Kemp Mill ES	134
Newport Mill MS	314
Highland ES	126
Oakland Terrace ES	174
Rock View ES	198
Flora M. Singer ES	216
Silver Spring International MS	334
Forest Knolls ES	96
Highland View ES	128

Rolling Terrace ES	202
Sligo Creek ES	218
Sligo MS	336
Glen Haven ES	112
Highland ES	126
Oakland Terrace ES	174
Woodlin ES	266
Takoma Park MS	338
East Silver Spring ES	82
Piney Branch ES	182
Takoma Park ES	236
Stephen Knolls School	412

GAITHERSBURG CLUSTER

<i>Gaithersburg HS</i>	370
Forest Oak MS	290
Goshen ES	116
Rosemont ES	206
Summit Hall ES	234
Washington Grove ES	244
Gaithersburg MS	294
Gaithersburg ES	100
Laytonsville ES	142
Strawberry Knoll ES	232

WALTER JOHNSON CLUSTER

<i>Walter Johnson HS</i>	372
North Bethesda MS	316
Ashburton ES	6
Kensington Parkwood ES	136
Wyngate ES	268
Tilden MS	340
Farmland ES	88
Garrett Park ES	104
Luxmanor ES	146
Rock Terrace School	418

COL. ZADOK MAGRUDER CLUSTER

<i>Col. Zadok Magruder HS</i>	376
Redland MS	326
Cashell ES	48
Judith A. Resnik ES	188
Sequoyah ES	208
Shady Grove MS	332
Candlewood ES	40
Flower Hill ES	92
Mill Creek Towne ES	160

RICHARD MONTGOMERY CLUSTER

<i>Richard Montgomery HS</i>	378
Julius West MS	342
Beall ES	12
College Gardens ES	64
Ritchie Park ES	192
Twinbrook ES	240

NORTHEAST HIGH SCHOOLS CONSORTIUM

<i>James Hubert Blake HS</i>	358
<i>Paint Branch HS</i>	384
<i>Springbrook HS</i>	396
Benjamin Banneker MS	278
Burtonsville ES	38
Fairland ES	84
Greencastle ES	120
Briggs Chaney MS	280
Cloverly ES	60

School Clusters and Page Numbers, 2012–2013

Fairland ES	84
Galway ES	102
William T. Page ES.....	178
William H. Farquhar MS.....	288
Cloverly ES.....	60
Sherwood ES	212
Stonegate ES	228
Francis Scott Key MS	298
Burnt Mills ES	36
Cannon Road ES.....	42
Cresthaven ES.....	68
Dr. Charles R. Drew ES.....	78
Roscoe R. Nix ES	168
White Oak MS.....	346
Broad Acres ES.....	26
Jackson Road ES.....	130
Stonegate ES	228
Westover ES	256
Carl Sandburg Learning Center	420

NORTHWEST CLUSTER

<i>Northwest HS</i>	380
Roberto W. Clemente MS	284
Clopper Mill ES	58
Germantown ES	108
Great Seneca Creek ES	118
Kingsview MS.....	302
Great Seneca Creek ES	118
Spark M. Matsunaga ES	152
Ronald McNair ES.....	156
Lakelands Park MS	304
Darnestown ES	74
Diamond ES.....	76
Longview School.....	414

POOLESVILLE CLUSTER

<i>Poolesville HS</i>	386
John Poole MS	322
Monocacy ES	162
Poolesville ES.....	184

QUINCE ORCHARD CLUSTER

<i>Quince Orchard HS</i>	388
Lakelands Park MS	304
Brown Station ES.....	32
Rachel Carson ES	46
Ridgeview MS.....	328
Diamond ES.....	76
Fields Road ES.....	90
Jones Lane ES.....	132
Thurgood Marshall ES.....	148

ROCKVILLE CLUSTER

<i>Rockville HS</i>	390
Earle B. Wood MS	348
Lucy V. Barnsley ES.....	10
Flower Valley ES.....	94
Maryvale ES	150
Meadow Hall ES	158
Rock Creek Valley ES	196

SENECA VALLEY CLUSTER

<i>Seneca Valley HS</i>	392
Roberto W. Clemente MS	284
S. Christa McAuliffe ES	154
Dr. Sally K. Ride ES.....	190

Martin Luther King, Jr. MS.....	300
Lake Seneca ES	138
Dr. Sally K. Ride ES.....	190
Waters Landing ES	246

SHERWOOD CLUSTER

<i>Sherwood HS</i>	394
William H. Farquhar MS.....	288
Brooke Grove ES	28
Sherwood ES	212
Rosa M. Parks MS	320
Belmont ES.....	18
Greenwood ES	122
Olney ES.....	176

WATKINS MILL CLUSTER

<i>Watkins Mill HS</i>	398
Montgomery Village MS	310
Stedwick ES.....	224
Watkins Mill ES	248
Whetstone ES	260
Neelsville MS.....	312
South Lake ES	222
Stedwick ES.....	224

WHEATON CLUSTER

<i>Wheaton HS</i>	400
A. Mario Loiederman MS	308
Parkland MS.....	318
Brookhaven ES	30
Harmony Hills ES.....	124
Sargent Shriver ES.....	214
Viers Mill ES	242
Weller Road ES	252
Wheaton Woods ES.....	258
Thomas Edison High School of Technology	366

WALT WHITMAN CLUSTER

<i>Walt Whitman HS</i>	402
Thomas W. Pyle MS	324
Bannockburn ES	8
Bethesda ES.....	20
Bradley Hills ES	24
Burning Tree ES	34
Carderock Springs ES	44
Wood Acres ES.....	262

THOMAS S. WOOTTON CLUSTER

<i>Thomas S. Wootton HS</i>	404
Cabin John MS.....	282
Cold Spring ES	62
Stone Mill ES.....	226
Robert Frost MS.....	292
DuFief ES	80
Fallsmead ES	86
Lakewood ES.....	140
Travilah ES	238
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MONTGOMERY COUNTY PUBLIC SCHOOLS AT A GLANCE

Our School System

- 148,779 students for 2012–2013
- Largest school system in Maryland
- 17th largest school system in the United States
- Students from 164 countries speaking 184 languages
- 15 million meals served
- More than 100,000 students transported on 1,264 buses
- 202 schools
 - 132 elementary schools
 - 38 middle schools
 - 25 high schools
 - 1 career and technology center
 - 5 special schools
 - 1 charter school
 - 35 National Blue Ribbon schools

Our Students

- Demographics (2012–2013)
 - 33.0 percent White
 - 21.3 percent Black or African American
 - 26.7 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
- 33.2 percent participate in Free and Reduced-price Meals System (FARMS)
- 10.9 percent receive special education services
- 15.4 percent participate in English for Speakers of Other Languages (ESOL)
- 1651 average combined SAT score
- 141 National Merit Finalists

System Resources

- \$2.2 billion FY 2013 Operating Budget
- \$1.352 billion amended six-year Capital Improvements Program (FY 2013–2018)
- 22,236 employees
- 11,836 teachers
- 86.9 percent of teachers with a master's degree or equivalent



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